

VI. 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)

Oregon’s education reform agenda is built upon the State’s ambitious goals to raise the level of education attainment of Oregon citizens by 2025. In what has come to be known informally as 40-40-20, this goal advances the proposition that 40% of Oregonians 25 years or older should have a bachelor’s degree or higher, 40% should have an associate’s degree or post-secondary credential in a skilled occupation, and the other 20% should have at least a high school diploma that represents a high level of academic and work readiness skills. This agenda was a centerpiece in Governor Ted Kulongoski’s 2009-11 Budget to the 2009 Legislature. It has been adopted as Oregon’s vision and platform for education improvement by both the State Board of Education and the State Board of Higher Education.

Attaining High Educational Outcomes

This is a challenging goal because too many Oregon students, like their counterparts across the nation, are struggling. A majority of Oregon students in grade 4 and 8 score below proficient in NAEP reading and math assessments; a significant percentage of ninth graders do not obtain a high school diploma in four years; and a sizable group of high school graduates find themselves unprepared for the demands of post-secondary studies and the work place. (Appendix A.10.)

State and Local Educational Agency Objectives

To reach its education attainment goal, Oregon must prepare students from pre-school onward for academic achievement at higher standards predictive of post-secondary success. The Oregon Plan includes a number of objectives: raising overall student achievement, increasing high school graduation rates, and boosting the post-secondary readiness, enrollment, and success of Oregon youth. These

objectives inherently require closing the achievement gap that has plagued Oregon and the nation. Given these objectives, the benchmarks for success in the Oregon Plan include:

- Marked increases in K-12 students meeting rigorous academic standards leading to post-secondary readiness.
- Similar increases in high school graduation rates and corresponding declines in student dropouts.
- Higher enrollment of high school graduates in post-secondary education—and higher post-secondary completion rates.
- Significant reduction of gaps between majority and sub groups of students in state and national test scores, graduation, dropouts, college going, post-secondary enrollment, and post-secondary success.

To reach these goals, Oregon has developed a strategic framework, summarized below, which has as its focus the strengthening of the instructional core: teaching and learning. A Race to the Top grant would accelerate this work; but whether or not a grant is awarded, the work will continue.

A key perspective of the Oregon Plan is that it is centrally guided and locally practiced: It is based on leadership from the Oregon Department of Education and incorporates its history of reform work in the four core reform areas, and it is based on the extensive initiatives that have been locally grown and practiced by teachers and principals throughout the state.

Strategic Framework and Focus on Instructional Core Transformation

Oregon's strategic framework for achieving these objectives—instituted and refined in the past two decades and referenced in this application as the Oregon Plan—has been to create the expectations and conditions that enable local educational agencies to be successful.

Major components of this framework are rigorous academic content standards, higher knowledge and process skill requirements in a new high school diploma, regular statewide assessment of students to measure academic progress and the effectiveness of schooling, and a longitudinal student data system to (1) refine classroom instruction, (2) guide policy-making, and (3) align the PK-20 system to assure continuity in curriculum and assessments, student transitions, budgeting, and system accountability. It also squarely addresses institutionalization of reform.

Design Team Focus and Process

Transforming the instructional core and student achievement was also the focus of Oregon's Race to the Top Design Team, which developed the principles and recommendations of this application. The Design Team was made up of 22 education, business, philanthropy, and advocacy leaders appointed by Governor Ted Kulongoski and Superintendent of Public Instruction Susan Castillo. The Design Team was assisted in its effort by four work groups consisting of Design Team members and approximately 60 other education leaders and practitioners, as well as representatives of advocacy groups. The four work groups were Effective Teachers and Principals, Standards and Assessment, Use of Assessment Data in Instruction, and Low Performing Schools. In addition, two RTTT public hearings were held, with Design Team members hearing testimony coming from parents, teachers, business leaders and students. (See Design Team and Work Group membership, **Appendix A.1**).

As conceived by the Design Team and presented in this application, the Oregon Plan reflects four critical attributes:

- It is anchored in well-defined state policy, with appropriate legislative and regulatory authority to accomplish all components of reform in the proposal.
- It is based on a number of significant initiatives that are already in place statewide and that can be used to seed the next level of reform: Response to Intervention (RTI) for targeting effective instruction to students in need; Positive Behavior Support (PBS) for systemizing behavioral interventions school-wide, and the extension to Effective Behavior and Instructional Support System (EBISS) for systematizing behavioral and academic interventions; the Oregon Direct Access to Achievement (DATA) Project focusing on data quality, assessment literacy and instructional improvement; the Oregon Statewide Longitudinal Data System (SLDS) to support professional learning communities and data driven decision making throughout the education enterprise, and the Oregon Literacy Frameworks for ensuring all students become accomplished readers. These core instructional initiatives are complemented by other initiatives such as Scaling Up to institutionalize reform, the Oregon Leadership Network (OLN) and ExEL for teacher and principal leadership, and Creative Leadership Achieves Student Success (CLASS) for teacher effectiveness.

- It is systemic and integrative in nature, recognizing the interrelationship among all components of reform – standards and assessments, data for instructional use, great teachers and leaders, and turning around low-performing schools.
- It is geographically and professionally integrated and includes the input of a diverse range of stakeholder groups. From this broad base of support, we created a plan that is realistic and will dramatically accelerate the pace of reform in our state.

Alignment of the Oregon Plan to RTTT Priorities

As summarized in Sections (B) through (F) in this application, Oregon’s reform goals and the strategies in place to reach those goals are well matched to the purpose and objective of Race to the Top.

Demonstrated commitment to high standards and assessments. Oregon has been committed to improving standards and assessments for more than two decades. The foundation was laid in 1985 with the State's first elementary and secondary academic goals covering reading, writing, and mathematics. In 1991, the State took standards and assessments to the next level when the Legislature passed the Oregon Educational Act for the 21st Century. Following 1995 amendments to the 1991 Act, the State introduced more comprehensive standards and assessments in 1996, and in 1999 Oregon applied student assessments to the initial version of its school rating system. Based on Oregon’s pioneering work in developing these standards, the Education Commission for the States, in a 2004 policy brief, described Oregon as “a model for other states in implementing P-16 standards.”

Oregon is committed by legislative mandate to improve its standards continuously and the State has been diligent in meeting that commitment. In 2007 it adopted the higher diploma standards described near the end of this section. In 2008 it adopted standards for student education on use of technology. Early in 2009 it adopted higher science standards, and then, later that year, new math standards. Oregon is a member of two state consortia that support the development of K-12 college and career readiness standards: (1) the Common Core State Standards Initiative (CCSSI); and (2) the American Diploma Project Network, sponsored by Achieve, Inc. The Oregon Plan will rely on both these consortia in the development and adoption of common standards. Oregon also has entry-level standards for higher education called the Proficiency-based Admission Standards System (PASS). Developed by the Oregon University System, PASS was a progenitor of Standards for Success and the Achieve standards now in development as part of the

CCSSI by the National Governors Association and the Council of Chief State School Officers.

Oregon has a sophisticated statewide assessment system, and is the first state to be approved to use a Computer Adaptive Assessment to meet ESEA requirements. Oregon also has a cutting-edge approach to reporting wherein students receive results immediately upon completing their test and teachers use an online reporting system to access detailed reports within 15 minutes. In addition, Oregon now describes achievement using a student growth model to inform students, parents, teachers, schools, and decision makers about individual students' progress toward mastering standards.

To improve the quality of its assessment systems, Oregon will participate in the MOSAIC (Multiple Options for Student Assessment and Instruction Consortium) formative assessment consortium and, as part of the SMARTER (Summative Multi-State Assessment for Teachers and Educational Researchers) consortium, will apply for the U.S. Department of Education RTTT Common Assessment grant in Spring 2010 (See **Appendices B.11 and B.12**).

The Oregon Assessment of Knowledge and Skills (OAKS) provides standardized, technically sophisticated, summative, grade-level assessments for students in grades 3 through 8 and high school. The tests, which contain items written by Oregon teachers that are aligned to Oregon's content standards, assess student knowledge and skills in reading, writing, mathematics, science, social studies and English Language Proficiency.

OAKS was first administered online for some Oregon students in 2001; today over 99% of all students take the general education assessments online. Because the assessments may be retaken up to three times during the school year, the system offers students and teachers immediate feedback that can be used as part of a formative assessment process. Currently, OAKS online uses selected response items. However, this spring Oregon will field-test new computer-scored constructed response items that will increase the cognitive depth of the assessments. While over 99% of students with disabilities who take the general education assessment do so with OAKS Online, OAKS also provides a standardized, task-based assessment, allowing for nearly 100% student participation in OAKS each year.

Oregon is a national leader in the use of formative assessments in the elementary and middle grades to inform and improve

classroom-based instruction, as evidenced by the State's lead role in the technical development and extensive use of curriculum-based measurement and assessment systems for measuring K-8 progress on mathematics (easyCBM) and literacy (easyCBM and DIBELS). Formative assessment is integral to the growing use of proficiency-based instruction and assessment in Oregon high schools.

Oregon is committed to developing and adopting proficiency-based assessments as a promising next step in transforming secondary classroom instruction, raising achievement, and closing the achievement gap. Proficiency-based assessments and practices represent a significant advance beyond traditional high school classroom practice (see **Appendix A.2**). In the spring of 2008, a conference of state education leaders cited proficiency-based education as one of the most promising innovations in Oregon education delivery. A subsequent white paper (**Appendix A.3**) described its growing use in Oregon and documented preliminary evidence that it is having a dramatic impact on student learning. The practice's application, growth, and effectiveness in the state, and its potential for scaling, are now being studied through a 12-month project funded by the Bill & Melinda Gates Foundation.

As part of an effective standards and assessment system, Oregon is committed to full reporting of outcomes. Oregon developed its school report card law (Oregon Revised Statutes 329.115) many years ago and it has been enhanced over the years to be one of the best accountability measures available. It predates federal mandates from ESEA and NCLB and has more useful features than federal law requires. Recently, the State overhauled its report card system with new rating factors first applied to evaluations of for the 2008-09 school year. The heart of the revised Oregon School Report Card system is an Achievement Index (see **Appendix A.4**) based on student assessment scores. That index, which is comprised of Reading and Mathematics assessment results, is included with overall year-to-year improvement in student assessment scores, as well as school attendance, graduation, and participation rates, and the school's AYP determination to determine whether a school is to be rated for the state accountability system as *outstanding*, *satisfactory*, or *in need of improvement*.

A longitudinal data system to inform instruction. Oregon has a comprehensive student-based longitudinal data system to help stakeholders track and analyze student performance, smooth student pathways, and inform decision-makers about system performance and cost. As described in Section (C), the State has been steadily developing the infrastructure of its database system since 1997. The

support provided by two U.S. Department of Education grants has added immeasurably to those efforts.

The Oregon DATA Project: Direct Access to Achievement, funded in 2007, provides a sustainable program of professional development for school personnel and others in accessing, collecting and effectively using data to drive classroom instruction and improve student achievement. To date, more than 2000 teachers, administrators and classified staff have been trained through the project, along with school board members, state education officials, higher education representatives and members of the public.

The Oregon Longitudinal Data Systems for Research and Practice (SLDS) project, funded for 2009, integrates existing Oregon Department of Education infrastructure for statewide assessment data with the University of Oregon's formative evaluation system. Oregon is currently seeking federal funding for Project ALDER: Advancing Longitudinal Data for Educational Reform, which would expand the current system to include a robust teacher-student link as well as a variety of data not currently accessed.

With funds from Race to the Top, Oregon would provide critical expansions and enhancements to its longitudinal data system. This would enable Oregon to develop a system that provides educators across the State—as well as researchers and policy analysts across the nation—access to a rich source of data to guide instructional decision-making (at the teacher and school level), resource allocation (at the district and state level), teacher education reform (at the university level), and policy decisions (at the district, state, and national level). Furthermore, other data elements will be incorporated into student learning data sets (*e.g.*, discipline data). It is important to note that *all 12 elements* of the America Competes Act are currently included in Oregon's statewide longitudinal data system and plans.

Increasing teacher effectiveness and instructional leadership. In developing this application, educators across Oregon agreed on the quintessential element of the Race to the Top focus: the primacy of teaching and learning. No other measure of effectiveness can stand in for the ultimate question: Are students learning? And the answers must not be hidden in aggregates but must instead include every student: those with disabilities, students of every ethnicity, English language learners, students from impoverished backgrounds, those with talents and giftedness, and those who dropped in after having dropped out.

The application includes clear and objective measurement of teaching through scoring guides adopted and adapted from Danielson

(2007) and the Oregon Leadership Network (2009). The Oregon Leadership Network (OLN) is a program begun in association with the Wallace Foundation in 2006 as a way to help improve urban and high-need districts and state departments of education bring high-quality teaching and learning to scale. The initiative is now extended into ExEL, a collaborative effort of Harvard's Business School, Graduate School of Education, and Kennedy School of Government, focused on leadership.

In Oregon, all teaching licenses are granted by the Teacher Standards and Practices Commission (TSPC), an independent state agency that ensures licenses are awarded only to those who have completed approved teacher preparation programs. This agency provides alternative routes *through* licensure programs, which permit the 20 teacher preparation programs in the state to implement a diverse range of customized options. All of these options, however, involve at least some period of enrollment in an institution of higher education (IHE). Most of these routes can be completed in 18 months.

The Oregon Plan provides a TSPC-approved option for placing licensed high quality teachers in areas of great need in the classroom: STEM, special education, and English Speakers of Other Language. A Restricted Transitional License is issued to individuals making career changes in a field of subject-matter expertise. Applicants must have a bachelor's degree and a sponsoring school district must provide a mentor. Oregon also offers alternative routes to licensure for principals and other district-level administrators. Currently building-level and district-level administrators may obtain a Restricted Administrator's License if the applicant has a master's degree and a co-sponsoring district Oregon is one of the few states that authorize IHEs to waive the traditional three years of teaching experience generally required for admission into an educator administrator preparation programs.

One of the most important components of the Oregon Plan is the commitment and ability to link student achievement to individual teachers. It is important to note that Oregon has no statutory or regulatory restrictions preventing this linkage. With the SLDS grant award, a data warehouse is being designed as part of the K-12 public school system to link individual student performance and progress monitoring data; this linkage includes connecting OAKS scores with formative assessment information in reading and mathematics and a host of student demographics associated with school district data and information systems. Parents, teachers, and administrators can use this information to support their determinations as to whether students are progressing at a sufficient rate in

their access skills on the formative assessments (reading and mathematics) to achieve mastery on the summative assessments.

Although expanding the statewide support for exceptional teachers is critical, it is also essential to ensure that the most capable teachers are serving the students who have the greatest needs. Oregon has several large urban districts in which equitable distribution of teachers and principals is a major priority; we also have many rural districts where equitable distribution is difficult to achieve. As a result of these extremes, the most realistic approach to equitably distribute effective teachers is through in-service opportunities to build effective cadres of educators. As described in Section (D)(3), a number of Oregon initiatives are in place to do this. For example, several centralized and grass roots Grow Your Own (GYO) efforts across the state have been established to ensure that students in high poverty, high minority and/or rural schools have access to highly qualified teachers. These GYO programs reflect both the institutional flexibility of licensing in Oregon and local district needs. A distance learning system that is currently being developed in collaboration between ODE and the University of Oregon has potential for increasing the effectiveness of teacher and principal preparation programs by situating pre-service in practice (See Section (D)(4)). Clearly these materials also have application for providing effective support for teachers and principals (See Section (D)(5)).

A commitment to turn around low-achieving schools. Although Oregon does not have a large urban district in crisis, we have too many schools that continually struggle to adequately educate students. Both Oregon and its local school districts have a history of working to turn around low-achieving schools. For years the State has assisted schools failing to meet AYP criteria. As noted above and in Section (E), Oregon more than a decade ago developed its own school report card system. In 2007, the Legislature increased state authority to address low-performing schools. Lawmakers directed state government to overhaul the State's school report card and work with stakeholders to implement stronger school accountability and intervention where improvement was needed but not being accomplished.

The updated Oregon Report Card, described previously, is used along with AYP to identify schools in need of improvement. Under the 2007 legislative mandate and ESEA Title IA School Improvement requirements, the State and stakeholder groups have been designing intervention and turnaround procedures, which are expected to be ready in 2010.

Meanwhile, many Oregon school districts in recent years have initiated school turnarounds of their own with renewed instructional leadership, higher expectations for students and school personnel, targeted instructional programs, and strong parent and community involvement. These turnarounds, in districts large and small, urban and rural, are described in Section (E).

Oregon has developed a method of selecting its 5% lowest-achieving schools under Race to the Top consistent with other state and local applications for support through the State Fiscal Stabilization Fund and the School Improvement Grant Fund. There is an ambitious process under way to turn around persistently low-achieving schools where local districts are not taking sufficient initiative. RTTT support is an opportunity to accelerate that effort. The Oregon Plan seeks not only to turn around the performance of low-achieving schools, but also to build the capacity of school districts, schools, and state support networks to sustain turnaround efforts.

As described in Section (E), Oregon has a substantial infrastructure in place to pursue school turnaround. The Oregon Statewide System of Support is the network of state and local education officials organized to support schools in need of improvement under both AYP and the Oregon Report Card. The State also has strong supports in place for community schools such as The SUN (Schools Uniting Neighborhoods) program, which serves more than 16,000 students in the Portland area, and The 21st Century Community Learning Centers program (CCLC), a federal grant-funded effort under NCLB that serves students in 19 Oregon districts. These community-based programs are particularly important as elements of a school turnaround strategy.

Innovation through non-traditional school structures and partnerships. As described in Section (F), Oregon has a rich array of nontraditional, innovative school structures that are embraced and encouraged by state and school district policy. These include more than 100 charter schools (some of them online), 484 alternative schools or programs within schools, and 38 small school structures created by school districts since 2003 under the foundation-funded Oregon Small Schools Initiative (OSSI). More than 30 Oregon comprehensive high schools have received federal grants from the Smaller Learning Communities program since 2000 to divide their student populations into grade- or theme-based academies, houses, or other groupings.

As described above and in Section (E), programs such as SUN and CCLC program have helped scores of Oregon schools become community hubs where students can benefit from extended learning time and parents can become involved in their children's

academic progress.

These innovations are making a difference. According to Oregon Department of Education data, 92% of charter schools were rated satisfactory or outstanding on the Oregon School Report Card. Many schools have used their Smaller Learning Community grants to create freshman academies that focus and catch up ninth graders on reading and math skills in an environment that eases the transition from middle school to high school. The ODE data gleaned from the OAKS assessments and other state indicators show that OSSI schools dramatically raised the achievement and graduation rate for their most challenged subgroup students, while lowering annual dropout rates. At settings such as River Road Elementary School in Eugene and Merrill Elementary in rural Klamath County, extended hours and community involvement have dramatically improved the assessment performance of struggling students from low-income and minority families.

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	93	100
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	93	100
(ii) Professional development on use of data	93	100
(iii) Availability and accessibility of data to researchers	91	97.85
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	92	98.92
(ii) Design and implement evaluation systems	93	100

(iii) Conduct annual evaluations	92	98.92
(iv)(a) Use evaluations to inform professional development	93	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	60	64.52
(iv)(c) Use evaluations to inform tenure and/or full certification	75	80.65
(iv)(d) Use evaluations to inform removal	83	89.25
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	87	93.55
(ii) Hard-to-staff subjects and specialty areas	90	96.77
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	93	100
(ii) Measure effectiveness of professional development	93	100
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	82	88.17

See **Appendix A.11** for the standard Memorandum of Understanding and preliminary Statement of Work, which are directly based on and consistent with the sample documents provided by the U.S. Department of Education in the RTTT application materials.

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)	93	93	100
President of Local School Board (or equivalent, if applicable)	85	93	91.40
Local Teachers' Union Leader (if applicable)	36	93	38.71

Of Oregon's 196 districts that serve resident students, 112 have committed to be a part of the Oregon Plan, with 93 as participating LEAs and an additional 19 as involved LEAs. Participating LEAs are those districts that have committed to Oregon's reform agenda

significantly both in the strength of leadership support and the breadth of reform to which they agree to engage. Involved LEAs demonstrated some degree of leadership support and committed to some elements of Oregon’s reform plan. Participating LEAs will receive 50% of the funds requested as part of this proposal. Involved districts receive some funding through a portion of the remaining 50%.

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	93	196	47.45
Schools	901	1276	70.61
K-12 Students	427,015	553,024	77.21
Students in poverty	191,692	257,272	74.51

The 93 participating districts comprise over 75% of Oregon’s student population, and range from the state’s largest urban centers to its remote rural areas. As a result of their participation, Oregon will be able to enact its reform for an ethnically and geographically diverse range of students.

Anticipated impact in reaching goals. A description of Oregon’s student achievement as described by ESEA-required assessments, NAEP assessments, and graduation data is included in **Appendix A.10**, with the raw data included in **Appendices A.12, A.13 and A.21** respectively. Student inclusion rules for NAEP are included in **Appendix A.14**. Oregon used a variety of measures to determine its greatest needs as it developed its reform plan, including results from its statewide assessments, NAEP, and graduation rates as required by this RFA. The resulting goals represent a reinvigorated commitment to closing the achievement gap and ensuring that Oregon students successfully compete as part of the 21st century workforce.

Increasing student achievement. Oregon has demonstrated progress in increasing student achievement as defined by data from ESEA-required assessments and NAEP. Without additional funding from this grant, Oregon anticipates making similar progress in the

future. However, with the additional power of RTTT funds, Oregon proposes to dramatically increase assessment scores for all Oregon students.

These targets are described in **Appendix A.15** (for ESEA data) and are based on anticipated cumulative programmatic effects leading to a decrease in the number of students who are not meeting Oregon's achievement standards by 4, 7 and 10% in 2011-12, 2012-13, 2013-14 respectively (assuming funding begins in 2010-11). Oregon identified its goals for NAEP by examining the percent of students in Massachusetts who achieved the proficient level in the most current NAEP results available. Based on the performance of students in Massachusetts, Oregon established aggressive goals for the improvement of Oregon's students on NAEP. As described in **Appendix A.16**, if Oregon's proposal is funded, it expects to achieve a reduction in the percent of students who are not proficient by 4 and 10% for 2011-12 and 2013-14 respectively. If Oregon's proposal is not funded, it anticipates a reduction in the percent of students who are not proficient by 2%, which is consistent with recent performance.

Decreasing achievement gaps. As described in **Appendix A.15**, Oregon intends to close the achievement gap by setting subgroup specific targets higher than those for students as a whole. By establishing an expectation that the number of students in subgroups who are not meeting the achievement standard will decrease by 6, 10 and 14% for 2011-12 through 2012-14 (for the ESEA data), we focus our efforts on the subgroups that are farthest behind. This codifies our commitment to use RTTT funds to make substantial progress in closing the achievement gap. As described in **Appendix 16**, Oregon has established higher NAEP targets for subgroups than for the general population. For NAEP, Oregon establishes a targeted reduction in the gap between Oregon and the most recent performance of Massachusetts's students by 6 and 14% for 2011-12 and 2013-14 respectively. If Oregon does not receive the additional funding proposed in this grant, it anticipates continuing to close the achievement gap by reducing the number of students not proficient by 2%.

Increasing high school graduation rates. Consistent with the targets established for the assessment data described above, Oregon proposes to increase graduation rates and decrease achievement gaps in the graduation rate by reducing the number of students who do not graduate with a regular high school diploma within 4 years by 3, 5 and 7% for the general population and 4, 7 and 10% for

subgroups from 2011-12 through 2013-14. Without the grant award, Oregon anticipates reductions of 2% in the number of students not graduating with a regular diploma. These targets are described in Appendix A.17

Increasing college enrollment. Oregon’s history of collaboration between preK12 and post-secondary partners allows us to capture information across the sectors and better prepare our students to attend college. See **Appendix A.19** for more information on Oregon’s data.

Detailed Table for (A)(1)

See **Appendix A.18** for Oregon’s detailed table of Participating LEAs.

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

Governor Ted Kulongoski’s letter inviting Oregon school districts to participate in this proposal reflects the essence of Oregon’s approach to implementing, scaling up and sustaining our reform agenda. Specifically, the Governor recognizes that change must be initiated and supported at the local level and that a state mandate will not produce the type of lasting results we desire for all students. In his letter, he invites districts to “use federal funds to further their own effective practices” in the four reform areas or “to develop new approaches to complex change.” He stated specifically that “solutions need to be developed at the local level, by local leaders working in constructive collaboration.” The recommendations developed through the Race to the Top Design Team process for this grant proposal were rooted in best practices of Oregon school districts. The Design Team worked within the spirit of the federal guidelines for the competition, but in the end these are local ideas, recommended by local educators.

This section identifies initiatives in local school districts that are supported at the state level, through non-profit organizations, and with university partners. These examples fit within the articulated reform areas and have already been implemented in Oregon

schools, scaled to various levels, and sustained over time. Assuming our application is funded, districts would engage with their school board and bargaining groups to produce proposals for specific activities linked to the core reform areas in this application. Districts would be expected to engage in partnerships (e.g. university, non-profits, community-based organizations, other districts) to both develop and sustain their plans.

Statewide Capacity to Implement, Scale Up and Sustain the Oregon Plan

Oregon's capacity to implement this plan stems from our experience in administering and implementing other large education reform initiatives, our developing capacity to scale reform efforts, and the authority and visibility we will accord to the effort. Oregon is already on the path to these reforms and we will continue these efforts even if we do not receive RTTT funds; similarly, in the event of a successful application we will sustain these efforts after the funding period.

Authority and visibility. Oregon's implementation strategy will be directed and overseen by a Race to the Top Education Coordinating Council, which will be established immediately upon notification of a successful application. This Council will be appointed by and report directly to the Governor, and will build on the success of Oregon's Race to the Top Design Team. The Council's objectives will be to:

1. Work with ODE and participating districts to develop the detailed Statement of Work.
2. Oversee implementation of RTTT grant funds.
3. Monitor progress on performance measures identified in the grant proposal.
4. Maintain a website for sharing of information and best practices.

The Council will be comprised of leaders from Oregon education and business, and will be staffed by a manager and appropriate administrative and professional support for the duration of funding.

State experience in large education reform initiatives. Oregon has several examples of successful statewide reform efforts.

As described in Section (D), 12 districts representing 16% of Oregon students are already participating in CLASS, a partnership with the Chalkboard Project to develop expanded career paths, effective evaluation, relevant professional development, and new

compensation models for teachers. Twenty-eight other districts, representing 52% of Oregon students, participate in the Oregon Leadership Network and its recent extension into ExEL at Harvard.

In developing The Oregon Longitudinal Data Systems for Research and Practice (SLDS), the State has most recently worked on developing a clear accountability system with student information associated with teachers, and also integrating formative and summative assessments into regional data warehouses. Associated with this work is web-based training on assessment and interventions in reading and mathematics; perhaps even more importantly, ODE is working with faculty from the University of Oregon to develop a data mining system for researchers to help develop empirically supported policies.

The State has also trained teachers in assessment literacy through the Oregon DATA Project and scores of Oregon districts have active accounts with either formative assessment system and are using the data to forge new and innovative instructional programs. In Oregon, nearly 2,500 teachers have active accounts on easyCBM; nearly 5,000 accounts have been activated with the district version. Both Response to Intervention (32 districts) and Positive Behavior Support (350 schools) are widespread reforms throughout the state.

Prior to SLDS, Oregon participated in two Enhanced Assessment Instruments (EAI) grants that involved a consortium of states. One of these projects focused on developing more sensitive large-scale assessments for students who continually failed the state test (often referred to as the lowest 2% of the student population). The other EAI work, for which Oregon was a lead state, involved the development and validation of an Accommodation Station for teachers to use in making recommendations for adaptations on the state test. All three of these funded projects reflect Oregon's capacity for grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.

Oregon was the recipient of a Reading First grant in 2003. Oregon's Reading First initiative was implemented in 31 districts, 52 schools, involving 700 teachers and 10,000 students. The goal of the initiative was to ensure that every child reads at grade level or above by the end of third grade. Reading First data indicate that Oregon is achieving that goal, as the percentage of children reaching benchmark or grade level goals increased and the percentage at high levels of reading risk decreased each year of the grant.

New scaling-up capability. Oregon is one of four states working with State Implementation and Scaling of Evidence-based Practices (SISEP), a national leader on the development of implementation science for state systems. Research compiled by SISEP shows that states without a dedicated infrastructure to support large-scale implementation tend to develop reform efforts without a capability to evaluate progress or ensure success. This undermines the capacity for sustainability.

With technical support from SISEP, Oregon is working toward organization change and system transformation. This will ensure that evidence-based practices and other promising innovations are made available to students, schools, and educators statewide, leading to long-term system capacity and student gains. The proposal Oregon is submitting includes several proven methods for improving student outcomes implemented through SISEP. Oregon has met the three basic criteria for readiness to expand this effort (see below), so its scaling capability is ready to apply to the larger RTTT effort.

Criteria	Oregon Status	Comments
Implementing one or more Evidence-Based practices in 100 or more schools to provide core staff steeped in the experience of implementation and provide a foundation of skills.	Response to Intervention: 32 districts Positive Behavior Supports: 350+ schools	More schools continue to be added through state initiatives and a federal grant from OSEP
State leadership committed to systemic change to support the infrastructure for implementation to assure a shared vision engages all relevant stakeholders.	State Management Team has met monthly with SISEP for over a year to develop these skills and commit to the effort	The first regional team is being developed this spring
State is committed to a data system for use from classrooms to the capitol	Other parts of this proposal provide evidence of the high quality of Oregon’s data system and continued enhancement of it.	Support and enhancement of the current data system is a priority at the state level and soundly supported by local districts.

In the early stages of this new way of conducting business for the State and districts, additional funds will be needed for growth. This short term-investment, if funded via this proposal and via the leverage of other funds (see budget document), will ultimately allow for reallocation of current resources and redirection of efforts toward effective implementation.

Budget application and coordination. Even with a volatile economy and diminished state resources, Oregon remains committed to continuing to improve the education system for all students from preschool through graduate school. The grant funds from SFSF, IDEA, and Title 1 in the first ARRA distributions were used primarily to minimize reductions in education, particularly in Pre-K and K-12 schools. The legislature approved a budget in June 2009 for the current biennium that reflects a balanced approach, combining targeted use of one-time federal ARRA funds, resources from the Education Stability Funds (a reserve that may only be used in severe economic contractions) and proposed additional tax state revenues. These steps have been taken to preserve learning time and proven programs in communities across the state. The RTTT grant development has been a catalyst to spur even greater innovation across all education resources to deliver an even stronger and more effective education to young Oregonians. The stability of all structures begins with a good foundation. Project Budget A, found at page B-7, will provide essential supports in both the State Superintendent's and Governor's offices to lead and monitor the Race from start to finish. In addition to this, the Scaling Up initiative is one being considered as a statewide implementation strategy for many of the elements of the overall grant.

Sustainability of the effort proposed. The recommendations that form the core of this proposal were developed during five months of intensive effort that followed the publication of the draft guidelines for the competition in July of 2009. Scores of Oregonians—educators, parents, students, business leaders and community advocates— participated directly in the process, as part of the Design Team and Work Groups, and through written and oral public testimony.

In addition, many groups were consulted in the preparation of this application. The Teacher Standards and Practices Commission provided critical input on our descriptions of alternative pathways for licensure. Faculty throughout the Oregon University System provided advice on programs for preparing teachers and leaders. Members of the Oregon Leadership Network were consulted for input on teacher and leader evaluations. The Oregon Education Association participated in RTTT Work Groups

and helped craft our language on teacher evaluation and termination procedures. Finally, districts throughout Oregon presented creative programs being implemented in classrooms and schools throughout the State. With this broad institutional support and a firm grounding in grassroots initiatives, we believe that our Race to the Top proposals have great potential for successful implementation and sustainability.

Our STEM initiative likewise includes programs developed through a network of committed partners who can ensure long-term alliances. In the STEM narrative (**Appendix A.20**), we describe the critical role that ODE will play in coordinating and synchronizing programs to districts across the state: partnering with OUS institutions, providing professional development, extending the school day to connect classrooms to real world environments, engaging community mentors, building career opportunities, and providing digital resources. By assuming a leadership role, ODE will serve as a catalyst in helping teachers and students increase their participation in STEM-related learning experiences. Important stakeholders in the STEM initiatives are keenly interested in building professional development capability and networks of committed STEM educators.

Finally, 93 school districts, representing every region of our state and more than 75% of our students, have signed the State's RTTT Memorandum of Understanding. The application received 50 letters of support from stakeholders across the educational spectrum—from teachers to business leaders, from education reform groups to the Oregon Education Association. (See **Appendix A.22** for list and copies of the letters.)

This level of participation and support speaks of the strength of commitment by Oregon teachers and leaders, and the broader communities that support them, and to a hunger for new tools and new ideas that can improve instruction and boost achievement for *all* students in Oregon.

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

The Oregon Plan builds upon a history of accomplishments based on core values and beliefs about student achievement and equity (see **Appendix A.5**). All of our efforts within the four core reform area are ultimately developed in service of these goals.

Standards and assessments. Oregon has a long history of developing and implementing well-designed, rigorous content standards. ARRA and Data Quality Campaign funds have been used to continue to refine the functionality of the state assessment system and to make more meaningful data readily available on student performance.

- Standards in each academic content area are established based on a rigorous process. Recently, the content areas of Mathematics and Science have been revised using a core standards structure to support instruction that is deeper and more focused on the most important elements of the content.
- The number of schools districts implementing proficiency-based teaching and learning continues to increase.
- The State Board adopted new Diploma requirements in 2007 that have been kept in place despite economic downturn. The Oregon legislature approved in 2007 funding for every sophomore in the Oregon’s public schools to participate in college readiness assessments. Funds are provided to districts to cover the cost of participation in either the PSAT or PLAN exam. This information has also been accepted by the state Board of Education as one option for students to use to demonstrate proficiency of essential skills required in the revised Oregon High School Diploma requirements.
- The Oregon State Board of Education and the Oregon State Board of Higher Education have recently completed agreements on how courses completed in high school may qualify for college credit. By clarifying how Advanced Placement, International Baccalaureate, Dual Credit and other partnerships between high schools and local colleges and universities, the Joint Boards have streamlined pathways for students to enter post-secondary education with transferable credits.
- The State uses student level data to create a longitudinal growth model which calculates a growth target for each student, with the specific level of improvement in student achievement needed to be at standard in three years.

- All state accountability reports contain disaggregated student data and reflect a fundamental commitment to public communication about equity and closing the achievement gap. A specific section on the ODE website is devoted to public reports that are readily accessible.
- Educators have access to nationally distributed formative assessments systems for K-8 students, with established technical adequacy: DIBELS and easyCBM.

Data systems to support instruction. Oregon has been developing and refining processes for standardizing the collection and storage of school-based data since 1997. The State has committed to development and implementation of a system of regional data warehouses that allow easier access to state held data by school districts.

- Currently, the State is implementing the Pre-Kindergarten thru Grade 16 Integrated Data System (KIDS) project, a system for centralizing and standardizing student records and transcripts. The KIDS grant has gone through three iterations and now is in its third level.
- A Consolidated Collections database stores student-level data on test activities, demographic information, and school attendance details. The outcome is for all 196 school districts in the state to be integrated into a statewide data warehouse. The data warehouse is being created so scholars can use state data for analysis and research.
- A search engine on student achievement data provides complete school and district performance information on all state assessments from the 2003-04 school year to the present. All information is disaggregated by ethnicity, poverty, gender, English Language Learners, students with disabilities. All information is compared to state averages as well. In addition, all information is downloadable in Excel format to facilitate further analysis.
- In Oregon, the Integrated Data Transfer System (IDTS) enables three institutional levels to integrate their data systems: K-12, community colleges, and the Oregon University System. This system creates a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency, from Oregon high schools to the Oregon University System and community college campuses.

- Oregon has initiated an Assessment Literacy program, to train educational professionals in using the data from student assessments to improve student learning. To support this effort, the focus includes creating more dynamic, user-friendly data tools for collection, validation, analysis, and reporting of all data.
- Using a teacher “dashboard,” teachers are provided with data on each student on standard and subscales along with historical information on student performance. The data generated is also used to calculate longitudinal growth model targets for each student. And with the Oregon DATA Project, teachers also have been trained in how to use data to inform instructional decision-making.

In the past 24 months, the Oregon DATA Project has conducted over 50 workshops across the state to train more than 2000 educators. These workshops address the importance of quality data, factors affecting a culture of data quality, roles in a culture of data quality, and data collections. For this groundbreaking work on improving the capacity of educators to use data to improve teaching and learning, the Data Quality Campaign recently named Mickey Garrison, the Training Director for the Oregon DATA Project, as State Data Director of the Year.

Great teachers and leaders. A focus on the instructional core, and the effectiveness of the state’s teachers and leaders has been at the center of Oregon’s efforts to improve student achievement and close the achievement gap:

- OLN and ExEL involve teachers and leaders working together in teams to develop and enhance knowledge and skills in instruction, management and leadership, in four essential areas: Teaching and learning, systems development and organizational coherence; leadership and team development, and building state and local networks.
- The CLASS Project engages teachers and leaders in 12 Oregon districts in a collaborative effort to develop expanded career paths, effective evaluation, relevant professional development, and new compensation models.
- Through a statewide initiative known as the Teaching and Learning Connection, teachers in all parts of the state have received extensive training through multiple, in-depth and sequenced training activities to gather and analyze student performance data and to utilize these data in school and classroom improvement activities.

- A wide array of university training programs are described in Section (D) that provide the state a well trained work force that is based on compacts with local school districts and addresses local needs (e.g., in special education, for English language learners, and in STEM areas).
- A coalition of teacher, administrator, state, district, university and community non-profit organizations have created the Coalition for Quality Teaching and Learning under the National Coalition for Teaching and America's Future. This coalition is focused on building stronger partnerships between school districts and teacher preparation and professional development programs to prepare teachers for more diverse classrooms and to effectively address the achievement gap.

Many Oregon districts have taken advantage of ARRA funds to provide professional development, mentoring, instructional coaching and other forms of high quality professional development.

Turning around low-performing schools. Oregon has long been focused on turning around low-performing schools, based primarily on fully informed teachers and positive leadership. A range of organized efforts, both state and locally initiated, have been developed over the past few years with ARRA, federal, and state funds.

- Schools identified as not making AYP or as unsatisfactory under the state report card accountability process receive intervention of a state provided school improvement specialist to review and analyze school data and improvement plans, to provide professional development and coaching and to monitor implementation of improvement strategies.
- A fully integrated Continuous Improvement Planning process that integrates both state and federal program planning in a way that requires districts to base district improvement plans on student performance data and to integrate state and federal funding streams around data-driven instructional needs.
- A system of regional school improvement support specialists in each regional Education Service District to provide training and support for implementation of school improvement strategies.
- A focus on low-achieving schools builds off the network and strategies developed from Reading First funding that resulted in improved programs. In 2003, the State provided sub awards totaling nearly 6 million dollars with a structured system for

continuation funding that addressed a summary of student performance using formative assessments, fidelity of implementation, school leadership, and district support (See **Appendix A.6**). As a result of this funding stream, a host of materials and strategies have been and still are available for educators.

- Celebrating Student Success/Closing the Achievement Gap is a program in which the State identifies schools that are closing the achievement gap. Through extensive data analysis of practices focusing on family engagement and instructional programs, as well as disaggregated outcomes, and following a panel review, schools are selected and honored with an award at a formal dinner filling the Oregon Convention Center. The stories of these highly successful schools are videotaped and published on the ODE website. In this way, successful practices are not only recognized and honored, but also made available to others.

As a result of this work over the past decade, student outcomes have generally improved; where improvement has not occurred, the outcome has been used to target goals for both state and local efforts. Oregon has increased reading/language arts, and math scores on statewide assessment over the past years. Because only grades 3, 5, 8, and 10 were assessed during the 2003-2004 school year, the same grades were used as comparisons. The drop in passing rates from third graders is a result of increases in required proficiency levels. The most impressive gains are in grades 8 and 10, which are typically associated with flat trends over time.

State Test – Percentage Passing by Year and Grade-Level

Grade	Year	Percentage of Students Passing by Subject area	
		Math	Reading
3	03-04	81%	82%
5	03-04	78%	76%
8	03-04	59%	59%
10	03-04	42%	49%
3	08-09	77%	83%
5	08-09	77%	76%
8	08-09	71%	70%

Over the past several years, Oregon’s progress in raising achievement has matched the progress of the nation as measured by the NAEP (See **Appendix A.7**). Oregon’s NAEP scores are given in 4th and 8th grade only. All available data on the average Oregon NAEP scores are provided in the following table for reading, math, and science, from 1996 to 2009. (An asterisk indicates that data are not available.)

NAEP Scores

Grade and Subject	Year					
	1996	1998	2000	2005	2007	2009
4 - reading	*	212	*	217	215	*
4 - math	223	*	*	*	236	238
4 - science	*	*	148	151	*	*
8 - reading	*	266	*	263	266	*
8 - math	271	*	*	*	284	285
8 - science	155	*	154	*	153	*

The black–white achievement gap has decreased in some grades and subject areas but not in others (note that only 3% of Oregon students identify as black).

Black-White Achievement Gap Trends

Grade and Subject	Year and Gap size						
	1998	2000	2002	2003	2005	2007	2009
4 - Math	*	31	*	17	21	22	20
4 - Reading	25	*	20	19	23	25	*
8 - Math	*	*	*	20	29	16	26
8 - Reading	30	*	*	15	22	20	*

** Data not available*

Aside from the black–white achievement gap, Oregon has a number of other disparities between student groups (males-females,

Hispanic-white, and recipients of free- and reduced-price lunch (FRPL) versus non-recipients). Generally, there has been improvement in the relative score differential but the achievement gap remains in some areas and with some comparisons.

Therefore, its reduction is an important goal in the Oregon Plan.

NAEP Reading – Point Differential

Male-Female	1998-4 th Grade	8 lower for males	2007-4 th Grade	6 lower for males
	1998-8 th Grade	17 lower for males	2007-8 th Grade	11 lower for males
Hispanic-White	1998-4 th Grade	39 lower for Hisp.	2007-4 th Grade	32 lower for Hisp.
	1998-8 th Grade	32 lower for Hisp.	2007-8 th Grade	26 lower for Hisp.
FRPL-No FRPL	1998-4 th Grade	30 lower for FRPL	2007-4 th Grade	28 lower for FRPL
	1998-8 th Grade	19 lower for FRPL	2007-8 th Grade	21 lower for FRPL

NAEP Mathematics – Point Differential

Male-Female	1996-4 th Grade	1 higher for males	2009-4 th Grade	4 higher for males
	1996-8 th Grade	2 higher for males	2009-8 th Grade	4 higher for males
Hispanic-White	1996-4 th Grade	29 lower for Hisp.	2009-4 th Grade	21 lower for Hisp.
	1996-8 th Grade	16 lower for Hisp.	2009-8 th Grade	26 lower for Hisp.
FRPL-No FRPL	1996-4 th Grade	21 lower for FRPL	2009-4 th Grade	20 lower for FRPL
	1996-8 th Grade	20 lower for FRPL	2009-8 th Grade	26 lower for FRPL

NAEP Science – Point Differential

Male-Female	2000-4 th Grade	Same	2005-4 th Grade	Same
	2000-8 th Grade	Same	2005-8 th Grade	Same
Hispanic-White	2000-4 th Grade	40 lower for Hisp.	2005-4 th Grade	30 lower for Hisp.
	2000-8 th Grade	23 lower for Hisp.	2005-8 th Grade	30 lower for Hisp.
FRPL-No FRPL	2000-4 th Grade	24 lower for FRPL	2005-4 th Grade	20 lower for FRPL
	2000-8 th Grade	14 lower for FRPL	2005-8 th Grade	19 lower for FRPL

Increasing high school graduation rates. *EdWeek (Education Week, 2009)* reported that Oregon’s graduation rate for the class of 2006 was 74.9%, which was an 8.9% increase over its class of 1996 (66.0%). Oregon’s average was higher than the US 2006 rate of 69.2%, with a 2.8% change from the US average for the class of 1996 (66.4%). (See **Appendix A.8.**)

The Oregon Department of Education has been instrumental in providing state leadership to focus directly on graduation. For example, a Diploma Summit was held in 2009, bringing together key leaders and stakeholders from multiple sectors to collaborate on action plans that support and strengthen implementation of the diploma requirements. To reduce dropout rates, the Oregon Plan emphasizes the use of both summative, and more importantly, formative assessments within a robust data system to inform instruction (see Sections (B) and (C)).

As an example of a local practice, Scappoose High School was recently awarded a three-year improvement and implementation grant from the Oregon Department of Education for its success in graduating students. It is a comprehensive high school that enrolls approximately 700 students annually. The student body is predominately white with approximately 20% from economically disadvantaged backgrounds. Scappoose High School has employed proficiency-based practice to reduce dropout rates to below 1% and produce a graduation rate of 91.4%, well above the state average.

The Oregon Plan specifically addresses the achievement gaps between subgroups by targeting high need high schools. It also includes initiatives to increase engagement that in turn can translate into more interest, persistence, and eventually more success in increasing graduation rates. See STEM narrative in **Appendix A.20.**

The table following shows the graduation rates in 2007-2008 for Oregon schools. See **Appendix A.8.**

Status	Number	Percent
Total Completers	40,306	
Diploma with CIM	7,811	19.4%
Diploma without CIM	27,138	67.3%
Honorary Diploma	494	1.2%
Modified Diploma	941	2.3%
No Diploma	3,922	9.7%
CIM Completers as a percent of Regular Diplomas (CIM + Non-CIM)	22	0.1%

Concurrent with these data the following numbers reflect enrollment in 2008 in OUS schools.

<u>EOU</u>	<u>OIT</u>	<u>Corvallis</u>	<u>Cascades²</u>	<u>PSU</u>	<u>SOU</u>	<u>UO</u>	<u>WOU</u>	<u>Total</u>
3,666	3,525	20,320	510	26,587	5,082	21,507	5,349	86,546

The graduation rates in Oregon public (K-12) schools as well as attendance in Oregon University System (OUS) schools have been steadily increasing each year for the past decade. Oregon has worked hard at enabling students to accelerate their studies and to move smoothly both within and between its K-12, community college, and public university systems.

- In 2008-09, nearly 28,000 Oregon high school students earned over 175,000 simultaneous high school and college credits—nearly 125,000 through Dual Credit and over 50,000 in Tech Prep enrollment—through the State’s 17 community colleges. In Oregon’s Expanded Options program, in which school districts provide tuition support in dual enrollment and credit to low-income and minority group students, high schools reported 1,666 students in 2008-09 earning a total of 14,331 credits at 15

Oregon community colleges and four of the State's public universities.

- Oregon has 17 early or middle college high schools, which are concurrent credit small school programs aimed at students 16 years and older who are not succeeding in the traditional high school environment. Students spend all or a part of their day on the campus of the community college partner. The course of study is personalized and rigorous, starting with orientation and career development coursework, leading to a high school diploma and an associate's degree or up to two years of college credit. The school district often pays tuition and technology fees.
- Oregon ranks fifth in the nation for increasing both access to Advanced Placement (AP) courses and student performance by 5% over a five-year period. Thirteen percent of Oregon's public school students in the class of 2008 achieved an AP Exam grade of 3 or better. This is an increase over the 11% in 2007 and 8% in 2003. Roughly 24,000 students are enrolled in over 2,200 AP course sections in about 170 Oregon high schools, and about 2,900 AP students attend OUS institutions. Nearly 7,000 Oregon students from the class of 2008 took at least one AP Exam during high school compared to 6,122 in 2007 and 4,046 in 2003. The Oregon Department of Education offers supplemental funding to districts to pay for AP and International Baccalaureate (IB) examinations for low-income and minority group students through the AP Test Fee Program through grants from the USED.
- Oregon's public universities may offer up to 45 undergraduate credits to high school graduates with an IB Diploma score of 30 or above, and a range of credits for other IB exams. Eighteen Oregon high schools offer IB studies and the IB Diploma, and about 300 IB students now attend Oregon public universities.
- In the STEM initiatives, a number of strategies are identified to increase college graduation: increased pathways for study, consistent access to STEM education for under-represented student populations, and extended school days for participation in STEM-relevant activities.

Evidence for (A)(3)(ii): NAEP and ESEA results since at least 2003 are included in **Appendices A.12 and A.13** beginning in 2002-03 for all years in which a test was given or data was collected.

Finally an important aspect of Oregon’s Race to the Top proposal is our detailed project plans and budget including goals/outcomes, activities, timelines and responsibilities which can be found in Part VIII of our application. The detailed plans for Oregon’s Implementation Strategy Projects can be found on pages B-7–B-13 of the Budget Narrative in Part VIII of Oregon’s proposal. Also note that the detailed budget and plans for our STEM Project can be found on pages B-110–B-119 of our proposal.

References

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(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

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

Oregon is a member of two state consortia that support the development of K-12 college and career readiness standards: (1) the Common Core State Standards Initiative (CCSSI); and (2) the American Diploma Project Network, sponsored by Achieve, Inc. The Oregon Plan will rely on both these consortia in the development and adoption of common standards.

The CCSSI represents a joint effort by governors and state commissioners of education from 48 states to develop common college and career readiness and K-12 grade-level state standards in English language arts and mathematics. These standards are

intended to align with college and work readiness, reflect rigorous application of knowledge, and are specified at each grade level, K-12. In the Oregon Plan, these standards are also aligned to state assessments and classroom practices. As evidence, in **Appendices B.1 to B.6** we include the following items: (1) a sample of Oregon’s high school math standards (**Appendix B.1**); (2) a copy of Oregon’s standards adoption chart (**Appendix B.2**); (3) a signed copy of the Memorandum of Agreement (**Appendix B.3**); (4) a copy of the draft standards and anticipated date for completing the standards (**Appendix B.4**); (5) documentation that the standards are or will be internationally benchmarked and will help to ensure that students are prepared for college and careers (**Appendix B.5**); and (6) a membership list of the states in the CCSSI (**Appendix B.6**).

Oregon has been a member of the American Diploma Project Network (ADP) since 2005. The primary goal of ADP is to raise the rigor of high school standards and to align assessments and curriculum with the expectations of post-secondary education and the workforce. The ADP Network has provided Oregon valuable consultation and advocacy support for the development of the State’s college and career ready graduation requirements. Moreover, Oregon’s partnership with Achieve in this network has played an integral role in Oregon’s commitment to the Common Core State Standards Initiative.

Finally, Oregon has adopted the Early Childhood Foundations to develop a set of outcomes for children birth to five that is fully aligned with K-12 standards and is intended for a broad range of early childhood settings. Oregon has the opportunity to ensure that these guidelines are more fully integrated into the curriculum and practices of early childhood programs throughout the state.

Legislative support. The Oregon Plan is anchored to a range of legislative policies and mechanisms. For example, since 1991 Oregon Revised Statutes (ORS) 329.045 in Oregon’s Educational Act for the 21st Century has specified that Oregon’s State Board of Education (OSBE) periodically review and revise the Common Curriculum Goals, performance indicators, and diploma requirements. When the common core standards become available from the CCSSI, the stage will be set for the OSBE to use the existing revision process to adopt the new common standards. The OSBE plays an essential role in the adoption and implementation of the common core standards by establishing educational policies and standards for Oregon’s 198 public school districts, 17 community college districts, and 20 educational service districts, grades K-14. All of these agencies have separate governing bodies

responsible for transacting business within their jurisdictions. The OSBE has directed the Oregon Department of Education to utilize a core standards structure when revising each content area (according to the established review and revision schedule) to create clear, concise standards to support a standards-based diploma (see ORS 329.045 in **Appendix B.7**).

An example of the common core standards structure is reflected in the revision of the new high school math standards adopted in June 2009. These new high school math standards now reflect three core areas at each grade and now align more closely with the National Council of Teachers of Mathematics Focal Points (See **Appendix B.8** for a description of this alignment). New science standards were adopted in February 2009 using a similar core structure, and revision of the social science standards is currently underway. Additional content-area standards in language arts are in the queue for development and alignment to common core standards. A table in **Appendix B.9** delineates the State's timeline and action plan for presenting the common core standards, which will be produced by the CCSSI, to the State Board for adoption in December 2010.

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

To improve the quality of its assessment system, Oregon will participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) formative assessment consortium and, as part of the Summative Multi-State Assessment for Teachers and Educational Researchers (SMARTER) consortium, will apply for the U.S. Department of Education RTTT Common Assessment grant in Spring 2010. Copies of the memoranda of agreement executed by the State are included in **Appendix B.11** along with the lists of participating states in **Appendix B.12**. Finally, it should be noted that participation in the ADP Network has informed Oregon's work in setting achievement standards in alignment with college and work readiness standards.

Summative assessments. Oregon's history of developing and implementing high quality assessments is extensive, widely recognized, and technically substantive. A schedule of the Oregon Assessment of Knowledge and Skills (OAKS) content areas by grade level is in **Appendix B.13**. The Oregon Assessment of Knowledge and Skills (OAKS) provides standardized, technically

sophisticated, summative, grade-level assessments for students in grades three through eight and in high school. The tests address student knowledge and skills in applying critical concepts in reading, writing, mathematics, science, social studies, and English language proficiency. The OAKS items are aligned to academic content standards and are administered online, which means that results are available to students and teachers immediately. More importantly, Oregon has the only computer adaptive test engine approved for use to meet ESEA requirements that provides a more efficient and accurate measure of performance than typically can be achieved with traditional tests. Finally, the State has a sophisticated system of evaluating and allowing specific accommodations for students with disabilities allowing for nearly 100% student participation in OAKS administration each year. In testimony to Congress about incorporating growth models into accountability systems, Dr. Doran of the American Institute of Research noted: “The first thing I think the federal government really needs to do is to help states, and encourage them to build tests that are designed to measure growth. I think there are three states right now that I know of that are doing an exemplary job in that area... The first is the State of Oregon. They have what I call a multi-attempt computer-adaptive testing model that’s been implemented as a part of their operational testing program for the past few years” (Doran, March 4, 2009, p. 15).

Formative assessments. Oregon is a national leader in the use of formative assessments in the elementary and middle grades to inform and improve classroom-based instruction, as evidenced by the State’s lead role in the technical development and extensive use of two assessment systems for measuring K-8 progress on mathematics (easyCBM) and literacy (easyCBM and DIBELS). In addition, formative assessment is integral to the growing use of proficiency-based instruction and assessment in Oregon high schools and in some middle schools. These measures have been researched extensively with documents presenting reliability and validity evidence that has been published both as technical reports and in the research literature.

Reform Plan Criteria

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

As referenced in B(1), Oregon has created a timeline and action plan for adopting and implementing the common core standards and assessments. Education partners across the state will be involved throughout this process. Oregon's education service districts (ESDs) play an important role in the Oregon Plan to roll out the new common standards. The Department of Education will work with ESD leadership and staff to develop professional development workshops for math and English language arts teachers to develop a deep understanding of the new standards. The workshops will be offered through a regional service delivery strategy and implemented with fidelity statewide.

The role of higher education in the preparation of educators contributes to Oregon's ability for K-12 educators to effectively collaborate with partners following completion of their programs. This feature of the Oregon Plan allows institutions of higher education (IHE), public and private, to produce high quality and highly prepared K-12 educators who represent motivated and world-class entrants into the workforce and post-secondary education. As the Oregon Teacher Standards and Practices Commission (TSPC) approves (accredits) all IHE educator preparation programs, develops the standards, and conducts the site visits, it is developing a data-driven assessment system for future site visits. In the Oregon Plan, a regulatory environment exists for teacher licensing that enables the educators joining the workforce to focus on effective assessments that drive the teaching-learning cycle. The ability to perform quality formative and summative assessments currently already exists in the initial teacher preparation program standards. See Oregon Administrative Rule (OAR) 584-017-0185. Oregon was a national leader in the development of work samples for teacher preparation candidates in the 1990s that has served as a model for other states as evidence of effectiveness in pre-service candidates. TSPC requires programs to produce data that reflect candidates' skill in producing student learning during their student teaching experiences; candidates also can analyze and use the data to adapt curriculum and lesson plans. Most importantly, the work sample evidence and data reports demonstrate that new teacher candidates are deft at differentiating instruction for *all* learners, especially diverse student populations. TSPC is adopting a new teacher licensure testing system that is based on the most recent national standards in most core curriculum areas. The assessment (licensure tests) frameworks, objectives, and test items have been developed with input from educators nationally. As CCSSO and the National Council for Accreditation of

Teacher Education (NCATE) adapt and align with national standards, Oregon licensing tests will be regularly revised, reviewed and aligned.

Building on the capacity of skilled new teachers entering into the workforce, the Oregon Plan also includes the following goals, activities, timeline, and responsible parties for rolling out a plan along with all of the supporting components. The Education Coordinating Council will oversee the roll-out to develop the detailed Statement of Work, oversee implementation of the RTTT grant funds, and monitor progress on performance measures identified in the grant proposal. See **Appendix B.14** where key elements of this plan are described in detail.

Goal 1. Adoption of Common Core Standards.

As noted at the beginning of this section, the Oregon Plan will rely on Oregon’s involvement with the Common Core State Standards Initiative to adopt common college- and career-ready standards and K-12 grade level standards in mathematics and English language arts.

Goal 2. Assessments are Internationally Benchmarked and Align to High School Exit Criteria and College Entrance Requirements

The Oregon University System, in collaboration with Oregon public high schools, maintains a longitudinal data system that allows users to examine relationships among several indicators of high school performance (*e.g.*, grades, tenth-grade statewide assessments in reading, writing, math, and science) and subsequent performance in the first year of college in each of Oregon’s seven public institutions of higher education. Data from the 2002 assessments to the present are available online and reports can be generated at the school, district, or state levels (see **Appendix B.15** and website www.ous.edu/dept/ir/reports/hsprofile/).

Concurrent validity evidence is critical for any test because it reflects the relations with other high quality measures. In spring of 2010, the Oregon Assessment of Knowledge and Skills will incorporate items from the Organization for Cooperation and Development (OECD) Program for International Student Assessment (PISA) to compare reading, mathematics, and science achievement in the state to international performance levels for 15-year-olds; these items emphasize functional skills students have

acquired as they near the end of mandatory schooling. This technical work can therefore ensure that the standards being assessed are internationally benchmarked.

Predictive validity evidence is also critical, as it more importantly documents predictions of future performance on other measures. Oregon has long been concerned with employing statewide standards that prepare college and career ready high school graduates, while also implementing statewide assessments that can predict performance in our post-secondary institutions. For example, in 2003 the Oregon University System (OUS), Oregon Department of Education (ODE), and Oregon Department of Community Colleges and Workforce Development (CCWD) partnered to review the statewide assessment data (from 2001-2002) and report on the relation between student performance on tenth-grade benchmark standards and subsequent performance in the first year of college. Some important conclusions from that report include: (1) The study found a positive relationship among Oregon's statewide assessments, high school GPA, college GPA, and the SAT. (2) Students who met or exceeded the standard at the tenth-grade benchmark levels were more likely to earn a higher GPA in related college courses, which would support continued enrollment beyond the freshman year. Students who did not meet the standards were less likely to earn a college GPA of "C". (3) Each of the four tenth-grade benchmark assessments, individually and in combination, proved to be early indicators of overall college GPA at the end of the first year in Oregon's public universities (OUS, ODE, CCWD, 2003). This research is being replicated.

Oregon's PK-20 vision for education – United Education Enterprise. The United Education Enterprise (UEE) is a working group of the Joint Boards (the combined Oregon State Board of Education and the State Board of Higher Education) that was established after the passage of Senate Bill 342 (2005) to examine the alignment of the PK-20 educational systems including the high school diploma, integrated data systems, and a unified education enterprise budget (see copy of bill in **Appendix B.16**). The UEE is comprised of three members each of the State Boards. The working group is staffed with individuals from the Oregon University System, the Department of Community Colleges and Workforce Development, and the Oregon Department of Education. Senate Bill 342 directed the Joint Boards to address the following seven areas to focus the alignment efforts from high

school to post-secondary institutions: (1) Re-examine the purpose and structure of the Associate of Arts/Oregon Transfer (AAOT) degree. The Joint Boards adopted the revised principles for the AAOT degree in spring 2008 and adopted the revised AAOT on January 7, 2010. The AAOT is uniform across all 17 community colleges, making it possible for an Oregon student to begin a post-secondary program at a closer and lower-cost community college and then transfer those courses into a four-year degree program, with some areas still requiring specific degree courses from a four-year institution. (2) Clarify career pathways in areas of high need, including teacher preparation, engineering, healthcare, and apprenticeships. Statewide collaborations have created online advising guides, two common education courses, and recommendations for coursework in teacher education programs. Similar progress has been made in other areas of high need (STEM and special education). (3) Develop common understanding of desired outcomes and criteria for effective courses for general education. In January 2010, the Joint Board approved the general education outcomes expected at the end of two years of college. The AAOT aligns with these outcomes. (4) Create easy transfer of 100- and 200-level courses among all public post-secondary institutions. Oregon put in place a degree audit system for the Oregon University System to meet this need. The Joint Boards also adopted the Oregon Transfer Module; all 24 public colleges and universities accept the same first year of courses. (5) Create a statewide linkage of campus-based degree audit systems to make information easily accessible to high school and post-secondary students. The infrastructure was created and implemented at all seven public institutions of higher education, with community colleges to be incorporated next. (6) Address the need for standardization of credit awarded for scores on Advanced Placement exams at all public post-secondary institutions, which has been completed. (7) Expand early college programs or college acceleration options at high schools. The State has adopted standards that align with national standards, with the plan to implement these standards by 2013.

As part of the new Oregon Diploma, the State Board of Education asked the UEE to ensure that core standards for K-8 and high school are aligned across grade levels and culminate in the Oregon Diploma. The UEE's 09-10 Work Plan to accomplish this alignment is shown in **Appendix B.17**. The phase-in timeline of new requirements is included in this appendix; these work plans are updated annually.

Oregon Diploma. The Oregon State Board of Education has recently adopted new, more rigorous diploma requirements. The work plan is presented in **Appendix B.18** for developing a connected and integrated system that promotes smooth and successful student transition from PK-12 to their next steps—further education, training, and workforce. The goal of the Oregon Diploma is to ensure that all students have the knowledge and skills needed for success in college, careers, and citizenship. The Board also adopted a Credit Options rule (OAR 581-022-1131) requiring graduation credits to meet academic content standards required by OAR 581-022-1210. Further, the Essential Skills are linked to the standards and assessment system. Students must demonstrate proficiency in Essential Skills (*e.g.*, Reading, Writing, Applied Math) through either the OAKS, local performance assessments using official state scoring guides or through additional approved standardized assessments such as ACT, SAT, Work Keys, and others.

Goal 3. Develop, Disseminate, and Implement High-Quality Instructional Materials/Assessments

The Oregon State Board of Education has adopted the national standards of the National Staff Development Council for promoting high-quality professional development based on evidence-based practices. These professional development plans are a component of the Continuous Improvement Plan process and are a requirement in Oregon Administrative Rules (OAR 581-022-0606). One of the most significant sources of professional development in Oregon is the Oregon Literacy Network (see **Appendix B.19**). This network allows Oregon educators to distinguish between High Quality or Low Quality Professional Development, adapted from National Partnership for Excellence and Accountability in Teaching (1999) and the Oregon Literacy Framework as presented in **Appendix B.20**.

Work has begun on disseminating and implementing high-quality instructional materials and assessments in which the Oregon Department of Education is partnering with researchers in the College of Education at the University of Oregon to develop a web-based curriculum for use in pre-service training programs as well as with in-service teachers. Specific topics include: (1) implementing and interpreting formative and interim assessments, (2) using formative and interim assessment to drive instructional decision making, (3) linking formative assessment to summative assessments, (4) disaggregating and interpreting formative and

summative test results for important subgroups, including Students with Disabilities and English Language Learners, (5) developing school-wide models of tiered or differentiated instruction, and (6) adopting research-based instructional materials and strategies. Making these materials available as pre-service materials is critical for raising the skill level of educators as they leave their training programs and is consistent with the extensive work from the Teacher Standards and Practices Commission to ensure the Oregon’s educational workforce is ready for 21st century educational environments. Adapting them for in-service provides effective follow-up.

The Resources for Educational Achievement and Leadership (REAL) website houses all of Oregon’s content standards and its database. (**Appendix B.21.**) Currently, the REAL website provides state educators with instructional materials, strategies, and lesson plans that are explicitly linked to academic content standards. Resources are nested by grade level, core standard, and “Skill to Support Standards.” Each lesson plan includes a description of how the lesson is linked to the core standard, student learning objectives, materials and resources required for the lesson, setting the stage for initial instructional activities, ongoing learning activities, linkages to formative and interim assessments, and accommodations for differentiated instruction. The site also provides several relevant resources for teachers, including, for example, the Mathematics Framework for the 2005 National Assessment of Educational Progress and links to the NCTM Standards.

Finally, Oregon educators have access to Moving Research into Classrooms, a professional development network sponsored by the Center on Teaching and Learning at the University of Oregon. The Center has formed a partnership with local school districts, the Oregon Department of Education, educational service districts, and the Confederation of School Administrators to disseminate key research findings from the IES Practice Guides. For example, more than 400 teachers, principals, district leaders, and state leaders across the state attended the first annual conference held in Portland, Oregon, in October 2009. Sessions addressed instructional assistance to students in mathematics, reading, literacy, and to students who are English-language learners. Over the course of a school year, participating teachers and principals engage in ongoing professional learning activities via web-based courses and modules aligned with the content they received at the conference. Additionally, conference participants work with the

Center on Teaching and Learning and with Behavioral Research and Teaching to use their formative assessments (e.g., DIBELS and easyCBM) in evaluating new programs and practices schools across districts implement in their classrooms.

Goal 4. Develop or Acquire and Deliver High-Quality Professional Development

Transitioning from old content standards to new content standards requires additional resources to: (1) provide high-quality professional development to align the new standards with the curriculum; (2) ensure that teachers have time to prepare lessons, meet with colleagues, and make decisions based on student data; (3) develop and/or implement an assessment system that is aligned with the standards; (4) implement instructional systems that are responsive to the needs of a diverse population; and (5) utilize the expertise and support of parents and community-based organizations to create sustainable change. The Oregon Plan for engaging in each of these critical transition elements is explained in detail below.

Transition Element #1: High quality professional development. High quality professional development addresses both theoretical foundations of effective practice as well as the “how to’s” of delivering effective instruction (Gersten & Dimino, 2001; Huberman & Miles, 1984; Richardson, 2003; National Staff Development Council). Professional development aligned with the goals, standards, and assessments is more likely to increase teachers’ skills and knowledge, and more likely to result in changing teaching practice, than is professional development that is at odds with these aims (Garet, Porter, Desimone, Birman & Yoon, 2001). The most effective professional development plans are coordinated and ongoing; most importantly, they are guided by student performance data. These features, however, need to be adapted in other areas such as special education, the arts, as well as career and technical education fields. An example of high quality professional development is sponsored by the Oregon Department of Education: Moving Math Education Forward workshops and Math Coaching Institutes to help Oregon math teachers better understand the new standards. The Oregon Department of Education conducted professional development sessions and awarded capacity grants for districts to continue the work in their own schools. The goal is to follow the same model for each content area with newly developed standards. As noted in the STEM initiative, this transition element is crucial.

Transition Element #2: Provide teachers adequate time. To provide effective instruction in the classroom, teachers need

sufficient time to prepare that instruction (Abdal-Haqq, 1996; Biancarosa & Snow, 2004; McLaughlin, 1999; Showers, Joyce, & Bennett 1987; Gersten & Dimino, 2001; Raywid, 1993). Specifically, teachers need time *before instruction* to prepare lessons and they need time *after instruction* to evaluate the lesson and determine what changes need to be made (Darling-Hammond & McLaughlin, 1995; Gersten, Chard, & Baker, 2000). This time to plan and analyze should allow individual reflection and collaboration with colleagues, which is fundamental to ensuring that the new standards are taught in all classrooms across all grades. To accomplish this goal, grade-level and department-level team meetings should be regularly scheduled times for determining how standards will be taught during the lesson and for lesson planning. The STEM initiative includes a number of specific strategies for increasing time for teachers.

An accountability system also is needed to ensure teachers and administrators are spending time on developing lessons and discussing data related to student mastery of skills in mathematics and science content standards. In addition, principals in the building should conduct a “walk-through” on a consistent basis to observe teacher implementation of effective instructional strategies based on common standards, and discussed during meetings. Instructional strategies should focus on building student knowledge and skills aligned with the standards. See **Appendix B.22** for Standards by Design or website at www.ode.state.or.us/teachlearn/real/standards/sbd.aspx. A key component of our STEM initiative is incorporation of professionals from all walks of employment in the work place.

Transition Element #3: Develop/implement an assessment system aligned with standards. To effectively implement an assessment system, users must have a thorough understanding of *instructional improvement* that connects teaching and learning through data-driven decision-making; this approach allows teachers and leaders to query and employ analysis tools that move them from “reacting to results” to “predicting results.” Training needs to focus on the use of assessment data to increase student achievement, evaluate outcomes, and monitor program advancements. Achieving this goal means that all stakeholders must receive training on the principles and practices of decision-making. Training and professional development activities need to build and maintain school- and district-level data teams; training also needs to be offered at regional and state level workshops and seminars.

An example of a statewide training effort is reflected in Oregon’s development of rubrics and scoring guides to help teachers assess objectively student samples. (See **Appendix B.23**.) In the Oregon Plan, this model can be replicated to allow districts to (1) be part of a network that informs them about professional development opportunities aligned with their district academic improvement plans, and (2) share professional development opportunities and effective instructional practices that are linked to decision-making. This network can assist and support districts in their implementation and assessment of the new standards in reading, math, and science; this network also can be coordinated within institutions of higher education that have faculty knowledgeable about the delivery of high quality professional preparation and research-based instructional practices.

Transition Element #4: *Take into account the needs of a diverse population.* When teachers enter the workforce, they must be culturally competent. The Teacher Standards and Practices Commission (TSPC), the licensing body for teachers and administrators, has objective standards for measuring cultural competency and is working on rubrics to demonstrate effectiveness and awareness of cultural knowledge in order to differentiate instruction and successfully motivate and help students learn. TSPC is incorporating these into higher education program approval standards and has incorporated all of these concepts into program subject-matter standards (See OAR 584-065-0001 to -0120). Additionally, TSPC has adopted a licensure examination that requires all educators to review student equity and civil rights principles in addition to cultural awareness and professional practices. As of 2009, TSPC requires full academic programs in order to add teaching English for Speakers of Other Languages endorsements to any TSPC license. The test, standards, and program review elements are focused on teaching to the English language development standards (adopted by the Oregon Department of Education) and not merely determining whether the educator is proficient in delivering sheltered instruction.

The Oregon Plan in STEM includes virtually all of the above initiatives: more articulated pathways, formative and summative assessments, regional STEM professional learning communities, instructional support documents related Professional preparation, however, also requires follow-up and professional development that is aligned with the needs of students from different backgrounds and with diverse instructional needs. The Oregon Plan includes guiding principles that reflect the core values of

rigorous content, proficiency-based instruction and equitable outcomes for all students: (1) schools will eliminate barriers that reduce the opportunities for all students to achieve high standards of rigorous content; (2) well prepared teachers will teach rigorous content to all students; (3) the State and districts will support professional development and the allocation of time and resources to teach the instructional core successfully to all students; and (4) schools will foster the collaboration among teachers, administrators, and staff as well as engage the community for the creation of sustainable change. In summary, Oregon’s commitment that all students can attain high levels of proficiency given adequate time and necessary resources drives the State’s decisions around content, curriculum, instruction, and resource allocation.

Transition Element #5: *Use support of parents/community to create sustainable change.* An important feature of sustainable change is the involvement of the community in the transition and assessment of the new standards. Although many districts in Oregon have an outreach program to inform parents about curriculum change, often these programs focus more on providing parents with the information *about the changes*, but not *how* parents can support their child at home and school to ensure they will attain or surpass the standards at the end of the school year. A number of community-based programs exist in districts throughout the state that occur after school and are offered to engage parents. A list of these programs is included in **Appendix B.24**. Some of these programs are aimed specifically at Hispanic students and English Language Learners. Another important issue in this element is the ability to inform parents *early* in their child’s educational program so they can become active partners with teachers. All children in Oregon Head Start Pre-kindergarten or receiving Early Intervention and Early Childhood Special Education services are assigned unique individual identifiers that allow for the integration of child-level data from the Oregon’s early learning programs with the K-12 data system to allow monitoring progress over years.

Budget and Narrative. An important aspect of Oregon’s Race to the Top proposal is our detailed project plans and budget including goals and outcomes, activities, timelines and responsibilities which can be found in Part VIII of our application. The detailed plans for Oregon’s Standards and Assessment Project can be found on pages B-13–B-26 of the Budget Narrative in Part VIII of Oregon’s proposal. Also note that the detailed budget and plans for our STEM Project can be found on pages B-110–B-119

of our proposal.

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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
Oregon is proposing aggressive performance measures in the areas of Student Achievement on State Assessments, NAEP and Graduation Rates. Please refer to Appendices A.15, A.16, and A.17 for specific targets.					

(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)
<p>With a longstanding focus on standards-based, purpose-driven assessments, the Oregon Department of Education has four decades of experience designing high quality student assessments that enable educators to track students’ achievement growth from year to year. These state assessments, along with nationally recognized formative assessments developed at the University of Oregon, are an integral part of the assessment landscape in the state and form the basis for a statewide database that provides the means for evaluating the impact of schools’ and teachers’ practices. The State has been steadily developing the infrastructure needed for this database since 1997. It is now extending the focus to also include training on use of data.</p> <p>In the past 12 years, the State has realized many of its goals related to a seamless K-20 educational data system. The support provided by two U.S. Department of Education grants has added immeasurably to those efforts. The Oregon DATA Project: Direct</p>

Access to Achievement, funded in 2007, provides a sustainable program of professional development for accessing, collecting and effectively using data to drive classroom instruction and improve student achievement. The Integration of Longitudinal Data Systems for Research and Practice (ILDS-RP) project, funded for 2009, integrates existing Oregon Department of Education (ODE) infrastructure for statewide assessment data with the University of Oregon’s formative evaluation system. Oregon is currently seeking federal funding for Project ALDER: Advancing Longitudinal Data for Educational Reform, which would expand the system to include a robust teacher-student link as well as access to a variety of data not currently available.

With funds from Race to the Top, Oregon would be able to provide critical expansions and enhancements to its longitudinal data system. This would enable Oregon to develop a system that provides educators across the state—as well as researchers and policy analysts across the nation—access to a rich source of data to guide instructional decision-making (at the teacher and school level), resource allocation (at the district and state level), teacher education reform (at the university level), and policy decisions (at the district, state, and national level). Furthermore, other data elements will be incorporated into student learning data sets (*e.g.*, discipline data). It is important to note that *all 12 elements* of the America COMPETES Act are currently included in Oregon’s statewide longitudinal data system and plans. A detailed description of Oregon’s status as it pertains to each element is provided in **Appendix C.1.**

ELEMENT	IDENTIFIER
1	<i>A unique statewide student identifier exists:</i> A secure student identification number exists.
2	<i>Student-level enrollment data:</i> Cumulative Average Daily Membership (CumADM) is tracked.
3	<i>Student-level exit, transfer, dropout, and graduation information:</i> Student-level information is provided when students exit, transfer in, transfer out, drop out, or complete P–16 education programs.

4	<i>Capacity to communicate with higher education data systems:</i> Three institutional levels integrate their data systems: K-12, community colleges, and state universities.
5	<i>State data audit system assessing data quality, validity, and reliability:</i> Well-defined data architecture, data validation rule sets, mature business rules, code review processes, standards development processes, and cross-domain validation procedures are present.
6	<i>Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)):</i> Slightly more than 99% of eligible students take the OAKS assessment online.
7	<i>Information on students not tested by grade and subject:</i> Participation rates are reported with the Adequate Yearly Progress and in the Oregon Report Card.
8	<i>Teacher identifier system with ability to match teachers to students:</i> Oregon issues a Unique Staff Identifier (USID) to each licensed teacher and will have the ability to match students in 2011.
9	<i>Student-level transcript information including information on courses completed and grades earned:</i> Student transcript information is being stored in regional data warehouses and is shared through a state-level application.
10	<i>Student level college readiness scores:</i> Various admission tests are being stored including College Board PSAT, which is administered to all Oregon tenth-graders.
11	<i>Information on student transition to postsecondary education:</i> PK-12 transcript data are stored for Oregon students who attend Oregon universities.
12	<i>Other information determined necessary to address alignment and adequate</i>

	<i>preparation for success in postsecondary education:</i> ODE collects information on student grade retention, mobility, and discipline data.	
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Reform Plan Criteria

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

The success of any longitudinal data system must be measured by how accessible and useful it is to the educational stakeholders for whom it is designed. One of the cornerstones of Oregon’s strategy for developing data systems to support instruction is its comprehensive plan for accessing and using state data. The plan provides secure yet convenient access to data for key stakeholders, including parents, teachers, principals, local leaders, community members, policymakers, researchers, and unions. The plan also ensures that the secure access is available to decision-makers in such a way that it can be used to support their policymaking and other continuous improvement efforts. The plan is described in detail in the Budget Narrative, which includes goals and activities, anticipated start and completion dates, and responsible agencies. There are two main focuses: to make access to the data easier and to help stakeholders use it effectively (see Budget, pages B-44–B-76).

The work will be accomplished by Oregon Department of Education, regional education service districts (ESDs), and the Education Enterprise Steering Committee, a permanent panel comprised of representatives from the ODE, ESDs, school districts, higher education, and the Governor’s Office. These three organizations have a proven track record of collaborative work and offer a true partnership across the educational spectrum.

Make access convenient. The plan creates a statewide, internet-based data portal that is customized for specific stakeholder groups. Beginning in August 2010, a workgroup will compile and analyze data regarding stakeholder needs, identify gaps, and work

with stakeholder groups to collect feedback. Final web portals will be deployed by September 2011.

Advance promising practices. The plan will advance promising practices and strengthen a statewide instructional network by presenting data displayed with comparable districts and schools based on similar student populations. The process will ultimately implement final user interfaces and reports that incorporate “similar schools.”

Support growth. The plan will present data longitudinally to support identification and evaluation of progress describing growth at the student, school, district, and state level (as appropriate to the audience).

Integrate existing professional development. The plan will integrate Oregon’s successful professional development programs, such as the Oregon DATA Project, Oregon Statewide Improvement Facilitators, Oregon Math Science Partnerships, Effective Behavioral and Instructional Support System, and Scaling Up projects into a coherent vertically articulated standards-based curriculum with effective scope and sequence (see **Appendix C.3** for more information on the coordination and integration of these programs).

Monitor effectiveness. The plan will evaluate the effectiveness of statewide professional development initiatives using multiple data points, including student achievement from both formative and summative assessments.

Security issues paramount. Balancing ease of user access and high-level data security in the Oregon statewide longitudinal data system will require following recommended rigorous and established standards for data system oversight. Central to user access is the Family Educational Rights and Privacy Act (FERPA) that protects the privacy interests of students. Consistent with FERPA rules and regulations, access to the data will depend on user identity and requirements for data security such as registration and authorization to access student-level data. With the Oregon data system, different users will be allowed differential access consistent with their position, decision needs, and protection of student rights.

Naturally, data needs vary across users. Data access must necessarily take into consideration user identity and confidentiality risks to students, teachers, and schools. Thus, some users will be allowed to query the system for reports of data in aggregated form (*e.g.*, summary of students, classes, teachers, and schools). Summary reports reflect either student groups (*e.g.*, class, school

summaries) or performance of different aggregates (e.g., individual students, schools, districts) over different time periods (e.g., growth summaries). Teachers may have an interest in data about specific individual students with whom they work, and thereby require student-level reports. Users such as researchers may request individual student and school data records necessary for modeling growth.

Implementation of secure user access requires (1) specification of clear policy regarding permissible users and corresponding levels of data access, (2) an interface design consistent with database architecture, and (3) design of user registration and password systems. Following National Center for Educational Statistics form, documents will provide procedures for specifying user access and data protection. Policies will be detailed, federal and state laws protecting rights of students and families will be ensured.

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
Oregon is proposing aggressive performance measures in the areas of Student Achievement on State Assessments, NAEP and Graduation Rates. Please refer to Appendices A.15, A.16 and A.17 for specific targets.					

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

The Oregon Plan is designed to ensure that teachers and administrators have access to data from technically adequate formative assessments as well as the training required to use these data to improve students' educational outcomes. Oregon has a strong

foundation already in place for building this plan. The Oregon DATA Project, a federally funded initiative, has trained more than 2,000 Oregon educators in the effective use of data since its inception in 2007. This year, participants in schools, districts, and regional ESDs across the state are building a grassroots framework to evaluate and sustain the project's work (**Appendix C.4**). Furthermore, as part of the Oregon Plan, the Danielson Framework for Professional Practice is being adopted and adapted (Danielson, 2007; The Chalkboard Project, 2009). It is a nationally recognized research and standards based teaching framework that aligns with mentoring, professional development, and performance evaluation standards for professional practice. The Danielson Framework for teaching and learning is foundational to a continuous process for improving professional practice for K-12 teachers. Importantly, the framework reflects all of the key skills based on the International School Effectiveness Research Project (ISERP) (McEwan, 2009). Danielson (2007) identifies four domains for teaching (planning and preparation, classroom environment, instruction and assessment, and professional responsibilities) and multiple components related to increasing student learning, quality of instruction and assessment, content knowledge and skills (see Section (D)(2)(ii)). Finally, the Oregon Plan includes an articulate STEM initiative that is based on a program evaluation that is being used to improve and increase STEM education, policies, resources, and next steps (including a more pronounced presence of the National Science Foundation) and promulgation of effective strategies from the Title IID 21st Century Technology Rich Learning and Teaching Initiative.

In addition, the success of two web-based benchmarking and progress monitoring systems developed at the University of Oregon provides a technical foundation for Oregon educators in grades K-6 (DIBELS) or K-8 (easyCBM). These two formative assessment systems provide teachers extensive diagnostic and progress monitoring data so instructional programs can be sensibly and sensitively adjusted. Oregon's plan for using data to improve instruction is described in detail in the Budget Narrative, pages B-42–B-71.

Appendix C.5, which includes goals and activities, anticipated start and completion dates, and responsible agencies.

Improvement systems. The developers of the DIBELS data system and easyCBM are committed to improving the system to enable the seamless and secure transfer of student assessment and intervention data from these two web-based systems to the state longitudinal data system, where student and teacher demographics are stored. Presently, a beta version exists with easyCBM and is

being piloted in 12 districts throughout the state. Through this work, the Oregon Plan will use curriculum-based measurement (CBM) to provide both formative and summative assessment information on student learning in the classroom.

We also propose to extend the assessment offerings to content areas, in addition to reading and mathematics. To ensure that all students' educational needs are being met, we also propose to develop alternative measures for teachers to use when students are well below grade-level performance targets, so they can be used alongside proficiency-based assessments (to document access skills).

In the end, the diagnostic and predictive measures available to Oregon educators will be aligned to content standards and provide a research-based mechanism for teachers, parents, and school administrators to use in evaluating the effectiveness of students' educational programs. The expansion of the system to the high school level will fill what is currently a well defined need in the state.

Research access. Expansion of these two web-based assessment systems will concurrently benefit educators across the United States, as both DIBELS and easyCBM are widely used nationwide. Thus, although educators in states outside of Oregon will not automatically have the same ability to transfer student benchmark, progress monitoring, and intervention data to a statewide longitudinal data system, they will still benefit from the expanded assessments that will be offered as a result of this project. In addition, as other states develop their own longitudinal data systems, the same mechanism used in linking to the Oregon statewide longitudinal data system will be adapted for them, thereby providing an efficient means of scaling up this part of the project.

Ultimately, the Oregon plan will provide PK-20 educators with the tools they need to instruct, monitor the effectiveness of that instruction, share what they have learned about the most effective approaches, and evaluate the impact of their work. However, the power and utility of the plan extends beyond the school grounds. By providing researchers and other stakeholders access to the rich student performance data that will be available on the Oregon Statewide Longitudinal Data System (SLDS), an evaluation process is established that should help to inform educational reform efforts on a much larger scale.

The Oregon SLDS database will include demographic information on students, teachers, schools, and districts. It will include statewide large-scale assessment results as well as benchmark and progress monitoring assessment data. A critical addition to the database is the inclusion of information about the instruction students are receiving. This information, perhaps more than any other,

offers a tangible benefit to state policy makers and educational researchers, as it will enable them to begin to evaluate the impact of instructional decisions.

Effective professional development. Of course, access to assessment data is not sufficient to significantly improve student achievement or teacher effectiveness. Central to Oregon’s work in creating a truly useful data system will be the continuing implementation of effective professional development for teachers, principals, and administrators on how to use these systems to support continuous instructional improvement. Research indicates that when professional development is conceptualized as a school-wide effort (Herman *et al.*, 2008), linked to current school initiatives, and anchored to real student work and indicators of student learning or achievement for discussion (Conzemius, 2000; Duke *et al.*, 2005), positive student learning occurs (Jackson & Bruegmann, 2009). Therefore, effective professional development is central to Oregon’s plan to use data to improve instruction. The plan expands the already extensive training offered by the Oregon DATA Project on effective use of data. So far, more than 2,000 teachers, administrators, and classified staff have been trained through the project, along with school board members, state education officials, higher education representatives and members of the public.

State-facilitated stakeholder analysis of gaps in the existing professional development programs will provide guidance for expansion of the curriculum and online professional development offerings to include instruction related to formative assessment practices. Based on years of successful experience providing online teacher trainings with certification of proficiency for the State’s alternate assessment providers, Oregon proposes expanding the offerings to include training and proficiency certification related to formative assessments and data use to improve instruction.

Collecting and linking common student achievement data across schools and districts will enable us to evaluate the effectiveness of statewide professional development initiatives for improving student learning outcomes. In addition, the systematic use of formative assessment, proficiency assessment, and statewide assessment data to ensure a predicative relationship and to provide support for students to graduate from high school will enhance teachers’ ability to ensure their students are making expected progress and to modify instruction when students’ rate of progress is insufficient.

By creating individual student reports and class rosters that incorporate a variety of potential formative assessment indicators, with the statewide summative assessment data, and a comparison between the students' achievement and critical benchmarks, the Oregon Plan will provide teachers, parents, and the students themselves with the information they need to ensure success.

By having common assessments, high quality professional development can then include teacher study groups, time to plan and reflect on instruction, and use of observations by instructional experts and mentors (Garet, Porter, Desimone, Briman & Suk Yoon, 2001; National Staff Development Council, 2001).

Highlights of Oregon's Plan for Using Data to Improve Instruction

Expand DATA Project curriculum. The plan will expand the Oregon DATA Project curriculum to include instruction regarding the use of student screeners, interim, and formative assessment practices. The training currently consists of modules focusing on using data to improve instruction in districts and schools, in classrooms, and on establishing a school culture of data quality. The project offers a regional delivery model that ensures training is available to even the most remote parts of the state.

Support for school teams. The plan will provide systematic support for school-based lesson design teams using Danielson's (2007) framework as the basis for developing a shared understanding of the roles, responsibilities, and structure of these teams. Enhancement of the easyCBM and the DIBELS websites to support the needs of lesson design teams will take place between September 2011 and August 2013, with the goal of statewide implementation in the 2013-14 school year.

Expand training program. The plan will enhance Oregon's Qualified Assessor training application to serve as a comprehensive professional development support application. Educators must be trained as Qualified Assessors before administering Extended Assessments to students in the state of Oregon.

Use data for graduation support. The plan provides a way to systematically use formative assessment data and statewide assessment data to ensure a predicative relationship and to provide support for students to graduate from high school.

Create individual reports. The plan creates individual student reports and class rosters that incorporate a variety of potential formative assessment indicators, with the statewide summative assessment data and a comparison between the students' achievements

and the critical benchmarks.

Create new-enrollment framework. The plan establishes a statewide framework for measuring students' needs upon enrolling in a new district.

Summary of expansion and directions to be taken. The Oregon plan includes continual expansion of the current data system and begins investing in helping teachers and leaders *use* data for decision-making. The information technology infrastructure is capable of expansion in both directions. In particular, the data sets are to be expanded in a way that teachers can associate attendance and behavior (*e.g.*, discipline referrals, work completion, etc.). As well, the data sets will allow for a number of reports that can target individual students, teachers' classrooms, or building systems. This expansion will be sensitive to teacher use: It will provide graphic displays that reflect an appropriate level of information and are easy to interpret.

For example, diagnostic reports for students will be able to highlight not only how students perform on a task but also how items function (*e.g.*, how many students are correct or incorrect on specific literal, inferential, or evaluative comprehension questions or where misconceptions occur). Students' time series data (progress) will be punctuated with instructional interventions and attendance overlaid so that teachers can associate presence (integrity) of both programs as well as students. Groups of students' performance will be aggregated and tabulated on important demographics so that teachers can be efficient in providing the proper tier of instructional supports. Finally, by having common formative assessments, high quality professional development can then include teacher study groups, time to plan and reflect on instruction, and have observations made by instructional experts and mentors (Garet, Porter, Desimone, Briman & Suk Yoon, 2001; National Staff Development Council, 2001). An important component of the data teams will be discussions of students who make progress but fail proficiency versus those who make no progress and fail proficiency. By making sensitive decisions as a function of students' differential performance on formative and summative tests, school resources can become more collaboratively shared.

Budget and Narrative. An important aspect of Oregon's Race to the Top proposal is our detailed project plans and budget including goals/outcomes, activities, timelines and responsibilities which can be found in Part VIII of our application. The detailed

plans for Oregon's Data Systems to Support Instruction Projects can be found on pages B-27–B-71 of the Budget Narrative in Part VIII of Oregon's proposal.

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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
Oregon is proposing aggressive performance measures in the areas of Student Achievement on State Assessments, NAEP and Graduation Rates. Please refer to Appendices A.15, A.16, and A.17 for specific targets.					

(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)
<p>In Oregon, all teaching licenses are granted by the Teacher Standards and Practices Commission (TSPC), an independent state agency that ensures licenses are awarded only to those who have completed approved teacher preparation programs. This agency provides alternative routes <i>through</i> licensure programs, which permit the 20 teacher preparation programs in the state to implement a diverse range of customized options. All of these options, however, involve at least some period of enrollment in an institution of higher education (IHE). Most of these alternative routes can be completed in 18 months.</p> <p>There are four routes available for alternative teacher licensure: the Restricted Transitional License, the NCLB Alternative Route License, the Limited Teaching License, and the Three-and Five-Year Career and Technical Education Licenses. The Restricted Transitional License is particularly well suited to this application and the Oregon Plan: It is issued to individuals making</p>

career changes in a field of subject-matter expertise. Applicants must have a bachelor's degree and a sponsoring school district must provide a mentor. The other two options are not appropriate for this application as they pertain to specific and isolated areas of certification, such as career specialties (hospitality and tourism) or subsets of broader endorsements (painting, dance performance).

Oregon IHEs and school districts are free to utilize these alternative pathways by working with TSPC. Licensure is based upon the match of the program components with the standards and competencies required (see Oregon Administrative Rule (OAR) 584-17-0040). The TSPC is quite flexible in the formats used for educator preparation and provides alternative routes through licensure, as long as outcomes adhere to established standards.

For example, several accelerated pathways are being developed using Grow Your Own (GYO) programs (TSPC-approved licensing programs between local educational agencies and IHEs). Portland and Salem-Keizer School Districts (two of the state's largest districts) have successful GYO English Language Learner programs developed in partnership with local university-approved programs. The program in Salem-Keizer provides initial licensure for bilingual candidates and for English Speakers of Other Language (ESOL) endorsements with Western Oregon University and Willamette University. The University of Portland operates a GYO to license reading specialists in the Hillsboro School District, and has graduated 100 specialists in the last two years. Pacific University has successfully sponsored GYO in special education with several host districts. Western Oregon University also has a successful Bilingual Teacher Fellows program with 70 current candidates who will graduate with an ESOL endorsement. Five of Oregon's public university teacher education programs developed more than 40 new and primarily online literacy courses and modules through Read Oregon.

The Beaverton School District, one of the largest in the state, also has several programs under the umbrella of alternative teacher and administrator development programs. Alternative Pathways to Teaching is a partnership with Pacific University that provides an accelerated path to teaching for candidates with bachelor's degrees who are interested in becoming special education teachers. The Bilingual Teacher Pathways partnership with Portland State University is a part-time program designed for bilingual/bicultural classified employees who are interested in becoming licensed teachers. Beaverton also has a Bilingual SPED part-time program

designed for bilingual/bicultural classified employees with a bachelor's degree who are interested in becoming licensed special education teachers *or* for bilingual/bicultural licensed teachers who want to add a special education endorsement. Beaverton and Portland Public Schools have partnered with Portland State University, University of Portland, and Portland Community College in the Portland Teachers Program. This program supports aspiring teachers from historically under-represented groups in their teacher preparation programs. The program has graduated 130 teachers, with 65 currently enrolled.

Oregon's IHEs are also supporting the State's interest in increasing the supply of STEM teachers. With PrISM Oregon (Preparation for Instruction of Science and Math), mathematics and science education faculty at seven Oregon universities are developing inquiry-based, integrated math and science courses that are accessible to teachers throughout Oregon. Oregon State University also developed a double-degree program, approved by TSPC, that encourages math, science, and engineering students to obtain an education degree simultaneous with their subject area degree.

Oregon also offers alternative routes to licensure for principals and other district administrators. Currently building and district level administrators may obtain a Restricted Administrator's License if the applicant has a master's degree and a co-sponsoring district. This license is valid for three years. While working as an active administrator, these career-changers also enroll in adapted administrator preparation programs that allow them to use on-the-job training as the basis for their preparation, clinical evaluations, and other administrative leadership standards. Oregon is one of the few states that authorize IHEs to waive the traditional three years of teaching experience generally required for admission into an administrator preparation programs.

Oregon has more than 30,000 employed teachers and almost 1,200 employed principals, with over 60,000 licensed or charter-school registered teachers and 4,600 licensed or registered administrators. Outside of the areas described in the previous section, Oregon has a surplus—not a shortage—of effective teachers. The Confederation of Oregon School Administrators and the Oregon School Personnel Association (OSPA) have combined their resources into a single comprehensive website, EdZapp, to assist school districts in finding and hiring teachers and leaders. The Teach Oregon website (**Appendix D.1**) offers an online application and job search to identify jobs openings in school districts throughout the state, as well as links to Oregon's Professional Education Fair for

educators to meet and share information. Additionally, TSPC has established a direct data exchange program with the assistance of the OSPA members in several large urban districts. These districts obtain real-time licensure information that includes the subject-matter areas, grade level authorizations, and expiration dates for all of their licensed employed educators.

Reform Plan Criteria

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

Measuring student growth. One of the most important components of the proposed Oregon Plan is the commitment and ability to link student achievement to individual teachers. It is important to note that Oregon has no statutory or regulatory restrictions preventing this linkage. With the recent Oregon Statewide Longitudinal Data System (OR-SLDS) grant award, a data warehouse is being designed as part of the K-12 system to link individual student performance and progress monitoring data with individual teachers; this linkage includes connecting the end-of-year Oregon Assessment of Knowledge and Skills (OAKS) test scores with formative assessment information in reading and mathematics and a host of student demographics associated with LEA data and information systems. Parents, teachers, and administrators can use this information to determine if students are progressing at a sufficient rate in their access skills on the formative assessments (reading and mathematics) to achieve mastery on the summative assessments.

The state test, OAKS, provides a vertically-scaled score using a one-parameter logistic (1-PL) model and common items across grades to reflect change over time, which serves as an estimate of growth. Each student receives a Rasch Item Theory (RIT) score that is centered at 200 and ranges from 190 to 280 with roughly seven points of growth expected per year (in grades three through ten). Therefore, each student can be individually measured for growth. For students performing below standard, further monitoring is possible through the use of “growth targets” as part of Oregon’s statewide accountability system. Individual student RIT scores are aggregated within a building based on Oregon’s Meeting and Exceeding’ achievement standards. Furthermore, growth target

attainment and students' subgroup membership is also considered and included as part of an Achievement Index (AI). The AI is used to identify schools that are effectively closing the achievement gap, and, as described in Section (E), the AI is used to identify low-performing schools.

As noted in Section (C), an additional source of data to be used in the Oregon Plan is a structured curriculum-based measurement system (Tindal, Duesbery, & Ketterlin-Geller, 2006) to institutionalize formative assessments that are already in place in most districts in Oregon. Using either easyCBM or the Dynamic Indicators of Essential Literacy Skills (DIBELS), teachers in every elementary and middle school have full and free access to these progress monitoring systems. These systems have been or are being adopted in all districts throughout the state as part of the OR-SLDS and are being integrated into regional data warehouses. While they do not address all content areas, they represent critical access skills and are important predictors of mastery on OAKS.

Rigorous, transparent, and fair evaluations. The Oregon Plan includes systematic evaluation of teachers and principals using student performance and multiple rating values on a number of specific dimensions collected through systematic observations. All evaluations contain rating categories that are representative of and sensitive to improvement within and across a range of professional practice components. Teacher evaluations are based on the Danielson Framework (Danielson, 2007). See Section (C) and **Appendix D2** for a description of all domains with exemplar rubrics for Domain 1. Principal evaluations incorporate the Oregon Leadership Network tools. (**Appendix D3**). These frameworks are designed to be adapted, however, so that LEAs can make specific applications to align with local needs. Both rating scales reflect critical components of the International School Effectiveness Research Project (McEwan, 2009).

Both rating scales are used in many districts throughout the state; funds from RTTT would be used to help promulgate (and adapt) them statewide. For example, Beaverton used Danielson's framework in the development of their Professional Growth and Evaluation program but found they needed to augment her work in the area of teacher collaboration, so they worked on standards through a partnership with the National Staff Development Council (NSDC). Currently, NSDC and National Commission on Teaching and America's Future are involved in evaluating the effectiveness of their Five-Stage Professional Learning Community

strategy in impacting student achievement. To be rigorous, we integrate assessment of student performance and progress into a standards-based approach; to be transparent, we employ a framework of professional practice and development as well as a menu of instructional variables; to be fair, we promote a collaborative design in the evaluation process that is implemented by both teachers and leaders with multiple scoring guides on a host of variables.

Rigor of teacher and leader evaluations. We know that when teachers have access to student performance and progress information and know how to use these data, decisions become oriented to successful outcomes. In our standards-based approach, we begin with the end goal in mind: How can instruction be systematically enacted to increase student learning within a specific developmental timeframe? This goal focuses educational teachers and leaders on specific and measureable components of teaching that can be observed, documented, and manipulated to optimize instruction. Effective teachers design universal learning and behavior supports, monitor student outcomes regularly, adapt supports for students not meeting standard, and recruit higher intensity supports for those students at greatest risk. This multi-tiered approach allows both efficient and individualized intervention. Access to, and regular use of, information about student performance, however, is essential for this approach to be effective. Importantly, this practice is not subject-specific and therefore can apply across all subject matter areas, particularly those in which no statewide assessment is available (grades K-2 or high school content).

To ensure quality and rigor, the Oregon Plan will use data from student assessments (formative and summative), information collected through classroom observations, as well as artifacts from the classroom as a foundation for the evaluation system. The evaluation system will be based on a structured sequence of activities (pre-conference, data collection, post conference) and rolled out systematically for districts to adopt as appropriate within their own level of development. Some districts have been using these frameworks and can focus on mentoring and peer evaluation; for other districts, these evaluation tools will be new and the focus will be on implementing them with attention to standardization.

Transparency and fairness in teacher evaluations. As noted in Section (C)(3), the Oregon Plan includes adoption and adaptation of the Danielson Framework for Professional Practice (Danielson, 2007).

Domain I: Planning and Preparation. The foundation to quality planning and preparation is understanding and prioritization of standards, and implementing the appropriate curriculum as a vehicle to teach them. Rarely is a curriculum appropriate for all students. Rather, it needs to be analyzed for instructional purpose, provide appropriate scope and sequence of skills, and direct access to resource supplements. In this domain, teachers identify potential adaptations to compensate for insufficiencies in the curricular programs. In elementary schools, a core curriculum is available for all teachers. Furthermore, direct instructional time (*i.e.*, time that cannot be interrupted by non-instructional events) is allocated to ensure that students have sufficient opportunities to learn.

Domain II: Instruction. Engaging students in learning and academic responding time—the amount (percentage) of time students are actively engaged in academic responses—are further refinements in the use of time in the classroom. In this domain, teachers actively engage students in responding that includes attention to knowledge forms for manipulating information (declarative-what, procedural-how, and conditional-when); provides systematic and differentiated instruction; delivers instruction with appropriate scaffolds in the learning process by initially providing students explicit instruction; guided practice, and independent practice. Instruction also is sensitive to teacher-student interactions, including the teacher rejoinders (*i.e.*, teacher questions provide an opportunity for students to answer; a rejoinder is the subsequent teacher response to student answers).

Domain III: Classroom Environment. Effective classroom management practices systematically reward appropriate classroom behaviors, while also pressing and shaping correct academic responses. Teachers systemically manage classrooms and students, applying the principles and practices of Positive Behavioral Support (PBS), as well as behavior management strategies in other environments throughout the building: hallways, playgrounds (in elementary schools), cafeterias, etc.

Domain IV: Professional Responsibilities. This domain includes evaluating teachers' success in communicating with families, participating in a professional community, growing and developing professionally, and reflecting professional behaviors such as ethical conduct, service to students, etc. Teachers engage in professional learning communities as part of an induction and support system. An important part of the Oregon Plan is the induction of new teachers and the use of both coaching and mentoring for

experienced teachers, using these frameworks to structure professional development.

Oregon educators have already adopted many of these teacher evaluation components and will expand them within the Oregon Plan. For example, in 2007 the Chalkboard Project and Stand for Children initiated legislation, House Bill 2574, to provide funding for mentoring programs for teachers and administrators. In two years, the program has funded mentoring for more than 2,000 new teachers and administrators. For the past two years, the CLASS Project (a collaboration between the Chalkboard Project and 12 LEAs) has established research-based professional development and performance-based evaluation to support teacher effectiveness. It is predicated upon: (1) Teacher-driven and research-based professional development with data teams, action research, and professional learning communities; (2) comprehensive performance evaluation linked directly to student achievement; (3) expanded teacher leadership roles, including new career paths; and (4) new models for creative compensation. Currently, the following 12 districts, comprising 80,000 students (16% of Oregon's student population), are in design or implementation phases: Bend, Crook County, Forest Grove, High Desert ESD, Lebanon, Oregon City, Redmond, Salem/Keizer, Sherwood, Sisters, Tillamook, and Vernonia. Early indicators of success in one district (Sherwood School District) show increased student achievement in 17 of 20 state assessment measures in year one; these results have been independently audited by Portland State University (The Chalkboard Project, 2009). As CLASS becomes adopted within and across districts, increasing attention will be given to fidelity of implementation and impact on student outcomes.

Transparency and fairness in leader evaluations. The Oregon Leadership Network (OLN) provides a system for principal evaluation that reflects both a richly connected group and well-developed and rigorous licensure standards. This network represents a collaborative effort among the Wallace Foundation, Oregon Education Association (OEA), Oregon Department of Education (ODE), TSPC, the Confederation of Oregon School Administrators (COSA), and most recently the Chalkboard Project. The rating scales are based on the conceptual analysis of Val-Ed of Vanderbilt University (Goldring, Porter, Elliott, & Cravens, 2007), *Standards for School Leaders* from the Interstate School Leaders Licensure Consortium (1996), and *Assessing Educational Leaders-Evaluating Individual Performance* (Reeves, 2004).

To appreciate its potential, two years ago OLN was already serving the three largest school districts in the state, representing 31% of Oregon administrators with an impact on more than 200,000 Oregon students. Currently, 28 districts participate in OLN, serving approximately 295,000 students, involving 15,215 teachers (50% of the nearly 30,000 employed), 125 local educational administrators (27% of the 464 employed), and more than 800 school administrators (67% of the 1,200 employed).

Because of the work accomplished by the CLASS Project and OLN, tools are available for rating educational programs that are well established and used throughout Oregon. For example, a template rating scale has been developed, based on a two-year study (Oregon Leadership Network, 2009) that incorporated the Val-Ed perspective: See Goldring, Porter, Elliott, & Cravens (2007); Cravens, Elliott, Goldring, Murphy, & Porter (2007), and the Wallace Foundation (2009).

The OLN is beginning a new phase of development after six years of funding by the Wallace Foundation's national leadership initiative formerly known as the State Action for Education Leadership Project. Through ExEL (Executive Educational Leadership), professional development now reflects the influence of Harvard's Business School, Graduate School of Education, and Kennedy School of Government. The focus is on gaining equity (to improve the culture and practices of collaborative problem solving and identification of common interests), strengthening the instructional core, and aligning work at the state and district levels to better support teaching, learning, and instructional improvement. One outcome of ExEL includes a collaborative to develop and expand proficiency-based math instruction. Portland, Beaverton, Eugene, and Salem-Keizer School Districts, together with ODE, the Nike School Innovation Fund, OEA, Education Northwest, all of which add to the expertise from Harvard University. The leaders of Harvard's ExEL program have been very supportive of this work over the past three years and have approached Oregon administrators about participating in a new initiative being planned to help a handful of states with strategic implementation of their RTTT plans.

Annual evaluations of teachers and principals. Because the frameworks from Danielson (2007) and OLN (2009) have been used in many districts in Oregon over the past four years, the evaluation process has been field tested with protocols and procedures established to provide timely feedback to teachers and principals throughout the school year. They also provide constructive

feedback that is sensitive to educational position and attends to program components. Finally, with OR-SLDS, it is possible to link student achievement to individual teachers, thereby allowing the evaluations to be both *timely and constructive* by targeting student learning in a formative and summative fashion.

Timeliness of teacher and leader evaluations. For the evaluation process to be effective, it needs to differentiate by various areas, specialties, and positions; as well as by experience with respect to early, mid-, and late career professionals. Evaluations need to be primed from the beginning of each year and not simply enacted at one point in time during the year. Based on frameworks from Danielson (2007), Oregon Leadership Network (2009), Oregon educators throughout the state already have available explicit formats and protocols that can be adapted by LEAs for evaluating teachers and leaders. Systems will be made available that provide timelines for various actions, beginning in the spring of the prior year and with monthly conversation guides that will direct school reform agendas and processes. These timelines and conversation guides will maintain evaluation as an ongoing process rather than a single event. They also will maintain focus on teaching and learning throughout the year, making the information available for use to make a difference.

Timeliness will also be achieved in the evaluation process by including multiple phases to: (1) assess students at the beginning, middle, and end of the quarter or year; (2) identify goals and professional development plans to increase student achievement; (3) enact a structured process for evaluation and observations including pre-evaluation conference between teachers and principals, observation and collection of artifacts over time, and a post-evaluation conference with written documentation from both a teacher's self-reflection and a formative evaluation from principals, and (4) provide a timeline for follow-up conferences.

In the pre-evaluation process, teachers and principals will address expectations, curriculum analysis, classroom composition, and planning documents developed to deliver relevant and meaningful instruction. An important component of this phase will be highlights of the big ideas of teaching and learning from the teacher's perspective to plan a structured observation and to provide insights on specific teacher and student behaviors for observation. With structured observations, administrators will visit classrooms to view the enacted curriculum, which may be quite different than that which was planned (Kurz, Elliott, Wehby, & Smithson, in

press; Danielson, 2007). A host of teacher and student behaviors will form the focal point of the observation: presentations, lectures, illustrations, student responses, rejoinders, and student work products. Finally, in post-evaluation conferences, the focus will be on student learning, both performance and progress. With formative assessments, a variety of information is available on measures, instruction, student performance, and technical adequacy, displaying and explaining student progress and outcomes. See **Appendix D.4** on “what works” and “why” as well as issues and options for changing programs that appear less than effective.

Networking at all levels and among all stakeholder groups will be essential to the implementation of the Oregon Plan. It has been our experience that the catalyst for cultural shift toward shared accountability has been a district-wide strategy for implementing standards-based communities of practice (using teacher leaders as facilitators) that focus intentionally on using data to inform and improve student achievement. The strategy has been to facilitate teacher collaboration in structured professional learning communities by offering teachers release time to work in teams so they can analyze student achievement data, develop/identify interventions, regularly review the effectiveness of the interventions, and reflect upon how their teaching practices have or have not supported the intervention.

Constructiveness of Evaluations. For evaluation information to be constructive, it needs to be differentiated to various school positions in a relevant manner and aimed at specific behaviors that can be changed to improve programs for students. Furthermore, evaluations need to reflect collaboration within and among other districts through state networks. Electronic analysis, reporting and professional development tools can only improve upon and increase the demand for more resources as we launch fully into the 21st Century. These networks also help develop shared understanding and consistent use of a common vocabulary related to the strengthening of the instructional core through proficiency-based learning.

Common rating scales are an important part of the Oregon Plan, whether using the Danielson Framework (2007) or the OLN (2009) to provide specific information on targeted behaviors; they reflect multiple categories of accomplishment in a number dimensions: planning and preparation, the environment, implementation and delivery of service, and finally professional responsibilities. The frameworks and rating scales from Danielson (2007) and the Oregon Leadership Network (2009) attend to a

variety of positions in a school system: teachers and leaders as well as other specialists (instructional assistants, library and media specialists, school nurses, counselors, and school psychologists) using similar dimensions as those applied to teaching.

For example, using the Danielson Framework (2007) on *feedback to students* within the domain of *instruction (using assessment information)*, a rating of “unsatisfactory” reflects feedback to students that is of poor quality and not timely. This is in contrast to the rating of “distinguished” which reflects feedback that is of consistently high quality in which students make use of it in their learning (*e.g.*, specific teacher rejoinders present information that is evaluative, corrective, or elaborative).

For leaders being evaluated using the OLN (2009) toolkit, the Beaverton School District uses multiple performance distinctions from ineffective to exemplary. For example, the standard visionary leadership for instructional and operational improvement requires providing feedback in a consistent and timely manner; responding to staff needs based on district and school priorities. For this standard, “ineffective” reflects a one-size-fits-all approach with little to no recognition of individual staff needs, little specificity, and disregard for positive information and infrequent attention to policies and timelines. By contrast, “exemplary” reflects professional development that is shared among staff in various sites and feedback that is accurate, timely, specific, and goes beyond evaluation requirements.

Using evaluations to inform decisions. Currently a statewide group of stakeholders (new and veteran teachers) is working with support of The Chalkboard Project to review and align pre-service preparation standards in order to create a common language that articulates development and evolution of a highly-prepared professional and provides a sound standards basis for performance evaluation at all stages of profession development: pre-service, in-service, and veteran. In addition, a number of efforts are being designed within the K-12 school system in Oregon.

Induction Support. Using the systems in place with CLASS, supports will be scaled up statewide, establishing an induction program through research-based professional growth and proficiency models. Likewise, OLN and ExEL will focus on building more-cohesive leadership systems. Such efforts appear to be a promising approach to inducting teachers and school leaders to engage them in improving instruction (Augustine, *et al.*, 2009). Induction will be provided to new teachers and principals to

reinforce successful completion of their probationary years, and increase their attention to multiple measures of student achievement. They will encourage educators to commit to multi-year formalized relationships that extend through the probationary period. The focus will be improved conditions for teacher and principal engagement in instructional practices: Oregon is the only state in the nation to have the policy priority on this work through OLN’s focus on instructional leadership for equity. This induction will be particularly important in STEM.

Mentoring, Coaching, and Professional Development. Mentoring legislation was formalized and passed by the Oregon Legislature in 2007. For *beginning teachers and principals* (years one through three), existing models like the ODE Mentoring Network provide promising successful deliveries. We will implement a differentiated approach to mentoring, coaching, and professional development by need and position similar to that used in the Oregon Literacy Framework, which is consistent with both Danielson and OLN: “At the school level, the principal, coach, classroom teachers and specialists, instructional assistants, new staff members, and substitutes should receive appropriate professional development” (2009, Chapter 5, p. 8).

An important part of the Oregon Plan is to use distinguished teachers as mentors and coaches to support quality teaching and learning in every classroom. This model for mentoring and coaching supports the development of highly effective teaching staff within buildings and across districts. Examples of this successful practice are the Oregon Mentor Grant in Beaverton and the Instructional Intervention Progress Monitoring system in Eugene, which uses a cadre of teachers on special assignment as coaches. These programs represent teacher-driven systems change that emanates from the classroom, not from the district office or the State (although state policies support the work). This innovative approach provides clarity to districts and the state on changes that are needed to better support teaching and learning. At the systems level, teachers and leaders share problem-solving, where school schedules and practices are considered, core curriculum is identified, and group agreements are enacted. Using school-based leadership teams, faculty and staff engage new teachers, instructional assistants, substitute teachers, and parents to more effectively inform the school community about the educational program and key resources.

For *mid-career professionals*, we expand professional development programs for teachers and school leaders with an emphasis

on enhancing skills that have a positive impact on student performance. This system formalizes administrative and superintendent mentorship efforts in a sustained, multi-year approach. We will extend in-service opportunities and link these efforts to data-driven student achievement tied to the Oregon Report Card growth model. Finally, we will elevate and operationalize a statewide commitment to job-embedded professional development. A key component of Oregon Plan is incorporating professionals in the field to serve as mentors in STEM areas. Another important strategy, particularly in STEM areas, is the use of Oregon School Improvement Facilitators, who are commissioned to help build capacity for planning, implementing, and sustaining continuous improvement. They work through educational service districts to guide schools in continuous and sustainable improvement by providing customized training, tools, and other resources that directly address individual school needs.

Compensating, promoting, and retaining teachers and principals. As noted earlier, CLASS and OLN are present in many districts throughout the state. These programs offer expanded career paths for teacher leaders apart from traditional paths, providing incentives for teachers to perform well, to develop their knowledge and skills over time, and to invest in building strong schools, all key features identified by Johnson and Papay (2009). Both models emphasize strong collaboration and local innovations that do not violate current agreements, but honor existing contracts and are voluntary. For example, the “skip step compensation model” created in Sherwood School District accelerates movement through the existing negotiated pay structure by using a portfolio of professional practices that directly impact student achievement. These models are particularly promising for STEM teachers. Other strategies outlined by Goe (2009) within the Oregon Plan include the following: providing teachers release time (particularly giving new teachers opportunities to observe mentor teachers and STEM teachers to collaborate with each other), hiring veteran teachers (and working professionals in the technical fields of STEM) to provide feedback to new teachers, allowing highly effective teachers options for selecting courses or classes, reducing class size through scheduling, protecting planning time, and offering specialized professional development. The key to compensating, promoting, and retaining teachers and principals will be to ensure that student learning is the focal point of all interactions between and among teachers and leaders. And in the process of evaluation, then, compensation, promotion, and retention can be addressed by attending to effective working conditions, providing administrative

support, ensuring adequate preparation time, providing an array of professional development, assembling incentives for salary increases, offering rewarding opportunities, and allowing time for family support as appropriate.

Whether to grant full certification to teachers and principals. In 1997 the Oregon legislature eliminated permanent teacher status, which was akin to tenure, and replaced it with a system implementing an extended probationary term, and upon successful completion of probation, a contract. Specifically, teachers are provided a 2-year contract after successfully completing a 3-year probationary period. This 1997 law was codified in ORS 342.805 to 342.937 and is known as the Accountability for Schools for the 21st Century Law. In Oregon, a distinction is made between the role of the employment evaluation and the basis upon which licensure is granted or renewed. A license can be removed for professional misconduct (as with other professions) but continued licensure is not based on employment data.

Given our focus on improvement of the profession, rather than licensing, rigor is achieved by addressing two questions. First and most importantly: *Are students making adequate progress and achieving proficiency?* Second, when students are not making progress, *what are some plausible hypotheses to intervene and change the course of learning?* Our proposal is streamlined in its reliance on a data system that can be used to aggregate information from students to teachers and finally systems. All districts in Oregon have access to *student growth within the year* using the formative assessments (either the access skills of reading and mathematics or the proficiency assessment systems) or *student growth over years* using the state summative test (OAKS). The two formative assessment systems can assist teachers in predicting proficiency on the state test and the results can be readily placed in teacher portfolios to address critical student progress information not covered by the state test. Fairness is achieved through transparency and collaboration. Teachers are active participants, helping set goals, outcomes, and procedures of the evaluation as well as interpreting the outcomes in a manner that includes multiple, objective, and measureable indicators of both level and progress of students in achievement of standards.

In preparing this application, work group members emphasized the iterative nature of instructional evaluation and successive program improvements as the hallmark of effective teacher evaluation.

Removing Ineffective Teachers and Principals. Evaluations are to be based on policies promulgated through statutory language. See ORS 342.850:

(1). The district superintendent of every school district, including superintendents of education service districts, shall cause to have made at least annually but with multiple observations an evaluation of performance for each probationary teacher employed by the district. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

(2)(a) The district school board shall develop an evaluation process in consultation with school administrators and with teachers. If the district's teachers are represented by a local bargaining organization, the board shall consult with teachers belonging to and appointed by the local bargaining organization in the consultation required by this paragraph.

(2)(b) The district school board shall implement the evaluation process that includes: (A) The establishment of job descriptions and performance standards that include but are not limited to items included in the job description; (B) A pre-evaluation interview which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards; (C) An evaluation based on written criteria which include the performance goals; (D) A post-evaluation interview in which results of the evaluation are discussed with the teacher; and a written program of assistance for improvement is established, if one is needed to remedy any deficiency specified in ORS 342.865 (1)(a), (d), (g) or (h); and (e) The utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance shall be voluntary and subject to the terms of any applicable collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in a probationary teacher nonrenewal hearing before a school board under ORS 342.835, without the mutual consent of the district and the teacher provided with peer assistance.

Under Oregon law grounds for dismissal or contract non-extension of contract teachers include inadequate performance (See ORS 342.865.) In determining whether the professional performance of a contract teacher is adequate, consideration shall be given to regular and special evaluation reports prepared in accordance with the policy of the employing school district and to any written standards of performance that shall have been adopted by the board.

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).	100%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	No data available	No data available	30%	70%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	No data available	No data available	30%	70%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	No data available	No data available	30%	70%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	No data available	No data available	10%	10%	15%

(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	No data available	No data available	10%	10%	15%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	No data available	No data available	30%	70%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	No data available	No data available	100%	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	No data available	No data available	30%	70%	100%
<p>Oregon is making progress in developing a statewide evaluation system learning from the districts in the CLASS and OLN projects. Oregon has yet to collect data statewide. During 2010-2011, Oregon will collaborate with partners to examine existing work with attention to standardization. After the evaluation framework, indicators, and process is agreed upon, definitions and targets will be identified and data collection can begin. Collaboration with labor representatives at the state and local level is critical in developing Oregon’s teacher and principal evaluation system.</p>						
General data to be provided at time of application:						
Total number of participating LEAs.		93				
Total number of principals in participating LEAs.		874				
Total number of teachers in participating LEAs.		22,305				

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) ¹	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.			
(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.			
(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.			
(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.			
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.			
(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.			
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.			

¹ 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)

Oregon has several large urban districts in which equitable distribution of teachers and principals is a major priority: Portland, Beaverton, Hillsboro, Salem-Keizer, Eugene-Springfield-Bethel, Bend, and Medford. Oregon also has many rural districts in which equitable distribution is difficult to achieve. As a result of these extremes, the most realistic approach to equitably distribute effective teachers and principals is through in-service opportunities to build effective cadres of educators. To do so, a number of Oregon initiatives will be expanded. For example, a number of centralized and grassroots efforts across the state have been established to ensure that students in high poverty or high minority schools have access to highly qualified teachers:

- Portland State University, University of Portland, Portland Public Schools, and Beaverton School District sponsor the Portland Teachers Program, an alternative program for the underrepresented in the teaching ranks.
- Teach for Oregon student loans are low-cost Stafford loans to those who commit to a career in teaching in Oregon, providing a low-interest federal student loan with up to 10% cash back after making 36 scheduled payments and completing three years of teaching in Oregon.
- The U.S. Department of Housing and Urban Development (HUD) operates a Teacher Next Door Program that encourages teachers to buy homes in low- and moderate-income neighborhoods with 50% discount for living in the home for three years.
- The Oregon Department of Education maintains a website as part of its Oregon Leadership Network (OLN): Resources on Literacy and Cultural Competency. The site includes a host of documents and sites that address literacy and cultural competency.
- Oregon has adopted the Interstate School Leaders Licensure Consortium (ISSLC) standards for administrators by requiring all administrators to demonstrate cultural competency as a fundamental element of the knowledge skills and abilities

required of administrators in each of the seven national standards adopted by the state (See OARs 584-017-0251 and 584-017-0261).

- Oregon has a growing focus on supporting students of color through leadership development. For example, the Oregon Association of Latino Administrators began with seven original members and now has about 150 members.
- Oregon has adopted an initial licensure examination that requires all new licensees to demonstrate knowledge of student equity, civil rights, and cultural competency principles.
- Aspiring Administrators (originally inspired by a Nike School Innovation Grant in Beaverton) places promising minority teacher-leaders in a full-year administrative position with intense mentoring and training.
- Growing Diversity from Within is a Beaverton program designed to increase the percentage of high-need bilingual/bicultural licensed staff by identifying exceptional classified bilingual/bicultural employees and providing them with a paid leave to complete student teaching requirements, 12 hours of tuition reimbursement, and a teaching position in the district upon successful completion of teacher licensure.

These latter initiatives ensure that teachers and leaders remain sensitive to students' needs and the communities in which families live. As noted by Goe (2009), these strategies in the Oregon Plan provide financial incentives, establish Grow-Your-Own programs in areas of particular district need, utilize cohort placement, and provide professional development. Importantly, however, they also encourage districts to restructure hiring practices, improve working conditions, and provide professional development and opportunities for mentor and peer support. As described earlier, databases are available with the Teach Oregon website to help identify districts and schools with the greatest inequities, facilitate networking among district and school personnel across the state, and share policies and procedures across districts that reflect various incentives.

Finally, two departments in the College of Education at the University of Oregon (UO), Educational Studies (ES) and Educational Methodology, Policy, and Leadership (EMPL) provide opportunities to address the equitable distribution of teachers and leaders in these regions. A program of practicum placements is being developed through ES in Salem, Beaverton, and Portland,

all three districts with extensive ESOL populations. In EMPL, the educational administration program operates satellite programs in Salem, Portland, and Bend (with weekend institutes) and an increasing core of the courses being offered through distributed education (video-conferences, web-based teaching modules, and off-campus faculty visits). These programs are based on a compact between the UO and local districts to tailor the focus of the program according to the need of the district. In addition, seven other administrator preparation programs exist in the state with equally diverse and widely distributed throughout Oregon. Nevertheless, to ensure competence in all aspects of classroom instruction, all compacts also require competence in instruction and behavior support as part of TSPC approval.

The following statistics from 2008-2009 drive our efforts to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education. In Oregon, 428 schools are high-poverty, high-minority, or both; this number is nearly equal to the 509 schools that are identified as low-poverty, low-minority, or both. The same proportionate difference is true of teachers (with 11,534 in the former and 11,228 in the latter) as well as principals (395 and 444, respectively). Because STEM is an important initiative to Oregon's RTTT application, we also use the following statistics to leverage reform: In Oregon, there are 1,809 mathematics teachers (6%), 2,456 science teachers (8%), 2,674 special education teachers (8%), and 993 language instruction educational programs (3%).

With the ability to link student achievement to teachers, it is possible to define "effective" in an objective manner, using student progress as a key element. Other elements of the plan can then be used to increase the number and percentage of effective teachers teaching hard-to-staff subjects: a well-developed teacher evaluation system that identifies key behaviors in planning and implementing instruction, and a leadership network for sharing successful strategies.

A primary focus of our reform effort is to provide appropriate incentives to attract new teachers as well as retain those already in the profession. First, fiscal incentives are proposed using CLASS as an example, with teachers and leaders provided opportunities to obtain additional compensation by working creatively within collective bargaining agreements. Second, incentives are to be professional, with expanded career path opportunities provided in which teachers and principals are promoted in their roles and

responsibilities. Third, incentives work beyond the individual level in developing new compensation models, including career-based pay and incentive compensation for schools and teams based on evidence of professional practice and increasing student achievement. The STEM initiatives propose using professional learning communities to distribute high quality teachers.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	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 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).	No data available	TBD = To Be Determined	TBD	TBD	TBD
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).	No data available	TBD	TBD	TBD	TBD
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	No data available	TBD	TBD	TBD	TBD
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	No data available	TBD	TBD	TBD	TBD
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).	No data available	TBD	TBD	TBD	TBD
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).	No data available	TBD	TBD	TBD	TBD

Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	No data available	TBD	TBD	TBD	TBD	
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	No data available	TBD	TBD	TBD	TBD	
The stakeholders' workgroup will develop an evaluation framework and process that is more standardized and will develop definitions and identify targets for these indicators. It is premature to identify targets without an agreed-upon evaluation system.						
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).	319					
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	325					
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	8,553					
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	7,975					
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	302					
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	298					
Of the principals leading schools that are high poverty, high minority or both, or schools that are low poverty, low minority, or both, 29 of those principals are represented more than once because they lead a school or schools in a district where the school(s) has a high designation on one parameter and a low designation on the other parameter.						
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)	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
<i>Note: All information below is requested for Participating LEAs.</i>					
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.	No data available	TBD	TBD	TBD	TBD
Percentage of science teachers who were evaluated as effective or better.	No data available	TBD	TBD	TBD	TBD
Percentage of special education teachers who were evaluated as effective or better.	No data available	TBD	TBD	TBD	TBD
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	No data available	TBD	TBD	TBD	TBD

Oregon has not collected data in this way. As Oregon creates an evaluation system that is more standardized, targets will be adjusted. The stakeholders' work group will develop an evaluation framework and process that is more standardized and will develop definitions and identify targets for these indicators. It is premature to identify targets without an agreed-upon evaluation system.

General data to be provided at time of application:

Total number of mathematics teachers.	2,187
Total number of science teachers.	1,745
Total number of special education teachers.	2403
Total number of teachers in language instruction educational programs.	782

Of the teachers teaching in schools that are high poverty, high minority or both, or in schools that are low poverty, low minority, or both, 688 of those teachers are represented more than once because they teach in more than one school in a district where the school(s) has a high designation on one parameter and a low designation on the other parameter.

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 Oregon Plan requires that the State work with TSPC to establish stronger connections with pre-service programs, encourage the use of restricted licenses to create multiple pathways for induction into the profession (for teachers and administrators), and provide differentiated support for beginning teachers. Increasingly, pre-service teacher and administrator programs in Oregon are being delivered through distributed (distance) learning and with novel schedules to accommodate working professionals. For example, the administrative licensure programs at many Oregon IHEs now offer groups of students the opportunity to attend the program through weekend institutes and videoconference classes in areas beyond their campuses.

Teacher preparation programs throughout Oregon benefit from current work being conducted as part of the OR-SLDS project: First, distributed (web-based) teacher and leadership training is being developed to promulgate assessment literacy in using data to inform instruction and improve student performance and progress. Second, researchers are completing several systems validation studies so that both student performance and progress can be used to inform policy. IHEs can also benefit particularly from these latter two components by incorporating the training into pre-service programs and by using the validation information to provide an empirical basis for change.

Currently, the seven NCATE accredited institutions are required to collect and assess empirical data and demonstrate they are using that data to effect program changes. The TSPC's current revision of state accreditation standards requires the other 13 approved programs to also collect and use these data as a basis for empirical change. The Warner Pacific College and Concordia University will be piloting the use of their data collection as it relates to program effectiveness in the state accreditation visits spring 2010.

Using the features of effective teachers from the National Comprehensive Center for Teacher Quality (2009), we will use the Teach Oregon Website and liaison with all public and private higher education programs and schools (in the SLDS program), to disseminate the state's needs for teachers to have high expectations, focus on student learning, use diverse resources, attend to

diversity, and collaborate within schools and communities.

The TSPC has developed a teacher survey that will be disseminated to new teachers (within the first five years of teaching) and their employers/supervisors. This information will be reviewed and directed back to the educator preparation program for use in making program adaptations. By collecting, evaluating and disseminating this data to IHE's electronically, we will be refining our current electronic data sharing partnerships with all IHE's with approved educator preparation programs. Additionally, TSPC and ODE have collaborated over the past three years on direct data sharing in order to: reduce school district reporting duplication, produce the ESEA Title II reports as it relates to teacher assignment, licensure, highly qualified status, and to use of TSPC's assigned unique identifiers for all state-licensed educators.

The ODE currently tracks some information on teacher education and licensure through direct data sharing with TSPC. Additional information received from districts include: staff-level collections such as demographics, staff courses instructed and highly qualified status, FTE, salary, and experience. The ODE currently partners with the six public institutions of higher education that prepares teachers through the Oregon University System to embed professional development and data use. With successful funding of Project ALDER (Round 4 of Statewide Longitudinal Data Systems), this training will be expanded to include additional pre-service and in-service training elements. ODE plans to expand their work with TSPC and the Oregon Association of Colleges of Teacher Education, which serves both public and private institutions, and further develop data sharing agreements and protocols.

Three components are in place to expand effective educator preparation programs for Oregon IHEs: (1) the flexibility of state regulation through TSPC for districts to develop programs that reflect their unique populations in partnership IHEs, particularly districts with robust diversity among their instructional assistant staffing; (2) a data base for linking student performance and progress to teachers in areas where we have statewide student assessments, (3) a proposed expansion to include linkage of the K-12 student data base with the licensure data from TSPC and program-completion data from TSPC-approved educator preparation programs; (4) supply and demand reports that will enable programs to direct resources in state-specific high-need areas (once the data systems are aligned and integrated between school districts, ODE, TSPC and IHEs). Other enhancements include the dynamic

professional resources from the Teach Oregon website to recruit teachers to subject area or geographic areas of need, which can concurrently be used to align with local training programs. Using the strategies outlined by Reschly, Holdeheide, Behrstock, & Weber (2009), TSPC will work with individual IHEs to encourage adaptations to LEAs with specific needs (especially in special education and STEM areas), highlight and support continued development of scientifically-based instructional strategies and evidence based best-practices, work with field-based professionals in STEM areas to obtain restricted licenses if necessary, and use the OLN to recruit undergraduates into the teaching profession (again, particularly in STEM and other shortage areas).

Finally, Connect2SCIENCE is a promising cross-disciplinary partnership between three large school districts, two universities, Intel, and the Oregon Museum of Science and Industry to develop, pilot, and evaluate a model of comprehensive, coherent, and sustained K-6 teacher development focused on improving science education and student achievement over the next five years.

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.	No data available	Develop system	Develop system & test	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.	No data available	Develop system	Develop system & test	100%	100%

General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	20				
Total number of principal credentialing programs in the State.	5				
Total number of teachers in the State.	30,354				
Total number of principals in the State.					
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)

In the Oregon Plan, effective supports to teachers and leaders will be based on: (1) the availability of many current Oregon initiatives that provide programmatic infrastructures and a wealth of resources; (2) consistent evaluation frameworks—Danielson (2007) and OLN (2009)—to articulate critical components of teaching and learning; and (3) formative and summative assessments to ensure the primacy of student performance and progress. These components will be used at all levels to provide effective

induction and professional development for designing instructional strategies for improvement and differentiating instruction, in particular for low-performing students. The systematic implementation of these components will result in data-driven and responsive school environments. The STEM initiatives include a variety of resources to help make data-informed decisions that improve teaching and learning using the Oregon School and District Improvement Network (providing a number of partnerships, professional development opportunities, resources for teaching, job-embedded opportunities, and induction programs).

Oregon initiatives. The Oregon Plan, as noted previously, includes many school reform programs and initiatives that are currently in place throughout the state. These programs and initiatives provide a fertile array of effective practices. What makes the Oregon Plan different is commitment to the formal implementation steps needed to align, adopt, adapt and sustain these practices at a scale throughout the state. Emphasis on systematic development of district-level capacity is exemplified by the Effective Behavioral and Instructional System Supports (EBISS) project that links effective school-wide academic and behavioral support systems. Through the application of a blended model of Response to Intervention, districts are not only adopting but sustaining early literacy and Positive Behavioral Support practices that meet the needs of all students. To support districts in implementation of evidence-based practices, the Oregon Department of Education provides on-going professional development and technical assistance to District Leadership Teams on literacy, behavior, data use and RtI in the form of individualized technical assistance and training opportunities. (See **Appendix D5** depicting web site and **Appendix D6** for the intervention network across Oregon.) As an example, the State has sponsored 53 workshops on use of educational data for decision-making for more than 4,300 teachers and administrators over the past 24 months. Close to 30 LEAs participate in these unified implementation efforts and they cover the range of Oregon from remote to urban.

The Oregon Plan will provide the systems infrastructure to ensure that teachers are inducted into and supported by a data-driven system. A key to success of the Oregon Plan will be transparent coordination of efforts: Oregon's implementation strategy will be directed and overseen by a Race to the Top Education Coordinating Council, which will be established immediately upon notification of a successful application.

Consistent evaluation frameworks. The specific rating scales derived from the Danielson Framework (2007) will be used to evaluate teachers and the OLN (2009) frameworks will be used to evaluate principals. These scales include various domains as part of an evaluation cycle. For example, in the frameworks for teachers, Domain 1 (planning and preparation), six sets of rating scales allow teachers to focus on specific elements: knowledge of content and pedagogy, knowledge of students, establishment of instructional outcomes, knowledge of resources, design of coherent instruction, and design of student assessments. In Domain 2 (classroom environment), five sets of rating scales are used to evaluate a range of specific elements: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space. Finally, in Domain 3 (instruction), five sets of rating scales are used to evaluate specific elements: communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness. The framework for principals is equally rich in the dimensions addressed.

The OLN Domains include curriculum, instruction and assessment; leadership; building management, and school culture.

Analysis of student performance and progress. The Oregon Plan focuses on data-driven decisions with two central data systems to support this process: a technically adequate summative assessment (OAKS) used for systems outcome accountability, and curriculum-based formative assessments in reading and mathematics, as well as content-based proficiency assessments. Both data systems are standards-based and highly relevant for guiding and evaluating instruction. These measures can provide teachers with a snapshot of their students' current level of proficiency in a particular area and serve as a mechanism for tracking the progress students make in gaining desired academic skills throughout the year.

The Oregon Plan relies on two primary perspectives on achievement to measuring student outcomes. The first perspective is a norm-referenced to identify student standing in a group. It is useful for screening and benchmarking; resource allocation decisions can be efficiently made with this information (who should be targeted for type or intensity of instruction?). This information can be used to complement a standards-referenced perspective in which the number of students meeting standards is used to judge program effectiveness. The second perspective is individual-referenced and focuses on student progress. It provides teachers and students

with learning trajectories over time.

A systems perspective can be applied to make sound policy decisions when norm- and individually-referenced outcomes are complemented by information about student (characteristics), teachers (instructional variables), and building (initiatives). In this manner, the Oregon Plan uses student achievement, its measurement and evaluation at student, teacher, and systems level to continuously improve the effectiveness of those supports. Given the sophisticated use of data and training through the Data Project (See **Appendix D7**), the State has great capacity to measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement as part of the Oregon Plan.

Budget and Narrative. An important aspect of Oregon's Race to the Top proposal is our detailed project plans and budget including goals and outcomes, activities, timelines and responsibilities, which can be found in Part VIII of our application. The detailed plans for Oregon's Great Teachers and Leaders Projects can be found on pages B-72–B-84 of the Budget Narrative in Part VIII of Oregon's proposal.

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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
None.					

(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)
<p><i>Oregon's situation.</i> Although Oregon does not have any school districts in crisis, it does have too many individual schools that continually struggle to adequately educate students. These schools can be found in rural, suburban, and urban communities. Of Oregon's 1,171 schools, roughly 20 schools can be defined as persistently low-achieving, with another 67 schools in need of improvement. Most of the same schools are identified whether the accountability system is AYP, Oregon's own School Report Card, or the three-tiered ESEA system. Because School Improvement Grants under ESEA require identification of Tier I, II, and III schools and because Oregon intends to coordinate SIG and State Fiscal Stabilization Fund applications with its RTTT application, Oregon is utilizing the three-tier ESEA framework for designating low-achieving schools in all three applications.</p>

Poor, minority, and non-English-speaking students are disproportionately represented at Oregon's low-achieving schools. Yet there are similar student populations at schools where academic performance is satisfactory and even very good, in many cases because the school has been turned around by school and district reform initiatives. The lessons learned at LEA-initiated turnaround schools in Oregon inform the approach recommended in the Oregon Plan.

Legal and regulatory authority to identify and intervene in low-achieving schools. Apart from local initiatives to raise school performance, Oregon has a strong state-level history of addressing schools in need of improvement. For years, the State has assisted schools failing to meet AYP criteria. For example, a decade ago Oregon developed its own School Report Card system under Oregon Revised Statutes (ORS) 329.105. In 2007, with House Bill 2263, the legislature increased state authority to address low-performing schools. Through amendments to ORS 329.105 (Section 8), lawmakers directed the Department of Education to (1) overhaul the State's School Report Card, and (2) work with stakeholders to implement stronger school accountability and intervention where improvement was not being accomplished.

The State completed the first directive in 2008 with the revised Oregon Report Card. (**Appendix E.1**). This system measures and reports current levels of student achievement and growth over time; it also factors in the participation rate of students in statewide assessments, student attendance rates, and graduation rates to determine whether a school is to be rated as *outstanding*, *satisfactory*, or *in need of improvement*. Under the second legislative mandate and ESEA Title IA School Improvement requirements, the State and stakeholder groups have been designing intervention and turnaround procedures, which are expected to be ready in 2010. Administrators and teachers who worked on the school turnaround section of the RTTT application have also contributed to this state-level planning.

To ensure broad input, sustained focus, and a high-level commitment to turning around low-performing schools, the Race to the Top Education Coordinating Council (described in Section (A)), appointed by and reporting to the Governor, will be charged with final accountability for school turnaround.

Reform Plan Criteria

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

Oregon Is Poised To Identify and Turn Around Its Low-Achieving Schools

Oregon has an ambitious process under way to turn around persistently low-achieving schools when local districts cannot; RTTT support is an opportunity to accelerate that effort. The Oregon Plan is informed by the broader state planning effort and seeks not only to turn around the performance of low-achieving schools, but also to build the capacity of school districts, schools, and state support networks to sustain turnaround efforts. The Oregon Plan is based on recommendations of the Low-Performing Schools Work Group of Oregon's Race to the Top Design Team. Many members of this work group are from LEAs and schools recently successful with locally-initiated turnarounds. The Work Group drew its recommendations from first-hand knowledge of what works as well as what is supported in professional literature.

Even if this application is not funded, the work will continue. If it is funded, the work will be coordinated with SIG awards. For the sake of synergy, two previously separate efforts have merged: (1) the project led by the Oregon Department of Education to design and implement school interventions and technical support under ORS 329.105, and (2) the Oregon Statewide System of Support, a network supported by federal school improvement funds to help turn around schools in improvement status under NCLB. These efforts will go forward as the Oregon Statewide System of Support. (See **Appendix E.2**.) The State and its LEAs plan to continue the ongoing work to scale their capability to intervene in low-achieving schools in the next 12 to 18 months under the authority of ORS 329.105.

How Lowest-Achieving Schools Are Designated

In an effort to blend state and federal requirements and to create a unified system for assisting low-achieving schools, Oregon is adopting one means of identifying its lowest-achieving schools (*i.e.*, the bottom five percent) using the Tier I, II, and III framework for this RTTT application, the SIG applications, and for SFSF support.

As described in **Appendix E.3**, Oregon will determine the lowest-achieving five percent of schools from among Tier I and Tier II schools by means of a combined *Achievement Index* on state assessments and a *graduation rate* calculation based on weighted averages of each student in each school. The *Achievement Index* will therefore account for both student performance on assessments and student growth year-to-year according to RIT (scale) score targets.

In this and other federal grant applications for reforming low-achieving schools, the Low-Performing Schools Work Group recommended that no less than 25% of elementary, middle, or high schools should be represented among the schools designated for turnaround intervention. The reasoning for that recommendation is based on the fact that strict application of the identification formulation would yield primarily high schools and some middle schools, but with virtually no elementary schools represented in the bottom five percent. The members of the Work Group believe that elementary schools should be given at least 25% representation because of the critical need to intervene with younger students. Further, Oregon school districts have been successful with many sustained elementary school turnarounds, so the state has a history of proven practice to build upon.

Participating LEAs

Participating school districts with persistently low-performing schools will be required to submit SIG applications to the State. These applications will describe district plans for, and capacity to, turn around their Tier I and Tier II schools. Pursuant to the requirements of the application, districts will provide timelines and budgets for implementation and performance goals for student achievement.

Districts will further commit to support the turnaround effort at both the school board and district office levels. Boards will make turnaround of underachieving schools a district priority, set turnaround goals, pledge accountability for results, undergo professional training in the school turnaround process, and develop policies to support the turnaround endeavor.

District administration will carry out this mandate employing the following strategies: (1) gain strong, close support of turnaround school principal and local teacher associations, (2) restructure district systems and services to facilitate turnaround success, (3) coordinate internal and external programs, and (4) provide transparent and diligent communications with the

community. Both boards and administrators will work closely with advocacy groups and community leaders to create and maintain buy-in and support for school turnaround.

Oregon Plan for Turning Around Schools

Oregon school districts may choose any of the four models defined by the U.S. Department of Education to improve low-achieving schools, but as a practical matter the Turnaround and Transformation models best suit the circumstances of Oregon districts. These models allow implementation for urban, suburban, and rural districts, and it should be noted that no Oregon district has more than nine schools designated for turnaround. Our proposed invitation guidelines incorporate all of the intervention features required of schools according to the particular turnaround model their governing districts choose. The RTTT intervention models give recently or newly installed principals substantial authority and flexibility to overhaul instruction and instructional support programs, support teacher professional growth, and make staffing assignments as negotiated within collective bargaining agreements.

An important focus of the Oregon Plan is to reduce the achievement gap beginning early in students' educational programs. Lowest-achieving elementary schools adopting either a Turnaround or Transformation Model will address the achievement gap early through one or more of the following strategies: (1) increase the number of eligible children (3- and 4-year-olds living in poverty) within the school district served by Oregon Head Start Pre-kindergarten (OPK); (2) provide preschool education to children from low-income families within the district who are not eligible for OPK either through partnership with OPK or by the elementary schools themselves; and (3) increase the number of children within the elementary school receiving full-day kindergarten.

This plan is based on the premise that all children can learn and all schools can succeed in raising achievement. Doing so, however, calls for all adults in a school to adopt high expectations for themselves and their students, to create a culture of instructional effectiveness, and to focus relentlessly on student learning and academic improvement. Core components of the Oregon Plan include the following commitments:

- Employ proven, research-based practices in instructional programs, using data to measure and adjust their effectiveness.
- Improve the effectiveness of teaching and principal leadership in the school.
- Engage the community in the school and the school in the community to the benefit of student achievement.

The first component above is aligned with the strategies in Section (C), to reform and deliver instruction through student performance data (*e.g.*, accessed through the Oregon Statewide Longitudinal Data System, OR-SLDS), including the integration of formative and summative data. The second component aligns with the strategies described in Section (D), to elevate the effectiveness of teachers and of principals. Persistently low-achieving schools will implement these techniques as well as a range of additional structural elements and strategies now well established in school districts throughout Oregon. Both of these components are critical to ensure high fidelity of implementation and sustainability of evidence-based practices.

Commitment to Improved Effectiveness in Teaching and Principal Leadership

Improvement in teacher and principal effectiveness is essential to instructional improvement and student achievement in turnaround schools. The effectiveness of teachers and principals will be evaluated primarily on improved student outcomes measured by both summative and formative assessments as well as (1) observations of classroom instruction to ensure high student engagement, effective instructional practice, and implementation fidelity; (2) teacher induction, mentoring, coaching, and collaboration; and (3) active schoolwide leadership on the part of the principal. In support of stronger principal leadership, Oregon is now implementing mentoring for experienced principals to complement the mentoring it has provided new principals for the past several years. Administrative mentoring is a component of the 2007 Oregon Mentoring Act, House Bill 2574.

Professional development will be built into the culture and daily schedule of turnaround schools on a platform of cultural competency and an understanding of educational equity. The professional development plan will include mandatory time for teachers to collaborate and observe each others' teaching, with post-observation time for constructive feedback. Teachers will have a minimum of 90 minutes per week to collaborate on student work and data. Professional Learning Communities (PLCs) will be required to examine student achievement data on common formative and summative assessments, as well as decision-making to

inform instruction so that best practices are identified and implemented.

Commitment to Evidence-Based Practice

Turnaround schools will be expected to create a collaborative culture through the use of PLCs for identifying best instructional practices that complement, but are not dependent upon, the exceptional charisma or talents of a principal or a few teachers. Proven practices must be made sustainable at a systems level by incorporating universal screening. Ongoing progress monitoring drives instruction at a student-by-student level and tracks the effects from instructional implementation, with an explicit action plan, time for data analysis and use, multi-tiered differentiated intervention, and a flexible, data-responsive system. The table in **Appendix E.4** illustrates just one example of a detailed instructional plan (in this case for K-10 reading), specifying objectives, timelines, activities, and responsibilities that individual districts and schools may implement depending on their unique needs.

Examples of evidence-based practices that will be part of the Oregon Plan include, but are not limited to, the following items:

- Assess student progress with common validated formative and summative assessments aligned to Oregon grade-level standards to identify struggling students and monitor their progress.
- Provide double-doses of math and reading for all students below grade level.
- Use whole-group and small-group instruction based on a multi-tier model and differentiated to meet the needs of all students, within instructional blocks.
- Adopt systems that incorporate evidence-based models of behavior and instructional support such as Positive Behavioral Support (PBS) and Response to Intervention (RtI), implemented with fidelity and using data to determine appropriate interventions.
- Collaborate in scoring student work, using common scoring guides or rubrics.
- Monitor students' growth toward grade level standards and incorporate this information as part of evaluation systems.
- Provide summer transition programs for incoming ninth graders that include more rigorous coursework or programs such as Advanced Placement, International Baccalaureate, and STEM offerings.

Data-driven decision-making will have a prominent role in evidence-based practice. A comprehensive student assessment system (part of OR-SLDS) will provide a foundation for decision making in targeted schools. Assessment systems will be linked explicitly to overall student academic proficiency and aligned with formative and summative goals related to foundational skills in reading and mathematics. Decision-making will be transparent and based on measurable outcomes at each level. School teams at all levels will be trained on data use and delivery, consistent with Oregon Department of Education’s data use expectations. The student data system will bring all student data (academic and behavioral) into one location that is easily accessible by teachers. (See Sections (B) and (C)). An important component of the Oregon Plan is the integration of data over time so teachers can monitor progress of students from an early age and through their school careers.

Community Engagement, Community Schools

To significantly raise student achievement, schools will develop and sustain effective partnerships with families, community organizations, and other key stakeholder groups. Oregon will specifically budget RTTT funds for the development and support of community organizations that support parents of high-needs students. For example, the Salem-Keizer Coalition has successfully educated Latino parents in several districts to be better advocates for their children’s education, and to work with school officials to support student learning. This model can be adopted in other Oregon communities. Stand for Children organizes parents around the state to advocate on behalf of their children’s education. In addition, the Oregon Department of Education, Portland State University, and Education Northwest have developed a training program to help school districts to plan and increase the involvement of families in students’ education. The program Family Involvement Matters builds on existing community networks and seeks to reduce cultural and linguistic barriers to family involvement.

As a strategy for linking student support among school, community, and home, participating LEAs will be expected to engage all of their turnaround schools with the community in the form of community-oriented schools or full community schools. Features of community engagement will include, but not be limited to, school leadership and teachers committed to community outreach and partnerships, extended school days, a strong site-based leadership team with shared decision-making among key stakeholders

(parents, teachers, administrators, students, lead partner, community members), a community hub location accessible year-round, a lead community partner organization to ensure strong, integrated partnerships and delivery of services, and an on-site community school coordinator to manage multiple partnerships and services to ensure they are educationally linked, comprehensive and responsive to students' learning needs.

Oregon has a number of models in place for this focus. The SUN program (Schools Uniting Neighborhoods), for example, has served the Portland area since 1999. Through extended hours, SUN schools serve as a community hub to improve student achievement, attendance, behavior, and life skills, to increase family involvement in the schools, to co-locate neighborhood services, and to involve businesses, government agencies, and non-profits as partners in education. The 21st Century Community Learning Centers program, a federal grant-funded effort under NCLB, is designed to provide opportunities for academic enrichment, including tutorial services to help students who attend low-performing schools. Nineteen Oregon school districts and education service districts, many of them rural, have received these grants to extend learning time and to place learning in a community context. These and other programs that extend the learning day are supported by such advocacy organizations as OregonASK, the after school network for kids, and the Oregon Commission on Children and Families, a strong supporter of community schools.

What “Turned Around Schools” Look Like

As noted earlier, RTTT presents an opportunity for Oregon to intensify current state turnaround efforts already underway. Oregon has many examples of schools reformed by their districts, a number of which are described in **Appendix E.5**.

Each year since 2005, the Oregon Department of Education has recognized elementary, middle, and high schools that closed the achievement gap by significantly raising student achievement in reading and mathematics. Twenty-four elementary schools, four middle schools, and two high schools from around the state have been so recognized. Typically, schools that experience such an academic turnaround also are characterized by able leadership, higher expectations of students, increased staff focus on student outcomes, stronger parent involvement, and a school environment more conducive to learning,

Across the elementary schools there are several common instructional features consistent with the intervention focus that will be

employed in the Oregon Plan: (1) an explicit focus on high quality instruction, particularly in reading, (2) regular use of formative and summative assessments for decision-making, (3) flexible student groupings for instruction (particularly in reading), (4) multiple levels of instructional support, and (5) school-based data teams for instructional decision making. Also, most of these schools have instituted Positive Behavioral Support (PBS) either alone or in combination with Response to Intervention (RtI) to establish school-wide expectations for behavior. In Oregon, when PBS and RTI are combined, the system is referred to as Effective Behavioral and Instructional Support System (EBISS).

Common practices also stand out among middle schools that have successfully closed the achievement gap. The first is structured instruction for students who are struggling with reading. Although not all of the middle schools discuss this practice using RtI terminology, the underlying differentiated instructional focus is a cornerstone of RtI practice. The second is a focus on mathematics to ensure that students are ready for algebra in middle school or high school. Other common features include the use of formative data to drive decision-making, instructional application of programs such as Sheltered Instruction Observation Protocol for English learners, and the use of PBS to establish schoolwide behavioral expectations.

Measurement and Accountability

The Achievement Index used as a key factor in identifying low-achieving schools will also be used to evaluate a school's progress in raising student achievement. The RTTT Education Coordinating Council will be tasked with setting behavioral and academic performance benchmarks for each school. Schools must meet benchmarks in order to continue to receive grant funding. Schools that fail to meet benchmarks will be subject to state intervention under ORS 329.105.

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Instituted ongoing high-quality job-embedded professional development involving instructional coaching	12	Coaching was reported to make a significant impact on changing teacher behaviors, once coaching roles were clearly established. This job-embedded professional development through modeling of lessons and feedback to teachers resulted in higher fidelity of implementation of instruction and led to increased student achievement.
Replaced the principal	1	The new principal did effect changes in teacher behavior and raised awareness among staff to break down cultural stereotypes with regard to student potential. This school experienced increased student achievement.
Replaced and/or aligned the curriculum	4	Schools that aligned curriculum saw increases in student achievement due to instruction that more closely aligned with assessments.
Restructured the instructional program by instituting a tiered instructional model such as Response to Intervention (RTI) or another differentiated instructional system in conjunction with Positive Behavior Supports (PBS).	8	Schools found that implementing tiered intervention models made it possible to pin point specific areas of need in student learning and more efficiently address those needs. The combined use of PBS has helped in the area of management, increasing actual time of instruction.
Implemented a specific instructional strategy such as Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Student Owned Strategies, or others	14	Most schools were identified as needing improvement due to student achievement by special education and English language learners. Using strategies from SIOP and GLAD helped teachers to construct meaning in lessons to further support these students. These strategies also impacted instruction for students of poverty thus increasing student achievement.

<p>Implemented 21st Century Teaching and Learning Environments, integrating technology into classrooms and providing targeted professional development for teachers and coaches.</p>	<p>2</p>	<p>A combination of coaching, professional development and increased access to technology for both students and teachers is resulting in increased student engagement, increased capacity of teachers to integrate technology into instruction and changing the way that teachers are providing instruction and learning opportunities for students. Activities being implemented are based on results from other schools where student achievement increased as a result of implementing these strategies.</p>
<p>Extended Instructional time in Math and Reading during the school day, after school and in summer programs.</p>	<p>13</p>	<p>For many schools this was a necessary component to the implementation of a tiered instructional model. Additional time building reading and math skills increased student achievement.</p>
<p>Implemented curriculum-based assessment measurements to obtain student data that informed and drove instructional decisions throughout the school year.</p>	<p>11</p>	<p>With the implementation of tiered instructional models the reliance on progress monitoring of student achievement resulted in schools instituting more and frequent assessments throughout the year. This gave teachers and students continual feedback so that curriculum and intervention strategies could be continually adjusted.</p>
<p>Garnered the services of an Oregon School Improvement Facilitator who provided intense technical assistance and external support to the school's leadership team in developing school improvement plans and accessing resources to support school improvement efforts.</p>	<p>15</p>	<p>The impact of placement of an Oregon School Improvement Facilitator in building has varied. Many schools greatly benefited from the placement in earlier stages of the school improvement process. However, schools developing or implementing restructuring plans reported the support as being invaluable in maintaining staff momentum in developing and implementing restructuring. As a result, the following improvements will be made: 1) Facilitators will be trained in intense leadership coaching strategies, 2) district level coaches will also be provided for assistance in systemic change, and 3) more and varied supports, such as specialists placed regionally, will be provided.</p>
<p>Instituted professional learning communities or other small group processes including the implementation of data teams</p>	<p>15</p>	<p>Schools implementing professional learning communities impacted teacher behaviors in the area of collaboration. Staffs made data-based instructional decisions more frequently and improved systems for monitoring progress.</p>

This evidence represents 25 of the 72 schools currently either identified as Tier 1 or Tier 3 schools in Year 2 or higher of Title IA school improvement, corrective action, or restructuring status. This data comes from reports from 2008-09 school year and a variety of reports from previous years. At the close of 2008-09, six schools exited from school improvement status. Most schools identified the NCLB “Other” approach when reporting on the strategies they used. The following table shows a further breakdown of individual strategies implemented by these schools. In many cases, schools employed more than one approach and therefore the school may be counted more than once. Many of the strategies align with those required in the Transformation Model and have resulted in student achievement growth. Year 1 schools are not included. These schools are currently in the process of revising school improvement plans. We have not yet received data on Year 1 schools.

Overall, schools reported a most significant change in teacher behaviors. Teachers implemented strategies more intentionally. Often teachers received training in SIOP, GLAD and RTI, among other strategies. Teachers made intentional use of these various strategies within their instruction. Schools and districts have found that growth is made in student achievement when there is a focus in that direction. Using purposeful planning, setting goals, and focusing all instruction toward those goals have proved to be imperative for growth in student achievement. Also, in planning for the future of Oregon’s Statewide System of Support (OSSS) for these and other schools, there is a better understanding of what strategies and programs will improve results even more—as reflected in the plan laid out in this application in the budget narrative for Section (E).

An important aspect of Oregon’s Race to the Top proposal is our detailed project plans and budget including goals and outcomes, activities, timelines and responsibilities which can be found in Part VIII of our application. The detailed plans for Oregon’s Turning Around Lowest-Achieving Schools Projects can be found on pages B-85–B-109 of the Budget Narrative in Part VIII of Oregon’s proposal.

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.	Oregon does not currently collect this data	0	64	64	64

A total of 64 schools in Oregon’s Race to the Top districts are also designated in the Tier I, II, or III lists of low-achieving schools. Although some of these schools may have implemented or are currently implementing one of the four school intervention models or certain elements of the models, Oregon has not yet collected these data using the newly defined models. As referenced in the Evidence for (E)(2) above, the participating low-achieving schools will be expected to create a comprehensive plan for implementing one of the four models during the 2010-11 school year. Implementation of these plans will be expected at the beginning of the 2011-12 school year, with continued implementation thereafter, for all participating low-achieving schools.

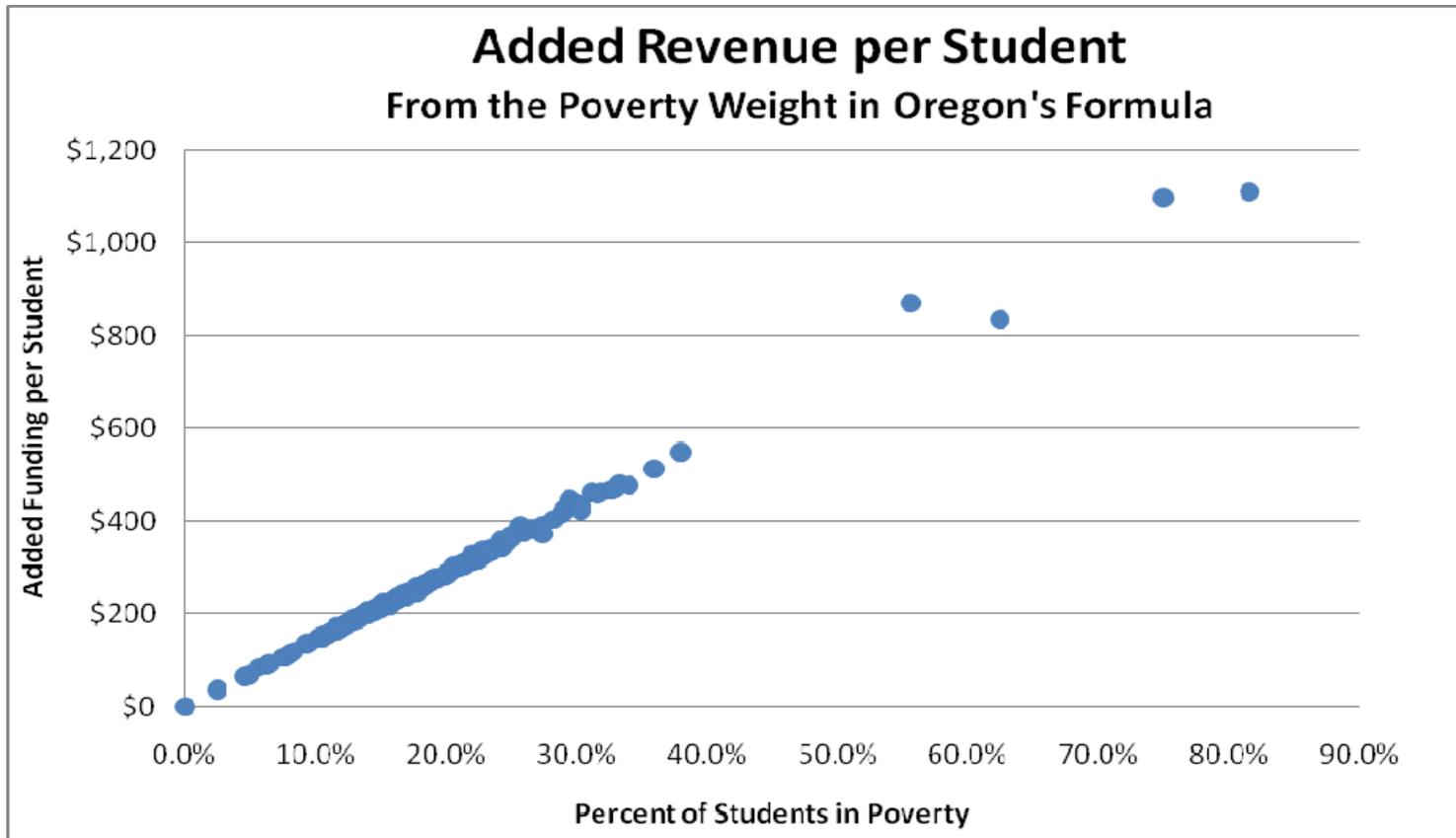
(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)
Oregon’s K-12 state funding formula allocates state dollars and also most local revenues for education. Of the local revenues, those that are mandated by state law are revenues available to the State. They are therefore treated identically as state revenues in

the State's funding formula. Including those revenues, the share of total revenues used to support elementary, secondary, and public higher education was 64% in both FY 2008 and FY 2009. If those local revenues were not included, Oregon had \$6,475.4 million total revenues available to the State* and used \$3,594.9 million, or 56%, to support elementary, secondary, and public higher education in FY 2009. In the prior year, FY 2008, Oregon had \$6,579.4 million total revenues available to the State and used \$3,733.8 million, or 57%, to support elementary, secondary, and public higher education.

High-need LEAs are defined in this notice as those with large numbers, or high percentages, of students in poverty. Oregon achieves equity between high-need LEAs and other LEAs through its state funding formula, which distributes about 85% of all state and local revenues available to LEAs. Oregon uses a weighted student formula to direct proportionally more funding to LEAs with larger shares of high-need students, and one of the key weights in Oregon's formula is for students in poverty. The poverty weight provides 25% more funding for students in poverty. The graph below shows that the added funding per student coming from the poverty weight increases continuously as the level of poverty goes up—that is, LEAs with high proportions of students in poverty receive increasingly larger amounts of additional funding per student as the percentage of students in poverty rises.



Data are from the 2008-09 school year

** Total revenues available to the State are State General Fund and lottery revenues as reported by the Office of Economic Analysis, December 2009 Economic and Revenue Forecast.*

The result of including a poverty weight in Oregon's formula is higher levels of per student funding for LEAs with higher proportions of students in poverty. The table below shows that formula funding per student increases substantially as the share of students in poverty increases. LEAs with 30% or more of their students in poverty receive, on average, 29% more funding through

Oregon's formula than do LEAs with fewer than 10% of their students in poverty. This higher level of funding for high-need LEAs is a direct result of the poverty weight in Oregon's funding formula.

Percent of Students in Poverty	Formula Funding per Student
0-10%	\$6,896
10-20%	\$7,314
20-30%	\$7,799
30%+	\$8,899
Data are from the 2008-09 school year	

As the above graph and table show, Oregon's funding formula is quite effective at directing added funding to LEAs that have higher percentages of students in poverty. Oregon has a long history of local control over education spending decisions, and Oregon law currently gives LEAs control over the distribution of state and local resources to individual schools within the LEAs. Nevertheless, the Superintendent of Public Instruction has made closing the achievement gap between high-need students and other students a key policy priority, pressing LEAs to provide additional resources to schools with larger shares of high-need students. The Oregon legislature has not, however, imposed statutory requirements on the distribution of resources within LEAs.

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

Oregon Law Supporting Charter School Creation and Operation

Oregon adopted its charter school law in 1999. Ten years later, Oregon charter schools are doing well and growing. Oregon has just over 100 charter schools, with roughly a dozen new schools opening each year. Oregon's original 11 charter schools began operation in 2000-2001 with a total enrollment of 622 students. At the end of the 2008-09 school year, according to the Oregon Report Card, charter schools were serving nearly 15,400 students, or 2.7% of the state's public school enrollment.

Charter schools are authorized and governed under the provisions of Chapter 338, Oregon Revised Statutes (ORS), as well as Oregon Administrative Rules (OAR) 581-020-0310 through 581-020-0395.

The stated mission of nearly 30% of Oregon's charter schools is to meet the educational needs of at-risk, inner-city, non-mainstream, or under-represented student populations. All charter school applications must have a plan to address the needs of low-achieving students.

Legislative Intent for Charter Schools

As noted in ORS 338.015, the Legislature intended the public charter school law as a way for education stakeholders "to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system."

No Prohibition or Inhibition of Charter School Growth

Oregon charter schools and their enrollment continue to grow. Oregon law does not set limits on the number of charter schools that can be created. On the contrary, state law supports the creation and operation of charter schools in a number of ways. According to the 2008-09 charter school evaluation report cited above, Oregon's charter school enrollment has doubled in the past few years, and schools continue to apply and open. The report notes that 12 additional schools received incentive grants during the 2008-09

year and most will likely open by fall 2011. Based on previous experience, according to the report, “it is reasonable to assume charter school enrollment will continue to grow.”

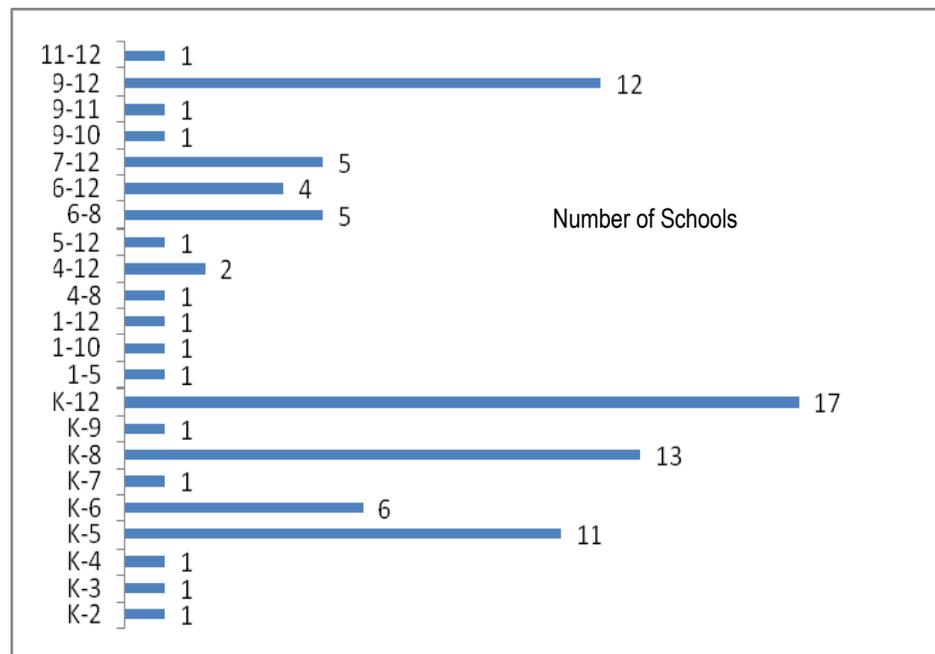
Oregon’s support for charter school growth was recognized by the United States Department of Education in 2008 with a \$9.5 million Charter School Program grant award. Oregon, one of only five states to receive this competitive award under the USED’s Charter Schools Program, was cited for “strong annual growth in the number of charter schools that school districts are authorizing.”

Most Oregon charter schools are independently operated and relatively small, with average enrollment around 138 and only one exceeding 500: an online charter school with about 2,500 students. Thirty-six charter schools have less than 100 students. Oregon has only two charter operators with more than two schools; the largest has six.

The figure at right illustrates the various grade configurations among the state’s 88 charter schools as of October 2008.

Under ORS 338.075 if a school district board does not approve a charter application, the applicant (pursuant to ORS 338.055) may request the State Board of Education to play a role in mediating the dispute. If, after mediation, a school district still refuses to grant a charter, the State Board may willingly become the charter school sponsor or be compelled to do so following an independent review. The Oregon Department of

Oregon Charter School Grade Configurations in 2008-09



Source: *Oregon Charter Schools 2008-09 Evaluation Report*

Education sponsors three charters at present under this provision.

Charter School Formation

ORS 338.035 provides that a public charter school may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program, as defined in ORS 336.615. Before a public charter school may operate it must be approved by a sponsor, be established as a nonprofit organization under the laws of Oregon, and have applied to qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code.

An applicant seeking to establish a public charter school must submit a proposal pursuant to ORS 338.045 to the school board of the district within which the charter school will be located. This portion of the law requires a charter school developer to provide detailed information about 25 elements of the proposed school, including the school's philosophy and mission, governance structure, projected enrollment, target student population, financial plan, school calendar, and services to special student populations, among other things. Under ORS 338.065 once a school board approves a proposal based on a thorough analysis of several key criteria, it becomes the charter sponsor. The applicant and sponsor then develop a written charter that authorizes formation and operation of the charter school. An initial charter is in effect for up to five years and is subject to renewal by its sponsor at the end of that period. The rigor of the chartering process required by Oregon law supports the establishment of only high-quality charter schools.

RTTT application guidelines request for each of the last five years the number of charter school applications made in the state, the number of charter school applications approved, and the number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other). These are all local decisions that districts are not required to report, so aggregate data is not available. However, in the past decade, 30 charter school applicants turned down by local boards have appealed to ODE. The State Board of Education mediated successfully for three of them, which were then sponsored by local districts. The State Board sponsored another four, three of which are still operating. All others were turned down or withdrew from the process, except for one whose appeal is currently pending.

Charter School Accountability Requirements

Under ORS 338.095, public charter schools are held accountable operationally, financially, and academically in a number of ways. Additionally, the State monitors its performance in meeting benchmarks for overall charter school development and growth.

A school must file a report at least once a year to its sponsor and the State Board of Education revealing how it is complying with state law. A delegate of the sponsor must visit the school at least once a year to review the school's compliance with the provisions of its charter.

The school is required to have an annual financial audit in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990. The annual audit must be forwarded to the sponsor, the State Board of Education, and ODE.

The State Board of Education may require public charter schools to file reports with the Department of Education as necessary to enable the department to gather information on public charter schools for inclusion in the Oregon Report Card issued pursuant to ORS 329.115.

Charter schools participate in the Oregon Assessment of Knowledge and Skills (OAKS) statewide assessment and are rated under both No Child Left Behind AYP and the Oregon Report Card for assessment scores and a variety of other indicators.

The Oregon Department of Education annually monitors its progress on a number of aggregate charter school performance measures which it includes in its Grant Performance Report to the U.S. Department of Education. As described in the State's 2008-09 charter school evaluation report, here is a sampling of benchmarks met by Oregon's charter school program:

- Benchmark: By 2008 there will be 10,000 students served by charter schools in the State of Oregon. *Result: October 2008 enrollment exceeded 14,500 and by October 2009, reached 15,400.*
- Benchmark: At least 75% of charter schools receiving Oregon School Report Cards will have ratings of satisfactory or above in all areas. *Result: In the 2008-09 OAKS assessment, 92% were rated satisfactory or outstanding.*
- Benchmark: Oregon will compare the percentage of charter schools meeting AYP to the percentage of non-charter public schools meeting AYP and compare the most effective programs. *Result: In 2008-09 charter schools performed comparably*

to non-charter public schools at all testing levels. In Oregon, 79% of charter schools met AYP as compared to 70% of traditional public schools.

- *Benchmark: The percentage of charter schools that receive a “low” or “unacceptable” rating on the Oregon State Report Card and the percentage of Title I charter schools not meeting AYP will decrease each year. According to Oregon assessment data, charter schools receiving a “low” or “unacceptable” rating have gone from 33% of rated schools in 2005-06, to 23% in 2006-07, to 17% in 2007-08, and to 8% in 2008-09.*

Charter School Closure

In Oregon, charter schools may be closed using three methods: (1) the school closes itself; (2) the charter of the school is not renewed; or (3) the charter of the school is terminated. Oregon Revised Statute 338.105 provides that a sponsor may terminate the charter on any of five grounds: (1) failure to meet the terms of an approved charter or the State charter law; (2) failure to meet the requirements for student performance stated in the charter, (3) failure to correct a violation of a federal or state law that is described in ORS 338.115, (4) failure to maintain insurance as described in the charter, or (5) failure to maintain financial stability. The same statute allows a sponsor to immediately close a charter school for health or safety issues.

Oregon charter school sponsors have terminated or not renewed ten charter schools of the total 120 opened over the past ten years, based on school failure to meet performance commitments within charter contracts. Charter schools have closed for a variety of reasons, according to the state charter school evaluation report for 2008-09. The most prevalent are financial instability or facility deficiencies raising health or safety concerns. Some have failed to maintain sufficient enrollment (the state minimum is 25 students). The 10 closed charter schools remained open for an average of 36 months prior to closure. Another ten charter schools have converted or reverted to alternative schools or other district-operated schools. The ability to terminate or not renew charters that fail to perform in the academic, financial or operational areas outlined in their contract contributes to Oregon’s ability to ensure that its charter schools are high quality.

Charter School Operational Funding

Charter schools are funded within the framework of Oregon public school funding. Oregon public school operations are funded by a combination of property tax receipts, State General Fund school support grants, and in special cases, revenue bonds approved by school district voters. Because of property tax limitations passed by voters statewide during the 1990s, the State now provides about 75% of local school funding, which takes up about half of the State's General Fund budget.

Charter schools receive a share of public school funding through Oregon's funding formula from what are called state general purpose grants. Oregon's funding formula provides approximately 85% of all operating funds received by districts. The grants are made based on school enrollment expressed in weighted average daily membership (ADMw). Under ORS 338.155 if a school district is the sponsor of a charter school, it must fund the charter school's operations for kindergarten through grade 8 at no less than 80% of the district's funding per ADMw, and grades 9 through 12 at no less than 90% of the district's funding per ADMw. If a charter school is sponsored by the State Board of Education, the school district in which it resides must pass through at least 90% of its funding per ADMw for grades K through 8, and 95% for grades 9 through 12. Some sponsors fund their charter schools at a percentage higher than the minimum.

However, outside of the general purpose grants, Oregon law does not require that charter schools receive any other state, local, or federal education funds. Because, the law does not require districts to pass through local special levies, capital funds, federal title dollars or other supplemental funding, the actual per-pupil funding of charter schools varies depending on district policies—with most in the range of 55-65% of the district average.

Charter School Development Support

To promote charter school quality, ORS 338.185 directs the Department of Education to award grants to public charter schools that have a charter approved by a sponsor or to applicants that wish to establish or expand a public charter school. Under rules adopted by the State Board of Education, ODE awards grants on the basis of need, giving priority to public charter schools serving at-risk youth. Since 2005, under its Incentive Grant Program for charter school development, ODE has distributed more than \$65

million in such funds provided by the federal Charter School Program Grant in amounts up for \$505,000 per charter school for planning, implementation, and further development.

Facilities Support

The State of Oregon does not fund facilities for local school districts or for public charter schools, but in regard to public charter schools, ORS 338.045 (5) requires school districts, education service districts, and other public bodies, as defined in ORS 174.109, to make available to the public lists of vacant and unused public buildings and portions of buildings that may be suitable for the operation of a public charter school. However, nothing in that part of the statute requires the owner of a building on the list to sell or lease the building or any portion of the building to a public charter school or a public charter school governing body.

Innovative, Autonomous Public Schools

There are a substantial number of non-charter public schools in Oregon that are both innovative and autonomous. Most of them are alternative schools, which have seen rapid growth in recent years. Also, in the past seven years, the Oregon Small Schools Initiative, funded by private foundation grants, assisted 14 school districts in creating 38 small schools – 17 of them autonomous and non-charter.

Alternative Schools

Oregon Revised Statutes 336.615 to 336.675 authorize Oregon school districts to operate public or private alternative education programs, meaning schools or separate class groups designed to best serve students' educational needs and interests and to assist students in achieving the academic standards of the school district and the State. ORS 336.625, in particular, directs school districts, in implementing alternative education programs, to maintain learning situations that are flexible with regard to environment, time, structure and pedagogy.

In the spring of 2009, according to the Oregon Report Card 2008-09, there were 484 alternative education schools or programs within schools (a 5.7% increase over the previous year). These programs served 21,561 students (20,146 of them in high school), nearly a 44% increase from 15,018 the previous spring. The 484 programs break down into 40% resident in local school districts,

31% in private programs contracted by public entities, 13% in community colleges, 8% in education service districts, and the balance in other settings.

School districts offer students enrolled in alternative programs a variety of guidance and career counseling services, tutoring, small group instruction, online learning opportunities, career-related learning experiences, and proficiency credit options.

Oregon Small Schools Initiative Schools

The Oregon Small Schools Initiative (OSSI) began in 2003 with a \$25 million grant from the Bill & Melinda Gates Foundation and the Meyer Memorial Trust to demonstrate the effectiveness of small, well-structured high schools in raising overall achievement and closing the achievement gap among traditionally underserved student populations.

The Initiative helped school districts create 38 schools, 17 of them autonomous and non-charter. Distinguishing features of the autonomous schools have been responsibility for and authority over budgets, curriculum, scheduling, staffing, leadership and governance, and space to carry out their vision of schooling, all supported by school district policies and bargaining unit agreements.

Among the 17 autonomous schools, which enroll more than 4,600 students, 14 were formed through the conversion of five comprehensive high schools and another three were started as new stand-alone schools. Among the other 21 schools in the initiative, three of the autonomous schools are charter schools. Eighteen conversion schools did not acquire their own school identification numbers and operated as small learning communities within comprehensive high schools.

Three- and four-year outcome data for 2007-08 among OSSI schools show that they dramatically raised the achievement rate in state OAKS assessments for their most challenged subgroup students, even though these students lagged state averages. Graduation rates for OSSI students increased to the point that they slightly exceeded the Oregon state average. OSSI schools also produced lower annual dropout rates than Oregon schools as a whole, with notable improvement among schools with the most challenged students.

Appendix F.1 contains descriptions of exemplary Oregon innovative, autonomous public schools from among alternative

schools and schools in the Oregon Small Schools Initiative. Among those featured, Beaverton’s Health and Science School is particularly interesting because it was deliberately designed around proficiency-based practice. It is one of two OSSI schools serving as a field model on proficiency-based practice in the Gates-funded Oregon Proficiency Project noted in Section (A) of this application.

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

Essential Skills. As required by OAR 581-022-0615, Oregon students, beginning in 2012, must demonstrate proficiency in certain essential skills to receive a high school diploma. These are process skills such as reading, writing, and applied mathematics that are deemed critical for post-secondary success. Essential skills can be applied in a variety of courses, subjects, experiences and settings. Under the timeline adopted by the State Board of Education in August 2009, assessments will be phased in. In 2012 students will first be assessed for their ability to read and comprehend a variety of texts. In 2013 assessments for clear and accurate writing will be added. In 2014 assessments will begin for applied mathematics. In the years beyond, the State will phase in requirements in other essential skills such as listening and speaking, critical thinking, using technology, and teamwork.

Credit in Applied Academics. Under Oregon’s Credit Options Rule (OAR 581-022-1131), students can earn credits toward graduation through a number of well-defined options besides seat time in class. One of these is applied academics. For example, in a decision paper published in 2007, the State Board of Education broadened the definition of what could qualify as courses that meet math and science requirements. The Board endorsed the concept of meeting math requirements through courses such as integrated math, applied math, construction math, and business math as long as they meet the content threshold of Algebra 1 and higher. Similar flexibility is encouraged in courses offered for science credit.

Career and technical education (CTE), integrated academic course sequences, project-based learning and other examples of applied academics are alternative delivery models for academic content. Students may earn full or partial academic credit by

successfully demonstrating they have met standards and expectations through applied academics. These approaches give students the opportunity to use academic content in real-world situations and demonstrate academic proficiency. Students who receive credit through integrated and applied courses still complete all of the high school credit requirements at the same level of performance as students following more traditional approaches. For example, a course in applied mathematics would need to have sufficient content at the level of Algebra 1 and higher in order to fulfill diploma requirements for the class of 2014.

The responsibility for planning and scheduling courses, delivering instruction, and awarding credit still resides with the local school district. The Oregon Content Standards help schools align curriculum and instruction to allow students to demonstrate that they have met rigorous expectations and can receive credit.

Math-in-CTE. As an example of applied academics, Oregon is in the fourth year of a nationwide Math-in-CTE technical assistance program that pairs a CTE teacher with a high school math teacher to explicitly teach and reinforce math concepts in a given career field. CTE and math teachers paired in their local schools jointly attend 10 days of regional training where they learn how to teach math skills in applications such as measuring, estimating, budgeting, scheduling, and planning in fields such as manufacturing, construction, health care, automotive repair, and culinary arts.

Since 2006-07, Oregon has trained 144 teachers, or 72 pairs of teachers, and participation has grown from 5 to 51 schools.

Career Readiness Certificates. Under House Bill 2398, passed in the 2007 Legislative Session, Oregon has created a Career Readiness Certificate (CRC) program to certify the workplace and college readiness skills of Oregonians. Part of the National Career Readiness Certificate, the Oregon program provides students and existing workers documented, transportable, skills-based certification that will assist job applicants and employers alike. CRC applicants in Oregon take job readiness assessments in three foundational areas: reading for information, applied mathematics, and locating information. Scores are assessed at four levels of proficiency: starting at bronze and ranging up through silver and gold to platinum at the highest level. By fall 2009 Oregon had awarded more than 700 CRC certificates in the various levels. Program services are delivered through public high schools,

community colleges, local and regional career centers, and education service districts.

The Career Readiness Certificate budget for the 2009-11 biennium, as approved by the legislature, is \$3.35 million. Funding streams are a combination of American Recovery and Reinvestment Act (ARRA) and Workforce Investment Act (WIA) Title IB dollars.

Engineering and Technology Industry Council. The Engineering and Technology Industry Council (ETIC) was created by the Legislature in 1997 through SB 504 with the goals of doubling the number of engineering degrees in Oregon, making our science and technology institutions world class, and increasing research funding five-fold by leveraging every public dollar of investment with two private sector dollars.

Through the ETIC partnership, Oregon has significantly boosted its home-grown engineering and technology workforce, increasing engineering graduates by 30% to 1,500 per year, increasing federally funded research by 88% to \$56 million per year, attracting more than \$100 million in private support to university programs, upgrading student laboratories and internship programs to ensure that students graduate with the high-level skills needed to meet workforce demands, expanding research programs that support Oregon's existing and emerging industries, and growing pre-college academic enrichment programs in science, technology, engineering and math (STEM) to help more students prepare for college and careers.

VII. COMPETITION PRIORITIES

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

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

Vision for STEM Education

Students need an education with a solid foundation in STEM areas so that they are prepared to both work and live in the 21st Century. Recent reports on STEM education at a national level, including a report from the National Academy of Engineering and the State Educational Technology Directors Association Class of 2020 Action Plan, propose that STEM education should be integrative. STEM should not be a new acronym for a more traditional siloed approach to teaching science, technology, engineering and math. This concept of STEM education is supported by recent work in Oregon that has begun to move schools to a proficiency-based education system with support for opportunities such as applied academics. STEM education in Oregon should:

- Be an integrated approach to teaching science and math content in the problem-rich environment of engineering and technology.
- Provide students with authentic experiences that will help build interest and excitement about STEM careers.
- Be infused with application of current and emerging technologies that are shaping the world of our students and enhance their ability to learn using these tools; the tools of the current and future workforce.
- Offer multiple pathways for students to learn and demonstrate proficiency about knowledge of STEM content.
- Provide depth to content standards by emphasizing critical thinking and problem solving, creativity and innovation

Partnerships for Quality STEM Education

These ambitious strategies will be accomplished through partnerships between the Oregon Department of Education (ODE) and other existing organizations that are currently involved in STEM education. These partners include:

- Oregon Preengineering and Applied Science Initiative (OPAS) – OPAS is the K-12 arm of the Engineering Technology Industry Council (ETIC). The OPAS assists schools in the implementation of high quality preengineering and applied science curriculum in school and outside of school with a strong focus on attracting traditionally underrepresented students. OPAS implements its strategy through its own set of partnerships with university campus program offices and national and state non-profit organizations. These partners will implement the OPAS portion of our STEM strategy with an emphasis on increasing the quantity and diversity of students motivated and prepared for STEM careers.
- Preparation for Instruction of Science and Math (PrISM) – PrISM is a statewide collaboration of Oregon public and private colleges and universities to build the capacity of Oregon’s K-8 teachers in mathematics and science instruction. PrISM exemplifies the leveraging of resources across institutions of higher learning, and offers innovative formats: distance learning, a mixture of on-line and face-to-face classes, weekend schedules, and concentrated summer institutes to address the needs of working teachers.
- Oregon State University and Portland State University – Both universities provide preservice and inservice professional development for math and science teachers and conduct research in STEM education to identify successful strategies.
- Organization for Educational Technology and Curriculum (OETC) – OETC provides professional development and other resources to promote effective practices in the use of educational technology embedded into content learning.
- Education Northwest – Education Northwest works with schools, districts, and communities across the country on comprehensive, research-based solutions to the challenges they face. In Oregon Education Northwest has provided comprehensive evaluations for numerous projects (including the Title IIB Math-Science Partnerships) and in the implementation of Professional Learning Communities.

(See also **Appendix A.20.**)

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

Oregon has a significant interest in building on the considerable work that has been done in our state toward improving outcomes for Early Learning. In this RTTT application, we have highlighted the following opportunities to enhance our efforts around Early Childhood Education.

(B)(1) Developing and adopting common standards

Oregon has adopted the Early Childhood Foundations to develop a set of outcomes for children birth to five that is fully aligned with K-12 standards and is intended for a broad range of early childhood settings. Oregon has the opportunity to ensure that these guidelines are more fully integrated into the curriculum and practices of early childhood programs throughout the state.

(B)(3) Support transition to enhanced standards and high-quality assessments

All children in Oregon Head Start Prekindergarten or receiving Early Intervention and Early Childhood Special Education services are assigned unique individual identifiers that allow for the integration of child-level data from the Oregon’s early learning programs with the K-12 data system to allow monitoring progress over years.

(E)(2) Turning Around the Lowest-Achieving Schools

Lowest-achieving elementary schools will address the achievement gap early through one or more of the following strategies: (1) Increase the number of eligible children (three- and four-year-olds living in poverty) within the school district served by Oregon Head Start Prekindergarten (OPK); (2) Provide preschool education to children from low-income families within the district who are not eligible for OPK either through partnership with OPK or by the elementary schools themselves; (3) Increase the number of children within the elementary school receiving full-day kindergarten.

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

Oregon’s plan builds upon the strength of our data systems. We are proposing the following outcomes to expand and adapt our statewide longitudinal data systems.

(C)(1) 1: Develop Teacher-Student Linkage

(C)(1) 2: Consolidate and expand early childhood data

(C)(1) 3: System development for exchange and integration of postsecondary success/community college/workforce data

(C)(1) 4: Comprehensive statewide data quality plan

Additional information on these outcomes can be found within the narrative of Part VI, Section (C)(1) and pages B-27–B-41 of the Budget narrative in Part VIII of our proposal.

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

Oregon’s plan builds upon the strength of our data systems and we are proposing the following outcomes to expand and adapt our statewide longitudinal data systems.

(C)(1) 1: Develop Teacher-Student Linkage

(C)(1) 2: Consolidate and expand early childhood data

(C)(1) 3: System development for exchange and integration of postsecondary success/community college/workforce data

(C)(1) 4: Comprehensive statewide data quality plan

Additional information on these outcomes can be found within the narrative of Part VI, Section (C)(1) and pages B-27–B-41 of the Budget narrative in Part VIII of our proposal.

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

NONE.

Thank you.



VIII: BUDGET

Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A

State of Oregon Race to the Top Grant Application Budget Part I: Budget Summary Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$4,282,413	\$3,644,954	\$3,468,593	\$2,543,740	\$13,939,700
2. Fringe Benefits	1,842,423	1,567,086	1,487,915	1,086,577	5,984,001
3. Travel	173,655	117,905	103,770	87,285	482,615
4. Equipment	826,531	42,213	40,928	40,928	950,500
5. Supplies	158,043	113,993	108,789	61,633	442,458
6. Contractual	10,418,803	10,838,819	10,599,654	8,545,408	40,402,684
7. Training Stipends	769,733	769,733	328,000	228,450	2,098,466
8. Other	504,100	640,540	520,750	367,450	2,032,840
9. Total Direct Costs (lines 1-8)	18,975,701	17,735,243	16,658,399	12,960,921	66,330,264
10. Indirect Costs*	1,261,137	928,311	858,336	579,499	3,627,283
11. Funding for Involved LEAs	4,005,865	4,019,586	4,019,586	4,019,586	16,064,623
12. Supplemental Funding for Participating LEAs	3,742,217	3,817,217	3,817,217	3,817,217	15,193,866
13. Total Costs (lines 9-12)	27,984,920	26,500,357	25,353,538	21,377,223	101,216,036
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	25,304,009	25,304,009	25,304,009	25,304,009	101,216,036
15. Total Budget (lines 13-14)	\$53,288,929	\$51,804,366	\$50,657,547	\$46,681,232	\$202,432,072

Budget Summary Narrative

Oregon is competing for up to \$202.6 million in the federal Race to the Top (RTTT) grant to support improvement of our K-12 public education system. Oregon's grant application builds on a number of initiatives already underway around the state to create an education system that prepares our children for success in the global economy and in life. Districts serving over 75 percent of Oregon's school children have signed memorandums of understanding with the state agreeing to develop and implement specific plans for carrying out the grant proposal. A RTTT Education Coordinating Council, reporting to the Governor, will be charged with overseeing the allocation of the grant funds and ensuring that the state has a clear and achievable implementation strategy for Race to the Top.

This plan demonstrates Oregon's commitment to implement innovation and reforms that boost student achievement and outcomes, specifically in four core areas of education reform:

- Turning around the state's lowest-performing schools;
- Recruiting and retaining effective teachers and principals;
- The use of benchmarked standards and assessments to prepare students for success; and
- The use of assessment data to improve instruction and practices.

Below is a summary of the major initiatives Oregon proposes undertaking in each of these core areas, as well as explanation of how those efforts will scale up, build or replace existing innovation efforts.

BENCHMARKED STANDARDS & ASSESSMENTS

- Connect Oregon to the common core standards being developed nationally, better preparing students for education beyond high school and for family-sustaining careers.

BUILDS ON: Oregon is already part of the Common Core State Standards Initiative and the American Diploma Project and will contribute to consortia designing common academic content assessments.

- Further align Oregon standards and assessments to international benchmarks to better prepare our students to compete in a global economy.

BUILDS ON: Oregon is already nationally recognized for our efforts in developing high quality assessments with current assessments already using items from the Program for International Student Assessment to compare our students to other nations' performance.

- Provide educators with professional development to assist them in aligning curriculum to new standards and ensure instruction meets the needs of a diverse population.

BUILDS ON: Oregon already offers online and in-person professional development opportunities for educators including sample instructional materials and strategies that reflect updated standards.

- Scale up opportunities for schools to adopt proficiency-based practices, which have been boosting academic success and closing achievement gaps in several districts across Oregon.

BUILDS ON: Innovative work occurring in several school districts including Scappoose, Redmond, Forest Grove and Beaverton has already boosted graduation rates and academic achievement, even among historically low-performing student populations.

USING DATA TO IMPROVE INSTRUCTION AND PRACTICES

- Create a statewide, web-based data portal so that teachers, principals, parents, policymakers and other stakeholders have convenient, yet secure access to customized data.

BUILD ON: Oregon is a national pioneer in creating online assessments that provide data back to educators in a timely manner using an online data portal. The Oregon DATA Project has trained over 1,000 educators on the effective use of data since 2007.

EFFECTIVE TEACHERS & PRINCIPALS

- Connect student achievement and progress data to individual teachers' records to improve instruction and provide more targeted professional development efforts.

BUILDS ON: The Oregon DATA Project currently provide professional development to help educators access, collect and effectively use data to improve instruction and the state is already seeking funding for Project ALDER to link teacher and student data, as well as expand current data collections.

- Expand existing professional evaluation and improvement initiatives to increase training and mentoring opportunities, reward educators that perform well, and provide more opportunities for teachers and principals that distinguish themselves to advance.

BUILDS ON: The CLASS Project, operating in 12 school districts, uses incentive-based mentoring and performance evaluations to improve teacher effectiveness. The Oregon Leadership Network, which now includes 28 school districts, is currently developing rigorous, transparent and fair evaluation systems for principals and superintendents.

- Accelerate the training and placement of qualified teachers, particularly in areas where we have seen shortages such as rural communities and specialization in English Language Learning and Special Education.

BUILDS ON: Teacher training programs at the University of Oregon, Marylhurst University, and Western Oregon University are developing, or have already put in place, specialized preparation programs to fill high demand areas.

LOW-PERFORMING SCHOOLS

- The state will identify the five percent of lowest-performing Oregon schools using the Oregon Department of Education’s Achievement Index and graduation rates.

BUILDS ON: The state report card, first published a decade ago, now includes a concise metric for student progress – the Achievement Index. Tracking student progress and growth over time, the Index rewards schools that close achievement gaps among historically underperforming groups.

- Participating districts will produce intervention plans to turn around their lowest-performing schools including giving principals greater authority and flexibility to overhaul instruction, expanded professional development for educators and changing staffing assignments for turnaround schools as per agreements made with local teachers unions.

BUILDS ON: Oregon schools identified as needing improvement under No Child Left Behind (NCLB) are currently required to develop and implement a school improvement plan in coordination with a state-coordinated school improvement facilitator. House Bill 2263 (2007) also increased state authority to address low-performing schools.

- Expand opportunities for community engagement through parent training and participation opportunities and student/community member mentorship programs.

BUILDS ON: Many Oregon schools offer the ASPIRE mentorship and the Family Involvement Matters programs which have proven the ability to engage the community with student and school endeavors.

The budget plan is aligned parallel to the sections of the grant application as follows:

- Project A - Building the needed management infrastructure and tools for scaling up initiatives
- Project B - Addressing the adoption of new standards and assessments,

- Project C1 - Meeting the requirements in the state longitudinal data systems (Project ALDER)
- Project C2/3 - Expanding data systems tools to support instruction
- Project D - Building capacity in school districts across the state to inform instruction with timely student feedback as well as increasing the number of teachers who are qualified to teach advanced courses
- Project E - Providing proven tools to struggling schools to raise student performance
- Project STEM - Spanning all four reform efforts with programs to improve Math, Science, Engineering and Technology abilities among all students through improved instruction and effective after-school programs

The expenditures in Project C1 have also been requested in a grant submitted to the Oregon Department of Education for Statewide Longitudinal Data Systems (SLDS); if Oregon is awarded SLDS funding for this effort, the resources will be used to augment Projects D and E funding to schools to further increase student performance. Oregon's RTTT plan builds on the projects that have been funded with state and local resources as well as the funds that come from the U.S. Department of Education including Title 1 and School Improvement Grant funds, IDEA, and our present SLDS grant.

The programs referenced in the budget plans link back to the counterpart sections in the grant narrative. The requested resumes of key individuals named in the grant may be found in **Appendix Budget-1**.

Budget Part II: Project-Level Budget Table
Project: A - State Implementation Success
Associated with Criteria: A - Strategy for Success

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$577,284	\$577,284	\$577,284	\$577,284	\$2,309,136
2. Fringe Benefits	229,970	229,970	229,970	229,970	919,880
3. Travel	2,419	2,419	2,419	2,419	9,676
4. Equipment	27,068	27,068	27,068	27,068	108,272
5. Supplies	6,989	6,989	6,989	6,989	27,956
6. Contractual	85,000	85,000	85,000	85,000	340,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	928,730	928,730	928,730	928,730	3,714,920
10. Indirect Costs*					
11. Funding for Involved LEAs	498,000	498,000	498,000	498,000	1,992,000
12. Supplemental Funding for Participating LEAs	1,494,000	1,494,000	1,494,000	1,494,000	5,976,000
13. Total Costs (lines 9-12)	\$2,920,730	\$2,920,730	\$2,920,730	\$2,920,730	\$11,682,920

PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Project A - State Implementation Success

Oregon's implementation strategy will be directed and overseen by a Race to the Top Education Coordinating Council, which will be established immediately upon notification of a successful application. This Council will be appointed by the governor and will report directly to him. The Council will build on the success of Oregon's Race to the Top Design Team, which brought together high-level leaders from across the ideological and geographical spectrum in Oregon. The Council's objectives will be:

1. To work with the Oregon Department of Education and participating districts to develop the detailed Statement of Work
2. To oversee implementation of the RTTT grant funds, and
3. To monitor progress on performance measures identified in the grant proposal

The Council will be comprised of leaders from Oregon education and business, and will be staffed by a manager and a support position for the period of the RTTT grant funding. The ECC is a will be a group with independent oversight and answering to the Governor and serve as a forum for stakeholder engagement.

In addition to the support for the RTTT Education Coordinating Council, the Department of Education will establish a six-person RTTT Project Management Team to assure internal accountability and integration of the RTTT efforts in conjunction with the reform initiatives currently underway way.

Following is a list of personnel and a brief description of each position's duties.

Personnel:

Office of the Governor Education Coordinating Staff:

RTTT Education Coordinating Council Director: To be determined

He/she will direct the Race to the Top Education Coordinating Council (ECC) which is charged to work with school districts across the state, stakeholder groups, the Oregon Department of Education and the State Board of Education to assure that the RTTT resources are effectively and efficiently distributed and that the objectives of the grant are being attained.

Exec. Specialist 2: To be determined

He/she will support the ECC director and members, including scheduling meetings, documenting the ECC's work and assisting in preparing RTTT progress reports for the Governor.

Department of Education RTTT Project Management Team:

The ODE RTTT Project Management Team, including the Project Director, Project Manager, Communications Director and support staff will report to the Deputy Superintendent.

Project Director: To be determined

He/she will serve within the Department of Education integrating the RTTT initiatives with the Department's efforts to implement new diploma standards, the School Improvement Grants, and scaling up proven practices.

Project Manager: To be determined

He/she will coordinate the technical collaboration for all phases of the RTTT grant across the various divisions of the Department of Education and with the contracting organizations, including education service districts and school districts.

Communications Director: To be determined

He/she will coordinate RTTT communications with school districts, stakeholder groups, and the public. This position will also assist in preparing publications and reports for the State Board of Education, the U.S. Department of Education, and the legislature.

Fiscal Analyst 2: To be determined

He/she will manage the fiscal reporting requirements between the LEAs, other agencies, the Department of Education and the Governor's Office to assure that all USED and ARRA reporting obligations are appropriate, timely and accurate.

Office Specialist 2: To be determined

He/she will take care of the general administrative duties to support the RTTT Team and provide support to the fiscal analyst overseeing federal reporting.

Exec. Specialist 2: To be determined

He/she will manage the RTTT Management Team office and provide support to the Project Director, Project Manager, and the Communications Director.

Fringe Benefits:

The State's fringe benefit rate is 40% of personnel costs. This rate covers Social Security, FICA, health/life/disability insurance and unemployment compensation. The request is \$229,970 per year to cover fringe benefit expenses for project staff.

The remaining expenditure categories are explained in narrative form following each budget matrix in Budget Appendix A.

Funding for Scaling Up: Implementation Science

This project budget also contains funding to expand the research based tools for effective implementation. The infrastructure Oregon is posed to utilize will form a platform for implementation of evidence based practices or innovations. In Oregon's proposal, several proven methods for teaching, school wide improvement, response to intervention, engaging students in schooling, improving graduation rates and rigor, post-secondary success, will be expanded. These innovations or evidence based practices will be launched from the implementation platform to assure sustainability and improved benefits for students across the state. Oregon now has an infrastructure for implementation that allows the state to systematically and reliably make full and effective uses of current innovations now and for years to come.

Outcomes/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
<u>RTTT Coordinating Council</u> <ol style="list-style-type: none"> 1. Appoint the RTTT Education Coordinating Council. 2. Establish ECC Year 1 implementation start up schedule based on key decision points. 3. In Years 2-4, meet quarterly to review implementation progress, outcomes, problems and successes. 	May 2010	December 2014	Governor, RTTT ECC, ODE, and Stakeholder Groups
<u>ODE Management Team</u> <ol style="list-style-type: none"> 1. Meet regularly with all ODE Lead Managers to coordinate implementation with districts and contractors. 2. Prepare progress reports for the State Superintendent, the State Board of Education, the Governor, and the U.S. Department of Education. 3. Problem-solve issues that emerge to assure effective implementation of grant initiatives. 	May 2010	December 2014	ODE
<u>ODE Scaling Up Project</u> <ol style="list-style-type: none"> 1. ODE will establish contracts for State Transformation Specialists to facilitate scaling up activities. 2. Eight regional implementation teams will be funded at the education service district and district level via sub-grants for 24 RIT positions. Activities will include documentation, training, data analysis and interpretation, consultation, and coaching as well as ongoing interaction with state, regional and district implementation teams. 	May 2010	July 2014	ODE, ESDs, and LEAs

* Note the responsible agency referred to in the tables include:

- ODE**=Oregon Department of Education;
- EESC**=Education Enterprise Steering Committee
- ESDs**=Education Service Districts;
- LEAs**= Participating Districts

UO=University of Oregon

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Governor Ed. Coord. Staff	Principal Exec Mgr F	1	\$109,224	\$109,224	\$109,224	\$109,224
	Exec Specialist 2	1	46,260	46,260	46,260	46,260
ODE Personnel	Principal Exec Mgr F	1	109,224	109,224	109,224	109,224
	Principal Exec Mgr E	1	100,296	100,296	100,296	100,296
	Public Affairs Spec 2	1	68,436	68,436	68,436	68,436
	Fiscal Analyst 2	1	62,244	62,244	62,244	62,244
	Office Specialist 2	1	35,340	35,340	35,340	35,340
	Exec Specialist 2	1	46,260	46,260	46,260	46,260
Total Personnel		8	421,800	421,800	421,800	421,800
Fringe Benefits	Based on 40% of Personnel costs listed above		229,970	229,970	229,970	229,970
Travel (Air)	See Travel (Air)*		2,419	2,419	2,419	2,419
Equipment			27,068	27,068	27,068	27,068
Supplies	See Supplies details below**		6,989	6,989	6,989	6,989
	<i>Subtotal before Contracts</i>					
Contractual			85,000	85,000	85,000	85,000
Indirect Cost Rate (.173)						
Funding for Involved LEAs			498,000	498,000	498,000	498,000
Sup. Funding for Part. LEAs			1,494,000	1,494,000	1,494,000	1,494,000
	<i>Total</i>		\$2,920,730	\$2,920,730	\$2,920,730	\$2,920,730

* Travel (Air) funds are requested as follows:

- \$2,419 = Two annual trips to Washington, DC

** Supplies funds are requested as follows:

- \$6,989 = Office Expenses – Annual rent expenditures

LEA Funding - Resources are allocated proportionally between participating and involved LEA based on student population.

Budget Part II: Project-Level Budget Table
Project Name: B - Standards and Assessments
(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	\$567,928	\$592,772	\$304,743	\$304,743	\$1,770,186
2. Fringe Benefits	244,210	254,891	131,039	131,039	761,179
3. Travel	37,100	37,100	18,550	18,550	111,300
4. Equipment	0	0	0	0	0
5. Supplies	6,840	6,840	2,280	2,280	18,240
6. Contractual	275,000	200,000	0	0	475,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,131,078	1,091,603	456,612	456,612	3,135,905
10. Indirect Costs*	156,860	158,573	78,994	78,994	473,421
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$1,287,938	\$1,250,176	\$535,606	\$535,606	\$3,609,326

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE
Project B - Standards and Assessments
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Sections B1, B2 and B3: Standards and Assessments

ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. ODE has identified key plans and projects with respect to using the Race to the Top funds to improve our standards and assessment systems. In order to successfully implement these plans, we have articulated detailed plans for these sections which will be used to build the budget for these sections. Each plan identifies a high level outcome and planned activities/milestones for each outcome. Following the plans for each section of B1, B2 and B3 is a detailed budget developed for each outcome that will reconcile or roll-up to the Project-Level budget for this section.

Please note that pursuant to the guidance, no costs for summative assessment development have been included in this budget proposal.

For each of the outcomes listed below, we have proposed using existing or hiring new staff as employees on this project. Following is a list of personnel and description of each.

Personnel:

Project Sponsor: Doug Kosty, Assistant Superintendent

Mr. Kosty will serve as the sponsor of technology and assessment projects, Mr. Kosty will oversee the establishment of the organization structure and the hiring of staff as well as provide leadership in all aspects of the project.

Project Director: Tony Alpert, Director of Assessment

As co-director, Mr. Alpert will serve as assessment and reporting lead, with his major duties consisting of coordinating student assessment and reporting collaboration for all phases of the project involving assessment, reporting and professional development activities of the project. . He will establish an organization structure and hire staff as well as provide leadership in all aspects of the project.

Assessment Administration Manager: Kathleen Vanderwall

Ms. Vanderwall is responsible for overseeing assessment administration activities and will be available as a resource to outcomes specific to this area.

Project Co-Director: Michelle Hooper, Director Teaching and Learning

Ms. Vanderwall is responsible for overseeing assessment administration activities and will be available as a resource to outcomes specific to this area.

Education Specialist – Subject Matter Experts: To Be Determined

Oregon has a variety of Education specialists that provide subject matter expertise in the areas of Assessment, Content Standards, Student Learning and Instruction. As necessary existing staff will be used and new staff will be hired on a limited duration basis to be available as a resource to outcomes specific to areas requiring such expertise.

Transactional Architect: To Be Determined

He/she will develop and implement flexible transaction architecture that meets the needs of Internet applications during this project.

Warehouse Architect: To Be Determined

He/she will lead and consult on the design, implementation, and integration of data warehouses and data environments and will perform data warehouse design, construction and testing including design, architecture, metadata and repository creation.

System Tester and Technical Writer: To Be Determined

He/she will perform system testing to evaluate the software/hardware to ensure compliance with its specified requirements and technical writing to document end-user features.

Fringe Benefits:

The Department of Education’s fringe benefit rate is 43% of personnel costs. This rate covers Social Security, FICA, health/life/disability insurance and unemployment compensation. ODE is requesting \$36,329 per year to cover fringe benefit expenses for project staff.

The remaining expenditure categories are explained in narrative form following each budget matrix.

* Note the responsible agency referred to in the following tables include:

- ODE**=Oregon Department of Education;
- EESC**=Education Enterprise Steering Committee
- ESDs**=Education Service Districts;
- LEAs**= Participating Districts
- UO**=University of Oregon

Outcome B1.1: Inform the State Board regarding the common core and address key policy questions so that the Board can adopt the Common Core.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Attend NASBE conference and incorporate materials provided by NASBE to better inform the Oregon State Board regarding the common core standards.	Feb 2010	Feb 2010	ODE
2. Provide high-level update to Board regarding the final version of the K-12 and Career and College Readiness Standards (i.e. Common Core) for Mathematics and English/Language Arts	Mar 2010	Mar 2010	ODE
3. Solicit feedback from stakeholders regarding the Common Core and incorporate their feedback into State Board policy documents	Apr 2010	Sep 2010	ODE
4. Propose implementation plan to board that describes how ODE will support district and school administrators and teachers; deploy revised ODE rules and documentation; revise assessment system	Jun 2010	Jun 2010	ODE
5. Present Common Core to State Board for adoption (1st reading). Receive feedback and address policy questions	Sep 2010	Sep 2010	ODE
6. Present Common Core to State Board for adoption (2nd reading). Receive feedback and address policy questions.	Oct 2010	Oct 2010	ODE
7. Present Common Core to State Board for adoption	Dec 2010	Dec 2010	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Co-Director - Director of Assessment	█	\$2,184			
Michelle Hooper	Project Co-Director – Director Teaching and Learning	█	\$5,015			
Kathleen Vanderwall	Assessment Administration Manager	█	\$5,015			
To Be Determined	Education Specialist – Subject Matter Experts	0.20	\$16,563			
Total Personnel			\$31,464			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$13,530			
Travel (Car)	See Travel (Car) details below*					
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$47,274			
Contractual						
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$8,287			
Funding for Involved LEAs			\$0			
	<i>Total</i>		\$55,561	\$0	\$0	\$0

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

Outcome B1.2: Revise documentation and/or or policies to describe the Common core as the basis of Oregon’s Content standards	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
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1. Design and implement changes to Oregon’s Resources for Educational Leadership (REAL) website necessary to continue to support Oregon’s remaining content standards (i.e. not Mathematics or ELA) while also supporting the Common Core Content Standards. Including: <ul style="list-style-type: none"> • Restructure the ODE database to accommodate the Common Core Standards • Create new content and adjust layout of pages as required to provide accurate and comprehensive instructional based resources for Oregon’s education community • Load new instructional resources into the redesigned database as available for Oregon’s instructional leaders and/or CCSSO 	Jan 2011	Dec 2011	ODE
2. Incorporate materials from CCSSO as appropriate to help Oregon stakeholders implement the common core standards	Jan 2011	Dec 2011	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█		\$2,687		
Tony Alpert	Project Co-Director - Director of Assessment	█		\$2,184		
Michelle Hooper	Project Co-Director – Director Teaching and Learning	█		\$5,015		
Kathleen Vanderwall	Assessment Administration Manager	█		\$5,015		
To Be Determined	Transactional Architect	0.35		\$27,086		
To Be Determined	Warehouse Architect	0.10		\$8,438		
To Be Determined	Web Portal Designer	0.25		\$21,096		
To Be Determined	System Tester and Technical Writer	1.00		\$77,388		
To Be Determined	Education Specialist – Subject Matter Expert	0.50		\$41,407		
Total Personnel				\$190,316		
Fringe Benefits	Based on 43% of Personnel costs listed above			\$81,835		
Travel (Car)	See Travel (Car) details below					
Equipment						
Supplies	See Supplies details below*			\$2,280		
	<i>Subtotal before Contracts</i>			\$274,430		

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Contractual						
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above			\$47,477		
Funding for Involved LEAs						
	<i>Total</i>			\$321,907	\$0	\$0

*** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

Outcome B2.1: Participate in multi-state consortia and implement detailed planning such that Oregon can assess the Common Core using High Quality Assessments	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Conduct technical version of the Content Standards Match/Gap analysis sufficient to support analysis for assessment item writing	Mar 2010	Apr 2010	ODE
2. Submit Common Assessment Proposal as part of the “SMARTER” summative assessment consortia.	Mar 2010	May 2010	ODE
3. Work as part of the “MOSAIC” formative assessment consortia. Conduct item writing. Enhance Oregon’s formative assessment system and support educators’ professional development as described in section C 3.	Jun 2010	Jun 2014	ODE
4. Complete item alignment study of approximately 10,000 Mathematics and ELA items between Oregon’s assessment item bank and the Common Core	Jun 2010	Nov 2010	ODE
5. Develop item writing plan and/or MOU to share items with other states as interim assessment plan while working with the consortium	Feb 2011	Mar 2011	ODE
6. Develop and disseminate theories of action for each element of the assessment system for use in guiding future developments and policy decisions	Jan 2011	Jan 2012	ODE

Please note that all amounts in the following budget table relates to only formative assessment work and that no proposed budget amounts relate to summative assessment work. The references above to summative assessment is to illustrate that our plans call for addressing changes related to moving Oregon OAKS assessment to common core standards.

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687	\$2,687	\$2,687	\$2,687
Tony Alpert	Project Co-Director - Director of Assessment	█	\$2,184	\$2,184	\$2,184	\$2,184
Michelle Hooper	Project Co-Director – Director Teaching and Learning	█	\$5,015	\$5,015	\$5,015	\$5,015
Kathleen Vanderwall	Assessment Administration Manager	█	\$5,015	\$5,015	\$5,015	\$5,015
To Be Determined	Transactional Architect	0.35	\$27,086			
To Be Determined	Warehouse Architect	0.10	\$8,438			
To Be Determined	Web Portal Designer	0.25	\$21,096			
To Be Determined	System Tester and Technical Writer	1.00	\$77,388			
To Be Determined	Education Specialist – Subject Matter Expert	3.5	\$289,842	\$289,842	\$289,842	\$289,842
Total Personnel			\$438,751	\$304,743	\$304,743	\$304,743
Fringe Benefits	Based on 43% of Personnel costs listed above		\$188,663	\$131,039	\$131,039	\$131,039
Travel (Car)	See Travel (Car) details below		\$18,550	\$18,550	\$18,550	\$18,550
Equipment						
Supplies	See Supplies details below*		\$2,280	\$2,280	\$2,280	\$2,280
	<i>Subtotal before Contracts</i>		\$648,244	\$456,612	\$456,612	\$456,612
Contractual	IT Services – see details below***		\$250,000			
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$116,471	\$78,994	\$78,994	\$78,994
Funding for Involved LEAs						
	<i>Total</i>		\$1,014,715	\$535,606	\$535,606	\$535,606

* \$18,550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
 - Hotel and meals for 10 staff who will need lodging at \$150/individual: $3*150*10 = \$4,500$

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

**** \$250,000 = IT Contracted Services are requested as follows:**

- \$ 250,000 = Data support and Application development

Please note that all work in the following outcomes table relates to summative assessment enhancements and as such no budget is being proposed for these activities as these are covered by our Title I Assessment allocation.

Outcome B2.2: As part of the transition, continue to implement Oregon’s plan for High Quality Assessments while assessing Oregon’s current content standards	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Imbed items from the Program for International Student Assessment (PISA) into the Oregon Assessment as field test items to provide additional international benchmarking data	Mar 2010	May 2010	ODE
2. As practicable, imbed items from the National Assessment of Educational Progress (NAEP) into the Oregon Assessment as field test items to provide additional national benchmarking data	Mar 2010	May 2010	ODE
3. Consolidate data from the Oregon University System study of the Oregon Assessment of	May 2010	Jun 2010	ODE and OUS

Knowledge and Skills (OAKS) scores and academic performance of students in their first year of college to provide college performance benchmark data			
4. Imbed American Institutes for Research’s computer scored constructed response items into Oregon’s assessment as field test items to provide greater depth of cognitive demand	Mar 2010	May 2010	ODE
5. Compile the national, international, and college readiness benchmarks into Oregon’s mathematics standard setting process	Jun 2010	Jul 2010	ODE
6. Conduct general and alternative (i.e. 1% assessment) mathematics stakeholder workgroup as part of “criterion referenced” standard setting validation based on cut-scores established in-part by international, national and college readiness benchmarks	Aug 2010	Aug 2010	ODE and Districts
7. Presentation of internationally benchmarked mathematics achievement standards to state board for first reading	Sep 2010	Sep 2010	ODE
8. Presentation of internationally benchmarked mathematics achievement standards to state board for adoption	Oct 2010	Oct 2010	ODE
9. Create a “lessons learned” document that can information Oregon’s approach for implementation of international benchmarks for the Common Core as part of a consortium	Nov 2010	Dec 2010	ODE

Outcome B3.1: Systematically include stakeholders in detailed discussions regarding the common core to collectively identify how to effectively implement the Common Core content standards to support instruction and formative assessment.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Conduct a content standards match/gap analysis utilizing Surveys of Enacted Curriculum collaborative alignment work and Oregon’s coded math standards. Contract with external educational services provider for ELA standards analysis	Mar 2010	Apr 2010	ODE
2. Create visual representation of standards match via a crosswalk document between Oregon’s current K-12 math and ELA standards and the Common Core	Dec 2010	Mar 2011	ODE
3. Convene Content and Assessment Panel work groups (comprised of LEA staff) to help determine the following: <ul style="list-style-type: none"> • Whether additional Oregon content needs to be added to the common core • Logistical impact on districts from practitioners viewpoint (e.g. instructional materials, professional development, curriculum alignment, high school scheduling) • Implementation timeline • Impact on Oregon Diploma and graduation requirements (e.g. Essential Skills) • Create technical documentation for stakeholders that includes this detailed information. 	Mar 2010	Jun 2010	ODE

<p>4. Convene Content and Assessment Panel work groups (comprised of LEA staff) around Assessing the Common Core to:</p> <ul style="list-style-type: none"> • Process to align assessment items to final Common Core • Review of assessment item exemplars to communicate the depth and breadth of the standards • A detailed implementation timeline that includes transitions for Formative, Interim and Summative assessment Multi-State consortium • Create technical documentation for stakeholders that includes this detailed information. 	Feb 2010	May 2010	ODE
<p>5. Further engage universities and community colleges regarding the technical issues associated with implementation of the Common Core specifically regarding alignment of achievement expectations across the enterprise</p>	May 2010	Jun 2010	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Co-Director - Director of Assessment	█	\$2,184			
Michelle Hooper	Project Co-Director – Director Teaching and Learning	█	\$5,015			
Kathleen Vanderwall	Assessment Administration Manager	█	\$5,015			
To Be Determined	Education Specialist – Subject Matter Expert	1.0	\$82,812			
Total Personnel			\$97,713			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$42,017			
Travel (Car)	See Travel (Car) details below		\$18,550			
Equipment						
Supplies	See Supplies details below*		\$2,280			
	<i>Subtotal before Contracts</i>		\$160,560			
Contractual	Contract – See Details below		\$25,000			

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$32,102			
Funding for Involved LEAs						
	<i>Total</i>		\$217,661			

*** \$18,550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
 - Hotel and meals for 10 staff who will need lodging at \$150/individual: $3*150*10 = \$4,500$

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

\$25,000 = Contracted services with yet to be determined entity to provide educational research and analysis:

Outcome B3.2: Systematically communicate with broader stakeholder audience regarding implementation of the Common Core	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Collect and Synthesize public feedback regarding common core through designated department webpage	Jan 2010	Feb 2010	ODE

2. Create detailed communications plan including: <ul style="list-style-type: none"> • Updates to Department Website • Field communications strategy • Identify all policy revisions required based on discussions with stakeholders • Standards crosswalk to communicate changes in standards to teachers • Collaborate with CCSSO during roll-out of professional development plan • Collaborate with CCSSO during roll-out of instructional materials support 	Apr 2010	Jun 2010	ODE and EESC
3. Implement resource intensive elements of Communications Plan	May 2010	June 2013	ODE and EESC
4. Develop initial Common Core Standards professional development program	Dec 2010	May 2011	ODE
5. Work with CCSSO to co-develop curricular support for standards implementation including: <ul style="list-style-type: none"> • Open source materials • Textbook adoption process (criteria setting) 	TBD by CCSSO	TBD by CCSSO	

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█		\$2,687		
Tony Alpert	Project Co-Director - Director of Assessment	█		\$2,184		
Michelle Hooper	Project Co-Director – Director Teaching and Learning	█		\$5,015		
Kathleen Vanderwall	Assessment Administration Manager	█		\$5,015		
To Be Determined	Education Specialist – Subject Matter Expert	1.0		\$82,812		
Total Personnel				\$97,713		
Fringe Benefits	Based on 43% of Personnel costs listed above			\$42,017		
Travel (Car)	See Travel (Car) details below			\$18,550		
Equipment						
Supplies	See Supplies details below*			\$2,280		
	<i>Subtotal before Contracts</i>			\$160,560		
Contractual	Contract – See Details below			\$200,000		

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above			\$32,102		
Funding for Involved LEAs						
	<i>Total</i>			\$392,661		

*** \$18,550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 30 staff who will need lodging at \$150/individual: $3*150*30 = \$13,500$

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges
- \$200,000 = Contracted services with yet to be determined entity to develop professional development program

Budget Part II: Project-Level Budget Table					
Project Name: C1 - Project ALDER					
(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	\$1,146,771	\$907,895	\$877,347	0	\$2,932,013
2. Fringe Benefits	493,464	390,395	377,259	0	1,261,118
3. Travel	15,385	15,385	15,385	0	46,155
4. Equipment	750,108	0	0	0	750,108
5. Supplies	82,480	42,480	42,480	0	167,440
6. Contractual	2,438,616	1,095,755	784,327	0	4,318,698
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	4,926,824	2,451,910	2,096,798	0	9,475,532
10. Indirect Costs*	482,892	273,065	256,804	0	1,012,761
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$5,409,716	\$2,724,975	\$2,353,602	0	\$10,488,293

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Project C1: Project ALDER

ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. Below are four Outcomes ODE has identified to accomplish with the Race to the Top funds to complete the 12 essential elements of the America Competes Act. Note that if Oregon’s proposal (Project ALDER) to Round 4 of the IES grant is awarded, the amounts requested in this section will not be required. However the plan and budget for all other sections build upon the foundation laid by this work.

The following plan identifies a high level outcome and planned activities/milestones for each outcome. Also note that Outcome C1.2: Consolidate and expand early childhood data can be considered optional.

Following this plan for section C1, a detailed budget has been developed for each outcome that will reconcile or roll-up to the Project-Level budget for this section. The reader will find the following outcomes associated with this section of our narrative:

- Outcome C1.1: Develop Teacher-Student Linkage
- Outcome C1.2: Consolidate and expand early childhood data
- Outcome C1.3: System development for exchange and integration of postsecondary success/community college/workforce data
- Outcome C1.4: Comprehensive statewide data quality plan

The project plan and budgets on the following pages details the work to be completed by phase to complete the longitudinal data systems to support the work referenced in this application.

For each of the outcomes listed below, we have proposed using existing or hiring new staff as employees on this project. Following is a list of personnel and description of each.

Personnel:

Project Co-Director, Principal Investigator: Doug Kosty

Mr. Kosty will serve as the Principal Investigator. As co-director of the project, Mr. Kosty will oversee the establishment of the organization structure and the hiring of staff as well as provide leadership in all aspects of the project.

Project Co-Director, Technical Lead: Josh Klein

As co-director, Mr. Klein will serve as technical lead, with his major duties consisting of coordinating technical collaboration for all phases of the project. He will establish an organization structure and hire staff as well as provide leadership in all aspects of the project.

Project Manager: Brett Luelling

Mr. Luelling will be responsible for the overall project management.

Quality Assurance Lead: Michael Rebar

Dr. Rebar will participate in all aspects of the system development to advocate quality, including working from the requirements definition phase to develop detailed test strategies and test plans. He will perform all aspects of verification, including functional, regression, load and system testing and maintain test automation at both the functional and system level.

Transactional Architect: To Be Determined

He/she will develop and implement flexible transaction architecture that meets the needs of Internet applications during this project.

Warehouse Architect: To Be Determined

He/she will lead and consult on the design, implementation, and integration of data warehouses and data environments and will perform data warehouse design, construction and testing including design, architecture, metadata and repository creation.

Database Architect: To Be Determined

He/she will design, develop and implement infrastructure to provide highly-complex, reliable and scalable database to meet project needs.

Front End Developer: To Be Determined

He/she will develop the templates and standards-based interfaces used by ODE's intranet, extranet, and internet sites. In Project ALDER, the Front End Developers will be responsible for maintaining a consistent look and feel for various stakeholder groups while providing high volume accessible transactional systems as well as designing web applications that access ODE's operational data stores and warehouses.

Business Analyst: To Be Determined

Throughout the project, he/she will scope the system, translate business needs, translate technical issues, model and document and aid in test and validation.

Data Analyst: To Be Determined

He/she will document the types and structure of the business data (logical modeling), analyze and mine business data to identify patterns and correlations among the various data points, map and trace data from system to system in order to solve a given business or system problem, design and create data reports and reporting tools to help management in their decision making and perform statistical analysis of business data throughout the project.

System Tester: To Be Determined

He/she will perform system testing to evaluate the software/hardware to ensure compliance with its specified requirements. She will also perform integration testing to detect any inconsistencies between the software units that are integrated together or between any of the assemblage and the hardware.

Technical Writer: To Be Determined

He/she will analyze national and local policies concerning early childhood requirements. Will provide project team members with the expertise and information needed to make modifications to the existing web-based application and to develop the link to the Oregon Pre-K database and will provide expertise in the development of the Early Childhood Assessment System.

Fringe Benefits:

The Department of Education’s fringe benefit rate is 43% of personnel costs. This rate covers Social Security, FICA, health/life/disability insurance and unemployment compensation. ODE is requesting \$36,329 per year to cover fringe benefit expenses for project staff.

The remaining expenditure categories are explained in narrative form following each budget matrix.

* Note the responsible agency referred to in the following table includes:

- ODE**=Oregon Department of Education;
- EESC**=Education Enterprise Steering Committee
- ESDs**=Education Service Districts;
- LEAs**= Participating Districts

Outcome C1.1: Develop Teacher-Student Linkage	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
System Construction including Requirements Analysis and Design	Aug 2010	Oct 2010	ODE
System Development including: <ul style="list-style-type: none"> • Enhance database system for linking students and teachers through Unique Class and Period ID – Instructional Unit Identifier (IUID) • Enhance data collection systems to accommodate IUID • Testing and deployment 	Nov 2010	Sept 2011	ODE

Documentation – Technical documentation and System Guides	Nov 2010	Sept 2011	ODE
Training – Professional Development and Technical Assistance	Sept 2011	Dec 2011	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
Personnel					
Brett Luelling	Project Manager	█	79,615		
Josh Klein, CIO	Project Co-Director	█	2,833		
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	█	4,182		
To Be Determined	Transactional Architect	0.095	24,456		
To Be Determined	Warehouse Architect	0.19	48,912		
To Be Determined	Database Architect	0.46	106,260		
To Be Determined	Front End Developer	0.5	114,067		
To Be Determined	Business Analyst	0.56	129,254		
To Be Determined	Data Analyst	0.12	25,465		
Michael Rebar	Quality Assurance Lead	█	57,815		
To Be Determined	System Tester	0.24	34,961		
To Be Determined	Technical Writer	0.26	33,576		
Fringe Benefits	Based on 43% of Personnel costs listed above		284,400		
Travel (Air)	See Travel (Air) details below*		9,225		
Travel (Car)	See Travel (Car) details below**		6,160		
Equipment	See Equipment details below***		750,108		
Supplies	See Supplies details below****		82,480		
	<i>Subtotal before Contracts</i>		1,793,769		
Contractual	Regional Warehouse provider support – ETL modifications to support Student-Teacher linkages		1,500,000		
Contractual	Identity Resolution software purchase, customization, and integration		500,000		
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		71,751		
Indirect Cost Rate	See IDC table below		344,922		

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
	<i>Total</i>		4,210,442		

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (1793769*.173)	310,322	0	0
Region 1 Warehouse Contract IDC (25000*.173)	4,325		
Region 2 Warehouse Contract IDC (25000*.173)	4,325		
Region 3 Warehouse Contract IDC (25000*.173)	4,325		
Region 4 Warehouse Contract IDC (25000*.173)	4,325		
Region 5 Warehouse Contract IDC (25000*.173)	4,325		
Region 6 Warehouse Contract IDC (25000*.173)	4,325		
Identity Resolution Software Integration Contract IDC (25000*.173)	4,325		
QA Contract IDC (25000*.173)	4,325		
Total Indirect Costs	344,922	0	0

Note: Indirect Costs apply only to the first \$25,000 of a contract.

***\$9,225 = Travel (Air) funds are requested as follows for 3 staff to attend 2 IES Grantee meetings:**

- \$3,600 = 6 roundtrip fares from Portland – Washington, DC at \$600 each
- \$4,122 = 18 nights lodging (\$229 per night) assuming 3 nights stay each
- \$1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at \$71/day for 18 days
- \$ 225 = surface transportation (9 cab fares, \$25 each)

****\$6,160 = Travel (Car) funds are requested as follows:**

- \$2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at \$.55/mile
- \$3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:

- 10 District Human Resource staff traveling an average of 240 miles round trip
- 10 District Information Technology staff traveling an average of 240 miles round trip
- 10 District Student Information Systems staff traveling an average of 240 miles round trip
- Total mileage reimbursement = 30*\$.55*240

*****\$750,108 = Equipment funds are requested as follows:**

- \$285,580 = Storage Area Network
- \$107,516 = Server clusters including Warehouse, DataMarts (2), Reporting, and Streaming
- \$357,012 = Miscellaneous including Load Balancers (2), HD Encoders (2), Software Licensing, and Webinar Infrastructure

******\$82,480 = Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges
- \$1,968 = Office Rent
- \$4,000 = Computer, desk and chair- one-time cost

Outcome C1.2: Consolidate and expand early childhood data	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
System Construction including Requirements Analysis and Design	Nov 2011	Jan 2012	ODE
System Development including: <ul style="list-style-type: none"> • Enhance database system to accommodate Prek and K Data elements • Testing and deployment 	Jan 2012	Sept 2012	ODE
Documentation – Technical documentation and System Guides	Jul 2012	Dec 2012	ODE
Training – Professional Development and Technical Assistance	Jan 2013	Jul 2014	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
Personnel					

Brett Luelling	Project Manager	█		68,429	
Josh Klein, CIO	Project Co-Director	█		2,968	
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	█		4,381	
To Be Determined	Transactional Architect	0.055		14,475	
To Be Determined	Warehouse Architect	0.11		28,951	
To Be Determined	Database Architect	0.28		65,477	
To Be Determined	Front End Developer	0.16		35,066	
To Be Determined	Business Analyst	0.24		55,846	
To Be Determined	Data Analyst	0.12		25,465	
Michael Rebar	Quality Assurance Lead	█		32,747	
To Be Determined	System Tester	0.24		34,919	
To Be Determined	Technical Writer	0.26		33,576	
To Be Determined	Early Childhood Research Analyst	0.5	9,705	29,105	9705
Fringe Benefits	Based on 43% of Personnel costs listed above		4,173	185,504	4,173
Travel (Air)	See Travel (Air) details below*			9,225	
Travel (Car)	See Travel (Car) details below**			6,160	
Equipment	Not Applicable			0	
Supplies	See Supplies details below***			42,480	
	<i>Subtotal before Contracts</i>		13,878	674,774	13,878
Contractual	Early Childhood Assessment System****			250,000	
Contractual	EC Cares Application modifications*****			50,000	
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		555	26,991	555
Indirect Cost Rate	See IDC table below		2,401	129,711	2,401
	<i>Total</i>		16,834	1,131,476	16,834

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (13878*.173)	2,401	0	2,401
Indirect Cost on Subtotal before Contracts (674774*.173)	0	116,736	0
Early Childhood Assessment System Contract (25000*.173)		4,325	

EC Cares Application modifications (25000*.173)		4,325	
QA Contract IDC (25000*.173)		4,325	
Total Indirect Costs	2,401	129,711	2,401

Note: Indirect Costs apply only to the first \$25,000 of a contract.

*** \$9,225 = Travel (Air) funds are requested as follows for 3 staff to attend 2 IES Grantee meetings:**

- \$3,600 = 6 roundtrip airfares from Portland – Washington, DC at \$600 each
- \$4,122 = 18 nights lodging (\$229 per night) assuming 3 nights stay each
- \$1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at \$71/day for 18 days
- \$ 225 = surface transportation (9 cab fares, \$25 each)

**** \$6,160 = Travel (Car) funds are requested as follows:**

- \$2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at \$.55/mile
- \$3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:
 - 10 District Early Childhood staff traveling an average of 240 miles round trip
 - 10 District Information Technology staff traveling an average of 240 miles round trip
 - 10 District Student Information Systems staff traveling an average of 240 miles round trip
 - Total mileage reimbursement = 30*\$.55*240

*****\$42,480 = Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges
- \$1,968 = Office Rent

******The Early Childhood Assessment System** represents an estimate to provide the infrastructure to test approximately 13,000 children, train staff through regional sites across Oregon and store results before data are submitted to the Oregon Pre-K database. This amount will be sent out to public bid in the event Oregon is awarded this grant.

***** **EC Cares Application modifications** represent an estimate to make modifications to the existing web-based application and to develop the link to the Oregon Pre-K database. This amount will be sent out to public bid in the event Oregon is awarded this grant.

Outcome C1.3: System development for exchange and integration of post-secondary, community college and workforce data	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
System Construction including Requirements Analysis and Design	Nov 2011	Jan 2012	ODE
System Development including: <ul style="list-style-type: none"> • Enhance database system to accommodate Prek and K Data elements • Testing and deployment 	Jan 2012	Sept 2012	ODE
Documentation – Technical documentation and System Guides	Jul 2012	Dec 2012	ODE
Training – Professional Development and Technical Assistance	Jan 2013	Jul 2014	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
Personnel					
Brett Luelling	Project Manager	█			70,001
Josh Klein, CIO	Project Co-Director	█			5,531
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	█			8,165
To Be Determined	Transactional Architect	0.045			11,369

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
To Be Determined	Warehouse Architect	0.09			22,737
To Be Determined	Database Architect	0.2			47,892
To Be Determined	Front End Developer	0.22			51,592
To Be Determined	Business Analyst	0.22			51,504
To Be Determined	Data Analyst	0.14			30,348
Michael Rebar	Quality Assurance Lead				23,038
To Be Determined	System Tester	0.24			35,399
To Be Determined	Technical Writer	0.26			33,576
Fringe Benefits	Based on 43% of Personnel costs listed above		0	0	168,195
Travel (Air)	See Travel (Air) details below*				9,225
Travel (Car)	See Travel (Car) details below**				6,160
Equipment	Not Applicable				0
Supplies	See Supplies details below***				42,480
	<i>Subtotal before Contracts</i>		0	0	617,212
Contractual	Intergovernmental Agreement with CCWD****			271,000	271,000
Contractual	Intergovernmental Agreement with OED*****			20,000	20,000
Contractual	Intergovernmental Agreement with OUS*****		264,055	375,509	390,829
Contractual	National Student Clearinghouse records matching		25,000	25,000	25,000
Contractual	Intergovernmental Agreement with TSPC*****		50,000	50,000	25,000
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		0	0	24,688
Indirect Cost Rate	See IDC table below		12,975	20,760	131,809
	<i>Total</i>		352,030	762,269	1,505,539

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (617,212*.173)	0	0	106,778
Intergovernmental Agreement with CCWD (25000*.173)		4,325	4,325

Description	Year 1	Year 2	Year 3
Intergovernmental Agreement with OED (20000*173)		3,460	3,460
Intergovernmental Agreement with OUS (25000*173)	4,325	4,325	4,325
National Student Clearinghouse records matching	4,325	4,325	4,325
Intergovernmental Agreement with TSPC (25000*173)	4,325	4,325	4,325
QA Contract IDC (24688*.173)			4,271
Total Indirect Costs	12,975	20,760	131,809

Note: Indirect Costs apply only to the first \$25,000 of a contract.

*** \$9,225 Travel (Air) funds are requested as follows for 3 staff to attend 2 IES Grantee meetings:**

- \$3,600 = 6 roundtrip airfares from Portland – Washington, DC at \$600 each
- \$4,122 = 18 nights lodging (\$229 per night) assuming 3 nights stay each
- \$1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at \$71/day for 18 days
- \$ 225 = surface transportation (9 cab fares, \$25 each)

**** \$6,160 Travel (Car) funds are requested as follows:**

- \$2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at \$.55/mile
- \$3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:
 - 10 District Early Childhood staff traveling an average of 240 miles round trip
 - 10 District Information Technology staff traveling an average of 240 miles round trip
 - 10 District Student Information Systems staff traveling an average of 240 miles round trip
 - Total mileage reimbursement = 30*\$.55*240

*****\$42,480 Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

- \$1,968 = Office Rent

******Intergovernmental Agreement with CCWD (Community Colleges/Workforce Development Commission)** represents the amount that will be negotiated with CCWD for the following services: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 2 work will focus on requirements gathering, planning and design activities while year three will be focused on implementation and testing.

***** **Intergovernmental Agreement with the Oregon Employment Department (OED)** represents the amount that will be negotiated to perform data integration and matching services. Year 2 work will focus on requirements gathering, planning and design activities while year three will be focused on implementation and testing.

***** **Intergovernmental Agreement with the Oregon University System (OUS)** represents the amount that will be negotiated with OUS for the following services to establish a research board: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 1 work will focus on requirements gathering, planning and design activities; year 2 will focus on creating the research board and agenda while year three will be focused on implementation and testing the research agenda.

Outcome C1.4: Comprehensive statewide data quality plan	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
Planning	Aug 2010	Jan 2011	ODE
Data Quality Plan Development	Jan 2011	Sept 2011	ODE
Implementation	Jan 2011	Sept 2011	ODE
Professional Development and Technical Assistance	Sept 2011	Jul 2014	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
Personnel					
Brett Luelling	Project Manager	█	32,606	32,606	32,606
Josh Klein, CIO	Project Co-Director	█	7,824	7,824	7,824
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	█	11,550	11,550	11,550

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$
To Be Determined	Transactional Architect	0.3	25,425	25,425	25,425
To Be Determined	Warehouse Architect	0.6	50,851	50,851	50,851
To Be Determined	Database Architect	1.06	81,566	81,566	81,566
To Be Determined	Front End Developer	1.14	87,868	87,868	87,868
To Be Determined	Business Analyst	0.98	75,908	75,908	75,908
To Be Determined	Data Analyst	0.62	44,728	44,728	44,728
Michael Rebar	Quality Assurance Lead		33,953	33,953	33,953
To Be Determined	System Tester	0.28	13,912	13,912	13,912
To Be Determined	Technical Writer	0.23	10,299	10,299	10,299
Fringe Benefits	Based on 43% of Personnel costs listed above		204,891	204,891	204,891
Travel (Air)	Accounted for in Other Three Outcomes				
Travel (Car)	Accounted for in Other Three Outcomes				
Equipment	Accounted for in Other Three Outcomes				
Supplies	Accounted for in Other Three Outcomes				
	<i>Subtotal before Contracts</i>		681,381	681,381	681,381
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		27,255	27,255	27,255
Indirect Cost Rate	17.3% of Subtotal and QA Contract		122,594	122,594	122,594
	<i>Total</i>		831,230	831,230	831,230

Budget Part II: Project-Level Budget Table
Project Name: C2/3 - Standards Assessments and Longitudinal Data Systems
Associated with Criteria: C2 & C3 - Data Systems to Support Instruction
(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	\$755,932	\$206,361	\$255,702	\$106,169	\$1,324,164
2. Fringe Benefits	325,050	88,735	109,951	45,652	569,388
3. Travel	62,584	2,200	2,200	1,100	68,084
4. Equipment	0	0	0	0	0
5. Supplies	13,680	9,120	9,120	4,560	36,480
6. Contractual	1,394,460	2,099,790	2,234,600	782,730	6,511,580
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	2,551,706	2,406,206	2,611,573	940,211	8,509,696
10. Indirect Costs*	226,154	83,285	95,492	40,220	445,151
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$2,777,860	\$2,489,491	\$2,707,065	\$980,431	\$8,954,847

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Project Name: C2/3 - Standards Assessments and Longitudinal Data Systems
Section C2 and C3: Data Systems to Support Instruction

ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. ODE has identified two key plans with respect to using the Race to the Top funds to improve access to and use of data to inform instruction. In order to successfully implement these plans, we have articulated detailed plans for sections C2 and C3 which will be used to build the budget for these sections. Each plan identifies a high level outcome and planned activities/milestones for each outcome. Following the plans for each section of C2 and C3 is a detailed budget developed for each outcome that will reconcile or roll-up to the Project-Level budget for this section.

The reviewers will see the following three goals articulated within sections C2 and C3:

1. C2.1-C2.3: Oregon’s plan for accessing and using state data
2. C2.4-C2.5: Oregon’s plan to help stakeholders use state data
3. C3: Oregon’s plan for using data to inform instruction

For each of the outcomes listed below, we have proposed using existing or hiring new staff as employees on this project. Following is a list of personnel and description of each.

Personnel:

Project Sponsor: Doug Kosty, Assistant Superintendent

Mr. Kosty will serve as the sponsor of technology and assessment projects, Mr. Kosty will oversee the establishment of the organization structure and the hiring of staff as well as provide leadership in all aspects of the project.

Project Director: Josh Klein, Chief Information Officer

As co-director, Mr. Klein will serve as technical lead, with his major duties consisting of coordinating technical collaboration for all phases of the project relating to technical infrastructure. He will establish an organization structure and hire staff as well as provide leadership in all aspects of the project.

Project Director: Tony Alpert, Director of Assessment

As co-director, Mr. Alpert will serve as assessment and reporting lead, with his major duties consisting of coordinating student assessment and reporting collaboration for all phases of the project involving assessment, reporting and professional development activities of the project. . He will establish an organization structure and hire staff as well as provide leadership in all aspects of the project.

Project Manager: Brett Luelling

Mr. Luelling will be responsible for the overall project management.

Psychometrics and Validity: Steve Slater, Assessment Manager

Mr. Slater is responsible for providing psychometric and validity expertise on the Oregon Assessment of Knowledge and Skills and will be available as a resource to outcomes specific to this area.

Assessment Administration Manager: Kathleen Vanderwall

Ms. Vanderwall is responsible for overseeing assessment administration activities and will be available as a resource to outcomes specific to this area.

Assessment of Essential Skills Manager: To Be Determined

This position is currently in the recruitment process and will manage Oregon's new HS diploma assessment requirements and will be available as a resource to outcomes specific to this area.

Longitudinal Data System Manager: Joel Robe

Mr. Robe manages Oregon's Longitudinal Data Systems' technical infrastructure and will be available as a resource to outcomes specific to this area.

Accountability and Reporting Manager: Melinda Bessner

Ms. Bessner manages Oregon's Accountability and Reporting section and will be available as a resource to outcomes specific to this area.

Education Specialist – Subject Matter Expert: To Be Determined

Oregon has a variety of Education specialists that provide subject matter expertise in the areas of Assessment, Content Standards, Student Learning and Instruction. As necessary existing staff will be used and new staff will be hired on a limited duration basis to be available as a resource to outcomes specific to areas requiring such expertise.

Transactional Architect: To Be Determined

He/she will develop and implement flexible transaction architecture that meets the needs of Internet applications during this project.

Warehouse Architect: To Be Determined

He/she will lead and consult on the design, implementation, and integration of data warehouses and data environments and will perform data warehouse design, construction and testing including design, architecture, metadata and repository creation.

Database Architect: To Be Determined

He/she will design, develop and implement infrastructure to provide highly-complex, reliable and scalable database to meet project needs.

Front End Developer: To Be Determined

He/she will develop the templates and standards-based interfaces used by ODE's intranet, extranet, and internet sites. In Project ALDER, the Front End Developers will be responsible for maintaining a consistent look and feel for various stakeholder groups while

providing high volume accessible transactional systems as well as designing web applications that access ODE's operational data stores and warehouses.

Business Analyst: To Be Determined

Throughout the project, he/she will scope the system, translate business needs, translate technical issues, model and document and aid in test and validation.

Data Analyst: To Be Determined

He/she will document the types and structure of the business data (logical modeling), analyze and mine business data to identify patterns and correlations among the various data points, map and trace data from system to system in order to solve a given business or system problem, design and create data reports and reporting tools to help management in their decision making and perform statistical analysis of business data throughout the project.

System Tester and Technical Writer: To Be Determined

He/she will perform system testing to evaluate the software/hardware to ensure compliance with its specified requirements and technical writing to document end-user features. She will also perform integration testing to detect any inconsistencies between the software units that are integrated together or between any of the assemblage and the hardware.

Technical Writer: To Be Determined

He/she will analyze national and local policies concerning early childhood requirements. Will provide project team members with the expertise and information needed to make modifications to the existing web-based application and to develop the link to the Oregon Pre-K database and will provide expertise in the development of the Early Childhood Assessment System.

Fringe Benefits:

The Department of Education's fringe benefit rate is 43% of personnel costs. This rate covers Social Security, FICA, health/life/disability insurance and unemployment compensation. ODE is requesting \$36,329 per year to cover fringe benefit expenses for project staff.

The remaining expenditure categories are explained in narrative form following each budget matrix.

* Note the responsible agency referred to in the following tables include:

ODE=Oregon Department of Education;

EESC=Education Enterprise Steering Committee

ESDs=Education Service Districts;

LEAs= Participating Districts

UO=University of Oregon

Outcome C2.1: Provide access to the student-level data easier by creating internet data portal customized for specific stakeholder groups.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Create Workgroup to compile and analyze data regarding stakeholder needs	Aug 2010	Aug 2010	ODE, EESC, ESDs, LEAs
2. Develop prototypes and disseminate to stakeholder groups to collect feedback	Jan 2011	Feb 2011	ODE, EESC, ESDs, LEAs
3. Develop Web portals for stakeholders	Mar 2011	Sep 2011	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Co-Director - Director of Assessment	█	\$2,184			
Josh Klein	Project Co-Director – Chief Information Officer	█	\$2,184			
Joel Robe	Longitudinal Data System Manager	█	\$10,030			
Melinda Bessner	Accountability and Reporting Manager	█	\$10,030			
Steve Slater	Assessment Manager, Psychometrics and Validity	█	\$10,030			
To Be Determined	Transactional Architect	0.35	\$27,086			
To Be Determined	Warehouse Architect	0.10	\$8,438			
To Be Determined	Web Portal Designer	0.25	\$21,096			

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
To Be Determined	System Tester and Technical Writer	1.00	\$77,388			
To Be Determined	Education Specialist – Subject Matter Expert	0.15	\$12,422			
Total Personnel			\$183,575			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$78,937			
Travel (Car)	See Travel (Car) details below*		\$18,550			
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$ 283,342			
Contractual						
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$ 49,018			
Funding for Involved LEAs						
	<i>Total</i>		\$332,360	\$0	\$0	\$0

* **\$18,550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- **\$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:**
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
 - Hotel and meals for 10 staff who will need lodging at \$150/individual: $3*150*10 = \$4,500$

** **\$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

Outcome C2.2: Present data displayed with comparable districts and schools based on similar student populations to advance promising practices and strengthen a state-wide instructional network.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Develop definition and criteria for “Similar schools”	Dec 2010	Dec 2010	ODE, LEAs
2. Develop prototypes and disseminate to stakeholder groups to collect feedback	Feb 2011	Feb 2011	ODE, LEAs
3. Develop and implement user interfaces and reports that incorporate “similar schools”	Mar 2011	Jul 2011	ODE, LEAs

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Co-Director - Director of Assessment	█	\$2,184			
Josh Klein	Project Co-Director – Chief Information Officer	█	\$2,184			
Brett Luelling	Transactional Systems Manager	█	\$5,015			
Joel Robe	Longitudinal Data System Manager	█	\$10,030			
Melinda Bessner	Accountability and Reporting Manager	█	\$10,030			
Steve Slater	Assessment Manager, Psychometrics and Validity	█	\$10,030			
To Be Determined	Transactional Architect	0.35	\$27,086			
To Be Determined	Warehouse Architect	0.10	\$8,438			
To Be Determined	Database Architect	0.35	\$27,086			
To Be Determined	Web Portal Designer	0.25	\$21,096			
To Be Determined	System Tester and Technical Writer	0.35	\$27,086			
To Be Determined	Education Specialist – Subject Matter Expert	0.35	\$28,984			
Total Personnel			\$181,935			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$78,232			
Travel (Car)	See Travel (Car) details below*		\$18,550			
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$280,998			

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Contractual						
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$48,613			
Funding for Involved LEAs						
	<i>Total</i>		\$329,610	0	0	

*** \$18,550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
 - Hotel and meals for 10 staff who will need lodging at \$150/individual: $3*150*10 = \$4,500$

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

Outcome C2.3: Present data longitudinally to support identification and evaluation of progress describing growth at the student, school, district and state levels.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Develop definition and criteria for reporting longitudinal data	Dec 2010	Dec 2010	ODE
2. Develop prototypes and disseminate to stakeholder groups to collect feedback	Jan 2011	Jan 2011	ODE
3. Develop and implement final user interfaces and longitudinal data reports	Feb 2011	Jul 2011	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$6,716			
Tony Alpert	Project Co-Director - Director of Assessment	█	\$5,461			
Josh Klein	Project Co-Director – Chief Information Officer	█	\$5,461			
Brett Luelling	Transactional Systems Manager	█	\$10,030			
Joel Robe	Longitudinal Data System Manager	█	\$10,030			
Melinda Bessner	Accountability and Reporting Manager	█	\$10,030			
Steve Slater	Assessment Manager, Psychometrics and Validity	█	\$10,030			
To Be Determined	Assessment of Essential Skills Manager	0.10	\$10,030			
To Be Determined	Transactional Architect	0.35	\$27,086			
To Be Determined	Warehouse Architect	0.1	\$8,438			
To Be Determined	Database Architect	0.35	\$27,086			
To Be Determined	Business Analyst	0.50	\$38,694			
To Be Determined	Web Portal Designer	0.25	\$21,096			
To Be Determined	System Tester and Technical Writer	0.35	\$27,086			
To Be Determined	Education Specialist – Subject Matter Expert	0.35	\$28,984			
Total Personnel			\$246,258			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$105,891			
Travel (Car)	See Travel (Car) details below*		\$18,550			
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$372,979			
Contractual						
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$64,525			
Funding for Involved LEAs						
	<i>Total</i>		\$437,504			

*** \$18,550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3 \times 20 \times \$0.55 \times 240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2 \times 3 \times 20 \times 9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3 \times \$150 \times 20 = \$9,000$
 - Hotel and meals for 10 staff who will need lodging at \$150/individual: $3 \times \$150 \times 10 = \$4,500$

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

Outcome C2.4: Integrate Oregon’s successful professional development programs into vertically articulated standards based curriculum with effective scope and sequencing.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Convene stakeholder groups and technical experts to develop appropriate professional development (PD) curricula by: <ul style="list-style-type: none"> a. Mapping PD programs into common standards based curriculum b. Identifying gaps in PD and creating appropriate curriculum 	Aug 2010	Dec 2011	ODE, EESC, ESDs and LEAs
2. Develop and implement certification training for qualified trainers regarding implementation of the revised professional development curricula and provide ongoing support and coaching for certified trainers.	Jan 2012	Aug 2013	EESC, ESDs

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687	\$2,687	\$2,687	\$2,687
Tony Alpert	Project Director - Director of Assessment	█	\$2,184	\$2,184	\$2,184	\$2,184
Kathleen Vanderwall	Assessment Administration Manager	█	\$10,030	\$10,030	\$10,030	\$10,030
To Be Determined	Assessment of Essential Skills Manager	0.10	\$10,030	\$10,030	\$10,030	\$10,030
To Be Determined	Education Specialist – Subject Matter Expert	0.10	\$8,281	\$8,281	\$8,281	\$8,281
Total Personnel			\$33,212	\$33,212	\$33,212	\$33,212
Fringe Benefits	Based on 43% of Personnel costs listed above		\$14,281	\$14,281	\$14,281	\$14,281
Travel (Car)	See Travel (Car) details below*		\$550	\$550	\$550	\$550
Equipment						
Supplies	See Supplies details below**		\$2,280	\$2,280	\$2,280	\$2,280
	<i>Subtotal before Contracts</i>		\$50,324	\$50,324	\$50,324	\$50,324
Contractual	Regional Service Delivery Contract – See Details below***		\$353,030	\$353,030	\$353,030	\$353,030
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$13,031	\$13,031	\$13,031	\$13,031
Funding for Involved LEAs						
	<i>Total</i>		\$416,384	\$416,384	\$416,384	\$416,384

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

***\$353,400 = Regional Service Delivery Contract to include the annual costs of:

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$75,000 = Professional Development Evaluation Contract
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

Outcome C2.5: Evaluate the effectiveness of statewide professional development initiatives using multiple data points including student achievement.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Convene workgroups and technical experts to determine a series of processes and outcomes that can be used as performance measures to describe successful professional development programs and develop methodology and scope of evaluation.	Feb 2011	Mar 2011	ODE and EESC
2. Collect initial performance measures data for use as proof of concept and baseline measures and establish reliability of selected measures through measures of internal consistency, factor analysis, and structural equation modeling as appropriate	Apr 2011	Jan 2012	ODE, ESDs, Districts and EESC
3. Analyze initial data to workgroup. Recommend critical thresholds based on initial data to incorporate into a process to determine which professional development interventions be enhanced, maintained or discontinued.	Feb 2012	Apr 2012	ODE and EESC

4. Analyze performance measures data to determine the target student populations that are most likely to benefit from adults who receive various combinations of professional development and create a statewide framework and plan for the regional delivery of job-embedded professional development	Feb 2012	Aug 2012	ODE and EESC
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Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█		\$2,687	\$2,687	\$2,687
Tony Alpert	Project Director - Director of Assessment	█		\$2,184	\$2,184	\$2,184
Steve Slater	Assessment Manager, Psychometrics and Validity	█		\$10,030	\$10,030	\$10,030
To Be Determined	Education Specialist – Subject Matter Expert	0.10		\$8,281	\$8,281	\$8,281
Total Personnel				\$23,182	\$23,182	\$23,182
Fringe Benefits	Based on 43% of Personnel costs listed above			\$9,968	\$9,968	\$9,968
Travel (Car)	See Travel (Car) details below*			\$550	\$550	\$550
Equipment						
Supplies	See Supplies details below**			\$2,280	\$2,280	\$2,280
	<i>Subtotal before Contracts</i>			\$35,981	\$35,981	\$35,981
Contractual	Regional Service Delivery Contract – See Details below***			\$133,670	\$133,670	\$133,670
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above			\$10,550	\$10,550	\$10,550
Funding for Involved LEAs						
	<i>Total</i>			\$180,200	\$180,200	\$180,200

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.

- \$1,308 = Telecommunications – phone and network charges

*****\$130,840 = Regional Service Delivery Contract to include the annual costs of:**

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$15,840 = Stakeholder reimbursements for attendance at 2 meetings based on the following:
 - 60 Teachers from around Oregon traveling an average of 240 miles round trip
 - Reimbursement based on: $2 * 60 * $.55 * 240 = \$15,840$
- \$75,000 = Cost of multi-year contract with national professional development expert - Annual amount is reflected

Outcome C3.1: Expand the DATA project curriculum to include instruction regarding the use of interim and formative assessment practices.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Engage stakeholders and technical experts to develop additional curriculum regarding <ol style="list-style-type: none"> proficiency based grading practices for teachers, principals and district staff coherent experience for students through adult use of common instructional vocabulary developing local assessments and systematic scoring of student work using rubrics 	Aug 2010	Jul 2013	EESC

2. Develop and provide certification training for qualified trainers regarding implementation of the revised professional development curriculum	Feb 2012	Jun 2012	EESC
3. Qualified trainers provide first round of professional development based on revised curriculum	July 2012	July 2013	EESC and ESDs

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687	\$2,687	\$2,687	\$2,687
Tony Alpert	Project Director - Director of Assessment	█	\$2,184	\$2,184	\$2,184	\$2,184
Steve Slater	Assessment Manager, Psychometrics and Validity	█	\$10,030	\$10,030	\$10,030	\$10,030
To Be Determined	Assessment of Essential Skills Manager	0.10	\$10,030	\$10,030	\$10,030	\$10,030
To Be Determined	Education Specialist – Subject Matter Experts	0.30	\$24,844	\$24,844	\$24,844	\$24,844
Total Personnel			\$49,775	\$49,775	\$49,775	\$49,775
Fringe Benefits	Based on 43% of Personnel costs listed above		\$21,403	\$21,403	\$21,403	\$21,403
Travel (Car)	See Travel (Car) details below*					
Equipment						
Supplies	See Supplies details below**					
	<i>Subtotal before Contracts</i>		\$71,178	\$71,178	\$71,178	\$71,178
Contractual	Regional Service Delivery Contract – See Details below***		\$296,030	\$296,030	\$296,030	\$296,030
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$16,639	\$16,639	\$16,639	\$16,639
Funding for Involved LEAs						
	<i>Total</i>		\$383,846	\$383,846	\$383,846	\$383,846

***\$296,030 = Regional Service Delivery Contract to include the annual costs of:

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

Outcome C3.2: Provide systematic support for school based lesson design teams.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Develop additional professional development curriculum based on the Danielson (2002) framework as the basis for developing a shared understanding of the roles and responsibilities and structure of lesson design teams	Mar 2012	Jun 2012	EESC
2. Develop certification training for qualified trainers regarding implementation of the revised professional development curriculum	Jul 2012	Aug 2012	EESC
3. Provide certification training for qualified trainers regarding implementation of the revised professional development curriculum	Sep 2012	Nov 2012	EESC

4. Qualified trainers provide first round of professional development based on revised curriculum	Nov 2012	Aug 2013	ESDs and EESC
5. Convene a stakeholder group to develop the specifications to enhance the easyCBM and DIBELS web site to support the needs of lesson design teams: a. Develop application prototypes b. Modify web site based on feedback on prototypes c. Develop a user guide, communication materials and “streamed training”	Sep 2012	Sep 2012	UO

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█		\$2,687		
Tony Alpert	Project Director - Director of Assessment	█		\$2,184		
To Be Determined	Education Specialist – Subject Matter Expert	0.25		\$20,703		
Total Personnel				\$25,574		
Fringe Benefits	Based on 43% of Personnel costs listed above			\$10,997		
Travel (Car)	See Travel (Car) details below*			\$550		
Equipment						
Supplies	See Supplies details below**			\$2,280		
	<i>Subtotal before Contracts</i>			\$39,401		
Contractual	Regional Service Delivery Contract – See Details below***			\$296,030		
Contractual	UO Contract to enhance EasyCBM and DIBELS web sites – See Details below****			\$475,000		
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above			\$15,466		
Funding for Involved LEAs						
	<i>Total</i>			\$825,897		

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

**** \$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

*****\$296,030 = Regional Service Delivery Contract to include the annual costs of:**

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

******\$475,000 = University of Oregon Intergovernmental Agreement to enhance EasyCBM and DIBELS webs sites**

- \$300,000 - Modifications to web sites

- \$175,000 – Documentation, Training Materials and Streamed training sessions

Outcome C3.3: Provide systematic support for formative assessment as part of professional learning communities.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Review and revise the current professional development curriculum to support formative assessment	Aug 2010	Aug 2010	EESC
2. Participate in the MOSAIC consortia as an associate level partner. Incorporate shared items and proficiency based assessment into specifications for a revision to Easy CBM	Aug 2010	Aug 2013	ODE
3. Enhance DIBELS site to export formative assessment data in the same manner as easyCBM data	Aug 2010	Oct 2010	UO
4. Enhance the easyCBM and DIBELS sites as necessary to incorporate proficiency based formative assessment items written by Oregon teachers and/or shared with the MOSAIC consortium	Nov 2010	Jan 2011	UO

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Director - Director of Assessment	█	\$2,184			
To Be Determined	Assessment of Essential Skills Manager	0.10	\$10,030			
To Be Determined	Education Specialist – Subject Matter Experts	0.40	\$33,124			
Total Personnel			\$48,025			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$20,651			
Travel (Car)	See Travel (Car) details below*		\$5,834			
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$76,790			
Contractual	UO Contract to enhance EasyCBM and DIBELS web sites – See Details below****		\$200,000			
Indirect Cost Rate	Applies to “subtotal before contracts” and first		\$21,935			

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
(.173)	\$25,000 of each contract listed above					
Funding for Involved LEAs						
	<i>Total</i>		\$298,724			

*** \$5,834 = Travel funds are requested as follows:**

- \$ 550 = ODE staff reimbursement for 5 in-state trips at an average round trip of 200 miles at \$.55/mile
- \$5,284= ODE staff reimbursements for *Travel (Air) funds requested as follows for 1 staff to attend 4 MOSAIC Consortia meetings:
 - \$2,400 = 4 roundtrip airfares from Portland – Washington, DC at \$600 each
 - \$1,832 = 8 nights lodging (\$229 per night) assuming 2 nights stay each trip
 - \$ 852 = per diem meals (breakfast, lunch, dinner) and incidentals at \$71/day for 12 days
 - \$ 200 = surface transportation (8 cab fares, \$25 each)

****\$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

*****\$200,000 = University of Oregon Intergovernmental Agreement to enhance EasyCBM and DIBELS web sites**

- \$200,000 - Modifications to web sites

Outcome C3.4: Enhance Oregon’s Qualified Assessor training application to serve as a comprehensive professional development support application.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Convene stakeholder group to develop specifications to enhance qualified assessor web site to support broader needs of educators regarding comprehensive information on formative assessment to:	Aug 2010	Jul 2011	ODE, UO, EESC

a. Develop application prototypes			
b. Modify web site based on feedback on prototypes			
c. Develop a user guide, communication materials and “streamed training”			

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█	\$2,687			
Tony Alpert	Project Director - Director of Assessment	█	\$2,184			
To Be Determined	Education Specialist – Subject Matter Expert	0.10	\$8,281			
Total Personnel			\$13,152			
Fringe Benefits	Based on 43% of Personnel costs listed above		\$5,655			
Travel (Car)	See Travel (Car) details below*		\$550			
Equipment						
Supplies	See Supplies details below**		\$2,280			
	<i>Subtotal before Contracts</i>		\$21,638			
Contractual	Regional Service Delivery Contract – See Details below***		\$295,400			
Contractual	UO Contract to enhance EasyCBM and DIBELS web sites – See Details below****		\$250,000			
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above		\$12,393			
Funding for Involved LEAs						
	<i>Total</i>		\$564,511			

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

*****\$296,030 = Regional Service Delivery Contract to include the annual costs of:**

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

******\$250,000 = University of Oregon Intergovernmental Agreement to enhance qualified assessor webs sites**

- \$175,000 - Modifications to web sites
- \$ 75,000 – Documentation, Training Materials and Streamed training sessions

Outcome C3.5: Systematically use formative assessment data and statewide assessment data to ensure predicative relationship and to provide support for students to graduate high school.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Extend the scaling analysis conducted on easyCBM data as part of existing longitudinal data systems grant to data from DIBELS	Aug 2011	Oct 2011	ODE, U O
2. Create a “standard setting” methodology and project plan in which a combination of statistical analyses, stakeholder based content judgment and a contrasting groups design create critical benchmarks for the formative assessment measures including: a. Surveys to collect additional data to ensure contrasting groups data are collected and available for standard setting b. Complete statistical analysis as determined by established method	Nov 2011	Mar 2012	ODE, U O
3. Convene stakeholders and execute standard setting process	Jun 2012	Jun 2012	ODE, UO
4. Develop streamer professional development description of formative benchmarks	Jul 2012	Jul 2012	EESC
5. Develop and provide certification training for qualified trainers regarding implementation of formative benchmarks	Aug 2012	Oct 2012	EESC
6. Qualified trainers incorporate their knowledge regarding the formative benchmarks into their training	Nov 2012	Nov 2013	EESC and ESDs

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█		\$2,687		
Tony Alpert	Project Director - Director of Assessment	█		\$2,184		
Steve Slater	Assessment Manager, Psychometrics and Validity	█		\$20,060		
To Be Determined	Education Specialist – Subject Matter Expert	0.60		\$49,687		
Total Personnel				\$74,618		
Fringe Benefits	Based on 43% of Personnel costs listed above			\$32,086		
Travel (Car)	See Travel (Car) details below*			\$550		
Equipment						
Supplies	See Supplies details below**			\$2,280		

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
	<i>Subtotal before Contracts</i>			\$109,534		
Contractual	Regional Service Delivery Contract – See Details below***			\$296,030		
Contractual	UO Contract to develop formative assessment standard setting– See Details below****			\$250,000		
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above			\$27,599		
Funding for Involved LEAs						
	<i>Total</i>			\$683,163		

* **\$550 = Travel (Car) funds are requested as follows:**

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** **\$2,280 = Supplies funds are requested as follows:**

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

*****\$296,030 = Regional Service Delivery Contract to include the annual costs of:**

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip

- Reimbursement based on: $3*20*\$.55*240 = \$7,920$
- Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
- Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*\$150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*\$300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

******\$250,000 = University of Oregon Intergovernmental Agreement to establish Formative Assessment Benchmarks**

- \$ 50,000 – Develop standard setting methodology
- \$200,000 – Assist ODE with analysis and documentation

Outcome C3.6: Create individual student reports and class rosters incorporating a variety of potential formative assessment indicators with statewide summative assessment data with comparison between student achievement and critical benchmarks.	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Convene a stakeholder group to develop the specifications regarding how best to display formative assessment data associated with the statewide summative assessment data	Sep 2012	Oct 2012	ODE
2. Develop prototype based on the report specifications	Nov 2012	Feb 2013	ODE, UO, EESC
3. Create reports based on prototype	Mar 2013	May 2013	ODE
4. Distribute reports to the workgroup in secure “Beta” release to test for key function and form. Incrementally address issues for fixes and enhancements	Apr 2013	Jun 2013	ODE
5. Develop a user guide, communication materials and “streamed trainings	May 2013	Jun 2013	EESC
6. Release the reports for statewide use	Jul 2013	Jul 2013	ODE

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent				\$2,687	

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
Tony Alpert	Project Director - Director of Assessment	█			\$2,184	
Josh Klein	Project Co-Director – Chief Information Officer	█			\$5,461	
Brett Luelling	Transactional Systems Manager	█			\$10,030	
Melinda Bessner	Accountability and Reporting Manager	█			\$10,030	
To Be Determined	Assessment of Essential Skills Manager	0.10			\$10,030	
To Be Determined	Transactional Architect	0.10			\$7,388	
To Be Determined	Warehouse Architect	0.10			\$8,438	
To Be Determined	Database Architect	0.10			\$7,388	
To Be Determined	Business Analyst	0.10			\$7,388	
To Be Determined	System Tester and Technical Writer	0.10			\$7,388	
To Be Determined	Education Specialist – Subject Matter Expert	0.40			\$33,124	
Total Personnel					\$111,537	
Fringe Benefits	Based on 43% of Personnel costs listed above				\$47,961	
Travel (Car)	See Travel (Car) details below*				\$550	
Equipment						
Supplies	See Supplies details below**				\$2,280	
	<i>Subtotal before Contracts</i>				\$57,164	
Contractual	Regional Service Delivery Contract – See Details below***				\$55,840	
Contractual	UO Contract to develop formative assessment reports – See Details below****				\$350,000	
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above				\$36,733	
Funding for Involved LEAs						
	<i>Total</i>				\$604,900	

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.

- \$1,308 = Telecommunications – phone and network charges

*****\$55,840 = Regional Service Delivery Contract to include the annual costs of:**

- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$15,840 = Stakeholder reimbursements for attendance at 2 meetings based on the following:
 - 60 Teachers from around Oregon traveling an average of 240 miles round trip
 - Reimbursement based on: $2 * 60 * \$.55 * 240 = \$15,840$

******\$350,000 = University of Oregon Intergovernmental Agreement to create Formative Assessment reports**

- \$ 50,000 – Assist ODE with developing and documenting requirements
- \$200,000 – Design and implement reports
- \$100,000 – Document system and develop reports

Outcome C3.7: Establish statewide framework for measuring students’ needs when enrolling in new district	Anticipated Start	Anticipated Completion	Responsible Agency (see above*)
1. Convene technical experts and stakeholder workgroups to determine best practices in new student “screening” that quickly identify student needs and ensure the most effective programs are allocated based on standardized processes. Develop pilot implementation plan for the screen including an evaluation methodology	Mar 2012	May 2012	ODE,EESC
2. Identify sample of schools that will participate in the pilot and conduct the pilot implementation based on a selection of representative schools	Jun 2012	Dec 2012	ODE, EESC, LEAs
3. Collect and analyze evaluation data associated with the pilot	Jan 2012	Mar 2012	ODE and EESC
4. Convene the stakeholder workgroup to review the data associate with the pilot implementation and identify revisions based on the results and develop certification training for qualified trainers	Apr 2012	Apr 2012	ODE, EESC
5. Provide certification training for qualified trainers regarding implementation of new student enrollment screeners	Jul 2012	July 2012	EESC

6. Qualified trainers incorporate their knowledge regarding implementation of new student enrollment screeners	Aug 2012	Aug 2013	EESC, ESDs, LEAs
7. Produce a streamed training regarding how to use the new student enrollment screener	Aug 2012	Aug 2012	EESC
8. Publish new student enrollment screener and support districts to incorporate student enrollment screener into LEA Student Information Systems	Aug 2012	Aug 2012	ODE ,EESC

Expenditure Category	Expenditure Description	FTE	Yr 1 \$	Yr 2 \$	Yr 3 \$	Yr 4 \$
ODE Personnel						
Doug Kosty	Project Sponsor - Assistant Superintendent	█			\$2,687	
Tony Alpert	Project Director - Director of Assessment	█			\$2,184	
To Be Determined	Education Specialist – Subject Matter Expert	0.40			\$33,125	
Total Personnel					\$37,996	
Fringe Benefits	Based on 43% of Personnel costs listed above				\$16,338	
Travel (Car)	See Travel (Car) details below*				\$550	
Equipment						
Supplies	See Supplies details below**				\$2,280	
	<i>Subtotal before Contracts</i>				\$57,164	
Contractual	Regional Service Delivery Contract – See Details below***				\$296,030	
Contractual	UO Contract to develop student Screener – See Details below****				\$750,000	
Indirect Cost Rate (.173)	Applies to “subtotal before contracts” and first \$25,000 of each contract listed above				\$18,539	
Funding for Involved LEAs						
	<i>Total</i>				\$1,121,733	

* \$550 = Travel (Car) funds are requested as follows:

- ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile

** \$2,280 = Supplies funds are requested as follows:

- \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
- \$1,308 = Telecommunications – phone and network charges

***** \$296,030 = Regional Service Delivery Contract to include the annual costs of:**

- \$550 = Travel (Car) funds are requested as follows:
 - \$550 = ODE staff reimbursement for 5 trips at an average round trip of 200 miles at \$.55/mile
- \$2,280 = Supplies funds are requested as follows:
 - \$ 972 = Office Expenses – paper, staples, folders, binders, etc.
 - \$1,308 = Telecommunications – phone and network charges
- \$40,000 = Reimbursement of .35 FTE for School Improvement Specialist:
- \$18,000 = Stakeholder reimbursement for attendance at 3 meetings over 2 days each based on the following:
 - 10 District staff traveling an average of 240 miles round trip
 - 10 ESD staff traveling an average of 240 miles round trip
 - Reimbursement based on: $3*20*$.55*240 = \$7,920$
 - Lunches for meetings based on \$9/individual: $2*3*20*9 = \$1,080$
 - Hotel and meals for 20 staff who will need lodging at \$150/individual: $3*150*20 = \$9,000$
- \$235,200= Certification training reimbursements for district staff to include:
 - 8 regional trainings each year for 48 individuals, contract for substitute pay of \$300/day
 - $8*48*300 = \$115,200$
 - 8 ESD contracts to facilitate trainings at \$15,000 each = \$120,000

****** \$750,000 = University of Oregon Intergovernmental Agreement to create Student Screener**

- \$150,000 – Assist ODE with developing and documenting requirements
- \$500,000 – Design and implement reports

- \$100,000 – Document system and develop reports

Budget Part II: Project-Level Budget Table
Project Name: D - Great Teachers and Leaders
Associated with Criteria: D - Great Teachers & Leaders
(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	\$ 133,815	\$144,788	\$156,660	\$169,507	\$604,770
2. Fringe Benefits	57,540	62,259	67,364	72,888	260,051
3. Travel	1,540	1,540	1,540	1,540	6,160
4. Equipment	0	0	0	0	0
5. Supplies	5,776	5,776	5,776	5,776	23,104
6. Contractual	500,000	420,000	420,000	420,000	1,760,000
7. Training Stipends	391,733	391,733	0	0	783,466
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,090,404	1,026,096	651,340	669,711	3,437,551
10. Indirect Costs*	47,345	54,385	57,322	60,500	219,552
11. Funding for Involved LEAs	3,067,546	3,056,266	3,056,266	3,056,266	12,236,342
12. Supplemental Funding for Participating LEAs	927,257	927,257	927,257	927,257	3,709,026
13. Total Costs (lines 9-12)	\$5,132,552	\$5,064,004	\$4,692,185	\$4,713,734	\$19,602,473

BUDGET PART II. PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Project D - Great Teachers and Leaders

ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. ODE has developed a plan to use *Race to the Top* funds to improve teacher and principal effectiveness in schools and districts. Each outcome identifies goals, activities, timeline and responsible parties. Following the plan is a budget developed for each outcome and activities that will roll-up to the overall budget of the application.

Personnel Description:

Personnel: The following personnel are proposed for accomplishing the work outlined in this section.

Project Director: Tryna Luton, Director School Improvement & Accountability

Ms. Luton will serve as lead in coordinating the work to support effective teachers and leaders.

Education Program Specialist-To Be Determined: He/she will work with stakeholders in developing and implementing a system to support teachers and principals.

* Note the responsible agency referred to in the following table includes:

ODE:	Oregon Department of Education
LEAs:	Participating Districts
Contractor:	Contractor hired for implementation of specific outcomes
ESDs:	Education Service Districts

Statewide Partners: Oregon University System, Community Colleges, Private Colleges and Universities, The Business Sector, Teacher Standards and Practices Commission (TSPC), Oregon Education Association (OEA), Confederation of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA), etc.

Community Partners: Organizations providing programs and services in educating students

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
Outcome D1: Create and sustain high-quality pathways for aspiring teachers and principals.	September 2010	August 2014	
Develop a robust process for communicating existing routes and expanding new routes for teacher and principal licensure and certification. <ul style="list-style-type: none"> Collaborate with stakeholders on a statewide communication strategy. Continue to monitor the need for alternative routes and evaluate the effectiveness of existing routes. 	September 2010	September 2011	TSPC, ODE Statewide Partners
Enhance the Teach Oregon Website with a database and process that identifies areas of shortages. The website will better assist school districts in recruiting and hiring effective teachers and principals and inform preparation programs regarding areas of shortages. <ul style="list-style-type: none"> Develop contract for website enhancements, database management, and technical support and hire a contractor. Conduct ongoing evaluations of impact and effectiveness of the website, database, and process. 	September 2010	September 2011	ODE, Statewide Partners
Increase the number of teachers qualified to teach dual credit courses (courses where students earn high school and college credits for the same work) by 100.	September 2010	September 2012	OUS, CWD, ODE, High Schools

Expenditure Category - D1	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist	\$79,044	0.125	\$9,881	\$10,691	\$11,567	\$12,516
Total Personnel				\$9,881	\$10,691	\$11,567	\$12,516
Total Fringe				\$4,249	\$4,597	\$4,974	\$5,382
Travel				\$220	\$220	\$220	\$220
Equipment				\$0	\$0	\$0	\$0
Supplies				\$361	\$361	\$361	\$361
Training Stipends				\$391,733	\$391,733	\$0	\$0
Supplies				\$361	\$361	\$361	\$361

Subtotal before Contracts				\$14,710	\$15,869	\$17,122	\$18,479
Indirect on subtotal before contracts				\$2,545	\$2,745	\$2,962	\$3,197
Contract	Teach Oregon Website Enhancements			\$150,000	\$30,000	\$30,000	\$30,000
Indirect Costs on contracts				\$4,325	\$4,325	\$4,325	\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$563,313	\$444,672	\$54,409	\$56,000
		Total					\$1,118,395

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 2 trips at an average round trip of 200 miles at \$.55/mile.

Total=\$880 (\$220*4)

**** Supplies funds are requested as follows:**

\$ 500 = Office expenses – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges

\$1,968 = Office Rent

Total = \$1,444 (\$361*4)

Dual Credit Training Stipends are requested as follows:

\$783,466 = 1/3 of the cost of 32 credits each year for two years for 100 teachers

The other 2/3 of the cost will be met through a combination of resources from the teacher, high school, and/or postsecondary institution.

Cost estimates are calculated using PSU’s graduate tuition rates.

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
Outcome D2: Improve teacher and principal effectiveness based on performance.	September 2010	August 2014	
Develop a statewide evaluation system for teacher and principal performance evaluation, including: <ul style="list-style-type: none"> • Convene a stakeholder Workgroup to develop an evaluation framework and process utilizing research based models (i.e. Danielson and Oregon Leadership Network tools) and student growth data to promote effective professional practice that increases student achievement. • The evaluation system will link student-teacher performance data. (See Section C budget for development of linking student-teacher data). • Design and develop the evaluation system in collaboration with LEAs with explicit formats and protocols that can be adapted by LEAs. 	September 2010	September 2011	ODE, LEAs, Statewide Partners
Research and disseminate innovative and effective models for: <ul style="list-style-type: none"> • Conducting teacher and principal evaluations in school districts in a climate of limited resources. • Effective evaluation models (e.g. CLASS Project, Oregon Leadership Network) that integrate new practices for compensating, promoting, developing, recruiting, and retaining teachers and principals. 	September 2010	June 2011	ODE
Review existing policy and regulations and revise as needed to promote statewide implementation of effective performance evaluation for teachers and principals.	October 2010	December 2010	ODE

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
<p>Hire a contractor to develop and conduct training for LEAs to develop and implement their local teacher and principal evaluation processes.</p> <ul style="list-style-type: none"> • Develop contract, hire a contractor, and manage contract for development and implementation of district training. The Evaluation Training Contractor will develop a statewide training strategy in collaboration with stakeholders, develop training materials, and facilitate training in school districts. • Conduct ongoing evaluation of the impact and effectiveness of training of the evaluation process and support to districts. 	September 2011	September 2014	ODE, LEAs, Contractor Statewide Partners
<p>Provide support and incentives to LEAs:</p> <ul style="list-style-type: none"> • Expand existing evidence-based programs to facilitate capacity building statewide. • Training and implementation of the performance evaluation system for teachers and principals in districts. • Implementation of research based induction and mentorship programs to support beginning teachers and principals, and coaching and professional development programs to support mid-career professionals. • Coordinate D2, D3, and D5. 	September 2011	September 2014	ODE, LEAs, Statewide Partners
<p>Hire a contractor to evaluate the impact and effectiveness of the teacher and principal performance evaluation system.</p>	September 2011	September 2014	ODE, LEAs, Contractor

Expenditure Category - D2	Details	Salary	FTE	Y1	Y2	Y3	Y4
Tryna Luton, Director	Project Director	████████	██████	\$4,957	\$5,364	\$5,804	\$6,279
To Be Determined	Education Program Specialist– (EII)	\$79,044	0.25	\$19,761	\$21,381	\$23,135	\$25,032
To Be Determined	Education Specialist – (SLP)	\$79,044	0.1	\$7,904	\$8,553	\$9,254	\$10,013
To Be Determined	Office Specialist	\$33,792	0.125	\$4,224	\$4,570	\$4,945	\$5,351
Total Personnel				\$36,847	\$39,868	\$43,137	\$46,674
Total Fringe				\$15,844	\$17,143	\$18,549	\$20,070
Travel				\$440	\$440	\$440	\$440

Equipment			\$0	\$0	\$0	\$0
Supplies			\$1,516	\$1,516	\$1,516	\$1,516
Subtotal before Contracts			\$54,647	\$58,967	\$63,642	\$68,700
Indirect on subtotal before contracts			\$9,454	\$10,201	\$11,010	\$11,885
Contract	Develop/Conduct Training on Teacher/Principal Performance Evaluation System		\$75,000	\$75,000	\$75,000	\$75,000
Contract	Evaluate Impact of Teacher/Principal Performance Evaluation System			\$40,000	\$40,000	\$40,000
Contracts and Grants to LEAs	Combined with D5 for coordinated support-See D5 for budget					
Indirect Costs on contracts			\$4,325	\$8,650	\$8,650	\$8,650
Funding for Involved LEAs	Teacher & Principal Evaluation Advisory Committee		\$11,280	\$5,640		
Supplemental Funding for Participating LEAs						
Total			\$154,706	\$198,459	\$198,302	\$204,236
		Total				\$755,702

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 2 trips at an average round trip of 200 miles at \$.55/mile.

Total=\$880 (\$220*4)

**** Supplies funds are requested as follows:**

\$ 500 = Office expenses – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges

\$1,968 = Office Rent

Total \$6,064 (1,516*4)

***** Stakeholder reimbursement for attendance at meetings:**

Stakeholder Workgroup for Teacher and Principal Evaluation System

Year 1 - 20 Stakeholders traveling an average of 240 miles round trip

Reimbursement based on: $4 \times 20 \times \$0.55 \times 240 = \$10,560$

Lunches for meetings based on \$9/individual: $4 \times 2 \times 20 \times \$9 = \$720$

Total = $\$45,120 (\$10,560 + 720) \times 4$

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
Outcome D3: Ensure equitable distribution of effective teachers and principals.	September 2010	September 2014	
Develop the state’s Equity Plan for the distribution of effective teachers and principals in high poverty and/or high minority schools, and hard-to-staff subjects and specialty areas, including: <ul style="list-style-type: none"> • Establish an Equity Advisory Committee and convene a Workgroup of stakeholders to facilitate development of the Equity Plan based on data and research based practices. • Analyze student growth and teacher and principal effectiveness data (as the capacity to link student-teacher data is developed in Section C). • Analyze data for hard-to-staff subjects and specialty areas. • Identify strategies, implementation steps, and measures for evaluation. 	September 2010	September 2011	ODE, LEAs, Statewide Partners
Disseminate the Equity Plan to broader stakeholders in a review process to collect feedback.	September 2011	November 2011	ODE
Build statewide capacity through the Oregon Leadership Network (OLN) to develop leadership for cultural competency and equity for school and district leaders.	September 2011	September 2014	ODE, LEAs, OLN
Research and disseminate effective strategies and incentives for recruitment, compensation, teaching and learning environments, professional development, and human resource practices and processes.	September 2010	December 2010	ODE
Provide support and incentives to LEAs: <ul style="list-style-type: none"> • Expand existing evidence-based programs to facilitate capacity building statewide. • Training and implementation of Equity Plan strategies. • Coordinate D2, D3, and D5. 	September 2011	September 2014	ODE, Statewide Partners
Develop a web site to disseminate resources and guidance to school districts and to report progress on the Equity Plan.	September 2011	January 2013	ODE

Measure annually the impact and effectiveness of the state's Equity Plan.	September 2012	September 2014	ODE, Statewide Partners
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Expenditure Category - D3	Details	Salary	FTE	Y1	Y2	Y3	Y4
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To Be Determined	Education Program Specialist – (EII)	\$79,044	0.25	\$19,761	\$21,381	\$23,135	\$25,032
To Be Determined	Education Specialist – (SLP)	\$79,044	0.1	\$7,904	\$8,553	\$9,254	\$10,013
To Be Determined	Office Specialist	\$33,792	0.125	\$4,224	\$4,570	\$4,945	\$5,351
To Be Determined	Research Analyst	\$68,436	0.25	\$17,109	\$18,512	\$20,030	\$21,672
Total Personnel				\$48,998	\$53,016	\$57,364	\$62,067
Total Fringe				\$21,069	\$22,797	\$24,666	\$26,689
Travel				\$440	\$440	\$440	\$440
Equipment				\$0	\$0	\$0	\$0
Supplies				\$2,094	\$2,094	\$2,094	\$2,094
Subtotal before Contracts				\$72,602	\$78,347	\$84,564	\$91,290
Indirect on subtotal before contracts				\$12,560	\$13,554	\$14,630	\$15,793
Contract	Oregon Leadership Network			\$275,000	\$275,000	\$275,000	\$275,000
Contracts and Grants to LEAs							
Indirect Costs on contracts				\$4,325	\$4,325	\$4,325	\$4,325
Funding for Involved LEAs	Stakeholder reimbursement for Advisory Committee			\$5,640	\$5,640	\$5,640	\$5,640
Funding for Involved LEAs	Stakeholder Workgroup for State Equity Plan			\$11,280			
Supplemental Funding for Participating LEAs							
Total				\$381,407	\$376,866	\$384,159	\$392,049
	Total						\$1,534,480

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 2 trips at an average round trip of 200 miles at \$.55/mile.

Total=\$880 (\$220*4)

**** Supplies funds are requested as follows:**

\$500 = Office expenses – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges

\$1,968 = Office Rent

Total \$8,376 (\$2,094*4)

***** Stakeholder reimbursement for attendance at meetings:**

Stakeholder Advisory Committee - 2 meetings 2 x 4 years

20 Stakeholders traveling an average of 240 miles round trip

Reimbursement based on: $2 * 20 * \$0.55 * 240 = \$5,280$

Lunches for meetings based on \$9/individual: $4 * 2 * 20 * \$9 = \360

Total = $\$22,500 (\$5,280 + \$360) * 2$

Stakeholder Workgroup for State Equity Plan - only 1 year

20 Stakeholders traveling an average of 240 miles round trip

Reimbursement based on: $4 * 20 * \$0.55 * 240 = \$10,560$

Lunches for meetings based on \$9/individual: $4 * 2 * 20 * \$9 = \720

Total = $\$45,120 (\$10,560 + \$720) * 4$

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
Outcome D4: Improve the effectiveness of teacher and principal education programs.	September 2010	August 2014	
Establish a Coalition of key stakeholders (ODE, LEAs, and public and private teacher preparation programs) to assess teacher and principal effectiveness data linked to preparation programs (<i>data system developed through Oregon SLDS and ALDER project, Section C</i>), including: <ul style="list-style-type: none"> • Establish shared accountability. • Determine how the data will be used, published, and promoted. • Stakeholders participate in planning teacher preparation evaluation. • Identify evidence-based teacher preparation practices and their contribution to teacher effectiveness. 	September 2010	December 2010	ODE, LEAs, Statewide Partners
Facilitate ongoing networking among higher education pre-service programs, LEAs, and partners to address teacher and principal preparation needs, including:	September 2010	September 2014	ODE, LEAs,

<ul style="list-style-type: none"> Strengthen alignment between pre-service programs, induction, and differentiated support for beginning teachers and principals. Utilize existing organizations representing public and private universities and colleges. Address coherence of programs and field experiences across the state. 			Statewide Partners
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Expenditure Category - D4	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Program Specialist	\$79,044	0.125	\$9,881	\$10,691	\$11,567	\$12,516
To Be Determined	Office Specialist	\$33,792	0.125	\$4,224	\$4,570	\$4,945	\$5,351
Total Personnel				\$14,105	\$15,261	\$16,512	\$17,866
Total Fringe				\$6,065	\$6,562	\$7,100	\$7,683
Travel				\$220	\$220	\$220	\$220
Equipment				\$0	\$0	\$0	\$0
Supplies				\$722	\$722	\$722	\$722
Subtotal before Contracts				\$21,111	\$22,765	\$24,555	\$26,491
Indirect on subtotal before contracts				\$3,652	\$3,938	\$4,248	\$4,583
Contract							
Contract							
Indirect Costs on contracts							
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$24,764	\$26,704	\$28,803	\$31,074
	Total						\$111,344

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 2 trips at an average round trip of 200 miles at \$.55/mile.

Total=\$880 (\$220*4)

**** Supplies funds are requested as follows:**

\$ 500 = Office expenses – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges

\$1,968 = Office Rent - Total = \$2,888 (\$722*4)

Outcome/Planned Activities	Anticipated Start	Anticipated Completion	Responsible Agency
Outcome D5: Provide effective support to teachers and principals.	January 2011	September 2014	
Develop a coherent, coordinated plan to support to LEAs, implementing effective professional development, coaching, induction, and common and collaborative planning time for teachers and principals, including: <ul style="list-style-type: none"> • Coordinated with Sections D2 & D3, Sections B, C, and E. • Coordinate existing Oregon initiatives (e.g. Oregon Mentoring Program, Oregon Leadership Network, Coaching Leaders to Attain Student Success, COSA’s New and Continuing Principals Academy, EBISS, DATA Project, Scaling Up, Literacy Framework, Proficiency-Based Teaching and Learning, etc.). • Support research based professional development that is aligned with the teacher and principal evaluation system. • Utilize the Oregon Educator Professional Commission (SB443) and the National Staff Development Council professional development standards to support effective professional development. 	January 2011	June 2011	ODE, LEAs, Statewide Partners
Develop and manage grants to LEAs	January 2011	September 2014	ODE
Provide support and incentives to LEAs: <ul style="list-style-type: none"> • Expand existing evidence-based programs to facilitate capacity building statewide. • Training and implementation of evidence based practices. • Coordinate D2, D3, and D5. 	June 2011	September 2014	ODE, Statewide Partners
Evaluate the impact and effectiveness of support to improve teacher and principal effectiveness and student achievement.	January 2014	September 2014	ODE, Statewide Partners

Expenditure Category - D5	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Program Specialist	\$79,044	0.25	\$19,761	\$21,381	\$23,135	\$25,032
To Be Determined	Office Specialist	\$33,792	0.125	\$4,224	\$4,570	\$4,945	\$5,351
Total Personnel				\$23,985	\$25,952	\$28,080	\$30,382
Total Fringe				\$10,314	\$11,159	\$12,074	\$13,064
Travel				\$220	\$220	\$220	\$220
Equipment				\$0	\$0	\$0	\$0
Supplies				\$1,083	\$1,083	\$1,083	\$1,083
Subtotal before Contracts				\$35,602	\$38,414	\$41,457	\$44,750
Indirect on subtotal before contracts				\$6,159	\$6,646	\$7,172	\$7,742
Contract							
Grants to LEAs							
Indirect Costs on contracts							
Funding for Involved LEAs				3,044,986	3,050,626	3,056,266	3,056,266
Supplemental Funding for Participating LEAs				927,257	927,257	927,257	927,257
Total				\$4,014,004	\$4,022,943	\$4,032,152	\$4,036,014
	Total						\$16,105,113

The proposed LEA funding is allocated with a reserve of \$11 million for LEAs who have submitted partial statements of work; this reserve will be distributed based on the district's level of commitment to the RTTT goals. The balance of the funds will be used to further the work of the participating LEAs.

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 2 trips at an average round trip of 200 miles at \$.55/mile.

Total=\$880 (\$220*4)

**** Supplies funds are requested as follows:**

\$ 500 = Office expenses – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges

\$1,968 = Office Rent

Total = \$4,332 (\$1,083*4)

Budget Part II: Project-Level Budget Table
Project E - Turning Around the Lowest-Achieving Schools
Associated with Criteria: (E) Turning Around the Lowest-Achieving Schools
(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	\$908,590	\$1,008,011	\$1,071,980	\$1,142,706	\$4,131,287
2. Fringe Benefits	400,205	445,168	472,675	503,087	1,821,135
3. Travel	28,627	33,261	37,676	37,676	137,240
4. Equipment	44,355	10,145	8,860	8,760	72,120
5. Supplies	39,778	40,288	39,644	39,528	159,238
6. Contractual	1,670,000	2,020,000	1,720,000	2,145,000	7,555,000
7. Training Stipends					0
8. Other	114,100	225,540	225,750	72,450	637,840
9. Total Direct Costs (lines 1-8)	3,205,655	3,782,413	3,576,585	3,949,207	14,513,860
10. Indirect Costs*	271,320	279,075	286,159	312,286	1,148,840
11. Funding for Involved LEAs	365,319	390,320	390,320	390,320	1,536,279
12. Supplemental Funding for Participating LEAs	1,095,960	1,170,960	1,170,960	1,170,960	4,608,840
13. Total Costs (lines 9-12)	\$4,938,255	\$5,622,768	\$5,424,024	\$5,822,773	\$21,807,820

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
Project E - Turning Around the Lowest Achieving Schools

The Project-Level Budget Narrative for turning around low-performing schools focuses on proposed state-level support and resources that provide direct support to schools and districts. This proposed budget narrative does not address the in-depth planning process of school districts to develop individual work plans and budgets to turn around their lowest-achieving schools.

This proposed budget and plan expands the current school improvement efforts to develop a Statewide System of Support (OSSS) as defined in ESEA and aligned to state level initiatives. ODE, with the assistance of stakeholders, is expanding the OSSS to 1) more adequately support and meet the needs of low-achieving schools and their accompanying districts; 2) create one comprehensive system that aligns with the requirements of Oregon law, federal School Improvement Grants (SIG), State Fiscal Stabilization Fund, and Race to the Top; and 3) develop strategies to sustain progress over time. It is Oregon’s goal that the Race to the Top award will provide the opportunity to create an expanded statewide support system that will serve many more schools. ODE has estimated project costs in this proposed budget using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. Each outcome identifies goals, activities, timeline and responsible and involved parties. Following the plan is a budget developed for each outcome and activities that will roll-up to the overall budget of the application.

Personnel Description:

Personnel: The following personnel are proposed for accomplishing the work outlined in this section.

Oregon Department of Education

Project Sponsor: Colleen Mileham, Assistant Superintendent

Ms. Mileham will serve as the sponsor of the work on turning around low-performing schools. She will oversee the establishment of the organization structure and the hiring of staff as well as leadership in connecting the Race to the Top (RTTT) work with ESEA school improvement efforts.

Project Director: Tryna Luton, Director School Improvement & Accountability

Ms. Luton will serve as school improvement lead in working with low-achieving schools with her major duties consisting of coordinating the work between Race to the Top low-achieving schools and the ESEA school improvement efforts including state support to schools and districts, reporting and accountability.

Project Data Director: Teresa Greene

Ms. Greene will oversee data collection, analysis and reporting for the work with low-achieving schools.

Project Manager-To Be Determined: This individual will manage the expansion of all the RTTT work connected with the Statewide System of Support (SSOS) to turn around low-achieving schools. This individual will work collaboratively with school districts and partners to coordinate services to low-achieving schools.

Education Program Specialist-To Be Determined: He/she will be the contract administrator for the expansion of the coaching network and provide assistance in recruitment, hiring and placement of coaches and planning and coordination of professional development services with regional partners.

Education Program Specialist-To Be Determined: He/she will work with the contractor to conduct school reviews of low-achieving schools and administrator mentoring program for veteran administrators. This position will monitor the implementation of the school review site visit process and participate in the school review visits.

Education Program Specialists-Subject Matter Experts –To Be Determined: Oregon utilizes education specialists that provide subject matter expertise. These positions would assist schools with evidence based practices especially in the areas of reading/language arts, STEM (math, science, engineering, technology), proficiency-based instruction and English language learners.

Oregon Student Assistance Commission

Regional Supervisor – To Be Determined: These positions are responsible for working with high school ASPIRE site coordinators to create a clear and consistent program model. They provide guidance and oversight during the academic year. Regional supervisors provide fall training for all ASPIRE sites, conduct fall site visits to provide additional training and set goals and outcomes, and work with the site to create plans for reaching students, recruiting volunteers, and facilitating one-on-one relationships between students and mentors. They help sites with volunteer recruitment and retention activities.

Office Specialist 2- To Be Determined: Position provides support to staff including general office duties, collecting and collating applications, agreements and reports; maintaining the site database, assisting with the collection of annual participant surveys, tracking special payments and in-kind contributions, and helping with meetings and conferences.

Training Specialist – To Be Determined: Coordinate and deliver web-based ASPIRE trainings to all statewide sites. Provide training and technical assistance to participating sites’ administrators, counselors, teachers, and students in a specific geographic region to create a consistent program model. This position is partially funded with state General Fund.

Note the definitions for use throughout this document:

ODE: Oregon Department of Education

LEAs: Participating Districts

Contractor: Contractor hired for implementation of specific outcomes

ESDs: Education Service Districts

Statewide Partners: Oregon University System, Community Colleges, Private Colleges and Universities, The Business Sector, Teacher Standards and Practices Commission, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Boards Association etc.

Community Partners: Organizations providing programs and services in educating students

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E1: Provide overall coordination of the Oregon Statewide System of Support (OSSS) for low-achieving schools, feeder schools and schools/districts in improvement			
Expand the OSSS Stakeholder Advisory Committee to advise the Race to the Top Education Coordinating Council (ECC) and align with the implementation science stakeholder group. The OSSS committee will help guide policy and decision-making regarding low-achieving schools, ensure ongoing communication and focus on innovation and implementation of reform efforts, review progress of schools and achievement of statewide outcomes.	September 2010	October 2010	ODE
Convene Advisory Committee for two meetings per year and report to the ECC	October 2010	April 2014	ODE
Provide high quality and experienced ODE staff to support the OSSS	September 2010	December 2010	ODE
Collaborate and communicate extensively with statewide and community partners to ensure ongoing LEA and stakeholder participation and public awareness of activities within ODE, districts, and schools.	September 2010	Ongoing through September 2014	ODE, LEAs, ESDs, Partners
Oversee reporting processes, including but not limited to reporting to policymaking groups, the public sector, the state implementation and scaling-up of evidence-based practices work group.	September 2010	September 2014	ODE

Expenditure Category E1	Details	Salary	FTE	Y1	Y2	Y3	Y4
Colleen Mileham, Assistant Superintendent	Project Sponsor	██████████	██	\$12,184			
Colleen Mileham, Assistant Superintendent	Project Sponsor	██████████	██		\$6,591	\$7,132	\$7,717
Tryna Luton, Director	Project Director	██████████	██	\$24,786			
Tryna Luton, Director	Project Director	██████████	██		\$16,091		
Tryna Luton, Director	Project Director	██████████	██			\$10,727	
Tryna Luton, Director	Project Director	██████████	██				\$6,436
Teresa Greene, Director	Project Data Director	██████████	██	\$8,183	\$8,854	\$9,580	\$10,365
Project Coordinator	Project Manager	\$91,008	1	\$91,008	\$98,471	\$106,545	\$115,282
To Be Determined	Administrative Assistant	\$40,596	1	\$40,596	\$43,925	\$47,527	\$51,424
Total Personnel				\$176,756	\$173,932	\$181,511	\$191,224
Total Fringe				\$76,005	\$74,791	\$78,050	\$82,226
Travel				\$1,300	\$1,300	\$1,300	\$1,300
Equipment				\$4,600	\$800	\$800	\$800
Supplies				\$7,076	\$6,642	\$6,498	\$6,382
Subtotal before Contracts				\$265,737	\$257,465	\$268,159	\$281,933
Indirect on subtotal before contracts				\$45,973	\$44,541	\$46,391	\$48,774
Contract							
Contract							
Indirect Costs on contracts							
Funding for Involved LEAs	Stakeholder reimbursement			\$5,640	\$5,640	\$5,640	\$5,640
Supplemental Funding for Participating LEAs							
Total				\$317,350	\$307,646	\$320,190	\$336,348
	Total						\$1,281,534

*** Travel (Car) funds are requested for 1.0 FTE as follows:**

\$550 = ODE staff reimbursement for one person for 5 trips per year at an average round trip of 200 miles at \$.55/mile plus overnight expenses at \$150 per diem

**** Equipment funds are requested for 2.0 FTE as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc.

\$500 = Laptop computer

\$400 / yr. for three years -- maintenance, repair, incidentals

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent / yr.

****** Stakeholder reimbursement for attendance at 2 meetings per year for one day each based on the following:**

20 Stakeholders traveling an average of 240 miles round trip

Reimbursement based on: $2 * 20 * \$.55 * 240 = \$5,280$

Lunches for meetings based on \$9/individual: $2 * 2 * 20 * 9 = \$360$

Total = \$22,500 ($\$5,280 + \360) *4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E2: Expand a District and School Improvement Network for low-achieving schools, feeder schools and schools/districts in improvement; building on the existing Oregon School Improvement Facilitators Network.			
Develop contract for expansion of the network. The Network Contractor will oversee the logistical aspects of the Network; assist in aligning school intervention efforts across Race to the Top, State Fiscal Stabilization Funding and School Improvement Grants.	December 2010	March 2011	ODE
Recruit, hire, initially train and place improvement coaches in districts and schools as appropriate. Coaches will be trained in a variety of strategies, including the “Coaching Leaders to Attain Student Success” program which provides coaches with the skills to give intensive and sometimes individualized support to principals and school leadership teams.	April 2011	September 2011	ODE
Monitor coaches’ engagement with and impact on schools throughout school year by documenting assistance provided and evaluating specific trainings held.	September 2011	June 2014	ODE, LEAs, Contractor
<p>Continue training of, professional development for, and meetings with, coaches and district personnel within the Network throughout the school year. Professional development for the Network participants may include such topics as:</p> <ul style="list-style-type: none"> • Strategies for making achievement gains with identified subgroup populations • Creation of a culture of improvement, engaging all personnel of a school and district in ongoing reform efforts • Skill development for communicating on difficult subjects to staff, parents and community • Use of data in decision-making • Implementation of evidenced-based practices across the instructional core • Evaluation of progress 	September 2011	June 2014	ODE, LEAs, Contractor

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Facilitate ongoing reporting from coaches and contractor to ODE throughout school year.	October 2011	May 2014	ODE, LEAs, Contractor,
Annually evaluate impact and effectiveness of the Network.	June 2011	June 2014	ODE, LEAs, Contractor

Expenditure Category E2	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	1	\$79,044	\$85,526	\$92,539	\$100,127
To Be Determined	Office Specialist	\$33,792	.25	\$8,448	\$9,141	\$9,890	\$10,701
To Be Determined	Research Analyst	\$68,436	.5	\$34,218	\$37,024	\$40,060	\$43,345
Total Personnel				\$121,710	\$131,690	\$142,489	\$154,173
Total Fringe				\$52,335	\$56,627	\$61,270	\$66,294
Travel				\$1,100	\$1,100	\$1,100	\$1,100
Equipment				\$7,400	\$1,300	\$1,300	\$1,300
Supplies				\$5,054	\$5,054	\$5,054	\$5,054
Subtotal before Contracts				\$187,599	\$195,771	\$211,213	\$227,921
Indirect on subtotal before contracts				\$32,455	\$33,868	\$36,540	\$39,430
Contract	Expansion of Existing Network-Depends on number of Schools					\$150,000	\$200,000
Indirect Costs on contracts				\$4,325	\$4,325	\$4,325	\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$374,379	\$433,964	\$452,078	\$471,677
	Total						\$1,732,098

*** Travel (Car) funds are requested for 1.0 FTE per year as follows:**

- \$1,100 = ODE staff reimbursement for 10 trips at an average round trip of 200 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (1.75 FTE)

\$500 = Laptop computer (1.5 FTE)

\$7,000 = Specialized analytic software, initial license (.5 FTE)

\$1,200 = annual software license renewal (.5 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (1.75 FTE)

Total = 11,300

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$20,216 (\$5,054 * 4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E3: Provide mentoring opportunities for administrators in participating schools and districts; building on the existing Mentoring Program provided by partners.			
Build on existing work by partners in Oregon, develop contract to expand mentor training. The Contractor will oversee development of materials and training modules, conduct training for administrator mentors and oversee development of professional learning communities in participating schools and districts.	September 2010	November 2010	ODE
Recruit, hire, initially train and place mentors as needed in schools. Mentors will work with participating administrators and provide intensive and individualized support.	January 2011	September 2013	ODE Contractor
Continue meetings with mentors and professional learning communities throughout the school year to update progress on work completed and discuss additional instructional interventions.	January 2011	September 2014	ODE, Contractor
Conduct ongoing evaluations of impact and effectiveness of mentoring efforts	May 2011	May 2014	ODE, LEAs, Contractor, Partners

Expenditure Category E3	Details	Salary	FT E	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist	\$79,044	.5	\$39,522	\$42,763	\$46,269	\$50,063
To Be Determined	Office Specialist	\$33,792	.25	\$8,448	\$9,141	\$9,890	\$10,701
To Be Determined	Research Analyst	\$68,436	.5	\$34,218	\$37,024	\$40,060	\$43,345
Total Personnel				\$82,188	\$88,927	\$96,219	\$104,109
Total Fringe				\$35,341	\$38,239	\$41,374	\$44,767
Travel				\$1,100	\$1,100	\$1,100	\$1,100
Equipment				\$6,250	\$1,100	\$1,100	\$1,100
Supplies				\$3,610	\$3,610	\$3,610	\$3,610
Subtotal before Contracts				\$128,489	\$132,976	\$143,404	\$154,687
Indirect on subtotal before contracts				\$22,229	\$23,005	\$24,809	\$26,761
Contract	Administrator Mentoring			\$150,000	\$250,000	\$250,000	\$250,000
Contract							
Indirect Costs on contracts				\$4,325	\$4,325	\$4,325	\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$305,042	\$410,306	\$422,538	\$435,772
	Total						\$1,573,658

*** Travel (Car) funds are requested for as follows:**

\$1,100 = ODE staff reimbursement (1 person) for 10 trips at an average round trip of 200 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (1.25 FTE)

\$500 = Laptop computer (1.0 FTE)

\$7,000 = Specialized analytic software, initial license (.5 FTE)

\$1,200 = annual software license renewal (3 years) (.5 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (1.25 FTE)

Total = \$9,550

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$14,440 (\$3,610 * 4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E4: Provide state and regionally based content expert support for participating schools and districts; building on the existing regional support provided by Educational Service Districts.			
Develop contracts with regional Educational Service Districts.	September 2010	November 2010	ODE
Recruit, hire state-level and regional support specialists, including specialists in the fields of reading/language arts, STEM, English Language Learners, proficiency-based practice and Equity to provide targeted assistance to coaches and low-achieving schools.	January 2011	March 2011	ODE, ESDs
Integrate specialists into the District and School Improvement Network activities.	March 2011	June 2011	ODE, LEAs, ESDs
Monitor specialists’ engagement with and impact on schools throughout school year by documenting assistance provided and evaluating specific trainings held.	September 2010	September 2014	ODE, LEAs, ESDs
Evaluate impact and effectiveness of specialists’ efforts	August 2011	September 2014	ODE, LEAs, ESDs

Expenditure Category E4	Details	Salary	FT E	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	0.5	\$39,522	\$42,763	\$46,269	\$50,063
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	0.5	\$39,522	\$42,763	\$46,269	\$50,063
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	1	\$79,044	\$85,526	\$92,539	\$100,127
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	1	\$79,044	\$85,526	\$92,539	\$100,127
To Be Determined	Office Specialist	\$33,792	1	\$33,792	\$36,563	\$39,561	\$42,805
To Be Determined	Research Analyst	\$68,436	0.5	\$34,218	\$37,024	\$40,060	\$43,345
Total Personnel				\$305,142	\$330,164	\$357,237	\$386,531
Total Fringe				\$131,211	\$141,970	\$153,612	\$166,208
Travel				\$8,800	\$8,800	\$8,800	\$8,800
Equipment				\$12,200	\$2,600	\$2,600	\$2,600
Supplies				\$12,996	\$12,996	\$12,996	\$12,996
Subtotal before Contracts				\$470,349	\$496,530	\$535,245	\$577,135
Indirect on subtotal before contracts				\$81,370	\$85,900	\$92,597	\$99,844
Contract	10 Regional Support Specialists-4 Regions & 2 Statewide			\$870,000	\$870,000	\$870,000	\$870,000
Contract							
Indirect Costs on contracts				\$25,950	\$25,950	\$25,950	\$25,950
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$1,447,669	\$1,478,380	\$1,523,792	\$1,572,929
	Total						\$6,022,770

*** Travel (Car) funds are requested as follows:**

\$8,800 = 4 ODE staff reimbursement for 20 trips per year at an average round trip of 200 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (4.5 FTE)

\$500 = Laptop computer (4 FTE)

\$7,000 = Specialized analytic software, initial license (.5 FTE)

\$1,200 = annual software license renewal (3 years) (.5 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (4.5 FTE)

Total = \$20,000

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$51,984 (\$12,996 * 4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E5: Create and implement a school review protocol for implementation in participating schools and districts			
Develop contract for implementation of school reviews and hire contractor	September 2010	October 2010	ODE
Finalize a school review tool with indicators, goals, outcomes and procedures leading to increase student achievement. The reviewers will gather data on identified areas of instruction and leadership including but not limited to: <ul style="list-style-type: none"> • Effective instructional practices • Leadership that facilitates student learning • Teacher professional development program focused on improving student learning • Organizational adaptability • School district policies that support high expectations, accountability, curriculum alignment, and maximum allocation of resources to teaching/learning 	September 2010	November 2010	ODE, Contractor
As needed, recruit, hire and train reviewers in the adopted review protocols	November 2010	June 2014	ODE, Contractor
Schedule and complete reviews of participating districts and schools	February 2011	June 2014	ODE, Contractor
Analyze data and develop reports; Convey findings to schools and districts with proposed remedy for such findings and implementation timelines and requirements	February 2011	June 2014	ODE, LEAs, Contractor
Create and annually update statewide plan for professional development opportunities based on analysis of findings	January 2011	June 2014	ODE, Contractor
Evaluate impact of school reviews	February 2011	September 2014	ODE, Contractor

Expenditure Category E5	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist	\$79,044	0.5	\$39,522	\$42,763	\$46,269	\$50,063
To Be Determined	Office Specialist	\$33,792	0.25	\$8,448	\$9,141	\$9,890	\$10,701
To Be Determined	Research Analyst	\$68,436	0.15	\$10,265	\$11,107	\$12,018	\$13,003
Total Personnel				\$58,235	\$63,011	\$68,178	\$73,768
Total Fringe				\$25,041	\$27,095	\$29,316	\$31,720
Travel				\$1,100	\$1,100	\$1,100	\$1,100
Equipment				\$2,995	\$540	\$540	\$540
Supplies				\$2,599	\$2,599	\$2,599	\$2,599
Subtotal before Contracts				\$89,971	\$94,344	\$101,733	\$109,727
Indirect on subtotal before contracts				\$15,565	\$16,322	\$17,600	\$18,983
Contract	School Review Teams			\$100,000	\$150,000	\$0	\$250,000
Contract							
Indirect Costs on contracts				\$4,325	\$4,325		\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$209,861	\$264,991	\$119,333	\$383,035
	Total						\$977,219

*** Travel (Car) funds are requested as follows:**

\$1,100 = ODE staff reimbursement for 10 trips per year for one person at an average round trip of 200 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (.90 FTE)

\$500 = Laptop computer (.65 FTE)

\$7,000 = Specialized analytic software, initial license (.15 FTE)

\$1,200 = annual software license renewal (3 years) (.15 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (.90 FTE)

Total = \$4,615

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$10,396 (\$2,599 * 4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E6: Build on existing parent training programs, enhance parent skills by empowering parents within participating schools and districts to effectively advocate for students and collaborate in the educational process.			
Develop contract for enhancing existing parent training programs and hire contractor. The Contractor will work with parent/community groups to expand opportunities for parent training and advocacy. Topics may include: <ul style="list-style-type: none"> • Linking parents and community partners to school districts and schools, • Developing skills to sustain parent and community involvement, • Identifying and recruiting parents/guardians to participate in training and develop, advocacy skills to engage in their children’s education 	September 2010	December 2010	ODE, Contractor, Partners
Collect and analyze data from school/district needs assessment to determine training needs. Annually determine additional follow up training to continue sustainability of parental and community involvement.	January 2011	January 2014	ODE, Contractor, Partners, LEAs
Revise existing parent training curriculum based on findings from parents, districts and schools to accommodate ongoing growth and sustainability of parent training and advocacy efforts.	September 2010	June 2014	ODE, LEAs, Contractor
Implement curriculum within participating communities and districts, including training parents for the purpose of becoming trainers in the future.	February 2011	February 2014	ODE, Contractor, Partners, LEAs
Annually evaluate impact and effectiveness of parent training program.	September 2011	September 2014	ODE, LEAs, Contractor

Expenditure Category E6	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Research Analyst	\$68,436	0.15	\$10,265	\$11,107	\$12,018	\$13,003
Total Personnel				\$10,265	\$11,107	\$12,018	\$13,003
Total Fringe				\$4,414	\$4,776	\$5,168	\$5,591
Travel				\$0	\$0	\$0	\$0
Equipment				\$1,395	\$240	\$240	\$240
Supplies				\$433	\$433	\$433	\$433
Subtotal before Contracts				\$16,508	\$16,556	\$17,859	\$19,268
Indirect on subtotal before contracts				\$2,856	\$2,864	\$3,090	\$3,333
Contract	Expand Parent Engagement Effort			\$150,000	\$200,000	\$200,000	\$200,000
Contract							
Indirect Costs on contracts				\$4,325	\$4,325	\$4,325	\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$173,688	\$223,745	\$225,273	\$226,926
	Total						\$849,633

*** Travel (Car) funds are requested as follows:**

None

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (.15 FTE)

\$500 = Laptop computer (.15 FTE)

\$7,000 = Specialized analytic software, initial license (.15 FTE)

\$1,200 = annual software license renewal (3 years) (.15 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (.15 FTE)

Total = \$2,115

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$1,732 (\$433 * 4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E7: Enhance and expand district capacity for family and community involvement through a coordinated, systemic process – building on the existing “Family Involvement Matters” curriculum.			
Develop contract for implementation of existing “Family Involvement Matters” curriculum.	September 2010	December 2010	ODE
Provide regional trainings for participating district teams. The training may include, but not be limited to the following: <ul style="list-style-type: none"> • Develop collaborative teams involving school district personnel, families and community members; • Recruit a diversity of families and recognize and honor family strengths; • Implement a systemic response marked by partnerships between family, faith, recreational, cultural and social service networks and school districts; • Remove cultural and linguistic barriers to family involvement. 	January 2011	June 2014	ODE, Contractor
Revise “Family Involvement Matters” curriculum based on district and training data	August 2011	September 2014	ODE, LEAs, Contractor
Evaluate impact and effectiveness of “Family Involvement Matters” curriculum and training	August 2011	October 2012	ODE, Contractor

Expenditure Category E7	Details	Salary	FTE	Y1	Y2	Y3	Y4
Total Personnel				\$0	\$0	\$0	\$0
Total Fringe				\$0	\$0	\$0	\$0
Travel				\$0	\$0	\$0	\$0
Equipment				\$0	\$0	\$0	\$0
Supplies				\$0	\$0	\$0	\$0
Subtotal before Contracts				\$0	\$0	\$0	\$0
Indirect on subtotal before contracts				\$0	\$0	\$0	\$0
Contract	Implement Family Matters Curriculum			\$150,000	\$150,000	\$0	\$0
Contract							
Indirect Costs on contracts				\$4,325	\$4,325		
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$154,325	\$154,325	\$0	\$0
	Total						\$308,650

*** Travel (Car) funds are requested as follows:**

None

**** Equipment funds are requested as follows:**

None

***** Supplies funds are requested for the FTE indicated above as follows:**

None

Outcome E8: Build on existing extended learning programs, expand opportunities for low-achieving schools, feeder schools and districts in improvement			
Award grants to school districts and contracts to existing extended learning programs to expand the implementation of extended learning opportunities to low-achieving schools and districts.	January 2011	November 2010	ODE
Convene grantees and contractors twice annually to determine implementation progress and results of student achievement.	March 2011	June 2014	ODE, LEAs, Contractors
Create and convene annually a Community Partner Coalition to develop a comprehensive statewide plan for development and implementation of extended learning opportunities in participating low-achieving schools.	September 2010	November 2014	ODE
Identify evidenced based practices and resources to support extended learning opportunities in participating schools and districts including, but not limited to the following: <ul style="list-style-type: none"> • Meet the needs of low-achieving students; • Implement supplemental instructional support materials; • Coordinate extended learning opportunities with regular school day programs to meet maximum potential for learning; • Identify community resources which build on instruction; • Meet the needs of specifically identified subgroup student populations. 	September 2010	Ongoing through September 2014	ODE, LEAs, Contractors, Partners
Provide statewide training on implementation of extended learning opportunities.	October 2010	September 2014	ODE, Contractors, Partners
Monitor school and district progress on student attendance, statewide assessment results, and participation in related activities of the extended learning opportunities effort.	January 2011	June 2014	ODE, LEAs, Contractors
Annually collect and analyze data; develop reports; convey findings to schools and districts to determine modifications needed.	April 2011	June 2014	ODE, Contractors, LEAs
Evaluate impact and effectiveness of extended learning opportunities in participating schools and districts.	May 2011	June 2014	ODE, LEAs, Contractors

Expenditure Category E8	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Education Specialist – Subject Matter Expert	\$79,044	0.5	\$39,522	\$42,763	\$46,269	\$50,063
To Be Determined	Office Specialist	\$33,792	0.15	\$5,069	\$5,484	\$5,934	\$6,421
To Be Determined	Research Analyst	\$68,436	0.15	\$10,265	\$11,107	\$12,018	\$13,003
Total Personnel				\$54,856	\$59,354	\$64,221	\$69,488
Total Fringe				\$23,588	\$25,522	\$27,615	\$29,880
Travel				\$1,100	\$1,100	\$1,100	\$1,100
Equipment				\$2,815	\$500	\$500	\$500
Supplies				\$2,310	\$2,310	\$2,310	\$2,310
Subtotal before Contracts				\$84,669	\$88,787	\$95,747	\$103,277
Indirect on subtotal before contracts				\$14,648	\$15,360	\$16,564	\$17,867
Contract	Expand Extended Learning Efforts and Evaluate			\$300,000	\$500,000	\$500,000	\$500,000
Indirect Costs on contracts				\$8,650	\$8,650	\$8,650	\$8,650
Funding for Involved LEAs				\$368,140	\$393,140	\$393,140	\$393,140
Supplemental Funding for Participating LEAs	Grants to LEAs			\$1,087,500	\$1,162,500	\$1,162,500	\$1,162,500
Total				\$1,663,607	\$1,868,437	\$1,876,601	\$1,885,434
	Total						\$7,294,079

*** Travel (Car) funds are requested as follows:**

\$1,100 = ODE staff reimbursement for 10 trips per year at an average round trip of 200 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (.80 FTE)

\$500 = Laptop computer (.65 FTE)

\$7,000 = Specialized analytic software, initial license (.15 FTE)

\$1,200 = annual software license renewal (3 years) (.15 FTE)

\$400 / yr. for 3 years--maintenance, repair, incidentals (.80 FTE)

Total = \$4,315

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$9,240 (\$2,310 * 4)

****** Stakeholder reimbursement for attendance at 2 meetings per year for one day each based on the following:**

20 Stakeholders traveling an average of 240 miles round trip

Reimbursement based on: $2 * 20 * \$0.55 * 240 = \$5,280$

Lunches for meetings based on \$9/individual: $2 * 2 * 20 * 9 = \$360$

Total = \$22,500 ($\$5,280 + \360) *4)

Outcome /Planned activities	Anticipated Start	Anticipated Completion	Responsible Agency* (see above)
Outcome E9: Create and conduct an external evaluation of the Oregon Statewide System of Support.			
Award contract for evaluation of OSSS.	July 2011	September 2014	ODE
Conduct evaluation process which disaggregates participants and role and activities in OSSS.	January 2013	March 2013	ODE
Analyze findings to determine modifications needed and implement as appropriate.	April 2013	August 2013	ODE, Contractor
Report findings including but not limited to reporting to policymaking groups, LEAs, statewide partners, community partners and the public sector.	September 2013	October 2013	ODE, Contractor
Implement outcomes and activities based on findings.	October 2013	November 2013	ODE, Contractor
	December 2013	September 2014	ODE, Contractor

Expenditure Category E9	Details	Salary	FTE	Y1	Y2	Y3	Y4
To Be Determined	Research Analyst	\$68,436	0.05		\$3,422	\$3,702	\$4,006
Total Personnel				\$0	\$3,422	\$3,702	\$4,006
Total Fringe				\$0	\$1,471	\$1,592	\$1,723
Travel				\$0	\$220	\$220	\$220
Equipment				\$0	\$465	\$80	\$80
Supplies				\$0	\$144	\$144	\$144
Subtotal before Contracts				\$0	\$5,722	\$5,738	\$6,173
Indirect on subtotal before contracts				\$0	\$990	\$993	\$1,068
Contract							
Contract	Evaluation of Statewide System of Support						\$175,000
Indirect Costs on contracts							\$4,325
Funding for Involved LEAs							
Supplemental Funding for Participating LEAs							
Total				\$0	\$6,712	\$6,731	\$186,565
	Total						\$200,009

*** Travel (Car) funds are requested as follows:**

\$220 = ODE staff reimbursement for 4 trips per year at an average round trip of 100 miles at \$.55/mile

**** Equipment funds are requested as follows:**

\$1,800 = desktop computer, general software, peripherals, ergonomics, etc. (.05 FTE)

\$500 = Laptop computer (.05 FTE)

\$7,000 = Specialized analytic software, initial license (.05 FTE)

\$1,200 = annual software license renewal (2 years) (.05 FTE)

\$400 / yr. for 2 years--maintenance, repair, incidentals (.05 FTE)

Total = \$625

***** Supplies funds are requested for the FTE indicated above as follows:**

\$ 500 = Office expenses per year – paper, staples, folders, binders, etc.

\$ 420 = Telecommunications – phone and network charges / yr.

\$1,968 = Office rent

Total = \$432 ($\$144 * 3$)

Budget Part II: Project-Level Budget Table**Project Name: STEM****Associated with All Criteria Groups**

Budget Categories	Year 1 (a)	Year 2 (b)	Year 3 (c)	Year 4 (d)	Total (e)
1. Personnel	\$192,093	\$207,843	\$224,877	\$243,331	\$868,144
2. Fringe Benefits	91,984	95,668	99,657	103,941	391,250
3. Travel	26,000	26,000	26,000	26,000	104,000
4. Equipment	5,000	5,000	5,000	5,000	20,000
5. Supplies	2,500	2,500	2,500	2,500	10,000
6. Contractual	4,055,727	4,918,274	5,355,727	5,112,678	19,442,405
7. Training Stipends	378,000	378,000	328,000	228,000	1,312,000
8. Other	390,000	415,000	295,000	295,000	1,395,000
9. Total Direct Costs (lines 1-8)	5,141,304	6,048,285	6,336,761	6,016,450	23,542,799
10. Indirect Costs*	76,566	79,928	83,565	87,499	327,557
11. Funding for Involved LEAs	75,000	75,000	75,000	75,000	300,000
12. Supplemental Funding for Participating LEAs	225,000	225,000	225,000	225,000	900,000
13. Total Costs (lines 9-12)	\$5,517,870	\$6,428,213	\$6,720,326	\$6,403,948	\$25,070,356

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE
Oregon Department of Education (ODE) – CFDA NUMBER: 84-395A
STEM
Associated with All Criteria Categories

The Oregon Department of Education and partners from across the state have developed a plan to use *Race to the Top* funds to integrate STEM in the four criteria required for the Race to the Top application. The STEM integrated plan identifies high-level outcomes and planned activities/milestones for each outcome. Following the plans for STEM, a budget has been developed that will be included in the over-all budget for Oregon’s application. ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. Approximately 82% of the proposed budget is used to provide direct services to LEAs, teachers, and students. The remaining 18% of funds requested supports positions at ODE, infrastructure, and evaluation to support the STEM proposal.

Personnel: The following personnel are proposed for accomplishing the work outlined in this section.

Education Program Specialist-To Be Determined: He/she will work with other ODE staff, contractors, and LEAs to expand the Oregon Virtual School District (ORVSD) content and the Resources for Educational Achievement and Leadership (REAL) to support STEM teaching and learning. This position will coordinate the professional development related to these resources.

Education Program Specialist-To Be Determined: He/she will work with OAIS and LEAs to coordinate development of formative assessment tools related to STEM and the Oregon Essential Skills. These tools would be available to schools through ORVSD and REAL.

Office Specialist 2 (0.5 FTE) – To Be Determined: He/she will support the work for the two specialists listed above.

Research Analyst 2 (0.25 FTE) – To Be Determined: He/she will work with STEM project evaluators to analyze and compile data needed to complete evaluations of STEM activities.

Note that the responsible agency or organization in the following tables includes:

- ODE:** Oregon Department of Education
- OPAS:** Oregon Pre-Engineering and Applied Science Initiative
- PriSM:** Preparation for Instruction of Science and Math
- OSU:** Oregon State University
- PSU:** Portland State University
- OETC:** Organization for Educational Technology and Curriculum
- EN:** Education Northwest

Outcome/Planned Activities	Anticipated Start Date	Anticipated Completion	Responsible Agency* (see above)
<u>Outcome 1: Improve student engagement through rigorous and integrated STEM curriculum that allows students at all grade levels and abilities to demonstrate proficiency in content standards, problem solving, critical thinking, creativity and innovation.</u>			
Develop and disseminate STEM career pathway information to improve student engagement in STEM education.	September 2010	August 2014	ODE
Deploy existing integrated STEM curriculum in K-12 schools throughout Oregon and provide professional development for implementation of the curriculum. The curriculum uses engineering and technology as a means of integrating science and mathematics. <i>Curriculum includes Engineering is Elementary, Exploring Computer Science, and Project Lead The Way.</i>	June 2011	August 2014	OPAS
Expand the Oregon Virtual School District (ORVSD) and Resources for Education Achievement and Leadership (REAL) to provide open source high quality STEM instructional materials to teachers, students, and parents.	Sept. 2010	August 2014	ODE
Provide professional development to LEAs on effective use of educational technology tools that support high quality STEM education.	January 2011	August 2014	ODE, OETC

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	Total
ODE Personnel	Education Specialist - STEM Career pathways, ORVSD, and REAL	1	\$79,044	\$85,524	\$92,532	\$100,128	\$357,228
	.25 Office Specialist 2 -Support to Ed. Spec.	.25	\$8,448	\$9,141	\$9,891	\$10,701	\$38,181
Fringe Benefits			\$41,852	\$43,530	\$45,347	\$47,318	\$178,047
Travel	Support to LEAs		\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Equipment	Education Specialist equipment		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Supplies							
	Subtotal before contract		\$141,844	\$150,695	\$160,270	\$170,647	\$623,456

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	Total
Indirect on Subtotal	17.3% Indirect		\$24,539	\$26,070	\$27,727	\$29,522	\$107,858
Contractual	OPAS STEM curriculum implementation in LEAs		\$903,476	\$1,038,579	\$1,230,324	\$1,453,397	\$4,625,776
Training Stipends	LEA STEM resources professional development		\$350,000	\$350,000	\$300,000	\$200,000	\$1,200,000
Other	Expand ORVSD and REAL online STEM resources		\$390,000	\$415,000	\$295,000	\$295,000	\$1,395,000
Total Direct Costs			\$1,785,320	\$1,954,274	\$1,985,594	\$2,119,044	\$7,844,232
Indirect on Contracts	17.3% Applies to first \$25,000 of each contract		\$4,325	\$4,325	\$4,325	\$4,325	\$17,300

*\$10,000 = Travel funds:

\$4,800 = \$1,200 per national meeting x 4 out-of-state meetings per year

\$2,800 = ODE staff reimbursement for 14 in-state travel at average round trip of 200 miles at .55 per mile + lodging and meals

\$2,400 = In-state day travel

** \$2,500 = IT and telecommunications expenses

Outcome/Planned Activities	Anticipated Start Date	Anticipated Completion	Responsible Agency* (see above)
Outcome 2: Improve teacher content and pedagogical knowledge in STEM through pre-service and in service training.			
Provide STEM summer institutes for 100 middle school and high school STEM teachers with follow up support and evaluation.	June 2011	August 2014	OSU, PSU
Conduct teacher/leader professional development cadre workshops in science, math and technology.	January 2011	August 2014	ODE, OETC
Develop an induction program for new middle school and high school STEM teachers that follows teachers through their first 3 years of teaching.	June 2011	August 2014	OSU
Provide online and face-to-face STEM professional development for approximately 300 K-8 teachers. Professional development focuses on content and pedagogy.	January 2010	August 2014	PrISM
Develop standards-based formative assessment tools for K-12 educators that align with Oregon Essential Skills and Oregon Content Standards. Provide professional development related to the use of formative assessment.	September 2010	August 2014	ODE

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	
ODE Personnel	Education Specialist - STEM formative assessment	1.0	\$79,044	\$85,524	\$92,532	\$100,128	\$357,228
	.25 Office Specialist 2 -Support to Ed. Spec.	.25	\$8,448	\$9,141	\$9,891	\$10,701	\$38,181
Fringe Benefits			\$41,852	\$43,530	\$45,347	\$47,318	\$178,047
Travel			\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Equipment			\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Supplies							
	Subtotal before contracts		\$141,844	\$150,695	\$160,270	\$170,647	\$623,456
Indirect on Subtotal	17.3%		\$24,539	\$26,070	\$27,727	\$29,522	\$107,858
Contractual	PrISM, PSU, and OSU STEM teacher professional development and OSU induction program		\$1,479,651	\$1,990,719	\$1,996,969	\$1,502,078	\$6,969,416
Training Stipends	STEM professional development cadres		\$28,000	\$28,000	\$28,000	\$28,000	\$112,000
Other							

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	
Total Direct Costs Outcome			\$1,649,495	\$2,169,414	\$2,185,239	\$1,700,725	\$7,704,872
Indirect on contracts	17.3% applies to first \$25,000 of each contract		\$12,975	\$12,975	\$12,975	\$12,975	\$51,900

* \$10,000 = Travel funds:

\$4,800 = \$1,200 per national meeting x 4 out-of-state meetings per year

\$2,800 = ODE staff reimbursement for 14 in-state travel at average round trip of 200 miles at .55 per mile + lodging and meals

\$2,400 = In-state day travel

** \$2,500 = IT and telecommunications expenses

Outcome/Planned Activities	Anticipated Start Date	Anticipated Completion	Responsible Agency* (see above)
Outcome 3: Extend the school day by expanding options for STEM learning that is offered outside of school time.			
Increase support to 16 Math, Engineering, Science Achievement Program (MESA) school sites and create 8 additional middle school and high school sites. MESA has a particularly strong focus on underrepresented populations.	January 2011	August 2014	OPAS
Add 18 Science and Math Investigative Learning Experiences (SMILE) clubs to Oregon elementary and middle schools. SMILE has a particularly strong focus on underrepresented populations.	January 2011	August 2014	OPAS
Expand the Engineering Coaching and Mentorship Program (eCHAMP) to approximately 60 K-12 schools in 4 years.	June 2011	August 2014	OPAS
Increase the number of after-school FIRST robotics programs in Oregon schools by 50% through Oregon Robotics Tournament and Outreach Program (ORTOP).	June 2011	August 2014	OPAS
Expand Saturday Academy after school programs to impact approximately 500 additional students per year in the Portland metropolitan area.	January 2011	August 2014	OPAS
Establish an additional Saturday Academy program outside of the Portland metropolitan area.	September 2011	August 2014	OPAS
Provide workshops and mentoring support to increase the number of students in rural and high-needs schools involved in STEM research experiences.	January 2011	August 2014	OPAS

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	
ODE Personnel							
Fringe Benefits							
Travel							
Equipment							
Supplies							
	Subtotal before contracts						
Indirect on subtotal	17.3%						
Contractual	Expansion of six different outside of school programs coordinated by Oregon Reengineering and Applied Science Initiative.		\$995,732	\$1,127,945	\$1,291,478	\$1,356,151	\$4,771,306
Total Direct Costs Outcome			\$995,732	\$1,127,945	\$1,291,478	\$1,356,151	\$4,771,306
Indirect on Contracts*	17.3% applies to first \$25,000 of each contract						

* The indirect on contracts was applied to this contractor in expenditures for outcome 1.

Outcome/Planned Activities	Anticipated Start Date	Anticipated Completion	Responsible Agency* (see above)
Outcome 4: Identify, coordinate, and implement activities and strategies through development of local and regional professional learning communities that involve schools and service providers.			
STEM advisory committee meets six times each year to oversee implementation of the work conducted by ODE and partner organizations.	September 2010	August 2014	ODE
Conduct needs assessments with participating LEAs to develop local implementation plans that include professional development and instruction.	September 2010	August 2014	EN
Establish STEM professional learning communities in LEAs.	September 2010	August 2014	EN
Conduct evaluation and research that provides feedback to the STEM advisory committee, partners, and LEAs about the effectiveness of STEM activities.	September 2010	August 2014	EN, OSU, PSU
Identify and support development of 10 STEM signature schools that serve as exemplars or implementation and centers for research on the impact of STEM reforms.	June 2011	August 2014	ODE

Expenditure	Expenditure Description	FTE	Year 1	Year 2	Year 3	Year 4	Total
ODE Personnel	.25 Research Analyst	.25	\$17,109	\$18,513	\$20,031	\$21,673	\$77,326
Fringe Benefits			\$8,280	\$8,608	\$8,963	\$9,305	\$35,156
Travel	STEM steering committee meetings		\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Equipment							
Supplies	STEM steering committee meetings		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
	Subtotal before contracts		\$33,889	\$35,621	\$37,494	\$39,478	\$146,482
Indirect on Subtotal	17.3%		\$5,863	\$6,162	\$6,486	\$6,830	\$25,341
Contractual	Research and Evaluation services from Education Northwest and OSU. PLC and needs assessment services from Education Northwest. ***		\$676,868	\$761,031	\$836,956	\$801,052	\$3,075,907
Indirect on contracts	17.3% applies to first \$25,000 of each contract		\$4,325	\$4,325	\$4,325	\$4,325	\$17,300
Funding for Involved LEAs	Signature schools funding		\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
Sup. Funding for Part. LEAs	Signature schools funding		\$225,000	\$225,000	\$225,000	\$225,000	\$225,000

* \$6,000 = 6 meetings for 10 people at \$100 per person

** \$2,500 = Office expenses

***This contractual amount includes the direct services to LEAs, including Education Northwest staff and resources costs for needs assessment development, needs assessment technical assistance to 25 districts, 5 regional needs assessment technical assistance meetings, PLC development, PLC technical assistance to 25 districts, 1 state and 5 regional PLC meetings, development of PLC online resources, and research and evaluation services for the following STEM programs: Signature schools, Needs Assessment, PLCs, all of the OPAS programs (Engineering is Elementary, Project Lead the Way, The Exploring Computer Science Curriculum, Engineering Coaching And Mentorship, Oregon MESA (Math, Engineering, Science Achievement), SMILE (Science Math

Investigative Learning Experience), Oregon Robotics Tournament & Outreach, Saturday Academy and Northwest Science Expo System), the PrISM professional development for teachers program, and the PSU professional development for teachers program. The evaluation component of this work is calculated at 10% of the cost of the programs being evaluated. This is a generally accepted amount for evaluation of education programs and is the amount we allow for the U.S. Department of Education Title IIB Math Science Partnership program evaluations.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: 07/01/2009 To: 06/30/2010</p> <p>Approving Federal agency: <input checked="" type="radio"/> ED <input type="radio"/> Other</p> <p><i>(Please specify agency):</i> _____</p>
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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.
3. 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.