RACE TO THE TOP

APPLICATION FOR INITIAL FUNDING

CFDA NUMBER: 84.395A

TO: U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
OMB NUMBER : 1810-0697

FROM: OFFICE OF THE GOVERNOR
OF THE STATE OF OKLAHOMA
2300 NORTH LINCOLN BOULDEVARD
OKLAHOMA CITY, OKLAHOMA 73105

DATE: JANUARY 19, 2010

APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP

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I. APPLICATION INTRODUCTION AND INSTRUCTIONS

Introduction

Race to the Top is authorized under section 14006 of the American Recovery and Reinvestment Act (ARRA). The purpose of the Race to the Top Fund, a competitive grant program, is to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

General Instructions

The Department encourages all potential applicants to read through the entire application package – including the notice inviting applications; the notice of final priorities, requirements, definitions, and selection criteria; and this application – before beginning to prepare the application proposal.

This application includes sections that require response or action by the State, as well as several sections of background information that are directly relevant to the program. For example, Section II includes definitions that are used throughout the application.

Page Length Recommendation

The Department recommends a page length for the State's response to each selection criterion; these are indicated in the application next to each criterion. We recommend that States limit their total page count (that is, the narrative responses to all selection criteria in Section VI) to no more than 100 pages of State-authored text, and that they limit their appendices to no more than 250 pages. For all responses, we request that the following standards be used:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page has a page number.
- Line spacing for the narratives is set to 1.5 spacing, and the font used is 12 point Times New Roman.

The Secretary strongly requests that applicants follow the recommended page limits, although the Secretary will consider applications of greater length.

Instructions for Responding to Selection Criteria

The application provides space for the State to address the selection criteria, including performance measures and supporting evidence. As required by the Absolute Priority (explained in more detail below), the State must address all education reform areas. It need not address every individual selection criterion. However, a State will not earn points for selection criteria that it does not address. There are two types of selection criteria – State Reform Conditions Criteria and Reform Plan Criteria—to which the State may respond.

State Reform Conditions Criteria are used to assess a State's progress and its success in creating conditions for reform in specific areas related to the four ARRA education reform areas. The State must provide, for each State Reform Conditions Criterion addressed, a description of the State's current status in meeting that criterion, and at a minimum, the information requested as supporting evidence that the State has met the criterion. The State may also submit additional information that it believes will be helpful to reviewers in judging the criterion.

Reform Plan Criteria are used to assess a State's plan for future efforts in the four ARRA education reform areas. The State must provide, for each Reform Plan Criterion that the State chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to—

- The key goals;
- The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the desired goals;
- The timeline for implementing the activities;
- The party or parties responsible for implementing the activities;
- The State's annual targets for this plan, where applicable, with respect to the performance measures, if any. Where the State proposes plans for reform efforts not covered by a specified performance measure, the State may propose performance measures and annual targets for those efforts; and
- The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to reviewers in judging the credibility of the State's plan.

Responding to Selection Criteria: For each criterion, there are up to three parts: the narrative, the performance measures, and the evidence.

- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the text box below the selection criterion (in the space marked, "Enter text here"). In this space, the State describes how it has addressed or will address that criterion. Response lengths are indicated in the directions.

- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information; these are indicated in the application. In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses. Reviewers will consider, as part of

their evaluations of the State's application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State's plan.

Tables for all of the performance measures are provided in the application. For criteria to which a State is responding, the State must complete the tables or provide an attachment in the Appendix responding to the performance measures. If there are data the State does not have, the State should indicate that the data are not available and explain why.

Some data elements may require States to collect information from participating LEAs. It may be helpful to begin gathering this information as early as possible (see especially criteria (A)(1), (D)(2), and (D)(3)).

To minimize burden, performance measures have been requested only where the Department intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the Department may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

For optional performance measures, no submission of the measures is required; however if the State wishes to include performance measures in these optional cases, it may use the templates provided in the application or it may submit attachments.

- **Evidence:** Some selection criteria require the State to provide specific evidence; this is indicated in the application. In addition, the State may provide additional evidence for any criterion it chooses.

  The State must provide the evidence in the narrative text below each selection criterion or provide an attachment in the Appendix.

Appendix: The Appendix must include a complete Table of Contents. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and a notation of its location in the Appendix.

Competition Priorities: The Race to the Top competition includes absolute, competitive, and invitational priorities. The competition priorities can be found in Section VII of this application. The absolute priority will be addressed under State Success Factors, section A, and through the State's comprehensive approach to addressing the four education reform areas, selection criteria sections B, C, D and E. A State that is responding to the competitive preference priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below the priority in Section VII. Applicants responding to the invitational priorities may address them throughout their applications or in the text boxes below each priority in Section VII. Responding to the competitive and invitational priorities is optional.

Competition Description and Scoring Rubric

For information on the competition review and selection process, see (a) the section entitled, Review and Selection Process, in the notice inviting applications; and (b) Section XI, Scoring Rubric (Appendix B in the notice). In addition, point values have been included throughout the application.

Technical Assistance Planning Workshops

To assist States in preparing the application and to respond to questions, the Department intends to host two Technical Assistance Planning Workshops for potential applicants prior to the Phase 1 application submission deadline. The purpose of the workshops would be for Department staff to review the selection criteria, requirements, and priorities with teams of participants responsible for drafting State applications, as well as for Department staff to answer technical questions about the Race to the Top program. The Department plans to release more details regarding the workshops in late November. The Department also intends to host at least one Technical Assistance Planning Workshop for potential applicants prior to the Phase 2 application submission deadline. Updates about all events will be available at the Race to the Top website www.ed.gov/programs/racetothetop. Attendance at the workshops is strongly encouraged. For those who cannot attend, transcripts of the meetings will be available on our website. Announcements of any other conference calls or webinars and Frequently Asked Questions will also be available on the Race to the Top website www.ed.gov/programs/racetothetop.

Frequently Asked Questions

The Department has also prepared frequently asked questions in order to assist States in completing an application. Frequently Asked Questions are available at www.ed.gov/programs/racetothetop.

II. DEFINITIONS

Alternative routes to certification means pathways to certification that are authorized under the State's laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners[1] and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

College enrollment refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

Effective principal means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Effective teacher means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

[1] The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

Graduation rate means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

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

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

High-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

High-performing charter school means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a) substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

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

High-quality assessment means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.[2]

Innovative, autonomous public schools means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets.

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote

[2] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296> Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Interim assessment means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

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

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

Low-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

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

Persistently lowest-achieving schools means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving

schools, a State must take into account both (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Rapid-time, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

Student achievement means—

(a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Total revenues available to the State means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

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

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Office of the Governor of the State of Oklahoma	Applicant's Mailing Address: 2300 North Lincoln Boulevard Suite 122 Oklahoma City, Oklahoma 73105
Employer Identification Number: 736017987	Organizational DUNS: 809916190
State Race to the Top Contact Name: (Single point of contact for communication) Kathy Taylor	Contact Position and Office: Chief of Education Strategy and In Innovation, Office of Governor Henry
Contact Telephone: 405-521-2976	Contact E-mail Address: kathy.taylor@gov.ok.gov

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Brad Henry	Telephone: 405-522-8860
Signature of Governor or Authorized Representative of the Governor:	Date: 1/18/10
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education (Printed Name):	Telephone:
Signature of the President of the State Board of Education:	Date:

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Employer Identification Number:	Organizational DUNS:
State Race to the Top Contact Name: (Single point of contact for communication)	Contact Position and Office:
Contact Telephone:	Contact E-mail Address:

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): Sandy Garrett	Telephone: 405-521-4885
Signature of the Chief State School Officer: Sandy Garrett	Date:
President of the State Board of Education (Printed Name): Sandy Garrett	Telephone: 405-521-4885
Signature of the President of the State Board of Education: Sandy Garrett	Date:

Signature of the Chief State School Officer:	Date:
President of the State Board of Education (Printed Name):	Telephone:
Signature of the President of the State Board of Education:	Date:

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.
(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):	Telephone:
W. A. Drew Edmondson	(405) 522-4396
Signature of the State Attorney General or Authorized Representative:	Date:
W A Edmondson	1/18/10

III. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
    - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)

- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State

and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Brad Henry	
Signature of Governor or Authorized Representative of the Governor:	Date: 1/18/10

IV. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

V. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)[3] or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of

[3] See Appendix D for more on participating LEA MOUs and for a model MOU.

participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Section A(1)

Oklahoma is Ready to Improve Student Achievement

Oklahoma is committed to set the foundation for dramatically improved student achievement for our state. With the political will and community support in place, we will make courageous moves to more rigorous standards, better support and accountability for effective teachers and leaders and rapid response to impact struggling schools.

With the Race to the Top plan, Oklahoma's future holds:

- Students engaged by rigorous standards with effective educators who are challenging and who believe in students' potential to pursue their dreams unhindered by their backgrounds and empowered by learning opportunities.
- An integrated set of exciting and effective mechanisms in place so students find the joy and benefit of learning through multiple lenses of perspectives and interests.
- Teachers are fulfilled. They understand the measures of success and have the tools and support to meet the measures. They are compensated fairly for outstanding performance and for taking hard-to-staff positions.

- Leaders are empowered. Decisions and actions are informed by quality, current data and tools to promote the best performing teachers and facilities.

Oklahoma's Urgent Need For Change:

The need to improve student achievement and change lives is urgent in Oklahoma—for individual students, their families and our communities. A census study shows Oklahoma was ranked 48th in the nation in median family income in 2006. The poverty rate for children in Oklahoma is 22% as compared to the national average of 19%. More than half (56 %) of Oklahoma students were classified as low income (qualifying for free/reduced lunch) in the 2008-09 school year. In Oklahoma's two largest school districts, Oklahoma City and Tulsa, the proportion of students at low income levels jumps to a staggering 85 % and 77 % respectively. Homeless rates among Oklahoma's student population nearly tripled between the 2005-2006 and 2007-2008 school years (rising from 3,452 in 2005-06 to 9,179 in 2007-08). (**See** Appendix A1-2, Homeless Student Population)

These demographics will change only if Oklahoma's educational outcomes improve. Education and poverty are inversely related—as a population's education achievement rises, poverty levels decrease. Education imparts knowledge and skills which support higher wages. (Tilak, 1994). A college graduate is only one-third as likely to live in poverty as someone with only a high school diploma, and one-sixth as likely to live in poverty as someone with less than a high school degree.

Though the state has seen marked improvement in its math scores in the last several years, the average 8th grade NAEP math score (**See** Appendix A1-3, Oklahoma's History of NAEP Scores) was lower than the average in 35 states and not significantly different from those in 9 states. The state only ranked higher than the average in 5 states. The state's performance on the reading NAEP supports the need for reform as well; the average 4th and 8th grade reading scores are in the bottom quartile of participating states.

Oklahomans recognize that education is the key building block for the economic health of our state and the quality of life of

our citizens. **To address this need, Oklahoma understands and has developed the political will and support to change the status-quo by raising expectations, increasing the rigor of curriculum and facilitating effective instruction to ensure positive student outcomes across the state.**

Oklahoma is Ideally Positioned for the Reform Priorities of Race to the Top:

Oklahoma can improve student and school outcomes through its bold Race to the Top plan. Achievement of the goals are underscored by significant and recently undertaken efforts to build the foundation for reform that align perfectly with the four reform areas of Race to the Top.

- In the summer of 2009, Oklahoma raised its proficiency indicators (proficiency benchmarks) to mirror NAEP's proficiency indicators and increased curriculum rigor by developing and aligning its nationally acclaimed state curriculum standards to college and work readiness targets. **The Governor's Office and Superintendent of Public Instruction have been involved in the development of and agreed to adopt the internationally benchmarked Common Core Standards.** (**See** Appendix A1-12, Disparity Between State and NAEP Proficiency Rates 2007)
- Oklahoma has fully analyzed its data system and developed a clear plan for developing P-20 longitudinal and instructional improvement systems that will inform teachers and principals about how they can improve instruction.
- Oklahoma has **robust** plans for improving the state's identification, recruitment, development, compensation and retention of effective teachers and leaders—including a strategic plan developed by Tulsa Public Schools in conjunction with the **Bill and Melinda Gates Effective Teachers Grant Competition** that can serve as a model for reform across the state.
- Oklahoma has a Comprehensive School Improvement System (**See** Appendix A1-4, Comprehensive School Improvement System) in place that will support and enhance the effectiveness of the four turn around models required

of struggling schools by Race to the Top.

- Oklahoma's long term dedication to STEM curriculum can be enhanced through Race to the Top.

Oklahoma's Plan to Improve Student Achievement:

The goals and strategies outlined below will develop systemic change to education by ensuring that teachers and education leaders have the ability to access, understand, analyze and utilize data and best practices in an effective and rapid-time manner. Each goal is aligned with the priorities of the Race to the Top Program, and each strategy is research-based.

GOAL 1: <u>Have an effective teacher in every classroom, and an effective principal in every school.</u>

Strategies

- Provide teachers and school leaders with the training and tools to successfully use an online, real-time data system which provides rapid-time LEA and school-level data to monitor teacher effectiveness and identify student and professional development needs to improve student achievement.
- Leverage the concepts and strategic plan developed by Tulsa Public Schools with the **Bill and Melinda Gates Foundation** to identify, recruit, develop, retain and reward effective teachers.
- Establish a bold, uniform, rubric and research-based evaluation system for teachers and principals based on rigorous standards and informed by evidence of significant student growth.
- Use the new evaluation system to make staffing decisions and to revise compensation structures for teachers and principals.
- Provide data, training and tools to strengthen a principal's ability to identify and remove ineffective teachers by their third year of teaching.
- Add the identification and retention and support of effective teachers and the dismissal of ineffective teachers as a

component of principal evaluations.

- Provide alternative career pathways for ineffective teachers.
- Offer competitive grants to school districts that are ready to implement collaborative pay-for-performance models linked to the new statewide teacher evaluation system with the potential to become benchmarks for implementation in other districts. These models will be developed collaboratively at the district level and will include bargaining unit, teacher, and principal participation.
- Support recruitment efforts in urban areas through use of such projects as The New Teacher Project Model Staffing Initiative and the Gallup Teacher Insight Tool and Gallup Principal Insight Tool.
- Publish reports linking student achievement data to teachers' and principals' credentialing institutions.

GOAL 2: **Raise, align and measure academic expectations through the use of Common Core Standards (PK-12) and provide LEAs with the resources and support they need to ensure that teachers can successfully implement those standards.**

Strategies

- Raise academic expectations by developing, adopting and supporting rigorous standards through participation in the internationally benchmarked Common Core Standards led by the National Governor's Association Center for Best Practices and the Council of Chief State School Officers (CCSSO).
- Develop and implement high quality student assessments aligned with Common Core Standards through participation in the Achieve Assessment Partnership and the Balanced Assessment Consortium. (**See** Appendix A1-5, Achieve Consortia; Appendix A1-6, America Diploma Project Goals)
- Expand the Common Core Standards (CCS) beyond grade 12 via the American Diploma Project and Oklahoma's

Achieving Classroom Excellence (ACE) (**See** Appendix A1-7, Achieving Classroom Excellence) to establish seamless PK-16 curriculum and assessment standards.

- Design instructional supports and professional development for implementation of the CCS in grades K-12, including technology based curriculum frameworks, model lesson plans and pacing guides to ensure effective implementation of the CCS.
- Plan and implement proactive intervention strategies for high school students who are not meeting standards. (**See** Appendix A1-8, ACE Remediation Plans/Strategies Chart)
- Create professional development tools to enhance and increase schools' use of the ACT EPAS battery of assessments currently used in 8th and 10th grades to identify and address student performance that is not on track for college and career readiness.
- Conduct a study to compare the alignment of high school assignments and Common Core Standards with college and career readiness expectations.
- Track and evaluate students' progress toward college and career readiness through analysis of postsecondary remediation rates, passing scores on Advanced Placement or International Baccalaureate exams, college credits in dual enrollment courses and enrollment in college or other post-secondary education.

GOAL 3: **Develop and use transparent, real-time data collection systems (P-20) to inform and guide statewide, LEA and site-level decision-making.**

Strategies

- Meet all 12 elements of an effective P-20 data system as specified by the America COMPETES Act.
- Create comprehensive, user-friendly and interactive data systems (including longitudinal data and technology-based

instructional improvement systems) with the assistance of a national vendor to inform and guide the statewide, LEA and site-level decision making necessary to ensure continuous improvement of efforts in areas of policy, instruction, operations, management, resource allocation and overall effectiveness.

- Provide training to all user-groups on use of the data systems and how to analyze student data to support effective teaching and learning and inform policymaking.
- Make data from instructional improvement and longitudinal data systems available and accessible to researchers so that they have detailed information with which to evaluate effectiveness of instructional materials, strategies, and approaches for educating different types of students (students with disabilities, English language learners, students whose achievement is well below or above grade level).
- Create a stakeholder group to recommend improvement to the accessibility and usability of online school and district report cards. (**See** Appendix A1-9, Tulsa Public Schools Report Card)

GOAL 4: Ensure that every Oklahoma school is successful and effective.

Strategies

- Identify changes in people, programs and conditions that must occur to turn around failing and ineffective schools.
- Turnaround the state's five lowest achieving schools by providing LEAs with the resources and directive to implement one of the four intervention models of the Race to the Top program in the low-achieving schools.
- Support the state's lowest performing schools' implementation of the Race to the Top turnaround models by providing them access to ongoing, reflective, data-driven processes for evaluation and change such as those existing in the state's Comprehensive School Improvement System.
- Support the state's lowest performing schools' implementation of the to the Top turnaround models by providing them

the opportunity and the resources to expand the school day and/or year by a minimum of 300 hours per school.

- Provide the state's lowest performing schools with the opportunity to implement proven interventions to support their turnaround strategies including community schools initiatives like those of the Tulsa Area Community Schools Initiative.
- Develop and train teachers and leaders of the lowest-achieving schools in technology-based tools to systemically manage continuous instructional improvement.

GOAL 5: <u>Improve instruction, collaboration and achievement in Science, Technology, Engineering and Mathematics (STEM).</u>

Strategies

- Grow STEM teaching and learning capacity through the creation of a STEM Coordinating Council which will (i) address teacher shortages in science and math, (ii) identify and implement collaborations with both business, including expansion of Oklahoma's MIT Fab Lab collaboration, and science-based museums to develop and expand relevance based learning such as Sam Noble Museum of Science and History's nationally recognized *Project Exploration*, and (iii) build on the work of the Governor's Council for Workforce and Economic Development to expand programs and support to attract and mentor groups historically underrepresented in STEM, such as women and minorities.
- Close the achievement gap in math and science by: increasing the number of underrepresented and female students completing STEM programs of study; expanding Summer Academy programs in the STEM disciplines; and adding high school STEM academies offered through career and technology education focused on engineering, bioscience and biotechnology.
- Track, evaluate and report outcomes of STEM initiatives and their impact on student achievement, college graduation

rates and career success.

- Focus strategic placement of STEM academies on serving underrepresented groups of students and female students in urban and rural areas.

Oklahoma's Measurements of Reform Through Rigorous Curriculum, Effective Instruction and Accountability for Outcomes

Creating a system of outcome based programs with measurable gains in student achievement will lead to the following:

By 2015:

- The state's average student and school growth measurement will increase by 10% each year (based upon the growth measures to be developed through the Race to the Top grant).
- The state's NAEP scores will improve by a minimum of 9 points across all subgroups and overall.
- The state's 4-year high school graduation rate will increase to 84% from 76% as of 2009
- The percentage of graduating high school seniors who enroll immediately in two and four year colleges will increase from 58% in 2007 to 77.5%.
- The percentage of students who complete more than a year's worth of college credit within two years of enrolling in an institution of higher education will increase 10% per year.

By 2020:

- At least 35% of high school students will attain ACT college readiness benchmarks in all four college readiness areas (English Composition, College Algebra, Social Studies and College Biology).
- The state's average college degree attainment rate will match the national average.

Oklahoma LEA Participation

As revealed in the table below, a significant number of Oklahoma's LEAs are strongly committed to the state's Race to the Top

plan and to the effective implementation of reform in the areas prioritized by Race to the Top. Over 60% (324 of 539) of the state's LEAs signed up to be Participating LEAs, representing over 74% (1320 of 1783) of the state's schools and 80% of the student population. The standard memorandum of understanding tracks the federal model memorandum of understanding, and all Participating LEA leaders signed the document without material modification. Importantly, both Oklahoma City Public Schools and Tulsa Public Schools—the two largest districts and the districts with the 5 lowest-achieving schools in the state—signed up to be Participating LEAs. Labor organizations also strongly support the state's application as evidenced by the signatures of 63 leaders of local teacher unions. (See Appendix A1-11, Detailed LEA Table; A1-10 Standard Participating LEA MOU)

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	**Number of LEAs Participating (#)**	**Percentage of Total Participating LEAs (%)**
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	310	95.68%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	311	95.99%
(ii) Professional development on use of data	319	98.46%
(iii) Availability and accessibility of data to researchers	294	90.74%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	322	99.38%
(ii) Design and implement evaluation systems	290	88.51%
(iii) Conduct annual evaluations	322	98.38%
(iv)(a) Use evaluations to inform professional development	316	97.53%
(iv)(b) Use evaluations to inform compensation, promotion and retention	216	66.67%

(iv)(c) Use evaluations to inform tenure and/or full certification	253	78.09%
(iv)(d) Use evaluations to inform removal	293	90.43%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	288	88.89%
(ii) Hard-to-staff subjects and specialty areas	304	93.83%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	322	99.38%
(ii) Measure effectiveness of professional development	316	97.53%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	256	79.01%

[Optional: Enter text here to clarify or explain any of the data]

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	**Number of Signatures Applicable (#)**	**Percentage (%)** (Obtained / Applicable)
LEA Superintendent (or equivalent)	324	324	100%
President of Local School Board (or equivalent, if applicable)	321	324	99.07%
Local Teachers' Union Leader (if applicable)	64	324*	19.75%

* Not all districts are represented by bargaining units. Letters of support from the Oklahoma Education Association and the Oklahoma City American Federation of Teachers, the two primary bargaining agents, are attached. (**See** Appendix A1-13, OEA and OKC/AFT Letters of Support)

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	**Statewide (#)**	**Percentage of Total**

			Statewide (%) (Participating LEAs / Statewide)
LEAs	324	532	60.90%
Schools	1,333	1,783	74.76%
K-12 Students	532,371	648,713	80.68%
Students in poverty	293,527	364,901	80.44%

(**See** Appendix A1-11, Detailed LEA Table for (A)(1))

Detailed Table for (A)(1)
This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics			**Signatures on MOUs**			**MOU Terms**	**Preliminary Scope of Work – Participation in each applicable Plan Criterion**															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

(**See** Appendix A1-11, Detailed LEA Table for (A)(1))

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter

school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Section (A)(2)

Oklahoma's Capacity to Implement, Scale-Up and Sustain Reform

Oklahoma has the **capacity** and the **leaders** to implement the aggressive strategies described in this application which will meet the State's Race to the Top goals and allow for life-changing learning opportunities. Oklahoma's Race to the Top application is built upon the shared commitment and vision of Governor Brad Henry, State Superintendent of Public Instruction Sandy Garrett, Higher Education Chancellor Glen Johnson, State Director of Oklahoma Department of Career and Technology Education Phil

Berkenbile, and the state's education, union, legislative, business, philanthropic and community leadership.

Kathy Taylor, former Tulsa mayor and former Oklahoma Secretary of Commerce and Tourism, has returned to Governor Henry's cabinet as Chief of Education Strategy and Innovation. She has guided the development of the state's Race to the Top plan with the help of a high level steering committee, active subject matter work groups, and regional input sessions. In 2003 Taylor put her private industry skills to work as Oklahoma Secretary of Commerce leading an alignment of the departments of commerce, workforce and tourism. She brought business, education and government leaders together for detailed planning on the state's workforce and education needs. As mayor of Oklahoma's second largest city, she made education a focus, co-hosting a summit with America's Promise to address the city's drop out rate, and with Dr. Marian Wright Edelman the cradle to prison pipeline. She supported expansion of Tulsa's community schools and assisted in bringing Teach for America to Tulsa. Her Mayor's Mentoring to the Max program brought over 600 trained community mentors into the city's highest risk schools. A former business owner, Taylor's CEO-approach to public sector leadership positively impacted education, created and saved jobs and increased fiscal responsibility, efficiency and transparency in government.

Planning for Oklahoma's reform efforts in this application began in early 2009 with a grant from **The Bill & Melinda Gates Foundation** to create a teacher effectiveness strategy in Tulsa Public Schools, and is also informed by best practices in other districts and states.

The foundation of Oklahoma's application and our ability to execute is based on the strength of input and support received from a broad group of stakeholders. In addition to a steering committee of 17 high level leaders which included union representatives, business leaders, philanthropists, teachers, education association members, higher education, Oklahoma State Department of Career and Technology Education; workgroups of more than 60 subject matter experts advised and guided the steering committee. To develop the vision and action plan, these subject matter expert teams, advised by a national consultant, began by mapping Oklahoma's current education assets. Six regional meetings were attended by more than 500 education and

community stakeholders. Facilitated discussions provided guidance and input on the plan development.

As a result of this work, Oklahoma's bold plan was developed. Numerous drafts were reviewed with and distributed to the steering committee and subject matter expert teams. Over 200 pages of comments were received and reviewed. As a result of this intense collaboration process, Oklahoma has over 300 participating LEAs and more than 120 letters of support. (**See** Appendix A2-1, Oklahoma Steering Committee; A2-2, Work Group List; A2-3, Local Letters of Support; A2-4 Regional Meeting Interview Guide; A2-5, Regional Meeting Summary Feedback.)

Key Roles and Responsibilities

Oklahoma Race to the Top Commission. In a recent executive order, Governor Henry created the Oklahoma Race to the Top Commission, charged with coordinating, and monitoring the State of Oklahoma's efforts to implement Race to the Top. The Commission, chaired by the State Superintendent of Public Instruction, includes a representative from an education union, school administrator, parent, the business community, Oklahoma's auditor and inspector and other important stakeholders. The Commission will monitor and report on progress in key areas of Race to the Top, and will oversee a vital part of Oklahoma's plan, the development of effectiveness measures for teachers and principals that will feature the student growth component and a rubric and evidence-based assessment. (**See** Appendix A2-6, Executive Order 20010-5)

Oklahoma's State Board of Education and the Oklahoma State Department of Education. These entities will administer and implement the state's Race to the Top initiative. The Oklahoma State Board of Education has broad statutory and constitutional powers and duties related to education. It is chaired by Dr. Sandy Garrett, the elected State Superintendent of Public Instruction, who also serves as the Chief Executive Officer of the Oklahoma State Department of Education. The Oklahoma State Board is composed of members appointed to six year terms from each Congressional district and one at-large. The Governor appoints the six members with staggered terms and they are subject to confirmation by the Senate. The Oklahoma State Department

of Education oversees PreK-12 education initiatives, including educational data systems, curriculum standards, policy development, intervention in chronically low performing schools and teacher certification/training.

Superintendent Garrett, the State Board and the staff of the Oklahoma State Department of Education have a proven track record of implementing reform initiatives and administering large scale grant projects. As the Chief Executive Officer of the Oklahoma State Department of Education, Superintendent Garrett led the timely implementation of the mandates of Oklahoma's landmark Education Reform Act of 1990 and, more recently, the 2005 Achieving Classroom Excellence Act, which provided the state's school systems a framework and mandate to develop and implement standards, curriculum, assessments and data-driven remediation for college and workplace readiness. Superintendent Garrett's leadership has also been key to the development of Oklahoma's Pre-Kindergarten program, which is recognized as the top early childhood program in the country and a national model by the National Institute for Early Education Research. In addition, Superintendent Garrett's leadership has led to national ranking in teacher certification and high stakes testing, and most notably, the recent increase in the state's ESEA proficiency markers to mirror NAEP proficiency markers.

To administer and implement the Race to the Top initiative, the Oklahoma State Department of Education will identify a dedicated Race to the Top cross-functional team which will report directly to the State Superintendent of Public Instruction and the Race to the Top Commission. This team will include Dr. Cindy Koss, Assistant State Superintendent, Office of Standards and Curriculum, who will serve as the Project Director for implementation of the Race to the Top grant. Dr. Koss brings experience as both a teacher and administrator to this position. She presently serves as Oklahoma's American Diploma Project Team Leader and is Oklahoma State Department of Education's Team Leader for Curriculum and Effective Schools. Other members of the Race to the Top Team include Dr. Ramona Paul, Assistant State Superintendent, Professional Services Division; Jennifer Stegman, Assistant State Superintendent, Office of Accountability and Assessment; Dr. Jennifer Watson, Team Leader, Curriculum and Effective Schools; Joyce DeFehr, Executive Director, State Testing; Karyn Hutchens, Executive Director, Resident

Teacher/Professional Development/School Board Members; Mary Pearson, Executive Director, Title I School Support and Title I ARRA; and Kerri White, Executive Director, High School Reform. (**See** Appendix A2-7, Race to the Top Implementing Team Biographical Information)

The Project Director and Race to the Top Team. Among other responsibilities, this team will continuously refine and publicly report on supports needed for success, guiding and monitoring implementation in six areas: (1) identification and dissemination of best practices statewide (2) ceasing ineffective practices (3) technical assistance, (4) accountability for LEA progress and performance, (5) design and implementation of competitive LEA Race to the Top funding, (6) grant administration and oversight. The Titles IA, IIA/B, VI, and X staff in the Office of Standards and Curriculum (led by Dr. Koss) will be responsible for budget reporting, performance measure tracking and fund disbursement.

A key initial leadership activity will be a kick-off conference designed for teachers, principals, administrators and other interested stakeholders of participating LEAs. This conference will launch the Race to the Top initiative. It will be held within 45 days of the grant award, and conduct sessions to provide participants with evidence based resources as they develop plans and outline scopes of work aligned to the state Race to the Top Plan. Participating LEAs will also receive technical assistance to help in preparing local Race to the Top plans and a final scope of work. The State Board's *Race to the Top* team will publish a timely annual report detailing and summarizing the progress, accomplishments and challenges of Oklahoma's Race to the Top initiative, including progress toward performance measures and benchmarks. The State Board will secure an annual third-party evaluation in order to continuously refine and publicly report on supports needed for success. (**See** Appendix A2-11, Powers and Duties of the Oklahoma State Department of Education)

Local superintendents and **school boards.** These leaders will design individualized scope-of-work descriptions and lead the implementation of the reforms in their districts with guidance and oversight from the State's Race to the Top Plan. It is important to note that LEAs have been significantly involved in the design of this application through their participation in

workgroups and regional strategy dialogues with community stakeholders. As a result, superintendents and school boards have a stake in the success of Oklahoma's application and strong incentives to create meaningful change in their schools.

Legislative Committees. The recent **Educational Accountability Reform Act** (Senate Bill 222 of the state's 2009 legislative session) created three committees that will support Race to the Top goals and strengthen accountability. (**See** Appendix A2-8, Senate Bill 222)

Quality Assessment and Accountability Task Force. This task force is charged with studying the student testing system for the purpose of recommending a plan to achieve reforms to the state student testing system. This plan will include any statutory, regulatory or deregulation changes necessary to improve the system, as well as any savings that could be realized or additional costs.

Educational Quality and Accountability Board. This board is chaired by Kathy Taylor, the Governor's Chief of Education Strategy and Innovation and co-chaired by the chair of the P-20 Data Council, and has a variety of functions related to education accountability, including serving as an independent auditing entity for the purpose of evaluating the systems and processes by which the Oklahoma School Testing Program Act is implemented as well as ascertaining its validity and reliability.

P-20 Data Council. This council was formed to assess and notify agencies of actions necessary to achieve the state's goal of moving to a unified data system that will include the elements described in section 6401(e)(2)(D) of the **America COMPETES Act** (20 U.S.C. 9871(e)(D)). This Council is coordinating their activities with the development of Oklahoma's Race to the Top initiative and will be an important implementation component. The former Chancellor of Higher Education is chair of this council.

Community Support. The commitment of the entire community to Oklahoma's Race to the Top plan places our state in a unique position. This grant opportunity brought about real discussion on education investments and outcomes not only within the educational community, but also across the state. The Oklahoma Business Education Coalition, the Inasmuch Foundation, the Tulsa Community Foundation, the Charles and Lynn Schusterman Foundation, and the George Kaiser Family Foundation have specific

resources committed to support this process and ensure the transformation of education in Oklahoma. Over 120 community and business organizations have provided written expressions of support and over 500 stakeholders attended the six regional meetings to garner input. **Notably, the state's Race to the Top initiative has even resulted in a philanthropic commitment of $5 million dollars from the George Kaiser Family Foundation, the Schusterman Family and other private donors designed to develop and support a pilot teacher effectiveness program in Tulsa. These private donors will supplement the federal grant and form an advisory group to help support implementation of these important projects.** The commitment of these organizations provides resources and policy continuity beyond legislative cycles and will ensure the continued implementation of the plan even after this grant funding expires.

Evidence for (A)(2)(i)(d): See Section VIII, State budget at page 165; Appendix A2-10, Budget Narrative.

Oklahoma's Broad Support of Stakeholders: (A)(2)(ii)(a) through (b)

Oklahoma's Race to the Top application was prepared with substantial input and committed support from a wide cross-section of education stakeholders, including higher education; the Oklahoma Commission for Teacher Preparation; teachers, as represented by the Oklahoma Education Association (OEA) and the American Federation of Teachers Oklahoma (OAFT)—the state's predominant labor organizations; superintendents, represented by the Cooperative Council for Oklahoma School Administration; and school boards, represented by the Oklahoma State School Boards Association. Leaders in the legislative, business and philanthropic communities similarly have provided letters committing their support to the reform agenda.

Oklahoma has received over 120 letters of support from various organizations including labor organizations, chambers of commerce, and local businesses. These letters of commitment illustrate Oklahoma has the full backing of the state's institutes of higher education, career technology centers, its legislative leaders, charter school groups, community and business leaders, Indian

Tribes, parent/student/community organizations. (**See** Appendix A2-3, Local Letters of Support) This broad support ensures the political will necessary for implementation and sustainability of this effort.

Oklahoma's Plan to Leverage Funding Sources to Ensure Sustainability and Alignment of Initiatives

As described in the attached budget and budget narrative (**See** Appendix As-10, Budget Narrative), Oklahoma has the capacity to use the Race to the Top funds to accomplish the state's plans and meet its targets. Oklahoma's overall budget structure for Race to the Top centers around seven budget projects, plus the 50% LEA allocation, and is designed to support attainment of its reform agenda and achievement of ambitious yet achievable performance measures. These projects reflect Oklahoma's commitment to data informed decision and effective instruction and were developed around this budget framework. (**See** Appendix A-9, Budget) A focus of the state's Race to the Top plan will be foundation-level investments that will create and sustain long-term improvements in education. In particular, the state's plan will create longitudinal and instructional improvement systems that will inform LEAs, teachers and principals on the most effective ways of positively impacting school and student achievement. The data gained from these investments will transform the culture of education reform from being primarily a "best efforts" activity with little to no measures of efficacy to a data-driven, research-based strategy with measured outcomes.

In addition to ARRA funds allocated through Title I and IDEA, Governor Brad Henry has committed his discretionary allocation to projects statewide that will leverage additional local and private dollars to further educational reform. Three early childhood programs in Tulsa, Ponca City and Sand Springs will receive discretionary funding that will allow for program expansion. Oklahoma¹s Career Technical system, Oklahoma¹s School of Science and Mathematics, the University of Oklahoma and Oklahoma State University each will receive discretionary funding for essential capital needs to improve their facilities. Governor Henry has also dedicated funding to promote a healthy lifestyles initiative in public schools.

Through discussions led by Governor Henry with the State Superintendent for Instruction, the Chancellor for Higher

Education, the State Treasurer, the President Pro-Tempore of the Oklahoma Senate and the Speaker of the Oklahoma House of Representatives, agreements were reached for the allocation of Phase I State Fiscal Stabilization Funds which further promoted on-going education reforms and have been utilized to preserve jobs, enhance the ACE education initiative, to provide for increased remediation, teacher incentives and to support the P-20 data system.

Oklahoma was recently awarded an ARRA broadband mapping and planning grant to develop the underlying technical information for a Round 2 NTIA statewide broadband application focusing on community anchor institutions. A key partner in the application process is the Oklahoma State Department of Libraries, recently selected by the Gates Foundation to receive funding for technical assistance to prepare an ARRA application, in partnership with the State of Oklahoma, to expand broadband capabilities to forty-seven libraries in communities throughout the state. At Governor Henry's direction, a team of state agencies is using these two ARRA opportunities to address a key goal of expanding learning opportunities, especially in the more rural areas of Oklahoma.

To address the accelerated and demanding timelines for ARRA implementation, reporting accountabilities and the pursuit of discretionary grant opportunities, Governor Henry established an ARRA Coordinating Council comprised of statewide elected and appointed officials and agency directors.

Through this cross agency coordination and with assistance from local government and private partners, Oklahoma continues to excel in the implementation of the ARRA funds even during a time of serious shortfalls in state revenues and resulting reductions in agency budgets.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(A)(3)(i)

Oklahoma has Demonstrated its Ability to Achieve the Four Core Education Reform Areas of Race to the Top

Area 1. Adopting rigorous standards and assessments for college/workplace success.

Oklahoma first implemented higher standards in 1990, when the state initiated standards-based reform efforts. Since 1994-95, the Oklahoma Student Testing Program has transitioned to criterion-referenced tests in Grades 3-8 and "End-of-Instruction" (EOI) secondary level tests (all aligned to the current state-mandated core curriculum, the *Priority Academic Student Skills* (*PASS*)). Approved in 2003, Oklahoma's assessments were among the first four state systems approved by the U.S. Department of Education in conjunction with the new Elementary and Secondary Education Act (ESEA) accountability requirements. (**See** Appendix A3-1, Priority Academic Student Skills (PASS))

Oklahoma raised its standards again in 2006-2007 when the **college preparatory/work ready high school graduation requirements** became the default for all students under the state's **Achieving Classroom Excellence** (ACE) Act of 2005. The ACE legislation provided a framework for all Oklahoma school systems to implement standards, curriculum, assessments and data-driven remediation with the rigor and relevance necessary for Oklahoma students to be prepared for college and work. The state-funded ACE law supports the goals of the American Diploma Project (ADP), which Oklahoma joined in 2005. (**See** Appendix A3-2, ADP Goals). Oklahoma's ACE law mandates the use of end-of-instruction exams to document mastery of high school academic content in order to graduate from a public high school with a standard diploma. Oklahoma is one of 35 states with a track record of regularly increasing academic rigor and one of 26 states with exit exams, clear evidence of the state's commitment to further reform. (**See** Appendix A1-7, TITLE, for additional information on ACE, including ACE Summary and ACE Implementation Guide) In support of the ACE law, the Governor and the legislature provides tuition for high school seniors to take up to six concurrent credit hours a semester to begin their college work. Oklahoma has state funded incentives in the form of stipends to teachers to attend Advanced Placement (AP) professional development; to fund vertical team and materials/equipment grants; and to encourage access

to AP classes for any student. See Table below for a summary of Oklahoma's College Going Rates.

Oklahoma's College Going Rates

Description	Measure	Class of						
		2003	2004	2005	2006	2007	2008	2009
College Enrollment Rate	**High School graduates immediately enrolling in two and four –year colleges**	58%	59%	58%	57%	58%	Not Published	

Oklahoma also allocated ARRA funds (via IDEA, Part B) to secondary transition assessments that assist young adults in planning for postsecondary education and employment. ARRA (Title I, Part A) has also funded professional development and materials for ACT/America's Choice for the two largest urban districts, which promotes rigor and readiness for college. This initiative provides support to students so that they graduate from high school and are prepared for college work without remediation. Further, through discussions led by Governor Henry with the State Superintendent for Instruction, the Chancellor for Higher Education, the State Treasurer, the President Pro-Tempore of the Oklahoma Senate and the Speaker of the Oklahoma House of Representatives, agreements were reached for the allocation of Phase I State Fiscal Stabilization Funds which further promoted on-going education reforms and have been utilized to preserve jobs, enhance the ACE education initiative, provide for increased remediation, provide teacher incentives and support the P-20 data system.

Area 2. **Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

State funds have been used to build a statewide information system, "the Wave" (**See** Section C-1) that can be used for eliminating duplication of reporting and accountability efforts, streamlining research and decision-making capabilities, and

providing dynamic accurate and reliable information. The Wave operates in real-time, receiving and responding to electronic messages/data instantaneously. The purpose of the Wave is to further educational accountability and initiate positive change by managing valid and timely information regarding student enrollment, graduation, dropout, mobility, and a variety of student demographics. In addition, the state has partnered with the National Center on Innovation and Improvement to create the Comprehensive School Improvement System, an evidence-based planning tool for all schools to ensure continuous improvement in nine essential areas with 92 performance indicators.

Area 3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed.

Since 2005 the state has partnered with Teachers-Teachers.com to provide a statewide educator recruitment service for Oklahoma public schools. This initiative helps the 533 public school districts recruit highly qualified and effective teachers and administrators by accumulating a statewide pool of qualified job seekers that can be accessed by school district recruiters. Further, recognizing that professional experience, knowledge, and previous career successes can positively impact the lives of students, Oklahoma also has a highly effective alternative teacher and principal certification programs, including an alternative teacher certification by the American Board for Certification of Teacher Excellence.

To help develop teachers, the Oklahoma State Department of Education provides free professional development to all public schools in content areas as well as in methodology. These workshops are offered at locations throughout the state, in individual schools upon request and through the statewide Title I Videoconference Network. Oklahoma also has a Master Teacher program that supports professional development for twenty teachers in each area of Oklahoma's core curriculum. These teachers receive rigorous training and are selected to participate based on professional qualifications and geographical distribution. Oklahoma also funds Academic Achievement Awards (AAA) that reward teachers in school districts who achieve the highest Academic Performance Index (API) and schools that show significant gains in API. In order to support and retain effective new teachers,

Oklahoma has a resident teacher program that provides mentoring from three professionals: a mentor teacher, an administrator and a college of education representative from Higher Education, throughout the first year of teaching.

These initiatives have delivered measurable results, the state currently ranks 8th nationally in the number of teachers achieving National Board certification this year and ranks 9th in the total number of National Board teachers it has. Indeed, the state's growth in National Board teachers is outpacing the nation. Since 2007, there has been a 68 percent increase in the rate of growth in the number of Oklahoma teachers earning National Board certification—compared to a growth rate of 55 percent nationally. About 6 percent of Oklahoma's teaching force holds the prestigious teaching credential, as compared to 3 percent nationally who do. Oklahoma has also added to its effective teacher ranks by bringing 77 Teach for America Teachers to Tulsa.

Area 4. Turning around our lowest-achieving schools.

On-site assistance is prioritized for Oklahoma's lowest achieving schools. Federal funds support Oklahoma's Comprehensive School Improvement System (based upon the state's Oklahoma's Nine Essential Elements and 92 performance indicators (**See** Appendix A3-2, Nine Essential Elements) provides comprehensive and data-driven support for all schools, particularly for struggling schools. In addition, the Oklahoma State Department of Education School Support Teams (SST) provide on-site assistance to school improvement schools identified as needing support in areas of reading/language arts, mathematics, attendance, graduation rate, and for identified subgroups. The SSTs facilitate school improvement processes based upon an extensive needs assessment conducted in collaboration with school and district staff, parents and community members and provide SST guidance for the development and implementation of a comprehensive school improvement plan to build on the school's strengths and address the identified needs. The high need schools targeted through this program receive guidance from expert teams specializing in assessments, special education, secondary transition, PBIS, curriculum, federal programs monitoring, professional

standards and Reading First. The State supplements this support with technical assistance and professional development directly relating to differentiated needs (**See** Appendix A3-3, NCLB Differentiated Needs) with regional curriculum conferences and as well as training through our ten regional state of the art videoconference centers (**See** Appendix A3-4, Videoconference Network) Federal funds have also supported a Response to Invention (RtI) initiative, which works to prevent academic problems and identify students with Specific Learning Disabilities (SLD). Title I, Part A, School Improvement Funds (1003 (a) and 1003 (g)) and Title II, Part A state funds have provided research-based professional development including: What Works In Schools initiatives, Building Academic Vocabulary process; Data Retreat® process (**See** Appendix A3-5, Data Retreat Process), and strategies to improve Adolescent Literacy through MAX Teaching with Reading and Writing. Also, district superintendents have the ability, and it is utilized, to change leader and teacher staffing to turnaround struggling schools.

A(3)(ii)

Oklahoma's Improvement of Student Achievement Outcomes

(a) Oklahoma's students have made notable improvement in the area of mathematics. In the last six years, the state's average fourth grade NAEP mathematics score improved 8 points, and the eighth grade mathematics score improved 4 points.

Oklahoma's History of NAEP Scores

Reading	Grade	Year	State Avg.	U.S. Avg.
	4	1992	220	215
	4	2003	214	216
	4	2005	214	217
	4	2007	217	220
	8	1998	265	261
	8	2003	262	261
	8	2005	260	260
	8	2007	260	261

Mathematics	Grade	Year	State Avg.	U.S. Avg.
	4	1992	220	219
	4	2003	229	234
	4	2005	234	237
	4	2007	237	239
	4	2009	237	239
	8	1992	268	267
	8	2003	272	276
	8	2005	271	278
	8	2007	275	280
	8	2009	276	282

NOTE: "Because the percentages of students in these subpopulations and their average scale scores are based on samples rather than on the entire population of fourth-, eighth-, or twelfth-graders in the nation or a jurisdiction, the numbers reported are estimates." – National Assessment of Educational Progress online report, "Drawing Inferences" <http://nces.ed.gov/nationsreportcard/nde/help/qs/Drawing_Inferences.asp#>

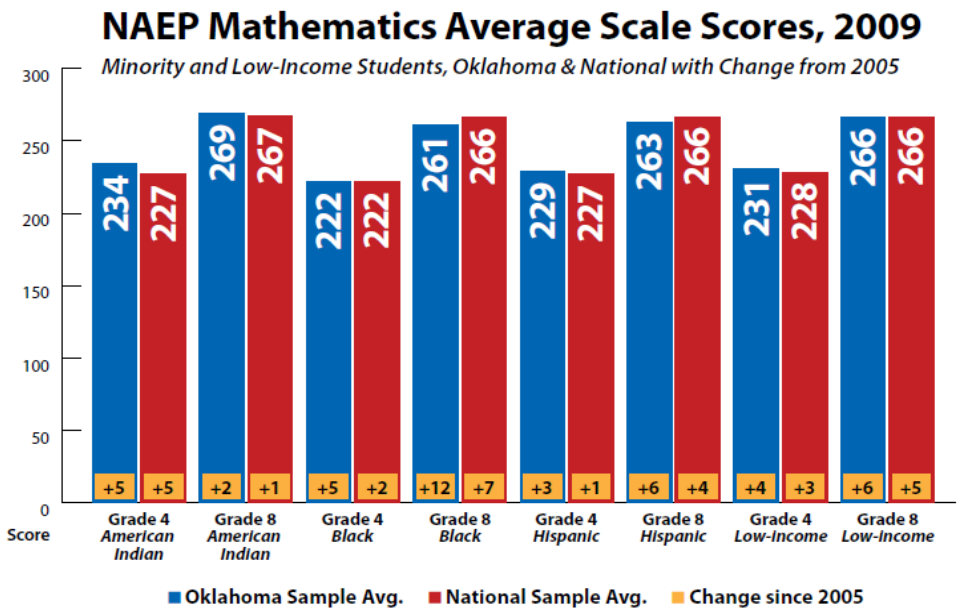
SOURCE: Oklahoma's State Profile from "The Nation's Report Card," National Assessment of Educational Progress, <http://nces.ed.gov/nationsreportcard/states/>, updated October 2009.

(b) Oklahoma has also succeeded in narrowing achievement gaps in reading/language arts and mathematics. The achievement gap in math for African American students and Hispanic students compared to white students has closed by 8% and 4% respectively over the past five years. During this time period, the percentage of African American students passing statewide exams in math rose by 14%, and the percentage of Hispanic students passing mathematics exams rose by 10%.

Over the past five years, the achievement gap in reading for African American students and Hispanic students has also diminished, closing by 7% and 6% respectively. The number of African American students passing the reading exam rose on average by 14% and the number of Hispanic students passing the reading exam rose by 13%.

Indeed, as the following graphic illustrates, Oklahoma's low-income and minority students have seen greater improvements in their NAEP math scores from 2005 to 2009 than their peers nationwide. The average score for Oklahoma's eighth grade low-

income and black students has improved during this time period by 12 points—five more points than the growth recognized by their peers nationwide (a growth of only 7 points). The 2009 NAEP scores for 4th grade math also indicate that Oklahoma's low-income and Native American students outperform their peers nationwide.



These improved outcomes are the results of the state's rigorous, high-quality standards and assessments, as well as professional development and technical assistance targeting the elimination of the achievement gap between whites and low-income/minority students. Some examples of support for teachers and students include the Oklahoma Mathematics Improvement Program for middle school mathematics teachers to become highly qualified and highly effective; the State Superintendent's Mathematics Academies for grades K-12; the Science Inquiry Institutes; the State Superintendent's Master Teacher Program; and

the Title II, B Mathematics and Science Partnership Program.

(c) The state's high school graduation rates have also seen some improvement. Measured in terms of the percentage of students who graduated in four years, the graduation rate improved three percentage points between 2008 and 2009. Measured in terms of the total graduation rate, the state improved its score from 82% in 2006 to 85% in 2009.

Oklahoma High School Graduation Rates		
	4-Year Graduation Rate*	Total Graduation Rate
2003	76%	Not available
2004	77%	Not available
2005	77%	Not available
2006	78%	82%
2007	75%	85%
2008	73%	84%
2009	76%	85%

*Graduation rate for students who graduated in the standard number of years and used as the additional indicator in AYP determinations for high schools and districts.

(**See** Appendix A1-3, Oklahoma's History of NAEP Scores; A3-7, ESEA Results for 2004-2005 through 2008-2009—please note that ESEA testing results are not available prior to 2004 because the state's tests were being created and field tested; A3-8, Our Story: Bell Public Schools; A3-9, Our Story: Madison Middle School, Tulsa Public School; A3-10, High School Dropout and Completion Rates in the United States: 2007 (NCES 2009-064)

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— *(20 points)*

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — *(20 points)*

(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[4]

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the

[4] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i)

Developing and Adopting Common Standards

Oklahoma has actively participated in the Common Core Standards Initiative led by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) to develop internationally benchmarked K-12 grade-by-grade standards (reading/language arts and math). The consortium currently includes 48 states, two territories, and the District of Columbia. Three representatives from the State of Oklahoma have been invited to participate in the

writing and feedback teams for the internationally benchmarked K-12 grade-by-grade mathematics and reading/language arts standards. These drafts are not yet available for public release. CCSSO and the NGA Center, however, have released draft versions of the College- and Career-Readiness Standards which are driving the work of the K-12 Grade-by-Grade Common Core Standards. The College- and Career-Readiness Standards and evidence of their alignment to international benchmarks are attached in Appendix B1-1, College Readiness Standards. Please see the copy of Oklahoma's Memorandum of Agreement, Appendix A1-5, Achieve and Consortia showing the State's commitment to participation in the consortium and the list of states currently participating. This commitment builds on the state's successful efforts to date to increase the rigor and depth of its standards as outlined in (A)(3).

The state intends to adopt the K-12 Grade-by-Grade Common Core Standards in reading/language arts and mathematics as soon as possible and well before August 2, 2010. The legal process for adopting curriculum standards in Oklahoma is as follows:

- State Board of Education – Files notice of intent to change rules 30 days prior to adoption.
- State Board of Education – Conducts public hearing(s) prior to adoption.
- State Board of Education – Adopts curricular standards as rules in Oklahoma Administrative Code.
- Legislature – Confirms adoption within 30 legislative days of adoption.
- Governor – Confirms adoption within 45 calendar days of adoption.
- Office of Administrative Rules – Files notice of final adoption and arranges for publication.

The March 12, 2010, delivery of the final version of the K-12 Grade-by-Grade Common Core Standards will allow Oklahoma State Board of Education (OSBE) to conduct public hearings in preparation for adoption of the Common Core Standards at the regularly scheduled March 25, 2010, SBE meeting. Oklahoma State Department of Education will hire an independent organization to conduct a crosswalk analysis of current state standards (*Priority Academic Student Skills [PASS]*) (**See** Appendix A3-1, PASS) in reading/language arts and mathematics with the draft versions of the K-12 Grade-by-Grade Common Core Standards (available February 2, 2010) and a detailed description of the evidence base behind each standard. Detailed explanation of the newly adopted standards is provided in (B)(3).

In order to adopt the Common Core Standards, Oklahoma's plan is as follows:

Activity	Start Date	Complete Date	Responsible Party
Notice of Rulemaking Intent to Adopt K-12 Common Core Standards filed with the State Office of Administrative Rules		January 26, 2010	State Board of Education
Release of K-12 Common Core Standard Draft		February 2, 2010	CCSSO and NGA Center
Contract to Conduct Crosswalk between K-12 Common Core Standard Draft and Oklahoma's PASS	February 2, 2010	March 1, 2010	Oklahoma State Department of Education and Vendor
Final Release of K-12 Common Core Standards		March 12, 2010	CCSSO and NGA Center
Public Hearings Regarding Adoption of the K-12 Common Core Standards	March 12, 2010	March 25, 20201	State Board of Education
Adoption of the K – 12 Common Core Standards by the Oklahoma State Board of Education		March 25, 2010	State Board of Education
Regional Feedback Meetings Across State	March 26, 2010	May 1, 2010	State Board of Education
Approval and Final Adoption of K-12 Common Core Standards by the Legislature and the Governor		May 21, 2010	Legislature and Governor
Notice of Final Adoption Filed with the State Office of Administrative Rules		May 26, 2010	State Board of Education
Effective Date		June 26, 2010	Not Applicable

(B)(2) Developing and implementing common, high-quality assessments *(10 points)*

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2)(i) and (ii)

Developing and Implementing Common, High-Quality Assessments

Oklahoma has joined the Achieve Assessment Partnership and Balanced Assessment Consortium to develop high quality

assessments aligned with the Common Core Standards. The suite of assessments aligned to the standards may include formative assessments that can be embedded in instruction and used by teachers to gain timely feedback on students' progress and adjust their instruction accordingly; interim assessments that will be given at regular, specified times during the school year to measure student knowledge and skills based on the Common Core Standards; and summative assessments that will measure end-of-course and/or year and content knowledge in large groups of students as well as their ability to apply critical concepts.

The Oklahoma State Board of Education, in consultation with the Education Quality and Accountability Board (established in 2009), will establish proficiency cut scores and ensure proficiency expectations are appropriately rigorous and align with or exceed NAEP proficiency expectations.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3)

Supporting the Transition to Enhanced Standards and Assessments

Oklahoma is well-positioned to implement a high-quality and achievable plan for supporting statewide transition to internationally-benchmarked K-12 standards aligned with college and career-readiness. In 2005, the Oklahoma legislature enacted the Achieving Classroom Excellence (ACE) Act (**See** Appendix A1-7, Achieving Classroom Excellence) to provide a framework

for all Oklahoma school systems to implement standards, curriculum, and assessments and data-driven remediation with the rigor and relevance necessary for Oklahoma students to be prepared for college and work. The resulting state-funded ACE law supports the goals of the American Diploma Project (ADP) (**See** Appendix A1-6, America Diploma Project) targeting college and work preparation. (**See** Appendix A1-7, ACE Summary) Oklahoma's ACE law mandates the use of end-of-instruction exit exams to document mastery of high school academic content in order to graduate from a public high school. Oklahoma is one of 35 states with a track record of regularly increasing academic rigor and is one of 26 states with exit exams - clear evidence of the state's commitment and capacity to further reform.

Building upon the reforms of the Oklahoma Achieving Classroom Excellence Act (ACE) and the American Diploma Project the state's systems of common, higher, and career and technical education will integrate the Common Core standards (K-12) into an aligned P-20 curriculum and assessment framework that prepares more students for postsecondary success and career readiness. The following goals and activities represent strong partnerships between the Oklahoma State Department of Education, the Oklahoma State System of Higher Education, and the Oklahoma State System of Career and Technology Education and establish innovative additions to existing statewide support systems.

GOAL 1. Ensure that the K-12 common core standards, aligned with college and career-readiness expectations, are understood and implemented at the classroom level by Oklahoma educators in common, higher, and career education.

After common core standards have been adopted in Oklahoma, the imperative will be to "ensure that the curriculum follows the standards" (Race to the Top white paper, Achieve). Educators must understand the new K-12 standards within the context of college coursework and requirements of the career world. Additionally, the standards must be translated into highly-effective lessons.

Goal 1 Key Activities

1. **Data to Transition to Common Core Standards:** As discussed in (B)(1)(ii), the Oklahoma State Department of Education will hire an independent organization to conduct a preliminary crosswalk analysis of current state standards (Priority Academic Student Skills [PASS]) with the draft versions of the K-8 and High School common core standards when they become available in preparation for adoption of the K-12 Common Core Standards. Upon release of the final version of the K-12 Common Core Standards, the Oklahoma State Department of Education will complete an additional, thorough crosswalk of the final standards with the current PASS document. This crosswalk will be provided to LEAs, higher education institutions, the Oklahoma Career-Tech systems and business groups in order to provide educators with the tools necessary to transition from current standards and curriculum documents to full implementation of the Common Core Standards.

   Timeline: Begin Spring 2010

   Person(s) Responsible: Oklahoma State Department of Education, vendor

2. **Academic Preparation Initiative**: Oklahoma will launch a comprehensive academic preparation project involving common, higher, and career/technology education faculty and leadership to focus on the elements of rigor and performance in setting seamless P-16 curriculum and assessment standards. First and foremost, the project will fully complete the work necessary to meet the P-16 curricular alignment goals under the Achieving Classroom Excellence Act (ACE) and Achieve, Inc.'s American Diploma Project (ADP) (described above) and bridge those efforts to the new Common Core standards and assessments aligned with college and career readiness.

   - *College and Career Readiness Standards and Assessments*. Through this project, Oklahoma will ensure the transition to enhanced standards and high-quality assessments by formally linking and adopting curriculum and assessments from appropriate first-year college courses and "back-mapping" secondary curriculum to

those targets. Higher education faculty and secondary faculty will specifically identify the skills needed to succeed in entry-level, non-remedial courses at the two-year and regional universities in Oklahoma. This research and analysis will include setting appropriate benchmarks for college readiness in college math, English (writing), reading and science and will be recalibrated based on the latest study aligning Common Core Standards (**See** Appendix A1-1, Common Core Standards) with ACT's College Readiness Standards. Critical areas of examination include writing, mathematics, and science laboratory assignments, as well as career-specific applied mathematics and reading tasks. Discipline-specific workgroups will analyze multiple examples of student work, evaluating those using a common rubric based upon common core standards. In support, an independent research study will be conducted from a statistically valid sample of assignments to compare the fidelity to standards and rigor of both high school and collegiate assignments with the results used to improve alignment between written and delivered curriculum. Anchor examples of college-ready work will be identified and incorporated into professional development and other outreach tools. The project will result in formally established college and career-readiness expectations agreed upon by secondary and higher education leadership for use in secondary level academic preparation interventions and for use in reforming remedial and developmental education. These agreed upon expectations can inform more proactive interventions in earlier grades including key transition points of 8th/9th grades and 10th/11th grades where Oklahoma has significant educational pipeline and academic preparation challenges.

Timeline: Plan, 2010-11 school year; implement, 2011-12 school year

Person(s) Responsible: OSDE, OSRHE, OCTE, ACT

3. **Technology-based Instructional Toolkit:** Oklahoma launched its web-based instructional toolkit, *PASS*port, in 2000. Using *PASS*port, educators can shop for lessons aligned to state standards, use an online template to create

their own lessons, and post the lessons and other commentary on their "corkboard" for access by their "friends" – parents and students. A partnership with Thinkfinity.org makes thousands of other lessons easy to access. Upon receipt of grant, Oklahoma will build conceptually upon *PASS*port by developing a robust set of tools to support teachers' needs in implementing the Common Core standards. The web-based toolkit will be the online access point to common core standards; item and template banks for building standards-based assessments; software for P-20 curriculum alignment, web-building, messaging; and links to thousands of high-quality resources. This concept is modeled upon web-based systems like (NY Learns.org) developed by the University of Buffalo, the Pennsylvania Department of Education wed-based toolkit, and a similar system designed for New York City Public Schools. Components of the toolkit will include--

- Tools to create engaging, standards-aligned and research-based lessons for classroom use, incorporating multi-media.
- Tools to create formative, benchmarking, and course-summative assessments keyed to standards.
- Support for designing/maintaining personal websites, especially for districts where IT assistance may be limited.
- Electronic tools to create curriculum maps aligned to common standards articulated without gaps or overlaps.
- Opportunity for teachers to submit their own best lessons for web-publication after expert review, increasing the lesson base and building professionalism among our state's educators.

Timeline: Development, 2010-11 school year; implementation, 2011-12

Person(s) responsible: OSDE, vendor

4. **Communication of Standards:** The existing statewide system of support encompasses a strong infrastructure to disseminate the plan for core standards implementation. The infrastructure includes: (a) Web-based tools – OSDE

Website, email Listservs, online documents, and streaming videos; (b) print-based materials – pocket-sized copies of grade/course specific standards (*PocketPASS*), Parent's Guide to Standards, quarterly teacher newsletter (*Results in Class*), monthly administrator newsletter (*Administrative Focus*), and weekly superintendent update; and (c) professional development and technical assistance opportunities – statewide videoconference network, regional conferences and workshops, and statewide conferences and workshops. This infrastructure will be reinforced and built upon to be more effectively used to disseminate information about adoption and implementation of the K-12 Common Core Standards.

Timeline: February 2010 and ongoing

Person (s) Responsible: OSDE

GOAL 2: **Work collaboratively with key stakeholders to provide highly-effective professional training that assists LEAs in implementing the Common Core Standards.**

Educators should be able to breakdown or "unpack" the Common Core Standards into learning statements that are meaningful at their classroom levels. They also should be able to critically select appropriate teaching strategies and resources to aid them in curriculum delivery. Adoption and implementation of Common Core Standards must be supported by a range of professional training options, including training and tools developed in partnership with higher education, career and technology education, professional organizations, and community services. Current professional training provided by Oklahoma State Department of Education and interagency and community partners will be evaluated based on outcomes. A thorough menu of professional development options will be developed based upon those evaluations to assist LEAs in implementing the common core standards.

Goal 2 Key Activities

1. **Enhancing Professional Development Initiatives:**
   i. *Regional Curriculum Conferences/Standards Summits* – Repurpose Oklahoma State Department of Education regional annual conferences to focus on the understanding and delivery of common standards.
   ii. *Videoconferencing/Live Streaming* – Create live streaming video and pre-recorded streaming video through the Oklahoma State Department of Education Web site for professional development tools.
   iii. *Master Teachers* – The State Superintendent's Master Teachers Project supports professional development for twenty teachers in each area of Oklahoma's core curriculum, including elementary reading, secondary language arts, mathematics, science, social studies, the arts, and world languages. These teachers receive rigorous training and are selected to participate based upon professional qualifications and geographic distribution. Presently, Master Teacher Leaders design, implement, and assess the impact of a school improvement project. Oklahoma State Department of Education will expand the scope of Master Teachers Leadership to include a Master Teachers Common Core Cadre, comprised of outstanding completers of the Master Teachers Project in mathematics, science, elementary reading, and secondary language arts can become trainers, presenters, and online experts/coaches who support schools in transitioning to common core standards.

   Timeline: Summer 2010

   Person (s) Responsible: OSDE

2. **Assess and Implement Initiatives through Interagency and Community Partnerships:** *ACE and ADP*
   i. *Academies* – In order to further the implementation of the Achieving Classroom Excellence Act (ACE) and the American Diploma Project (ADP) in conjunction with adoption of the Common Core Standards,

Oklahoma will acquire or develop ACE and ADP Academies. The purpose of the academies will be to increase the number of students who are on course for a regular high school diploma as well as on track for college and career readiness by providing modular units of professional development and technical training seminars, institutes, workshops, conferences, and online learning opportunities for teachers, counselors, and administrators. This instruction will be developed in collaboration with the OSDE, OSRHE, and OCTE and other key stakeholders to ensure district and site based input. The training will be evidence and data based, and may include:

- Tools for enhancing counselors' utilization of the ACT EPAS battery of assessments in the 8th and 10th grades.
- Tools for enhancing counselors' and teachers' utilization of Oklahoma Core Curriculum Tests and End-of-Instruction assessment results for early intervention in elementary, middle school, and high school.
- Tools for enhancing the quality of ACE Remediation programs in grades 8-12.
- Tools for enhancing communication between high school educators, college faculty, and career and technology education instructors.
- Tools for bridging 8th/9th Grade transition points.

Timeline: Organize and plan, 2010-11 school year; implement summer 2011

Person(s) Responsible: OSDE, OSRHE, OCTE, Oklahoma Commission for Teacher Preparation (OCTP), Oklahoma School of Science and Mathematics (OSSM), Commission for the Advancement of Science and Mathematics Education in Oklahoma, STEM Coordinating Council, LEAs and their representatives.

GOAL 3: **Develop tools and resources for LEAs to monitor successful implementation of state standards, including new Common Core Standards and Assessments.** LEA leaders must have the tools to ensure that classroom practice matches the written standards and common assessments. The following activities are designed to support LEA leaders in this endeavor.

Goal 3 Key Activities

1. **Curriculum Alignment Study:** In 2007-08, Oklahoma partnered with independent researchers to conduct a study of the alignment of actual student assignment and work samples (the taught curriculum) with the content and skills identified in the state's academic standards (the written curriculum), and with the cognitive rigor expressed in those standards as defined by Bloom's Taxonomy and Norman Webb's Depth of Knowledge scale. More than 50, 000 samples were analyzed. The results of the study revealed important information about the gaps between what is expected and what is delivered in our educational system. With Race to the Top funding, a similar study will be conducted to examine student work from 11th/12th grade and first and second year college courses required in composition, mathematics, and science. The findings will provide a significant means of monitoring fidelity to the concepts and rigor expressed in the common core.

   Timeline: Beginning Fall 2011

   Person(s) Responsible: OSDE, vendor.

2. **Student Mastery of Skills Tool:** Oklahoma will acquire a technology-based system that visually articulates the horizontal and vertical connections between objectives and skills included in Common Core Standards and other state standards. The system will monitor student mastery of standards in PK-12 using formative and interim assessments; will aggregate student mastery to the classroom, site, LEA, and state levels; and will provide reports to teachers, administrators, and other educators highlighting the skills remaining to be mastered. In addition, the system

will connect to local instructional improvement systems as described in (C)(3) to provide relevant classroom data to teachers and to Web-based professional development tools described in Goal 1 of this section to offer appropriate strategies and lessons for teaching and re-teaching needed skills. The system will also provide teachers and administrators the opportunity to compare their students with students in high-performing schools with similar demographic data in order to benchmark their results against those of needed growth. (Additional information is provided in Section (C)(3).)

Timeline: Organize and plan, 2010-2011 school year, implement Fall 2011

Person(s) Responsible: OSDE, vendor

3. **Model for Whole School Data Collection and Reflective Practice:** Through Race to the Top, Oklahoma will scale up school data collection and reflective practice known as Windows on Curriculum (WOC). This will provide additional assistance to include all low-performing schools as well as other schools needing assistance in implementing Common Core Standards. WOC is a collaborative effort between teachers and administrators in the building to conduct short, regular, and systematic classroom visits to gather comprehensive data, including data directly relate to implementation of Common Core Standards and Assessments. OSDE provides training to LEAs and school sites to implement this model of schoolwide monitoring of fidelity to state standards, without being evaluative.

   Timeline: Scale-up begins Fall 2010

   Person(s) Responsible: OSDE

4. **Technology-Based Assessment Development Tool:** Oklahoma will develop, with LEA input, an online tool for developing, administering, and analyzing formative and interim student assessments aligned to the Common Core Standards. Oklahoma will review all assessments currently being given to ensure elimination of outdated, ineffective

assessments. Oklahoma has joined the Achieve Consortium and the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) (**See** Appendix B3-1, MOSAIC Consortium) with the common purpose of building a balanced assessment system. The consortium will allow Oklahoma to develop and have access to a robust item bank and professional development. While expanding the item bank of assessment items for each tested grade and content area, Oklahoma will focus on development of items that measure student achievement through a wide range of depth of knowledge. In addition to providing assessment items, Oklahoma will provide training on using the system, analyzing student results, and using the data to drive classroom instruction. The results of this system will be connected to local instructional improvement systems as described in (C)(3) to provide relevant classroom data to teachers; to the technology-based instructional improvement system described in above; and to technology-based professional development tools described in Goal 1 of this section to offer appropriate strategies and lessons for teaching and re-teaching needed skills.

Timeline: Organize and plan, 2010-2011 school year, implement Fall 2011

Person(s) Responsible: OSDE, vendor

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(C) Data Systems to Support Instruction ***(47 total points)***

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

C(1)

Implementing a Statewide Longitudinal Data System

Oklahoma has made significant progress with the development of its P-20 data system and has well-defined plans to complete its goal of fully implementing the elements of the America COMPETES Act. Oklahoma's K-12 data system is called "The Wave." It is a statewide longitudinal data system and is the first K-12 data system to fully meet the Schools Interoperability Framework Association (SIF) standards. The data includes such items such as: student demographics, participation, enrollment, and assessment results; teacher unique identifier and course Information; and attendance summary. Business Intelligence to support decision-making has been developed and will be launched for use by districts in February. At present, the state's longitudinal data

system fulfills nine of the twelve elements of the America COMPETES Act, as specified below:

1. ☑ **A unique identifier for every student that does not permit a student to be individually identified (except as permitted by federal and state law):** Yes, the Oklahoma State Department of Education's data system (the Wave) assigns a 10-digit unique student identifier to all students who enroll in the public school system.
2. ☑ **Student-level enrollment, demographic characteristics, and program participation information:** Yes, the Oklahoma State Department of Education collects student-level enrollment, demographic and program participation by student on a daily basis. Oklahoma State Department of Career and Technology Education collects individual student-level enrollment from the schools. The higher education system collects enrollment, demographic and program participation data at the end of each term. None of these student-level data are made public.
3. ☑ **Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs:** Yes, the Oklahoma State Department of Education collects entry, exit and transfer data based on reporting from the districts according to time of event. Oklahoma State Department of Career and Technology Education collects student completion data after the close of the school year on occupationally specific programs. The higher education system collects these data for each term
4. ☑ **Capacity to communicate with higher education data systems:** Yes. Data are routinely transferred between Oklahoma Employment Security Commission and the career technology and higher education systems. Higher education and K-12 transfer specific data on remediation, ACT and graduation rates on a school-by-school basis which re-aggregated to the district and state levels. The federal funding (OKLDS) will complete these P-20 communication exchanges.
5. ☑ **A state data audit system assessing data quality, validity, and reliability**: Yes, the Oklahoma State Department of Education, Oklahoma State Department of Career and Technology Education, the State Regents of

Higher Education all have data quality checks built into their databases. The Wave currently validates using both SIF validation and additional validation on all data objects and elements being received directly from the LEA's student information system. Elements not meeting validation are presented back to the district via the Wave Web portal for correction in the source database (the LEA's Student Information System). The Wave has a system for LEAs which will provide ad hoc reports and data analysis tools. The Oklahoma State Regents for Higher Education staff complete an electronic edit cycle, as well as an on-site audit of data submission at the institutions. Oklahoma State Department of Career and Technology Education performs on-site audits at sites on an as-needed basis.

6. ☑ **Yearly test records of individual students with respect to assessments under section 111(b) of the ESEA (20 U.S.C. 6311(b):** Yes, the Wave captures end-of-instruction assessments in its data system. Additionally, State Higher Regents of Education obtains ACT scores and publishes graduation rates.
7. ☑ **Information on students not tested by grade and subject:** Yes, the Oklahoma State Department of Education provides information on students who are not tested. Summary information is available on the Department's website.
8. ☑ **A teacher identifier system with the ability to match teachers to students:** Yes, the Oklahoma State Department of Education, Oklahoma State Department of Career and Technology Education and the State Regents all include a teacher identifier system with the ability to match teachers to students.
9. ☐ **Student-level transcript information, including information on courses completed and grades earned:** The state higher education system utilizes electronic transcripts, but the Oklahoma State Department of Career and Technology Education and Oklahoma State Department of Education are just beginning to capture information from electronic student transcripts. The federal application (OKLDS) will complete the statewide electronic transcript process.

10. ☑ **Student-level college readiness test scores:** Yes, the state currently collects student-level SAT, ACT, and Advanced Placement Exam Data (Data Quality Campaign, 2009). (**See** Appendix C1-1, Data Quality Campaign) The State Regents of Higher Education, with the cooperation of the Oklahoma State Department of Education, has participated in the development of indicators of comparative educational standing and accomplishment. In addition to the data points listed above, the High School Indicators Project provides for the collection and reporting of college-going rates, college credit hours and GPA, and remediation rates. By law, the State Regents transmit this data to the Office of Accountability, and they publish an annual report describing these indicators of educational performance.

11. ☐ **Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework:** No, while the state's CareerTech and Regents of Higher Education system match data to determine remediation rates and the completion of post-secondary degrees, the Oklahoma State Department of Education does not currently track this data in its longitudinal data system.

12. ☐ **Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.** No, the complete linkages are not currently possible. However, Oklahoma has a detailed plan to complete the linkage between the P-20 data system and the higher education data system, which will allow for complete acquisition of the data within this element of the America COMPETES Act. The state has recently filed an application for funding via the U.S. Department of Education's Statewide Longitudinal Data Systems Grant Program to fund this plan. Alternatively, this application contains the budget to complete this project. (**See** Appendix A2-10, Budget Narrative)

Reform Plan Criteria

(C)(2) Accessing and using State data *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[5]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2)

Accessing and Using State Data

With the framework and foundation of a data system already in place, Oklahoma's State Department of Education is well positioned to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage key stake holders. The state's longitudinal data system will also support decision-makers in the continuous improvement of efforts relating to policy, instruction, operations, management, resource allocation and overall effectiveness.

Oklahoma's overall goal regarding its current and improved longitudinal data system is to expand and improve the access to and use of meaningful data in order to assess and improve the results and efficiency of the state's education system. To achieve

[5] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

these goals, the state's objectives are to:

1. Identify and collect additional data points
2. Create interactive databases of statewide data
3. Understand requirements of each key stakeholder needing access and use of data
4. Develop customized reports, tools, interfaces and modalities for each stakeholder needing access and use of data
5. Ensure transparency, accountability and stakeholder input is present in design
6. Ensure design meets overall goals and promotes student achievement.

Key Activities of Plan:

- As noted in (C)(1), Oklahoma's Wave will complete the alignment of the state data system with the America COMPETES Act. The Oklahoma longitudinal data system now includes nine of the twelve elements specified by America COMPETES and the state has applied for federal longitudinal data system funding to support its efforts in this area. Anticipated completion date for this activity is first quarter, 2011.
- Oklahoma will create a comprehensive systems integrator with customized interface for registered researchers, parents, educators and additional stakeholders. Elements of the technology will provide access to school, district and statewide data while safeguarding individual privacy and promoting better understanding of student and school achievement. The state will develop this technology with the support of a national vendor and will provide training to teachers, school administrators, key stakeholders and researchers on its effective use – integrating it into natural work flows and enhancing productivity. Anticipated completion date for this activity is first quarter, 2012.
- The state will inform policy by expanding the use of the state's repository of educational data (including ACT data from the Explore and Plan exams and the High School Indicators Report) among researchers (including the K-20 Center at the University of Oklahoma). The enhanced use of data will allow them to actively assess student

preparation for college and career and to improve instruction that will lead to better student measures in this arena. Anticipated completion date for this activity is second quarter, 2011.

- School effectiveness will be publicly reported through exiting school and district report cards. The Oklahoma State Department of Education intends to create more transparency and customization of its existing on-line report card assessments by providing detailed evaluations of student performance, including by content areas and college readiness. Anticipated completion date for this activity is fourth quarter, 2010 and will be led by Oklahoma State Department of Education. Community stakeholders identified as supporting Oklahoma's reform plan will be engaged to support communication of the data and use it to inform their actions in support. For an example of the state's on-line report card, please see Appendix A1-9, Tulsa Public Schools Report Card.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3)(i)(ii)(iii)

Using Data to Improve Instruction

Oklahoma will design, implement, and utilize instructional improvement systems that can be easily accessible, readily

understood, customized, and supported by effective technical assistance. These systems will empower teachers with real-time instructional support and administrative leaders with information needed to inform overall school and LEA improvement.

GOAL 1: **Launch instructional improvement systems used to inform and improve teaching and learning.**

Goal 1 Activities

1. **Launch a Comprehensive School Improvement System (CSIS) for use by LEAs and schools**. The Oklahoma State Department of Education, with input from participating LEAs, will launch a web-based system to help district and school improvement teams inform, coach, sustain, track, and report improvement activities. The system will include student achievement data and indicators of evidence-based instructional practices, and customized based on school improvement plans.

   Timeline: Spring 2010

   Person(s) Responsible: OSDE – Office of Standards and Curriculum

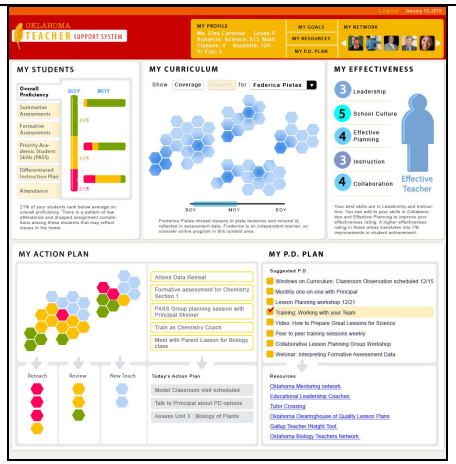
2. **Integrate local data bases and tools into instructional improvement systems**. A systems integrator, at the state level, will allow secure interaction between various databases and tools, including those already created at the LEA/district level, and overlay applications and interfaces. The state will pre-screen and approve qualified vendors to streamline procurement processes for LEAs and to ensure the integrity and effectiveness of the overall system. This will allow educators to enjoy the breadth of analysis, tools and resources available across the state.

   Timeline: Summer 2010

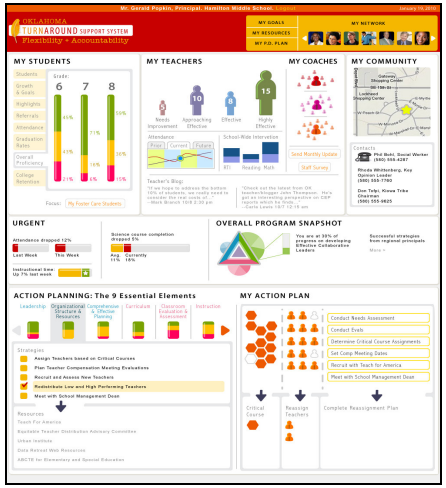
   Person(s) Responsible: OSDE – Office of Standards and Curriculum

3. **Develop and launch a customized end-user interface and support system**. In addition to the LEA and school-level

resources described above, teachers and leaders will have a tool that includes full student profiles and instructional resources. This will be the "next generation" of the state's Web-based instructional toolkit (*PASS*port, discussed in (B)(3)). It will employ technology similar to social networking (such as Facebook) and filtered searches (such as My Google) to create powerful tools in the hands of educators and become part of daily work flows. Elements of support provided span those that provide mentoring/coaching from colleagues who have grappled with similar issues, to sharing of teaching approaches, to real-time instruction through webinars, to identification of community resources/support, to filtered 'rolodexes' of valuable contacts, to available resources specific to individual students, to on-line collaboration and benchmarking and beyond. Additionally, educators will have access to both raw and synthesized data for analysis, to calendars and action plans, and other enhancements to work flows – all customized to suit at the individual level.



Principal Screenshot



Teacher Screenshot

Timeline: Summer 2010

Person(s) Responsible: OSDE – Office of Standards and Curriculum

GOAL 2: **Train teachers and principals to use the instructional improvement systems.**

Goal 2 Activities

1. **Provide effective technical assistance for LEAs, teachers, and administrative leaders**. Oklahoma's State Department of Education (OSDE), along with the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Commission for Teacher Preparation (OCTP), will collaborate and provide technical assistance on how to use the instructional improvement system and ensure continuous instructional improvement. LEAs will be able to access these trainings free-of-charge with funds budgeted in the Race to the Top Initiative.

   Timeline: Summer 2010 and continue through 2014

   Person(s) Responsible: OSDE, OSRHE, OCTP

2. **Increase technology use for accurate evaluation and feedback loop**. Tulsa Public Schools will launch a pilot program for teachers who choose to participate using video capture as a mechanism for classroom evaluation, feedback and development. Case studies in other countries have found that selective use of video is an effective method of evaluation and becomes very popular with participating teachers. The Tulsa pilot will be funded by local philanthropic contributions and outcome measures will be made available statewide.

GOAL 3: **Evaluate and improve the effectiveness of teacher and leader training programs.**

Goal 3 Activities

1. **Link teacher and student data to teacher preparation programs**. The Oklahoma State Regents of Higher Education will analyze data to determine which teacher preparation routes are most effective and most in need of improvement. The results will be published for public review and used to inform policy decisions on teacher preparation programs.

   Timeline: 2010-2011 School Year – Plan; 2011-2012 School Year - Implement

Person(s) Responsible: OSDE

2. **Provide researchers access to FERPA-compliant student, classroom, site, district and state-level data.**

Researchers inside and outside of Oklahoma will be empowered t**o** evaluate the effectiveness of instructional materials, strategies, and approaches for educating students of varying abilities and backgrounds and capabilities.

Timeline: 2010-2011 School year – Plan; 2011-2012 School year - Implement

Person(s) Responsible: OSRHE and outside research entity

GOAL 4: **Improve accountability for effective instruction through public reporting.**

Goal 4 Activities

Publish school and district report cards including performance on assessments, courses, and other college and career readiness indicators. The Oklahoma State Department of Education, in collaboration with LEAs, will provide timely and relevant information to all community stakeholders, including students, parents, teachers and education leaders via online school and district report cards, including enhanced reporting on students' performance on assessments aligned to Common Core Standards. Other enhanced reports will describe individual schools' college and career readiness measures. A stakeholder survey process will be established for updating and tailoring report card data in order to make it most relevant for end users. (See Appendix A1-9, Tulsa Public Schools Report Card)

Timeline: 2010-2011 School year – Plan; 2011-2012 School year - Implement

Person(s) Responsible: OSDE Office of Accountability and Assessment

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					
Implementation of the Oklahoma IIS		✓			
Link databases of participating LEAs to Oklahoma system			15%	50%	90%
Number of daily users of system		1000	5400	18000	32000

(D) Great Teachers and Leaders ***(138 total points)***

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 points)*

The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(D)(1)

Providing High-Quality Pathways for Aspiring Teachers and Principals

Oklahoma has substantial and varied alternate routes to certification for both teachers and principals. Teach for America, the American Board for Certification of Teacher Excellence (ABCTE), and Troops for Teachers are all allowable and well-used pathways.

In 2009, the Oklahoma legislature passed Senate Bill 582 (**See** Appendix D1-1, Senate Bill 582) making it possible to receive alternative certification by the American Board for Certification of Teacher Excellence (ABCTE). The Oklahoma State Board of Education issues a one-year, secondary or middle level certificate to teach to any person who has been credentialed through the ABCTE. The program requires applicants to: hold a bachelor's degree; pass an ABCTE professional teaching knowledge examination; pass an ABCTE subject area examination; and pass a national and Oklahoma criminal history background check. ABCTE provides applicants with access to workshops and an experienced teacher-advisor for mentoring.

Also in 2009, the Oklahoma legislature passed Senate Bill 394 (**See** Appendix D1-2, Senate Bill 394) which allows individuals to participate in Teach for America (TFA) in Oklahoma. The Oklahoma State Board of Education issues a two-year, non-renewable license to candidates accepted by the Teacher for America Program. Individuals may then apply for a standard certificate. Individuals must: pass a national and Oklahoma criminal history background check; complete the coursework requirements established by TFA; pass the assessment requirements established by TFA; and submit an application to the Oklahoma State Department of Education. Tulsa, one of Oklahoma's urban districts, hired 77 TFA teachers for the 2009-2010 school year serving in high-needs schools.

Troops to Teachers has been an accepted program since 1994. The new legislation added Troops to Teachers with a specific requirement for the individuals to receive certification through the 1990 Oklahoma Alternative Placement route. Troops to Teachers

must also pass the same three tests required of other alternatively certified individuals.

The Oklahoma legislature has supported alternative certification routes since 1990. The initial route was called Alternative Placement Certificate. A bachelor's degree and appropriate work experience is required in the subject areas. Candidates must pass a national and Oklahoma criminal history background check. In addition, candidates must pass three tests: the Oklahoma General Education Test, the Oklahoma Professional Education Test, and the subject area examination. This testing requirement is the same as required of traditionally prepared teacher candidates. A minimum of 18 college credit hours or 270 professional development clock hours is also required of candidates.

All alternative placement candidates are required to participate in the Resident Teacher Program, which was implemented in 1982 by the passage of House Bill 1549. (**See** Appendix D1-5, House Bill 1549) The Resident Teacher Program is a committee designed to mentor, assist, and review the teaching performance of the first-year teacher. Ultimately the committee makes a recommendation for certification or an additional year in the program. A Resident Teacher Committee consists of a mentor teacher, the principal, and a faculty member from a Higher Education institute in Oklahoma. At least one of the committee members is required to have teaching expertise in the teaching field of the resident teacher.

The alternative route for principals was changed in 2007 with House Bill 1477. (**See** Appendix D1-3, House Bill 1477) Higher Education teacher institutions determine the requirement for coursework. Administrators must complete a master's degree and pass an administrator's subject area test. In addition, two years of relevant work experience which must be approved by Higher Education institutes is required.

NEWLY ISSUED LICENSES 2008/2009 SCHOOL YEAR

Licensed Educators	Traditional Licensed	Alternative License	All Licensed	Alt Percent
2008/2009	1567	1200	2767	**43.37%**
Principals	**Traditional Principals**	**Alternative Principals**	**All Principals**	**Alt Percent**
2008/2009	156	32	188	**17.02%**

All of the above alternative pathways are in use.

In Oklahoma, all requests for emergency certification are presented in person to the Oklahoma State Board of Education. The superintendent and teacher must appear before the State Board and provide reasons for making the request. This is the only way an exception can be granted. The length of time that the exception is valid is determined on an individual basis by the State Board with the maximum being one year. Shortage areas in Oklahoma are determined by the number and type of exceptions granted by the State Board. In addition, the Oklahoma State Department of Education periodically conducts surveys of school districts to verify shortage areas.

In order to address shortage areas, the Oklahoma State Department of Education has successfully partnered with Teachers-Teachers.com to provide a statewide educator recruitment service for Oklahoma public schools since 2005. This initiative helps the 539 public school districts recruit highly qualified and effective teachers and administrators by accumulating a statewide pool of qualified job seekers that can be accessed by school district recruiters. By giving all districts equal access to the statewide pool, the state takes the initial step in providing for the equitable distribution of highly qualified educators. Teachers-Teachers.com provides the following features, among others:

1. A full membership to all public and charter school districts within Oklahoma. Each school district is entitled to post an unlimited number of positions, conduct an unlimited number of searches for candidates, and hire an unlimited number of teachers, administrators, and related service providers. The current Oklahoma database consists of 17,703 licensed candidates.
2. Web-hosting services for a recruiting website that provides career information and opportunities to prospective educators in Oklahoma. Job seekers will also find links to Oklahoma tourism Web sites, licensure information, teacher preparation, and the services provided by Teachers-Teachers.com. (**See** Appendix D1-4, Teachers-Teachers Home Page)

3. Technical Assistance for the Oklahoma school districts and candidates. The Oklahoma recruitment coordinator provides training by telephone to school district users and ongoing support and assistance to users in posting positions, conducting searches, and sending emails designed to advertise vacancies, incentive programs and recruitment fairs to targeted groups of candidates.
4. Candidate Recruitment to increase the number of qualified candidates interested in Oklahoma positions. The campaign includes, but is not limited to: creating, producing, and distributing customized marketing pieces; building relationships with education faculty and career centers at institutions of higher education within Oklahoma; promoting and attending state and regional recruitment fairs; placing online and print advertisements, links, and job board postings; and contacting representatives from partner associations (e.g. Kappa Delta Pi, National Education Association) to distribute information to affiliate/chapter members.
5. Quarterly and annual reports on candidate database growth, registered users, school district usage, hire data and other relevant information that the Oklahoma State Department of Education and stakeholders can use to evaluate the program and to establish the basis for future funding.
6. Individual teacher effectiveness evaluations may be voluntarily placed on this system. This would allow teachers to document their effectiveness to potential employers. (This would be optional for teachers.)

Several Higher Education institutes are working to address teacher supply issues in relation to urban areas. In Tulsa, Oklahoma State University (OSU), Northeastern State University (NSU), and Tulsa Community College (TCC) are helping to build the teaching force by creating urban teacher preparation programs that lead to bachelor's and master's degrees. Langston University (LU) serves Oklahoma City and Tulsa with a master's degree program for urban teacher preparation. University of Central Oklahoma's (UCO) program focuses on undergraduate teacher candidates. Additionally, Oral Roberts University (ORU) in Tulsa has proposed a program to provide teacher skills and practice for alternative route teacher candidates.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

(D)(2)

Improving Teacher and Principal Effectiveness Based on Performance

Oklahoma's plan for significantly increasing the effectiveness of the state's teachers and leaders begins with establishing a clear definition of effectiveness based on performance and to reward performance. These definitions will assist the state in reaching our first goal: **Every classroom will have an effective teacher and every school will have an effective principal.** A significant percentage of the state's Race to the Top Fund is dedicated to teacher effectiveness compensation.

A statewide teacher effectiveness measure (TEM) for teachers and a leader effectiveness measure (LEM) for principals, with student and school performance making up a significant factor, will be developed by the Race to the Top Commission. (**See** Appendix A2-6, Executive Order 20010-5) The Race to the Top Commission will use evidence-based research to define the weights of each component for the TEMs and LEMs. To qualify for Race to the Top funds, an LEA must use the effectiveness measures for all aspects of a teacher's and leader's career path: developing, evaluating, rewarding, supporting, compensating, and, when necessary, dismissing teachers and leaders. The primary goal of the effectiveness measures will be to support teachers and leaders to assess their strengths and weaknesses. The secondary goal will be to provide incentive compensation to teachers for effectiveness, which positively impacts student growth.

Defining Teacher Effectiveness. The teacher effectiveness measure will include 1) value-added student growth data; and 2)

teacher evaluation results based on a new evidence-based performance rubric.

- *Student Value-Added Data*

  The Oklahoma State Department of Education, with oversight from the Race to the Top Commission, will contract with an external vendor to develop and provide research to support the value-added components of the TEM and LEM, including the development of new assessments for subjects and grades that are not currently assessed. As a part of the selection process for potential vendors, a sample of test data will be submitted to multiple vendors. The vendor will be selected based upon the quality of the returned sample calculations and in compliance with all contract-bidding guidelines, as well as other criteria established with recommendations from the Race to the Top Commission. The Commission, in consultation with the vendor, will develop an evidence-based methodology for school value-added scores, and for evaluating teachers who are in grades and subjects without an available value-added measure.

  The value-added teacher measure will only be used for those teachers in grades and subjects that are tested through the state's assessment program, and will be determined only by those students who are in a teacher's class for a full year, and who have valid pre-test data from the prior year. The measure will be based on three years of student data.

  The Race to the Top Commission, with support from the external vendor, will also be charged with defining effectiveness for teachers who are in grades and subjects without an available value-added measure. The Commission will consider areas such as:

  - the results of the performance rubric; and
  - a component addressing student achievement; and
  - the teacher's contribution to the success of their school as measured by the school's value-added scores.

- *Teacher Evaluations Based on Evidence-Based Performance Rubric*

  To assure statewide use of the Teacher Effectiveness Measure, all districts will be required to use the same evaluation system for teachers for the first time in Oklahoma history. The research-based performance rubric for the teacher evaluation will include domains linked to student success, such as:

  - Organizational and classroom management skills
  - Ability to provide effective instruction
  - Focus on continuous improvement and professional growth
  - Interpersonal skills
  - Leadership skills

Defining Leader Effectiveness. Leader effectiveness as measured by the LEM will include 1) value-added school growth data; 2) stakeholder perceptions, derived from parent, student, and teacher surveys; and 3) leader evaluation results based on a new evidence-based performance rubric.

- *School Value-Added Data*

  School-level value-added scores will be calculated for each school, and principals and assistant principals will be held accountable to lead their schools to a minimum value-added gain each year.

- *Stakeholder Perceptions*

  Confidential parent and student surveys will be sent out to measure the parent and student perceptions of the climate of the school and interactions with teachers and administrators, as well as academic achievement levels.

- *Principal Evaluations based on Performance Rubric*

  The performance rubric for the principal evaluation will be research-based and consist of at least five domains linked to school success, such as:

- Organizational/school management (including retention of effective teachers and dismissal of ineffective teachers)
- Instructional leadership
- Professional growth and responsibility
- Interpersonal skills
- Leadership skills

Implementing the Effectiveness Measures. To ensure that the new evaluation system will be based on the broad needs of teachers and principals, the Race to the Top Commission will be charged with developing the details of the teacher and leader effectiveness measures, including determining the percentages for each of the components of the TEM and LEM (e.g., the value-added measure will make 40 percent, and the performance rubric results will make up 60 percent). The Commission will also be charged with determining the component percentages for evaluating teachers who are in grades and subjects without an available value-added measure. The Commission will leverage research and best practices developed by organizations such as the American Federation of Teachers in Toledo, Ohio; the Teacher Advancement Project (TAP); and Tulsa Public Schools (TPS). The Commission will also be charged with developing the appropriate evaluation components for probationary teachers, as value-added data for three years will not be available for teachers with less than three years of teaching experience.

Membership on the Race to the Top Commission, established January 2010 by Governor's Executive Order (**See** Appendix A2-6, Race to the Top Executive Order 20010-5) and chaired by the State Superintendent of Public Instruction, will include a representative from an education union, school administrator, parent, the business community, Oklahoma's auditor and inspector and other important stakeholders. The Commission will be advised by a national vendor with expertise in student growth measures and evaluation, hired to provide data and best practice, advice and consultation.

Evaluating and Appraising Teachers and Leaders based on Effectiveness. All teachers and principals will be formally

evaluated annually based on the performance rubrics (probationary teachers will be evaluated twice annually). For teachers, the formal evaluation will consist, at a minimum, of:

- two classroom observations by principals or assistant principals
- a completed evaluation form that measures the teacher's progress toward meeting performance goals (based on the performance rubric)
- a plan for continuous improvement, to be agreed upon by the teacher and evaluator (teachers will complete a feedback survey after their formal evaluations to review the results and plans for ongoing improvement)

To assist in providing effective support and professional development, all teachers and principals will be appraised throughout the year. An appraisal will be an informal observation performed by the principal, assistant principals, teacher-leaders, peer coaches, or instructional specialists (as determined by the principal) for teachers or district staff for principals. Probationary teachers will be appraised four times a year, while career teachers will be appraised twice annually. Principals are appraised in the fall of each year. After each appraisal, the teacher or principal will meet with his/her appraiser and discuss progress toward meeting performance goals, outline areas of weakness and strength, and develop a continuing improvement plan. *(See Section (D)(5) for more information on the use of these appraisals).*

Oklahoma currently requires annual teacher and principal reviews. Schools and districts who fail to complete these reviews risk loss of accreditation. The new teacher and principal effectiveness evaluations will be adopted statewide and subject to the same rules. The State has systems that are already in place to align and analyze data, particularly on student growth, to teachers and principals. These data will be used to provide appropriate professional development to end users. The systems will be built upon to provide more robust tools, data and service in rapid time to end users.

The execution of the statewide evaluation system detailed above will be conducted by the Oklahoma State Department of Education. They will set TEM and LEM expectation thresholds for teachers and principals. The thresholds will be developmentally

appropriate for probationary and career teachers. Communicating expectations and consistent documentation of performance for every teacher in the school is key to this strategy. When a teacher falls below the acceptable levels, the district will provide appropriate professional development, and, if the teacher fails to improve, the teacher will be subject to dismissal. The TEM and LEM goals will be divided into five numerical performance levels explicitly defined for each dimension. Teachers who meet the lowest performance level – (1) – criteria will be equivalent to "unsatisfactory," and teachers who meet the highest performance level – (5) – criteria will equate to the most effective teachers.

Current state law requires principals to provide a plan of improvement for all teachers who fail to meet expected standards, but this plan may not exceed two months. In order to provide sufficient time for actual improvement, legislation will be introduced to extend the maximum period for a plan of improvement to one year. Probationary and career teachers will be aware of their developmental needs well before their formal evaluation because they will be developmentally appraised with the same assessment tool prior to being consulted regarding their formal evaluation results. The teacher and principal will tailor a personal development plan to improve their effectiveness in the classroom. If their next formal evaluation does not bring them into the acceptable range, they will be dismissed. Current law allows teachers to be dismissed for instructional effectiveness (OKLA. STAT. tit. 70, §§ 6-101.22, 6-101.24). (**See** Appendix D2-3, OKLA. STAT. tit. 70, § 6-101.22; D2-4, OKLA. STAT. tit. 70, § 6-101.24) If the teacher has demonstrated progress, but falls slightly short of the standard, the principal and district administrators will have discretion as to the renewal of the teacher's contract.

Rewarding, Supporting, and Dismissing Teachers and Leaders based on Effectiveness. Once the TEM and LEM are fully in place (fall of 2014 – when the state will have three years of student achievement data to use as the basis for the measure), Oklahoma proposes to use the new effectiveness measures to align all aspects of the teacher and leader continuum. The teacher and leader effectiveness measures will be used to:

- Vigorously recruit and reward effective teachers and principals for hard-to-staff schools and subjects.

- Provide support and development opportunities for teachers and principals based on their evaluations and appraisals.
- Determine career teaching status for probationary teachers (similar to tenure in other states).
- Dismiss teachers and principals who fail to meet TEM or LEM goals after opportunities to improve.

Based on the teacher and leader effectiveness measures and state and national tools available, the principal and teacher will annually agree upon coaching, support and professional development. New technology-based resources will be provided to teachers and integrated into work streams to provide exchange information and real time support for individualized teaching issues.

State resources will be used for career counseling and retraining for other career opportunities if requested.

Compensating Teachers and Leaders based on Effectiveness. Additionally, LEAs will be given the opportunity to apply for incentive funding to base compensation decisions on the results of the TEM and LEM. Current law limits teacher incentive pay to 20 percent of the amount of the teacher's annual base pay, but legislation supported by the Governor has been introduced that would increase this cap (OKLA. STAT. tit. 70 § 5-141.2). (**See** Appendix D2-4, OKLA. STAT. tit. 70 § 5-141.2) The ultimate goal is to allow district's to develop a compensation system that rewards teachers and leaders who are effective at increasing student and school growth in achievement.

To qualify for incentive funding, LEAs must present compensation systems that are based on the TEM and LEM modules, developed through a collaborative planning process involving all stakeholders (including teachers) and include TEM and LEM thresholds and their corresponding incentive payments. Districts must have dedicated revenue to help support this compensation system. Additionally, districts can apply for incentive funding for compensation systems that include incentives for teaching hard-to-staff subjects in low-performing schools or STEM subjects. A goal of this initiative will be to close the gap in areas of the state that may not have access to the most effective teachers and leaders. (**See** Section (D)(3) for more information on distributing effective teachers).

Tulsa Public Schools (TPS), Oklahoma's second-largest school district, has committed to piloting a performance-based incentive compensation system based on the above principles. The district was one of ten districts selected by the Bill and Melinda Gates Foundation to develop a grant proposal detailing a comprehensive and innovative plan to significantly raise student achievement by increasing teacher effectiveness. Though the Tulsa Teacher Effectiveness Initiative was not one of the four selected by the Gates Foundation for full funding, the Gates Foundation has committed to support the district's initial implementation and capacity-building efforts with a grant of $1.5 million. Additional support from TPS and local private funding will help TPS complete the infrastructure components, including upgraded data systems and objective evaluation instruments, necessary to implement a reliable and trustworthy performance-based incentive system pilot. Once all of the infrastructure is in place to collect three years of value-added student data (necessary to account for statistical reliability), TPS will pilot a performance-based incentive system with a group of volunteer teachers. The pool of teachers eligible to participate will include, at a minimum, mathematics and language arts teachers for 3rd, 5th, 8th, and 10th grade students. These teachers were selected because the state currently mandates tests for these core courses. TPS will design its performance-based incentive system to include metrics that account for a teacher's individual and school value-added scores as well as their performance rubric score. The George Kaiser Family Foundation, among others, will help provide the necessary dollars to ensure that the pilot implementation is successfully launched.

Analyzing Teacher and Leader Effectiveness. The Oklahoma State Department of Education's current database of teacher certifications and "highly qualified" status will be expanded to collect and analyze teacher and principal effectiveness by school and district, using the new evaluation process results. This tool is currently available at various levels to teachers, principals and administrators. Aggregate teacher and principal effectiveness data, by school and district, will be easily accessible online by parents and the public. (**See** Section (D)(3) for more information on the distribution of effective teachers and leaders).

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	N/A	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	N/A	N/A	0%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	N/A	N/A	‘’	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	N/A	N/A	‘’	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	N/A	N/A	‘’	100%	100%
(D)(2)(iv)(b)	• Promoting teachers and principals.	N/A	N/A	‘’	100%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	N/A	N/A	‘’	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	N/A	N/A	‘’	100%	
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	N/A	N/A	‘’	100%	100%

* Oklahoma does not as yet provide student academic growth data to teachers. However, the state is moving quickly in that direction. Several of the initial requirements for growth reporting are in place. Oklahoma has developed unique number identifiers for each student. Student identification numbers are collected at the time of testing. A pre-code file for each district with the student identifier number is generated for Grades 3-8 by the WAVE. Additionally, the state collects teacher identification for each student at the time of testing. Oklahoma is poised to provide student academic growth data to all teachers of reading/language arts and of mathematics during the 2010-11 school year. The milestones and timelines for these reports are provided in Appendix D2-2, Milestones and Timelines. As a result of the initial focus on reading/language arts and mathematics teachers receiving that data, the actual percentage of teachers receiving that data in the 2010-11 school year is 22.23% - or 4,775 math teachers and 4,760 reading/language arts teachers in participating districts out of a total of 42,887 teachers state wide.

**As outlined in the narrative for (D)(2) under the sub-heading "Rewarding, Supporting, and Dismissing Teachers and Leaders based on Effectiveness," Oklahoma districts do not have the capacity or data to measure teacher and principal efficacy, or to make decisions regarding development, promotion, retention or removal of teachers and principals. The State Department of Education currently provides to LEAs the Oklahoma Criteria for Effective Teaching and Administrative Performance. Oklahoma schools must use these criteria as the common core of standards for evaluation of teachers and principals. Oklahoma's State Board of Education, in collaboration with the State Department of Education, will establish a rigorous and uniform rubric-based evaluation system for teachers and principals, using best practice research as well as significant input from teachers and principals. The common rubric to be used in all Oklahoma LEAs will require uniform application of the evaluation system across the state. The Professional Services Department plans to survey each of the LEAs to determine whether or not they publically report teacher ratings by school. The milestones and timelines for these reports are provided in Appendix D2-2, Milestones and Timelines. Those systems will be in place and contain three years of data by the Fall of 2014, therefore enabling 100% of districts to have sufficient capacity and data by SY 2014 – 2015.

General data to be provided at time of application:	
Total number of participating LEAs.	324
Total number of principals in participating LEAs.	1,281
Total number of teachers in participating LEAs.	34,537
[Optional: Enter text here to clarify or explain any of the data]	

Criterion	**Data to be requested of grantees in the future:**	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	

(D)(2)(iii)[6]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	[redacted]			
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	[redacted]			
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	[redacted]			
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	[redacted]			
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	[redacted]			
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	[redacted]			
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	[redacted]			

[6] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3)(i)(ii)

Ensuring Equitable Distribution of Effective Teachers and Principals

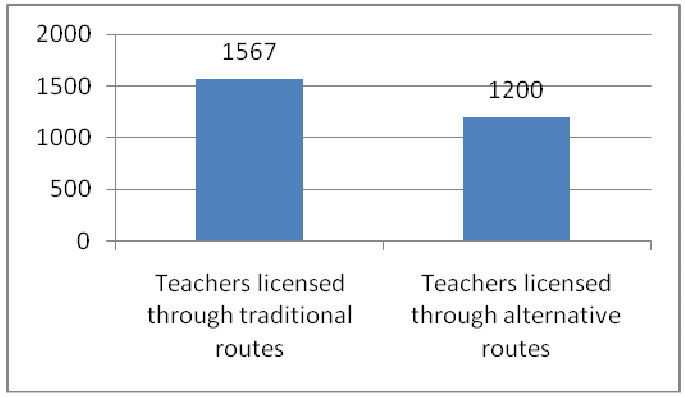
Alternative Pathways for Teachers and Leaders

Oklahoma has a long history of providing alternative routes to the classroom for teachers. In 2009, the state significantly expanded options for teachers by allowing certification by the American Board for Certification of Teacher Excellence (ABCTE) and Teach for America participation. Senate Bill 582, passed by the legislature in 2009, established Oklahoma as one of nine states to allow alternative certification by the ABCTE. The legislation permits the State Board of Education to issue a one-year, secondary or middle level certificate to teach to any person who has been credentialed through the ABCTE provided the applicant has: at least a bachelor's degree; passed an ABCTE professional teaching knowledge examination; passed an ABCTE subject area examination; and passed a national and Oklahoma criminal history background check. The ABCTE provides applicants with access to workshops and an experienced teacher-advisor for mentoring. The first ABCTE-credentialed teachers entered Oklahoma classrooms in fall 2009. (insert data on number of ABCTE teachers)

Also in 2009, the Oklahoma legislature passed Senate Bill 394, which allows individuals to participate in Teach for America (TFA) in Oklahoma. The State Board of Education issues a two-year, nonrenewable license to candidates accepted by TFA. Individuals may then apply for a standard Oklahoma certificate. TFA teachers must: pass a national and Oklahoma criminal history background check; complete the coursework requirements established by TFA; pass the assessment requirements established by TFA; and submit an application to the Oklahoma Department of Education. In fall 2009, 80 TFA teachers began teaching in Oklahoma, impacting roughly 5,000 students in some of the state's highest-need schools.

In addition to ABCTE and TFA routes to the classroom, Oklahoma has had an alternative certification route for teachers since 1990 (insert statute number). 43.47 percent of teachers certified in 2008-09 received certification through the alternative route:

Number of Oklahoma Teachers Certified through Traditional and Alternative Routes, 2008-09



The state's alternative route requires teachers to have at least a bachelor's degree and appropriate work experience in the teacher's subject area. Candidates must comply with the same testing requirements as those for traditionally-prepared teacher candidates: pass the Oklahoma General Education Test, the Oklahoma Professional Education Test, and the subject area examination, as well as a national and Oklahoma criminal history background check. A minimum of 18 college credit hours or 270 professional development clock hours is also required of candidates.

All alternative route candidates are required to participate in the Resident Teacher Program, implemented in 1982 by the passage of House Bill 1549. The Resident Teacher Program provides a group of mentors, called the Resident Teacher Committee, to assist first-year teachers and review their teaching performance. The Committee recommends these teachers for certification or, if more support is necessary, to participate in an additional year in the program. A Resident Teacher Committee consists of a teacher, a principal, and a faculty member from an Oklahoma institute of higher education. At least one of the committee members is required to have teaching expertise in the teaching field of the resident teacher. (See appendix 2 – resident teacher timeline).

Troops to Teachers has been a part of Oklahoma's alternative pathways since 1994. The Senate passed a bill in 2009 that allowed Troops to Teachers to receive certification through the Oklahoma alternative placement route described above. Troops to Teachers must also pass the same three tests required of other alternatively certified individuals.

Alternative Pathways for Principals

Oklahoma has provided alternative routes for principals since 1990. The state recently amended the law with the passage of House Bill 1477 (2007), which ___. The state's alternative route for principals allows candidates to be certified as administrators provided they have at least a master's degree, have passed an administrator's competency assessment, and have at least two years of relevant work experience, approved by an institute of higher education. Thirty-two of 188 principals (17.02 percent) licensed in 2008-09 went through the principal alternative certification route.

(D)(1)(iii)

Pathways and Processes for Areas of Shortage

Oklahoma has an emergency certification process that provides immediate placement of teachers in shortage areas (include statute or SBOE policy). District requests for emergency certification are presented to the State Board of Education. The superintendent and teacher appear before the State Board and provide reasons for making the request. The State Board determines the maximum length of time, not exceeding one year, that the teacher can teach under emergency certification. Shortage areas in Oklahoma are determined by the number and type of emergency certifications granted by the State Board. In addition, the state Department of Education periodically conducts surveys of school districts to verify shortage areas.

To further address shortage areas, the Oklahoma State Department of Education has successfully partnered with Teachers-

Teachers.com to provide a statewide educator recruitment service for Oklahoma public schools since 2005. Teachers-Teachers.com assists public school districts in recruiting teachers and administrators by providing a statewide pool of qualified job seekers that can be accessed by all school district recruiters. Teachers-Teachers.com allows each school district to post an unlimited number of positions, conduct an unlimited number of searches for candidates, and hire an unlimited number of teachers, administrators, and related service providers. The current Oklahoma database consists of 17,703 licensed candidates.

Teachers-Teachers.com also assists districts with recruiting by providing potential teachers information on licensure and teacher preparation, recruitment fairs, and incentive options, and through a recruitment campaign. The campaign includes information on creating and distributing customized marketing pieces; building relationships with education faculty and career centers at institutions of higher education within Oklahoma; promoting and attending state and regional recruitment fairs; placing online and print advertisements, links, and job board postings; and contacting representatives from partner associations (e.g. Kappa Delta Pi, National Education Association) to distribute information to affiliate/chapter members.

Several institutes of higher education are working to address teacher supply issues in relation to urban areas. In Tulsa, Oklahoma State University (OSU), Northeastern State University (NSU), and Tulsa Community College (TCC) have created Urban Institutes to help build the teaching force by creating bachelor's and master's degrees with a specific emphasis in urban teacher preparation. In the Oklahoma City area, the University of Central Oklahoma (UCO) and Langston University (LU) have specialized programs for urban teacher preparation. UCO's program focuses on undergraduate teacher candidates while LU's program is for graduate students. Additionally, Oral Roberts University (ORU) in Tulsa has proposed a program to provide teacher supports for alternative route candidates.

(D)(3)

Oklahoma's Plan for Ensuring Equitable Distribution

Oklahoma school districts are required to develop a plan, informed by data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly qualified teachers and principals and are not served by non-highly qualified teachers and principals at higher rates than other students. These plans must be submitted to the state Department of Education annually, and include how the district is addressing inequitable distribution. See Appendix D3-1 for an example of an Equitable Teacher Distribution Plan and the corresponding distribution data currently used by districts). Additionally, the state currently identifies the distribution by school of highly qualified teachers as defined by the USDOE through the Oklahoma Consolidated State Performance Report. (See Appendix D3-4, Consolidated State Performance Report).

Though these reports are a first step toward measuring equitable distribution, the state plans to greatly enhance the content and use of these reports. Specifically, the state will require that these plans include teacher effectiveness measures, based on student value-added data and teacher evaluations, by school (see section D.2. for more information on the teacher effectiveness measure). The Department of Education will evaluate these plans and determine whether they meet the districts' needs for equitable distribution. The Oklahoma State Department of Education will work with districts to provide recommendations for improving the distribution of highly effective teachers, based on the districts' teacher and leader effectiveness measures.

Additionally, the state will require leader equitable distribution reports by district that include leader effectiveness measures based on school value-added data, stakeholder perceptions, and principal evaluations (see section (D)(2) for more information about the leader effectiveness measure). The Department of Education will evaluate the leader equitable distribution reports and determine whether the district has provided equitable distribution of effective leaders.

To prepare Oklahoma Department of Education staff to assist districts with equitable distribution, the Department brought

Tricia Coulter, Deputy Director of the National Center on Teacher Quality, to the state to lead an Equity Planning session in February 2009. The goal of the meeting was to train staff to effectively use data for purposes of informing professional development and ensuring equitable distribution of highly qualified teachers.

Oklahoma has developed five goals and action steps to address equitable distribution:

GOAL 1: **Expand teacher and leader data and reporting system to identify and correct inequities in teacher distribution**

- Expand Oklahoma's Educator Credentialing System (OECS) to include annual turnover rate, teacher absenteeism, certification status, and academic background of teachers; once the state has fully implemented the teacher and leader effectiveness system, teachers' and leaders' effectiveness measures will be included in the system.
  Timeline: Planning Stage in 2010-2011; Implementation in 2011-2012
  Responsible Party: OSDE and vendor

GOAL 2: **Strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools**

- Expand the Oklahoma Master Teacher Program to include an Urban Educator Program to address specific competencies needed to meet the diverse needs of students in our high-poverty, high-minority districts funded through Title II, Part A professional development funds.
  Timeline: Planning Stage in 2010-2011; Implementation in 2011-2012
  Responsible Party: Office of Standards and Curriculum and Professional Standards Division, OSDE

GOAL 3: **Ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students in high-poverty, low-performing schools**

- Contract with a research organization to provide data facilitators onsite for all Title I schools identified for school improvement. These facilitators will help determine specific gaps in teacher knowledge and skills and the appropriate differentiated learning plans needed to meet those gaps. Facilitators will perform research-based needs assessments for these schools to determine effective use of 1003(g) and 1003(a) funds for the 2010-2011 school year.
  Timeline: Beginning in spring 2010
  Responsible Party: OSDE and national research organization
- Create an urban teacher credential that requires professional development in specific areas to meet the unique challenges of an urban school. Funding will provide professional development costs and a stipend for each participant after completion of the requirements.
  Timeline: 2010-2011
  Responsible Party: Office of Standards and Curriculum, OSDE
- Identify effective strategies for placing effective teachers in low-performing schools with high-poverty, high-minority student populations. The Equitable Teacher Distribution Advisory Committee, established in 2009 will determine strategies.
  Timeline: 2010-2011
  Responsible Party: Equitable Teacher Distribution Advisory Committee

GOAL 4: **Improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover**

- Survey teachers to determine what conditions are required to bring them to hard-to-staff schools. Survey results will be used for school improvement planning and professional development for principals in creating positive working conditions. Schools achieving equitable distribution will share best practices at Oklahoma State Department of Education's annual conference.

  Timeline: 2010-2011

  Responsible Party: OSDE

GOAL 5: **Build a critical mass of qualified, experienced, effective teachers willing to work in hard-to-staff schools**

- Encourage districts to provide incentives to recruit teachers for hard-to-staff schools such as additional years of service for each year taught at a hard-to-staff school incentive and pay. Expand statewide educator recruitment service for Oklahoma public schools paid for with federal funds.

  Timeline: 2010-2011

  Responsible Party: Districts

- **Provide New Teacher Project's Model Staffing Initiative (MSI) to provide two staff members who will train resources staff, recruiters and school leaders in the art of staffing schools with effective teachers, while focusing on high need schools.** MSI will utilize the train-the-trainer model to help transform district hiring processes, enabling districts to streamline hiring timelines and practices, train principals how to interview and select effective teachers, develop feedback systems, and provide assistance for critical needs schools.

  Timeline: Spring 2011 for Fall 2011 staff placement

  Person(s) Responsible: Districts/MSI/OSDE

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0%	0%	0%	0%	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0%	0%	0%	0%	0%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0%	0%	0%	0%	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0%	0%	0%	0%	0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0%	0%	0%	0%	0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0%	0%	0%	0%	0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0%	0%	0%	0%	0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0%	0%	0%	0%	0%

*As outlined in the narrative for (D)(2) under the sub-heading ³Rewarding, Supporting, and Dismissing Teachers and Leaders based on Effectiveness,² Oklahoma districts do not have the capacity or data to measure teacher and principal efficacy, or to make decisions regarding development, promotion, retention or removal of teachers and principals based on effectiveness measures. Further, as indicated in the Activity for Goal 1 of (D)(3)(i), the State intends to expand the data currently available through Oklahoma¹s Educator Credentialing System (OECS) to include information that identifies highly effective teachers.

Information will be expanded to include annual turnover rate, teacher absenteeism, certification status and academic background in addition to years of experience, highly qualified teacher status, adequate yearly progress status, minority and poverty ranking. The Oklahoma Equitable Teacher Distribution Advisory Committee will develop a timeline for evaluating distribution patterns based on the new teacher and leader effectiveness measures. Findings from this analysis will be used to advance policies requiring districts to close gaps in the distribution of effective teachers and leaders. The new data collection methodology will be implemented in the 2011-12 school year, and will contain three years of data by the Fall of 2014, therefore enabling 100% of districts to have sufficient capacity and data by SY 2014 2015.

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	457
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	441
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	11,565
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	12,828

Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	438				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	418				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	0%	0%	0%	0%	0%

Percentage of science teachers who were evaluated as effective or better.	0%	0%	0%	0%	0%
Percentage of special education teachers who were evaluated as effective or better.	0%	0%	0%	0%	0%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0%	0%	0%	0%	0%

The Oklahoma State Department of Education currently provides to LEAs the Oklahoma *Criteria for Effective Teaching and Administrative Performance*. Oklahoma schools must use these criteria as the common core of standards for evaluation of teachers and principals. The Race to the Top Commission, in collaboration with the Oklahoma State Department of Education and its board, will establish a rigorous and uniform evaluation based rubric evaluation system for teachers and principals, using best practice research as well as significant input from teachers and principals. The common rubric to be used in all Oklahoma LEAs will require uniform application of the evaluation system across the state.

As of January 2010, the Oklahoma State Department of Education does not collect information from each of the 539 LEAs regarding the public reporting of teacher evaluation ratings. The Professional Services Department plans to survey each of the LEAs to determine whether or not they publically report teacher ratings by school. Those systems will be in place and contain three years of data by the Fall of 2014, therefore enabling 100% of districts to have sufficient capacity and data by SY 2014-2015.

General data to be provided at time of application:	
Total number of mathematics teachers.	4,775
Total number of science teachers.	3,720
Total number of special education teachers.	5,173
Total number of teachers in language instruction educational programs.	4,760

[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4)(i)(ii)

Improve Teacher Effectiveness Using Transparent Student Achievement and Growth Data

GOAL 1: **Link student achievement and growth data to students' teachers and principals as well as the state's teacher preparation programs through the state's enhanced longitudinal data system described in Section C(3).**

Timeline: Plan--2010-2011 School Year; Implement--2011-2012 School Year

Person(s) Responsible: Oklahoma State Department of Education, LEAs

GOAL 2: **The Oklahoma Commission for Teacher Preparation (OCTP) and the Oklahoma State Regents for Higher Education (OSRHE) will provide annual public reports of alternative and traditional teacher and principal programs that include student achievement and growth data linked to teachers and principals by the teachers' credentialing institution.**

Note: These reports will utilize a standardized, quantifiable link between educator preparation and student outcomes using data gathered from the longitudinal data system (LDS). For full transparency, the universities with teacher training programs and other Oklahoma teacher providers will annually post the results on their websites, as will the Oklahoma State Department of Education

Timeline: Annual process to begin after LDS is in place (2011-2012 School Year)

Person(s) Responsible: OSRHE, OCTP, OSDE

GOAL 3: **Data will be used to improve successful teacher preparation and credentialing options/programs using the analysis of the student achievement and growth data.**

Goal 3 Activity

1. The National Center for Teacher Quality or a similar research entity will analyze student outcomes by teachers and teacher preparation programs. The policy makers will use this data to determine which teacher preparation routes are most effective and improve those in need of support.

Timeline: Annual process to begin after LDS and teacher evaluation program is complete and is in place (2012-2013 School Year)

Person(s) Responsible: Oklahoma State Department of Education, Oklahoma State Regents of Higher Education, and National Center for Teacher Quality.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100%	100%	100%

Oklahoma does not as yet have the capacity to collect student academic growth data, nor to match student performance with teacher data. However, the state is moving quickly in that direction. Several of the initial requirements for growth reporting are in place. Oklahoma has developed unique number identifiers for each student. Student identification numbers are collected at the time of testing. A pre-code file for each district with the student identifier number is generated for Grades 3-8 by the WAVE. Additionally, the state collects teacher identification for each student at the time of testing. Oklahoma is posed to provide student academic growth data to all teachers of reading/language arts and of mathematics during the 2010-11 school year. The milestones and timelines for these reports are provided in Appendix D2-2 Milestones and Timelines.

General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	22				
Total number of principal credentialing programs in the State.	12				

Total number of teachers in the State.	42,887			
Total number of principals in the State.	1,639			
[Optional: Enter text here to clarify or explain any of the data]				
Data to be requested of grantees in the future:				
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.				
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.				
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.				
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.				
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.				
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.				

(D)(5) Providing effective support to teachers and principals *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5)(i)(ii) Provide effective support to teachers and principals

GOAL 1: **The Oklahoma State Department of Education, in collaboration with participating LEAs will train principals and teachers to effectively gather and analyze data from instructional improvement systems**

Goal 1 Activities

1. Participating LEAs will select and provide a professional development program(s) to train principals and teachers on how to use the technology-based instructional systems described in Section C3 to gather and analyze data.

2. The Oklahoma State Department of Education will collaborate with the Participating LEAs in their selection of a professional development program regarding the methods of gathering and analyzing data from instructional improvement systems and ensure that LEAs provide principals and teachers with the training necessary to accomplish Goal 1.

Timeline: 2010-2011 (upon the selection of an instructional improvement system) and all following school years

Person(s) Responsible: Participating LEAs, national vendor, and Oklahoma State Department of Education

GOAL 2: **The Oklahoma State Department of Education, in collaboration with participating LEAs will provide teachers and principals training on how to effectively use instructional improvement systems to design instructional strategies that improve student achievement and growth.**

Goal 2 Activities

1. Participating LEAs will select and provide a professional development program(s) to train teachers and principals on how to use the technology-based instructional systems described in Section C3 to design instructional strategies that improve student achievement and growth

2. The Oklahoma State Department of Education will collaborate, as requested, with the Participating LEAs in their selection of a professional development program regarding the methods of using instructional improvement systems to design instructional strategies that improve student achievement and growth and ensure that LEAs provide principals and teachers with the training necessary to accomplish Goal 2. Introductory professional development will be provided to participating LEAs on state systems developed for roll-out, such as WAVE business tools and a

statewide instructional improvement system. One example of such a program is the Oklahoma State Department of Education's Comprehensive School Improvement System, which is being expanded to provide schools and LEAs with technology-based, rapid-time data-driven indicators of evidence-based practices at the district, school and classroom levels to improve student learning and achievement.

Timeline: 2010-2011 (upon the selection of an instructional improvement system) and all following school years

Person(s) Responsible: Participating LEAs, national vendor, and Oklahoma State Department of Education

GOAL 3: **The Oklahoma State Department of Education, in collaboration with participating LEAs will train principals and other education leaders to effectively use instructional improvement systems to design and plan successful, data-driven professional development programs that support principal and teacher effectiveness.**

Goal 3 Activities

1. Participating LEAs will select and provide a professional development program(s) to train principals and teachers on how to use the technology-based instructional systems described in Section C3 to design and plan successful, data-driven professional development programs that support principal and teacher effectiveness.

2. The Oklahoma State Department of Education will collaborate, as requested, with the Participating LEAs in their selection of a professional development program regarding the methods of using instructional improvement systems to design and plan successful, data-driven professional development programs that support principal and teacher effectiveness and ensure that LEAs provide principals and teachers with the training necessary to accomplish Goal 3.

Timeline: 2010-2011 (upon the selection of an instructional improvement system) and all following school years

Person(s) Responsible: Participating LEAs, national vendor, and Oklahoma State Department of Education

GOAL 4: **The Oklahoma State Department of Education, in collaboration with participating LEAs will provide teachers and principals with collaborative training opportunities that focuses on professional development relating to the four areas of reform of the Race to the Top Program.**

Goal 4 Activities

1. LEAs will select and provide a proven professional development program(s) with job-embedded, collaborative training opportunities such as coaching programs for teachers and principals.

Note: The selected job-embedded training may target teacher's capacities to increase student achievement and growth; teacher and principal's capacities to effectively use instructional data systems to improve student achievement and growth and turnaround schools; as well as principal's capacities to develop, recruit and retain effective teachers. Examples of acceptable job-embedded and collaborative training opportunities include the Oklahoma State Department of Education's **Educational Leadership Coaching Program**, which provides support to educational leaders in schools identified for school improvement, corrective action, or restructuring; the **Toledo Ohio Plan** to improve teacher performance with high intensity classroom coaching based peer assistance and peer review to assist new teachers and veteran teachers who are experiencing difficulties in the classroom, and **Professional Learning Communities**, which create a clearly structured community for data analysis and instructional improvement to bring about increased student achievement and growth.

2. The Oklahoma State Department of Education will collaborate, as requested, with the Participating LEAs in their selection of collaborative training opportunities that focus on professional development relating to the four areas of reform of the Race to the Top Program and ensure that LEAs provide principals and teachers with the training necessary to accomplish Goal 4.

Timeline: 2010-2011 and all following school years

Person(s) Responsible: LEAs, national vendor(s), and Oklahoma State Department of Education

3. The Oklahoma State Department of Education will provide an annual conference designed for teachers, principals and administrators of participating LEAs. This conference will disseminate effective resources and research-based best practices to further the goals of Race to the Top.

Timeline: 2010-2011 and all following school years

Person(s) Responsible: LEAs, national vendor(s) and Oklahoma State Department of Education

4. The State Department of Education will provide technical assistance to participating LEAs in the development of high-quality turnaround plans, based on the four turnaround strategies in Race to the Top.

Timeline: 2010-2011 and all following school years

Person(s) Responsible: LEAS and Oklahoma Department of Education

GOAL 5: **Participating LEAs will provide induction training for new teachers and principals to support teacher and leader effectiveness.**

Goal 5 Activities

1. Participating LEAs will select and provide a proven induction program(s) for new teachers and principals. An induction program for new teachers may include the **Oklahoma Mentoring Network.** The Oklahoma Mentoring Network is currently expanding on Oklahoma's residency program for beginning teachers by implementing a successful high quality, two-year mentoring program that is consistent, replicable, and sustainable throughout the state of Oklahoma. Elements of the mentoring program include creating high-functioning learning communities and developing beginning teachers into high-quality professionals who improve student learning.

Timeline: 2010-2011 and all following school years

Person(s) Responsible: LEAs, national vendor(s), and Oklahoma State Department of Education.

GOAL 6: **A nationally recognized vendor, in collaboration with the Oklahoma State Department of Education will train Participating LEAs' resource staff, recruiters and school leaders on how to staff schools with effective teachers, especially with regard to their high-need schools.**

Goal 6 Activities

1. The Oklahoma State Department of Education will hire two employees to train resource staff, recruiters and school leaders in the art of staffing effective teachers, especially with regard to their high-need schools. The goal of this initiative is to ensure that schools (and struggling schools, in particular) are continually staffed with the highest-quality candidates/educators possible. This human resource model is research-based and will help transform LEA hiring processes, enable LEAs to streamline hiring timelines and practices, train principals on how to interview and select effective teachers and provide assistance for critical needs schools. Trainers will report to the State Superintendent of Public Instruction and the Race to the Top Implementation Team Project Director.

Timeline: 2010-2011 and all following school years

Person(s) Responsible: Nationally recognized vendor, LEAs and Oklahoma State Department of Education

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(E) Turning Around the Lowest-Achieving Schools ***(50 total points)***

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1)

Legal Authority to Intervene in the Lowest-Achieving Schools and LEAs.

Oklahoma has the legal authority to intervene directly in the State's persistently lowest-achieving schools and in LEAs that are in need of improvement or corrective action status. Indeed, upon passage of Senate Bill 268 in May, 2009 (OKLA. STAT. tit. 70, § 1210.544), Oklahoma strengthened the authority of the Oklahoma State Board of Education in that the bill calls for alternative governance for schools identified as in need of improvement for four consecutive years. Under the provisions of SB 268, a school district board of education can implement one of the following alternatives:

- Reopen the school as a public charter school.
- Replace some or all of the school's staff.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- Turn operation of the school over to the Oklahoma State Board of Education.
- Implement other major restructuring of the school's governance arrangement.

This bill also provides for the Oklahoma State Department of Education to assume control of the school in certain instances if the school remains on the School Improvement List.

In addition, House Bill 1461, passed in May of 2009 (OKLA. STAT. tit. 70, §1210.541) requires that a school that does not make adequate yearly progress for two consecutive years—because of failure to meet an academic performance target or an attendance or graduation performance target, or both—and is identified for school improvement, must use a School Support Team formed by the Oklahoma State Department of Education to review and analyze all facets of operation of the school including the design and operation of the instructional program including:

- Incorporating strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
- Incorporating strategies to promote high quality professional development; and
- Training teachers to analyze classroom and school-level data and use the data to inform instruction.

(**See** Appendix E1-1, House Bill 1461, Appendix E1-2, 70 O.S. § 1210.544)

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

E(2)

Turning Around the State's Lowest Achieving Schools

Turning Around the Lowest Achieving Schools: Oklahoma believes that the state's plan to turn around its lowest-achieving schools requires a dramatic shift in expectation and focus. **Teacher/Principal effectiveness** (determined by evidence of student growth) and the **successful use of rigorous standards-based curriculum and assessments** must drive reform efforts. The state's plan for its school turnaround initiative sets ambitious yet achievable annual targets. It also aligns with and leverages the successes of the state's existing Comprehensive School Improvement System. (**See** Appendix A1-4, CSIS)

Oklahoma's Turnaround Schools: To identify its Turnaround Schools, Oklahoma analyzed its Title I schools in improvement, corrective action, and restructuring. The state also took into account the academic achievement of a school's "all students" group in terms of proficiency on Oklahoma's assessments under section 1111(b) (3) of the ESEA in reading/language arts and mathematics combined, and the school's lack of progress on those assessments over a six-year period in the "all students" groups. The five persistently lowest-achieving schools are all in their fourth year of "In Need of Improvement" status: the F.D. Moon Academy and U.S. Grant High School in the Oklahoma City Public Schools District; and Gilcrease Middle School, East Central High School and Central High School in Tulsa Public Schools District. (**See** Appendix E2-1, Lowest Achieving Schools; E2-2, Differentiating Support and Interventions)

Under the state's Race to the Top plan, the LEAs governing these five schools will be directed (and financially supported by the state's allocation of $300,000 per school) to select one of the four reform models of the Race to the Top program. The plan for the turnaround initiatives are as follows and will be guided by overarching principles.

Oklahoma's Plan for Turning Around the Lowest Achieving Schools

Overarching Principles:

Principle 1: Personnel – Empower schools and LEAs with the authority to act strategically and thoughtfully on recruiting, hiring and compensating the personnel suited to a high-poverty, high-minority environment.

Principle 2: Time—Provide schools and LEAs additional time during the school day to meet the state's aggressive student growth expectations based on the expanded learning time model of National Center on Time and Learning (Oklahoma urban districts are planning to implement this model in designated middle schools using Title I, Part A School Improvement Grant 1003 (g) funds) and/or other federal funds.)

Principle 3: Community—Provide school teachers and school leaders the time and opportunity to form collaborative school leadership teams to implement focused Professional Learning Community (PLC) model which includes ongoing professional development and onsite job-embedded coaching. Develop on-site community resources to address student needs, including Community School initiatives.

Principle 4: Resources: Provide the school and the LEA the resources necessary to support and implement effective strategies and innovations.

GOAL 1: Empower and support leaders, teachers, parents and key stakeholders to turnaround schools.

Goal 1 Activities

1. **Provide opportunities for lowest-achieving schools to become innovation schools or part of innovation zones.** The Oklahoma State Board of Education has authority to deregulate and grant regulatory waivers except in matters of finance and certification. By taking advantage of these opportunities, the state and its LEAs have the flexibility to execute innovative initiatives to turnaround schools. Legislation filed for the 2010 Oklahoma legislative session will further define these opportunities for flexibility, while maintaining accountability, via an Innovation Schools and

Innovation Zones Model.

Timeline: 2010-2011 School Year

Person(s) Responsible: Oklahoma State Board of Education and Oklahoma State Legislature; LEAs with turnaround schools.

2. **Contract with external partner to hire leaders and teachers for hard-to-staff schools.**

   Timeline: 2010-2011 School Year

   Person(s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education as needed

3. **Support educational innovation:** The state will support the LEAs' initiatives to turnaround the lowest-achieving schools through innovative and proven strategies such as: Teach For America—which already provides 77 teachers to some of Tulsa's lowest performing schools; KIPP—used successfully in Tulsa Public Schools and Oklahoma City already, and AVID—a nationally recognized program for targeting students with the capacity to achieve in Advanced Placement Courses when appropriately supported. There are also notable models of innovative programs in Oklahoma which could guide an LEA's school turnaround effort: Harding Charter Preparatory in Oklahoma City Public Schools—recognized by Newsweek in the top 6% of the nation's public high schools in the nation, and Tulsa Public School's Street School, an alternative school successfully graduating students for 20 years which provides resources to students who are facing substance abuse issues or other personal problems and need to acquire learning and life skills necessary for academic achievement.

   Timeline:2010-2011 School Year

   Persons (s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education, and selected partners/models

4. **Provide expanded learning time to ensure that schools provide learning opportunities for students to achieve at grade levels.** Oklahoma will expand upon its work with the National Center on Time and Learning (NCTL) to support

any of the five-lowest schools wishing to develop and implement expanded learning time schedules. These schedules allow for more effective teacher collaboration, planning, and professional development, and increase student engagement through enhanced enrichment opportunities. This turnaround planning process uses student data to identify effective strategies for individual school improvement. Other federal funding will support this work for turnaround schools.

Timeline: 2010-2011

Person(s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education; National Center on Time and Learning

5. **Create community-based support network for low-performing schools.** Those LEAs with the state's persistently lowest-achieving schools will have the opportunity of implementing a support network that runs from birth through postsecondary education to ensure that all children receive the supports they need. The initiative may be modeled after the successful Tulsa Area Community Schools Initiative, which serves 18 schools in the Tulsa area which and is based upon the national community school initiative. (**See** Appendix E2-3, Tulsa Area Community Schools Initiative). The Tulsa Area Community Schools Initiative includes a site coordinator who, along with the community, works to meet social services needs of students and their families. Community schools address academic, mental, physical and emotional needs and provide on-site access to health clinics; transition specialists; family engagement programs; positive behavior intervention; out-of-school programming opportunities; and higher education experiences to encourage college participation.

   Timeline: 2010 - 2014

   Person(s) Responsible: LEAs/turnaround schools, community-based organizations

6. **Create Turnaround Office at the Oklahoma State Department of Education to support LEAs with turnaround schools and provide data, support and coordination of turnaround strategies.** Title I, Part A 1003(a) and 1003 and

1003 (g) funding will be used to support this activity.

Timeline: 2010-2011 school year.

Person(s) Responsible: LEAs with turnaround schools; Oklahoma State Department of Education

GOAL 2: **Develop the school's capacity to create effective teachers and leaders.**

Goal 2 Activities

1. **Provide teachers and principals at turnaround schools rapid-time access to student growth data in order to align instructional plans and student assessments.** The state's turnaround schools will receive priority instruction on accessing and using student growth data.

   Timeline: 2010 – 2014

   Responsible Party: Oklahoma State Department of Education; LEAs with turnaround schools;

2. **Provide teachers and principals at turnaround schools the opportunity of site-based professional development for instructional facilitators ("train-the trainer" opportunities), that are proven and research based, such as Building Academic Vocabulary**. Research concludes that Building Academic Vocabulary ("BAV"), a six-step professional development process, significantly impacts academic achievement for all students and markedly raises outcomes for low-income students and English Language Learners. (Marzano, 2006). Oklahoma schools that have implemented BAV school-wide have increased reading and other content area test scores significantly in one year, student engagement in vocabulary development, and concept acquisition through discussion of critical terms.

   Timeline: 2010-2011

   Person(s) Responsible: LEAs/turnaround schools/teachers/principals, Oklahoma State Department of Education), and selected partners/professional development vendors

3. **Provide teachers and principals at turnaround schools with on-site professional development.**

a. **Classroom modeling of adolescent literacy strategies for site teachers.** One particular professional development model that LEAs with turnaround schools have the opportunity to provide the teachers and principals at their lowest performing schools are those that provide training and support for research-based adolescent literacy strategies such as Dr. Forget's MAX Teaching With Reading and Writing. Using Race to the Top funding, Oklahoma has the ability to provide onsite modeling of the MAX process of Motivation-Acquisition-eXtension for the teachers and principals at turnaround schools (at sites with fourth grade classes and above). This program guides teachers in the processes of giving learners a purpose to read, the process of acquiring comprehension, and how to increase the likelihood that learners will extend their reading for deeper comprehension through meaning-making activities. The Forget model has proven especially successful with English Language Learners and learners with cognitive disabilities.

Timeline: 2010-2011 – 2013-2014

Person(s) Responsible: LEAs/turnaround schools/teachers/principals, Oklahoma State Department of Education (Office of Standards and Curriculum), and selected partners/professional development vendors.

b. **Educational Leadership Coaches for principals in turnaround schools.** Principals of turnaround schools will have the opportunity to gain on-site leadership coaching at turnaround schools through programs like the State Department of Education's Leadership Coaching Program, which provides support to educational leaders at struggling schools. This training targets increased student achievement; improved leadership capacity and a professional learning community, as well as expertise in evaluating instruction, communication, assessment, school culture, organizational development and community and parent relationships. This process has provided principals with skills and support needed for low-achieving schools.

Timeline: 2010-2014

Person(s) Responsible: LEAs/turnaround schools/principals, Oklahoma State Department of Education

(Office of Standards and Curriculum), and selected partners/professional development vendors

c. **Site leadership teams to effectively implement Professional Learning Communities with year-long, on-site coaching from nationally recognized experts.**

Timeline: 2010-2014

Person(s) Responsible: LEAs/turnaround schools/teachers/principals, Oklahoma State Department of Education and selected partners/professional development vendors

GOAL 3: **Train teachers at turnaround schools to effectively use the Common Core standards, curriculum, and assessments.**

Goal 3 Activities

1. **Bolster School Support Teams by providing LEAs additional School Support Team Leaders (Described in Section B3)** Oklahoma currently provides School Support Teams to the most at-risk schools. With the Race to the Top funds, the state will provide the five turnaround schools additional School Support Team Leaders to optimize the reform efforts. These teams include a team leader (retired educator), practicing educators, turnaround principals, and Oklahoma State Department of Education staff. Teams conduct three site visits per year in addition to regular technical assistance and administrative support. During site visits, teams conduct interviews, classroom visits, and document reviews. Using the state's Comprehensive School Improvement System as a framework, the teams monitor school progress in implementing the state standards, best practices in classroom instruction, and school improvement plans. (**See** Appendix A3-___, Our Story: Bell Public Schools, A3-9, Our Story: Madison Middle School, Tulsa Public Schools).

   Timeline: 2010-2014

   Person(s) Responsible: LEAs/turnaround schools/teachers/principals, Oklahoma State Department of Education

2. **Allow LEAs with turnaround schools to expand the implementation of the State Department of Education's Windows on Curriculum model.** The Oklahoma State Department of Education has developed a model for whole school data collection and reflective practice known as Windows on Curriculum (WOC). WOC is a collaborative effort between teachers and administrators in the building to conduct short, regular, and systematic classroom visits to gather data which informs the Comprehensive School Improvement System's professional development selection.
   Timeline: 2010-2014
   Person(s) Responsible: LEAs/turnaround schools/teachers/principals, Oklahoma State Department of Education
3. **Provide LEAs with turnaround schools the opportunity to strengthen "face-to-face support" for principals and site leadership teams, such as those used in the State Department of Education's What Works In Schools strategies.** The Oklahoma State Department of Education partners with Marzano and Associates and the Association of Supervision and Curriculum Development (using federal Title I funds) to conduct two-day What Works in Schools conferences each fall and spring. The conferences are organized around eleven key factors that research has identified as the primary determinants of student achievement. Marzano and Associates lead participants in a deep examination of the factors driving student achievement and school reform, especially with regard to school turnaround efforts. These sessions include small group question and feedback sessions for school leaders to individualize coaching.
   Timeline: 2010-2014
   Person(s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education, and selected professional development vendors

GOAL 4: **Provide LEAs with turnaround schools professional support for effectively using instructional improvement systems to collect, analyze, and using data in order to improve student instruction.**

Goal 4 Activities:

1. **Provide teachers and principals at turnaround schools instructional improvement systems to improve instruction. (Described in (C)(3)).** Oklahoma will acquire and make available to all LEAs a technology-based system that visually articulates the horizontal and vertical connections between objectives and skills included in Common Core Standards and other state standards to enhance instructional effectiveness. This data will be used to outline plans for online professional development in other goals.

   Timeline: 2010-2011 – Plan 2011-2012 - Implementation

   Person(s) Responsible: LEAs/turnaround schools/teachers and principals, Oklahoma State Department of Education, national vendor

2. **Provide the turnaround school's leadership team and other staff members professional development in using instructional improvement systems through the Data Retreat Process.** The Oklahoma State Department of Education's Data Retreat Process (**See** Appendix A3-5, Data Retreat Process) provides a means to review and analyze data to ensure continuous improvement. Oklahoma has invested Title I, Part A, 1003 (a) School Improvement funds by contracting with CESA 7 – Wisconsin, for training for school improvement sites in the year-long Data Retreat process. The program includes a three-day Data Retreat in the summer to begin the school improvement planning process with the site leadership team and continues throughout the school-year for monitoring, student assessments, mini-data retreats, and leadership team meetings. (**See** Appendix A3-2, Nine Essential Elements). The Data Retreat Process is an 8-step process: Team Readiness; Data Collection; Data Analysis (7 modules); Hypotheses; Improvement Goals; Objectives and Strategies; Progress Monitoring and Evaluation; Roll Out and Sustainability. This is a critical initiative for the Race to the Top Turnaround Model, the Transformation Model and the Restart Model because it is the core of data collection, data analysis and the effective use of data in the classroom as it relates to student learning. This will be funded with School Improvement Grant funds but is a critical process for turning around schools in improvement, corrective action, and restructuring.

Timeline: 2010-2014

Person(s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education

3. **Increase the capacity of LEAs and their turnaround schools to implement school improvement plans using the technology-based Comprehensive School Improvement System created with National Center on Innovation and Improvement. (described in C3)** As explained above, the Comprehensive School Improvement System provides sites and LEAs a way to conduct a needs assessment based on Oklahoma's nine essential elements. The System will provide technology-based tools that identify critical improvement strategies using an opportunity score, assign work tasks for implementing the school improvement plan, monitor progress for plan implementation and access coaching through the research-based information and strategies and allow for a web-based coaching "dialogue" with district, site and school support team personnel. (**See** Appendix A1-4, CSIS)

   Timeline: 2010-2014

   Person(s) Responsible: LEAs/turnaround schools, Oklahoma State Department of Education, National Center on Innovation and Improvement

4. **Increase capacity of teachers to analyze student learning and provide access to technology-based formative and interim professional development tools aligned to instructional improvement systems [Described in (C) (3) and technology-based professional development tools [described in (B)(3) and (C)(3)].**

   Timeline: 2010-2011 – Plan; 2011-2012- Implementation

   Person(s) Responsible: Oklahoma State Department of Education, national vendor

Notes Regarding LEA's Race to the Top Intervention Models

Oklahoma's student population is high poverty (56.25%) and high minority, particularly in our two urban school districts, Tulsa Public Schools and Oklahoma City Public Schools—the districts in which the state's five lowest achieving schools are located.

This reality presents particular challenges that need different strategies for success. (**See** Appendix E2-4, Oklahoma Student Demographics)

In conjunction with the state, Tulsa Public Schools and Oklahoma City Public Schools (both of which are Participating LEAs) will be required to choose and implement one of the four intervention models as described below.

- The **Turnaround Model** requires the LEA to replace the turnaround school's principal and 50% of the staff. This model gives greater authority to principals in hiring effective teachers and replacing less effective teachers. It also provides incentives for growth and job-embedded professional development for those who remain; a new governance structure; a data driven instructional program with use of data to inform instruction; and increased learning time and social supports for students. Oklahoma's plan already allows for and promotes these conditions. The governance structure will include a newly created Turnaround Office in the Oklahoma State Department of Education consisting of turnaround school improvement specialists. The office will oversee implementation of the Turnaround Model and support turnaround schools in assessing their success in achieving change in various items including through the Comprehensive School Improvement System (a technology-based system for coaching and accountability technical assistance). In addition, the Turnaround Office and the Oklahoma State Department of Education School Support Teams will provide on-site support to help districts evaluate progress to meet accountability targets. Oklahoma also is proposing a new teacher performance-based evaluation system to be implemented in all districts which includes incentives for performance.
- The **Restart Model** includes closing the school and reopening it under new management, either as a charter school operator, a charter management organization or an education management organization. The school will reenroll any student who wishes to attend. Oklahoma currently allows schools to close and reopen under charter management in LEAs with over 5,000 students and which are located in counties with populations exceeding 500,000. Both Tulsa Public Schools and Oklahoma City Public Schools (the LEAs with the turnaround schools) qualify for the restart model

via charter authorization. This model should have a restart transition specialist to manage the comprehensive change, including climate, personnel, academics, resources and communication.

- The **School Closure Model** includes closing a school and enrolling its students in nearby higher-achieving schools within the LEA. Oklahoma allows for this option under current policies.
- The **Transformation Model** includes rigorously evaluating teachers and principals using performance measures (described in D 2). These include measures of student growth; rewarding effective teachers and leaders and replacing those who are not; providing ongoing professional development; implementing a data-driven instructional program and using student data to inform instruction; increasing learning time and creating community schools; giving the school operational flexibility over areas such as staffing, calendars and budgeting; and providing ongoing support.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Closed School	8	The eight school improvement sites were closed for a variety of reasons: financial issues, grade level reconfiguration; redistricting of students to a different school. **Lessons Learned:** Academic, operational and administrative issues lead a district to close a school and determine a more effective environment and academic setting for students to learn.
Restart	3	The restart schools were part of the redistricting plans and reconfiguring grade level groupings to ensure a more appropriate environment for students to learn. Two restart examples were successful. One restart had difficulty since the students did not move to a high achieving school, and the school was staffed primarily by inexperienced teachers **Lessons Learned:** When there is a restart, it is critical to provide an opportunity for

		students to move to a high-achieving school and not another low-performing school. In addition, future restarts would include a restart transition specialist to manage the comprehensive change, including climate, personnel, academics, resources and communication.
Transformational	0	No schools met all the requirements of a transformational model. Several Oklahoma schools in improvement, however, did provide job-embedded professional development and replaced a principal. **Lessons Learned:** Substantive assistance from the State Department of Education initiatives did provide for these schools with measurable results. (**See** Appendix E2-5, 2008-2009 SSOS Data) **Lessons Learned: Replacement of principals alone provides minimal change.** To have a greater chance of success, a principal must have the authority to hire staff, develop a strong leadership team and have adequate resources. Without specific supports and resources, replacement of a principal alone does not guarantee success.
Turnaround	1	Oklahoma has one school that meets most of the turnaround characteristics. A restructuring middle school in year 7 replaced the principal and most of the staff. This school was successful in exiting school improvement list because of the laser-like focus on student learning by the principal; the support provided to staff; the school-wide interventions such as Building Academic Vocabulary; the School Support Team technical assistance; the high expectations established by the site leadership team and relentless focus on what was needed for students to learn, that is, resources to meet

		emotional, physical, intellectual, social and academic needs. **Lessons Learned:** Provide authority to act, hire a principal with the vision, energy and motivation to support teachers, students and parents in a challenging environment. Provide Innovation Zones and Innovation Schools for schools most in need of improvement to provide time, people, and resources necessary to meet differentiated needs.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.		*5*	5	5	5

[Optional: Enter text here to clarify or explain any of the data]

(F) General ***(55 total points)***

State Reform Conditions Criteria

(F)(1) Making education funding a priority *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1)(i)

Making Education Funding a Priority

The percentage of actual total state appropriations used to support elementary, secondary, and public higher education increased slightly from FY-2008 to FY-2009 (51.01% to 51.14%). The overall dollar amounts used in support of those activities also increased over that year. State support for Common Education was $2,480,155,207 in FY-2008 and $2,531,702,553 in FY-2009. State support for Higher Education was $1,053,949,576 in FY-2008 and $1,093,986,280 in FY-2009.

It is important to note that certain education-related funds are not "appropriated funds." In particular, pursuant to OKLA. STAT. tit. 62, § 34.87, (**See** Appendix F1-1, OK. STAT. tit. 62 § 3487) the Oklahoma Higher Learning Access Program (OHLAP)—a college tuition assistance program for qualifying students administered by the State Regents for Higher Education—receives a dedicated funding source from the Oklahoma Higher Learning Access Trust Fund. As of FY-2009, state law requires that the Board of Equalization annually deduct the amount needed to satisfy all eligible OHLAP awards from the amount that body certifies as available for appropriation for the same fiscal year. The statute further directs the Director of State Finance to transfer on a periodic basis, as needed, the amount of revenue subtracted pursuant to this statute to the Oklahoma Higher Learning Access Trust Fund (in lieu of being deposited to the General Revenue Fund). Therefore, these funds are not appropriated funds, but are considered State Support for Higher Education. In addition, Tulsa County provides two year degrees to all graduates of Tulsa County high schools through Tulsa Community College. County funds to support this program are not included in this amount.

	State Support for Elementary and Secondary Education	State Support for Higher Education	Subtotal	All State Appropriations	**Subtotal Percent of Total**
FY-2008	$ 2,480,155,207	$ 1,053,949,576	$ 3,534,104,783	$ 6,928,852,650	**51.01%**
FY-2009, Adjusted for compliance with 62 O.S.§34.87	$ 2,531,702,553	$ 1,093,886,280	$ 3,625,588,833	$ 7,089,139,923	**51.14%**
Difference: FY-2008 to FY-2009	$ 51,547,346	$ 39,936,704	$ 91,484,050	$ 160,287,273	**0.14%**

(ii) The Oklahoma State Aid Formula, through which LEAs receive state support, was designed to promote vertical and horizontal equity.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2)(i) and (ii)

Ensuring Successful Conditions for High Performing Charter Schools and Other Innovative Schools

Oklahoma's Charter Schools Act, OKLA. STAT. tit. 70, § 3-130 et seq. (**See** Appendix F2-1, OK. STAT. tit. 70 § 3-130) does not "prohibit the increase in the number of high-performing charter schools by the percentage of total schools in the state that are allowed to be charter schools." Moreover, there is no maximum allowable number of charter schools in the state—i.e., there is no absolute cap. A board of education of a public school district, a public body, a public or private college or university, a private person, or a private organization may establish a charter school.

The limitations in the Oklahoma Charter Schools Act regarding the formation of charter schools are as follows. First, an entire school district may not become a charter school site. Second, no more than three new charter schools may be established per fiscal year in one county (allowing for a 33% annual growth in charter schools per fiscal year). Third, eligible sponsors of charter schools are school districts, technology centers and institutions of the Oklahoma State System of Higher Education located in a school district that has an average daily membership of 5,000 or more and located in a county with at least 500,000 residents. (Institutes of higher education must also have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation.) Fourth, state law requires applicants to complete a ten hour training developed by the Oklahoma State Department of Education on the process and requirements for establishing a charter school.

Because of the demographic constraints outlined above, charter schools may be authorized in Tulsa and Oklahoma counties—the most populous counties of the state and the counties with the highest percentages of low-income students as measured by students qualifying for free/reduced lunch (85.49% and 76.92% respectively). These two counties also have the highest percentages of minority students. Under these parameters, twelve LEAs, and five technology centers and 4 institutions of higher education may be sponsors of a charter school in Oklahoma. At this date, 2 LEAs–Oklahoma City Public Schools and Tulsa Public

Schools–now sponsor a charter school (a combined total of 18 charter schools). (Tulsa Public Schools also has a Knowledge is Power Program (KIPP) school, operating under a "contract," as opposed to a charter school arrangement.) Two institutes of higher education sponsor 4 charter schools. As part of the state's education reform agenda, Oklahoma intends to **lift the cap** limiting the growth of charter schools (the condition that there be no more than three charter schools established per fiscal year).

Oklahoma's laws, regulations and guidance support the creation and long-term success of charter schools, especially in high need areas. The stated purpose of the Charter Schools Act is to:

1. Improve student learning;
2. Increase learning opportunities for students;
3. Encourage the use of different and innovative teaching methods;
4. Provide additional academic choices for parents and students;
5. Require the measurement of student learning and create different and innovative forms of measuring student learning;
6. Establish new forms of accountability for schools; and
7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

Moreover, pursuant to OKLA. STAT. tit. 70, § 1210.544 (**See** Appendix E1-2, OKLA. STAT. tit. 70, § 1210.544) , the charter school governance arrangement is one of the five turnaround options available to the governing LEA for a school which has been identified for school improvement by the Oklahoma State Board of Education for four consecutive years. The effectiveness of the charter schools themselves is also subject to review because a sponsor may terminate its agreement with a charter school (subject to due process procedures) for failure to meet the student performance standards contained in the agreement. Charter schools exercise increased autonomy in return for this accountability. Charter school contracts can be approved for no longer than five years at a

time, and must include criteria by which effectiveness of the school will be measured. Sponsors must give written notice and explanation of their intent to deny requests for renewal at least 8 months prior to expiration of contracts. However, if a charter school fails to meet the standards outlined in its contract, its sponsor may give only 90 days written notice of intent to terminate. Charter schools are accountable for both academic results and fiscal practices to several groups—their sponsor, the parents who choose them and the public that funds them. The governance of a charter school is with its specific Board of Directors and not with the sponsoring organization. The management of the charter school is "site-based" and is the responsibility of the Chief Executive Officer.

Like any public school, charter schools receive state funding through the State Aid funding formula, set by law. The funding per student is the same amount as in the state funding formula, less up to five percent which may be retained by the sponsoring district as a fee for administrative services rendered. In addition, public school districts receive local, county, and state dedicated revenue which is considered part of the state formula when determining the amount of state funding the district will generate. Charter Schools, on the other hand, do not receive any local, county, or state dedicated revenue, so these schools receive full state funding through the state formula. Finally, charter schools are specifically allowed to receive money from any other source, including grants and donations, which they may reserve for future use. The Charter Schools Incentive Fund assists those interested in establishing charter schools. Applicants are eligible for up to $50,000 for start-up costs. The state does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools. Charter schools will be included in Tulsa and Oklahoma City plans.

Oklahoma will continue supporting LEAs in their efforts to operate innovative public schools by encouraging districts to allow schools increased autonomy over their budgets, human resources, and curriculum in exchange for greater accountability for results. This includes promoting the contract school model that currently is being used in Tulsa with KIPP. At the state level, Oklahoma will provide districts with more autonomy in exchange for increased accountability for results. The state will do this by

expanding its waiver program, through which LEAs can apply for waivers from state regulations.

Additional Data Regarding Charter Schools, as Requested:

Applications Filed in last 5 years	Presented 14 applications to 10 sponsors
Applications Approved in last 5 years	2005: 2 schools; 2006: 1 school; 2007: 0 schools; 2008: 1 school: 2009: 2 schools (Sante Fe South, Dove (Tulsa and Oklahoma City), Astec)
Applications Denied in last five years	9
Charters Closed in last 5 years	0 (One charter voluntarily terminated its sponsorship with Tulsa Public Schools and is now sponsored by Langston University.)

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(F)(3) Demonstrating other significant reform conditions *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, 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.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

(F)(3)

Demonstrating Other Significant Reform Conditions

Oklahoma has made significant gains relating to education reform and student achievement. The following programs are just a few examples of the state's commitment and effort in improving important outcomes.

Alternative Education Opportunities. Students served in alternative education programs are at risk for high school failure for a variety of reasons—academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems, or juvenile justice involvement. Alternative education programs are specifically tailored to meet the needs of students who may be struggling with poverty, substance abuse, family dysfunction, or psychological or physical trauma. Some of the unique features of Oklahoma's alternative programs include: flexible scheduling, small class sizes, open communication and positive

relationships with faculty, youth and family involvement in goal-setting, learning activities based upon students' interests and abilities, career skills training, service learning opportunities, innovative instructional techniques, and assistance with entrance to college or vocational training.

Oklahoma's nationally-recognized alternative education model is unique in its assessment of program effectiveness. The Oklahoma State Department of Education contracts with an external evaluator, to analyze the data collected from each alternative program in the state. Alternative programs collect the following data for each student prior to entry into the program, during enrollment in the program, and prior to exit from the program. At the conclusion of each school year, the state is provided with analysis of the data from each program and summaries of the results in an annual performance report.

Concurrent Enrollment. Last year, the Oklahoma Legislature passed Senate Bill 290 (**See** Appendix F3-1, Senate Bill 290), amending OKLA. STAT. tit. 70, § 628, to increase participation in concurrent enrollment programs offered by community colleges and universities. Concurrent enrollment provides junior and senior students of exceptional ability an opportunity to gain college and high school credit while completing their high school education. State law requires that each high school student be made aware of the opportunity to participate in concurrent enrollment. Qualified juniors and seniors who are regularly enrolled, who meet the standards set forth by the Oklahoma State Regents for Higher Education, and who are on track to meet graduation requirements are eligible to take courses for college credit while completing high school requirements for graduation. Moreover, because of Senate Bill 290, all school districts must provide academic credit earned via concurrent enrollment that is correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcripted as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

Oklahoma State Pilot Program for Infants and Toddlers. In 2006, the Oklahoma legislature created a state pilot program which employs bachelor degreed teachers, credentialed in early childhood to care for and teach disadvantaged children birth to age 4. Services provided in the program include health and mental health services, family support services from a professional

caseworker, research-based curriculum (West Ed Program for Infants and Toddlers) and evaluation measures to begin collecting longitudinal data. This program is specifically designed for the most at-risk children in the state and has expanded from its initial year of implementation in 2006 to double its size in 2010. This program is a joint effort between the Oklahoma State Department of Education who manages the contractual requirements of the Pilot; the Tulsa Community Action Project who implements the program and provides technical assistance and coordination among the grantees of the program; Smart Start Oklahoma who promotes awareness, recruits new partners, and maintains contact with the state legislature; and the private sector who provides a match of $15 million dollars to state's $10 million appropriation.

Teach for America. Further evidence of progressive legislation within Oklahoma occurred in 2009 when the state significantly changed teacher certification requirements allowing for the use of Teach for America instructors. The change allowed anyone who was accepted into the Teach for America Program and passed a criminal background check to be issued a two-year nonrenewable teaching certificate. The certificate is renewable for a five-year license if the teacher completes Teach for America coursework and mentoring. This progressive alternative certification program is one of the most progressive in the nation, allowing Teach for America corps members the opportunity to focus their days in the classroom with their students rather than attending night classes at local universities to meet stringent, and often unnecessary, certification standards.

VI. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

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

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Oklahoma is committed to providing innovative, high-performing STEM options and resources at all levels that will open doors, create opportunities and change lives. To ensure a higher percentage of our students graduate from high school ready for postsecondary success and to keep Oklahoma's economy competitive and vibrant, increasing the percentage of students in STEM curriculum is vital.

Oklahoma has several exemplary STEM initiatives focused on offering a rigorous course of study in mathematics, science, technology and engineering: Oklahoma School of Science and Mathematics (OSSM) a rigorous two-year residential public high school with a rural outreach initiative, regional centers; high school Project Lead The Way STEM academies offered through career and technology education focused on engineering, bioscience, and biotechnology; summer STEM academies offered for high school students on Oklahoma college campuses; and an Advanced Placement (AP) Incentive Program. (**See** Appendix P2-1, STEM Map) Oklahoma also has the Sam Noble Museum of Science and History's nationally recognized Project Exploration, as well as United States Fab Lab Network Projects. Oklahoma supports multiple STEM teacher

professional development initiatives to help teachers integrate STEM content across grades and disciplines such as the Oklahoma Mathematics Master Teacher program, the Science Museum Network partnership with Oklahoma State Department of Education, the Math/Science Partnership Program and the K-20 Center STEM initiative from the University of Oklahoma. Community and industry involvement is also focused through STEM initiatives such as the Noble Research Foundation partnership to develop a high school biotechnology course sequence and student research opportunities, industry support of multiple robotics competitions, and the Aerospace industry support of the pre-engineering academies and the Real World Design Challenge initiated by the U.S. Department of Energy.

Key goals for escalating innovation in Oklahoma STEM education include:

- Create a STEM Coordinating Council that will be responsible for connecting, sharing, and building on the work of existing STEM initiatives, including (i) creating a common vision with aggressive goals that will support a state-wide, regional and local strategy to build STEM capacity and STEM literacy for all students; (ii) enhancing STEM teaching and learning capacity and increase the number of underrepresented student groups and female students' completing STEM programs of study; (iii) increasing collaboration with business and science-based museums to expand programs which provide experiential learning such as "FABLAB" and Project Exploration.
- Expand Summer Academy opportunities in the STEM disciplines for students in grades 8-12. Offered on college campuses, these summer enrichment opportunities will be focused on educationally at-risk and economically challenged school districts in urban and rural areas. These new career exploration activities will be developed in consultation with key STEM focused industry groups such as Aerospace, Energy, Health Care, and Advanced Manufacturing.
- Expand high school STEM academies offered through career and technology education focused on engineering, bioscience and biotechnology. Strategic placement of additional academies will be focused on serving underrepresented groups of students, female students, and both urban and rural sites. Strategic talent pipeline development for Oklahoma's targeted industry sectors, Aerospace,

Energy, Health Care, and Advanced Manufacturing.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes
(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Early Childhood Education in Oklahoma

State Pre-Kindergarten

Since 1980, under the leadership of Dr. Ramona Paul, Oklahoma has addressed school readiness as a meaningful educational reform opportunity. Public school pre-kindergarten began with a pilot in 10 school districts and was initially targeted for disadvantaged children who met federal poverty guidelines. Other four year olds could participate, but were included at a sliding scale tuition basis or at the expense of the local school district. Due to the success of the program, a key piece of educational reform legislation occurred in 1998 resulting in universal pre-kindergarten. Today, almost thirty years later, the state serves nearly 75% of the four year olds in the state.

With the expansion of pre-kindergarten statewide, school districts often encountered difficulties in finding necessary space for the demand parents placed on school districts for the program. To this end, the Oklahoma State Department of Education has worked closely with school districts to find local partners such as child care centers, faith-based facilities, Head Start programs, YMCA's, and other public and private organizations to offer pre-kindergarten off-site in a collaborative relationship with the school district.

These collaborations have become a nationwide model exemplifying the best of early childhood practice: comprehensive services; full-day, full-year programming; and more attention to the needs of families, as well as fostering the social and emotional development of the child. One ingenious partnership is a school district collaboration program with an assisted living center. Senior adults enjoy the intergenerational partnership and the school benefits from senior adults who are capable and willing to act as classroom volunteers. Ingenuity in diverse delivery of early education has expanded to serve children in the earlier years and now include the Oklahoma State Pilot Program for Infants and Toddlers and Educare Programs across the state.

Oklahoma State Pilot Program for Infants and Toddlers

The Oklahoma State Pilot Program was created in state legislation in 2006 under the leadership of Governor Brad Henry and state partners such as the George Kaiser Family Foundation and Tulsa Community Action Project. This program is a joint effort between the Oklahoma State Department of Education who manages the contractual requirements of the Pilot; the Tulsa Community Action Project who implements the program and provides technical assistance and coordination among the grantees of the program; Smart Start Oklahoma who promotes awareness, recruits new partners, and maintains contact with the state legislature; and the private sector who provides a match of $15 million dollars to state's $10 million appropriation. The program employs bachelor degreed teachers, credentialed in early childhood to care for and teach disadvantaged children birth to age 4. Services provided in the program include health and mental health services, family support services from a professional caseworker, research based curriculum (West Ed Program for Infants and Toddlers) and evaluation measures to begin collecting longitudinal data. This program is specifically designed for the most at-risk children in the state and has expanded from its initial year of implementation in 2006 to double its size in 2010.

Educare

Similar in nature is a nationwide model of early education excellence for infants and toddlers called Educare. Educare also serves very disadvantaged children (birth to age four) in state-of-the-art facilities with high quality, well compensated staff and comprehensive services.

Both the State Pilot and Educare build on existing programs such as Head Start and subsidized child care, as well as early intervention programs to expand and diversify services in a one stop shopping model – connecting families to very high quality services in one place, preventing families from falling through the gaps of a complex and fragmented system. Oklahoma currently operates three Educare centers, two in Tulsa and one in Oklahoma City in strong partnership and leadership from the George Kaiser Family Foundation in Tulsa and the Inasmuch Foundation in Oklahoma City.

State leaders are exploring additional increased state investment and other private sector partners who will expand the efforts of these quality infant and toddler initiatives in order to reach the thousands of other disadvantaged children in the state not being served. While efforts in state pre-kindergarten have been strategic and broad reaching, there is a need for continued effort to expand quality infant toddler programs across the state. School readiness simply cannot be singularly addressed by a successful state pre-kindergarten program, particularly for the disadvantaged.

Kindergarten

Another school readiness effort is the expansion of kindergarten programs. While kindergarten has been compulsory for over two decades, Oklahoma strengthened their curriculum in 2005 by establishing the Achieving Classroom Excellence Act, which required districts to begin offering full-day kindergarten by the 2010-2011 school year to any family who wished their child to participate.

Oklahoma Parents as Teachers

A final effort to increase the number of children entering school ready to learn is Oklahoma Parents as Teachers, which reaches over 90 school districts each year. More than 5,000 disadvantaged families participate in monthly visits from a trained parent educator, have opportunities to network with other families through play groups and parent meetings, and are connected to important community resources. This program targets families with children prenatal to age 36 months.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment
(not scored)

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

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found. Recommended maximum response length, if any: Two pages

VII. BUDGET
(Evidence for selection criterion (A)(2)(i)(d))

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Proving additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. Budget Summary
    a. Budget Summary Table. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
    b. Budget Summary Narrative. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)

2. Project-Level Detail. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
    a. Project-Level Budget Table. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
    b. Project-Level Budget Narrative. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	490,000	480,000	480,000	480,000	1,930,000
2. Fringe Benefits	142,367	142,367	142,367	142,367	569,468
3. Travel	167,760	161,160	161,160	155,260	645,340
4. Equipment	1,913,000	1,173,000	253,600	0	3,339,600
5. Supplies	64,000	43,000	43,000	43,000	193,000
6. Contractual	18,122,050	7,048,200	5,963,650	1,675,000	32,808,900
7. Training Stipends	0	0	0	0	0
8. Other	1,000	1,000	1,000	1,000	4,000
9. Total Direct Costs (lines 1-8)	20,900,177	9,048,727	7,044,777	2,496,627	39,490,308
10. Indirect Costs*	195,474	147,531	87,386	64,701	495,093
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	2,750,000	7,750,000	8,350,000	32,750,000	51,600,000
13. Total Costs (lines 9-12)	23,845,651	16,946,258	15,482,163	35,311,328	91,585,401
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	22,896,350	22,896,350	22,896,350	22,896,350	91,585,401
15. Total Budget (lines 13-14)	46,742,002	39,842,608	38,378,514	58,207,678	183,170,802

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

VIII. Budget Summary Narrative

(Evidence for selection criterion (A)(2)(i)(d))

Overview of the projects that the State has included in its budget. Describe overall structure of the State's budget for a RTTT grant, including a list of projects for which there is a project-level budget, and a rational for how these will be organized and managed.

Oklahoma's overall budget structure for Race to the Top centers around seven budget projects, plus the 50% LEA allocation, and is designed to support attainment of its reform agenda and achievement of ambitious yet achievable performance measures. These projects reflect Oklahoma's commitment to engaged students, effective educators and closing the achievement gap.

Budget Framework

1. Emphasize funds that will be available directly to LEAs through competitive processes or through allocation based on a high-quality plan and established criteria. Justification for this emphasis includes Oklahoma's large number of participating LEAs (324) and Oklahoma's belief that local decision-making with strong accountability at the state is generally the most effective framework to make substantial progress toward improving student outcomes. The top budget category for Oklahoma is the required LEA subgrant at 50% of the total budget. **The second highest budget category as a percent of the total grant budget is for supplemental funding to participating LEAs, at 28.17%.**

2. Emphasize the Human Capital component. The budget was developed to provide funding in key change areas such as principal and teacher effectiveness measures that can rapidly accelerate the ability to have an effective teacher in every classroom, and an effective principal in every school. This project receives 25.69% of the total grant budget.

3. Emphasize the use of data for decision-making. Provide resources to increase the use of data, including student achievement and growth data, for decision-making by teachers and principals. Foster the availability and accessibility of longitudinal data for stakeholders, including parents, policy makers and researchers.

4. Provide strong effective implementation leadership and accountability at minimal cost. The Management Project provides funding to manage and organize the other budget projects. Oklahoma's RTTT Project Director, Dr. Cindy Koss, will be responsible for the overall implementation and monitoring of these projects, and will be supported by a cross functional team and dedicated staff that will report directly to the State Superintendent of Public Instruction and the Oklahoma Race to the Top Commission. Oklahoma's RTTT office will coordinate with other entities, such as the P-20 Data Council (as described in A2), Higher Education, and Career

and Technology Education, to minimize overlap and enhance progress. In addition, a Turnaround Division in the Oklahoma State Department of Education is being formed using a combination of existing staff and additional school support team members. The direct cost of this project represents only .98% of Oklahoma's grant request, and Oklahoma's indirect charges are only .27%.

Budget Projects

PROJECT	DESCRIPTION	AMOUNT
Human Capital Project	Develop a statewide teacher effectiveness measure) and leadership effectiveness measure, and provide training for its use. Provide incentive funding and pilot projects for locally developed compensation systems based on the results of the teacher and leader effectiveness measures. Provide effective staffing and human resource technical assistance to participating LEAs.	**$47,064,726**
Low Performing School Project	Enhance availability of school support teams and educational leadership coaches for low performing schools. Provided allocations to five lowest performing schools to implement one of the four intervention models defined in Race to the Top. Provide competitive grants to districts for other low performing schools to implement one of the four intervention models defined in Race to the Top.	**$12,082,600**
Data and Instruction Project	Contract with outside vendor to design, implement, and provide training for instructional improvement systems that will empower teachers with real-time instructional support and leaders with information needed to inform overall school and LEA improvement.	**$15,005,900**

PROJECT	DESCRIPTION	AMOUNT
Standards and Assessments Alignment Project	Conduct a study to compare the alignment of high school assignments to Common Core Standards for high school and to college readiness expectations. Provide professional development to teachers that will focus on common core standards, assessments, data interpretation, and college- and career-readiness strategies. Develop a technology-based instruction toolkit to translate common core standards into engaging instruction.	**$3,041,300**
Longitudinal Data Systems Project	Complete the alignment of the state data system with the America COMPETES Act.	**$11,699,545**
STEM project	Create and launch a STEM coordinating Council, expand Summer Academies in STEM disciplines, and expand STEM pre-engineering academies focused on serving underrepresented groups of students, and female students.	**$814,750**
Management Project	Provide partial personnel funding for the Race to the Top implementation team, annual technical assistance conferences , third party evaluator services other research and community engagement assistance.	**$1,876,580**
Participating LEA Subgrants		**$91,585,401**
TOTAL		**$183,170,802**

Describe how other Federal (e.g. School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

Oklahoma will use all appropriate funding sources available to support the implementation and goals of the Race to the Top grant, including the following:

- Federal Funds: School Improvement Grants, Longitudinal Data System Grants, Title I (including ARRA), Title IIA, and Title IIB Mathematics and Science Partnerships;
- State Funds: ACE Remediation, Oklahoma Mathematics Improvement Program, Oklahoma Robotics Grants, Advanced Placement Incentive Program, and Reading Sufficiency;
- Local Funds: Districts will be encouraged to use local funds, including private donations, to support local efforts to implement Race to the Top subgrants.

Examples of proposed activities that will be supported by other funding sources are described below.

1. Oklahoma State Department of Education (OSDE) will hire an independent organization to conduct a cross-walk analysis of current state standards (*Priority Academic Student Skills [PASS]*) in reading/language arts and mathematics with the draft versions of the K-12 Grade-by-Grade Common Core Standards (available February 2, 2010) and the final versions of the K-12 Grade-by-Grade Common Core Standards (available March 12, 2010) as described in the narrative for selection criterion (B)(1) and (B)(3). ***Funded through state portions of Title IIA.***
2. OSDE, Oklahoma State Regents for Higher Education (OSRHE), and Oklahoma Career and Technology Education (OCTE) will continue and enhance the efforts begun with the American Diploma Project. These projects and plans are described in the narrative for selection criterion (B)(3). ***Funded through state portions of Title IIA and partnership with OSRHE and OCTE.***
3. OSDE will communicate the Common Core Standards and support teachers in implementation of the standards through existing statewide system of support infrastructure, annual Regional Curriculum Conferences, and the Master Teachers Project. This infrastructure and specific plans are described in the narrative for selection criterion (B)(3). ***Funded through state portions of Title I, Title IIA, and state funds.***
4. ACE&ADP Academies, which will be funded in part through the Race to the Top grant as described in the narrative for selection criterion (B)(3), will be supplemented by

existing funds and programs. ***Funded through state portions of Title IIA, ACE Remediation and other state funds, and partnership with OSRHE and OCTE.***

5. OSDE will scale up the model of Windows on Curriculum implementation to include all low-performing schools as well as other schools needing assistance in implementing Common Core Standards as described in the narrative for selection criterion (B)(3) and (E)(2). ***Funded through state portions of Title IIA.***
6. The Comprehensive School Improvement System described in the narrative for selection criterion (C)(3), (D)(5), and (E)(2) has been developed in collaboration with the National Center on Innovation and Improvement. The base development was free to the State of Oklahoma. Federal and state funds will be used to provide coaching and feedback to schools utilizing the system for comprehensive school support. ***Funded through state portions of Title I, Title IIA, and state funds.***
7. OSDE will expand the data currently available through Oklahoma's Educator Credentialing System (OECS) to include information that identifies highly effective teachers, as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
8. OSDE will provide Urban Educator Program and other differentiated roles for teacher leaders as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
9. OSDE and local districts will contract with a research organization to provide data facilitators on-site for all Title I schools identified for school improvement as part of a study to determine specific gaps most characteristic of improvement schools so that a differentiated learning plan can be developed for those sites, as described in the narrative for selection criterion (D)(3). ***Funded through state and local portions of Title I School Improvement Grants.***
10. OSDE will survey teachers to determine what conditions are required to bring them to hard-to-staff schools, as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
11. Oklahoma will expand the use of school-wide intervention strategies such as Building Academic Vocabulary by establishing a train-the-trainers professional development for

instructional facilitators at each school improvement site, as described in the narrative for selection criterion (E)(2). While the facilitators will be funded through participating LEA's subgrants and other funds, the train-the-trainers professional development will be ***funded through state portions of Title IIA.***

12. Oklahoma has made significant progress with the development of its P-20 data system, as described in the narrative for selection criterion (C)(1), and has well-defined plans to complete its goal of fully implementing the elements of the America COMPETES Act. ***Funded through Statewide Longitudinal Data System Grant or Race to the Top.***

Budget Part II: Project-Level Budget Table
Project Name: Data and Instruction Project
Associated with Criteria: Standards and Assessments (B3);
Data Systems to Support Instruction (C3);
Providing Effective Support to Teachers and Principals (D5);
Turning Around the Lowest-Achieving Schools (E2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits					0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	12,000,000	1,000,000	1,000,000	1,000,000	15,000,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	12,000,000	1,000,000	1,000,000	1,000,000	15,000,000
10. Indirect Costs*	1,475	1,475	1,475	1,475	5,900
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	12,001,475	1,001,475	1,001,475	1,001,475	15,005,900

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Human Capital Project
Associated with Criteria: Improving Teacher and Principal Effectiveness Based on Performance (D2); Turning Around Low Achieving Schools (E2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	130,000	130,000	130,000	130,000	520,000
2. Fringe Benefits	43,199	43,199	43,199	43,199	172,796
3. Travel	66,260	66,260	66,260	66,260	265,040
4. Equipment					0
5. Supplies	14,000	8,000	8,000	8,000	38,000
6. Contractual	400,000	2,400,000	2,600,000		5,400,000
7. Training Stipends					0
8. Other	1,000	1,000	1,000	1,000	4,000
9. Total Direct Costs (lines 1-8)	654,459	2,648,459	2,848,459	248,459	6,399,836
10. Indirect Costs*	16,488	16,134	17,609	14,659	64,890
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs		5,000,000	5,600,000	30,000,000	40,600,000
13. Total Costs (lines 9-12)	670,947	7,664,593	8,466,068	30,263,118	47,064,726

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Longitudinal Data System Project
Associated with Criteria: Data Systems to Support Instruction (C2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					0
3. Travel	12,500	5,900	5,900		24,300
4. Equipment	1,913,000	1,173,000	253,600		3,339,600
5. Supplies					0
6. Contractual	3,862,050	2,573,200	1,688,650		8,123,900
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	5,787,550	3,752,100	1,948,150		11,487,800
10. Indirect Costs*	118,030	73,980	19,736		211,745
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	5,905,580	3,826,080	1,967,886	0	11,699,545

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Low Performing Schools Project
Associated with Criteria: Turning Around the Lowest Achieving Schools (E2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	140,000	140,000	140,000	140,000	560,000
2. Fringe Benefits	46,000	46,000	46,000	46,000	184,000
3. Travel	64,000	64,000	64,000	64,000	256,000
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	250,000	250,000	250,000	250,000	1,000,000
10. Indirect Costs*	20,650	20,650	20,650	20,650	82,600
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	2,750,000	2,750,000	2,750,000	2,750,000	11,000,000
13. Total Costs (lines 9-12)	3,020,650	3,020,650	3,020,650	3,020,650	12,082,600

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Management Project
Associated with Criteria: Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans (A2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	170,000	160,000	160,000	160,000	650,000
2. Fringe Benefits	53,168	53,168	53,168	53,168	212,672
3. Travel					0
4. Equipment					0
5. Supplies	25,000	10,000	10,000	10,000	55,000
6. Contractual	285,000	200,000	200,000	200,000	885,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	533,168	423,168	423,168	423,168	1,802,672
10. Indirect Costs*	21,132	17,592	17,592	17,592	73,908
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	554,300	440,760	440,760	440,760	1,876,580

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Standards and Assessments Alignment Project
Associated with Criteria: Developing and Implementing Common High Quality Assessments (B2); Supporting the Transition to Enhanced Standards and High Quality Assessments (B3)
Turning Around the Lowest-Achieving Schools (E2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	50,000	50,000	50,000	50,000	200,000
2. Fringe Benefits					0
3. Travel	25,000	25,000	25,000	25,000	100,000
4. Equipment					0
5. Supplies	25,000	25,000	25,000	25,000	100,000
6. Contractual	1,175,000	475,000	475,000	475,000	2,600,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	1,275,000	575,000	575,000	575,000	3,000,000
10. Indirect Costs*	10,325	10,325	10,325	10,325	41,300
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	1,285,325	585,325	585,325	585,325	3,041,300

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: STEM Project
Associated with Criteria: Competition Priority (Section V); Supporting the Transition to High Quality Assessments (B3); Ensuring Equitable Distribution of Effective Teachers and Principals (D3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits					0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	400,000	400,000			800,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	400,000	400,000	0	0	800,000
10. Indirect Costs*	7,375	7,375	0	0	14,750
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	407,375	407,375	0	0	814,750

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Data and Instruction Project
BUDGET NARRATIVE

1) Personnel
$0

2) Fringe Benefits
$0

3) Travel
$0

4) Equipment
$0

5) Supplies
$0

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	**# of Years**	**Cost Per Year**	**Total**
Develop a statewide Technology-based Instructional Improvement System that will link to local instructional improvement systems as described in the narrative for selection criterion (B)(3), (C)(3), and (E)(2). The system will be compatible with the Technology-based Instructional Toolkit described in (B)(3) and will include interim, formative, and summative assessment tools; rapid-time reporting of data from various sources; Web-based Student Mastery of Standards Tool; social networking and online collaboration between educators; filtered searches; real-time professional development; filtered 'rolodexes' of valuable contacts and community resources; dashboard for researchers to access and analyze data and report results to educators.	1	$12,000,000	$12,000,000
Maintain system, increase connectivity to local instructional improvement systems, and expand the use of system by educators.	3	$1,000,000	$3,000,000

7) Training Stipends
$0

8) Other
$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$12,000,000	$1,000,000	$1,000,000	$1,000,000

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$1,475	$1,475	$1,475	$1,475

11) Funding for Involved LEAs

$0

12) Supplemental Funding for Participating LEAs

$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$12,001,475	$1,001,475	$1,001,475	$1,001,475

Human Capital Project
BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	**% FTE**	**Base Salary**	**Total**
Effective Staffing Trainers: The Oklahoma State Department of Education will hire two employees to train human resource staff, recruiters and school leaders in the art of staffing schools with effective teachers, while focusing on high need schools. The goal is to ensure that participating schools open fully staffed with the highest-quality candidates possible. A research-based human resource model will be used to help transform district hiring processes, enabling districts to streamline hiring timelines and practices, train principals on how to interview and select effective teachers, develop feedback systems, and provide assistance for critical needs schools. Trainers will report to the Race to the Top Project Director.	100%	$65,000 per year	$520,000

2) Fringe Benefits

Fringe Benefits	**Benefits**	**Total**
Fringe Benefits for the Effective Staffing Trainers, including contribution to the Teachers' Retirement System and FICA	$43,199 per year	$172,796

3) Travel

Travel: Travel expenses include the average mile reimbursements of $150 for each trip, per diem, and hotel reimbursements based on county of destination.	**# Trips Per Year**	**Total**
Two Effective Staffing Trainers will spend time at each participating LEA. Amount of visits per district will depend on size of district and level of needed assistance, ranging from 1 – 20 days per year. In areas where appropriate, training will be conducted regionally. Cost per trip is figured based on county of destination.	330	$265,040

4) Equipment
$0

5) Supplies

Supplies: The following supplies are estimated needs to provide training to participating districts in Effective Staffing Practices.	**Per Year**	**Total**
Non-consumable training materials (First Year Only).		$8,000
Print materials, handouts, and professional literature relating to effective school staffing. Year 1 this will be $6,000. Year 2,3 and 4 will be $800.		$30,000

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	**# of Years**	**Per Year**	**Total**
Develop and provide research to support the value-added components of a statewide teacher effectiveness measure (TEM). Develop a statewide rubric for teacher evaluation.	1	400,000	400,000
Develop value added assessments for subjects and grades that are currently not being tested	2	$2,400,000	4,800,000
Evaluation system training for teachers and principals	1	200,000	200,000

7) Training Stipends

$0

8) Other

Other:	**Total**
Effective Staffing Trainers will receive training in a national model for improving hiring practices. These funds will pay for conferences, workshops, or other train-the-trainer sessions and to acquire appropriate professional materials.	$4,000

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$654,459	$2,648,459	$2,848,459	$248,459

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$16,488	$16,134	$17,609	$14,659

11) Funding for Involved LEAs

$0

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs: Participating LEAs will have the opportunity to apply for grants to establish a pay-for-performance pilot program.	**Year**	**Amount Available for Grants**	**Total**
Provide incentive funding for locally developed compensation systems based on the results of the teacher and leader effectiveness measures. Local districts can apply for this funding with high quality plans that are developed in collaboration with teachers and principals and meet other criteria	Year 1		$40,000,000
	Year 2	$5,000,000	
	Year 3	$5,000,000	
	Year 4	$30,000,000	
Pilot projects for new statewide teacher and principal evaluation system	Year 3	$600,000	600,000

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$670,947	$7,664,593	$8,466,068	$30,263,118

Longitudinal Data Systems Project
BUDGET NARRATIVE

1) Personnel
$0

2) Fringe Benefits
$0

3) Travel

Travel expenses include either in-state ($66.00) or out-of-state ($85.00) per diem; hotel rates of $100 - $200 based on area; mileage based on government rate. Also included may be airport parking and taxi costs where necessary. No stipends or registration fees are included in any below travel.	**# Trips**	**$ per Trip**	**Total**
Travel as required by receipt of federal grant funds for evaluative purposes.	6	$1,750	$10,500
Travel to Oklahoma for interviews with policy, and management staff for documentation of standards and procedures related to components and practices in the Information Systems Architecture (ISA); data owners, program staff, and IT for data flow mapping; documentation of data stewards and office responsible for each collection, repository, and output; interviews with legal staff, policy makers, and management staff for documentation of mandates related to data records for accommodation in the Data Access and Management Policy**.**	3	$1,000	$3,000
Travel (by consultants) to Oklahoma for review and update interviews and presentations on the Information Systems Architecture (ISA), *data flow diagrams*, and Data Access and Management Policy.	3	$1,267	$3,800
Travel (by consultants) to Oklahoma for interviews with data owners, program staff, and IT for identification of collections, repositories, and outputs to be documented into the enterprise metadata dictionary; EDFacts Map and Gap Analysis Report; Planning session with curriculum program staff, data stewards, and district representatives to determine processes for mapping course classifications from LEAS to SDE to SCED using the xDUA. Standards.	1	$1,440	$1,440
Travel (by consultants) to Oklahoma for external LDS review for quarterly meetings and status reports	4	$1,390	$5,560

4) Equipment

Description	Cost of Item	Item Description	Total
Hardware for hosting the new system and software for P-20 LDS. Every one of the 6 Mart Needs:	Y1: 999,000		$999,000

2 Clustered SQL Servers X 6 $6000 Each X 12 = $72,000 1 SAN for Each of the 6 Marts: $65,000 X 6 = $390,000 Chassis 2 @ $10,000 each = $20,000 Web Servers 2 Servers Per Mart $4000 Each X 12 = $48,000 xDAdHoc Reporting Servers 2 servers per Data Mart $4000 each X 12 = $48,000 xDInfo Servers 1 per Data mart $4000 each X 6 = $24,000 xDTools Servers 1 per Data Mart $6000 each X 6 = $36,000 1 Rack = $1000 1 Chassis = $10,000 UPS and Electrical Upgrades $150,000 Software $100,000 SQL and Windows Server Infrastructure $100,000	Y2: 0 Y3: 0		
SIF Agent Test Lab Hardware 15 Servers to House 15 SIS Applications 15 X $2,000 = $30,000 Hardware for SDE Software $20,000 Hardware for hosting the new system and software for Higher Education. $113,000 Server Hardware SAN Infrastructure Equipment $37,000	Y1: 0 Y2: 200,000 Y3: 0		$200,000
Hardware for hosting new system and software for P-20 LDS including linking agencies – Higher Education; Career and Technology Education; Workforce; Pre-Kindergarten.	Y1: 0 Y2: 76,000		$329,600

	Y3: 253,600		
Hardware for hosting the new system and software for Higher Education. Server Hardware SAN Infrastructure	Y1: 114,000 Y2: 0 Y3: 0		$114,000
Hardware for creating the P-20 Test Lab Server Hardware SAN Infrastructure	Y1:0 Y2: 350,000 Y3: 0		$350,000
SIF Agent Test Lab Hardware 15 servers to house 15 SIS Applications Hardware for SDE software 4 Reporting servers, 2 Cube servers and 2 xDInfo servers $6,000 each Expand SAN $65,000 Infrastructure equipment $37,000 Software and Maintenance and Warranties	Y1: 800,000 Y2: 547,000 Y3: 0		1,347,000

5) Supplies

$0

6) Contractual

Professional Services	**Description** **All services are for years 1, 2, and 3 unless otherwise noted. No activity in this project is anticipated for year 4.**	**Cost**	**Total 3 years**
Project Executive Manager: PMP Certified; experience in program management of information technology programs in education agencies; understanding of data integration management; risk assessment and management	Provide direct oversight and direction to agencies. Assist in the management of grant activities and interface with USED/IES.	$85,000 annually	$255,000

Project Management: PMP Certified; experience in data integration projects; in-depth knowledge of data systems; and proficient in project planning documentation.	Provide direct oversight and direction to agencies. Assist in the management of grant activities and interface with USED/IES.	$49,667 annually	$149,000
Content Experts working with project manager: Experience with NCES data standards, NEDM, SCED, SIF, and other national standards; knowledge of SEA management, LEA data issues, and technology issues impacting LDS management.	Provide guidance in the application of best practices to the OKLDS Project design and implementation.	$100 per hour	$75,000
Analyst/Designer, P20: Technical expertise and experience in the design of data warehouse models and processes	Analyze the enhancements to the Wave data marts, requirements and design for the data marts for the other sources of SDE data for the SDE data marts for the P-20 LDS. Contractual.	$175 per hour	$847,500
Developers, P20/Database Administrators Technical expertise in the development of data warehouse models and processes. Experience in understanding education data to formulate cubes and reports	Develop the enhancements to the Wave and SDE data marts.	$175 per hour	$1,275,000
Analyst/Developer, Wave Enhancements: Understanding of education data, ED*Facts*, SDE reporting requirements. Technical expertise and experience in the development of SIF systems, zone management, integration into data marts	Analyze the data elements required to compute and replace the aggregate statistics.	$200 per hour	$757,050
Developers, Wave Enhancements: Technical expertise and experience in	Develop the enhancements to the SIF objects in the Wave	$175 per hour	$347,550

the development of SIF systems, zone management, integration into data marts. Analyst: Understanding of education data, ED*Facts*, SDE reporting requirements.	collections and certified submission process		
Analyst :Technical expertise and experience in the design of data warehouse models and processes	Analyze enhancements to the SLDS data marts and the requirements/design for the data marts for the other sources of SDE data for the SDE data marts; analyze the requirements and functions for the P-20 LDS	$150 per hour	$294,400
Developer: Technical expertise and experience in the development of data warehouses models and processes	Develop the enhancements to the data marts; develop the data marts for the Higher Education data sources	$125 per hour	$200,000
Content Expert, Electronic Transcripts: Experience in electronic records and transcript exchange management systems and national standards.	To provide expert guidance on best practices for Oklahoma related to PK-12 to PK-12, high school to post secondary, and postsecondary to postsecondary electronic exchanges These services will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36	RFP Process as per State regulations	$636,000
Data Specialist: Experience in management of data, skills with databases, understanding of the data appropriate for pre-K	Manage the data provided by the pre-kindergarten programs, train the programs to provide quality data, coordinate between the programs and the P-20 LDS, and	$66,667	$200,000

	provide design and insights to the grant.		
Developer, P-K system: Technical expertise and experience in the development of data warehouses models and processes	Develop the data marts; update the UID system. Year 1 only.	$180 per hour	$108,000
Workforce Data Specialist: Experience in management of data, skills with databases, understanding of the data appropriate for workforce programs	Manage the data provided by the workforce programs, train the programs to provide quality data, coordinate between the programs and the P-20 LDS, and provide design and insights to the grant.	$65,000	$195,000
Developer, Workforce: Technical expertise and experience in the development of data warehouses models and processes	Develop the data marts	$150 per hour	$113,000
Education Data Specialists: Experience in management of data, skills with databases, understanding of the data appropriate for career and technical education programs	Manage the data provided by the career and technical education programs, train the programs to provide quality data, coordinate between the programs and the P-20. LDS, and provide design and insights to the grant.	2 contractors @ $150 per hour	$500,000
Developers: Technical expertise and experience in the development of data warehouses models and processes	Develop the data marts; update the UID system. Contractor and internal staff	4 contractors @ $200 per hour	$682,000
Information Systems Architecture Content Expert: Experience working with SEAs in the design and use of information systems in relation to Governance	Facilitate the development of the ISA, customize the ISA documents, conduct interviews, produce final deliverable.	$175 per hour	$17,200

Process Flow Diagram Content Expert: Education agency processes for information management, systems interoperability, application deployment; Governance	Facilitate documentation of data resources and relationships, creation of the data flow diagram.	$120 per hour	$5,000
Data Access and Management Policy Expert: Deep expertise in FERPA and other information access and use issues; Governance	Conduct interviews, analyze policies, write Data Access and Management Policy document. Year 1 only.	$120 per hour	$5,000
Metadata Content Expert: Experience with NCES data standards (ED*Facts*, Handbooks, SCED), NEDM, SIF, and other national standards. Standards.	Facilitate the planning, documentation gathering, and management of the processes with the metadata specialists who will map document the metadata. Year 1 only.	$200 per hour	$50,000
ED*Facts* Expert: In-Depth understanding of ED*Facts* requirements, XML; successful experience submitting ED*Facts* for SEAs utilizing SIF. Standards.	Verify content and map elements to ED*Facts* submission files. Year 1 only.	$250 per hour	$50,500
Course Mapping Content Expert: Experience mapping local and state course numbers to SCED. Standards.	Facilitate documentation of course classifications and mapping to SCED. Year 1.	$250 per hour	$42,060
External Evaluator: Experience in program management of infor-mation technology programs; risk management; LDS grant process, requirements.	Review the project plan, monitor the plan, prepare and present status reports, prepare recommendations, present reports as requested.	$120 per hour	$76,440
Training and Support Staff: Experienced in Application Training and Support; Database administrators	10 contractors to train trainers and LDS technical support staff	$100 per hour	$1,063,200
Software and Data Testing Expert:	Contract technical support	$60,000 per	$180,000

Experienced in software and application testing; database administrator	professionals to meet the needs P-20 LDS Test Lab	year	

7) Training Stipends
$0

8) Other
$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
5,787,550	3,752,100	1,948,150	0

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
118,030	73,980	19,736	0

11) Funding for Involved LEAs
$0

12) Supplemental Funding for Participating LEAs
$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
5,905,580	3,826,080	1,967,886	0

Low-Performing Schools Project
BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	**% FTE**	**Base Salary**	**Total**
School Support Team Leaders (6): Oklahoma State Department of Education will hire part-time School Support Team Leaders, who are also Educational Leadership Coaches. This will allow the Oklahoma State Department of Education to expand the School Support Team offerings to more districts and sites in order to make effective changes in low-performing schools. Leaders will report to the new Turnaround Division and the Race to the Top Project Director.	.33%	$70,710 per year	$560,000

2) Fringe Benefits

Fringe Benefits	**Benefits**	**Total**
Fringe Benefits for the School Support Team Leaders, including contribution to the Teachers' Retirement System and FICA	$46,000 per year	$184,000

3) Travel

Travel: Travel expenses include the average mile reimbursements of $150 for each trip, per diem, and hotel reimbursements based on county of destination.	**# Trips Per Year**	**Total**
Six School Support Team Leaders will lead teams through three site visits per year at low-performing schools and will conduct additional visits as Educational Leadership Coaches. Cost per trip is figured based on county of destination.	160 trips x $300 60 trips x $266	$256,000

4) Equipment
$0

5) Supplies
$0

6) Contractual
$0

7) Training Stipends
$0

8) Other
$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$250,000	$250,000	$250,000	$250,000

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$20,650	$20,650	$20,650	$20,650

11) Funding for Involved LEAs

$0

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs:	**Amount Available for Grants each year**	**Total**
Allocations will be designated to each of the five lowest performing schools to fund components of a high-quality turn-around plan. In order to receive their allocation, these districts must submit and receive approval on a plan based on one of the four intervention models defined in Race to the Top. Oklahoma State Department of Education school support teams will provide technical assistance to these districts as they develop and implement their plan.	$1,500,000	$6,000,000
A pool of funds will be available on a voluntary and competitive basis to participating districts that are prepared to aggressively implement one of the four intervention models defined in Race to the Top in schools that need improvement, but are not considered one of the five lowest performing schools in the state.	$1,250,000	$5,000,000

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$3,020,650	$3,020,650	$3,020,650	$3,020,650

Management Project
BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	**% FTE**	**Salary Increase**	**Total**
Race to the Top Implementation Team Project Director (1): Dr. Cindy Koss will be responsible for the overall leadership and implementation of the Race to the Top grant in addition to her regular job duties. She is an expert in school reform and has worked as Assistant State Superintendent in the School Improvement Division since 2003. She will report to the State Superintendent of Public Instruction and the Oklahoma Race to the Top Commission. Her qualifications are described in detail A2-7.	20-25%	$20,000 per year	$80,000
Race to the Top Implementation Team Members (7): Implementation Team Members will be responsible for the implementation and monitoring of the Race to the Top grant in addition to their regular job duties. Team members are experts in school reform, standards, assessments, teacher and administrator certification, early childhood, STEM, and/or school support. Team members will report to the Project Director and the State Superintendent of Public Instruction. Team member qualifications are described in detail in A2-7.	15-30%	$15,000-25,000 per year per team member	$560,000
Personnel: Other			**Total**
Substitute teachers will be hired for those teachers participating in the state's Race to the Top Kick-Off Conference.	$40 per substitute	250 teachers	$10,000

2) Fringe Benefits

Fringe Benefits	**Benefits**	**Total**
Fringe Benefits for the Race to the Top Project Director and Implementation Team Members, including contribution to the Teachers' Retirement System and FICA	$53,168 per year	$212,672

3) Travel
$0

4) Equipment
$0

5) Supplies

Supplies: The following supplies are estimated needs for the Race to the Top Kick-Off Conference described in the narrative for selection criterion (A)(2).	**Per Participant**	**Total**
Conference bags, name badges, general supplies		$2,000
District resource library containing books relating to school reform and implementing change.		$12,000
Supplies: The following supplies are estimated needs for the Race to the Top Annual Conferences and Standards Summits described in the narrative for selection criterion (A)(2) and (B)(3).		
Conference bags, name badges, general supplies		$8,500
District resource library containing materials relating to school reform and implementing change.		$32,500

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	**Per Year**	**Total**
Facility rental for kick-off conference.	$20,000	$20,000
Facility rentals for Race to the Top Annual Conferences and Standards Summits	$20,000	$80,000
Third party evaluator to determine effectiveness of all programs and projects implemented as part of the Race to the Top grant. Further detail on purpose and use of the third party evaluator can be found in the narrative for selection criterion (A)(2), and other research services.	$125,000	$535,000
Community engagement initiative will increase statewide participation in school reform efforts and leverage successes to further funding opportunities for continued success.	$100,000 in Year 1; $50,000 in each year thereafter	$250,000

7) Training Stipends

$0

8) Other

$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$533,168	$423,168	$423,168	$423,168

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$21,132	$17,592	$17,592	$17,592

11) Funding for Involved LEAs

$0

12) Supplemental Funding for Participating LEAs

$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$554,300	$440,760	$440,760	$440,760

Standards and Assessment Pipeline Project
BUDGET NARRATIVE

1) Personnel

Personnel: Teacher Stipends	**Stipend**	**Per Year**	**Total**
Teachers will be provided with stipends for participating in Achieving Classroom Excellence and American Diploma Project Academies described in the narrative for selection criterion (B)(3), which will occur outside of the contractual school day. The professional development provided in these academies will focus on Common Core Standards, assessments, data interpretation, and college- and career-readiness strategies that will further the work on the Race to the Top goals.	$100 per teacher	500 teachers per year	$200,000

2) Fringe Benefits
$0

3) Travel

Travel: Travel expenses include the average mile reimbursements of $50 each.	**Travel**	**Per Year**	**Total**
Teachers from participating districts who attend the Achieving Classroom Excellence and American Diploma Project Academies will be reimbursed mileage expenses to attend the academy.	$50 per teacher	500 teachers per year	$100,000

4) Equipment
$0

5) Supplies

Supplies: The following supplies are estimated needs for the ACE&ADP Academies described in the narrative for selection criterion (B)(3).	**Per Participant**	**Total**
Conference bags, name badges, general supplies	2000x$2	$4,000
Print materials, handouts, and professional literature relating to school reform and college- and career-readiness strategies.	2000x$48	$96,000

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	**Per Year**	**Total**
Facility rentals for Achieving Classroom Excellence and American Diploma Project Academies	$25,000	$100,000
Alignment Study described in the narrative for selection criterion (B)(3) to	$125,000	$500,000

compare the alignment of high school assignments to Common Core Standards for high school and to college-readiness expectations, and to compare entry-level college assignments to high school assignments and college-entrance expectations.		
Technology-based Instructional Toolkit described in the narrative for selection criterion (B)(3) to develop and disseminate lessons that translate Common Core Standards into engaging instruction.	$1,025,000 in Year 1; $325,000 in each year thereafter	$2,000,000

7) Training Stipends

$0

8) Other

$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$1,275,000	$575,000	$575,000	$575,000

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$10,325	$10,325	$10,325	$10,325

11) Funding for Involved LEAs

$0

12) Supplemental Funding for Participating LEAs

$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$1,285,325	$585,325	$585,325	$585,325

STEM Project
BUDGET NARRATIVE

1) Personnel
$0

2) Fringe Benefits
$0

3) Travel
$0

4) Equipment
$0

5) Supplies
$0

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	**Project Year**	**Cost**	**Total**
Create a STEM Coordinating Council that will be responsible for connecting, sharing, and building on the work of existing STEM initiatives, creating a common vision with aggressive goals that will support a state-wide, regional and local strategy to build STEM capacity and STEM literacy for all students. Focused targets for the council will be to enhance STEM teaching and learning capacity and increase the number of underrepresented student groups and female students' completing STEM programs of study.	Year 1	$100,000	$200,000
	Year 2	$100,000	
Expand Summer Academy opportunities in the STEM disciplines for students in grades 8-12 with 5-7 new grants. Offered on college campuses, these summer enrichment opportunities will be focused on educationally at-risk and economically challenged school districts in urban and rural areas. These new career exploration activities will be developed in consultation with key STEM focused industry groups such as Aerospace, Energy, Health Care, and Advanced Manufacturing.	Year 1	$150,000	$300,000
	Year 2	$150,000	
Expand high school STEM academies offered through Career and Technology Education focused on engineering, bioscience and biotechnology with 3-4 new sites per year. Strategic placement of additional academies will be focused on serving underrepresented groups of students, female students, and both urban and rural sites. Strategic talent pipeline development for Oklahoma's targeted industry sectors,	Year 1	$150,000	$300,000
	Year 2	$150,000	

Aerospace, Energy, Health Care, and Advanced Manufacturing.			

7) Training Stipends
$0

8) Other
$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$400,000	$400,000	$0	$0

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$7,375	$7,375	$0	$0

11) Funding for Involved LEAs
$0

12) Supplemental Funding for Participating LEAs
$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
$407,375	$407,375	$0	$0

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ⦿
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _07_/_01_/_2009___ To: _06_/_30_/_2010__

Approving Federal agency: _X_ED ___Other

(Please specify agency): __Oklahoma State Department of Education

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

   If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

VIII. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING (Appendix D in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

Background for Memorandum of Understanding

Participating LEAs (as defined in this notice) in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA (as defined in this notice).

To support States in working efficiently with LEAs to determine which LEAs will participate in the State's Race to the Top application, the U.S. Department of Education has produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. They may use a different document that includes the key features noted below and in the model, and they should consult with their State and local attorneys on what is most appropriate for their State that includes, at a minimum, these key elements.

The purpose of the model MOU is to help to specify a relationship that is specific to Race to the Top and is not meant to detail all typical aspects of State/LEA grant management or administration. At a minimum, a strong MOU should include the following, each of which is described in detail below: (i) terms and conditions; (ii) a scope of work; and, (iii) signatures.

(i) Terms and conditions: Each participating LEA (as defined in this notice) should sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the State and the LEA; State recourse for LEA non-performance; and assurances that make clear what the participating LEA (as defined in this notice) is agreeing to do.

(ii) Scope of work: MOUs should include a scope of work (included in the model MOU as Exhibit I) that is completed by each participating LEA (as defined in this notice). The scope of work must be signed and dated by an authorized LEA and State official. In the interest of time and with respect for the effort it will take for LEAs to develop detailed work plans, the scope of work submitted by LEAs and States as part of their Race to the Top applications may be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. (Note that in order to participate in a State's Race to the Top application an LEA must agree to implement all or significant portions of the State's reform plans.)

If a State is awarded a Race to the Top grant, the participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work (which could be attached to the model MOU as Exhibit II), which must contain detailed work plans that are consistent with the preliminary scope of work and with the State's grant application, and should include the participating LEA's (as defined in this notice) specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

(iii) Signatures: The signatures demonstrate (a) an acknowledgement of the relationship between the LEA and the State, and (b) the strength of the participating LEA's (as defined in this notice) commitment.

- With respect to the relationship between the LEA and the State, the State's counter-signature on the MOU indicates that the LEA's commitment is consistent with the requirement that a participating LEA (as defined in this notice) implement all or significant portions of the State's plans.
- The strength of the participating LEA's (as defined in this notice) commitment will be demonstrated by the signatures of the LEA superintendent (or an equivalent authorized signatory), the president of the local school board (or equivalent, if applicable) and the local teacher's union leader (if applicable).

Please note the following with regard to the State's Race to the Top application:

- In its application, the State need only provide an example of the State's standard Participating LEA MOU; it does not have to provide copies of every MOU signed by its participating LEAs (as defined in this notice). If, however, States and LEAs have made any changes to the State's standard MOU, the State must provide description of the changes that were made. Please note that the Department may, at any time, request copies of all MOUs between the State and its participating LEAs.
- Please see criterion (A)(1)(ii) and (A)(1)(iii), and the evidence requested in the application, for more information and ways in which States will be asked to summarize information about the LEA MOUs.

Model Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between _____ ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE
If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES
The Participating LEA hereby certifies and represents that it:
1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

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

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

IX. SCHOOL INTERVENTION MODELS
(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

(a) Turnaround model. (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as—

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (*e.g.*, themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization

(CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure**.** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

X. SCORING RUBRIC
(Appendix B in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

I. Introduction

To help ensure inter-reviewer reliability and transparency for State Race to the Top applicants, the U.S. Department of Education has created and is publishing a rubric for scoring State applications. The pages that follow detail the rubric and allocation of point values that reviewers will be using. Race to the Top grants will be awarded on a competitive basis to States in two phases. The rubric will be used by reviewers in each phase to ensure consistency across and within review panels.

The rubric allocates points to each criterion and, in selected cases, to sub-criteria as well. In all, the Race to the Top scoring rubric includes 19 criteria and one competitive priority that collectively add up to 500 points. Several of these criteria account for a large number of points; others account for a comparatively small portion of a State's score.

It is important to emphasize that over half the points that reviewers may award to States are based on States' accomplishments prior to applying—their successes in increasing student achievement, decreasing the achievement gaps, increasing graduation rates, enlisting strong statewide support and commitment to their proposed plans, and creating legal conditions conducive to education reform and innovation. Finally, it bears underscoring that reviewers will be assessing multiple aspects of States' Race to the Top applications. States that fail to earn points or earn a low number of points on one criterion, can still win a Race to the Top award by presenting strong applications and histories of accomplishments on other criteria.

Notwithstanding the guidance being provided to reviewers, reviewers will still be required to make many thoughtful judgments about the quality of States' applications. Beyond judging a State's commitment to the four reform areas specified in the ARRA, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of States' applications and plans. Reviewers will be asked to evaluate, for example, if States have set ambitious but achievable annual targets in their applications. Reviewers will need to make informed judgments about States' goals, the activities the State has chosen to undertake and the rationales for such activities, and the timeline and credibility of State plans.

Applicants address the absolute and competitive priorities throughout their applications. The absolute priority must be met in order for an applicant to receive funding. Applications that address the competitive priority comprehensively will earn extra points under that priority. Invitational priorities are extensions to the core reform areas; applicants are invited to address these, but are not granted additional points for doing so.

In this appendix there is information about the point values for each criterion and priority, guidance on scoring, and the rubric that will be provided to reviewers.

II. Points Overview

The chart below shows the maximum number of points that may be assigned to each criterion.

Selection Criteria	Points	Percent
A. State Success Factors	125	25%
(A)(1) Articulating State's education reform agenda and LEAs' participation in it	65	
(i) Articulating comprehensive, coherent reform agenda	*5*	
(ii) Securing LEA commitment	*45*	
(iii) Translating LEA participation into statewide impact	*15*	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	
(i) Ensuring the capacity to implement	*20*	
(ii) Using broad stakeholder support	*10*	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	
(i) Making progress in each reform area	*5*	
(ii) Improving student outcomes	*25*	
B. Standards and Assessments	70	14%
(B)(1) Developing and adopting common standards	40	
(i) Participating in consortium developing high-quality standards	*20*	
(ii) Adopting standards	*20*	
(B)(2) Developing and implementing common, high-quality assessments	10	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	
C. Data Systems to Support Instruction	47	9%
(C)(1) Fully implementing a statewide longitudinal data system	24	
(C)(2) Accessing and using State data	5	
(C)(3) Using data to improve instruction	18	
D. Great Teachers and Leaders	138	28%
Eligibility Requirement (b)	eligibility	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	
(D)(2) Improving teacher and principal effectiveness based on performance	58	
(i) Measuring student growth	*5*	
(ii) Developing evaluation systems	*15*	
(iii) Conducting annual evaluations	*10*	
(iv) Using evaluations to inform key decisions	*28*	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	*15*	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	*10*	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	
(D)(5) Providing effective support to teachers and principals	20	
E. Turning Around the Lowest-Achieving Schools	50	10%
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	
(E)(2) Turning around the lowest-achieving schools	40	
(i) Identifying the persistently lowest-achieving schools	*5*	
(ii) Turning around the persistently lowest-achieving schools	*35*	
F. General	55	11%
Eligibility Requirement (a)	eligibility	
(F)(1) Making education funding a priority	10	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative s	40	
(F)(3) Demonstrating other significant reform conditions	5	
Competitive Preference Priority 2: Emphasis on STEM	15	3%
TOTAL	**500**	**100%**

Subtotal: Accomplishments	260	52%
Subtotal: Plans	240	48%

III. About Scoring

About State Reform Conditions Criteria: The goal for State Reform Conditions Criteria is to ensure that, wherever possible, reviewers are provided with criterion-specific guidance that is clear and specific, making the decisions as "objective" as possible. (See application requirement (d) for the guidance provided to States concerning responding to State Reform Conditions Criteria in their applications.)

About Reform Plan Criteria: For Reform Plan Criteria, reviewers will be given general guidance on how to evaluate the information that each State submits; this guidance will be consistent with application requirement (e). Reviewers will allot points based on the quality of the State's plan and, where specified in the text of the criterion, whether the State has set ambitious yet achievable annual targets for that plan. In making these judgments, reviewers will consider the extent to which the State has:

- *A high-quality plan.* In determining the quality of a State's plan for a given Reform Plan Criterion, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the parties responsible for implementing the activities, and the credibility of the plan (as judged, in part, by the information submitted as supporting evidence). States are required to submit this information for each Reform Plan Criterion that the State addresses. States may also submit additional information that they believe will be helpful to peer reviewers.

- *Ambitious yet achievable annual targets* (only for those criteria that specify this). In determining whether a State has ambitious yet achievable annual targets for a given Reform Plan Criterion, reviewers will examine the State's targets in the context of the State's plan and the evidence submitted (if any) in support of the plan. There is no specific target that reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, reviewers will reward States for developing targets that – in light of the State's plan – are "ambitious yet achievable."

Note that the evidence that States submit may be relevant both to judging whether the State has a high-quality plan and whether its annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. In general, the Department has specified total point values at the criterion level and in some instances, at the sub-criterion level. In the cases where the point totals have not been allocated to sub-criteria, each sub-criterion is weighted equally.

The reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
45	0 – 12	13 – 33	34 – 45
40	0 – 10	11 – 29	30 – 40
35	0 – 9	10 – 25	26 – 35
30	0 – 8	9 – 21	22 – 30
25	0 – 7	8 – 18	19 – 25

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
21	0 – 5	6 – 15	16 – 21
20	0 – 5	6 – 14	15 – 20
15	0 – 4	5 – 10	11 – 15
14	0 – 4	5 – 9	10 – 14
10	0 – 2	3 – 7	8 – 10
7	0 – 2	3 – 4	5 – 7
5	0 – 1	2 – 3	4 – 5

About Priorities: There are three types of priorities in the Race to the Top competition.

- The absolute priority cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.
- The competitive priority also cuts across the entire application. It is worth 15 points. Applicants will earn all or none of it, making it truly a competitive preference. In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will award the competitive priority points only if a majority of the reviewers on a panel determine that an application should receive the priority points.
- The invitational priorities are addressed in their own separate sections. While applicants are invited to write to the invitational priorities, these will not earn points.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants' scores on criterion (A)(1)(ii), Securing LEA Commitment, will be used to break the tie.

IV. Reviewer Guidance for Criteria

A. State Success Factors

General Reviewer Guidance for (A)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

Reviewer Guidance Specific to (A)(1)(ii):

- *The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.*

(A)(1) **(maximum total points: 65)** Articulating State's education reform agenda and LEAs' participation in it: The extent to which—

(i) **(maximum subpoints: 5)** The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible

path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application;

(ii) **(maximum subpoints: 45)** The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include—

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) **(maximum subpoints: 15)** The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

General Reviewer Guidance for (A)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(A)(2) **(maximum total points: 30)** Building strong statewide capacity to implement, scale up, and sustain proposed plans: The extent to which the State has a high-quality overall plan to—

(i) **(maximum subpoints: 20)** Ensure that it has the capacity required to implement its proposed plans by—

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals;

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) **(maximum subpoints: 10)** Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from—

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

General Reviewer Guidance for (A)(3): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, and to the evidence requested in the application and presented by the applicant (if any).

(A)(3) **(maximum total points: 30)** Demonstrating significant progress in raising achievement and closing gaps: The extent to which the State has demonstrated its ability to—

(i) **(maximum subpoints: 5)** Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms;

(ii) **(maximum subpoints: 25)** Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to—

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

B. Standards and Assessments

State Reform Conditions Criteria

General Reviewer Guidance for (B)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (B)(1)(i)(b) – Significant Number of States:
- *"High" points for a significant number of States are earned if the consortium includes a majority of the States in the country.*
- *"Medium" or "low" points are earned if the consortium includes one-half of the States in the country or less.*

Reviewer Guidance Specific to (B)(1)(ii):
- *"High" points are earned for: Phase 1 applicants' commitment to and progress toward adoption by August 2, 2010; and Phase 2 applicants' adoption by August 2, 2010.*
- *No "Medium" points are assigned for this criterion.*
- *"Low" points are earned for a high-quality plan to adopt by a later specified date in 2010.*
- *No points are earned for a plan that is not high-quality or for a plan to adopt later than 2010.*

(B)(1) **(maximum total points: 40)** Developing and adopting common standards: The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) **(maximum subpoints: 20)** The State's participation in a consortium of States that—

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) **(maximum subpoints: 20)** (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[7]

General Reviewer Guidance for (B)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (B)(2)(ii) – Significant Number of States:
- *"High" points for a significant number of States are earned if the consortium includes a majority of the States in the country.*
- *"Medium" or "low" points are earned if the consortium includes one-half of the States in the country or less.*

(B)(2) **(maximum total points: 10)** Developing and implementing common, high-quality assessments: The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

[7] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

Reform Plan Criteria

General Reviewer Guidance for (B)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(B)(3) **(maximum total points: 20)** Supporting the transition to enhanced standards and high-quality assessments: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

C. Data Systems to Support Instruction

State Reform Conditions Criteria

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (C)(1):

- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

Reform Plan Criteria

General Reviewer Guidance for (C)(2): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and

presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(C)(2) **(maximum total points: 5)** Accessing and using State data: The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[8]

General Reviewer Guidance for (C)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(C)(3) **(maximum total points: 18)** Using data to improve instruction: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

D. Great Teachers and Leaders

State Reform Conditions Criteria

General Reviewer Guidance for (D)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (D)(1):

- *The criterion must be judged for both teachers and principals.*

[8] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Reviewer Guidance Specific to (D)(1)(i):

- *"High" points are earned by States that have alternative routes that (a) permit providers who operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).*
- *"Medium" points are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).*
- *"Low" points are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).*

(D)(1) **(maximum total points: 21)** Providing high-quality pathways for aspiring teachers and principals: The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

Reform Plan Criteria

General Reviewer Guidance for (D)(2): In judging the quality of the applicant's response to this criterion and annual targets, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

Reviewer Guidance Specific to (D)(2):

- *The criterion must be judged for both teachers and principals.*

(D)(2) **(maximum total points: 58)** Improving teacher and principal effectiveness based on performance: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) **(maximum subpoints: 5)** Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;

(ii) **(maximum subpoints: 15)** Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;

(iii) **(maximum subpoints: 10)** Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and

(iv) **(maximum subpoints: 28)** Use these evaluations, at a minimum, to inform decisions regarding—

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

General Reviewer Guidance for (D)(3): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(D)(3) **(maximum total points: 25)** Ensuring equitable distribution of effective teachers and principals: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 15)** Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; and

(ii) **(maximum subpoints: 10)** Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

General Reviewer Guidance for (D)(5): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(D)(5) **(maximum total points: 20)** Providing effective support to teachers and principals: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

E. Turning Around the Lowest-Achieving Schools

State Reform Conditions Criteria

General Reviewer Guidance for (E)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (E)(1):

- *10 points are earned by States that can intervene directly in both schools and LEAs.*
- *5 points are earned by States that can intervene directly in either schools or LEAs, but not both.*
- *0 points are earned by States that cannot intervene in either schools or LEAs.*

(E)(1) **(maximum total points: 10)** Intervening in the lowest-achieving schools and LEAs: The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

Reform Plan Criteria

General Reviewer Guidance for (E)(2): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

(E)(2) **(maximum total points: 40)** Turning around the lowest-achieving schools: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 5)** Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and

(ii) **(maximum subpoints: 35)** Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

F. General

State Reform Conditions Criteria

General Reviewer Guidance for (F)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (F)(1)(i):

- *"High" points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education increased from FY2008 to FY2009.*
- *"Medium" points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education were substantially unchanged from FY2008 to FY2009.*
- *"Low" points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education decreased from FY2008 to FY2009.*

(F)(1) **(maximum total points: 10)** Making education funding a priority: The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

General Reviewer Guidance for (F)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (F)(2)(i):

- *"High" points are earned if the State either has no cap on the number of charter schools, or it has a "high" cap (defined as a cap such that, if it were filled, ≥10% of the total schools in the State would be charter schools); and the State does not have restrictions, such as those referenced in the "note to reviewers" below, that would be considered even mildly inhibiting.*

- *"Medium" points are earned if the State has a "medium" cap on the number of charter schools (defined as a cap such that, if it were filled, ≥5% and <10% of the total schools in the State would be charter schools); or the charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the "note to reviewers" below, that would be considered moderately or severely inhibiting.*
- *"Low" points are earned if the State has a "low" cap on the number of charter schools (defined as a cap such that, if it were filled, <5% of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the "note to reviewers" below, that would be considered severely inhibiting.*
- *No points are earned if the State has no charter school law.*
- *Note to reviewers: Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, this rubric is meant to guide reviewers, not to bind them. For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here. As reviewers assess the inhibitions on charter schools, they should look for restrictions such as: disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have "smart caps" designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.*

Reviewer Guidance Specific to (F)(2)(iii):
- *"High" points are earned if the per-pupil funding to charter school students is ≥90% of that which is provided to traditional public school students.*
- *"Medium" points are earned if the per-pupil funding to charter school students is 80-89% of that which is provided to traditional public school students.*
- *"Low" points are earned if the per-pupil funding to charter school students is ≤79% of that which is provided to traditional public school students, or the State does not have a charter school law.*
- *No points are earned if the State has no charter school law.*

(F)(2) **(maximum total points: 40)** Ensuring successful conditions for high-performing charter schools and other innovative schools: The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools.

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

General Reviewer Guidance for (F)(3): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

(F)(3) **(maximum total points: 5)** Demonstrating other significant reform conditions: The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, 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.

V. Reviewer Guidance for Priorities

Absolute Priority Guidance: The application will be judged to ensure that it has met the absolute priority set forth below. The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.

Priority 1: Absolute Priority – Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Competitive Priority Guidance: The application will be judged to determine whether it has met the competitive preference priority set forth below. The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (competitive preference points: 15, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and

engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

Invitational Priority Guidance: *No points are awarded for invitational priorities.*

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes.

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

Invitational Priority Guidance: *No points are awarded for invitational priorities.*

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems.

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

Invitational Priority Guidance: *No points are awarded for invitational priorities.*

Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment.

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is,

coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

Invitational Priority Guidance: *No points are awarded for invitational priorities.*

Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning.

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as--

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

XI. APPLICATION REQUIREMENTS

(a) The State's application must be signed by the Governor, the State's chief school officer, and the president of the State board of education (if applicable). States will respond to this requirement in the application, Section III, Race to the Top Application Assurances. In addition, the assurances in Section IV must be signed by the Governor.

(b) The State must describe the progress it has made over the past several years in each of the four education reform areas (as described in criterion (A)(3)(i)).

(c) The State must include a budget that details how it will use grant funds and other resources to meet targets and perform related functions (as described in criterion (A)(2)(i)(d)), including how it will use funds awarded under this program to–

(1) Achieve its targets for improving student achievement and graduation rates and for closing achievement gaps (as described in criterion (A)(1)(iii)); the State must also describe its track record of improving student progress overall and by student subgroup (as described in criterion (A)(3)(ii)); and

(2) Give priority to high-need LEAs (as defined in this notice), in addition to providing 50 percent of the grant to participating LEAs (as defined in this notice) based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year as required under section 14006(c) of the ARRA. (Note: Because all Race to the Top grants will be made in 2010, relative shares will be based on total funding received in FY 2009, including both the regular Title I, Part A appropriation and the amount made available by the ARRA).

(d) The State must provide, for each State Reform Conditions Criterion (listed in this notice) that it chooses to address, a description of the State's current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any (see Appendix A).

(e) The State must provide, for each Reform Plan Criterion (listed in this notice) that it chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals;

(3) The timeline for implementing the activities;

(4) The party or parties responsible for implementing the activities;

(5) The information requested in the performance measures, where applicable (see Appendix A), and where the State proposes plans for reform efforts not covered by a specified

performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and

(6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the State's plan.

(f) The State must submit a certification from the State Attorney General that—

(1) The State's description of, and statements and conclusions concerning State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation; and

(2) At the time the State submits its application, the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

(g) When addressing issues relating to assessments required under the ESEA or subgroups in the selection criteria, the State must meet the following requirements:

(1) For student subgroups with respect to the NAEP, the State must provide data for the NAEP subgroups described in section 303(b)(2)(G) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622) (*i.e.*, race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency). The State must also include the NAEP exclusion rate for students with disabilities and the exclusion rate for English language learners, along with clear documentation of the State's policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations;

(2) For student subgroups with respect to high school graduation rates, college enrollment and credit accumulation rates, and the assessments required under the ESEA, the State must provide data for the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency); and

(3) For the assessments required under the ESEA, refer to section 1111(b)(3) of the ESEA; in addition, when describing this assessment data in the State's application, the State should note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next.

XII. REPORTING REQUIREMENTS

A State receiving Race to the Top funds must submit to the Department an annual report which must include, in addition to the standard elements, a description of the State's and its LEAs' progress to date on their goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program and its participating LEAs are accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Department will monitor a State's and its participating LEAs' progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, the Department may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process between the State and the Department, the Department may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement with the Department. If the Department determines that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate action, which could include a collaborative process between the Department and the State, or enforcement measures with respect to this grant such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

A State that receives Race to the Top funds must also meet the reporting requirements that apply to all ARRA-funded programs. Specifically, the State must submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department (ARRA Division A, Section 1512(c)).

In addition, for each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:

- the uses of funds within the State;
- how the State distributed the funds it received;
- the number of jobs that the Governor estimates were saved or created with the funds;
- the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for English language learners and students with disabilities; and
- if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008).

XIII. OTHER REQUIREMENTS

Evaluation

The Institute of Education Sciences (IES) will conduct a series of national evaluations of Race to the Top's State grantees as part of its evaluation of programs funded under the ARRA. The Department's goal for these evaluations is to ensure that its studies not only assess program impacts, but also provide valuable information to State and local educators to help inform and improve their practices.

The Department anticipates that the national evaluations will involve such components as–

- Surveys of States, LEAs, and/or schools, which will help identify how program funding is spent and the specific efforts and activities that are underway within each of the four education reform areas and across selected ARRA-funded programs;
- Case studies of promising practices in States, LEAs, and/or schools through surveys and other mechanisms; and
- Evaluations of outcomes, focusing on student achievement and other performance measures, to determine the impact of the reforms implemented under Race to the Top.

Race to the Top grantee States are not required to conduct independent evaluations, but may propose, within their applications, to use funds from Race to the Top to support such evaluations. Grantees must make available, through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters, websites) mechanisms, the results of any evaluations they conduct of their funded activities. In addition, as described elsewhere in this notice and regardless of the final components of the national evaluation, Race to the Top States, LEAs, and schools are expected to identify and share promising practices, make work available within and across States, and make data available in appropriate ways to stakeholders and researchers so as to help all States focus on continuous improvement in service of student outcomes.

Participating LEA Scope of Work

The agreements signed by participating LEAs (as defined in this notice) must include a scope-of-work section. The scope of work submitted by LEAs and States as part of their Race to the Top applications will be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. If a State is awarded a Race to the Top grant, its participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with their preliminary scopes of work and with the State's grant application, and should include the participating LEAs' specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

Making Work Available

Unless otherwise protected by law or agreement as proprietary information, the State and its subgrantees must make any work (*e.g.*, materials, tools, processes, systems) developed under its grant freely available to others, including but not limited to by posting the work on a website identified or sponsored by the Department.

Technical Assistance

The State must participate in applicable technical assistance activities that may be conducted by the Department or its designees.

State Summative Assessments

No funds awarded under this competition may be used to pay for costs related to statewide summative assessments.

XIV. CONTRACTING FOR SERVICES

Generally, all procurement transactions by State or local educational agencies made with Race to the Top grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

XV. APPLICATION SUBMISSION PROCEDURES

SUBMISSION INFORMATION

The deadline for submission of Program applications is January 19, 2010 for Phase 1 applicants, and June 1, 2010 for Phase 2 applicants.

Applications for grants under this competition must be submitted by mail or hand delivery. The Department strongly recommends the use of overnight mail. Applications postmarked on the deadline date but arriving late will not be read.

a. Application Submission Format and Deadline.

Applications for grants under this competition, as well as any amendments regarding adoption of common standards that Phase 2 applicants may file after June 1 and through August 2, 2010, must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred. In addition, they must submit a signed original of Sections III and IV of the application and one copy of that signed original. Sections III and IV of the application include the Race to the Top Application Assurances and the Accountability, Transparency, Reporting and Other Assurances.

All electronic application files must be in a .DOC (document), .DOCX (document), .RTF (rich text), or .PDF (Portable Document) format. Each file name should clearly identify the part of the application to which the content is responding. If a State submits a file type other than the four file types specified in this paragraph, the Department will not review that material. States should not password-protect these files.

The CD or DVD should be clearly labeled with the State's name and any other relevant information.

The Department must receive all grant applications by 4:30:00 p.m., Washington DC time, on the application deadline date. ***We will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date.*** Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their applications in advance of the application deadline date.

b. Submission of Applications by Mail.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by mail (either through the U.S. Postal Service or a commercial carrier). We must receive the applications on or before the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight mail. Mail applications to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.395A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

If we receive an application after the application deadline, we will not consider that application.

c. Submission of Applications by Hand Delivery.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by hand delivery (including via a courier service). We must receive the applications on or before the application deadline date, at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.395A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

If we receive an application after the application deadline, we will not consider that application.

d. Envelope requirements and receipt:

When an applicant submits its application, whether by mail or hand delivery--

(1) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.395A; and

(2) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification, it should call the U.S. Department of Education Application Control Center at (202) 245-6288.

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

XVI. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete.

Formatting Recommendations (page 3)

- ❑ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ❑ Are all pages numbered?
- ❑ Is the line space set to 1.5 spacing using 12 point Times New Roman font?

Race to the Top Application Assurances (page 12)

- ❑ Is all of the requested information included on the Race to the Top Application Assurances page?
- ❑ **SIGNATURE REQUIRED –** Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- ❑ **SIGNATURE REQUIRED –** Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- ❑ **SIGNATURE REQUIRED –** Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?

State Attorney General Certification (page 13)

- ❑ **SIGNATURE REQUIRED –** Has the State Attorney General or an authorized representative signed and dated the Race to the Top Application Assurances?

Accountability, Transparency, Reporting, and Other Assurances and Certifications (pages 14-16)

- ❑ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed and dated the other Assurances and Certifications?

Eligibility Requirements (page 17)

- ❑ Has the State provided explanatory information for eligibility requirement (b)? (Note that the Attorney General certification addresses this requirement, so the explanatory information is optional.)

Selection Criteria: Progress and Plans in the Four Education Reform Areas (pages 18-50)

- ❑ Has the State responded to all of the selection criteria to which it plans to respond?
- ❑ For each selection criterion to which the State is responding, has the State provided the necessary:
  - ❑ Narrative response?
  - ❑ Performance measures?
  - ❑ Evidence?
- ❑ Has the State organized the Appendix properly such that each attachment in the appendix is described in the narrative text of the relevant selection criterion?

Competition Priorities (pages 51-54)

- ❑ **[Optional]** Has the State responded to all the competitive preference and invitational priorities to which it plans to respond?

Budget (see pages 55-64)

- ❑ Has the State completed the following elements of the budget?
  - ❑ Budget Part I: Summary Table (page 56)
  - ❑ Budget Part I: Budget Summary Narrative (page 57)
  - ❑ Budget Part II: Project-Level Budget Table (page 58)
  - ❑ Budget Part II: Project-Level Budget Narrative (page 59)
  - ❑ **[If requested]** Indirect Costs (page 64)

Application Requirements (see pages 92-93)

- ❑ Has the State fulfilled all of the application requirements?

Application Submission Procedures (pages 98-99)

- ❑ Has the State complied with the submission format requirements, including the application deadline for submission?

Appendix (page 102)

- ❑ Has the State created a table of contents for its appendix?
- ❑ Has the State included all required appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?

XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Section	Attachment Name
A1	A1-1 Common Core Standards
A1	A1-2 Homeless Rates
A1	A1-3 Oklahoma History of NAEP Scores
A1	A1-4 CSIS
A1	A1-5 Achieve Consortia
A1	A1-6 America Diploma Project
A1	A1-7 Achieving Classroom Excellence (ACE)
A1	A1-8 ACE Remediation Plans/Strategies Chart
A1	A1-9 Tulsa Public Schools Report Card
A1	A1-10 Standard Participating LEA MOU
A1	A1-11 Detailed LEA Table
A1	A1-12 Disparity Between State & NAEP Proficiency Rates, 2007
A1	A1-13 OEA and OKC/AFT Letters of Support
A1	A1-14 Leaders and Laggards
A2	A2-1 Oklahoma Steering Committee
A2	A2-2 Working Group List
A2	A2-3 Local Letters of Support
A2	A2-4 Regional Meeting Interview Guide

A2	A2-5 Regional Meeting Summary Feedback
A2	A2-6 Executive Order 20010-5
A2	A2-7 RTTT Implementation from Biographical
A2	A2-8 Senate Bill 222
A2	A2-9 Budget
A3	A3-1 Priority Academic Student Skills (PASS)
A3	A3-2 Nine Essential Elements
A3	A3-3 NCLB Differential Needs
A3	A3-4 Videoconference Networking
A3	A3-5 Data Retreat Process
A3	A3-6 Top 10 Standard/Accountability
A3	A3-7 ESEA Results from 2002-2009
A3	A3-8 One Story - Bell Public Schools
A3	A3-9 Our Story - Madison Middle School - Tulsa Public Schools
A3	A3-10 High School Dropout and Completion Rates in the United States: 2007 (NCES 2009-064)
B1	B1-1 College Readiness Standards
B3	B3-1 Mosaic Consortium
C1	C1-1 Data Quality Campaign
D1	D1-1 Senate Bill 582
D1	D1-2 Senate Bill 394
D1	D1-3 House Bill 1477
D1	D1-4 Teachers-Teachers Home Page
D1	D1-5 House Bill 1549

D2	D2-1 Evaluation System
D2	D2-2 Milestone & Timelines
D2	D2-3 OK Stat. tit. 70 Section 6-101.22
D2	D2-4 OK Stat. tit. 70 Section 6-101.24
D2	D2-5 OK Stat. tit. 70 Section 5-141.2
D3	D3-1 School Improvement History with HQT 2004-2009
D3	D3-2 Equitable Distribution of Teacher Incentive
D3	D3-3 Equitable Distribution Data
D3	D3-4 Consolidated State Performance Report
D3	D3-5 OECS Screen Shot
E1	E1-1 House Bill 1461
E1	E1-2 70 Okla. Stat. tit. 1210.544
E2	E2-1 Lowest Achieving Schools
E2	E2-2 Differentiating Supports & Interventions
E2	E2-3 Tulsa Area Community Schools Initiative
E2	E2-4 OK Student Demographics
E2	E2-5 08-09 SSOS Data
F1	F1-1 OK Stat. tit. 62 Section 34-87
F2	F2-1 OK Stat. tit. 70 Section 3-130 et seq.
F3	F3-1 Senate Bill 290
P2-1	P2-1 STEM Map