



# Race to the Top

## Technical Review Form - Tier 1

### Oregon Application #54000r-1



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>53</b>
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	10

**(A)(1) Reviewer Comments:**

(A)(1)(i) Oregon has presented a very comprehensive and coherent reform agenda for its State in this section. They have set ambitious goals to ensure that 40% of Oregon residents 25 years and older have at least a bachelors degree, that 40% have an associate's degree or other post-secondary credential, and 20% have at least a high school diploma that reflects high level academic work and prepares them to succeed in a skilled occupation. To achieve its aims, Oregon is committed to (a) significantly increasing student academic success and post-secondary readiness; (b) marked increases in high school graduation rates and similar decreases in dropout rates; (c) increased enrollment of high school graduates in post-secondary education; and (d) reducing achievement, graduation, post-secondary education matriculation gaps. Oregon explains why and how they plan to implement their Race to the Top (RTTT) objectives. To demonstrate their readiness for RTTT, Oregon shares information about their history of passing legislation and implementing reform and existing state mandates that require the State Board of Education to regularly update the State's K-12 academic standards to ensure they remain competitive academically. In developing its RTTT proposal, Oregon established a 22-member RTTT Design Team to guide its planning efforts. They also took important steps to engage the community by bringing together four workgroups comprised of 86 stakeholders, and hosted two public hearings where they shared information with and receive feedback from parents, students, and community members. (A)(1)(ii) Approximately half of Oregon's LEAs are participating in its Race to the Top Plan. Ninety-three (47.45%) of Oregon's 196 LEAs are participating in the State's RTTT application. However, combined, these 93 school districts educate 77% of the students in the state and 75% of students in poverty. At the same time, just 36 of the 93 school districts have local teachers unions who've agreed to participate, but this number is admirable nonetheless. Of the 93 districts' that agreed to participate in the State's RTTT application, 60 agreed to participate in using evaluations to inform compensation, promotion, and retention, and 75 agreed to use evaluations to inform tenure and/or full certification. (A)(1)(ii)(a)(b)(c) Oregon's application includes a binding MOU between the State and its LEAs. The MOU lists specific language that requires participating LEAs who sign the document to "implement the LEA plan as identified in Exhibit I and II of this agreement." However, Exhibit I addresses all four areas of RTTT. A chart presented in the Appendix list all participating LEAs, recognition that of school board presidents, superintendents, and teachers union officials who've signed on to the initiative, and the areas of the State's RTTT plan that LEAs have committed to implement. However, there is no Exhibit II in the application and there are no additional explanations or statements from the applicant in the MOU or the application that say what exactly the LEA is committing to implement as a result of their participation in the State's grant. For example, under the heading "Great Teachers and Leaders" in Oregon's Exhibit I, it reads that participating LEAs are committing to "use evaluations to inform compensation, promotion, and

retention", and that's it. The application expresses no specific expectations for LEAs about the programs, policies, practices, or directions they are expected to implement and execute as a function of their participation in the State's RTTT grant. There are also no specific statements that require LEAs to factor student growth data into decisions about evaluation, compensation, promotion, or termination of teachers and principals. Additionally, Oregon places a significant emphasis on the "Great Teachers and Leaders" section of the MOU, but in Section A1 of the application, they spend more time discussing their student assessment and longitudinal data plans than their plans for improving teaching and leadership in Oregon schools. The Oregon Education Association (OEA), the state association representing teachers, speaks to these issues in its Letter of Support. They highlight that Oregon's application "rejects ideas that go against OEA's core beliefs," citing such things as the absence of language in the application regarding merit pay, pay for performance, using student test scores for transfer, assignment and dismissal, and "closing" struggling schools. OEA's letter clearly reflects their belief that the State will not include policy changes in Oregon's Scope of Work, which are policies that are central to expectations outlined in the Race to the Top Federal Notice. Points were withheld based on the number of districts and level of statewide impact Oregon will potentially have with its initiatives and the OEA's letter of support, which objected to key criterion mentioned in the RT3 Federal Notice.

(A)(1)(iii) Oregon presents a great amount of student achievement data in its application, including data on the State's summative assessment and NAEP for all student subgroups. They also highlight the achievement gap at each grade level for student subgroups on the State's ESEA assessment and the NAEP. In Appendix A-15 through A-17, Oregon shares their annual student growth goals on the State's assessment, the NAEP, and graduation rates for each subgroup of students between 2009-10 and 2013-14. However, after closely reviewing Oregon's student growth goals, it is clear that Oregon is projecting significant gaps in achievement to remain between subgroups at the conclusion of the grant period – for both graduation rates and performance on state assessments. The purpose of RTTT, in part, is to close achievement gaps. It is also questionable why Oregon is emphasizing the gap between black and Hispanic students, and their white peers, when white students are not the highest performing students in the State; Asian students are. Asian students outperform white students in almost every grade level in reading and math on the State's annual assessment, the NAEP, and graduation rates. Therefore, Asian students are setting the bar for achievement in Oregon. This, however, is not recognized by Oregon in its application. The gap is measured between white students and not Asian students, who are consistently outperforming all subgroups. Furthermore, there is no explanation for why white students instead of Asian students were selected as the comparison group to black and Hispanic students with regard to the achievement gap. Oregon's goals for subgroups are not aggressive enough and maintaining double digit gaps in student outcomes at the conclusion of the RTTT grant period is unacceptable. Points were withheld as a result.

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>23</b>
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	8

**(A)(2) Reviewer Comments:**

(A)(2)(i)(a)(b) This section of Oregon's application begins very strong, with them sharing its Governor's active support of the State's Race to the Top (RTTT) Plan. Oregon also shared that the State's Race to the Top Coordinating Council, which would oversee implementation of RTTT, would report directly to the Governor; thereby giving the Plan the highest level leadership support in the State. However, while Oregon provides examples of strong leadership, it stops short of identifying dedicated teams who will implement Oregon's statewide reform plans. Oregon lists a number of positions within its budget narrative, but there is nothing that shows how these positions interact with one other or fit together within a hierarchical leadership structure. Oregon goes no further in explaining in its application what the design and structure of its dedicated teams would be, other than saying that a manager, along with administrative and professional support, would be assigned to the project and listing the positions in the budget narrative. This section of the proposal was where the structure and design of Oregon's RTTT team should have been clearly articulated. Oregon does provide resumes of its key personnel,

and that is helpful to see the skills and experiences they bring to the table. However, without a clear explanation of how the RTTT team is structured, it's difficult to ascertain the value or context of their work, how positions and departments will work together, or determine how these individuals will support the comprehensive implementation and ongoing management of the State's RTTT initiative. Points were withheld as a result. (A)(2)(i)(c) There are no substantial comments regarding how Oregon will provide effective and efficient operations and processes in administering the RTTT grant. Points were withheld as a result. (A)(2)(i)(d)(e) There are no explanations for how, if at all, funds from other federal, state, or private sources will be used to implement and execute the State's Plan. There is also no discussion of how, if at all, the state will work to generate the fiscal, political, and human capital resources necessary to ensure its RTTT Plan succeeds. Instead, this must be inferred from its Budget Narrative. Points were withheld as a result. Instead of focusing on the specifics of its plan and providing the detail requested in the application materials, Oregon shares mostly information about its data and assessment plans. (A)(2)(ii)(a) Oregon's RTTT Plan enjoys support from Oregon's teachers union, the Oregon Education Association, along with the Confederation of Oregon Administrators, Oregon Parent Teacher Association, Oregon School Boards Association, and Portland Public Schools. Full points were awarded. However, the letter from the Oregon Education Association said that the organization supported the plan because, in their interpretation, Oregon's plan did not support objectives that were againsts the organization's core beliefs. Those core beliefs OEA objects to are actually criteria listed in the RTTT Federal Notice. As a result, points were withheld. (A)(2)(ii)(b) Oregon's RT3 Plan also enjoys support from a range of public, nonprofit, government, and private organizations and their leaders. Oregon's application list 50 stakeholder groups that are supporting its plan, including the National Council of LaRaza, Hispanic Metropolitan Chamber, Oregon Business Association, House and Senate Republican and Majority Leaders, and the University of Oregon. Full points were awarded.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>24</b>
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	20
<p>(A)(3) Reviewer Comments:</p> <p>(A)(3)(i)(ii) Oregon shares several examples of how they are making progress in each area of reform covered by Race to the Top (RTTT). They also share historical achievement data from their ESEA state assessment, which indicates that some subgroups of Oregon students have been inconsistent in making gains in student achievement. Oregon acknowledges some of the inconsistencies in statements such as, "The black-white achievement gap has decreased in some grades and subject areas, but not in others." However, Oregon does not offer explanations anywhere in the application for why these inconsistencies exist or what their plans are for addressing them. NAEP data for Oregon shows a more consistent growth pattern in student achievement between 1996 and 2009. At the same time, the Black-White Achievement Gap persisted at about the same level in 2009 as it was in 1996. Both student subgroups have improved, but the gap in achievement remains relatively the same. Oregon presents other indicators of student outcomes that highlight areas where it has made steady and significant progress, such as its 5th place ranking nationally among states for increasing access to and student performance in Advanced Placement (AP) courses and the significant number of high school students who are completing college credits before they graduate from high school. It is worth noting that the data tables Oregon included in its application were excellent; easy to review and provided the information requested in the RTTT Notice.</p>		
<b>Total</b>	<b>125</b>	<b>100</b>

## B. Standards and Assessments

	Available	Tier 1
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<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<p>(B)(1) Reviewer Comments:</p> <p>(B)(1)(i) Oregon is a member of two state Consortia, the Common Core State Standards Initiative (CCSSI), which is focused on developing rigorous, internationally benchmarked standards in reading and mathematics that ensure students are prepared for post secondary education and careers after high school, and the American Diploma Project Network sponsored by Achieve, Inc. of Washington, DC. Achieve's Consortia is focused on developing a rigorous assessment that measures the Common Core State Standard and aligns with curriculum that prepares students for post-secondary education and the workforce. Though managed by Achieve, CCSSI was brought together by the Council of Chief State School Officers and the National Governors Association (which also established Achieve), and includes 48 participating states. In Oregon's Plan, the standards and assessments will be aligned with State assessments and classroom practices. Oregon included a signed MOU in the Appendix that shows its commitment to implementing the Common Core State Standards. They also provide evidence that the standards are internationally benchmarked and are designed to ensure that young people are prepared for college and careers. A draft copy of the standards is available in the Appendix.</p> <p>(B)(1)(ii) In Appendix B.9 of its application, Oregon charts a clear path for the State Board of Education to adopt the Common Core State Standards by March 2011. However, Oregon contradicts itself by stating in the body of its application at the end of criterion (B)(1) that CCSS will be presented to its State Board of Education for adoption in December 2010. Because of the discrepancy and because Oregon is not affirmative that the standards will be adopted by December 2010, all points were withheld.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>8</b>
<p>(B)(2) Reviewer Comments:</p> <p>Oregon's State Board of Education has a state mandate that requires it to upgrade the State's educational standards regularly. As a result, Oregon has a multi-year schedule to regularly improve its standards, and along with that, its assessments. As stated in Section B1, Oregon has joined the Achieve Consortium, a multi-State initiative that represents a significant number of States who are working together to produce a reliable, internationally benchmarked and college/career ready assessment. Participating States have committed to adopt the assessment once it is ready. Oregon is also working with three other Consortia to improve its formative assessments and ensure that its assessments and curricula are aligned to the Common Core State Standards. Oregon has been a leader in implementing steadily improving assessments of academic performance. The Oregon Assessment of Knowledge and Skills (OAKS) is administered annually to students in grades 3 – 8 and high school by the State to measure the achievement of students statewide. OAKS is a computer adaptive test, which enables students to complete the exam on a computer and receive their scores within minutes verses weeks, as most written test take to report scores. Students are assessed for their level of knowledge and skills in reading, writing, mathematics, science, social studies, and language proficiency. It is the only computer adaptive State exam approved under the Elementary and Secondary Education Act (ESEA). Oregon states that OAKS is aligned with state standards and enjoys a nearly a 100% student participation rate. Oregon also uses formative assessments in reading and math for students in grades K-8. Oregon received the maximum number of points for this section.</p>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>8</b>
<p>(B)(3) Reviewer Comments:</p> <p>(B)(3) There are a number of great initiatives listed here. However, throughout its application, Oregon lists a number of great things they are doing or have done in the field of standards and assessment, but many of the examples they offer are not presented as a plan. Instead, their initiatives are</p>		

presented as a description of separate activities that don't connect with one another or tell a clear story about the State's strategies, approaches or desired/expected outcomes. Points were withheld as a result. Oregon does not share a concrete plan that describes what they are doing now, where they want or need to go or get to, what they need and how they are going to get there, who will do the work, when will the work get done, what are the expected results or benchmarks for success, how will their efforts be evaluated, how and through whom will results be communicated, and when will things get done. They could also describe why their plans are important to education, schools, teaching and student achievement in Oregon, but even their descriptions of the importance of their plans are not always connected back to LEAs, schools, teachers, students, or others in Oregon. There is also a lot of discussion about what "should" happen and talk of what we plan to do, not what we "will do" if we receive RTTT funds. This can be implied somewhat from their budget, but it is not made clear. Oregon's plans are not clear and important connections are not drawn. Points were withheld as a result.

<b>Total</b>	<b>70</b>	<b>36</b>
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### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>16</b>
<p>(C)(1) Reviewer Comments:            (C)(1) Oregon's application contains evidence that demonstrates how the State's longitudinal data system includes the majority of the elements of the America COMPETES Act. Oregon included a document in its Appendix and summary explanation in the body of its application that explain, in detail, how the State meets the expectations. Oregon does not meet the criteria for elements 8, 10, 11 and 12. (Element 8) Oregon will not have the ability to match students to licensed teachers until 2011. (Element 10) SAT and ACT data is not yet stored. The PSAT is a test that provides data to ensure that students are on the right track to prepare for college but not that they "are" ready. (Element 11) There is not a two way exchange of data between LEAs and the State. (Element 12) The data collected relates more to high school completion, not being prepared for college; however, the applicant takes too long to respond to the requested information in this application. The RTTT application provides very explicit criteria for the State to respond to. Oregon does not mention the America COMPETES Act until the end of the third paragraph. This section, and others, would be much stronger if Oregon were more precise and concise in their responses to the grant criteria.</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
<p>(C)(2) Reviewer Comments:            (C)(2) Oregon's plan for providing data access to a diverse group of stakeholders is addressed in the Budget section of its application. They also state that their system provides secure and convenient access to data for a variety of stakeholders, including researchers. Oregon's Plan calls for making data more accessible through a statewide, internet-based data portal that is customized to the needs and interests of different stakeholder groups. In 2010, a workgroup will come together to determine what customized research is needed by stakeholders. The final web portal will be launched in September 2011.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>7</b>
<p>(C)(3) Reviewer Comments:            (C)(3) Oregon has a plan to use data to inform instruction. Referred to as the "Oregon Data Plan" in the application, Oregon states it has trained more than 2,000 educators "in the effective use of data" since 2007. Oregon also states that it is adopting a nationally recognized framework for teaching teachers that aligns with professional development and mentoring. However, nowhere in the application did Oregon clearly define specific steps it would take or strategies it would use to</p>		

collaborate with LEAs to (1) increase the acquisition, adoption, and use of "local" instructional improvement systems, (2) support LEAs who are using data systems to provide effective professional development to teachers, principals, and administrators on "how to use" these systems and the resulting data to support "continuous instructional improvement, or (3) make data available and accessible to researchers. This is the information the application is requesting. As a result, points are being withheld. Oregon's application refers the reader to their budget narrative for Standards & Assessment and to Appendix C.5 for "more detailed information" on its Plan (it is actually Appendix C.4; there is no C.5). The budget narrative contains brief descriptions of team members' duties and projected expenses for salary and other costs, but there is no clear Plan explained. Similarly, Appendix C.4 presents a one page visual map of the Data Plan but it does not provide the reviewer with a clear explanation for how the plan will be implemented, or how LEAs, schools, teachers, and researchers will be trained or supported in accessing and using the data.

Total	47	28
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#### D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>13</b>

**(D)(1) Reviewer Comments:**

(D)(1)(i) Oregon presents a robust mix of alternative certification paths for teachers and principals. All teaching licenses and alternative teaching programs are granted and approved by Oregon's Teacher Standards and Practices Commission (TSPC). Oregon describes TSPC as being "quite flexible in the formats for educator preparation...as long as outcomes adhere to established standards." Oregon also shares that there are 20 teacher preparation programs in the State, and that all of them require enrollment for some period of time in an institution of higher education in order to earn full certification. In this section, nor anywhere else in the application, does Oregon point to specific legal, statutory, or regulatory provisions that allow alternatives to certification. (D)(1)(ii) Oregon lists four different routes to alternative certification, but only highlights its Temporary Restrict License, which it says provides career changers who possess a bachelor's degree and are sponsored by a school district the opportunity to teach for up to three years while they work towards earning a permanent license. No explanation for how a temporary license can be transitioned to a permanent license is provided. Oregon also provides descriptions of several higher education and district sponsored alternative licensing and "Grow Your Own" programs that are enrolling a sizeable number of novice educators. Each of the programs described appear to be targeting a particular need for teachers in the State, and providing them with training and licenses to teach in STEM, special education, and bilingual education. Oregon also describes a partnership between a handful of school districts and universities that is preparing individuals from historically underrepresented groups to be teachers in Oregon schools. That program has graduated 130 teachers and currently enrolls 65 prospective teachers. Oregon did not explicitly say if these programs are targeting a shortage area. Oregon also does not mention if the programs are selective in accepting candidates or if they limit required coursework or options to test out of courses. Oregon also offers a temporary 3-year license for principals and district level administrators who have a master's degree, no teaching experience, and are co-sponsored by a District. Additional, or other quality/effectiveness criteria, that these prospective administrators must meet to gain admission into or successfully complete the temporary licensing program is not presented in the application. (D)(1)(iii) Additionally, Oregon shared two websites that are used to recruit teachers in the State, but did not say whether or not these sites were used to recruit teachers and leaders to fill shortage areas. Oregon also does not mention if non-higher education institutions are allowed to provide alternative routes to certification for teachers and leaders, or if novice teachers or principals enrolled in temporary teacher certification programs are awarded or able to earn full certification at the conclusion of their training/program. Oregon also did not discuss any processes for monitoring or evaluating areas for teacher and principal shortage. They do, however, highlight the name and purpose of the agency (TSPC) that certifies teachers.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>29</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	7
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	7

(D)(2) Reviewer Comments:

(D)(2)(i) Oregon presents an exemplary explanation of its strategies and plans for measuring student growth. The State is presently designing a data warehouse that will link individual student performance in K-12 with individual teachers. This will include linking end-of-year summative assessment data with formative assessment data in reading and mathematics, as well as other demographics maintained by LEAs. The information available will help parents, teachers, and administrators determine if their students are making sufficient progress academically, and if formative assessments are leading to students succeeding on summative assessments. (D)(2)(ii) Oregon provides a solid explanation of its evaluation process for teachers and principals, and how it has designed and plans to implement a transparent, and fair evaluation system for teachers and principals. The rigor of its process is not clear. Included in the applicant's Appendix are examples of local evaluation rubrics for teachers and principals that are consistent with State expectations. Each rubric presents rating categories that are defined as different levels of effectiveness. Yet, although Oregon says that student growth/achievement will be a factor in its evaluation of teachers, the rubric presented in the Appendix is 100% silent on this. There is no mention anywhere in the rubric that students' growth or achievement are significantly factored into the evaluations of teachers. The absence of student growth in the evaluation weakens what otherwise would be an effective, rigorous evaluation of teachers. The principal evaluation presented mentions student achievement in the "results" band of the evaluation rubric, but the rubric evaluates principals not on the academic results of their students, but on the actions they did or did not take to facilitate student performance. The words are there, but the accountability is not. Again, the absence of student growth and achievement from the evaluation of principals undermines the rigor of the evaluation. In addition, the Oregon Plan indicates that teacher observations must be formal, thus disabling a principal or other instructional leaders ability to informally visiting a classroom and observe a teacher in action when they deem necessary. This weakens the rigor of the evaluation process and eliminates opportunities to provide consistent and constructive feedback in a less high stakes manner. Evaluation programs that give teachers time to prepare for their performance is fine, but more rigorous and effective evaluations combine informal and formal visits. Prohibiting principals or instructional leaders from dropping into classrooms to observe their teachers is ineffective evaluation, and does not give instructional leaders the opportunity to observe the "every day" practices, challenges and effectiveness of teachers and provide important feedback, coaching, or support in a timely manner. (D)(2)(iii)(iv) Oregon alludes to principal and teacher evaluations being annual, but do not clarify if evaluations are administered annually. They mention that evaluations may start in the spring before the beginning of the new school year, but the length of time between evaluations is not addressed. Oregon does, however, present a very solid phased approach to its evaluation system. In phase one, teachers and leaders assess student learning at the beginning, middle and end of the school year. In phase two, they identify goals and professional development plans to increase student achievement. In phase three, a structured process for evaluation is established between teachers and principals, including a pre-evaluation conference; and phase four provides a timeline for follow-up conferences. However, as was mentioned earlier in this review, while student achievement is assessed and evaluated as part of a teacher's planning process in Oregon, student growth and achievement are not factored into the evaluation of teacher effectiveness. Oregon shares that the state eliminated permanent teacher status (tenure) in 1997 and replaced it with a three-year probationary period for new teachers and two year contracts. However, Oregon also states that "a license can be removed for professional misconduct but continued licensure is not based on employment data." Oregon then shares a summary of their state law pertaining to the dismissal or non-extension of a teacher's contract, writing that "in determining whether the performance of a contract

teachers is adequate, consideration shall be given to regular and special evaluation reports prepared in accordance with the policy of the employing school district and to any written standards of performance that shall have been adopted by the board." Essentially, this means that a teacher cannot be dismissed, or not have their contract renewed, for any reason other than what they were evaluated on. Considering that student growth and achievement are not a part of teacher evaluations in Oregon, a teacher's employment, contract renewal, or dismissal cannot be based on these factors. It is also important to clarify that from the information Oregon presented in its application, a teacher in Oregon cannot be dismissed for any other reason than professional misconduct. Therefore, evaluations play no role in this. Evaluations only play a role if a District decides to not renew a teacher's contract; then the evaluation is considered. Points have been withheld in D2 because Oregon's application does not include the use of student growth data as primary factors in teacher and principal evaluations, and because it does not have a rigorous evaluation and its present evaluations are not used to make decisions about compensating, promoting, retaining or granting tenure and full certification to teachers.

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

**(D)(3) Reviewer Comments:**

(D)(3)(i) Oregon presented a number of admirable programs for recruiting and preparing diverse teachers and principals for its schools. It is clear from the number of programs that Oregon has approved that it is demonstrating a commitment to ensuring its students have diverse teachers and principals to guide and direct their learning. However, Oregon does not mention how, specifically, they are ensuring that these teachers are "highly effective" educators and instructional leaders or how its diversity programs are part of the State's plan to ensure that students in high poverty and/or high minority schools have equitable access to highly effective teachers and principals. Oregon does not present a high quality plan to address this. The State's emphasis on diversity among teachers and principals is outstanding, but the best diversity initiatives have several elements: they promote inclusion, recruit and develop quality talent, regularly measure effectiveness of the program and participants, and both the program and participants are results-driven, and get results. While Oregon is not required to define its diversity agenda in this application, it fell short on linking the diversity agenda it explained to what the criteria in this section is asking for – ensuring "highly effective teachers" are equitably placed in high-poverty and/or high-minority schools. Oregon also did not explain how children in such schools would "not" be served by "ineffective" teachers and principals and did not present any goals for performance measures. Instead of sharing this information, Oregon listed their goals as "To Be Determined." All points were withheld, as a result. (D)(3)(ii) Little was written about Oregon's plan for ensuring the equitable distribution of hard-to-staff subjects and specialty areas. As a result, all points were withheld for this sub-criterion.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>3</b>
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**(D)(4) Reviewer Comments:**

(D)(4)(i) Oregon does not give the information that was requested in section D4. They mention research data from educational studies being conducted in the State being used to inform "pre-service" teacher programs. They also mention that seven teacher preparation programs accredited by the National Council for the Accreditation of Teacher Education (NCATE) are "required to collect and assess empirical data and demonstrate they are using the data to effect program changes", but Oregon does not state what the empirical data is that is being collected. Without that information, there is no way to determine if the empirical data is relevant to teacher preparation programs, or not. Also, Oregon does not present a high quality plan or ambitious, achievable targets that address linking student achievement and growth data to teachers and principals, or link such data to in-State programs where teachers are prepared for credentialing. Oregon also does not address plans for providing and reporting data that shows teachers, principals, and credentialing programs ultimate impact on students' growth and achievement. (D)(4)(ii) Oregon does mention that there is a proposed

expansion to the State's data warehouse that would enable student achievement data to be linked with teacher licensure and program completion data.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>0</b>
<p>(D)(5) Reviewer Comments:            (D)(5)(i)(ii) Oregon discusses what they will do at the State level to provide effective support to teachers and principals, but their plan does not speak to their efforts to work in collaboration with LEAs, or build the capacity of its LEAs, to (a) provide effective, data informed professional development and (b) measure, evaluate, and continuously improve the effectiveness of the supports provided to improve student achievement. Because Oregon did not provide the information requested in the application, all points for this judging criteria were withheld.</p>		
<b>Total</b>	<b>138</b>	<b>45</b>

### E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>0</b>
<p>(E)(1) Reviewer Comments:            (E)(1) Oregon's is presently working to address a legislative mandate to define strategies that enable the State to intervene in low performing schools. Oregon says it is working with stakeholder groups to define intervention and turnaround procedures, and expects these procedures to be "ready" in 2010. Points were withheld because the State presently doesn't have the authority to intervene in lowest performing schools or LEAs.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>31</b>
(i) Identifying the persistently lowest-achieving schools	5	1
(ii) Turning around the persistently lowest-achieving schools	35	30
<p>(E)(2) Reviewer Comments:            (E)(2)(i) Oregon has developed a tiered system for identifying the performance of its schools. The State says the system will enable it to identify the lowest achieving 5% of its schools. Oregon will use its Achievement Index, which factors in statewide student assessment data and graduation rate data to identify its lowest performing elementary and secondary schools. LEAs with the lowest achieving schools will be required to submit School Improvement Grant applications to the State. The applications will describe the needs and plans for improving each school and will lead to further assistance being provided by the State. Oregon is receiving low points because the State indicated in its application that it does not yet have a full system for identifying low achieving schools. (E)(2)(ii) Oregon has a system for supporting its LEAs in turning around the lowest achieving schools. LEAs can use a turnaround or transformation model. In either model, recently or newly installed principals have "substantial authority and flexibility to overhaul instruction and instructional support", implement professional development for teachers, and "make staffing assignments as negotiated within collective bargaining agreements.</p>		
<b>Total</b>	<b>50</b>	<b>31</b>

### F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>6</b>

<p>(F)(1) Reviewer Comments:</p> <p>(F)(1)(i) The percentage of the State budget that Oregon used to fund elementary, secondary, and higher education in FY2009 was 56%. In FY2008, it was 57%. Thus, the funding level was "substantially unchanged", and therefore, points were withheld. (F)(1)(ii) LEAs with 30% or more of students in poverty receive, on average, 29% more funding than LEAs with 10% or less students in poverty. Oregon presents a table showing more than \$2,000 per pupil is contributed to LEAs with high versus low numbers of students in poverty. However, points for F1 were withheld because Oregon did not indicate that State policy led to equitable funding between high-poverty and other "schools" within an LEA. As a result, points were withheld.</p>		
<p><b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b></p>	<p><b>40</b></p>	<p><b>34</b></p>
<p>(F)(2) Reviewer Comments:</p> <p>(F)(2)(i) Oregon passed its charter school law in 1999. The first 11 charter schools opened in 2000-01 serving 622 students. At the end of 2008-09, there were 88 charter schools serving 15,400 students (2.7% of the state's student body). Oregon's charters serve students in a variety of grade configurations, with the majority of schools serving students in K-5, K-8, K-12, and 9-12 grades. They also provide a diverse curriculum. There are presently no caps on charter schools in general, but there is a moratorium on virtual school student enrollment and expansion. (F)(2)(ii)(iii) Charter schools in Oregon are authorized by LEA school boards or by the State Board of Education. Schools established by LEAs must receive at least 80% of the funds the LEA spends per pupil on grade K-8 and 90% of the funds is spends on grades 9-12. However, the State Board must provide at least 90% of the funding for grades K-8 and 95% of the funding for grades 9-12 to the schools it's chartered. Charter school results are evaluated annually by LEAs and the State Board. Schools can be closed for persistent poor student performance, as measured by the State's annual assessment and related measures. (F)(2)(iv) Oregon does not provide charter schools with facilities funding. Oregon does, however, provide pass through federal assistance to support charter school with start-up and implementation costs through the federal Charter School Grants Program. The state also has a law that lists 25 criteria for opening a new charter school as well as evaluation metrics. The evaluations assess whether or not charter schools meet the targets they say they will meet when chartered. (F)(2)(v) Oregon does enable LEAs to operate innovative, autonomous public schools other than charter schools. There are also 484 alternative schools or programs in Oregon serving 21,561 students. Forty percent of these schools are operated by school districts, 31% are private programs operated via contract with private entities, 13% are operated by community colleges, and 8% are operated by the State Education Service Districts.</p>		
<p><b>(F)(3) Demonstrating other significant reform conditions</b></p>	<p><b>5</b></p>	<p><b>4</b></p>
<p>(F)(3) Reviewer Comments:</p> <p>(F)(3) Oregon has created laws that enable high school students to earn credit towards graduation through applied learning opportunities. The State also established a Career Readiness Certification, which acknowledges that Oregon residents who've successfully completed certification requirements are prepared to succeed in the workplace. Oregon also discusses the Engineering and Technology Industry Council the state created. Their primary objective is to boost the number of engineers and technical workforce in Oregon.</p>		
<p><b>Total</b></p>	<p><b>55</b></p>	<p><b>44</b></p>

**Competitive Preference Priority 2: Emphasis on STEM**

	<p>Available</p>	<p>Tier 1</p>
<p><b>Competitive Preference Priority 2: Emphasis on STEM</b></p>	<p><b>15</b></p>	<p><b>15</b></p>
<p>Competitive Reviewer Comments:</p>		

Oregon provides a detailed plan for offering rigorous courses of study in mathematics, the sciences, technology, and engineering; preparing students for advanced study in STEM fields; and partnering with other entities to support students and teachers development in STEM.

Total	15	15
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### Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>No</b>

**Absolute Reviewer Comments:**

Oregon has presented an application that has great intentions and great promise, but that falls short on providing clear plans for what they will do "specifically" to meet the objectives of the Race to the Top grant program. In many places within the application, Oregon does not sufficiently explain what it will get done, why, how, by whom, where, and when. They explain the purpose of their efforts very well, but not the plans. Additionally, Oregon spends too much time highlighting their successes and emphasizing why the approaches they plan to take are important. Instead, Oregon should more closely review what the selection criteria in the Race to the Top Federal Notice is asking them to respond to, and provide clear, concise examples of their plans and approaches. Additionally, Oregon's plan fell short on integrating student growth measurements into teacher and principal evaluations, and decisions about intervening in low performing schools.

Total		0
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Grand Total	500	299
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# Race to the Top

## Technical Review Form - Tier 1

### Oregon Application #5400OR2



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>59</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	42
(iii) Translating LEA participation into statewide impact	15	12

**(A)(1) Reviewer Comments:**

(A)(1)(i) The applicant describes a coherent and comprehensive state reform agenda, called the Oregon Plan, which aims to increase student achievement, decrease achievement gaps, increase high school graduation, and increase college enrollment. The plan addresses all four ARRA improvement areas – standards and assessment (long history of standards leadership, involvement in the Common Core State Standards Initiative (CCSSI) and the American Diploma Project (ADP), as well as multiple consortia applying for RTTT assessment grants); data systems (incorporating formative assessments in easyCBM and DIBELS, integrating formative and summative assessments, producing reports, and making data publicly accessible); teachers and leaders (using established Danielson and OLN frameworks to deliver targeted professional development, while linking student data to teachers and principals to evaluate areas of weakness); and low-performing schools (coherent plan to address low-performing schools combining resources from Race to the Top (RTTT), State Fiscal Stabilization Funds (SFSF), and School Improvement Grants (SIG) funds). The applicant earns full points on this criterion. (5 points)

(A)(1)(ii) The applicant includes, as Appendix A.11, the Memorandum of Understanding (MOU) detailing the scope of work, key roles and responsibilities of the state and the LEA, state recourse for LEA non-performance, and assurances. The MOU is sound and comprehensive, fulfilling the requirements of this criterion. Of the 93 participating LEAs, the applicant indicates over 80% will implement every criterion with the exception of (D)(2)(iv)(b), using teacher and principal evaluations to inform compensation, promotion and retention (only 64% of participating LEAs have agreed to do this). The applicant indicates almost 100% of the participating LEAs have agreed to meet criteria B and C, as well as most of D; 88% have agreed to meet criteria E (turning around low-performing schools). The applicant indicates that 100% of the participating LEAs have provided the signature of the LEA Superintendent; 91% have additionally provided the signature of the President of the Local School Board. However, only 39% of the LEAs include the signature of local Teacher's Union Leader. Teacher union buy-in is extremely important to the effective implementation of several of the RTTT goals, especially the implementation of new standards, curriculum, and assessments, and the development of performance-based teacher compensation structures. The applicant earns 42 points on this criterion. (42 points)

(A)(1)(iii) The applicant indicates that 93 of the state's 196 LEAs will be participating in the grant, with another 19 "involved" LEAs. The 93 participating LEAs represent only 47% of the total state LEAs, but 70% of the schools, 77% of the K-12 students, and 74% of the students in poverty in the state. Thus it is likely that if the participating LEAs meet the grant requirements, this will translate into relatively broad statewide impact, particularly for high-need students. The applicant describes in narrative, and provides in tables in Appendices A.15 through A.17, its goals for increasing student achievement, decreasing achievement gaps, increasing graduation rates and increasing college enrollment. Based on the Oregon Assessment of Knowledge

and Skills (OAKS) statewide assessment (ESEA results), NAEP results, and graduation rate calculations, these projections show a 2% yearly rate of change without RTTT funds, and a 4/7/10% (all students) or 6/10/14% (high need students, higher goals to allow decreases in achievement gaps) rate of change with RTTT funds. These rates are ambitious yet achievable, and the state clearly plans to work on these goals whether or not it receives RTTT funds. However, involving only 47% of the state's LEAs hampers the applicant's ability to achieve broad statewide impact. The applicant earns 12 points on this criterion. (12 points)

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>27</b>
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(i) Ensuring the capacity to implement	20	19
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(ii) Using broad stakeholder support	10	8
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**(A)(2) Reviewer Comments:**

(A)(2)(i) The applicant indicates that the state will provide leadership and coordinated support to LEAs through its RTTT Education Coordinating Council, to be established upon winning the RTTT grant. The Education Coordinating Council will: assist the LEAs in developing detailed statements of work; oversee implementation; monitor progress; and maintain a website to share best practices. These all seem appropriate state coordination responsibilities, though it is unclear how the state would intervene where necessary to cease ineffective activities funded by the grant and carried out by the LEAs. The applicant cites multiple successful state data projects as evidence of infrastructure and capacity for state-level grant oversight, and prior success is generally a good indicator of future capacity. The budget is presented (as a separate section of the application) both as an overview and broken down by project area, with detail for each project including categories and amounts of funding, justification for dollars requested, and timelines for completion of each of sub-goals within each project area. The project goals and funding are aligned with the state goals described in the narrative of the application. The applicant indicates the state developed its reform agenda prior to the RTTT competition, would pursue it with or without RTTT funds, and, if funded, would continue to pursue it after RTTT funds ran out. The applicant mentions combining SFSF funds and state tax revenues to pursue the reform agenda (in addition to potential RTTT funds), and mentions that work completed through other grant-funded initiatives (such as Oregon's State Longitudinal Data System (SLDS) grant) would be used to further the state's RTTT goals. The applicant earns 19 points on this criterion. (19 points)

(A)(2)(ii) The applicant includes, as Appendix A.22, letters of support received from 50 state organizations, including parent groups, school board organizations, businesses, legislative leaders, school leaders, teachers' organizations, the school administrator's organization, university leaders, community organizations, and local education foundations. However, the teachers' union has provided only a lukewarm letter of support, one which is actually quite critical of the application. The applicant has a wide variety of stakeholders represented in support letters; however, strong teacher union buy-in is important to the effective implementation of several of the RTTT goals. The applicant earns 8 points on this criterion. (8 points)

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>14</b>
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(i) Making progress in each reform area	5	4
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(ii) Improving student outcomes	25	10
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**(A)(3) Reviewer Comments:**

(A)(3)(i) The applicant cites specific uses of ARRA funds to develop or progress systems for implementation of standards and assessments (PASS, CCSS, and ADP), great teachers and leaders (OLN, CLASS, ExEL), and turning around low-performing schools. Data Quality Campaign funds and a USDOE State Longitudinal Data Systems grant were used to leverage growth in the state's data system capacity. While the applicant specifies the uses of funds in these areas, it is not clear how the state has made progress in one of the four areas: improving the effectiveness of teachers and leaders.

The applicant earns 4 points on this criterion. (4 points) (A)(3)(ii) The applicant describes and provides data for student achievement (as measured by state tests and by NAEP), achievement gaps between subgroups, and graduation rates since at least 2003. The applicant demonstrates significant gains in student achievement in math and reading at the 8th grade level on state assessments (ESEA/OAKS), jumping from 59% pass rates in 2003-4 to 70% pass rates in 2008-9 in both subject areas. Pass rates in other grade levels have remained constant. Also, the state's NAEP results show that student achievement scores in math and reading have been flat since 2003 (showing neither increase nor decrease). Achievement gap results show similar trends, with gaps remaining flat or increasing slightly over time. The applicant also does not discuss what, if any, interventions were implemented to address these gaps, and if ineffective (as borne out in the results), how these interventions were discontinued or altered. The applicant does present graduation data for the state showing marked improvement in graduation rates over the past decade (a 9% increase from 1996 to 2006). The applicant indicates that both state-level (such as the Diploma Summit and formative assessment practices) and local (such as Scappoose High School's proficiency-based practice) interventions contributed to this increase in graduation rates, and concomitant decrease in dropout rates. The applicant earns 10 points on this criterion. (10 points)

<b>Total</b>	<b>125</b>	<b>100</b>
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## B. Standards and Assessments

	<b>Available</b>	<b>Tier 1</b>
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>18</b>
(i) Participating in consortium developing high-quality standards	20	18
(ii) Adopting standards	20	0

### (B)(1) Reviewer Comments:

(B)(1)(i) The applicant is a member of the Common Core State Standards Initiative (CCSSI), a consortium of 51 states and territories to design a common set of K-12 standards that are internationally benchmarked and build toward college and career readiness by high school graduation. Since the consortium includes a majority of the States in the country, the applicant receives "high" points for this criterion. In addition, the applicant provides most of the evidence requested in this criterion, in the form of: a signed Memorandum of Agreement documenting their participation in the consortium (Appendix B.3); a copy of the draft standards and anticipated date of completion (Appendices B.4 and B.5); and a list of the states that are participating in the consortium (Appendix B.6). However, the applicant references, but does not provide, documentation that the standards will be internationally benchmarked and lead to college- and career-readiness by high school graduation. Thus the applicant earns 18 points on this criterion. (18 points) (B)(1)(ii) The applicant appears to have a strong legal process in place for standards adoption (Appendix B.7). The applicant also provides a viable adoption timeline, high-quality adoption plan, and documentation of progress to date on the development of common standards (Appendix B.9). However, the applicant's timeline indicates that the standards will not be adopted until March 2011. Since the scoring criteria indicate that no points are to be awarded for a plan, even one that is of high quality, to adopt common standards later than 2010, the applicant earns no points on this criterion. (0 points)

<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>8</b>
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### (B)(2) Reviewer Comments:

(B)(2)(i) The applicant includes non-binding Memoranda of Understanding for two different assessment consortia (Appendices B.11 and B.12). The first, Multiple Options for Student Assessment and Instruction Consortium (MOSAIC), plans to develop formative assessments aligned with the CCSSI common core standards and, according to the narrative and appendices of Oregon's application, includes 26 states. The second, Summative Multi-State Assessment for Teachers and Education

Researchers (SMARTER), plans to develop summative assessments aligned with the CCSS common core standards, specifies in the MOU that the consortium is being constructed to apply for the Race to the Top Assessment Grant competition, and, according to the narrative and appendices of Oregon's application, includes 22 states. Though these agreements are non-binding, the applicant shows strong capacity (specifically, prior excellence in development of the OAKS assessments, as outlined in Appendix B.13) and significant intent (the applicant is a lead state in the SMARTER Consortium), earning the applicant 4 points on this criterion. (4 points) (B)(2)(ii) The MOSAIC consortium includes 26 states (according to Oregon's application), barely earning "high" points. Thus the applicant earns 4 points, or the low end of "high" points, on this criterion. (4 points)

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments**

20

14

(B)(3) Reviewer Comments:

(B)(3) In Appendix B.15, the applicant lays out a plan and timeline for adoption and implementation of the common core standards and assessments. From this plan, and from descriptive material in Section B.3, it is clear that the applicant plans to integrate the expectations of the new common standards in three areas: teacher professional development for in-service teachers; teacher preparation and licensure of pre-service teachers; and professional development to teachers and school leaders on the use of formative assessment for data-driven instructional decision-making. These are commendable steps that will increase the likelihood of effective implementation of new standards and assessments at the classroom level. Further, the applicant describes impressive prior work in the state: aligning high school benchmark assessment scores with college success rates; and, alignment of standards across grade levels. According to the plan in Appendix B.15, this work will be "fine-tuned" to address any discrepancies between current practice and the new standards. The applicant outlines several additional existing supports for districts and educators. These include: adequate time for lesson-planning; mechanisms to ensure teacher cultural competency; coordinated community support programs; and online resources to assist educators in linking instructional materials with academic content standards. All of this speaks to the applicant's capacity to support districts and educators in standards implementation. However, the applicant does not make clear how any of these supports will be changed to accommodate new standards and assessments at the K-12 grade levels. In fact, in the section on implementing high quality instructional materials, the applicant indicates that districts will adopt "research based core programs across grades in three content areas", making no mention of whether these programs will be aligned with the new common standards. Taking all of the above into consideration, the application earns 14 points, or the high end of "medium" points, on this criterion. (14 points)

**Total**

70

40

### C. Data Systems to Support Instruction

**Available**

**Tier 1**

**(C)(1) Fully implementing a statewide longitudinal data system**

24

18

(C)(1) Reviewer Comments:

(C)(1) Through the information presented in section (C)(1) and in Appendix C.1, the applicant provides evidence of fully implementing 9 of the 12 America COMPETES Act Elements, earning the applicant 18 points on this criterion. Notes on appropriate evidence, or why evidence was not appropriate, is provided below for each element. (20 points) (1) Yes – Unique Secure Student ID (SSID) – 2 points (2) Yes – enrollment, demographic, and program participation – 2 points (3) Yes – exit, transfer in, transfer out, drop out, and complete – 2 points (4) Yes – Integrated Data Transfer System (IDTS) between K-12, community colleges, and university system – 2 points (5) Yes – audit system assesses data quality, validity, and reliability – 2 points (6) Yes – Oregon Assessment of Knowledge and Skills (OAKS), data online – 2 points (7) Yes – demographically disaggregated testing participation rates by

grade and subject – 2 points (8) No – applicant has a teacher identifier system, but not the ability to match teachers to students – 0 points (9) Yes – PK-12 (PK-12 Integrated Data System, KIDS) and postsecondary student-level transcript information, including information on courses completed and grades earned – 2 points (10) No – applicant's database does not include most student-level college readiness test scores; the ones that are included are not linked to student ID (SSID) – 0 points (11) No – data made available from K-12 to postsecondary regarding secondary-postsecondary transitions and remedial coursework; however, K-12 educators are not provided access to this data – 0 points (12) Yes – retention, mobility, and discipline data – 2 points

**(C)(2) Accessing and using State data**

**5**

**5**

**(C)(2) Reviewer Comments:**

(C)(2) The applicant plans to create a statewide, internet-based data portal that provides secure, differentiated, customized access to a wide variety of stakeholder groups, including all groups listed in the review criterion. Stakeholder groups will be provided both access and professional development for data use. The applicant's plan for creating and providing professional development for the data portal is described in great detail in the project-level budget narrative for sections (C)(2) and (C)(3). The timeline, personnel, and dollars allocated to this project are aligned with project goals. The applicant earns full points on this criterion. (5 points)

**(C)(3) Using data to improve instruction**

**18**

**12**

**(C)(3) Reviewer Comments:**

(C)(3)(i) The applicant uses the budget narrative to detail enhancements to their current local instructional improvement systems. Apparently, all schools in all districts in the applicant's state currently use two "web-based benchmarking and progress monitoring systems," easyCBM (K-6) and DIBELS (K-8). To improve these systems, the applicant proposes adding formative assessments to each system (Outcome C3.3), and combining formative assessment data with statewide summative assessment data to ensure a predicative relationship between the two (Outcome C3.5). The applicant also proposes developing and piloting a new screening framework to determine enrolling students' needs and support them accordingly (Outcome C3.7). All three of these proposed enhancements to school-level systems should increase the effectiveness of school personnel in serving students, earning the applicant full points on this criterion. (6 points) (C)(3)(ii) The applicant uses the budget narrative to detail professional development initiatives for school personnel to promote effective data use. The applicant proposes a train-the-trainer model to deliver three types of professional development: first, to train users on the new formative data in the assessment systems (Outcome C3.1); next, to train users to utilize the newly combined formative and summative data in the assessment systems (Outcome C3.5); and finally, to train school lesson design teams on curriculum improvement based on the Danielson framework (Outcome C3.2). In addition, the applicant proposes to enhance the state's Qualified Assessor Training Application to include comprehensive information on formative assessment and make this information available through the web. Given that the major improvement to the school-based system proposed by the applicant is the addition of formative assessments, it makes sense that the four professional development goals are aligned with the effective use of formative assessment data. However, the applicant makes no mention of how these interventions will be monitored/evaluated for effectiveness, nor of any process for modifying these interventions based on the results of such evaluations. The applicant earns 4 points on this criterion. (4 points) (C)(3)(iii) The applicant uses the budget narrative to detail how instructional improvement system data and state longitudinal data will be made available and accessible to researchers. The applicant proposes to create student and class reports that combine formative and summative assessment data and compare student achievement to critical benchmarks (Outcome C3.6). In the narrative, the applicant also mentions that student performance data will be made available to researchers, and that results will be applicable across states due to the nationwide use of easyCBM and DIBELS. However, the applicant does not explain how researchers will be granted access, or how comprehensiveness of access to disaggregated data will be balanced with the security needs for individual student data, or how access to assessment data will allow researchers to evaluate the

effectiveness of instructional materials, strategies, or approaches for different student subgroups. Taking all of this into account, the applicant earns 2 points on this criterion. (2 points)

Total	47	35
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#### D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>5</b>
<p>(D)(1) Reviewer Comments:</p> <p>(D)(1)(i) The applicant does not allow alternative routes to certification of teachers or principals that do not involve institutions of higher education, immediately earning them "low" points for this criterion. In addition, it is unclear whether the alternative routes listed by the applicant meet any of the other four criteria listed in the definition for alternative pathways (selectivity, school-based experiences, limited coursework, equal certification), earning them 1 point on this criterion. (1 point) (D)(1)(ii) The applicant describes three alternative certification routes for teachers (Grow Your Own, Bilingual Teacher Pathways, and STEM double-degree) and one alternative certification route for principals (Restricted Administrator's Licence). However, the applicant does not provide the evidence requested for this criterion: the elements of the programs as described in the definition. The applicant earns 4 points on this criterion. (4 points) (D)(1)(iii) The applicant mentions STEM and ESL as areas of teacher shortage. However, the applicant does not mention how these shortage areas are monitored, nor plans to fill these areas, other than the existence of the previously described "alternative" programs. The applicant describes a website, Teach Oregon, that helps teachers and schools find each other. However, there is no mention of how this works to fill areas of shortage. The applicant also mentions a surplus of teachers, but does not describe any plans to re-train teachers from areas of surplus to areas of shortage. The applicant earns no points on this criterion. (0 points)</p>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>45</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	14
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	16
<p>(D)(2) Reviewer Comments:</p> <p>(D)(2)(i) The applicant has established and implemented a clear approach to measuring student growth. The summative OAKS assessments utilized by the applicant tracks student growth for each individual student through a Rasch Item Theory (RIT) score. Students have expected growth trajectories for this score, and are tracked on this measure from year to year. Further, student growth target attainment, disaggregated by subgroup, is used to measure a school's Achievement Index, which is used to identify effective and ineffective schools. The applicant's clear and effective system to measure student growth, plus their plans to expand this system to incorporate formative assessments and implement easyCBM and DIBELS in all schools and all districts, earns them full points on this criterion. (5 points) (D)(2)(ii) The applicant describes a teacher and principal evaluation system that is clearly transparent. Teachers are evaluated based on the Danielson Framework, on the following components: Planning and Preparation; Instruction; Classroom Environment; and Professional Responsibilities. Principals are evaluated based on the Oregon Leadership Network plan, on the following components: gaining equity; strengthening the instructional core; aligning work at the state and district levels; and instructional improvement. Both the teacher and principal evaluation frameworks differentiate effectiveness using multiple rating categories, and incorporate the use of student growth data. In addition, the teacher evaluation program is designed, developed, and will evolve over time with significant teacher input. It is not clear to what extent principals have shaped or</p>		

will continue to influence the principal evaluation system. The applicant earns 14 points on this criterion. (14 points) (D)(2)(iii) The applicant details a three-part evaluation strategy for teachers and principals that is conducted multiples times in a school year: pre-evaluation process, structured observations, and post-evaluation conference. Electronic analysis of student data, common rating scales, and multiple evaluations annually allow for timely and constructive feedback. The use of formative assessments provides continuous data on student growth; professional learning communities offer the opportunity to collaboratively develop improvement strategies. The applicant earns full points on this criterion. (10 points) (D)(2)(iv) The applicant describes a coherent process for how teachers are to be developed, promoted/retained, contracted, and removed. It is clear from the description that, in the new system, evaluation data will be used in promotion/retention, contracting, and removal. Peer mentoring is described as the method for developing new teachers; while this is admirable, it is unclear how this professional development is targeted using the results of teacher evaluations. Also, the applicant does not describe how principals are promoted, contracted, or removed (unless this happens to be the same process as for teachers, though this is not specified either). From the data provided as evidence, it is promising that 100% of the participating LEAs measure student growth. Yet only 30% are even expected to have "qualifying" evaluation systems for teachers or principals by the end of SY 2011-2012. The growth targets for percentage of LEAs implementing these systems are set extremely high – 70% in one year, 100% in two years – and there is no clear indication of how these very ambitious targets will be met, which is troubling. The applicant earns 16 points on this criterion. (16 points)

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>8</b>
(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	3

(D)(3) Reviewer Comments:

(D)(3)(i) The applicant provides data indicating approximately equal numbers of high-poverty/high-minority and low-poverty/low-minority schools in the state, with approximately equal numbers of teachers and principals serving each. Thus in terms of numbers, certainly it seems that the state already has equitable distribution of teachers and principals. However, in terms of quality, the applicant indicates that data on teacher and principal effectiveness is not currently available. The applicant presents a plan involving the expansion of its data system to link student achievement to individual teachers, that will, if realized, develop the capacity of the state to track the effectiveness of teachers and principals by school. After this data is available, it will be possible to judge whether there are inequities in the distribution of effective teachers and principals by school demographics. Where there are inequities, the applicant presents several proven programs that are set for expansion to redistribute the effective workforce. The programs are based on incentives – some financial (school loan forgiveness, housing assistance) and some through support and promotion of educators willing to serve in high-poverty/high-minority schools. The applicant's data expansion plan is sound, and the programs set for expansion have a proven track record of success. However, until the numbers are in, it is impossible to tell whether the current programs have the capacity to equalize any inequities in distribution that are uncovered. Also, the applicant does not explain what measures will be taken or new programs implemented if, once the data are in, it becomes apparent that the current "intervention" programs are insufficient to ensure the equitable distribution of highly effective teachers and principals. The applicant earns 5 points on this criterion. (5 points) (D)(3)(ii) The applicant provides the number and percentage of teachers of math, science, and special education in the state. However, as with the poverty/minority data, in terms of quality, the applicant indicates that data on teacher and principal effectiveness is not currently available. The applicant presents a plan involving the expansion of its data system to link student achievement to individual teachers, that will, if realized, develop the capacity of the state to track the effectiveness of teachers in specific subject areas. After this data is available, it will be possible to judge the percentages of effective versus ineffective teachers in these subject areas. The applicant mentions several means by which the state will attempt to increase the total number of teachers in these subject areas, including fiscal incentives and expanded career path opportunities, though these are not described in any detail. The applicant also mentions plans to utilize

professional learning communities in the STEM disciplines to distribute high quality teachers, though again without any details of how this would be done. The applicant earns 3 points on this criterion. (3 points)

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>7</b>
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**(D)(4) Reviewer Comments:**

(D)(4)(i) The applicant presents a two-part data expansion plan that will allow the state to link student achievement to teacher preparation programs. First, student data will be linked to individual teachers, allowing the determination of teacher effectiveness. Next, the K-12 student database will be linked to the teacher licensure database (including where the teachers completed their training), allowing the state to track which preparation programs were most successful at producing effective teachers. From previous information in Section C, it appears that these databases would be accessible to the public. The applicant expects this system to be developed over three years; once implemented, the data would be immediately publicly accessible. The data expansion plan is somewhat dependent on continued/new funding for the state Longitudinal Data System through USDOE grants; however, given the applicant's positive funding history for the SLDS grants, it is likely that this funding will be available to the state. This plan is high-quality, ambitious and achievable, earning the applicant 7 points on this criterion. (7 points) (D)(4)(ii) The applicant mentions several ways that the new teacher effectiveness data will be fed back to institutions of higher education in the state that offer teacher preparation programs, indicating that this data will be used for "program improvement." Indeed, the applicant indicates that the seven NCATE accredited teacher preparation programs in the state are required to gather empirical data and demonstrate that they are using that data to effect program changes. However, the applicant does not define what types of data count as "empirical"; obviously, teacher effectiveness data is not yet available, and thus must not be part of this data set. Furthermore, the applicant makes no mention of how effectiveness data will be used specifically to expand those programs that are more successful at producing effective teachers and principals, much less presents a plan for doing so, earning the applicant no points on this criterion. (0 points)

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
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**(D)(5) Reviewer Comments:**

(D)(5)(i) Referencing the state's teacher and principal evaluation systems as well as its data development plans, the applicant describes a holistic approach to data-informed professional development for teachers and principals. As formative student assessments are embedded in the state's student data system, and those assessments are linked to summative assessments and to individual teachers, the applicant plans to concurrently provide teachers and principals with professional development on data use for instructional improvement. All professional development efforts will be driven by measures of student achievement, both relative to peers (school standing) and relative to self (student trajectory). This comprehensive and aligned plan to deliver data-informed professional development earns the applicant 10 points for this criterion. (10 points) (D)(5)(ii) While the applicant mentions that these supports will be measured, evaluated and continuously improved based on student achievement measures, they do not detail a plan for doing so. The effect of particular professional development methods on student achievement is far from obvious, and the applicant does not describe how the two will be correlated, or what steps will be taken to alter supports if they are not effective (in the sense that they do not lead to increased student achievement in the teacher's classrooms or the principal's school). The applicant earns no points for this criterion. (0 points)

<b>Total</b>	<b>138</b>	<b>75</b>
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**E. Turning Around the Lowest-Achieving Schools**

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>0</b>

(E)(1) Reviewer Comments:

(E)(1) By state statute ORS329.105, the state has proposed to examine its authority to intervene directly in the state's persistently lowest-achieving schools – those that, after being designated as low-performing, fail to meet Achievement Index benchmarks set by the Education Coordinating Council. However, the state currently does not have the authority to intervene in these schools. Since the applicant does not indicate whether the state has the authority to intervene in low-performing districts (LEAs), the applicant receives no points for this part of the criterion. Since the applicant does not indicate the state's current ability to intervene in either schools or districts, the applicant earns no points on this criterion. (0 points)

**(E)(2) Turning around the lowest-achieving schools**

**40**

**23**

(i) Identifying the persistently lowest-achieving schools

5

3

(ii) Turning around the persistently lowest-achieving schools

35

20

(E)(2) Reviewer Comments:

(E)(2)(i) The applicant describes the state's plan to identify the lowest-performing Tier I, II, and III schools (as defined in Appendix E.3) by using a combination of the Achievement Index, which is based on student performance and year to year growth on state assessments, and a weighted-average graduation rate calculation. The applicant explains the methodology in detail in Appendix E.3. Also, using an "achievement" score based on student performance on state assessments and graduation rates is a logical way to identify the state's lowest-achieving schools. However, the applicant proposes a strange rubric to have "at least 25%" representation of elementary, middle, and high schools in the pool of turnaround schools, though there is no evidence provided that suggests that any elementary schools would be identified in need of turnaround. This confounds the applicant's rubric for identifying the lowest-achieving schools. The applicant earns 3 points on this criterion. (3 points) (E)(2)(ii) The applicant indicates that the schools selected for turnaround will be subject to either the turnaround model or the transformation model, and further specifies that none of the state's LEAs have more than nine turnaround schools, meaning the transformation model is allowed for all schools in any state district. Both models require the replacement of the principal; the applicant indicates that the new principal will be afforded significant professional development as well as significant authority and flexibility in determining the direction of school improvement efforts, as required for those models. All turnaround schools will be judged on student performance data via the expanded state education data system as described in Section C, and will use the methods described in Section D to increase teacher and school leader effectiveness. In addition, several initiatives to involve parents and other community members will be implemented or expanded in all turnaround schools, as recommended by the criteria. The applicant presents significant state data detailing the last five years of school turnaround efforts, lessons learned, successes and replicable results. The applicant indicates that although most of the efforts detailed were at a local/school intervention level, lessons learned from those interventions will be applied to state intervention efforts. Districts containing schools that are to be turned around will be required to submit School Improvement Grants and present detailed plans of their turnaround efforts, a positive indicator of commitment to change. However, while the applicant lists expectations of many stakeholders - parents, teachers, schools, community - there is no mention of the entities responsible for coordinating these efforts, nor how stakeholders will be held accountable for results. Therefore, although the applicant presents a multifaceted, comprehensive, aligned plan for school turnaround, without a strong accountability structure, it is completely possible that none of these goals will be realized. The applicant earns 20 points on this criterion. (20 points)

**Total**

**50**

**23**

**F. General**

Available

Tier 1

**(F)(1) Making education funding a priority**

10

5

**(F)(1) Reviewer Comments:**

(F)(1)(i) The applicant describes two methods for calculating the percentage of total revenues available to the state that were used to support elementary, secondary, and public higher education. The first includes local revenues mandated by state law, and thus available to the state for disbursement. The second excludes these revenues. By the first methodology, the applicant indicates that state revenues for public education have held steady from FY2008 to FY2009 at 64%. By the second methodology, the applicant indicates that state revenues for public education have declined slightly from FY2008 to FY2009, from 57% to 56%. Since the applicant indicates level funding or a slight decrease over the period from FY2008 to FY2009, the application earns medium/low points on this criterion. (2 points) (F)(1)(ii) The applicant indicates that the state uses a weighted formula to distribute proportionally more funds to high-need LEAs, with poverty as one of the key weights (the more students in poverty in an LEA, the greater the "bump" in funding for that LEA). This leads to a more-than-equitable distribution of funding between high-need LEAs and other LEAs. However, the applicant also indicates that the division of funds between schools within an LEA is under local control. Thus, while the state recommends equitable distribution between schools, state policy does not govern whether high-poverty schools are provided equitable funding with other schools. Further, the applicant provides no state-level data on distribution of funding between schools within LEAs. The applicant earns 3 points on this criterion. (3 points)

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

40

24

**(F)(2) Reviewer Comments:**

(F)(2)(i) The applicant indicates that the state's charter school law, in place since 1999, places no cap on the number of charter schools that can be created in the state. In addition to citing appropriate state legislation (Oregon Revised Statutes, ORS338.015), the applicant indicates the state was one of five in the nation to win a competitive \$9.5 million US Department of Education Charter School Program grant in 2008; one of the grant criteria was "strong annual growth in the number of charter schools." The applicant earns full points on this criterion. (8 points) (F)(2)(ii) The applicant describes a rigorous state process for charter school authorization, including application, sponsorship, and charter development. The applicant indicates that charter schools are held accountable financially (through an annual audit) and academically (through students scores on the state OAKS assessment). The applicant indicates that nearly 30% of the state's charter schools have the stated mission to serve at-risk or underrepresented students; all charters must describe the student population they will serve in their application for sponsorship. State charters may be closed for failure to meet financial, academic, or statutory obligations. The applicant indicates that the data requested as evidence for this criterion are local decisions not reported to the state, thus aggregate data is not available to report. However, some data is provided anyway for the number of charter schools opened, applications turned down, schools closed, and student performance in charters compared to other public schools. The applicant earns 6 points on this criterion. (6 points) (F)(2)(iii) The applicant indicates that charter schools receive a share of state general purpose grants. On this revenue source alone, charter pupils are funded at 80-95% of their public-school peers. However, since state law does not require that charter schools receive any other state, local, or federal education funds, the actual per-pupil funding in charter schools comes out to only 55-65% of the district per-pupil average. Since this level is below 79%, the applicant earns low points on this criterion. (2 points) (F)(2)(iv) The applicant indicates that the state provides no facilities funding for local school districts or public charter schools, earning them no points on this criterion. (0 points) (F)(2)(v) The applicant describes state law that authorizes school districts to create alternative education programs, a significant portion of which are considered innovative, autonomous public schools. The state currently has in place an impressively large number – 484 – of these alternative education schools or programs within schools. The applicant details one specific program, the Oregon Small Schools Initiative (OSSI), funded by the Gates Foundation and creating 38 new schools, 17 of them autonomous and non-charter. All OSSI schools have high accountability for closing achievement gaps, combined with significant flexibility in school operations. Impressively, three and four-year

outcome data presented by the applicant show that OSSI schools have dramatically raised the achievement rate, increased the graduation rate, and decreased the dropout rate for the most challenged student subgroups. The applicant earns full points on this criterion for creating alternative schools that actually work. (8 points)

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<b>(F)(3) Reviewer Comments:</b>		
<p>(F)(3) The applicant describes four significant state reform conditions, not covered by the previous sections, that increase chances for student success. First, by state law, after 2012, students will be required to demonstrate proficiency in essential skills such as reading, writing, and applied math, all critical for postsecondary success, in order to receive a high school diploma. Second, the currently existing applied academics program allows high school students to earn credits toward their diploma through well-defined options besides seat time (one example: Math in CTE). Third, students and existing workers can take assessments to earn a Career Readiness Certificate (CRC), a portable credential that documents their workplace and college readiness skills. Fourth, the state's Engineering and Technology Industry Council (ETIC), created to increase the home-grown engineering and technology workforce, has increased both state engineering graduates (by 30%) and federally funded engineering research (by 88%) in the last decade. The applicant earns full points on this criterion. (5 points)</p>		
<b>Total</b>	<b>55</b>	<b>34</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	<b>Available</b>	<b>Tier 1</b>
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<b>Competitive Reviewer Comments:</b>		
<p>The applicant stresses a STEM focus throughout the application, making clear indications how work in each of the four ARRA reform areas will apply specifically to STEM instruction. The applicant also provides a summary, in the competitive priority section, of their STEM plan. In the summary and in Appendix A-20, the applicant makes a strong case for its long-term leadership in the development of K-12 standards and assessments through initiatives such as the PASS system. The state's rigorous standards signal that students are provided a rigorous course of study in STEM fields. The applicant describes a partnership with the Engineering Technology Industry Council (ETIC) to deliver OPAS, the Oregon Pre-Engineering and Applied Science Initiative, which assists schools in delivering high-quality STEM curriculum and has a strong focus on attracting traditionally underrepresented students. Finally, the applicant describes three programs used by the state to increase the capacity of teachers to provide strong STEM instruction: PrISM (Preparation for Instruction of Science and Math), offering teachers online professional development in STEM subjects; OETC (Organization for Educational Technology and Curriculum), providing teacher professional development on effective use of technology in the classroom to improve student achievement; and long-standing programs at Oregon State University and Portland State University to provide pre-service and in-service research-based professional development to math and science teachers. Since points for the STEM Competitive Priority are awarded as all or nothing, the applicant earns 15 points on this criterion. (15 points)</p>		
<b>Total</b>	<b>15</b>	<b>15</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

	<b>Available</b>	<b>Tier 1</b>
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>

**Absolute Reviewer Comments:**

The absolute priority is addressed throughout the application. All four ARRA reform areas are comprehensively and coherently addressed by the applicant; sufficient LEA participation and commitment is demonstrated; and the applicant describes how its plans will translate to increased student achievement, decreased achievement gaps across subgroups, and increased graduation and college-going rates. The applicant meets the absolute priority.

Total		0
Grand Total	500	322



# Race to the Top

## Technical Review Form - Tier 1

### Oregon Application #5400OR-3



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>45</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	10

**(A)(1) Reviewer Comments:**

Section i-According to the introductory portion of this section, the OR reform agenda is grounded in the objectives and benchmarks established in the Oregon Plan – a plan conceived by the Governor and approved by the State Board of Education and the State Board of Higher Education. The Oregon Plan includes targets to increase the number of students meeting rigorous post secondary readiness standards, increase high school graduation and decrease student dropout rates, increase student enrollment and complete post secondary education, and reduce achievement gaps. The state used the targets in the Oregon Plan to develop a strategic framework that focuses on the instructional core of teaching and learning. Additionally, the state describes the strategic plan as centrally guided and locally practiced – a plan that is based on leadership from the SEA and incorporates locally grown initiatives. The state used the Oregon Plan and strategic framework to develop the reform goals and strategies for the RttT application. To prepare the reform plan, OR created a Race to the Top Design Team composed of 22 education, business, philanthropy, and advocacy leaders. In addition to the Design Team, the state used four work groups consisting of 60 other education leaders, practitioners and advocacy groups to develop the plan in the four reform areas of effective teachers and principals, standards and assessment, use of data in instruction, and low performing schools. The Design Team held public meetings and heard testimony from parents, teachers, business leaders and students. The state indicates that its reform plan is aligned to the purpose and objective of Race to the Top and is built on a foundation of work already initiated in the state. In the data provided for this section of the application, the state indicates that 93 LEAs are participating in the RttT reform initiatives. The first area of the OR plan focuses on a commitment to high standards and assessments. In the narrative, OR demonstrated a twenty year history of work on standards and assessments. A 2004 policy brief published by the Education Commission for the States called Oregon “a model for other states implementing P-16 standards.” In 2007, the state adopted higher diploma standards, in 2009, adopted higher science and math standards, and currently is a member of two different consortia working on new standards. Additionally, the state has entry level standards for higher education called the Proficiency-based Admission Standards System (PASS). Under the OR statewide assessment system, students receive results immediately upon completing the test and teachers access detailed online reports within 15 minutes. The state plans to participate in the Multiple Options for Student Assessment and Instruction Consortium and the Summative Multi-State Assessment for Teachers and Educational Researchers consortium to improve the quality of its assessment system. The state uses the Oregon Assessment of Knowledge and Skills in grades 3-8 and high school to assess student knowledge and skills in reading, writing, math, science, social studies and English language proficiency. At the present time, over 99% of all OR students take the general assessments online. Students can retake the assessments up to three times during the school year and the immediate

feedback to students and teachers can be used as part of a formative assessment process. The state described itself as a leader in the field of formative assessment with its involvement in the technical development and use of CBM and DIBELS, and proficiency based education was cited in 2008 as one of the most promising innovations in Oregon education delivery. OR developed a school report card law several years ago and revised the school report card system to include an achievement index. The second area of the OR plan focuses on the use of a longitudinal data system to inform instruction. The state has a comprehensive student based longitudinal data system that allows stakeholders to track and analyze student performance and inform decision-makers about system performance. The state also has the Oregon DATA Project that provides professional development on accessing, collecting and using data to drive classroom instruction. The Oregon Longitudinal Data Systems for Research and Practice integrates existing SEA infrastructure of assessment data with the University of Oregon's formative evaluation system and the state is currently seeking funding for its Advancing Longitudinal Data for Educational Reform project. In the current plan, the state proposes to use RttT funding to expand and enhance the current system to guide instructional decision-making, and provide data to researchers and policy analysts. The third area of the OR plan focuses on increasing teacher effectiveness and instructional leadership. The state proposes to use objective measurements of teaching using scoring guides adapted from the work of Danielson and the Oregon Leadership Network. In OR, all teaching licenses are granted by the Teacher Standards and Practices Commission, an independent state agency that awards licenses for completion of an approved teacher preparation program. TSPC provides alternative routes through licensure programs and permits a wide range of customized options for students. The state proposes to use a TSPC approved option for placing licensed teachers in areas of need: STEM, special education and ELL. A restricted transitional license is available for persons with subject expertise who wish to enter the teaching profession, and a restricted administrator's license is available for masters degreed individuals. OR permits IHEs to waive the three years of teaching experience required for administrator preparation programs. The OR plan also focuses on the state's work to link student achievement to individual teachers and the intent to extend this link to formative assessment information in reading and math. The state intends to work on the equitable distribution of teachers by using inservice programs to build cadres of effective educators through initiatives such as the state's Grow Your Own efforts. One example of this initiative is the state's collaborative work with the University of Oregon to implement a pre-service in practice distance learning system for teachers and principals. The fourth area of the OR plan focuses on turning around low achieving schools. In this area of the plan, the state proposes to use the updated Oregon Report Card to report AYP information and identify schools in need of improvement. Additionally, state and stakeholder groups are designing intervention and turnaround procedures. In many cases, the LEA has initiated turnaround activities using targeted instructional programs. The state also developed procedures to select 5% of the lowest achieving schools and plans to expand the number of schools to be served. The state uses current state and federal funds to implement initiatives in the identified schools. In the current plan, the state proposes to turn around the performance of low achieving schools and build school, LEA, and SEA capacity to sustain the turnaround efforts. The fifth area of the OR plan focuses on innovation through nontraditional school structures and partnerships. The state has more than 100 charter schools, 484 alternative schools and 38 small school structures funded by the Oregon Small Schools Initiative. The state explains that its innovation efforts have been successful as measured by school and student success. Building on the work accomplished thus far, the state proposes to increase student performance on the state and NAEP assessments and established a target to decrease the number of students who do not meet Oregon's achievement standards by 4% in 2011-12, 7% in 2012-13 and 10% in 2013-14. The state proposes complementary reductions in the number of students who are not proficient on the NAEP assessment. Additionally, the state established targets on closing the achievement gap. Again, the state established targets to decrease the number of students who do not meet achievement standards on the state assessment with a 6% decrease in 2011-12, 10% decrease in 2012-13, and 14% decrease by 2014, and established complementary targets for NAEP performance. The state analyzed the state's annual proficiency gains and established targets that are slightly above the percent gain generally achieved each year. In addition to achievement, the state established targets for graduation rates with a 3%, 5% and 7% decrease in the number of students not graduating with a regular diploma for the general population, and a 4%, 7% and 10% decrease for subgroup performance. Again, the state established

goals for the subgroup population that are more rigorous than for the general population of students. The state also established targets for increasing student enrollment in college. In this section of the application, the state described a five part reform agenda that is based on a foundation of work already in place in Oregon. The state plan is aligned with the four ARRA reform areas and is designed to improve student outcomes statewide. The state provides a detailed description of the work already accomplished in Oregon around each of the five areas of the plan. Additionally, the state established achievement targets for student proficiency on the state and NAEP assessments. It is interesting to note that the state chose to set targets for a decrease in the number of students not attaining proficiency rather than a target increasing the number of students who attain proficiency. Also, the state's proposed targets, while greater than the usual annual gains, are within a realistic and attainable range.

Section ii- The state explains that in addition to the 93 participating LEAs, 112 have committed to being part of the plan as involved LEAs. However, of the 93 participating LEAs that have signed MOUs with the state, only 36 (38.71%) have signatures from the local teachers union. Even though all 93 LEA MOUs were signed by the local superintendent, only 85 contained signatures from the president of the local school board. OR explains that the reform initiatives are based on ideas from LEA initiatives that have been scaled to various levels and sustained over time. If the OR RttT application is funded, the state plans to have LEAs work with local stakeholders and engage in partnerships to develop proposals for specific reform activities. OR reports that the state has had success in developing capacity to scale reform efforts and provides detailed descriptions of several programs that have been implemented. The state plans to form a Race to the Top Education Coordinating Council that will work with LEAs to develop a detailed Statement of Work, oversee grant fund implementation, monitor progress, and maintain a website for sharing information and best practices. In the reform plan, the state indicates that it is one of four states working with SISEP on the development of implementation for state systems. In its work thus far with SISEP, the state is working on organization change and system transformation practices that will improve student outcomes. The state proposes to develop and implement structures that will increase capacity and support scale up. The structures and activities include using RtI in additional districts and Positive Behavior Supports in additional schools, establish a state management team, and support and enhance the current data system. The state plans to use grant funds from a number of sources, in addition to annual state budget funds, to coordinate and support the reform efforts, and the level of interest and commitment to the reform work from state and local agencies will be leveraged to sustain the efforts implemented. In this section of the application, the state demonstrated its commitment to implement the proposed reforms under the OR plan. Participating LEAs signed a Memoranda of Understanding that includes terms and conditions that govern LEA participation. The MOUs contain signatures from the LEA superintendent, but not all MOUs have a signature from the president of the local school board and only 38.71% of the MOUs have signatures from the local teachers' union leader. The state indicates that if the RttT application is funded, LEAs will work with a state coordinating council to develop a scope-of-work. The number of points awarded for this section is due to concern that the surprisingly low percentage of teacher unions that signed the MOUs and the fact that not all school board presidents signed the commitment, may signal the presence of underlying issues that may inhibit or prevent the state from fully implementing the proposed reforms. This concern is underscored by the fact that the state built its reform agenda on locally implemented initiatives and on the premise of locally driven implementation. The state's interest in having the LEAs develop proposals and conduct much of the OR reform plan work would cultivate local buy-in for the initiatives; however, the reliance on local design and implementation of the reform work raises the concern that the state will need to be very purposeful in cultivating district and school capacity to effectively implement the reforms as variance in capacity across districts will likely result in unequal or inadequate achievement gains needed to meet the established targets. Additionally, the state's intent to let LEAs develop proposals, unless carefully monitored, may result in the implementation of programs rather than instructional and operational strategies that are program neutral and more likely to be integrated into all classrooms. Although the state reports that it has the capacity to scale reform efforts based on previous programmatic work, the concern arises that scale up will work only if the local work is coherent and aligned with the elements of the reform plan; otherwise, scaling up a program that has limited alignment with the four reform areas may be interesting to implement but have low impact on the desired performance targets.

Section iii- The state reports that it has 196 LEA districts in the Oregon

school system. Of that number, 93 LEA districts have committed to participate in the proposed reform agenda, representing 47.45% of the LEAs in the state. The participating LEAs represent 70% of the schools in the state, 77% of the K-12 students, and 74% of the state's students in poverty. The 93 LEAs represent both urban and rural districts and the state's ethnic and geographic diversity. An additional 19 LEA districts agreed to be designated as involved LEAs, demonstrating some degree of leadership support and commitment to some elements of the OR reform plan. The state plans to allocate 50% of the grant funds to participating LEAs; involved LEAs will receive some funding from the remaining portion of funds. The state used results from the statewide assessments, NAEP, and graduation rates to determine the targeted goals for the reform agenda. The reform targets center on increasing student achievement on both state and NAEP assessments, closing the achievement gap for all groups of students, decreasing the dropout rate, and increasing the college-going and completion rate. For the achievement targets, the state established the goals based on a reduction in the percentage of students not attaining proficiency. For achievement gap goals, the state established a target based on a decrease in the number of students not meeting achievement standards and will focus its efforts on the subgroups that are the farthest behind. For both the achievement and subgroup targets, the state established the projected percentages based on the percent of students in Massachusetts who achieved proficient in the most recent test administration. In this section of the application, the state provided data on the number of participating LEAs and indicated that while the participating LEAs represent only 47.45% of the LEAs in the state, they represent 70% of the schools, 77% of the K-12 students, and 74% of the state's students in poverty. The 93 LEAs represent both urban and rural districts and the state's ethnic and geographic diversity. The state believes that the participating LEAs will translate into broad statewide impact and allow the state to reach its targets for increasing student achievement in reading/language arts and mathematics, as reported by the NAEP and the state assessment, will allow the state to decrease achievement gaps between subgroups, increase high school graduation rate, and increase college enrollment and the number of students who complete college. The number of points awarded for this section is due to the concern that the number of participating LEAs, while they represent the range of the state's geography and student diversity, may not be a critical mass to have the desired statewide impact on the reform efforts, especially since only a small percentage of the participating LEAs had full endorsement or commitment by teachers and not all LEAs had signed commitment from the school board president. Additionally, the state's decision to focus its targets on decreasing the percentage of students not meeting proficiency as opposed to increasing the proficiency of students attaining proficiency raises the concern that this method of calculating the targets may encourage the schools to focus the efforts of this plan on a much smaller number of students and to implement targeted reforms as opposed to reform strategies for all students.

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>23</b>
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	8

**(A)(2) Reviewer Comments:**

Section i-In the application, the state provided examples of initiatives that have been implemented at the LEA level and are supported by the state, through non-profit organizations, and with university partnerships. The wide range of initiatives provided verification that LEAs have experience in implementing, and in many cases, sustaining similar work. The state also plans to work with SISEP to develop structures and processes for large scale implementation and system transformation. The state plans to use the work in this area to identify effective methods to implement and sustain the reform work. Additionally, the state provided information to show that the SEA has the capacity and capability to coordinate and manage grant funds and to collaborate with external organizations to support continued efforts in the identified areas. The state also provided information on previous training that was conducted on using formative and summative data, implementing assessment and interventions in reading, math, and assessment literacy. The state believes that the previously conducted training and the initiatives that have been previously implemented provide a foundation of knowledge and

experience to do the proposed work. The state also plans to provide additional capacity and support by using a Race to the Top Education Coordinating Council to oversee and implement the proposed plan. In this section of the application, the state discussed its capacity to implement, scale up, and sustain the proposed plans. The state proposed to use a coordinating council to provide leadership and oversight, provide grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement, use funds from this grant to accomplish the State's plans and meet its targets, including coordinating funds from other federal, State, and local sources, and use the resources to continue the reforms funded under the grant. The reduction in the number of points awarded for this section is due to the need for information on how the state plans to support participating LEAs in implementing the education reform plan through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEA accountable for progress and performance, and intervening where necessary. Section ii-The state reported that the OR application received 50 letters of support from a wide variety of stakeholders including teachers, business leaders, and education organizations, and included a list and copies of the letters in the application Appendix. In this section of the application, OR demonstrated that it could garner support from a broad group of stakeholders for its plan. However, the number of points for this section is due to the concern that the demonstrated support did not translate into widespread signed MOU commitment from the state's teacher union or for full commitment from the LEA board presidents to actually implement the plan. Additionally, since the state did not explain the lowered levels of commitment, especially in contrast to the array of support letters, the concern arises as to whether the low commitment from the teacher's union may signal problems with the state having the support needed to effectively implement its reform agenda.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>20</b>
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	15

**(A)(3) Reviewer Comments:**

Section i-The state reviewed its long history of adopting and implementing rigorous content standards. The work completed included the adoption and revision of standards in the core content areas, culminating with the state's current efforts to adopt and implement internationally benchmarked standards and related assessments. As a complement to the standards work, the state adopted new high school diploma requirements and implemented AP, IB and dual credit courses. Additionally, the state increased the number of districts that implement proficiency based teaching and proposes to implement several data initiatives, including the development of regional data warehouses. Section ii-The state complements its work on standards by involving teachers and leaders in training on instruction management and leadership, and implementing turnaround activities such as assigning a school improvement specialist to designated schools, using an integrated Continuous Improvement Planning process, and recognizing schools that are closing the achievement gap. The state reported that as a result of these efforts, the state has increased student achievement in reading/language arts and math as measured by the state assessment, and has matched the national achievement figures on the NAEP assessment. The state also reported gains in high school graduation rates. The data provided by the state showed that in spite of overall achievement gains, the state still has subgroup achievement gaps in several areas. In this section of the application, the state demonstrated that it has been able to improve student outcomes and provided data to show increased student achievement in reading/language arts and mathematics, both on the NAEP and the state assessment. Additionally, the state reported an increase in high school graduation rates. Even though some achievement gaps have decreased, the state acknowledged that a subgroup achievement gap still exists in several areas. The number of points awarded for this section of the application is due to the absence of detailed information on the connections between the data and the actions that the state believes has contributed to increases in student achievement, what specific initiatives the state previously

implemented for specific subgroups, or what strategies it proposes to use to increase achievement and close the gap for student subgroups where achievement gaps still exist.

Total	125	88
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## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<p>(B)(1) Reviewer Comments:            Section i-OR is a member of the 48 state Common Core State Standards initiative consortium that is working to develop common internationally benchmarked standards in English language arts and mathematics. The Common Core Standards are aligned with college and work readiness and require rigorous application of knowledge. In addition to the Common Core Standards Consortium, the state is a member of the American Diploma Project Network, a group of states that is working on increasing the rigor of high school standards and aligning assessments and the high school curriculum with the expectations of post secondary education and the workforce. The state reports that it has legislative support for revising and adopting new common standards and that the state board supports the work through the adoption of policies and standards for the OR system. In this section of the application, the state verified that it participates in a consortium of States that is working toward jointly developing and adopting a common set of K-12 internationally benchmarked standards and that the consortium includes a significant number of States. Section ii- The state indicated in the narrative that it plans to present the Common Core Standards to the State Board for adoption in December 2010; however, in the Appendix, the state provides a timeline that shows the anticipated adoption date is actually March 2011. The number of points awarded is based on the permissible range of points allowable for standards adoption after 2010.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p>(B)(2) Reviewer Comments:            The state plans to participate in the 36 state formative assessment Multiple Options for Student Assessment and Instruction Consortium and the Summative Multi-State Assessment for Teachers and Educational Researchers consortium, and included copies of the MOU signed by the state in the Appendix of this application. The state described its history of work in developing and implementing statewide assessments, including the adoption of the Oregon Assessment of Knowledge and Skills, and describes itself as a national leader in the use of formative assessments to improve instruction in elementary and middle grades. The state uses formative assessment to measure K-8 progress in mathematics (easyCBM) and literacy (easyCBM and DIBELS). In this section of the application, the state verified its intent to develop, implement and improve the quality of its assessments, evidenced by the state's participation in a consortium of states that is working toward jointly developing and implementing common, high-quality assessments aligned with the common set of K-12 standards. The state also verified that the consortium includes a significant number of states.</p>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>15</b>
<p>(B)(3) Reviewer Comments:            The state plans to work with education partners and education service districts to implement the new common core standards. The SEA will prepare professional development workshops for English language arts and math teachers and the workshops will be offered through the statewide regional service delivery network. Oregon's IHE institutions will incorporate the standards into their preparation</p>		

programs and the Oregon Teacher Standards and Practices Commission will integrate the standards into its IHE site visit and accreditation system. Additionally, the TSPC is adopting a new teacher licensure testing system that will be based on the most recent national standards in the core content areas. The state plan for implementing the Common Core Standards includes the following steps: adopt the Common Core Standards, incorporate items from the OECD/PISA into the state assessment, examine the alignment of the PK-20 education system, high school diploma and integrated data system, develop common understanding of desired outcomes and effective courses for general education, implement more rigorous diploma requirements, develop, use a partnership with the University of Oregon to develop a web-based curriculum and use the website to disseminate and implement high quality instructional materials and assessments, place the new standards on the REAL website along with instructional materials, strategies and lesson plans that are linked to the new content standards, provide educators access to the Moving Research into Classrooms professional development network to disseminate research findings from the IES Practice Guides, implement on-going professional development aligned with the new standards and assessments, use grade level and departmental team meetings for joint lesson planning, implement an accountability system, develop and implement an assessment system aligned with the new standards, use the TSPC cultural knowledge rubrics to help increase teacher levels of cultural competency, and use parent and community support to create sustainable change. In this section of the application, the state described its proposed activities to support the transition to internationally benchmarked K-12 standards and high-quality assessments that are tied to these standards. The state provides a range of proposed activities that will be implemented in collaboration with institutions of higher education and regional service delivery districts. The activities include such things as developing and disseminating instructional materials and formative assessments, and delivering professional development to support the transition to new standards and assessments. While the state provides a description of several proposed activities, the number of points awarded for this section is due to the concern that the proposed activities do not include specific training or materials to address the implementation of the new common standards with specific subgroups that still are not performing at the level demonstrated by the general student population.

<b>Total</b>	<b>70</b>	<b>45</b>
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### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>18</b>
<p>(C)(1) Reviewer Comments:            The state indicated in the narrative that it has a statewide longitudinal data system that includes all 12 of the America COMPETES Act elements and that it has a plan to use state and federal funds, including the RttT grant, to expand and refine the elements that are already in place. While the state reported that all 12 elements were in place, the detailed chart providing the verification for each element indicates that the state will not have element 8 in place until 2011. Additionally, the verification for element 11 does not indicate that the state has university data reported at the student level, and the verification for element 10 does not include college readiness data. The number of points awarded for this section of the application is determined by a formula that gives the state two points for every element currently in place. In this application, the state provided evidence to verify that it has 9 of the 12 elements in place.</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>4</b>
<p>(C)(2) Reviewer Comments:            The state plans to implement a multipart plan for accessing and using data in the statewide longitudinal data system and proposes that the plan will be implemented by the SEA in collaboration with the regional education service districts and the Education Enterprise Steering Committee, a</p>		

permanent panel that includes members from the collaborating organizations, participating LEAs, IHEs, and the Governor's office. The plan includes initiatives to make data access and use convenient to stakeholders by operating a statewide, internet-based data portal that can be customized for specific stakeholder groups, advance promising practices by displaying data matched with districts and schools with similar demographic profiles, identify, evaluate and display growth data at the student, school, district and state level, integrate successful professional development programs into a vertically articulated standards based curriculum, monitor effectiveness of statewide professional development initiatives using data from formative and summative assessments, and implement security procedures, such as secure user access, to protect the rights of students and families. In this section of the application, the state described its plan to ensure that data from the statewide longitudinal data system are accessible and used to inform and engage appropriate stakeholders, and that the data is used to monitor the effectiveness of statewide professional development. The number of points awarded for this section is due to the absence of information on the state's plan to use the data to evaluate supports other than professional development, or the state's plan to inform decision makers in other areas such as policy, operations, management, resource allocation, and overall effectiveness.

**(C)(3) Using data to improve instruction**

**18**

**10**

**(C)(3) Reviewer Comments:**

Section i-Since 2007, the Oregon DATA Project has been training educators in the effective use of data and participating schools, districts and regional service delivery districts are in the process of evaluating and finding ways to sustain the work. The state proposes to adopt and adapt the Danielson Framework for Professional Practice, particularly the section of the framework that addresses teaching and learning. The state plans to use the Danielson four domains for teaching – planning and preparation, classroom environment, instruction and assessment, and professional responsibilities, along with components related to increasing student learning, quality of instruction and assessment, and content knowledge and skills – to improve the professional practice of teachers. The state plans to use two data systems, DIBELS and easyCBM, and curriculum-based measurement to provide formative and summative assessment information on student learning, and plans to extend assessment to additional content areas. The state plans to expand the SLDS database to include demographic information on students, teachers, schools and districts. Additionally, the state plans to make the data in the longitudinal data system available to researchers, provide professional development on using data to improve instruction, and link achievement data across schools and districts. OR proposes to implement specific activities related to the implementation plan such as expand the DATA Project curriculum, support school-based lesson design teams, expand the Oregon Qualified Assessor training for administration of extended assessments, use data to predict graduation, create individual school reports, and measure the needs of newly enrolled students. In this section of the plan, the state demonstrated its intent to use data to improve instruction by increasing the number of assessment data sources in the SLDS, making the data accessible to stakeholders, and continuing to provide professional development on instruction. While the state describes several initiatives to be implemented, the number of points awarded for this section is due to the concern that the proposed initiatives and activities are primarily designed to increase the number and type of assessments that will be included in the SLDS rather than organizing the data into performance profiles that will help teachers diagnose learning gaps and instructional needs related to the new standards. The narrative primarily discusses the support to be provided to teachers with little reference to the access and support that will be given to principals and other school leaders. Additionally, the proposed instructional improvement system seems to be more of an expanded collection of assessment data than a system that will help teachers manage and improve the effectiveness of instruction. The state does not explain how the Danielson framework components will be used in the instructional management system or how it plans to relate stored data to the domains and skills contained in the framework. Also, and perhaps more importantly, the state does not describe how the proposed instructional management system will be used to attain the state's achievement and subgroup targets, or how the state plans to evaluate the effectiveness of the supports to be provided.

**Total**

**47**

**32**

## D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>7</b>
<p>(D)(1) Reviewer Comments:</p> <p>The state reports that in Oregon, all teaching licenses are issued by an independent state agency - the Teacher Standards and Practices Commission. TSPC permits alternate routes through the approved licensure programs, all of which require some period of enrollment in an IHE. The state permits four routes for alternate teacher licensure: a Restricted Transitional License, a NCL Alternative Route License, a Limited Teaching License, and a Three- and Five-Year Career and Technical Education License. Similar alternate programs and licensure routes are available for principals and other administrators. In addition to the formal licensure routes, the state has implemented several programs that involve collaborative agreements between the LEA and an IHE. Examples of the collaborative programs include Grow Your Own, GYO English Language Learner program, and the Alternative Pathways to Teaching. The state reported that two websites, EdZapp and Teach Oregon are used to provide notices of vacancies and assist school districts in finding and hiring effective teachers and leaders. With the exception of specific designated hard to fill areas, the state reported that it "has a surplus – not a shortage of effective teachers." The number of points awarded for this section of the application is determined by the permissible range of points for states that have alternative routes that do not permit providers who operate independently of IHEs.</p>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>38</b>
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	15
<p>(D)(2) Reviewer Comments:</p> <p>Section i-The state reports that Oregon has no statutory or regulatory restrictions that prevent student achievement data to be linked to individual teachers, and the state plans to use the SLDS to link individual student performance and progress monitoring data to individual teachers. OR plans to use the state assessment (OAKS) data in conjunction with formative assessment information in reading and math to determine if students are progressing at an expected rate to achieve mastery on the summative assessment. The OAKS assessment has common items embedded into the test at each grade level and the state plans to use this information to determine student growth based on whether the student gains an expected seven growth points per year. For students who perform below standard, the state plans to monitor the student according to growth targets included in the OR accountability system, and then aggregate individual student RIT scores within a given instructional level and use the student growth information as part of an Achievement Index. The state currently uses the AI to identify schools that are closing the achievement gap and those that are low performing. The state also plans to use the two formative assessments (DIBELS) and easyCBM as part of the growth measure. In this section of the application, the state demonstrates that it has an approach to measuring student growth for each individual student. The number of points awarded for this section of the application is due to questions that arise regarding use of vertically scaled items on the OAKS assessment to determine student growth. While the items were specifically designed to determine growth on the selected items, the narrative did not provide information to determine if the specific items are isolated to one content area or if items were embedded for each of the core content areas, or if the items are embedded at every grade level. Additionally, the question arises as to the use of the OAKS to determine student growth particularly since the state indicated earlier that it plans to adopt new assessments that are aligned to the new Common Core Standards. The development of a student growth measure that is based on a test that may be retired limits the application of the state's growth</p>		

model. Also, a question arises regarding whether the state plans to factor in student performance on its existing formative assessment tests, one in reading and another in math, to determine growth is appropriate given that the tests are designed to assess specific incremental skills within each content area rather than the application of the individual skills to increasingly complex tasks. Section ii-OR plans to develop and use systematic evaluation of teachers and principals using data from student performance and multiple observation ratings. The teacher evaluations will be designed around the Danielson Framework and principal evaluations will incorporate the Oregon Leadership Network tools; both evaluations will have components from the International School Effectiveness Research Project. The state intends for the evaluation to be a framework that LEAs can adapt based on local needs. OR plans to use data from formative and summative student assessments and classroom observations, as well as classroom artifacts, to inform the evaluation, and the evaluation procedure will involve a structured sequence of preconference, data collection, and post conference activities. Many teachers are familiar with the Danielson Framework as the teacher evaluation components from Danielson's work are being used for the Chalkboard Project, Stand for Children, and CLASS project. Similarly, principals are already familiar with the Oregon Leadership Network system for principal evaluation. The state indicated that since the Danielson Framework and OLN system have been used in districts, the evaluation process has been field tested. In this section of the application, the state indicates that it intends to design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that use multiple rating categories that take into account data on student growth. The number of points awarded for this section of the application is due to the absence of information that would indicate that the evaluation systems would be designed and developed with teacher and principal involvement. Rather, it appears that the state is relying on teacher and principal knowledge of the Danielson Framework and OLN system as an indication of acceptance. Section iii-The state indicates that the teacher and principal evaluations will provide constructive feedback to teachers and principals throughout the school year. The evaluation process will be differentiated by area, specialty, position, and experience. The state proposes to use a multiphase process that assesses students at the beginning, middle and end of the quarter or year, identifies goals and professional development plans to increase student achievement, uses a structured process for evaluation and observations, involves observing and collecting artifacts over time, and determines a timeline for follow-up conferences. The state plans to use communities of practice to give teachers time to work in teams to analyze student achievement data, develop and regularly review effectiveness of interventions, and reflect on how their teaching practices have or have not supported the intervention. Additionally, while the evaluations will use common rating scales, the state plans to differentiate the evaluation to target specific behaviors that will improve programs for students. In this section of the application, the state demonstrated that it intends to conduct annual evaluations of teachers and principals that include timely and constructive feedback, and that the evaluations will include data on student growth. The proposed evaluation system is multilayered and involves multiple data points and timeframes. Section iv-The state is using a group of new and veteran teachers to review and align preservice, inservice, and veteran standards. These standards will be used to provide a basis for evaluations at all stages of professional development. The state plans to encourage educators to commit to multiyear formal mentorships that extend through the probationary contract period, and plans to implement a differentiated approach to mentoring, coaching and professional development based on individual need and position. For mid career professionals, the state plans to expand professional development programs for teachers and school leaders and focus the professional development on enhancing skills that impact student performance. The current CLASS and OLN programs offer expanded career paths for teacher leaders, provide incentives for teachers to perform well and to develop knowledge and skills, and foster collaboration and innovation. The application stated that "in the process of evaluation, then, compensation, promotion and retention can be addressed by attending to effective working conditions, providing administrative support, ensuring adequate preparation time, providing an array of professional development, assembling incentives for salary increases, offering rewarding opportunities, and allowing time for family support as appropriate." The application stated that in 1997, the OR legislature eliminated permanent teacher status (tenure) and replaced it with an extended probationary term, and after successful completion of probation, the teacher is given a contract. The state draws a distinction between the purpose of employment evaluation and the basis for granting or renewing a license which can be removed for professional misconduct. By contrast, the state views

evaluation as iterative and with periodic feedback from formative and summative assessments, the employee can make successive personal and program improvements. Additionally, OR statutes specify the procedures that have to be followed in cases of dismissal or non-extension of a contract due to inadequate performance and permit evaluation data to be considered when determining if a teacher is adequate. In this section of the evaluation, the state indicated that it intended, to the extent permitted by OR law, to use evaluations to inform decisions regarding developing teachers, compensating, promoting, and retaining teachers, and for teachers to obtain additional compensation and be given additional responsibilities. Additionally, the state discussed the fact that granting tenure is no longer applicable in Oregon and that removing ineffective tenured and untenured teachers is subject to specific statutory procedures. The number of points awarded for this section of the application is due to the absence of detailed information on principal evaluation. While the performance measures refer to evaluation criteria for principal evaluations and the state responded to each measure, the application narrative does not describe the principal evaluation process or whether the same criteria and procedures apply from the teacher evaluation system.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>13</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	8
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5

**(D)(3) Reviewer Comments:**

Section i-The state described several programs that have been operating in the state to increase the number of highly qualified teachers in high poverty or high minority schools. Several of the programs provide financial incentives, professional development, and opportunities for teachers to receive mentor and peer support. The state publishes databases on the districts and schools with the greatest inequities, shares policies and procedures across districts, and facilitates networking among district and school personnel across the state. Two departments at the University of Oregon provide off-site electronically based coursework and practicum placements to support the development of effective teachers. A review of the performance measures provided for this section of the application indicates that the state has not collected or analyzed data on the distribution of teachers and principals in low/high poverty, low/high minority schools, or the percentage of teachers by content area who were evaluated as effective, although the state intends to generate this data as part of its reform plan. The number of points awarded for this section is due to the need for information on the state's plan to monitor and analyze the distribution of highly effective principals. Section ii- The SEA analyses on the distribution of effective teachers showed that the state's hard-to-staff areas include mathematics, science and special education. Once student progress is linked to individual teachers, the state plans to use the data to increase the number of effective teachers in hard to staff areas. The state plans to use this data to also attract new teachers and provide additional compensation and other professional compensation, including expanded career opportunities. The number of points awarded for this section is due to the need for information on the state's plan to monitor and analyze the distribution of effective teachers in hard to staff areas.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>8</b>
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**(D)(4) Reviewer Comments:**

In the narrative, the state indicates that it intends to work with TSPC and to establish stronger connections with preservice programs to increase the pathways for licensure of both teachers and administrators, including the use of restricted licenses as a pathway into the teaching profession, provide differentiated support for beginning teachers, support distance learning pathways, and use the Teach Oregon website to disseminate information on the state's high expectations, focus on student learning, and other requirements such as attention to diversity. The state also plans to develop a survey for new teachers, track information on teacher education and licensure, and share the data with IHEs with approved educator preparation programs. The state does not discuss a similar plan to support administrators entering the professional through alternate pathways, how it plans to expand effective educator preparation programs, or how it plans to link student achievement and growth data

to preparation programs. In this section of the application, the state discussed alternate pathways for teacher and administrator licensure, its efforts to increase the number and percentage of effective teachers through preservice programs, and the existing activities that provide information and support to teachers. The number of points awarded for this section is due to the absence of information on what the state intends to do to expand credentialing options and preparation programs that are successful at producing effective principals, and the absence of information on how the state plans to link student achievement and student growth data to preparation programs.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
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**(D)(5) Reviewer Comments:**

The state indicated that in its reform plan, the support to teachers and leaders will be based on the availability of current initiatives that provide programmatic infrastructure and resources, consistent evaluation frameworks; Danielson for teachers and OLN for leaders, and formative and summative assessments. The OR plan not only includes the array of programs and initiatives described in this section, but also the state's commitment to implement formal steps to align, adopt and sustain the practices at scale throughout the state. OR plans to systematically develop district level capacity through the EBISS project that links schoolwide academic and behavioral support systems, adopt and sustain literacy and positive behavioral support practices, and implement district leadership teams. Additionally, the state plans to implement two central data systems to support the analysis of student performance and progress and to use detailed project plans and budgets that include goals, outcomes, activities, timelines and responsibilities for each of the reform areas. In this section of the application, the state described its plan to provide effective support to teachers and principals, gave examples of the types of support it plans to offer, and explained that the support would be guided by formal steps to align, adopt and sustain the practices at scale. The number of points awarded for this section of the application is due to the lack of descriptive information on how the state plans to design and support instruction to meet the specific needs of high-need students and thereby attain its achievement targets, remove barriers to effective implementation of practices designed to improve student learning outcomes, and measure, evaluate, and continuously improve the effectiveness of the planned supports in order to improve student achievement. Additionally, the number of points is due to the concern generated by the opening statement that the support to teachers and leaders will be based on the availability of current initiatives. Without an alternative and proactive approach to providing the supports, should the current initiatives fail or be proven to be ineffective, the state would not have supports available to teachers and leaders

<b>Total</b>	<b>138</b>	<b>76</b>
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**E. Turning Around the Lowest-Achieving Schools**

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>0</b>

**(E)(1) Reviewer Comments:**

The state indicated that it does not have any districts in crisis, but does have low performing schools; 20 of its 1,171 schools are persistently low-achieving and another 67 schools are in improvement. The state identified the low performing schools using the three tier ESEA criteria and uses the criteria to identify schools that would be eligible for SIG, SFSF and RtT participation. OR states that it has the regulatory authority to intervene in low-achieving schools and has used the School Report Card system to issue school ratings and develop and implement intervention and turnaround procedures. In the current application, the state indicated that OR law increased state authority to address low-performing schools and as a result, the SEA has been working with stakeholder groups to design and implement turnaround procedures. In the current application, the state proposes to form a RtT Education Coordinating Council that will have the final accountability for school turnaround. In this section of the application, the state indicated that it has the statutory authority to intervene directly in

the persistently lowest-achieving schools; however, the state does not describe the extent to which it has the authority to intervene directly. The number of points awarded for this section is due to the need for more information about the extent of intervention taken by the state and the state's authority and plan for district level intervention. The state discussed working with stakeholders to develop an intervention plan for turning around low performing schools; however, the state does not discuss or indicate that it intervenes directly in the schools. Additionally, while the state indicates that it does not have any low performing districts at the present time, the application does not describe the extent of authority that the state has in intervening at the LEA level or provide a description of what the procedures for intervention would be.

<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>25</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	20
<p><b>(E)(2) Reviewer Comments:</b>            Section i-OR uses the ESEA three tier criteria for identifying schools that qualify for SIG, SFSS and RttT funding. The state proposes to select the lowest achieving 5% of schools from the listing of Tier I, II and III schools and to use a combined Achievement Index on state assessments and graduation rate calculation based on weighted averages. Additionally, the state's Low-Performing Schools Work Group recommended that the SEA designate 25% of the struggling schools for turnaround intervention.            Section ii- When the lowest performing schools are identified, the LEA will be required to submit SIG applications to the state describing how the district plans to turn around the Tier I, II and III schools, and the local board of education will be required to set goals, develop policies and undergo training in the school turnaround process. The LEA may choose any of the four recommended models to improve low performing schools; however the state indicates that the Turnaround and Transformation models "best suit the circumstances of Oregon districts." The OR plan for turning around schools has three commitments that will drive the turnaround efforts: employ proven, research-based practices in instructional programs and use data to measure and adjust their effectiveness, improve the effectiveness of teaching and principal leadership in the school, and engage the community in the school and the school in the community. The state plans to build professional development into the work of the school and will include mandatory time for teachers to collaborate, observe teaching, and participate in constructive feedback. Additionally, teachers will participate in professional learning communities to examine student achievement data on formative and summative assessments. Teachers in the turnaround schools will be required to use evidence based instructional practices and implement data based decision-making. Since 2005, the SEA has recognized 24 elementary, 4 middle, and 2 high schools that have closed the achievement gap and raised student achievement in reading and math. The state presented a chart of the intervention strategies that have been used in the turnaround schools and identified a set of practices and conditions that were present in the schools that were recognized for making the achievement gains. However, the state does not describe its current status in meeting the criterion or provide evidence to show the state's success in meeting the criterion. The number of points awarded to this section is also due to the concern that, while the state offers all four turnaround models, the work thus far and the apparent recommendation by the state is for districts to use either the Turnaround or Transformation model, thereby potentially limiting the range of models that are actually used in the state. The state indicates that currently no district has more than 9 identified schools, thus permitting the transformation model to be used for large numbers of schools; however, the current narrative seems to indicate that the state has in effect, narrowed the choice of models to use. Additionally, the state does not describe its current status in meeting the criterion or provide evidence to show the state's success in meeting the criterion.</p>		
<b>Total</b>	<b>50</b>	<b>25</b>

**F. General**

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>5</b>
<p>(F)(1) Reviewer Comments:</p> <p>The state reports that the funding for education in OR remained constant between 2008 and 2009. The education funds were distributed through the state funding formula that uses a weighted student calculation that gives proportionately more funding to LEAs with larger numbers of high need students. The poverty weight allocates 25% more funding to districts for students in poverty. OR law gives the LEA control over distributing the state and local resources to individual schools; however the Superintendent of Public Instruction has "pressed" LEAs to allocate additional resources to schools with larger numbers of high need students, particularly those schools with subgroup achievement gaps. The points awarded for this section of the application are based on a predetermined score range for states that the percentage of state revenues for education were unchanged between 2008 and 2009.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>25</b>
<p>(F)(2) Reviewer Comments:</p> <p>OR has a charter school law that was enacted in 1999. At the present time, the state has over 100 charter schools with a total enrollment of 15,400 students. Each year, approximately 12 new schools open and each school must have a plan to address the needs of low achieving students. OR does not set a limit on the number of charter schools and was one of five states that received a competitive Charter School Program grant award. Charter schools must be approved by the district board of education and once a charter is granted, the state permits charter schools to be independently operated, although charter schools must have an annual financial audit and file requested reports with the SEA. According to OR law, a charter school may be established as a new public school, from an existing public school, or from an existing alternative education program. The state indicated that data on charter school applications is maintained at the district level and since the state does not require the LEA to report the data, the state did not provide this information as part of the application. Charter schools may participate in the state achievement assessment and the SEA monitors and reports charter school information in its Grant Performance Report to ED. A charter school may be closed if the school closes itself, the charter is not renewed, or the charter is terminated on one of 5 statutory grounds. In the last 5 years, 10 of the 120 charter schools were terminated or not renewed based on failure to meet the performance commitments contained in the charter contracts. Voluntary closure has usually been due to financial instability or insufficient facilities. In OR, charter school are funded by property taxes, general fund school support grants, and revenue bonds. Charter schools receive public school funding equivalent to 80% of the district funding for weighted average daily membership in grades K-8 and 90% of the ADMw for grades 9-12. The SEA awards grants to charter schools or applicants that wish to establish or expand a charter school and gives priority to schools that serve at-risk students. OR does not fund charter school facilities; however, state law requires the LEA to make vacant and unused buildings, or portions of buildings, available for charter schools. The state reports that most non-charter public schools operate as alternative schools; other non-charter public schools operate as autonomous small schools. However, the application is not clear on how the state defines autonomous schools. In this section of the application, the state demonstrated that it has a charter school law that does not prohibit increasing the number of charter schools in the state and that the state has statutes that determine how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. The state verified that charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, state, and federal revenues. The state provides access to public facilities and other supports to the approved charter schools. The number of points awarded for this section of the application is due to the fact that the state does not have a cap on the number of charter schools, provides equitable funding and grants to charter schools, and has a charter school law that specifies how charter schools are approved and</p>		

monitored. Additionally, the number of points awarded for this section is due to the fact that the state does not provide charter schools with funding for facilities and the lack of detailed information on how the state determines which schools can operate autonomously.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<p>(F)(3) Reviewer Comments:  <i>The state provided a description of several reform initiatives that were created by law, policy or collaborative program. The initiatives included a requirement that beginning in 2012, OR students demonstrate proficiency in reading, writing and applied math in order to receive a high school diploma, and a rule that gives students a number of options to earn graduation credits. OR participates in a Math-in-CTE program that pairs CTE and math teachers in applied math instruction, issues career readiness certificates to high school students, and uses an ETIC partnership to boost the engineering and technology workforce. In this section of the application, the state demonstrated that it has created through law, regulation, policy, or collaborative program, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.</i></p>		
<b>Total</b>	<b>55</b>	<b>35</b>

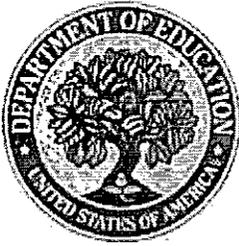
### **Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<p>Competitive Reviewer Comments:            Throughout the application, the state described the STEM activities and initiatives that were related to that particular section of the state's reform agenda. The state provides a TSPC option for placing licensed teachers in STEM courses, works with universities to develop STEM training programs, implements STEM initiatives to increase engagement and interest in school for student subgroups, proposes to use increased planning and collaboration time for teachers to work on STEM initiatives, involve teachers in STEM professional learning communities, designate STEM mentors, and offer negotiated pay structures and professional compensation for STEM teachers. In addition to the section <i>specific information</i>, the state provided a description of the emphasis that has been placed on STEM throughout the system. OR uses an integrative approach to STEM education rather than a separate content approach for science, technology, engineering, and math. Additionally, the state expects teachers to use authentic instructional experiences, and to use current technologies, critical thinking, and problem-solving to give depth to the content delivered. The state has formed a partnership with Oregon Preengineering and Applied Science Initiative, PrISM collaborative, Oregon State and Portland State Universities, Organization for Educational Technology and Curriculum, and Education Northwest to promote STEM education.</p>		
<b>Total</b>	<b>15</b>	<b>15</b>

### **Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<p>Absolute Reviewer Comments:            The state's application addressed all four ARRA reform areas as well as the State Success Factors Criteria. The state demonstrated LEA participation and commitment for the proposed reform agenda.</p>		
<b>Total</b>		<b>0</b>

Grand Total	500	316
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# Race to the Top

## Technical Review Form - Tier 1

### Oregon Application #5400OR-4



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>49</b>
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	35
(iii) Translating LEA participation into statewide impact	15	10
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The applicant's narrative for subsections (i), (ii), and (iii) is not delineated by subsection but covers all areas. The applicant provides a comprehensive overview of the state's reform plans and the history of its efforts to date. The plan focuses on the four education areas described in ARRA, and the applicant's reform goals are clearly articulated and point to a credible path to how the applicant will accomplish these goals. Letters of support are provided from major stakeholders, including the state teachers union, demonstrating solid and wide ranging support for the applicant's plan. The reform agenda builds upon the applicant's longstanding commitment to improving educational achievement through standards and assessments and to developing systems for longitudinal data collection and (more recently) programs of professional development for school personnel and others in accessing, collecting, and effectively using data to drive classroom instruction and improve student achievement. The applicant's proposal demonstrates commitment to turning around low-achieving schools and promotes innovation through non-traditional school structures and charter schools. The applicant has developed a credible path, with appropriate metrics articulated, for meeting its overall goals. The state used the standard MOU and preliminary statement of work provided in the RTTT application materials, demonstrating strong commitment by the participating LEAs to the RTTT vision for education reform. 93 districts out of 196 committed to be "participating" LEAs (53%), which include 71% of schools, 77% of all K-12 public students, and 75% of students in poverty. This is evidence that the proposal's reforms, when implemented, will impact a significant component of the state's K-12 system, but not be universal. Of those 93 districts, not all signed on to all elements of the state's reform plan, signaling that some of these reforms will be harder to implement and perhaps have less impact statewide than others. 100% of participating LEAs signed on to 7 reform plan elements. Between 88% and 99% of participating LEAs signed on to an additional 7 elements. Only 81% of participating LEAs agreed to use evaluations to inform tenure and/or full certification, and only 65% of participating LEAs agreed to commit to using evaluations to inform compensation, promotion, and retention. While 91 percent of local school board presidents signed the applicant's MOUs with participating LEAs (as did 100% of LEA superintendents), only 39% of local teachers' union leaders did so. This may indicate a strong potential for noncooperation and perhaps resistance from local teachers unions in some or even a strong majority of participating LEAs. The applicant, in appendices, provides evidence of reasonable and at times aggressive goals for overall and subgroup achievement increases under RTTT, compared to the stated goals for increased achievement if the applicant is not funded.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>21</b>
(i) Ensuring the capacity to implement	20	13

(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments:</p> <p>The applicant's narrative for subsections (i) and (ii) is not delineated by subsection but covers both areas. The applicant has built capacity to implement, scale up, and sustain its proposal through past experience with other large education reform initiatives concerning professional development, longitudinal data systems, and enhanced assessments and Reading First grants. Working with the State Implementation and Scaling of Evidence-Based Practices group, the applicant has prepared its scaling capability to apply to the RTTT effort. A RTTT Education Coordinating Authority will be established if a grant is made to the applicant, appointed by and reporting directly to the Governor. Additional narrative could have been provided focused on the applicant's specific ways for supporting participating LEAs in implementing the reform plans and discussion of the applicant's effective and efficient operations and processes for implementing RTTT in grant administration, budget reporting and monitoring, fund disbursement, and performance measure tracking and reporting. Examples of successful implementation of past reforms is given, but the discussion is less direct about existing current capacity in these areas. The Project Budget provides appropriate supports in both the State Superintendent's Office and the Governor's Office to lead and monitor RTTT. A detailed and clear budget is provided as an appendix, as are an impressive collection of over 50 letters of support from the state teacher's union (with significant caveats on their support), the state school administrators group, and many other critical stakeholders. The budget would have been stronger had it focused more detail on the extent to which the State had thoughtfully coordinated, reallocated, or repurposed education funds from other Federal, State, and local sources so that they align with the State's RTTT goals. The applicant does not directly show how it will continue, after the period of funding has ended, the reforms funded under the grant for which there is evidence of success, but does demonstrate how the RTTT proposal has been developed in the context of other federal and state reforms currently being funded.</p>		
<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>17</b>
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	12
<p>(A)(3) Reviewer Comments:</p> <p>The narrative and appendices demonstrate significant progress in recent years across each of the four education reform areas of ARRA, and a score in the "high" range is provided for (A)(3)(i). Although the narrative addresses (A)(3)(ii), the evidence presented by the applicant to support its claim of improved student outcomes overall and by student subgroup since at least 2003 is weak. Overall achievement increases on the state's assessments in math and reading are demonstrated for eighth grade, but not for third or fifth grade, where proficiency scores were mixed. Information was not provided on these state assessments by subgroups. No attempt is made to explain in the narrative how the state's proficiency rates compare to NAEP results overall or for subgroups. The black-white achievement gap has decreased in 4th grade math and 8th grade reading, increased for 8th grade math, and stayed the same for 4th grade reading. Only male-female, Hispanic-white, and free-and-reduced lunch versus non-free-and-reduced-lunch achievement gaps are shown in the narrative, and the data shows closing of some achievement gaps, but increases in some others. The graduation rate has increased 8.9 percent from 1996 to 2006. No mention is made of achievement gaps or increases for students with disabilities and ESL students, and the discussion is spotty with regard to race/ethnicity subgroups. No mention is made of exclusion rates on NAEP for SWD and ESL students. Some grade 10 information is missing from the chart of "State test - percentage passing by year and grade-level", preventing any comparison between 03-04 and 08-09 data. A score in the "medium" range is awarded for (A)(3)(ii).</p>		
<b>Total</b>	<b>125</b>	<b>87</b>

## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>18</b>
(i) Participating in consortium developing high-quality standards	20	18
(ii) Adopting standards	20	0
<p><b>(B)(1) Reviewer Comments:</b>            The applicant is a member of two state consortia supporting the development of K-12 college and career readiness standards, the Common Core State Standards Initiative (48 States) and the American Diploma Project Network. The documentation that the standards are or will be internationally benchmarked is insufficiently explained in the narrative, and the referenced appendix includes a document of draft common core standards, but no clear explanation is provided about how they and the state standards to be based on them are internationally benchmarked. "High" points are awarded for the consortium having a significant number of States participating. The applicant expects to present the Common Core standards to the State Board in December 2010 or January 2011 (the narrative and appendix conflict on when), with adoption in March 2011. This date require a "0" score, as adoption of the common core is not anticipated in 2010.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p><b>(B)(2) Reviewer Comments:</b>            The applicant is participating in the SMARTER and MOSAIC assessment consortia, and requested evidence is provided in appendices. A value in the "high" point range is earned for number of states in the MOSAIC consortium (26). The state has an extensive history of developing and implementing high-quality assessments, both summative and formative.</p>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>14</b>
<p><b>(B)(3) Reviewer Comments:</b>            The applicant has created a timeline and action plan for adopting and implementing the common core standards and assessments, involving education partners throughout the process. Plans include developing professional development workshops to be offered through a regional service delivery strategy and implemented statewide. The Education Coordinating Council will be tasked with overseeing the transition to new assessments and monitoring progress on performance measures. A detailed plan for the critical elements of the transition is provided. These elements indicate a moderately strong level of support for the applicant's transition to enhanced standards and high-quality assessments, and a score in the "medium" range of points is awarded for this element.</p>		
<b>Total</b>	<b>70</b>	<b>42</b>

## C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>18</b>
<p><b>(C)(1) Reviewer Comments:</b>            The applicant's current longitudinal data system meets 9 of 12 elements of the America COMPETES Act. Points were not awarded for element 8 (the ability to match teachers and students will not be available until 2011), 10 (college readiness scores are not "student-level"), and 11 (information on student transition to postsecondary education is one-way, not two-ways).</p>		

<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>4</b>
<p>(C)(2) Reviewer Comments:  The applicant provides a clear and coherent plan for ensuring that the State's statewide longitudinal data system will be accessible to teachers, principals, and LEA leaders (with final web portals to be deployed by September 2011). The plan will promote promising practices, support evaluation of progress describing growth at the student, school, district, and state levels, and integrate existing professional development programs. Limited information is provided in the narrative on how the longitudinal data system will be used to inform and engage several types of key stakeholders (for example parents, students, community members, unions, researchers, policymakers), although the budget appendix provides some indication that this is included in the plan.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>14</b>
<p>(C)(3) Reviewer Comments:  The applicant's plan is designed to ensure that local teachers, principals, and administrators have access to data from formative assessments and needed training to use such data to improve student academic achievement. The applicant cites the Oregon DATA Project and plans to adopt and adapt the Danielson Framework for Professional Practice as initiatives aimed at training the state's teachers in the effective use of data and supporting continuous instructional improvement. Research access will be provided by the expansion of two web-based assessment systems (DIBELS and easyCBM) that are already widely used nationwide. The applicant's plan for using data to improve instruction include expanding the Oregon DATA Project curriculum, developing school-based lesson design teams, expanding the Qualified Assessor training application to serve as a comprehensive professional development support application, using data to provide support for students to graduate from high schools, and creating individual reports for students and class rosters that incorporate formative assessment indicators with the statewide assessment data and a comparison of students' achievement with the critical benchmarks. The applicant's plan scores in the "high" range for providing a comprehensive approach to how the state plans to use data to increase the acquisition, adoption, and use of local instructional improvement systems ((C)(3)(i)), and for how data from these systems and the statewide longitudinal data system will be available and accessible to researchers ((C)(3)(iii)). Limited information was presented on how effective professional development would be provided to teachers, principals, and administrators on how to use these systems and and the resulting data to support continuous instructional improvement. A score in the "medium" range was awarded for (C)(3)(ii).</p>		
<b>Total</b>	<b>47</b>	<b>36</b>

#### D. Great Teachers and Leaders

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>7</b>
<p>(D)(1) Reviewer Comments:  All teaching licenses in this State are granted by an independent state agency that ensures licenses are awarded only to those who have completed approved teacher preparation programs. There are four routes for alternative teacher licenses, and one for principals. Twenty alternative teacher preparation programs provide a range of customized options, but all of them involve at least some period of enrollment in an institution of higher education. Most routes can be completed in 18 months. Few details are provided for the principal preparation route. The applicant's proposal does not provide evidence in the narrative or appendices that these "alternative routes to certification" have the five characteristics described in the definition of that term in the RTTT notice. Beyond a statement that the applicant has an interest in increasing the supply of STEM teachers, the proposal does not address a process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for</p>		

preparing teachers and principals to fill these areas of shortages. This may be because the applicant claims to have a surplus of effective teachers outside of STEM, but evidence is not provided to demonstrate any shortage or surplus in the usual subgroups of teachers for which states often have shortages.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>29</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	5
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	14

**(D)(2) Reviewer Comments:**

The state has no statutory or regulatory restrictions preventing the linkage of student achievement with individual teachers. The applicant's plan for measuring student growth is clear and in place; 100% of participating LEAs already measure student growth. The Danielson Framework (for teachers) and the Oregon Leadership Network tools (for principals) are rating scales used in many districts throughout the state, and funds from RTTT would be used to promulgate and adapt them statewide. Considerable attention is paid by the applicant in describing how these ratings scales will provide rigorous, transparent, and fair evaluation systems for 100% of teachers and principals by the end of 2013-2014. No discussion is provided concerning how these evaluation systems will differentiate effectiveness using multiple rating categories that take into effect data on student growth or how they will be adapted using teacher and principal involvement. Annual teacher and principal evaluations will be conducted providing timely and constructive feedback, but the proposal is largely silent about how such evaluations will provide teachers and principals with data on student growth for their students, classes, and schools. The discussion on using the evaluations to inform decisions is long but not particularly clearly written. In the performance metrics, the applicant sets targets for 100% of participating LEAs using teacher and principal evaluations by the end of 2013-2014 to develop, retain, and grant full certification to teachers and principals and to remove ineffective teachers and principals with full certification. Only 15% of participating LEAs are expected to be using teacher and principal evaluation systems to compensate and promote teachers and principals by the end of 2013-2014. Little or no discussion on how student growth data will be used to inform these kinds of decisions is provided.

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

**(D)(3) Reviewer Comments:**

The applicant has no data available on current school year performance measures for the equitable distribution of teachers and principals in schools that are high-poverty, high-minority, or both. No annual targets are provided for any of the (D)(3)(i) or (D)(3)(ii) performance measures. The applicant states that, without an agreed-upon evaluation system, it is premature to identify targets. Some work is being done in the state to provide opportunities to address the equitable distribution of teachers and principals, but Oregon has not developed a plan or ever collected relevant data. No definitions of high-minority and low-minority schools as defined by the State for purposes of the State's Teacher Equity Plan are provided. The State Equity Plan is not mentioned.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>5</b>
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**(D)(4) Reviewer Comments:**

A strength of the State's Plan is that it requires that the State's work to establish stronger connections with pre-service programs and encourage the use of restricted licenses to create multiple pathways for entering the teacher or principal/administrator professions. While no systems of teacher and principal

preparation in which the public can access data on the achievement and growth of the students of graduates of pre-service programs is currently in use, the State's Plan provides that they will be developed, tested, and fully implemented by 100% of teacher preparation programs in the State by the end of 2013-2014. However, the application neglects to provide the total number of principals in the State in the final chart under (D)(4). Publicly reporting of the data for each credentialing program in the State is not discussed, which is a required component of (D)(4)(i). Additionally, no detailed discussion of the State's plans for expanding preparation and credentialing options and programs that are successful at producing effective teachers and principals (as defined in the RTTT notice) is provided. Thus, certain essential elements of this part of the application are missing or insufficient, preventing the application from receiving more than a low score within the "medium" range for this subsection of the proposal.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>6</b>
<p>(D)(5) Reviewer Comments:          The applicant provides an adequate, but not comprehensive, plan for providing participating LEAs effective, data-informed professional development, induction, and other supports based on the many current State initiatives that provide programmatic infrastructures and resources to teachers and principals and the existing performance evaluation frameworks for teachers and principals, and points in the "medium" range were awarded for (D)(5)(i). Very limited discussion is provided as to how this plan will measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement, and low points were awarded for this component of (D)(5). Overall, this response was evaluated to be in the low end of the "medium" range for points because it lacked a high-quality response related to the specific types of professional development supports the state chose to focus on, and because an essential component of this subsection was largely ignored.</p>		
<b>Total</b>	<b>138</b>	<b>47</b>

## E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>0</b>
<p>(E)(1) Reviewer Comments:          Although the applicant provides an overview of the State's work to date in assisting schools failing to meet AYP criteria, no evidence is provided that the State has the authority to intervene directly in the State's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>9</b>
(i) Identifying the persistently lowest-achieving schools	5	2
(ii) Turning around the persistently lowest-achieving schools	35	7
<p>(E)(2) Reviewer Comments:          The applicant currently does not collect data on the number of schools statewide for which one of the four school intervention models is currently being used. The term "persistently lowest-achieving schools" is not used in this section, but the applicant states that 64 schools in the participating LEAs are designated in the Tier I, Tier II, or Tier III lists of low-achieving schools. It is not known how many, if any, of these schools have implemented or are currently implementing one of the four school intervention models or certain elements of the models. Between the 2011-2012 and 2013-2014 year, the applicant expects 64 schools each year to initiate one of the four models; this may be an error and instead represent that the same 64 schools currently identified will be using one of the four school intervention models every year through the 2013-2014 year. The applicant provides a table of individual strategies (not the four school intervention models) that have been used in recent years in specific</p>		

numbers of schools, but no evidence of the results of these strategies and lessons learned to date. The State's plan does not seem well focused on the four school intervention models, and does not seem to be either high-quality or ambitious. The State's track record with these models is unclear or unknown, as are the prospects for future success.

<b>Total</b>	<b>50</b>	<b>9</b>
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## F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>5</b>
<p>(F)(1) Reviewer Comments:</p> <p>The applicant's K-12 state funding formula allocates state dollars and most local revenues for education. Of the local revenues, those that are mandated by state law are revenues available to the State and are treated as state revenues in the funding formula. Including those revenues, the share of total revenues used to support K-12 and public higher education in FY2008 and FY2009 were basically the same (64%). If those local revenues were not included, the share of total revenues used to support K-12 and public higher education decreased from 57% to 56% from FY2008 to FY2009. The applicant uses a weighted student formula to direct proportionally more funding to LEAs with larger shares of high-need students. The applicant provided evidence that LEAs with high proportions of students in poverty receive increasingly larger amounts of additional funding as the percentage of students in poverty rises. No evidence or discussion is provided concerning equitable funding within LEAs between high-poverty schools and other schools.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>21</b>
<p>(F)(2) Reviewer Comments:</p> <p>The applicant has over 100 charter schools, with roughly a dozen new schools opening each year. State law does not set limits on the number of charter schools that can be created or otherwise restrict student enrollment. A score in the "high" range is awarded for (F)(2)(i). The applicant provides a thorough description of the State's approach to charter school authorization and accountability but no evidence of the number of charter school applications made in the state (120 were approved, and 10 of those were terminated or not renewed) or the number of applications denied and for what reasons. A score in the "high" range is awarded for (F)(2)(ii). The State provides charter schools with school funding that is scored in the "low" range under reviewer guidance for (F)(2)(iii) because the per-pupil funding of charter schools in this State ranges between 55-65% of the average for traditional public school students. The applicant does not provide evidence that it provides funds for facilities for public charter schools or local school districts, or other supports, and does not state that it does not impose requirements on charter schools that are stricter than those applied to traditional public schools, and as a result it earns a score in the "low" range for (F)(2)(iv). The applicant has numerous innovative and autonomous non-charter public schools, ranging from alternative schools to schools created under the Oregon Small Schools Initiative. A score in the "medium" range is awarded for (F)(2)(v).</p>		
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>4</b>
<p>(F)(3) Reviewer Comments:</p> <p>The applicant highlights that the State's students must demonstrate proficiency in essential skills to receive a high school diploma, starting in 2012. Also, students can earn credits toward graduation through a number of well-defined options besides seat time in class. The State's Math-in-CTE program pairs a CTE teacher with a high school math teacher to teach and reinforce math concepts in a given career field. The State has a Career Readiness Certificate program and an Engineering and Technology Industry Council.</p>		

Total	55	30
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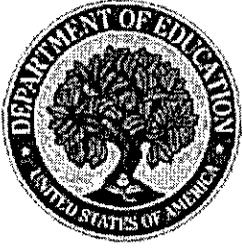
### Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<p>Competitive Reviewer Comments:</p> <p>The applicant sets forth a clear vision for STEM education and addresses components of it throughout the application. A comprehensive list of partners is identified that will help the applicant achieve its strategies for improving STEM education. Limited information is provided on how the State offers a rigorous course of study in STEM disciplines, however. If funded, the applicant's proposal will provided for the coordinated delivery of research-based STEM resources. Strategies for sustaining the STEM components of the proposal beyond the grant funding period are provided. Various STEM strategies included in the state's plan are designed to address the achievement gap between subgroups. The applicant's approach to integrating a STEM focus into its reform plans is high-quality and will help the state produce high school graduates who can meet the growing demand for STEM careers by preparing more students for advanced study and careers in STEM and by assisting teachers in providing more effective instruction in STEM fields.</p>		
Total	15	15

### Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<p>Absolute Reviewer Comments:</p> <p>The State's application narrowly meets the threshold for describing the ARRA education reform area of how the State will handle the turning around of persistently low-achieving schools in a comprehensive and coherent way. In this section, and in many others, considerable chunks of evidence are not provided or are inadequate or incomplete. The state clearly intends to be taking a systemic approach to education reform, but the application suffers from an unfocused narrative and insufficient attention to details in the subsection-by-subsection requirements for narrative and evidence detailed in the Application. This application meets the absolute priority by the narrowest of margins and, if not funded in Phase 1, could benefit from a thorough re-write prior to Phase 2 that pays much closer attention to the specific language and requirements of the application.</p>		
Total		0

<b>Grand Total</b>	<b>500</b>	<b>266</b>
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# Race to the Top

## Technical Review Form - Tier 1



Oregon Application #5400OR-5

### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>53</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	38
(iii) Translating LEA participation into statewide impact	15	10

**(A)(1) Reviewer Comments:**

i. Oregon describes a plan that provides a clear overview of the goals and strategies for implementing school improvement efforts in all four core reform areas. The state is a partner in the development of common core standards and related assessments, is planning to *build on a data system that already has several strong elements*, is supporting the local improvement of teachers and principals, and has identified the lowest performing schools for significant transformation. Though specific details of these plans will be addressed in the comments below, the overall agenda that the state puts forth is aligned with the goals of this competition. ii. The Oregon memorandum of understanding signed by participating LEAs represents a strong commitment to the overall reform agenda. Participating LEAs are required to implement all or significant parts of the plan. Oregon secured signatures from all of the superintendents and over 90% of the local school board leaders of participating LEAs. It has only secured signatures from about 39% of the local union leaders in these LEAs. It is of some concern that the state was not able to secure more evidence of support from local union leadership, as teachers will be essential in implementing many of the changes necessary to improve student achievement. The commitments that LEAs have made are generally full commitments to the scope of the reform agenda. There are two exceptions that must be noted. There appears to be lower levels of commitment to using evaluations to inform compensation, promotion, and retention and to using evaluations to inform tenure and certification decisions. These two conditions receive much less support than all of the others. This is of some concern because it will play an essential role in rewarding successful teachers and helping less successful teachers to improve or move on. Other than these two factors, the state has garnered significant support for its plan. iii. Though Oregon has fewer than half of its LEAs participating in this project, these LEAs represent close to three-quarters of the schools, students, and students in poverty across the state. The participating LEAs are urban, suburban, and rural and in combination should, if successful, provide sufficiently diverse contexts to demonstrate the statewide merit of the plans that Oregon has put forth. Oregon has provided ambitious growth targets in terms of absolute achievement and reducing the achievement gap among subgroups. In the application, Oregon states that it used Massachusetts (the highest performing NAEP state) as its reference point for NAEP scores and sought to *mimic that state's recent growth*. The fact that these growth rates were attained in Massachusetts may imply that they are achievable gains in Oregon. It is less clear how Oregon established growth targets for its state test. Achievement on those tests has been relatively stagnant in recent years in some grade levels (particularly elementary) and the only explanation that the state provides for how targets were set based on "anticipated cumulative programmatic effects" of the changes the state hopes to implement. It is difficult to assess the achievability of these goals, though they are certainly ambitious given past performance. However, the tables provided in the appendix appear to show goals that are very similar with and without RTTT funding. For example, for the all students group in

elementary math, 83.2% are projected proficient without RTTT funding while 84.2% are projected proficient with RTTT funding. This is not the same as the difference in gains between 2% and 10% that the proposal describes as potentially being achieved with RTTT funding. The numbers in the tables do not match with the overall 10% gain that the state describes for the "all students" group. It is not clear which the real targets. The discrepancy makes it difficult to assess the achievability of targets. The graduation rate targets are similarly confusing. Though the narrative suggests that the goal is to reduce the percentage of non-graduates by 3, 5, and 7% in the last three years of the grant, the detailed tables suggest smaller improvements for all students. Using the rates described in the narrative, the overall growth rates for high school graduation may be too modest, though without more historical data, it is hard to tell. For its goal in increasing college enrollment and completion of one year of college credit, Oregon seeks a 2% improvement over what it estimates achieving without RTTT funds. While it estimates 10% improvements in proficiency rates, and 7% improvements in graduation rates one might expect to see more ambitious goals related to college enrollment. Presumably if more people are proficient and more people graduate as a result of increased investment, one would project larger increases in college enrollment.

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>22</b>
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	7

**(A)(2) Reviewer Comments:**

i. Oregon provides evidence of a number of other projects and grants that the state has led in partnership with LEAs. Reading First, the Oregon Leadership Network, the Positive Behavioral Support program are all examples of state-local partnerships that have yielded apparently successful program implementation. There is little detail on any evaluation or accountability elements of these programs, so it is difficult to know the extent to which the state has had to hold districts accountable for unacceptable performance. However, the state has been the recipient of a number of federal grants for which it has had to manage oversight and recording responsibilities. For this project, it is difficult to judge whether the funds requested are reasonable to fund the project goals, because many targets are quite vague throughout the application. The state does not provide any significant information about how it might sustain the new programs after the funding period of this grant is over, whether this might include the reallocation of other education funds or the addition of new or outside funds. While the narrative does describe widespread school, community, and political support, it does not discuss potential funding plans for programs begun under RTTT. Though the narrative states that many of the reforms it describes are currently underway at a smaller scale, one assumes that the larger scale made possible by RTTT will imply significantly increased expenses for continuation. ii. The letters of support included in the appendix represent a broad range of stakeholders, including the state teacher association. And while this letter talks as much about what the teachers do not support as what they do, the letters overall speak to support from the business, political, educational, philanthropic, non-profit, and community sectors of Oregon society.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>20</b>
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	15

**(A)(3) Reviewer Comments:**

i. Oregon's application lists several initiatives related directly to each of the four reform areas. The initiatives will not be reviewed here, but the list is impressive in the way in which it aligns with the areas targeted by this competition. Because many of these efforts will be continued and expanded should the state receive grant funds, the strengths and weaknesses of each will be reviewed under the related section of this proposal review. ii. Oregon has shown some increases in student achievement on the

NAEP and on the state assessment. These achievements have been more substantial in math and in the upper grades (which contrasts with most other states). The state has been much more challenged to show improvements in reading achievement on either measure. The achievement gaps follow a similar pattern, with gaps being more problematic in reading than in math. Overall, the achievement gaps between a number of groups have diminished somewhat but remain large and persistent. The application cites an improvement in graduation rates between 1996 and 2006, but there is no additional historical data to see how rates may have grown (or not) in the more recent past. While the application discusses a number of strategies that the state has undertaken to increase graduation rates, it does not provide any evidence of strategic decisions that were made based on the overall trends in performance on the NAEP or state test. Though one could surmise a connection between these results and some of the ongoing projects mentioned in the previous section, the connections are not evident.

Total	125	95
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## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0

### (B)(1) Reviewer Comments:

i. Oregon provides evidence of its participation in the CCSSO/NGA consortium to develop common core standards. These standards are designed to be internationally competitive and build toward college and career readiness. Oregon has previous experience with a multi-state consortium through its involvement in the American Diploma Project. This experience demonstrated Oregon's ability to work collaboratively to strengthen standards. The current CCSSO/NGA consortium includes the vast majority of states in the US. ii. Oregon plans to introduce common standards to the state by December 2010, but identified March 2011 as the date for final adoption (in table B9 in the appendix). Because the criterion and scoring guidelines state that no points can be given for common standards not adopted by the end of 2010, no points are awarded for this plan. Past evidence suggests that Oregon has a strategy for passing and implementing new standards based on its standards revision cycle. However, while the application has general information about helping to acquaint educators with the new standards, it does not describe any clear strategy for implementing and supporting the new common standards as the state transitions.

<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>7</b>
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### (B)(2) Reviewer Comments:

Oregon is a participant in a consortium of states (SMARTER) to develop high quality summative assessments aligned with the common core standards. This consortium includes 22 states at the present time -this is not a "significant" number of states according to application guidelines and thus the criterion could not receive scores in the "high" category according to review guidelines. Oregon is also involved with a consortium of states (MOSAIC) that will develop formative and interim assessments aligned with the common core standards. (This consortium does involve a majority or "significant" number of states but is not focused on the summative assessments that will be used for multi-state comparisons). The application provides signed memoranda of understanding detailing Oregon's role in these consortia. In combination, these consortia have the potential to provide assessments that are both instructionally useful during the course of the school year and useful for program evaluation of schools and districts on an annual basis. Oregon has been an innovator in statewide assessment in the recent past and it is reasonable to assume that the new assessments adopted as part of these consortia will meet or exceed the quality that Oregon has attained in the past.

<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>10</b>
<p>(B)(3) Reviewer Comments:  Oregon has a number of systems through which it can deliver both material and training related to the new standards and assessments that it will adopt. The systems and infrastructure that are in place include web-based access to standards, instructional materials, and lesson plans through the Resources for Educational Achievement and Leadership (REAL) system, web based instruction for both pre-service and in-service teachers developed in partnership with the University of Oregon, regional educational service agencies, and state provided professional development through conferences and web-based follow up. In addition, the state has worked to strengthen pre-service teacher training in order to make it more clearly aligned with state expectations. As part of this, the state has convened a council to align high school and college expectations and has even begun to think about it as a "P-20" continuum. The application narrative is not explicit about which of these mechanisms will be used for supporting the transition to the new standards and assessments and it does not provide any performance measures to help the reader understand how many schools or teachers will be educated using any of the systems described. And, while there is a good bit of information about strengthening alignment and pre-service teacher preparation, in order to implement the standards in classrooms, Oregon will have to work intensively and quickly with its teaching force statewide. There is not sufficient detail to explain how this will be accomplished. Reviewing the budget narrative identifies many of the steps leading up to adoption and some material development, but it does not help to explain how the materials will be supported for teacher use.</p>		
<b>Total</b>	<b>70</b>	<b>37</b>

### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>18</b>
<p>(C)(1) Reviewer Comments:  Oregon does not have the ability to match teachers to students (element 8), does not have student-level information about student transition to work or post-secondary education (element 11), and does not collect information directly relevant to student readiness for college (element 10). Though plans are in place to develop all of these capacities and more, credit can only be given for the elements of the America COMPETES Act that are in place at the time of the application.</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
<p>(C)(2) Reviewer Comments:  Oregon's budget narrative describes a number of goals to create a data system that meets the needs of various stakeholders. While the description in the body of the application is not particularly clear, one can glean from the budget narrative that the data system will include both formative and summative assessment results, will be connected to the state's professional development system in order to provide materials and resources related to the data being accessed, create a system through which students and schools can be compared to "similar" entities, provide information about growth over time, and be web-based such that various stakeholders will be able to access different data elements and levels of information. In combination, it appears that the state has in mind many of the primary concerns about creating a data system. The potential use of this system will be discussed in the next section.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>12</b>
<p>(C)(3) Reviewer Comments:</p>		

i. Oregon has an advantage in terms of getting individuals at the school and district levels to use data. Through a previous federal grant, the state has trained over 2,000 educators on effective data use since 2007. This base will undoubtedly help as Oregon introduces its new statewide system. However, all of the discussion here is focused on the use of the state system. There is little discussion of how local educators might be able to adapt the system or create systems that meet more local needs in addition to state needs. While the application describes significant stakeholder involvement in the development of the statewide system, because this criterion requests information about the use of "local" instructional improvement systems, there should be some information about use of systems beyond the one being generated by the state. ii. Oregon plans to make use of its regional service agencies to support LEA use of data systems as well as using the state's web-based professional development delivery system. In the budget narrative on data systems, it becomes apparent that the state plans to have annual trainings for about 250 educators spread across eight regions so that these individuals can return to their schools and districts to promote use of the data systems. The application also describes state support for school based learning teams, though little description is provided about this aspect of the plan. It is unfortunate that the state does not provide any summary of the performance measures by which it will assess its support for local educators. There is no detailed information about the targets the state may have in reaching more educators or evidence of increased system use over the course of this effort. iii. Oregon does state its intention to make all of its data available to researchers. And, because the state plans to capture a range of formative and assessment data along with information about the professional development for educators, this data should potentially yield helpful information about programs that are more or less effective in raising student achievement.

<b>Total</b>	<b>47</b>	<b>35</b>
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#### **D. Great Teachers and Leaders**

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>8</b>
<p>(D)(1) Reviewer Comments:</p> <p>i. Though there are alternative routes to certification for educators (both principals and teachers), Oregon does not have alternative route certification programs that can operate independently of institutes of higher education. As a result, the scoring guidelines that accompany this application require a maximum score in the low range. In addition, very little information is provided about the other aspects of alternative route certification programs (e.g., entry requirements, course requirements, mentoring, etc). ii. The application provides evidence of a number of programs in use with several hundred graduates and many currently participating in these alternative route certification programs. There is no information about how many teachers and principals are certified annually (as requested in the evidence for this section) so it is difficult to assess the impact of these numbers of graduates on the overall group of newly certified educators in the state. iii. The application does not describe any initiatives to help monitor areas of educator shortage. The application acknowledges shortages in special education and bilingual education but does not point to any strategies to help fill these vacancies. Though some districts have created "Grow Your Own" alternate route programs to help fill the need, there is nothing reported at the state level. Some credit is being given for the fact that the state permits this program to meet local needs but it does not speak to a systematic approach to educator workforce development statewide. The application does describe an effort to prepare more STEM teachers, but does not identify this as an area of shortage (leading one to wonder why the state is trying to increase the supply). The Teach Oregon website is a general tool to help schools and districts fill vacancies but is not described as something that either helps to monitor particular areas of need nor to direct special attention to these areas.</p>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>10</b>

(i) Measuring student growth	5	2
(ii) Developing evaluation systems	15	5
(iii) Conducting annual evaluations	10	3
(iv) Using evaluations to inform key decisions	28	0

(D)(2) Reviewer Comments:

i. Oregon currently uses its Oregon Assessment of Knowledge and Skills (OAKS) exam to measure student growth. It is vertically scaled and particularly well-suited to this. Elementary and middle school students can also use DIBELS and easyCBM to monitor growth in math and reading. There is no mention of a state strategy to measure student growth in subjects and grades that are untested (e.g., science in some grades, many subjects in high school). While there is a possibility that the MOSAIC consortium will develop benchmark assessments that could be used as a growth measure, there is no detail here to suggest the grades or subjects in which this might be done. ii. Teachers in Oregon are to be evaluated based on the Danielson framework while principals are to be evaluated on the Oregon Leaders Network framework. The plan calls for local adaptation of these frameworks as necessary in order to include teacher and principal involvement. The frameworks are reasonable measures of professional behaviors but do not include individual measures of student growth or achievement. And, while the application narrative does mention that student performance data should be used in evaluations, it does not describe at all how that is to be done under the Oregon Plan. It is also not clear that there will be any particular approval process for the local evaluation plans nor is it clear how teacher evaluations will be comparable across districts if some districts choose to add or subtract certain elements. The application even seems to imply that districts can create their own rating categories. This will make any standard interpretation of evaluation results very difficult. iii. Oregon views evaluation of educators as an ongoing process that will occur each year though it may not occur on the same timeline for all educators. As such, the pre-conference, data collection, post-conference system will provide direct and constructive feedback to educators. The narrative indicates that these conferences will include examinations of student data but there is no indication of what measures will be examined on what timeframe. Given that the evaluation system is only vaguely described, it is difficult to know what data might be included and how it will be used. iv. Oregon describes a commitment to induction, coaching, and mentoring for teachers and principals, but does not describe at all how decisions about these programs will be related to educator evaluations. This link is explicitly requested in the criterion. There is no evidence that participating LEAs are likely to use evaluations to compensate, promote, or retain teachers or principals. Oregon law makes it impossible to remove a teacher's license based on "employment data" (presumably including evaluations) about anything other than professional misconduct. While Oregon does not have tenure, there is no discussion in this application about using evaluations to inform decisions about granting teachers subsequent contracts. There is no discussion in the application pertaining to the granting of tenure and/or removal of principals who may be deemed ineffective in evaluations. (In fact, there is no information here about statutory requirements related to principal evaluation.) Oregon's evaluation system appears to be much more focused on providing teachers with information about how their performance can be improved rather than using evaluations to inform any of the decisions listed under this criterion.

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

(D)(3) Reviewer Comments:

i. Oregon's application does not describe any strategy to ensure equitable distribution of effective or highly effective teachers or principals. While it does describe a number of statewide plans that are aimed at increasing the supply of teachers and, (to a lesser extent) principals, there is no evidence that these programs produce effective educators. There is not a clear plan for measuring educator effectiveness and there are no goals stated in terms of the potential percentages of effective or

ineffective educators at any particular group of schools. ii. Oregon's central strategy for increasing the supply of effective teachers is "through in-service opportunities to build effective cadres of teachers." Unfortunately, there is very little detail here about what that in-service might be. There is no connection provided between areas of need (as determined by student performance) and any particular in-service that the state may be planning to provide to improve effectiveness. While there are some incentives available to lure teachers into the field, there is no evidence that these would be particularly targeted at effective teachers.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>8</b>
<p>(D)(4) Reviewer Comments:</p> <p>i. Oregon states that it will be able to connect student achievement data to students' teachers and principals and to the programs where the educators were prepared and that this data will be available to the public. This will be dependent on the development of the statewide data system. And, while the application describes goals of 100% it does not describe a plan to work toward these goals. ii. Once this system is in place, the state, as the sole accreditor of teacher licensing programs, has the potential to work with particularly successful programs to meet local or statewide needs. However, there is very little detail about how the support and development of successful programs might be accomplished in practice. There is also no information about how this will be accomplished for those areas in which there is no statewide assessment (since this was described as the primary measure of teacher effectiveness).</p>		
<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>4</b>
<p>(D)(5) Reviewer Comments:</p> <p>i. The Oregon Department of Education provides professional development directly to teachers, principals, and administrators, having trained over 4300 educators in the past two years. The state plans to expand many of its current initiatives, though there is little evidence of effectiveness (in terms of student achievement) for these efforts. The topics or practices on which the state hopes to focus are not articulated in a clear fashion. ii. There is very little in the body of the application that describes an effort to evaluate the impact of any professional development. Though the narrative points to a number of data sources (Danielson framework, OLN framework, OAKS, etc), there is no clear connection articulated between these outcomes and the professional development that the state might provide. Unfortunately, there is no information about how that connection might be made, what outcomes would be examined, or what would be done as a result of that data.</p>		
<b>Total</b>	<b>138</b>	<b>30</b>

## E. Turning Around the Lowest-Achieving Schools

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>0</b>
<p>(E)(1) Reviewer Comments:</p> <p>There is no information provided about the authority of the state to intervene directly in persistently low achieving schools. As a result, there is no evidence that the state possesses this authority. The application describes the state report cards which allow the state to make public the performance of schools and districts and reports that the state is creating plans for intervening in or turning around low performing schools, but there is no discussion of the state's current authority to do so.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>12</b>
(i) Identifying the persistently lowest-achieving schools	5	2
(ii) Turning around the persistently lowest-achieving schools	35	10

**(E)(2) Reviewer Comments:**

i. Oregon chooses to identify its schools in need of turnaround as being composed of 25% elementary, middle, and high schools. The reason given for this is that if the state focused exclusively on achievement growth, only middle and high schools would be represented. The decision to include elementary schools was made based on the recommendations of a working group created for this application. The mandatory inclusion of elementary schools does not follow the definition of lowest-achieving schools and the new rule created by the state may dilute the focus on those schools that most persistently struggle to demonstrate student growth. ii. LEAs can choose any of the 4 intervention models, though the application states that the turnaround or transformation models are most likely. The application then describes a number of possible resources and guidelines that the state will offer to LEAs in order to assist them in designing improvement plans for their low performing schools. Many of these strategies have been used previously, as described in the table at the end of this section. Unfortunately, there is no evidence about changes in student achievement that may have resulted from these interventions. This makes it difficult to assess whether the state's supports for intervention are likely to yield success. The guidelines that the state proposes to offer appear to be quite vague as described here. And, while there is a performance monitoring plan described, it is not apparent what consequences there may be if the performance targets are not met.

<b>Total</b>	<b>50</b>	<b>12</b>
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**F. General**

	<b>Available</b>	<b>Tier 1</b>
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>4</b>

**(F)(1) Reviewer Comments:**

i. The percentage of total revenues available to the state was essentially the same in FY 2008 and FY 2009. If one looks only at state revenues, the percentage declined slightly. ii. Oregon directs increasingly large amounts of state aid to those districts that have increased levels of students in poverty. This is a state level effort to assist poor students. However, it does not necessarily provide evidence about the equitability of the system. If, for example, the additional aid that the state provides does not close the funding gap between these districts and their more wealthy neighbors, then the system could be highly inequitable in spite of this state effort. There is no evidence provided that would indicate an overall measure of equity among districts. There is no ability for the state to encourage equitable funding among schools within an LEA; this is an entirely local decision.

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>28</b>
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**(F)(2) Reviewer Comments:**

i. There are no limits on the number of charter schools, percentage of total schools that can be charters, nor any restriction on student enrollment in charter schools ii. State law says that LEAs can approve charters. If an application is not approved, the SEA can approve the charter or can be compelled to do so. This maximizes the possibility of opening a charter school. There are a number of requirements related to the monitoring and accountability of charter schools. Sponsors (either the district or the state) must visit the school annually, collect a fiscal audit, assess student performance in comparison with stated goals, and take part in OAKS as well as both federal and state accountability policies. Ten charter schools (of 120) have been closed, mostly due to fiscal challenges or physical plant issues. Legislation includes student performance as a reason for either school closure or non-renewal, though it is not clear that that reason has been invoked up to this point. All charter school applications must include a plan for addressing the needs of low-achieving students. Overall, Oregon has a rather clear charter school law that provides a great deal of flexibility while still holding charter schools accountable for performance, management, and safety issues. iii. Charter schools in Oregon receive anywhere between 80% and 95% of the standard student funding of state general purpose

grants for that district, depending on grade level and sponsor. A level in this range could be considered commensurate with traditional public schools. However, because charters may not receive commensurate shares of other funds, including federal title funds, charter schools are often funded at 55-65% of the funding in their districts. This is a significant fiscal penalty for charter schools. iv. The state does not provide any funding for facilities, though it does make available lists of available structures. However, it is not required that the building owner accommodate the charter school. However, there is no explicit statement that the state does not have special requirements for charter school facilities beyond those required for traditional public schools. Without evidence to make apparent the similar requirements for charters and traditional public schools, full points could not be awarded for this criterion. v. Oregon has an abundance of alternative and small schools that are permitted to offer credit in exchange for demonstrations of proficiency, online learning, innovative groupings and other instructional supports.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>4</b>
<b>(F)(3) Reviewer Comments:</b> Oregon is raising standards though the introduction of graduation requirements in essential skills, offering credit for learning experiences other than traditional "seat time," and the introduction of career readiness certificates that make expectations for certification even more transparent. All of these are evidence of ongoing reform efforts that support standards, innovation, and accountability.		
<b>Total</b>	<b>55</b>	<b>36</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	<b>Available</b>	<b>Tier 1</b>
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<b>Competitive Reviewer Comments:</b> Appendix A-20 outlines Oregon's plans for improving STEM education in the state. While this plan could use more detail, it does provide some efforts in each of the three criteria identified under this competitive priority. The state depends heavily on high quality professional development for all of its initiatives in this area. These efforts should be supported by the use of formative and benchmark assessments to be developed in concert with the MOSAIC consortium. These will, in turn, be aligned to the internationally competitive standards that the state intends to adopt as part of the CCSSO/NGA consortium. <i>In combination with more targeted efforts, this overall plan has the potential to improve STEM education in the ways indicated.</i>		
<b>Total</b>	<b>15</b>	<b>15</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

	<b>Available</b>	<b>Tier 1</b>
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<b>Absolute Reviewer Comments:</b> Oregon makes an attempt to address all of the education reform areas specified. In certain cases (e.g., supporting the development of charters and other innovative schools), the state provides a comprehensive plan. However, in many other cases (e.g., how professional development will be supported), the application lacks sufficient detail or overlooks particular criteria (e.g., the effective use of evaluation data). In spite of these shortcomings, the state has made some efforts in all areas. The fact that many of the efforts in the state prior to the Race to the Top competition aligned with certain criteria made it possible for the state to describe some efforts in all four areas.		

Total		0
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Grand Total	500	260
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