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ENROLLED SENATE
BILL NO. 2033

By: Coffee, Jolley, Ford, Rice and Leftwich of the Senate

and

Benge and Shumate of the House

An Act relating to schools; stating legislative finding; amending 70 O.S. 2001, Sections 5-141 and 5-141.2, which relate to teacher pay; authorizing school districts to adopt certain type of salary schedule; increasing maximum allowable incentive pay amount; authorizing implementation of certain incentive pay plans; providing requirements and procedures for the incentive pay plans; amending 70 O.S. 2001, Section 6-101.10, which relates to evaluation policy for teachers and administrators; modifying criteria upon which evaluations are based; clarifying individuals authorized to conduct evaluations; expanding authorized training; creating the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE); specifying components of TLE; requiring the State Department of Education to provide certain data to certain entities; defining a term; creating the Oklahoma Race to the Top Commission; specifying membership of the Commission; providing for administrative and operational matters of the Commission; specifying duties of the Commission; amending 70 O.S. 2001, Section 6-101.3, as amended by Section 8, Chapter 434, O.S.L. 2003 (70 O.S. Supp. 2009, Section 6-101.3), which relates to teacher definitions; modifying certain definitions; amending 70 O.S. 2001, Section 6-101.13, which relates to certified administrators; prohibiting the reemployment of a principal under certain

circumstances; amending 70 O.S. 2001, Sections 6-101.22, as amended by Section 1, Chapter 112, O.S.L. 2006, 6-101.24, 6-101.26, as last amended by Section 2, Chapter 112, O.S.L. 2006 and 6-101.27 (70 O.S. Supp. 2009, Sections 6-101.22 and 6-101.26), which relate to the Teacher Due Process Act of 1990; requiring career and probationary teachers to be dismissed or not reemployed under certain circumstances; expanding circumstances under which an administrator must take certain actions; clarifying time limit to file a trial de novo petition under certain circumstances; modifying time allowed for a board of education to serve its answer; modifying time period in which the trial de novo must be held; clarifying certain employment status and benefits continue throughout certain appeal process; limiting length of time certain compensation and benefits must be paid; specifying the significant basis to be used in a school district reduction-in-force plan; amending 70 O.S. 2001, Section 11-103.6a, as amended by Section 3, Chapter 289, O.S.L. 2002 (70 O.S. Supp. 2009, Section 11-103.6a), which relates to curriculum review; requiring the State Board of Education to adopt curriculum revisions for certain purposes; amending Section 1, Chapter 195, O.S.L. 2009 (70 O.S. Supp. 2009, Section 1210.544), as amended by Section 1 of Enrolled Senate Bill No. 509 of the 2nd Session of the 52nd Oklahoma Legislature, which relates to school alternative governance arrangements; requiring the State Board of Education to establish a process to identify a certain type of school; requiring certain school district boards of education to implement an intervention model for certain schools; specifying intervention models; allowing certain schools to complete an alternative governance arrangement; authorizing State Board of Education to delay implementation of certain provisions; requiring implementation of certain provisions by certain deadline; providing for codification; providing for noncodification; providing effective dates; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

Recognizing the potential for dramatically improving student achievement in this state due to the opportunity available through the federal Race to the Top program, the Legislature finds that all of the provisions of this act are necessary to support Oklahoma's application for the second round of federal Race to the Top funding.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 5-141, is amended to read as follows:

Section 5-141. A. Each school district of this state shall adopt a minimum salary schedule and shall transmit a copy of it to the State Board of Education within thirty (30) days after adoption. A school district shall not calculate ~~teacher's~~ salaries of teachers solely as a proportion of the salaries of ~~that district's~~ the administrators of the district.

B. Districts shall be encouraged to provide compensation schedules to reflect district policies and circumstances, including differential pay for different subject areas and special incentives for teachers in districts with specific geographical attributes. Districts may also adopt a salary schedule that provides additional compensation for achieving certain ratings under the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act. Any salary schedule adopted by a district pursuant to this section shall not set salaries at amounts less than those set pursuant to Section 18-114.12 of this title.

C. The State Department of Education shall compile a report of the minimum salary schedules for every school district in the state and shall ~~provide such information~~ submit the report to the Governor, Speaker of the House of Representatives, and President Pro Tempore of the Senate no later than December 15 of each year.

~~B.~~ D. Each school district shall file within fifteen (15) days of signing the contract, the employment contract of the superintendent of the school district with the State Department of Education. The Department shall keep all ~~such~~ contracts available

for inspection by the public. The school district shall not be authorized to pay any salary, benefits or other compensation to a superintendent which are not specified in the contract on file and shall not pay administrators any amounts for accumulated sick leave that are not calculated on the same formula used for determining payment for accumulated sick leave benefits for other full-time employees of that school district and shall not pay administrators any amounts for accumulated vacation leave benefits that are not calculated on the same formula used for determining payment for accumulated vacation leave benefits for other twelve-month full-time employees of that school district.

~~C.~~ E. By October 1 of each year each district board of education shall prepare a schedule of salaries and fringe benefits paid administrators employed by the district, including a description of the fringe benefits. The schedule shall be a public record and shall be disclosed as required by the Oklahoma Open Records Act~~, Section 24A.1 et seq. of Title 51 of the Oklahoma Statutes~~. The ~~district~~ board shall file a copy of the schedule with the State Department of Education within one week of completion.

~~D.~~ F. For purposes of this section the term "administrator" shall include employees who are employed and certified as superintendents, assistant superintendents, principals, and assistant principals and who have responsibilities for supervising classroom teachers.

SECTION 3. AMENDATORY 70 O.S. 2001, Section 5-141.2, is amended to read as follows:

Section 5-141.2 A. ~~On or before September 1, 1990~~ In addition to incentive pay plans authorized pursuant to Section 4 of this act, the State Board of Education shall develop not fewer than five ~~(5)~~ different model incentive pay plans and shall distribute information about each plan to every school district board of education. No plan developed by the Board or implemented by ~~the local~~ a school district board of education shall permit payment in any one (1) year of incentives to any one teacher amounting to more than ~~twenty percent (20%)~~ fifty percent (50%) of ~~said teacher's~~ the regular salary of the teacher, exclusive of fringe benefits or extra duty pay. Any incentive pay award shall be an annual award and shall not be a part of a ~~teacher's~~ continuing contract of a teacher. Any

incentive pay awards received shall be excluded from ~~such teacher's~~ the compensation of a teacher for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma~~, established in Section 17-102 of Title 70 of the Oklahoma Statutes~~ and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent ~~such~~ an exemption is provided by federal law.

B. ~~Beginning with the 1991-92 school year, each~~ A school district board of education may adopt an academically based, district incentive pay plan for the ~~district's~~ classroom teachers in the district. The district may adopt any incentive pay plan consistent with the requirements of this section, which may include any incentive pay plan developed by the State Board of Education pursuant to this section. The ~~local~~ school district board of education shall appoint an advisory committee consisting of teachers, parents, business persons or farmers and other local citizens to advise the board in formulating an incentive pay plan. Prior to the adoption of ~~such~~ a plan, the board of education shall place ~~such~~ the plan on the school board agenda for public comment and shall submit the plan to the State Board of Education for final approval on or before March 1 prior to implementation of the plan during the succeeding school year. The board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

C. ~~Beginning with the 1991-92 school year, a~~ A school district shall be required to adopt and implement an academically based, district incentive pay plan for any school year following the receipt by the school district board of education, of a petition signed by twenty percent (20%) of the classroom teachers employed in the district which calls for the adoption of an incentive pay plan for the district.

D. ~~Pupil~~ Student test scores shall not be the sole criterion for allocation of incentive pay under any plan developed or approved by the Board.

E. For the purposes of this section only, "classroom teacher" shall mean any employee who holds certification and assignment outside the classification of administrator.

F. The State Board of Education shall promulgate rules ~~and regulations~~ necessary for the effective implementation and administration of this section.

G. Each ~~local~~ school district board of education shall provide for a local evaluation committee which shall advise the board on which teachers are to receive incentive pay awards and the amount of each incentive pay award according to the plan.

H. Nothing herein shall preclude a school district from supplementing ~~to~~ any monies appropriated to ~~such~~ the district for the purposes of funding the ~~district's~~ incentive pay plan~~,~~ of the district with monies from the ~~district's~~ general fund for the district.

SECTION 4. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 5-141.4 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. 1. In addition to incentive pay plans authorized pursuant to Section 5-141.2 of Title 70 of the Oklahoma Statutes, beginning with the 2012-13 school year, a school district may implement an incentive pay plan that rewards teachers who are increasing student and school growth in achievement.

2. Teacher performance shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

3. Individual teacher incentive pay awards shall be based upon:

a. achieving either a "superior" or "highly effective" rating under the TLE, and

b. grade level, subject area, or school level performance success.

B. 1. Beginning with the 2012-13 school year, a school district may implement an incentive pay plan as authorized pursuant to this section.

2. For purposes of this section, "leader" means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

3. School leader effectiveness shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

4. Individual school leader incentive pay awards shall be based upon:

a. achieving either a "superior" or “highly effective” rating under the TLE, and

b. grade level, subject area, or school level performance success.

C. Incentive pay plans implemented pursuant to subsections A and B of this section shall be developed through a collaborative planning process involving stakeholders, including teachers and school leaders.

D. In addition to individual teacher and leader incentive pay plans, as authorized pursuant to this section, districts may develop and implement incentive pay systems for:

1. Teaching in critical shortage subject areas including, but not limited to, foreign language;

2. Teachers and leaders who work in low-performing schools as determined by the State Board of Education;

3. Teaching in the subject areas of Science, Technology, Engineering, and Math (STEM); or

4. Teachers and leaders who work in schools or school districts designated by the State Board of Education as hard-to-staff.

E. 1. Prior to implementation of any incentive pay plan developed pursuant to this section, the school district board of education shall place the plan on the agenda for public comment at a meeting of the district board of education.

2. After approval of the incentive pay plan, the school district board of education shall submit the plan to the State Board of Education for final approval. Within sixty (60) days of receipt of the plan, the State Board shall review and approve or reject the plan. If it is determined that the plan meets the requirements of this section, the State Board shall approve the plan. If the plan does not meet the requirements of this section, the State Board shall reject the plan and provide written notification to the school district board of education along with the grounds for rejection.

3. The district board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

F. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract for an employee. Any incentive pay award to any teacher or leader shall not exceed more than fifty percent (50%) of the regular salary of the teacher or leader, exclusive of fringe benefits or extra duty pay. Any incentive pay awards received shall be excluded from compensation for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent such exemption is provided by federal law.

SECTION 5. AMENDATORY 70 O.S. 2001, Section 6-101.10, is amended to read as follows:

Section 6-101.10 A. Each school district board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education shall be negotiable items. Nothing in this ~~act~~ section shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy ~~so~~ of evaluation adopted by a board of education shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education, which by no later than the 2013-14 school year, shall be revised and based upon the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) developed by the State Board of Education as provided in Section 6 of this act;

2. Be prescribed in writing at the time of adoption and at all times when amendments ~~thereto~~ to the policy are adopted. The original policy and all amendments to the policy shall be promptly made available to all persons subject to the policy;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto be maintained in a personnel file for each evaluated person;

4. Provide that every probationary teacher be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;

5. Provide that every teacher be evaluated once every year, except as otherwise provided by law; and

6. Provide that, except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the ~~local~~ school district board of education, all certified personnel~~, including administrators,~~ shall be evaluated by ~~certified administrative personnel~~ a principal, assistant principal, or other trained certified individual designated by the ~~local~~ school district board of education.

B. All ~~personnel~~ individuals designated by the ~~local~~ school district board of education to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education or training provided by the school district using guidelines and materials developed by the State Department of Education prior to conducting ~~such~~ evaluations.

C. The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train ~~such administrative personnel~~ individuals in conducting evaluations.

D. The State Board of Education shall monitor compliance with the provisions of this section by ~~local~~ school districts.

E. Refusal by a ~~local~~ school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until ~~such~~ compliance occurs.

SECTION 6. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-101.16 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE).

B. The TLE shall include the following components:

1. A five-tier rating system as follows:

a. superior,

b. highly effective,

c. effective,

d. needs improvement, and

e. ineffective;

2. Annual evaluations that provide feedback to improve student learning and outcomes;

3. Comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective;

4. Quantitative and qualitative assessment components measured as follows:

a. fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components which shall be divided as follows:

(1) thirty-five percentage points based on student academic growth using multiple years of standardized test data, as available, and

(2) fifteen percentage points based on other academic measurements, and

b. fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components;

5. An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:

a. organizational and classroom management skills,

b. ability to provide effective instruction,

c. focus on continuous improvement and professional growth,

d. interpersonal skills, and

e. leadership skills;

6. An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:

a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,

b. instructional leadership,

c. professional growth and responsibility,

d. interpersonal skills,

e. leadership skills, and

f. stakeholder perceptions; and

7. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.

C. The Oklahoma Race to the Top Commission created in Section 7 of this act shall provide oversight and advise the State Board of Education on the development and implementation of the TLE.

D. The State Department of Education shall provide to the Oklahoma State Regents for Higher Education and the Oklahoma Commission for Teacher Preparation timely electronic data linked to teachers and leaders derived from the TLE for purposes of providing a basis for the development of accountability and quality improvements of the teacher preparation system. The data shall be provided in a manner and at such times as agreed upon between the Department, the State Regents and the Commission.

E. For purposes of this section, "leader" means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

SECTION 7. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-101.17 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created to continue until July 1, 2016, in accordance with the provisions of the Oklahoma Sunset Law, the Oklahoma Race to the Top Commission.

B. The membership of the Commission shall consist of:

1. The Superintendent of Public Instruction, or designee;

2. A member of the Senate, appointed by the President Pro Tempore of the Senate;

3. A member of the House of Representatives, appointed by the Speaker of the House of Representatives;

4. A member of the Senate, appointed by the Minority Leader of the Senate;

5. A member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;

6. A representative from the Office of the Governor or the executive cabinet, appointed by the Governor;

7. The Executive Director of the Oklahoma Commission for Teacher Preparation, or designee;

8. A representative of a technology center school district, appointed by the Director of the Oklahoma Department of Career and Technology Education;

9. A representative of an institution within The Oklahoma State System of Higher Education, appointed by the Chancellor of Higher Education;

10. A representative of a statewide organization representing school district boards of education, appointed by the President Pro Tempore of the Senate;

11. A representative of a statewide organization representing public school superintendents, appointed by the Speaker of the House of Representatives;

12. A representative of a statewide organization representing business and education, appointed by the President Pro Tempore of the Senate;

13. An individual employed by a business or company located in this state, appointed by the Speaker of the House of Representatives;

14. Three (3) representatives, one (1) from each of the three (3) largest statewide organizations representing active public school teachers, appointed by the Governor;

15. A representative of a statewide parent-teacher organization, appointed by the Governor;

16. A representative of a philanthropic organization involved in education, appointed by the Governor; and

17. An individual involved in Science, Technology, Engineering and Mathematics (STEM) education, appointed by the Governor.

C. Initial appointments pursuant to the provisions of this section shall be made no later than August 1, 2010. Members shall serve at the pleasure of the appointing authority. Vacancies shall be filled by the original appointing authority. The State Superintendent of Public Instruction, or designee, shall serve as chair of the Commission. Members of the Commission shall select a vice-chair from the membership of the Commission. Meetings of the Commission shall be held at the call of the chair. A majority of the members of the Commission shall constitute a quorum for the transaction of any business.

D. Members of the Commission shall receive no compensation for serving on the Commission, but shall receive travel reimbursement as follows:

1. State employees who are members of the Commission shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act;

2. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes; and

3. All other members of the Commission shall be reimbursed by the State Department of Education for travel expenses incurred in

the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Staff support for the Commission shall be provided by the State Department of Education and the Oklahoma Commission for Teacher Preparation.

F. Members who serve on the Commission shall be exempt from the dual-office-holding prohibitions of Section 6 of Title 51 of the Oklahoma Statutes.

G. The Commission shall comply with the provisions of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

H. The duties of the Commission, as specified in paragraphs 6 and 7 of subsection I of this section, shall not be contingent upon the state being selected to receive or the state actually receiving any federal Race to the Top funding.

I. The Commission shall:

1. Coordinate and report on the effort of the state to implement the federal Race to the Top program;

2. Work closely with members of the executive cabinet, the State Board of Education, executives of state agencies, and legislative leaders to determine the requirements imposed on and opportunities afforded to the state by the federal Race to the Top program, as well as the most efficient and productive use of Race to the Top funding;

3. Monitor the flow of federal Race to the Top program funds to ensure compliance with all requirements of the law and transparency of the process;

4. Ensure that adequate reporting and compliance mechanisms and safeguards regarding the federal Race to the Top program are in place;

5. Ensure full, thorough and easily accessible public disclosure of the use of all funds received under the federal Race to the Top program;

6. Monitor progress of results in areas described in the state Race to the Top plan, including:

a. raising student achievement overall and by subgroup and closing gaps in achievement,

b. adopting common high-quality curricular standards,

c. supporting the transition to enhanced standards and high quality assessments,

d. accessing and using state education data,

e. using data to improve instruction,

f. providing high-quality pathways for aspiring teachers and administrators,

g. development of effectiveness measures for teachers and administrators,

h. improving teacher and administrator effectiveness based on performance,

i. ensuring equitable distribution of effective teachers and administrators,

j. improving the effectiveness of teacher and administrator preparation programs,

k. providing effective support to teachers and administrators,

l. turning around the lowest-achieving schools, and

m. ensuring successful conditions for high-performing charter school and other innovative schools; and

7. Provide oversight and advise the State Board of Education on the development and implementation of the Oklahoma Teacher and

Leader Effectiveness and Evaluation System (TLE) as created in Section 6 of this act, including:

a. making recommendations to the State Board regarding the development and implementation of the TLE prior to adoption of any permanent rules or policies by the State Board,

b. regularly reviewing progress toward development and implementation of the quantitative and qualitative measures that comprise the TLE,

c. regularly reviewing progress toward timely access to student growth data,

d. regularly reviewing the correlation between the quantitative and qualitative scores and other data to ensure that the TLE is being implemented with validity and that evaluations of individuals conducted by school districts are meaningful and demonstrate that reasonable distinctions are being made relating to performance,

e. assuring input and participation from teachers and leaders on the development and implementation of the TLE,

f. gathering public comment on the development and effectiveness of the TLE, and

g. assuring that the TLE is based on research-based national best practices and methodology.

J. The Commission shall issue a report by December 31 of each year and submit a copy of the report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

SECTION 8. AMENDATORY 70 O.S. 2001, Section 6-101.3, as amended by Section 8, Chapter 434, O.S.L. 2003 (70 O.S. Supp. 2009, Section 6-101.3), is amended to read as follows:

Section 6-101.3 As used in Section 6-101 et seq. of this title:

1. "Administrator" means a duly certified person who devotes a majority of time to service as a superintendent, elementary superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district;

2. "Dismissal" means the discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by law;

3. "Nonreemployment" means the nonrenewal of an administrator's or teacher's contract upon expiration of the contract;

4. "Career teacher" means a teacher who ~~has~~:

a. for teachers employed by a school district during the 2011-12 school year, has completed three (3) or more consecutive complete school years ~~in such capacity~~ as a teacher in one school district under a written continuing or temporary teaching contract, or

b. for teachers employed for the first time by a school district under a written continuing or temporary teaching contract on or after July 1, 2012:

(1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a rating of "superior" as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for at least two (2) of the three (3) school years, with no rating below "effective",

(2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a rating of at least "effective" as measured pursuant to the TLE for the four-year period, and has received a rating

years of the four-year period, or

(3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

5. "Probationary teacher hearing" means the hearing before a ~~local~~ school district board of education after a recommendation for dismissal or nonreemployment of a probationary teacher has been made but before any final action is taken on said recommendation, held for the purpose of affording such teacher all rights guaranteed by the United States Constitution and the Constitution of Oklahoma under such circumstances and for enabling the board to determine whether to approve or disapprove the recommendation;

6. "Career teacher pretermination hearing" means the informal proceeding before the ~~local~~ school district board of education held for the purpose of providing a meaningful opportunity to invoke the discretion of the decision maker after a recommendation for dismissal or nonreemployment of a career teacher has been made but before any final action is taken on the recommendation in order to ensure that the career teacher is afforded the essential pretermination due process requirements of notice and an opportunity to respond;

7. "Probationary teacher" means a teacher who:

a. for teachers employed by a school district during the 2011-12 school year, has completed fewer than three (3) consecutive complete school years ~~in such capacity~~

as a teacher in one school district under a written teaching contract, or

b. for teachers employed for the first time by a school district under a written teaching contract on or after July 1, 2012, has not met the requirements for career teacher as provided in paragraph 4 of this section;

8. "Suspension" or "suspended" means the temporary discontinuance of an administrator's or teacher's services, as provided by law; and

9. "Teacher" means a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity; an administrator shall be considered a teacher only with regard to service in an instructional, nonadministrative capacity.

SECTION 9. AMENDATORY 70 O.S. 2001, Section 6-101.13, is amended to read as follows:

Section 6-101.13 A. Whenever the ~~local~~ school district board of education or the administration of a school district shall determine that the dismissal or nonreemployment of a full-time certified administrator from ~~his~~ the administrative position within the school district should be effected, the administrator shall be entitled to the following due process procedures:

1. A statement shall be submitted to the administrator in writing prior to the dismissal or nonreemployment which states the proposed action, lists the reasons for effecting the action, and notifies the administrator of his right to a hearing before the ~~local~~ school district board of education prior to the action; and

2. A hearing before the ~~local~~ school district board of education shall be granted upon the request of ~~such~~ the administrator prior to the dismissal or nonreemployment. A request for a hearing shall be submitted to the board of education not later than ten (10) days after the administrator has been notified of the proposed action.

B. Failure of the administrator to request a hearing before the ~~local~~ school district board of education within ten (10) days after receiving the written statement shall constitute a waiver of the right to a hearing. No decision of the ~~local~~ board of education concerning the dismissal or nonreemployment of a full-time certified administrator shall be effective until the administrator has been afforded due process as specified in this section. The decision of the ~~local~~ school district board of education concerning the dismissal or nonreemployment, following the hearing, shall be final.

C. A principal who has received a rating of "ineffective" as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section.

SECTION 10. AMENDATORY 70 O.S. 2001, Section 6-101.22, as amended by Section 1, Chapter 112, O.S.L. 2006 (70 O.S. Supp. 2009, Section 6-101.22), is amended to read as follows:

Section 6-101.22 A. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;

2. Repeated negligence in performance of duty;

3. Mental or physical abuse to a child;

4. Incompetency;

5. Instructional ineffectiveness;

6. Unsatisfactory teaching performance;

7. Commission of an act of moral turpitude; or

8. Abandonment of contract.

B. Subject to the provisions of the Teacher Due Process Act of 1990, a probationary teacher may be dismissed or not reemployed for cause.

C. 1. A career teacher who has been rated as "ineffective" as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

2. A career teacher who has been rated as "needs improvement" or lower pursuant to the TLE for three (3) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

3. A career teacher who has not averaged a rating of at least "effective" as measured pursuant to the TLE over a five-year period shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

D. 1. A probationary teacher who has been rated as "ineffective" as measured pursuant to the TLE for two (2) consecutive school years shall be dismissed or not reemployed by the school district subject to the provisions of the Teacher Due Process Act of 1990.

2. A probationary teacher who has not attained career teacher status within a four-year period shall be dismissed or not reemployed by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

E. A teacher shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States or another state of:

1. Any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or

2. Any felony offense.

~~D.~~ F. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and

2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

~~E.~~ G. As used in this section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

SECTION 11. AMENDATORY 70 O.S. 2001, Section 6-101.24, is amended to read as follows:

Section 6-101.24 A. When a teacher receives a rating as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act that may lead to a recommendation for the dismissal or nonreemployment of the teacher or when an administrator ~~who has the responsibility of evaluating a teacher~~ identifies poor performance or conduct that the administrator believes may lead to a recommendation for the ~~teacher's~~ dismissal or nonreemployment of the teacher, the administrator shall:

1. Admonish the teacher, in writing, and make a reasonable effort to assist the teacher in correcting the poor performance or conduct; and

2. Establish a reasonable time for improvement, not to exceed two (2) months, taking into consideration the rating on the evaluation or the nature and gravity of the ~~teacher's~~ performance or conduct.

B. If the teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher.

C. Whenever a member of the board of education, superintendent, or other administrator identifies poor performance or conduct that may lead to a recommendation for dismissal or nonreemployment of a teacher within the district, the administrator who has responsibility for evaluation of the teacher shall be informed, and that administrator shall comply with the procedures set forth in this section. If the administrator fails or refuses to admonish the teacher within ten (10) days after being so informed by the board, superintendent, or other administrator, such board, superintendent or other administrator shall admonish the teacher pursuant to the provisions of this section.

D. Repeated negligence in performance of duty, willful neglect of duty, incompetency, instructional ineffectiveness or unsatisfactory teaching performance, for a career teacher, or any cause related to inadequate teaching performance for a probationary teacher, shall not be a basis for a recommendation to dismiss or not reemploy a teacher unless and until the provisions of this section have been complied with.

SECTION 12. AMENDATORY 70 O.S. 2001, Section 6-101.26, as last amended by Section 2, Chapter 112, O.S.L. 2006 (70 O.S. Supp. 2009, Section 6-101.26), is amended to read as follows:

Section 6-101.26 A. Whenever a board of education receives a recommendation from the superintendent for the dismissal or nonreemployment of a teacher, the board or individual designated by the board shall mail a copy of the recommendation to the teacher by certified mail, restricted delivery, return receipt requested, by personal delivery to the teacher with a signed acknowledgement of

receipt, or by delivery by a process server. By the same means, the board shall notify the teacher of the right to a hearing before the board and the date, time and place set by the board for the hearing, which shall be held within the school district not sooner than twenty (20) days or later than sixty (60) days after receipt of notice by the teacher, the date on the personal receipt by hand-delivery to the teacher, or the date of delivery by a process server. The notice shall specify the statutory grounds upon which the recommendation is based upon for a career teacher or shall specify the cause upon which the recommendation is based upon for a probationary teacher. The notice shall also specify the underlying facts supporting the recommendation. At the hearing, the teacher shall be entitled to all rights guaranteed under the circumstances by the United States Constitution and the Constitution of Oklahoma.

B. The career teacher pretermination hearing shall be conducted by the district board as follows:

1. The superintendent or designee shall, in person or in writing, specify the statutory ground upon which the recommendation is based. The superintendent or designee shall also specify the underlying facts and provide an explanation of the evidence supporting the recommendation for the dismissal or nonreemployment of the career teacher; and

2. The career teacher or designee shall have the opportunity to present reasons, either in person or in writing, why the proposed action should not be taken.

C. Only after the career teacher has a meaningful opportunity to respond to the recommendation for dismissal or nonreemployment at the pretermination hearing shall the board decide whether to accept or reject the recommendation of the superintendent. The vote made by the board shall be made in an open meeting. The board shall also notify the career teacher of its decision, including the basis for the decision, by certified mail, restricted delivery, return receipt requested or substitute process as provided by law. If the decision is to accept the recommendation of the superintendent, the board shall include notification of the right of the career teacher to petition for a trial de novo in the district court within ten (10) days of receipt of notice of the decision. At the pretermination hearing the burden of proof shall be upon the superintendent or

designee and the standard of proof shall be by the preponderance of the evidence. The career teacher shall receive any compensation or benefits to which ~~such~~ the teacher is ~~otherwise~~ entitled ~~until such time as the teacher's case is adjudicated at a trial de novo if the career teacher petitions for the trial de novo~~ as provided in Section 6-101.27 of this title. Such compensation and benefits shall not be provided during any further appeal process.

D. The probationary teacher hearing shall be conducted by the district board according to procedures established by the State Board of Education.

E. Only after due consideration of the evidence and testimony presented at the hearing shall the district board decide whether to dismiss or nonreemploy the probationary teacher. The vote of the board shall be made in an open meeting. The board shall also notify the probationary teacher of the decision, including the basis for the decision, by certified mail, restricted delivery, return receipt requested, or substitute process as provided by law. The decision of the board regarding a probationary teacher shall be final and nonappealable. At the hearing the burden of proof shall be upon the superintendent or designee, and the standard of proof shall be by the preponderance of the evidence. The probationary teacher shall receive any compensation or benefits to which the teacher is otherwise entitled until such time as the decision of the board becomes final. If the hearing for a probationary teacher is for nonreemployment, such compensation and benefits may be continued only until the end of the current contract of the teacher.

SECTION 13. AMENDATORY 70 O.S. 2001, Section 6-101.27, is amended to read as follows:

Section 6-101.27 A. A career teacher shall be entitled to a trial de novo as set forth in subsection C of Section 6-101.26 of this title. If the teacher elects to petition for a trial de novo, the teacher shall file the petition within ten (10) days of receipt of notification of the right to a trial de novo from the board of education in the district court of the county in which the school district is located. ~~Within ten (10) days of receipt of the board's notification of said teacher's right to a trial de novo, the teacher shall file a petition for a trial de novo.~~

Upon filing the petition, the court clerk shall issue a summons and cause service by mail to be made to the clerk of the ~~local~~ school district board of education by certified mail, restricted delivery with return receipt requested or substitute process as provided by law.

B. If, within the ten-day period, the career teacher fails to file a petition for a trial de novo concerning the ~~teacher's~~ dismissal or nonreemployment of the teacher, the teacher shall be deemed to have waived the right to a trial de novo and the initial determination of the board of education shall be final.

C. The ~~local school~~ board of education shall serve its answer within ~~twenty (20)~~ ten (10) days of the service of summons and petition upon it. The trial de novo shall be scheduled at the earliest possible date which will permit both parties adequate time to prepare for a just trial of the issues involved, provided however, ~~said~~ the trial de novo shall be scheduled and held not less than ten (10) days and no later than ~~thirty (30)~~ forty (40) days after the answer has been filed.

D. Except as otherwise provided specifically in this section, the law generally applicable to civil suits filed in district court shall apply to the proceedings for trial de novo under this section. At the trial de novo the standard of proof shall be by the preponderance of the evidence and the burden of proof shall be on the school district superintendent or designee, as representative of the ~~local~~ board of education, to establish de novo that the ~~teacher's~~ dismissal or nonreemployment of the teacher is warranted. The trial de novo shall proceed as a nonjury trial before the court. The court shall determine de novo all issues of fact and law necessary for full adjudication of the dispute at the trial. The court shall not, by applying principles of collateral estoppel or res adjudicata or otherwise, give preclusive effect to findings of fact or determinations of the board of education with regard to the issues necessary to determine the adequacy of the dismissal or nonreemployment of the teacher in the trial de novo. Within three (3) days following the conclusion of the trial de novo, the judge shall prepare written findings of fact and conclusions of law and shall enter judgment directing either of the following:

1. That the ~~local~~ board of education reinstate the career teacher with full employment status and benefits effective immediately. The reinstatement with full employment status and benefits shall continue throughout any appeal process; or

2. That the decision of the ~~local~~ board of education for the dismissal or nonreemployment of the career teacher be sustained.

In addition, the court may enter an order awarding the prevailing party attorneys fees and costs.

E. The time limits set forth in this section for the proceedings before the district court may be extended by mutual agreement of the parties with the approval of the district court.

F. 1. Except as otherwise provided for in this subsection, the career teacher shall receive any compensation or benefits to which the teacher is entitled until sixty-three (63) days after the petition for trial de novo is filed by the career teacher or the judgment is entered in the trial de novo, whichever occurs first.

2. If the board of education, without the consent of the career teacher, takes actions or files motions which result in judgment in the trial de novo being entered more than sixty-three (63) days after the date the petition for trial de novo was filed, the career teacher shall be entitled to continue to receive compensation and benefits until judgment is entered.

3. If the career teacher, without the consent of the board of education, takes actions or files motions which result in judgment in the trial de novo being entered more than sixty-three (63) days after the date the petition for trial de novo was filed, the career teacher shall not be entitled to any compensation and benefits after sixty-three (63) days after the petition for trial de novo is filed by the career teacher.

4. If both the board of education and the career teacher take actions or file motions which result in judgment in the trial de novo being entered more than sixty-three (63) days after the date the petition for trial de novo was filed, the career teacher shall be entitled to receive compensation and benefits for an additional

education.

5. If the district court, without the mutual consent of the parties, takes action to reschedule or continue the trial de novo which results in judgment in the trial de novo being entered more than sixty-three (63) days after the date the petition for trial de novo was filed and the judgment entered directs the board of education to reinstate the career teacher, the career teacher shall be entitled to receive any back compensation and benefits which the career teacher would have normally received for the time period between sixty-three (63) days after the petition for trial de novo was filed by the career teacher and judgment is entered.

G. The decision of the district court shall be final and binding upon the teacher and the board of education unless the teacher or the board of education appeals the decision of the district court in the manner provided by law for the appeal of civil cases from the district court.

SECTION 14. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-101.31 of Title 70, unless there is created a duplication in numbering, reads as follows:

The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction-in-force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

SECTION 15. AMENDATORY 70 O.S. 2001, Section 11-103.6a, as amended by Section 3, Chapter 289, O.S.L. 2002 (70 O.S. Supp. 2009, Section 11-103.6a), is amended to read as follows:

Section 11-103.6a A. Each area of subject matter curriculum, except for technology curriculum, adopted by the State Board of Education for implementation by the beginning of the 2003-04 school year shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further

improvements in the quality of education for the students of this state.

B. By August 1, 2010, the State Board of Education shall adopt revisions to the subject matter curriculum adopted by the State Board for English Language Arts and Mathematics as is necessary to align the curriculum with the K-12 Common Core State Standards developed by the Common Core State Standards Initiative, an effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The revised curriculum shall reflect the K-12 Common Core State Standards in their entirety and may include additional standards as long as the amount of additional standards is not more than fifteen percent (15%) of the K-12 Common Core State Standards.

SECTION 16. AMENDATORY Section 1, Chapter 195, O.S.L. 2009 (70 O.S. Supp. 2009, Section 1210.544), as amended by Section 1 of Enrolled Senate Bill No. 509 of the 2nd Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 1210.544 A. 1. The State Board of Education shall establish a process to identify schools in the state that are consistently listed as a persistently low-achieving school in accordance with subsection (g)(6) of Section 1003 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. A school district board of education with a school identified as being among the persistently lowest-achieving schools in the state shall implement one of the following four intervention models for the school:

a. turnaround model - replacing the principal and rehiring not more than fifty percent (50%) of the staff and granting to the principal sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student outcomes,

b. restart model - converting or closing the school and reopening it as a charter school under an operator or an education management organization that has been selected through a rigorous review process. Except for the average daily membership and county population

of this title, any charter school created pursuant to this subparagraph shall be subject to the provisions of the Oklahoma Charter Schools Act,

c. school closure - closing the school and enrolling the students who attended that school in other schools in the school district that are higher-achieving, or

d. transformation model - implementing each of the following strategies:

(1) replace the principal,

(2) develop and increase teacher and school-leader effectiveness,

(3) institute comprehensive instructional reform,

(4) increase learning time and create community-oriented schools, and

(5) provide operational flexibility and sustained support.

2. If a school identified as being among the persistently lowest-achieving schools in the state has already implemented an alternative governance arrangement within the last two (2) years prior to the identification, the school may continue implementation of the alternative governance arrangement.

B. 1. Notwithstanding any other provision of state law, for schools that are identified for school improvement by the State Board of Education for four (4) consecutive years, the district board of education shall implement one of the following alternative governance arrangements for the school in accordance with subparagraph (B) of subsection (b)(8) of Section 1116 of ~~Public Law No. 107-110~~ Title I of the Elementary and Secondary Education Act of 1965, as amended:

~~1. Reopening~~

a. reopening the school as a public charter school~~;~~. Except for the average daily membership and county population limitations specified in subsection A of Section 3-132 of this title, any charter school created pursuant to this subparagraph shall be subject to the provisions of the Oklahoma Charter Schools Act,

~~2. Replacing~~

b. replacing all or most of the school staff assigned to the school, which may include the principal, who are relevant to the failure to make adequate yearly progress and by transferring the replaced staff to another school or by dismissing or not reemploying the replaced staff in accordance with the provisions of the Teacher Due Process Act of 1990 or in accordance with subsection C of this section, if applicable~~;~~,

~~3. Entering~~

c. entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school~~;~~,

~~4. Turning~~

d. turning the operation of the school over to the State Board of Education~~;~~, or

~~5. Any~~

e. any other major restructuring of the governance arrangement of the school that makes fundamental reforms, such as significant changes in the staffing and governance of the school, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress. If the chosen governance arrangement does not produce adequate yearly progress within two (2) years from the date of implementation of the restructured governance arrangement, the State Board of Education shall assume control of the school

as provided for in paragraph 2 of this subsection ~~B of this section~~.

~~B.~~ 2. For any school that fails to comply with the provisions of paragraph 1 of this subsection ~~A of this section~~ by the end of the school year following its identification for school improvement for four (4) consecutive years, the State Board of Education shall assume control of the management and operations of the school, including control of the staff assigned to the school. The Board shall retain all funds that otherwise would have been allocated to the school district based on the average daily membership of the school which shall be used to operate the school.

C. 1. A district board of education for a district with an average daily membership of more than 30,000 which implements an alternative governance arrangement as provided in paragraph 2 of subsection A of this section may utilize the following procedures, upon approval of the district board and concurrence of the executive committee of the appropriate local bargaining unit:

a. any teacher not retained at the school site shall be given status as a full-time substitute teacher within the school district for a period of not to exceed two (2) years,

b. if the teacher is not offered a contract teaching position at a school in the district within the two-year period specified in subparagraph a of this paragraph, the district board shall be authorized to not reemploy the teacher, and

c. the district board shall designate trained, certified, instructional staff to provide teacher support, development and evaluation, which may include certified personnel other than administrators.

2. Any actions taken pursuant to this subsection shall not be subject to the Teacher Due Process Act of 1990. The decision by the district board for renewal or nonrenewal shall be final.

3. For purposes of this subsection, a full-time substitute teacher shall perform the duties assigned by the district

superintendent and shall continue to receive the same salary, benefits and step increases that the teacher would otherwise be entitled to for the time period the teacher serves as a full-time substitute.

SECTION 17. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

The State Board of Education may delay implementation of Sections 8 through 14 of this act for school districts which have not adopted a revised policy of evaluation as required pursuant to the provisions of Section 6-101.10 of Title 70 of the Oklahoma Statutes; provided, all school districts shall be required to implement the provisions of Sections 8 through 14 of this act no later than July 1, 2013.

SECTION 18. Sections 1 through 7 and 15 through 17 of this act shall become effective July 1, 2010.

SECTION 19. Sections 8 through 14 of this act shall become effective July 1, 2012.

SECTION 20. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 25th day of May, 2010.

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Presiding Officer of the Senate

Passed the House of Representatives the 26th day of May, 2010.

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Presiding Officer of the House
of Representatives

Achieving Classroom Excellence (ACE) Act

The Achieving Classroom Excellence Act (ACE) established a comprehensive reform effort to ensure that Oklahoma students were college and career ready. The elements of this education reform include support for early childhood education as well as transition grade support, particularly in the area of mathematics with mathematics laboratories and professional development for middle school mathematics teachers. Beginning with ninth grade students, college preparatory/work ready curriculum is established and assessed with end-of-instruction tests. Students who need additional assistance are provided remediation, test retakes, and alternate tests as appropriate. Eligible high school seniors have the opportunity to enroll in concurrent enrollment with 6 hours of paid tuition.

The ACE legislation implementation has been guided by several stakeholder groups from 2005 – 2009, including the initial ACE Task Force (through December 31, 2005), ACE Steering Committee (through December 31, 2009), ACE Task Force II (through December, 2007) and the ACE Legislative Task Force (through November, 2009) to study and recommend: subjects to be included for demonstration of mastery, assessment cut scores, optional methods to demonstrate subject matter mastery, remediation options, information to provide to teachers, parents and students, that will emphasize this initiative as a tool to improve student success, funding recommendations, decreasing dropout rates and increasing graduation rates.

Section Topic	**Section Description**
ACE – Mathematics Improvement Program – Professional Development for Middle School Mathematics Teachers	Purpose of the program is to improve student mastery for sixth-grade mathematics through Algebra I by enhancing sixth-, seventh- and eighth-grade public school teachers' mastery of the subject matter content and process skills. Professional Development Program for Middle School Teachers • Mathematics Academies • Higher Education Courses and/or Online Courses • Small Learning Community Lesson Study Professional Development Program for Middle School teachers. Each teacher of a middle-level mathematics course who completes a professional development program approved by the State Board of Education shall receive a stipend when requirements are met.
ACE – Mathematics Improvement Program – Middle School Mathematics Labs	Beginning with the 2005-2006 school year, ten schools with low student achievement in mathematics at the middle school level shall be selected to receive a middle school mathematics laboratory.
ACE End-of-Instruction Exams	Students entering 9th grade in 2008-2009 school year demonstrate mastery in a minimum of four out of seven selected subject areas to receive a high school diploma. Two of the four required End-of-Instruction tests shall include: Algebra I and English II; and two of the five: Biology I, Geometry, Algebra II, English III, and United States History.

Section Topic	Section Description
ACE – High School Mathematics	Students entering 9th grade in 2008-2009 required to complete three units of mathematics in Grades 9-12.
ACE Remediation 70 O.S. 1210.522 70 O.S. 1210.523	Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the tests required or an approved alternative test. Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services.
ACE College Preparatory/Work-Ready Curriculum	Students entering 9th grade in 2006-2007 required to complete a college preparatory curriculum. A parent may opt their child out and complete the core curriculum.
ACE – Concurrent Enrollment	Provides a tuition waiver to the amount of resident tuition for up to six credit hours per semester for high school seniors who meet the eligibility requirements for concurrent enrollment.
ACE – Supplemental Education Organizations	Courses offered by supplemental education organizations that meet requirements of Oklahoma law, may be counted for academic credit and toward meeting graduation requirements.
ACE – Full Day Kindergarten	School districts required to offer full-day kindergarten by 2011-2012.
ACE – School District Performance Reviews	Expands eligibility for the school performance review program authorizing the Office of Accountability to conduct reviews for districts in several categories.

ACE Steering Committee Accomplishments 2006-2009

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.525 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created to continue until December 31, 2009, the Achieving Classroom Excellence (ACE) Steering Committee. The Committee shall assist the State Board of Education with implementation of the student assessment requirements enacted pursuant to the Achieving Classroom Excellence Act of 2005. The ACE Steering Committee shall advise the Board on the following:

- ✓ **Curriculum alignment of third through eighth grade and high school subjects which are assessed pursuant to Section 1210.508 of Title 70 of the Oklahoma Statutes:**
  - English Language Arts and mathematics standards were reviewed for the 2007 Achieve, Inc., Quality Review II to align with American Diploma Project benchmarks.
  - Reading/Literature *Priority Academic Student Skills* were aligned in 2007.
  - Grammar and Composition *Priority Academic Student Skills* will be reviewed in 2010.
  - Mathematics *Priority Academic Student Skills* for K-12 were aligned with the National Mathematics Panel 2008 report in 2009.

- ✓ **Review of existing and development of new assessments:**
  - Algebra I End-of-Instruction test was reviewed, realigned, and recalibrated in 2006-2007.
  - The new assessments (Algebra II, Geometry, and English III) were created and implemented in 2007-2008.
  - Review, realignment, and recalibration for English II, Biology I, and U.S, History will be completed Summer 2009.

- ✓ **Determination of cut scores for required assessments:**
  - Standard setting for Algebra I was completed Summer 2007.
  - Standard setting for Geometry, Algebra II, and English III was completed Summer 2008.

- Standard setting for English II, Biology I, and U.S. History will be completed Summer 2009.
- Criteria for Test Alignment, Depth of Knowledge Consistency, and Performance Level Descriptors Recommendations are attached as a report of the committee.
- Recommended Performance Level Descriptors were adopted by the Oklahoma State Board of Education and are attached.

✓ **Alternate tests or assessments which equal or exceed the rigor of the end-of-instruction assessments. The Steering Committee shall:**

a. **Evaluate alternate tests including, but not limited to, the ACT assessment, the Advanced Placement (AP) tests, the Scholastic Aptitude Test (SAT), the International Baccalaureate (IB) Program assessments, WorkKeys assessments, Compass tests, and the Test of Adult Basic Education (TABE),**

   - Alternate Tests were approved by the Oklahoma State Board of Education, October 30, 2008, as submitted by the ACE Steering Committee and are attached.

b. **Develop a list of career and technology education state and national tests that may serve as alternatives, provided the test is a state and/or national business and industry-recognized test that results in a business and industry-endorsed recognized credential. The list of tests developed shall be forwarded to the State Board of Career and Technology Education for consideration and approval. The tests approved by the State Board of Career and Technology Education shall be forwarded to the State Board of Education for consideration and approval; and**

   - ACE Steering Committee developed a list of tests that was forwarded to the State Board of Career and Technology Education for consideration and approval. Oklahoma State Board of Education contracted with the Southern Regional Education Board (SREB) to review the list of tests. SREB determined that content alignment could not be done between the proposed tests and the required end-of-instruction exam content areas.

c. **Determine if each alternate test evaluated is standardized, independently graded, knowledge-based, and administered on a multistate or international level. The Steering Committee shall also study and recommend the minimum score or level of mastery needed to pass each alternate test.**

   - Recommendation was made to ACE Steering Committee to use information from other states (e.g., required cut scores for substitute tests in Virginia)

and previously conducted studies (e.g., alignment of PLAN scores to ACT scores) to help determine appropriate cut scores on alternate tests.

✓ **Intervention and remediation strategies and delivery methods for students who do not meet the mandated standard; and**

- ACE Remediation Reports submitted by districts in Fall 2008 indicate that school sites are utilizing myriad methods of remediation, including before and after school tutoring, extended time during the school day, and summer programs.

- Recommendations from ACE Steering Committee included the following:

  Recommendation 1: Individual school districts be given the flexibility to determine what intervention and remediation strategies will be implemented according to available resources and needs within the district.

  Intervention and remediation strategies include, but are not limited to:
  1. Summer Academies
  2. Bridge Academies
  3. After-school and weekend tutoring
  4. Tutorials during the school day
  5. Online programs
  6. Cross-curricular programs
  7. Accelerated schedules
  8. Benchmark testing
  9. Additional classes during the school day

  The ACE committee also recommended the following which would require additional resources:
  1. Longer school day
  2. Extended school year
  3. Smaller class sizes

  Specific programs, such as ALEKS, Reading First, I Can Learn, and ZAP, will be available on the State Department of Education Web site. Information regarding the district currently using the program and contact information will be provided so other districts will have this resource available to them when seeking programs currently in use.

  Recommendation 2: Request that the legislature fund intervention and remediation taking into consideration the cost projections from the State Department of Education in the amount of $27 million for 2007-2008 and $37 million for 2008-2009. There should always be a minimum allocation of at least $2,000 per district.

- ✓ **Consequences for eighth-grade students who do not meet the mandated standard.**

  - Intervention and remediation are provided for all eighth-grade students who do not meet the mandated standard.

  - Recommendations from ACE Steering Committee included the following:

    Recommendation 3: Propose legislation that ties the eighth grade mathematics test to an Oklahoma driver's license.

An Act

ENROLLED SENATE
BILL NO. 2211

By: Jolley of the Senate

and

Cox of the House

An Act relating to schools; amending 70 O.S. 2001, Section 18-116, which relates to forfeiture of State Aid; and providing for forfeiture of State Aid by a school district for noncompliance with certain requirement.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2001, Section 18-116, is amended to read as follows:

Section 18-116. A. Any school district which willfully operates school buses contrary to the rules and regulations prescribed by the State Board of Education shall forfeit its State Aid for the time of noncompliance. All State Aid funds shall be withheld from any school district that does not comply with the standards of the State Board of Education for accrediting.

B. Any school district that willfully pays a teacher less than the minimum salary required by law including the five percent (5%) increments for special education or alternative education shall forfeit a portion of its State Aid equal to the amount that the teacher was underpaid. The amount to be forfeited shall be deducted from the State Aid payment following confirmation of the underpayment by the State Department of Education.

C. 1. No more than fifty percent (50%) of the funds apportioned to school districts under the provisions of this article shall be paid by the state unless and until there has been filed

with the State Board of Education on forms prescribed by such Board an itemized sworn account of the expenditures and revenues of the school district during the next preceding fiscal year and a teacher personnel report for the current year.

2. All State Aid paid to a district whose district budget, as filed with the State Auditor and Inspector, shows that the appropriations of the district, plus the State Aid and other cash funds for which the district qualifies, will not enable it to maintain a full term of school as defined by this article, shall be credited against the State Aid of the district or districts to which the first district shall be annexed, if annexation is required. It is intended that the balance of any unexpended State Aid or other revenue originally allocated to an annexed district shall be paid to the receiving district.

D. School districts receiving State Aid shall not spend any of these funds except by regularly issued warrants. The warrants shall be issued against properly approved encumbrances in the manner provided by law. All encumbrances shall be approved by the board of education of the school district at a regular meeting or a special meeting called for that purpose. All original copies of encumbrances as represented by purchase orders, shall be filed in either numerical or alphabetical order, with the original paid invoice or invoices attached, accompanied by a signed and dated receiving copy verifying receipt of goods or services. It shall be unlawful to register or pay the warrant unless such warrant conforms to the statutes regulating the allowance and issuance thereof. Said treasurer shall purchase, by treasurer's check, all warrants issued.

E. All board of education members, employees, or other officials of school districts required to make reports to the State Board of Education or other agencies under the provisions of this article, and all persons lawfully charged with the duty of making records of original entry, such as teachers' registers, transportation records, and financial records, which form the basis, in whole or in part, of said reports, shall exercise the highest degree of diligence, accuracy, and good faith in making said records and reports reflect the truth. Teachers' registers shall be marked daily in ink, by the teacher or principal in charge of rooms or groups of pupils. Provided, the State Board of Education may

authorize alternate systems of accounting for pupils' attendance in districts using data processing methods.

F. The State Board of Education shall revoke the certificate of any teacher, principal, or superintendent who knowingly or willfully violates any of the provisions of this article.

G. Any official involved in the execution of this article who shall fail or refuse to carry out any of the provisions thereof shall be liable on his official bond, if any, for the monetary damages resulting from said failure to act, and in addition thereto shall be subject to removal from office for neglect of duty under the provisions of law relating to the removal of public officials.

H. Any person or firm who shall knowingly or willfully violate any of the provisions of this article shall be guilty of a misdemeanor. Any public official or public employee violating any of the provisions of this article shall be subject to the penalties for a misdemeanor and in addition thereto shall forfeit his position or office. Any officer or employee of the State Board of Education who knowingly or willfully apportions or disburses any monies appropriated by this article contrary to the provisions of this article shall be subject to the penalties for a misdemeanor and in addition shall forfeit his office or position.

I. The State Board of Education shall prescribe the form of all records, reports and applications for State Aid necessary to the proper administration of this article, and it shall be the duty of all, school district superintendents, and boards of education of school districts to make such reports fully and completely at the time and in the manner prescribed by the State Board of Education. The State Board of Education shall also have authority and it shall be its duty to promulgate rules and regulations, not inconsistent with the provisions hereof, relative to the distribution of funds and for the administration of this article. Such regulations and rules shall apply alike to all school districts.

J. Any school district that is not in compliance with the standards and requirements established by the State Board of Education related to the state student record system as provided in Section 3-160 of this title shall forfeit its State Aid for the time of noncompliance.

Passed the Senate the 28th day of April, 2010.

Presiding Officer of the Senate

Passed the House of Representatives the 14th day of April, 2010.

Presiding Officer of the House of Representatives

OFFICE OF THE GOVERNOR

Received by the Governor this 29th **day of** April, **20**10, **at** 1:30 **o'clock** P **M.**

By:

Approved by the Governor of the State of Oklahoma the 4th **day of** May, **20**10, **at** 3:42 **o'clock** P **M.**

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Secretary of State this 5th **day of** May, **20**10, **at** 11:18 **o'clock** A **M.**

By:

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Oklahoma Session Laws

Oklahoma Session Laws - 2009

Section 456 - [SB 222] - An Act relating to schools; creating the Educational Accountability Reform Act; providing short title; creating the P-20 Data Coordinating Council; providing for membership, appointment, designation of officers, quorum, staff support, and travel reimbursement; etc.

Cite as: 2009 O.S.L. 456, __ __

ENROLLED SENATE
BILL NO. 222

By: Jolley, Myers, Gumm and Ford of the Senate

and

Miller, Martin (Scott) and Sullivan of the House

An Act relating to schools; creating the Educational Accountability Reform Act; providing short title; creating the P-20 Data Coordinating Council; providing for membership, appointment, designation of officers, quorum, staff support, and travel reimbursement; stating duties and powers; requiring Senate confirmation of Chair; requiring compliance with Oklahoma Open Meeting Act and Oklahoma Open Records Act; authorizing Council to contract for certain purpose contingent on availability of funds; authorizing use of certain funds; providing certain definition; establishing the P-20 Data Coordinating Council Revolving Fund; specifying purpose of fund and procedures related thereto; creating the Quality Assessment and Accountability Task Force; stating duties; providing for membership, appointment, designation of officers, quorum, staff support, and travel reimbursement; authorizing contract for certain purpose contingent on availability of funds; requiring report of findings and recommendations by certain deadline; establishing the Educational Quality and Accountability Board; providing for membership, appointment, designation of officers, quorum, staff support, and travel reimbursement; stating duties and powers; providing certain exemption; establishing the Educational Quality and Accountability Board Revolving Fund; specifying purpose of fund and procedures related thereto; amending 70 O.S. 2001, Section 11-103.6d, which relates to certificates of distinction; modifying performance level terminology; amending 70 O.S. 2001, Section 1210.508, as last amended by Section 1 of Enrolled Senate Bill No. 497 of the 1st Session of the 52nd Oklahoma Legislature, which relates to the Oklahoma School Testing Program Act; modifying performance level terminology; requiring State Board of Education to coordinate with Educational Quality and Accountability Board for certain purpose; amending 70 O.S. 2001, Section 1210.508B, as last amended by Section 1, Chapter 146, O.S.L. 2006 (70 O.S. Supp. 2008, Section 1210.508B), which relates to the Reading Sufficiency Act; modifying performance level terminology; amending Section 5, Chapter 432, O.S.L. 2005, as amended by Section 5, Chapter 289, O.S.L. 2006 (70 O.S. Supp. 2008, Section 1210.522) and Section 6, Chapter 432, O.S.L. 2005 (70 O.S. Supp. 2008, Section 1210.523), as last amended by Section 1 of Enrolled Senate Bill No. 867 of the 1st Session of the 52nd Oklahoma Legislature, which relate to the Achieving Classroom Excellence Act of 2005; modifying performance level terminology; amending 70 O.S. 2001, Section 1210.541, as last amended by Section 1 of Enrolled House Bill No. 1461 of the 1st Session of the 52nd Oklahoma Legislature, which relates to student performance levels; directing State Board of Education to utilize certain procedure for

determination of cut scores; modifying performance level terminology and definitions; providing for codification; providing for noncodification; providing an effective date; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3-116.1 of Title 70, unless there is created a duplication in numbering, reads as follows:

This act shall be known and may be cited as the "Educational Accountability Reform Act".

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3-163 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created to continue until July 1, 2015, in accordance with the provisions of the Oklahoma Sunset Law, the P-20 Data Coordinating Council.

B. The Council shall be composed of members as follows:

1. One member who shall serve as chair of the Council, appointed by the Governor, and confirmed by the Senate;

2. The Chancellor of Higher Education, or designee;

3. The State Superintendent of Public Instruction, or designee;

4. The Director of the Oklahoma State Department of Career and Technical Education, or designee;

5. A member of the Senate, appointed by the President Pro Tempore of the Senate;

6. A member of the House of Representatives, appointed by the Speaker of the House of Representatives;

7. A staff member of the Office of State Finance, appointed by the Director of the Office of State Finance;

8. The Chief Information Officer, if such position is created through enactment of legislation;

9. The Executive Director of the Oklahoma Employment Security Commission, or designee;

10. The Director of the Office of Accountability, or designee;

11. A representative of a statewide business organization, appointed by the Governor;

12. A representative of a statewide organization representing public school superintendents, appointed by the Governor; and

13. A representative of a statewide organization representing public school teachers, appointed by the Governor.

C. Appointments to the Council shall be made by July 1, 2009. Meetings of the Council shall be held at least quarterly at the call of the chair. Members shall serve at the pleasure of their appointing authorities. A majority of

the members of the Council shall constitute a quorum to transact business, but no vacancy shall impair the right of the remaining members to exercise all of the powers of the Council. A vacancy on the Council shall be filled by the original appointing authority. The Office of State Finance, the State Department of Education, Oklahoma Department of Career and Technology Education, and the Oklahoma State Regents for Higher Education shall provide staff, support and information as requested by the Council.

D. Members of the Council shall receive no compensation for serving on the Council, but shall receive travel reimbursement as follows:

1. State employees who are members of the Council shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act;

2. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes; and

3. All other members of the Council shall be reimbursed by the Office of State Finance for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. The Council shall advise the State Department of Education, the State Regents for Higher Education, the Department of Career and Technology Education, the Office of Accountability, the Oklahoma Employment Security Commission, the Legislature, and the Governor on coordination of the creation of a unified, longitudinal student data system to provide interoperability and efficient and effective storage, use and sharing of data among the State Department of Education, Oklahoma Department of Career and Technology Education, Oklahoma State Regents for Higher Education, Legislature, other policymakers and executive agencies, and the general public.

F. The Council shall act in accordance with the provisions of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

G. By October 31, 2009, the P-20 Data Coordinating Council shall complete an assessment of the current status of student data systems in place by the State Department of Education, Oklahoma Department of Career and Technology Education, and Oklahoma State Regents for Higher Education. The P-20 Data Coordinating Council may contract with a private consultant or consultants to assist in the assessment, contingent upon the availability of funding. The Council is hereby authorized to utilize any funds received including, but not limited to, any state or federal funds, grants, or private donations.

H. By December 31, 2009, the Chair of the P-20 Data Coordinating Council shall notify in writing the agencies set forth in paragraph G of this subsection of any actions necessary for each agency to take to enable the move to a unified data system and shall recommend any statutory changes necessary to the Legislature and the Governor. The data system established shall include the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)).

I. For the purposes of this act, a "unified data system" shall connect essential data elements relating to student level course work and course grades. The system shall facilitate the transfer of data across systems and among interested parties to address questions that cut across levels of the educational system and agencies. The unified data system shall facilitate the addition of data elements relating to testing, instruction and other performance and demographic data. The unified data system shall be accessible to a wide range of stakeholders and serve a variety of purposes, including improving teaching and learning, informing public policy, fostering a culture of evidence-based decision making, conducting research, evaluating system and program effectiveness, and providing reports to various stakeholder groups.

SECTION 3. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3-164 of Title 70, unless there is created a duplication in numbering, reads as follows:

There is hereby created in the State Treasury a revolving fund for the P-20 Data Coordinating Council to be designated the "P-20 Data Coordinating Council Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the P-20 Data Coordinating Council from state or federal funds, grants, and private donations. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the P-20 Data Coordinating Council for the purpose of

providing financial support to the Council, including salary and benefits of the P-20 Data Officer and other necessary expenditures. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.

SECTION 4. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

A. There is hereby created until December 31, 2010, the Quality Assessment and Accountability Task Force.

B. The Task Force shall study the student testing system of this state including, but not be limited to, the following:

1. The Task Force shall conduct a crosswalk of curricular and performance standards developed by the State Department of Education with those of other states with high achievement as recommended by the Achieving Classroom Excellence II Task Force;

2. The Task Force shall review the results of the crosswalk conducted pursuant to paragraph 1 of this subsection and conduct a thorough review of the state student testing system and report findings on reforming and improving the system; and

3. The Task Force shall recommend a plan to achieve the identified reforms, along with any statutory, regulatory, or deregulatory changes necessary to improve the system, as well as any savings that could be realized or additional costs that may be incurred by the recommendations.

C. The Task Force shall consist of twelve (12) members as follows:

1. The Chair of the Senate Committee on Education, appointed by the President Pro Tempore of the Oklahoma Senate;

2. The Vice Chair of the Senate Committee on Education, appointed by the President Pro Tempore of the Oklahoma Senate;

3. A member of the Oklahoma Senate, appointed by the Minority Leader of the Oklahoma Senate;

4. The Chair of the House Committee on Common Education, appointed by the Speaker of the House of Representatives;

5. The Vice Chair of the House Committee on Common Education, appointed by the Speaker of the House of Representatives;

6. A member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;

7. A Superintendent of a public school district, appointed by the Governor;

8. A Principal from a school in which over fifty percent (50%) of the student population qualifies for the free-and-reduced lunch program, appointed by the Governor;

9. A representative of a statewide teacher's organization, appointed by the Governor;

10. State Superintendent of Public Instruction or designee;

11. Director of the Oklahoma Department of Career and Technology Education or designee; and

12. A representative of a statewide organization representing business, appointed by the Governor.

D. The Chair of the Educational Quality and Accountability Board shall convene the first meeting of the Task Force. The members of the Task Force shall elect a chair and vice-chair from among the members at the first meeting. Appointments to the Task Force shall be made by September 1, 2009. Meetings of the Task Force shall be held at the call of the chair of the Task Force. Members shall serve at the pleasure of their appointing authorities. A majority of the members of the Task Force shall constitute a quorum to transact business, but no vacancy shall impair the right of the remaining members to exercise all of the powers of the Task Force. A vacancy on the Task Force shall be filled by the original appointing authority. Staff support for the Task Force shall be provided by the staff of the Senate, House of Representatives, and Office of State Finance. The Office of Accountability, State Department of Education, Oklahoma Department of Career and Technology Education, and the Oklahoma State Regents for Higher Education shall provide support and information as requested by the Task Force.

E. Members of the Task Force shall receive no compensation for serving on the Task Force, but shall receive travel reimbursement as follows:

1. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes;

2. State employees who are members of the Task Force shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act; and

3. All other Task Force members shall be reimbursed by the Legislative Service Bureau for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

F. The Task Force may seek the assistance of the Legislative Service Bureau to contract with an independent consultant as necessary to fulfill the duties specified in this section contingent on the availability of funds.

G. The Task Force shall submit a report by December 31, 2010, to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives. The report shall include findings and recommendations for improvement and reform of the student curriculum, testing, and other related matters.

SECTION 5. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3-165 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created to continue until July 1, 2015, in accordance with the provisions of the Oklahoma Sunset Law, the Educational Quality and Accountability Board.

B. The membership of the Board shall consist of:

1. The Secretary of Education, who shall serve as Chair of the Board. If there is a vacancy in the office of Secretary of Education, or if the individual appointed as Secretary of Education is concurrently the Superintendent of Public Instruction, the Governor shall appoint a replacement member to serve as Chair of the Board in lieu of the Secretary of Education;

2. The Chair of the P-20 Data Coordinating Council appointed by the Governor pursuant to Section 2 of this act, who shall serve as Vice Chair of the Board;

3. The Chair of the Governor's Council for Workforce and Economic Development;

4. A chief executive officer of a company in this state, appointed by the Governor;

5. An individual with primary responsibility for information technology for a company with a minimum of five hundred (500) employees in this state, appointed by the Governor;

6. The Vice Chancellor of Academic Affairs for the Oklahoma State Regents for Higher Education, appointed by the Chancellor of Higher Education;

7. A president of a regional or comprehensive university within The Oklahoma State System of Higher Education, appointed by the Chancellor of Higher Education;

8. A teacher of a public school district, appointed by the Speaker of the House of Representatives;

9. A principal of a public school district, appointed by the Speaker of the House of Representatives;

10. A superintendent of a public school district, appointed by the President Pro Tempore of the Senate; and

11. A representative of a statewide parent-teacher organization, appointed by the President Pro Tempore of the Senate.

C. Initial appointments pursuant to the provisions of this section shall be made no later than July 1, 2009. Vacancies shall be filled by the original appointing authority.

D. A quorum which shall consist of six members must be present for the transaction of any business. The Board shall hold meetings at least on a quarterly basis. Members shall be reimbursed for travel in the performance of their official duties in accordance with the State Travel Reimbursement Act.

E. The Board shall:

1. Review all functions related to the determination of adequate yearly progress as required under the Elementary and Secondary Education Act, P.L. No. 107-110;

2. Review processes for selection and approval of contracts and bid specifications for contracts by the State Department of Education with vendors for administration of testing and approval of test specifications and test blueprints necessary for the administration of the Oklahoma School Testing Program Act;

3. Review all tests administered by the State Department of Education and make recommendations to realign, recalibrate and improve the tests with a particular emphasis on grades three through eight and End-of-Instruction (EOI) tests;

4. Review processes for the establishment of cut scores for the Oklahoma School Testing Program Act;

5. Study the process by which student performance levels and the corresponding cut scores pursuant to the Oklahoma School Testing Program Act are determined and adopted, including the timing of cut score adoption;

6. Study the feasibility of ensuring that the cut scores are tied to the rigor of the tests and the rate and method by which scheduled increases in cut scores shall occur, including any link to national assessments;

7. Serve as an independent auditing entity for the purpose of evaluating the systems and processes by which the Oklahoma School Testing Program Act is implemented, ascertaining the validity and reliability of information or the deficiencies thereof; and

8. Make recommendations to the Legislature and the Governor on the Board's findings.

F. The Educational Quality and Accountability Board may seek the assistance of the Legislative Service Bureau to contract with an independent consultant as necessary to conduct the audit specified in paragraph 7 of subsection E of this section, contingent on the availability of funds.

G. Staff support for the Board will be provided by the Staff of the House of Representatives, Senate, Office of State Finance and Legislative Service Bureau.

H. Members who serve on the Educational Quality and Accountability Board shall be exempt from the dual office holding prohibitions of Section 6 of Title 51 of the Oklahoma Statutes.

SECTION 6. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3-166 of Title 70, unless there is created a duplication in numbering, reads as follows:

There is hereby created in the State Treasury a revolving fund for the Educational Quality and Accountability Board to be designated the "Educational Quality and Accountability Board Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the Educational Quality and Accountability Board from state or federal funds, grants, and private donations. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the Educational Quality and Accountability Board for the purpose of providing financial support to the Board in order to fulfill the duties as set forth in Section 5 of this act. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.

SECTION 7. AMENDATORY 70 O.S. 2001, Section 11-103.6d, is amended to read as follows:

Section 11-103.6d A. District boards of education may develop and issue a certificate of distinction that is to be awarded to students, beginning with students in the 2000-2001 high school graduating class who have met or exceeded the following criteria by the end of their senior year in high school with at least a 3.25 grade point average on a 4.0 scale:

1. Earned four units each in English, mathematics, social studies, and science;

2. Earned two additional units in the area of technology, the humanities, or the arts;

3. Earned two units in a foreign language; and

4. Achieved a ~~satisfactory~~ proficient or advanced score~~, or its equivalent,~~ on all end-of-instruction tests as required pursuant to Section 1210.508 of ~~Title 70 of the Oklahoma Statutes~~ this title, as those tests are implemented.

B. For purposes of this section, applicable vocational-technical classes offered by comprehensive high school vocational-technical programs shall qualify for technology, science, and mathematics units. Students enrolled in the programs may use one unit of their six concentrated vocational-technical curriculum units for one unit of mathematics required by this section and one unit of their six concentrated vocational-technical curriculum units for one unit of science required by this section. Advanced placement classes in the subject areas listed in paragraphs 1, 2, and 3 of subsection A of this section may be substituted on a course-by-course basis to satisfy the academic units required for a certificate of distinction.

C. For purposes of this section, "unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

SECTION 8. AMENDATORY 70 O.S. 2001, Section 1210.508, as last amended by Section 1 of Enrolled Senate Bill No. 497 of the 1st Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 1210.508 A. 1. The State Board of Education shall develop and administer a series of criterion-referenced tests designed to indicate whether the state academic content standards, as defined by the State Board of Education in the Priority Academic Student Skills Curriculum, which Oklahoma public school students are expected to have attained have been achieved. The Board may develop and administer any criterion-referenced test in any subject not required by federal law, contingent upon the availability of funding. Students who do not perform ~~satisfactorily~~ at least at the proficient level on tests shall be remediated, subject to the availability of funding.

2. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades three and four in:

a. reading, and

b. mathematics.

3. Contingent upon the availability of funds, the Board shall administer criterion-referenced tests for grade five in:

a. reading,

b. mathematics,

c. science,

d. social studies, which shall consist of the history, Constitution and government of the United States, and geography, and

e. writing of English.

4. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades six and seven in:

a. reading, and

b. mathematics.

In addition, the Board shall administer a criterion-referenced test in geography in grade seven.

5. Contingent upon the availability of funds, the Board shall administer criterion-referenced tests for grade eight in:

a. reading,

b. mathematics,

c. science,

d. social studies, which shall consist of the history, Constitution, and government of the United States, and

e. writing of English.

The Board shall administer the tests for grade eight in reading and mathematics online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2007-08 school year.

6. Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, when implemented, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma. All students shall take the tests prior to graduation, unless otherwise exempt by law. The State Board of Education shall administer the criterion-referenced tests. The Board shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-07 school year, implement the tests during the 2007-08 school year, and administer them each year thereafter. The Board shall administer the multiple choice portion of the end-of-instruction tests online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2008-09 school year.

The end-of-instruction tests shall serve the purpose of the criterion-referenced tests as provided in paragraph 1 of this subsection. The English II and English III end-of-instruction tests shall include a writing component. Students who do not score at least at the ~~satisfactory~~ proficient level shall be afforded the opportunity to retake each test up to three (3) times each calendar year until at least achieving at the ~~satisfactory~~ proficient level. In order to provide an indication of the levels of competency attained by the student in a permanent record for potential future employers and institutions of higher education, for students who enter the ninth grade in or prior to the 2007-08 school year, school districts shall report the highest achieved state test performance level on the end-of-instruction tests on the student's high school transcript. Beginning with students who enter the ninth grade in the

2008-09 school year, school districts shall report the student's performance levels of ~~satisfactory~~ proficient and above on the end-of-instruction tests and any business and industry-recognized endorsements attained on the student's high school transcript. Any student at the middle school level who completes the instruction in a secondary course specified in this paragraph shall be administered the appropriate end-of-instruction test.

7. a. Each school district shall administer to each student in the school district in grades three through eight an assessment designed to assess the student in the fine arts area in which the student has received instruction.

b. Each school district shall prepare an annual report for approval by the State Board of Education outlining the fine arts assessment strategies used by the district, when the assessments were administered, how many students were assessed during the previous year, and the results of the assessments.

B. 1. All criterion-referenced tests required by this section shall measure academic competencies in correlation with the state academic content standards adopted by the Board pursuant to Section 11-103.6 of this title and known as the Priority Academic Student Skills Curriculum. The State Board of Education shall evaluate the academic content standards to ensure the competencies reflect high standards, are specific, well-defined, measurable, challenging, and will prepare elementary students for next-grade-level course work and secondary students for postsecondary studies at institutions of higher education or technology center schools without the need for remediation in core curriculum areas. All state academic content standards shall reflect the benchmarks of the American Diploma Project and the goal of improving the state average ACT score.

2. The State Department of Education shall annually evaluate the results of the criterion-referenced tests. The State Board of Education shall ensure that test results are reported to districts in a manner that yields detailed, diagnostic information for the purpose of guiding instruction and student remediation. As improvements are made to the criterion-referenced tests required by this section, the Board shall seek to increase the depth of knowledge assessed for each subject. The State Board of Education shall seek to ensure that data yielded from the tests required in this section are utilized at the school district level to prescribe reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results.

3. The State Board of Education in coordination with the Educational Quality and Accountability Board shall review, realign, and recalibrate, as necessary, the tests in reading and mathematics in third through eighth grade and the end-of-instruction tests. The State Board of Education shall determine the cut scores for the performance levels on the end-of-instruction tests developed pursuant to paragraph 6 of subsection A of this section, which shall be phased in over a multi-year period. The State Board of Education shall conduct an ongoing review to compare the end-of-instruction test content and performance descriptors with those of other states. Upon receipt of the review, the State Board of Education may adjust the cut scores as necessary.

4. The State Board of Education, for the purposes of conducting reliability and validity studies, monitoring contractor adherence to professionally accepted testing standards, and providing recommendations for testing program improvement, shall retain the services of an established, independent agency or organization that is nationally recognized for its technical expertise in educational testing but is not engaged in the development of aptitude or achievement tests for elementary or secondary level grades. These national assessment experts shall annually conduct studies of the reliability and validity of the end-of-instruction tests administered pursuant to this section. Validity studies shall include studies of decision validity, concurrent validity and the validity of performance level cut scores.

C. 1. The State Board of Education shall set the testing window dates for each criterion-referenced test required in paragraphs 1 through 5 of subsection A of this section for grades three through eight so that, with the exception of the writing assessments, the tests are administered to students no earlier than April 10 each year and so that the test results are reported back to school districts in a timely manner. Each criterion-referenced test required in paragraph 6 of subsection A of this section may be administered to students at a time set by the State Board of Education as near as possible to the end of the course. All results and reports of the criterion-referenced test series required in paragraphs 1 through 5 of subsection A of this section for grades three through eight shall be returned to each school district prior to the beginning of the next school year. The vendor shall provide a final electronic data file of all school site, school district, and state results to the State Department of Education and the Office of Accountability prior to September 1 of each year. The Department shall forward the final data files for each school district and each school site in that district to the school district. The Board shall ensure the contract with the testing vendor includes a provision that the vendor report test results directly to the Office of Accountability at the same time it is reported to the Board.

2. State, district, and site level results of all tests required in this section shall be disaggregated by gender, race ethnicity, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Each school site shall notify the student's parents of the school's performance levels in the Oklahoma School Testing Program as reported in the Oklahoma Educational Indicators Program at the end of each school year.

D. The State Board of Education shall be responsible for the development, field-testing, and validation of the criterion-referenced test series required in subsection A of this section. In the interest of economy the Board shall adapt criterion-referenced tests that have been developed by or in collaboration with other states or are otherwise commercially available, or portions of such tests, to the extent that such tests are appropriate for use in the testing program to be administered to Oklahoma students.

E. The State Board of Education shall develop, administer, and incorporate as a part of the Oklahoma School Testing Program, other testing programs or procedures, including appropriate accommodations for the testing of students with disabilities as required by the Individuals with Disabilities Education Act (IDEA), 20 USC, Section 1400 et seq.

SECTION 9. AMENDATORY 70 O.S. 2001, Section 1210.508B, as last amended by Section 1, Chapter 146, O.S.L. 2006 (70 O.S. Supp. 2008, Section 1210.508B), is amended to read as follows:

Section 1210.508B A. The Legislature finds that it is essential for children in the public schools to read early and well in elementary school. The Legislature further finds that clear and visible goals, assessments to determine the reading level at each elementary school, annual measurements of elementary school reading improvement, and accountability in each level of the educational system will result in a significant increase in the number of children reading at or above grade level.

B. The purpose of the Reading Sufficiency Act is to ensure that each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life.

C. Each public school district in this state shall ensure that a majority of the instructional time each day of the school year in kindergarten through third grade is focused on reading and mathematics. The State Board of Education shall encourage school districts to integrate the teaching of the other curricular areas in the Priority Academic Student Skills (PASS) adopted by the Board with the instruction of reading and mathematics.

D. The reading goal for Oklahoma public schools is as follows: By July 1, 2008, and each year thereafter, all third-grade students will read at or above grade level by the end of their third-grade year, excluding up to fifteen percent (15%) of those students who have an individualized education program (IEP), pursuant to the Individuals with Disabilities Education Act (IDEA), and excluding those students who are English language learners who have been determined not to be proficient in English as defined by a state-designated English proficiency assessment. To achieve the reading goal, each public elementary school shall:

1. Determine its baseline no later than September 1, 2005, which shall be the percentage of students reading at or above third-grade level as determined by the percentage of students scoring ~~satisfactory~~ proficient or above on the third-grade criterion-referenced test in reading, administered pursuant to Section 1210.508 of this title; and

2. Set and achieve annual improvement goals necessary to progress from the baseline established in 2005 to the reading goal by July 1, 2008. The annual improvement goals shall be included in the district's reading sufficiency plan required in Section 1210.508C of this title.

E. The State Board of Education shall recognize schools and districts that attain or make progress toward achieving the reading goal and shall provide technical assistance to schools and districts that do not make progress toward the reading goal. The district reading sufficiency plan shall be submitted to the State Board if the district has any schools that are not achieving the required annual improvement goals pursuant to this section.

SECTION 10. AMENDATORY Section 5, Chapter 432, O.S.L. 2005, as amended by Section 5, Chapter

289, O.S.L. 2006 (70 O.S. Supp. 2008, Section 1210.522), is amended to read as follows:

Section 1210.522 A. Except as provided in subsection D of this section, every public school student shall demonstrate mastery of the state academic content standards in reading and mathematics by the end of the student's seventh-grade year, beginning in the 2006-07 school year. To demonstrate mastery of reading and mathematics, a student shall attain at least a ~~satisfactory~~ proficient score on the seventh-grade criterion-referenced tests in reading and mathematics administered pursuant to Section 1210.508 of this title. Each student who does not score at least at the ~~satisfactory~~ proficient level shall be provided remediation for the purpose of assisting the student in performing at least at the ~~satisfactory~~ proficient level on the eighth-grade criterion-referenced tests in reading and mathematics.

B. Except as provided in subsection D of this section, beginning in the 2007-08 school year, each student who does not score at least at the ~~satisfactory~~ proficient level on the eighth-grade criterion-referenced tests in reading and mathematics shall be provided remediation for the purpose of assisting the student in performing at least at the ~~satisfactory~~ proficient level on the end-of-instruction tests administered in high school.

C. Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. The State Department of Education shall provide information about best practices for remediation and interventions. School districts will monitor results of the remediation and interventions implemented and report the findings to the State Department of Education.

D. 1. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall have an appropriate statement on the student's individualized education program requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the State Board of Education and be provided for in the individualized education program. All documentation for each student shall be on file in the school prior to administration of the assessment.

2. Students identified as English language learners shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the student's knowledge of the content areas.

SECTION 11. AMENDATORY Section 6, Chapter 432, O.S.L. 2005 (70 O.S. Supp. 2008, Section 1210.523), as last amended by Section 1 of Enrolled Senate Bill No. 867 of the 1st Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 1210.523 A. Except as provided in subsections D and E of this section, beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:

1. Algebra I;

2. English II; and

3. Two of the following five:

a. Algebra II,

b. Biology I,

c. English III,

d. Geometry, and

e. United States History.

B. To demonstrate mastery, the student shall attain at least a ~~satisfactory~~ proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.

C. Notwithstanding any other provision of law, students who do not attain at least a ~~satisfactory~~ proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a ~~satisfactory~~ proficient score is attained on the tests of Algebra I, English II and two of the tests required in paragraph 3 of subsection A of this section or an approved alternative test. Technology center schools shall be authorized to provide intervention and remediation in Algebra I, Algebra II, Geometry, English II, English III, United States History, and Biology I to students enrolled in technology center schools, with the approval of the independent school district board.

D. 1. Students who do not meet the requirements of subsection A of this section may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards by alternative methods as approved by the State Board of Education.

2. The State Board of Education shall adopt rules providing for necessary student exceptions and exemptions to the requirements of this section. The Board shall collect data by school site and district on the number of students provided and categories of exceptions and exemptions granted. Beginning October 1, 2012, the Board shall provide an annual report of this data to the Governor, President Pro Tempore of the State Senate and Speaker of the House of Representatives.

E. 1. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall have an appropriate statement on the student's individualized education program requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the State Board of Education and be provided for in the individualized education program. All documentation for each student shall be on file in the school prior to administration of the assessment.

2. Students identified as English language learners shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the student's knowledge of the content areas.

F. The State Board of Education shall be authorized to contract with an entity to develop and advise on the implementation of a communications campaign to build public understanding of and support for the testing requirements of this section.

SECTION 12. AMENDATORY 70 O.S. 2001, Section 1210.541, as last amended by Section 1 of Enrolled House Bill No. 1461 of the 1st Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 1210.541 A. The State Board of Education shall determine and adopt a series of student performance levels ~~for the criterion-referenced tests administered~~ and the corresponding cut scores pursuant to the Oklahoma School Testing Program Act~~, Section 1210.505 et seq. of this title~~. Beginning July 1, 2009, and through June 30, 2011, the State Board of Education shall carry out two separate rounds of cut score setting for each school year, the first of which shall be non-binding in efforts to determine the feasibility and practicality of setting cut scores prior to administration of the tests. The first round of scores shall be determined prior to the administration of the tests and published after administration of the tests, and the second round of scores shall be determined and published after administration of the tests.

B. The State Board of Education shall ensure that the cut scores are tied to the rigor of the tests and shall strive to increase the cut scores by ten percent (10%) of the gap between state and national assessments each year.

C. The performance levels shall be set by a method that indicates students are ready for the next grade, course, or level of education, as applicable. The State Board of Education shall establish panels to review and revise the performance ~~levels~~ level descriptors for each subject and grade level, which shall be set by a method and panel composition similar to that used for the ~~achievement levels on the~~ National Assessment of Educational Progress

performance setting process. The State Board of Education shall ensure that the criterion-referenced tests developed and administered pursuant to the Oklahoma School Testing Program Act in grades three through eight and the end-of-instruction tests administered at the secondary level are vertically aligned by content across grade levels to ensure consistency, continuity, alignment and clarity. Student performance levels shall be labeled ~~advanced, satisfactory, limited knowledge, and unsatisfactory~~ and defined as follows:

1. Advanced, which shall indicate that students demonstrate superior performance on challenging subject matter;

2. Proficient, which shall indicate that students demonstrate mastery over appropriate grade-level subject matter and that students are ready for the next grade, course, or level of education, as applicable;

3. Limited knowledge, which shall indicate that students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level or course; and

4. Unsatisfactory, which shall indicate that students have not performed at least at the limited knowledge level.

~~B.~~ D. The State Board of Education shall develop and implement in accordance with the Elementary and Secondary Education Act of 2001 (ESEA), P.L. No. 107-110, also known as the No Child Left Behind Act of 2001, an accountability system as provided for in 20 U.S.C., 6311 and any related federal regulations. The accountability system shall be implemented beginning with the 2002-2003 school year and shall be based on the Academic Performance Index data as established pursuant to Section 3-150 of this title and as modified to meet the mandates of the ESEA. For the 2002-2003 school year and every year thereafter the State Board of Education shall publish and ensure that each local education agency is provided with Academic Performance Index data annually by site and by district so that the local education agency can make Adequate Yearly Progress determinations to identify schools for rewards and sanctions. The State Board of Education shall establish a system of recognition, rewards, sanctions and technical assistance.

~~C.~~ E. A school that does not make adequate yearly progress (AYP) for two (2) consecutive years, as AYP is defined by the accountability system developed by the State Board of Education pursuant to this section, because of failure to meet either an academic performance target or an attendance or graduation performance target, or both, and is identified for school improvement shall utilize the assistance of a school support team or other similar team formed by the State Department of Education to provide support for schools in need of improvement, subject to school support team capacity. The school support team shall review and analyze all facets of operation of the school including the design and operation of the instructional program. The school support team shall assist the school in:

1. Incorporating strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;

2. Incorporating strategies to promote high quality professional development; and

3. Training teachers to analyze classroom and school-level data and use the data to inform instruction.

SECTION 13. This act shall become effective July 1, 2009.

SECTION 14. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 22nd day of May, 2009.

_____

Presiding Officer of the Senate

Passed the House of Representatives the 22nd day of May, 2009.

Presiding Officer of the House of Representatives

Approved by the Governor of the State of Oklahoma the 2 day of June, 2009, at 7:10 o'clock p.m.

Governor of the State of Oklahoma

Citationizer© Summary of Documents Citing This Document

Cite	Name	Level
None Found.		

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None Found.		

ENROLLED HOUSE
BILL NO. 2753

By: Denney, Jones, Shumate, Kern, Sullivan, Wright (John), Tibbs, Nelson and Wesselhoft of the House

and

Coffee, Eason McIntyre, Ford, Jolley, Stanislawski, Mazzei and Branan of the Senate

An Act relating to schools; amending 70 O.S. 2001, Sections 3-132, as amended by Section 1, Chapter 257, O.S.L. 2007, 3-134, as amended by Section 2, Chapter 257, O.S.L. 2007, 3-140 and 3-142, as last amended by Section 1 of Enrolled Senate Bill No. 2212 of the 2nd Session of the 52nd Oklahoma Legislature (70 O.S. Supp. 2009, Sections 3-132 and 3-134), which relate to the Oklahoma Charter Schools Act; adding criteria for sponsorship of charter schools; adding an additional sponsor; limiting type and number of certain charter school; deleting certain purpose of charter schools; deleting limitation on establishment of new schools; providing for physical location of certain charter school; deleting requirement that the State Board of Education make a determination of exceeding certain limit; providing an exception for certain charter school from certain enrollment requirements; requiring certain charter schools give enrollment preference to certain students who attend a certain school; requiring a certain charter school to limit admissions; clarifying distribution of funding to charter schools; limiting assessment of administrative service fee to certain amount; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2001, Section 3-132, as amended by Section 1, Chapter 257, O.S.L. 2007 (70 O.S. Supp. 2009, Section 3-132), is amended to read as follows:

Section 3-132. A. The Oklahoma Charter Schools Act shall apply only to charter schools formed and operated under the provisions of the act. Charter schools shall be sponsored only as follows:

1. By a school district with an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;

2. By a school district which has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;

3. By a technology center school district ~~only when~~ if the charter school is located in a school district served by the technology center school district and ~~only if~~ the ~~local~~ school district has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census; ~~or~~

~~3.~~ 4. By a technology center school district if the charter school is located in a school district served by the technology center school district and the school district has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;

5. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education ~~only when~~ if the charter school is located in a school district that has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for

Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located;

6. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education if the charter school is located in a school district that has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located; or

7. By the State Board of Education only when the applicant of the charter school is the Office of Juvenile Affairs and the charter school is for the purpose of providing education services to youth in the custody or supervision of the Office of Juvenile Affairs. Not more than one charter school shall be sponsored by the Board as provided for in this paragraph during the period of time beginning July 1, 2010, through July 1, 2016.

B. ~~Charter schools formed pursuant to the act shall serve as a pilot program to demonstrate the potential of expanding charter schools to other parts of the state.~~ Any charter or enterprise school operating in the state pursuant to an agreement with the board of education of a school district on July 1, 1999, may continue to operate pursuant to that agreement or may contract with the board of education of the school district pursuant to the Oklahoma Charter Schools Act. Nothing in the Oklahoma Charter Schools Act shall prohibit a school district from applying for exemptions from certain education-related statutory requirements as provided for in the Educational Deregulation Act.

C. ~~Beginning January 1, 2008, not more than three new charter schools shall be established each fiscal year in each county in the state having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. For purposes of this subsection, a "new charter school" shall mean a charter school proposed by an applicant that has never had a contract with a sponsor.~~

~~D.~~ For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board

of education of a school district, an area vocational-technical school district, ~~or~~ a higher education institution, or the State Board of Education pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

~~E.~~ D. A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 3-134, as amended by Section 2, Chapter 257, O.S.L. 2007 (70 O.S. Supp. 2009, Section 3-134), is amended to read as follows:

Section 3-134. A. For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.

B. Except as otherwise provided for in Section 3-137 of this title, an applicant seeking to establish a charter school shall submit a written application to the proposed sponsor as prescribed in subsection E of this section. The application shall include:

1. A mission statement for the charter school;

2. A description of the organizational structure and the governing body of the charter school;

3. A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;

4. A description of the hiring policy of the charter school;

5. The name of the applicant or applicants and requested sponsor;

6. A description of the facility and location of the charter school;

7. A description of the grades being served;

8. An outline of criteria designed to measure the effectiveness of the charter school;

9. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district; and

10. Documentation that the applicants completed charter school training as set forth in subsection A of this section.

C. A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school. A private school shall not be eligible to contract for a charter school under the provisions of the Oklahoma Charter Schools Act.

D. The sponsor of a charter school is the board of education of a school district, the board of education of a technology center school district, ~~or~~ a higher education institution <u>or the State Board of Education</u> which meets the criteria established in Section 3-132 of this title. Any board of education of a school district in the state may sponsor one or more charter schools. The physical location of a charter school sponsored by a board of education of a school district or a technology center school district shall be within the boundaries of the sponsoring school district. <u>The physical location of a charter school sponsored by the State Board of Education shall be located where an Office of Juvenile Affairs facility for youth is located.</u>

E. An applicant for a charter school may submit an application to a proposed sponsor which shall either accept or reject sponsorship of the charter school within ninety (90) days of receipt of the application. If the proposed sponsor rejects the application, it shall notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application

for reconsideration to the proposed sponsor within thirty (30) days after receiving notification of the rejection. The proposed sponsor shall accept or reject the revised application within thirty (30) days of its receipt.

F. A board of education of a school district, board of education of a technology center school district or higher education institution sponsor of a charter school shall notify the State Board of Education when it accepts sponsorship of a charter school. The notification shall include a copy of the charter of the charter school. ~~The Board shall determine if the new charter school will exceed the limit established in subsection C of Section 3-132 of this title. If the new charter school does exceed the limit, the Board shall not allocate funding for the charter school as provided for in Section 3-142 of this title.~~

G. If a proposed sponsor rejects the revised application for a charter school, the applicant may proceed to mediation or binding arbitration or both mediation and binding arbitration as provided in the Dispute Resolution Act and the rules promulgated pursuant thereto. The applicant shall contact the early settlement program for the county in which the charter school would be located. If the parties proceed to binding arbitration, a panel of three arbitrators shall be appointed by the director of the early settlement program handling the dispute. The proposed sponsor shall pay the cost for any mediation or arbitration requested pursuant to this section.

H. If a board of education of a technology center school district ~~or~~, a higher education institution or the State Board of Education accepts sponsorship of a charter school, the administrative, fiscal and oversight responsibilities of the technology center school district or the higher education institution shall be listed in the contract. No responsibilities shall be delegated to a ~~local~~ school district unless the local school district agrees to assume the responsibilities.

SECTION 3. AMENDATORY 70 O.S. 2001, Section 3-140, is amended to read as follows:

Section 3-140. A. ~~A~~ Except for a charter school sponsored by the State Board of Education, a charter school shall enroll those students whose legal residence is within the boundaries of the school district in which the charter school is located and who submit a timely application, or those students who transfer to the district in which the charter school is located in accordance with

Section 8-103 of ~~Title 70 of the Oklahoma Statutes~~ this title, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process. ~~A~~ Except for a charter school sponsored by the State Board of Education, a charter school shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located. Except for a charter school sponsored by the State Board of Education, a charter school created after the effective date of this act shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located and who attend a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. A charter school may limit admission to students within a given age group or grade level. A charter school sponsored by the State Board of Education shall limit admission to youth that are in the custody or supervision of the Office of Juvenile Affairs.

B. ~~A~~ Except for a charter school sponsored by the State Board of Education, a charter school shall admit students who reside in the attendance area of a school or in a school district that is under a court order of desegregation or that is a party to an agreement with the United States Department of Education Office for Civil Rights directed towards mediating alleged or proven racial discrimination unless notice is received from the resident school district that admission of the student would violate the court order or agreement.

C. A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent (60%) or more of the children who reside in the area qualify for the free or reduced school lunch program.

D. Except as provided in subsections B ~~an~~ and C of this section, a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

SECTION 4. AMENDATORY 70 O.S. 2001, Section 3-142, as last amended by Section 1 of Enrolled Senate Bill No. 2212 of the 2nd Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 3-142. A. For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located. The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and state aid pursuant to Section 18-200.1 of this title. For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located. A charter school shall receive from the sponsoring school district, the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year, less up to five percent (5%) of the ~~total~~ State Aid allocation, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district ~~or~~, a higher education institution or the State Board of Education, the State Aid allocation for the charter school shall be distributed by the State Board of Education~~. Not~~ and not more than five percent (5%) of the ~~total~~ State Aid allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school. The fee for administrative services as authorized in this subsection shall only be assessed on the State Aid allocation amount and shall not be assessed on any other appropriated amounts.

B. The weighted average daily membership for the first year of operation of a charter school shall be determined initially by multiplying the actual enrollment of students as of August 1 by 1.333. The charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this subsection. At midyear, the allocation for the charter school shall be adjusted using the first quarter weighted average daily membership for the charter school calculated pursuant to subsection A of this section.

C. A charter school shall be eligible to receive any other aid, grants or revenues allowed to other schools. A charter school sponsored by the board of education of a technology center school district ~~or~~, a higher education institution or the State Board of Education shall be considered a local education agency for purposes of funding. A charter school sponsored by a board of education of a school district shall be considered a local education agency for purposes of federal funding.

D. A charter school, in addition to the money received from the state, may receive money from any other source. Any unexpended nonstate funds, excluding local revenue, may be reserved and used for future purposes.

SECTION 5. This act shall become effective November 1, 2010.

Passed the House of Representatives the 25th day of May, 2010.

_____
Presiding Officer of the House of Representatives

Passed the Senate the 26th day of May, 2010.

_____
Presiding Officer of the Senate

ENROLLED SENATE
BILL NO. 1862

By: Coffee, Ford and Eason McIntyre of the Senate

and

Benge and Sullivan of the House

An Act relating to charter schools; amending 70 O.S. 2001, Sections 3-132, as amended by Section 1, Chapter 257, O.S.L. 2007, 3-134, as amended by Section 2, Chapter 257, O.S.L. 2007, 3-140, and 3-142, as last amended by Section 1 of Enrolled Senate Bill No. 2212 of the 2nd Session of the 52nd Oklahoma Legislature (70 O.S. Supp. 2009, Sections 3-132 and 3-134), which relate to the Oklahoma Charter Schools Act; adding criteria for sponsorship of charter schools; deleting certain purpose of charter schools; deleting limitation on establishment of new schools; deleting requirement that the State Board of Education make a determination of exceeding certain limit; authorizing enrollment preference for certain students; limiting assessment of certain fee; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2001, Section 3-132, as amended by Section 1, Chapter 257, O.S.L. 2007 (70 O.S. Supp. 2009, Section 3-132), is amended to read as follows:

Section 3-132. A. The Oklahoma Charter Schools Act shall apply only to charter schools formed and operated under the provisions of the act. Charter schools shall be sponsored only as follows:

1. By a school district with an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;

2. By a school district which has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;

3. By a technology center school district ~~only when~~ if the charter school is located in a school district served by the technology center school district and ~~only if~~ the ~~local~~ school district has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census; ~~or~~

~~3.~~ 4. By a technology center school district if the charter school is located in a school district served by the technology center school district and the school district has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;

5. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education ~~only when~~ if the charter school is located in a school district that has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located;

6. By a comprehensive or regional institution that is a member of the Oklahoma State System of Higher Education if the charter school is located in a school district that has a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located; or

7. By a federally recognized Indian tribe, operating a high school under the authority of the Bureau of Indian Affairs as of the effective date of this act, if the charter school is for the purpose of demonstrating native language immersion instruction, and is located within its former reservation or treaty area boundaries. For purposes of this paragraph, native language immersion instruction shall require that educational instruction and other activities conducted at the school site are primarily conducted in the native language.

B. ~~Charter schools formed pursuant to the act shall serve as a pilot program to demonstrate the potential of expanding charter schools to other parts of the state.~~ Any charter or enterprise school operating in the state pursuant to an agreement with the board of education of a school district on July 1, 1999, may continue to operate pursuant to that agreement or may contract with the board of education of the school district pursuant to the Oklahoma Charter Schools Act. Nothing in the Oklahoma Charter Schools Act shall prohibit a school district from applying for exemptions from certain education-related statutory requirements as provided for in the Educational Deregulation Act.

C. ~~Beginning January 1, 2008, not more than three new charter schools shall be established each fiscal year in each county in the state having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. For purposes of this subsection, a "new charter school" shall mean a charter school proposed by an applicant that has never had a contract with a sponsor.~~

~~D.~~ For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board of education of a school district, an area vocational-technical school district, ~~or~~ a higher education institution, or a federally recognized Indian tribe pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

~~E.~~ D. A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 3-134, as amended by Section 2, Chapter 257, O.S.L. 2007 (70 O.S. Supp. 2009, Section 3-134), is amended to read as follows:

Section 3-134. A. For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.

B. Except as otherwise provided for in Section 3-137 of this title, an applicant seeking to establish a charter school shall submit a written application to the proposed sponsor as prescribed in subsection E of this section. The application shall include:

1. A mission statement for the charter school;

2. A description of the organizational structure and the governing body of the charter school;

3. A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the

finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;

4. A description of the hiring policy of the charter school;

5. The name of the applicant or applicants and requested sponsor;

6. A description of the facility and location of the charter school;

7. A description of the grades being served;

8. An outline of criteria designed to measure the effectiveness of the charter school;

9. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district; and

10. Documentation that the applicants completed charter school training as set forth in subsection A of this section.

C. A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school. A private school shall not be eligible to contract for a charter school under the provisions of the Oklahoma Charter Schools Act.

D. The sponsor of a charter school is the board of education of a school district, the board of education of a technology center school district, ~~or~~ a higher education institution, or a federally recognized Indian tribe which meets the criteria established in Section 3-132 of this title. Any board of education of a school district in the state may sponsor one or more charter schools. The physical location of a charter school sponsored by a board of education of a school district or a technology center school district shall be within the boundaries of the sponsoring school district.

E. An applicant for a charter school may submit an application to a proposed sponsor which shall either accept or reject sponsorship of the charter school within ninety (90) days of receipt of the application. If the proposed sponsor rejects the application, it shall notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application for reconsideration to the proposed sponsor within thirty (30) days after receiving notification of the rejection. The proposed sponsor shall accept or reject the revised application within thirty (30) days of its receipt.

F. A sponsor of a charter school shall notify the State Board of Education when it accepts sponsorship of a charter school. The notification shall include a copy of the charter of the charter school. ~~The Board shall determine if the new charter school will exceed the limit established in subsection C of Section 3-132 of this title. If the new charter school does exceed the limit, the Board shall not allocate funding for the charter school as provided for in Section 3-142 of this title.~~

G. If a proposed sponsor rejects the revised application for a charter school, the applicant may proceed to mediation or binding arbitration or both mediation and binding arbitration as provided in the Dispute Resolution Act and the rules promulgated pursuant thereto. The applicant shall contact the early settlement program for the county in which the charter school would be located. If the parties proceed to binding arbitration, a panel of three arbitrators shall be appointed by the director of the early settlement program handling the dispute. The proposed sponsor shall pay the cost for any mediation or arbitration requested pursuant to this section.

H. If a board of education of a technology center school district ~~or~~, a higher education institution, or a federally recognized Indian tribe accepts sponsorship of a charter school, the administrative, fiscal and oversight responsibilities of the technology center school district ~~or~~, the higher education institution, or the federally recognized Indian tribe shall be listed in the contract. No responsibilities shall be delegated to a ~~local~~ school district unless the local school district agrees to assume the responsibilities.

SECTION 3. AMENDATORY 70 O.S. 2001, Section 3-140, is amended to read as follows:

Section 3-140. A. A charter school shall enroll those students whose legal residence is within the boundaries of the school district in which the charter school is located and who submit a timely application, or those students who transfer to the district in which the charter school is located in accordance with Section 8-103 of ~~Title 70 of the Oklahoma Statutes~~ this title, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process. A charter school shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located. A charter school created after the effective date of this act shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located and who attend a school site listed on the school improvement list as determined by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. A charter school may limit admission to students within a given age group or grade level.

B. A charter school shall admit students who reside in the attendance area of a school or in a school district that is under a court order of desegregation or that is a party to an agreement with the United States Department of Education Office for Civil Rights directed towards mediating alleged or proven racial discrimination unless notice is received from the resident school district that admission of the student would violate the court order or agreement.

C. A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent (60%) or more of the children who reside in the area qualify for the free or reduced school lunch program.

D. Except as provided in subsections B ~~an~~ and C of this section, a charter school shall not limit admission based on

ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

SECTION 4. AMENDATORY 70 O.S. 2001, Section 3-142, as last amended by Section 1 of Enrolled Senate Bill No. 2212 of the 2nd Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 3-142. A. For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located. The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and ~~state aid~~ State Aid pursuant to Section 18-200.1 of this title. For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located. A charter school shall receive from the sponsoring school district, the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year, less up to five percent (5%) of the ~~total~~ State Aid allocation, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district ~~or~~, a higher education institution, or a federally recognized Indian tribe, the State Aid allocation for the charter school shall be distributed by the State Board of Education~~. Not~~ and not more than five percent (5%) of the total State Aid allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school. The fee for administrative services as authorized in this subsection shall only be assessed on the State Aid allocation amount and shall not be assessed on any other appropriated amounts.

B. The weighted average daily membership for the first year of operation of a charter school shall be determined initially by multiplying the actual enrollment of students as of August 1 by

1.333. The charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this subsection. At midyear, the allocation for the charter school shall be adjusted using the first quarter weighted average daily membership for the charter school calculated pursuant to subsection A of this section.

C. A charter school shall be eligible to receive any other aid, grants or revenues allowed to other schools. A charter school sponsored by the board of education of a technology center school district ~~or~~, a higher education institution, or a federally recognized Indian tribe shall be considered a local education agency for purposes of funding. A charter school sponsored by a board of education of a school district shall be considered a local education agency for purposes of federal funding.

D. A charter school, in addition to the money received from the state, may receive money from any other source. Any unexpended nonstate funds, excluding local revenue, may be reserved and used for future purposes.

SECTION 5. This act shall become effective November 1, 2010.

Passed the Senate the 25th day of May, 2010.

_____
Presiding Officer of the Senate

Passed the House of Representatives the 25th day of May, 2010.

_____
Presiding Officer of the House
of Representatives

ENROLLED SENATE
BILL NO. 509

By: Ford, Marlatt, Rice, Johnson (Constance) and Garrison of the Senate

and

Coody, Pittman and Denney of the House

An Act relating to schools; amending Section 1, Chapter 195, O.S.L. 2009 (70 O.S. Supp. 2009, Section 1210.544), which relates to alternative governance arrangements; modifying provisions related to alternative governance procedures; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY Section 1, Chapter 195, O.S.L. 2009 (70 O.S. Supp. 2009, Section 1210.544), is amended to read as follows:

Section 1210.544 A. Notwithstanding any other provision of state law, for schools that are identified for school improvement by the State Board of Education for four (4) consecutive years, the district board of education shall implement one of the following alternative governance arrangements for the school in accordance with subparagraph (B) of subsection (b)(8) of Section 1116 of Public Law No. 107-110:

1. Reopening the school as a public charter school;

2. Replacing all or most of the school staff assigned to the school, which may include the principal, who are relevant to the failure to make adequate yearly progress and by transferring the replaced staff to another school or by dismissing or not reemploying the replaced staff in accordance with the provisions of the Teacher Due Process Act of 1990 or in accordance with subsection C of this section, if applicable;

3. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;

4. Turning the operation of the school over to the State Board of Education; or

5. Any other major restructuring of the governance arrangement of the school that makes fundamental reforms, such as significant changes in the staffing and governance of the school, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress. If the chosen governance arrangement does not produce adequate yearly progress within two (2) years from the date of implementation of the restructured governance arrangement, the State Board of Education shall assume control of the school as provided for in subsection B of this section.

B. For any school that fails to comply with the provisions of subsection A of this section by the end of the school year following its identification for school improvement for four (4) consecutive years, the State Board of Education shall assume control of the management and operations of the school, including control of the staff assigned to the school. The Board shall retain all funds that otherwise would have been allocated to the school district based on the average daily membership of the school which shall be used to operate the school.

C. 1. A district board of education for a district with an average daily membership of more than 30,000 which implements an alternative governance arrangement as provided in paragraph 2 of subsection A of this section may utilize the following procedures, upon approval of the district board and concurrence of the executive committee of the appropriate local bargaining unit:

a. any teacher not retained at the school site shall be given status as a full-time substitute teacher within the school district for a period of not to exceed two (2) years,

b. if the teacher is not offered a contract teaching position at a school in the district within the two-year period specified in subparagraph a of this paragraph, the district board shall be authorized to not reemploy the teacher, and

c. the district board shall designate trained, certified, instructional staff to provide teacher support, development and evaluation, which may include certified personnel other than administrators.

2. Any actions taken pursuant to this subsection shall not be subject to the Teacher Due Process Act of 1990. The decision by the district board for renewal or nonrenewal shall be final.

3. For purposes of this subsection, a full-time substitute teacher shall perform the duties assigned by the district superintendent and shall continue to receive the same salary, benefits and step increases that the teacher would otherwise be entitled to for the time period the teacher serves as a full-time substitute.

SECTION 2. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 4th day of May, 2010.

_____
Presiding Officer of the Senate

Passed the House of Representatives the 20th day of April, 2010.

_____
Presiding Officer of the House
of Representatives

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Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of Oklahoma ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved "Race to the Top" grant project authorized under the United States American Recovery and Reinvestment Act of 2009.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, attached, indicates which portions of the State's proposed reform plans ("State Plan'") the Participating LEA is agreeing to implement. In order to participate, the parties agree that the LEA must agree to implement of the State Plan.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement. As noted below, Exhibit II – the Final Scope of Work, will be developed by the LEA after any Race to the Top award is announced;

2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");

3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;

4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;

5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;

2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and

4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.

2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 by either temporarily withholding LEA funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and

5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

A participating LEA and the recognized bargaining agent, if any, agree to negotiate in good faith to implement the terms of the plan if funding is awarded.

VI. SIGNATURES

LEA Superintendent:

_____

Signature/Date

_____

Print Name/Title

President of Local School Board:

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable):

_____

Signature/Date

_____

Print Name/Title

By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

Sandy Garrett, State Superintendent of Public Instruction

Race to the Top
Overview of Oklahoma's Plan[1]

Standards, Assessments and Accountability

We must prepare students for success in college and work by implementing K-12 standards/ assessments that ensure rigorous content and application of knowledge through high order skills.

- Adopt the Common Core State Standards – internationally benchmarked and streamlined standards aligned with college and career readiness that will promote rigorous knowledge and inform future teaching and learning.
- Develop and implement aligned and vertically integrated assessment systems that will support **student learning** and accountability.
- Ensure that assessment systems provide rapid results to teachers, leaders, parents, policymakers and researchers.
- Provide teachers with high quality instructional materials and supports aligned with the new standards.
- Align the State's and the districts' accountability measures with these rigorous college- and career-readiness expectations.

Data Systems and Use of Data

We must have reliable data and user-friendly data systems to inform student instruction and professional training as well as measure the impact of education efforts on students.

- Fully implement a comprehensive statewide longitudinal data system (PK-workforce) that tracks **student progress** and informs instruction, professional development, education research, STEM initiatives and teacher preparation programs.
- Support the development of local instructional data systems that provide real-time assessment and other data to teachers, leaders, parents and **students** to enable continuous improvement in the classroom and local school district.
- Ensure the availability and effective use of teacher and principal effectiveness data that is of sufficient accuracy and quality to be used in personnel decisions and to improve instruction.
- Provide targeted supports to develop teacher and principals' effective use of data to improve student learning.

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[1] This plan incorporates and complements Senate Bill 2033 as well as other language contained in charter school bills currently being considered by the state legislature. As such, it presumes that the legislation passes and is signed by the Governor.

Teacher and Principal Effectiveness

We must ensure that every student has effective teachers and that every teacher has an effective leader – especially in high-needs schools.

- Develop the statewide 5-tier Teacher and Leader Effectiveness Evaluation System (TLE) in which teacher and principal effectiveness is measured in a rigorous, reliable, and fair evaluation based
    - 35% based on student academic growth
    - 15% based on other quantitative measures
    - 50% based on a qualitative assessment
- Appoint Oklahoma's Race to the Top Commission to provide oversight of and input on the development of the TLE, assuring input and participation from teachers and administrators and stakeholders.
- Ensure poor and minority students have equitable access to effective teachers and leaders.
- Ensure teachers and principals receive effective support by providing high-quality professional development, aligned with educators' individual evaluations.
- Use the TLE to drive key decisions such as compensation (including the option of incentive pay), career advancement, career status, certification and layoffs.
- Support, develop and incentivize effective teachers in shortage areas and the subject areas of Science, Technology, Engineering and Math (STEM).
- Link teacher effectiveness data back to teacher preparation programs to drive continuous improvement and inform accreditation decisions.
- Create a statewide certification and accountability system for professional development, measuring student and participant outcomes, and continuously improving programs.

Turnaround & Intervention in Low-Performing Schools

We must rapidly transform low-performing schools through fundamental and dramatic changes in operating conditions that have inhibited reform and student learning in the past.

- Provide school systems, schools and other management organizations with the autonomy to control necessary levers for transformative change – personnel, budget, program and length of school day/year.
- Increase system-level capacity for transformative change by dedicating offices and staff to address the unique needs and demands of low-performing schools.
- Develop robust human capital pipelines that identify, attract and support new and existing effective teachers and principals to low-performing schools.
- Install and enforce strong and clear processes for timely interventions and maximum public accountability.

Innovative School Models

We must support the rollout of the highest-quality school models and organizations to serve in the State's communities of highest need.

- Allow charter schools to serve **students** in any school designated as "in need of improvement" and remove the annual cap on the creation of new charter schools in Tulsa and Oklahoma counties, which contain the state's two largest school districts (Tulsa P.S. and Oklahoma City P.S.).
- Ensure a rigorous accountability system for charter school authorizers.
- Enable flexible policy options to support the creation of high quality charter schools and other non-charter innovation models to improve student learning.
- Leverage, scale up and support STEM academies.

Standards, Assessments and Accountability

Oklahoma will enhance its standards, assessments and accountability system by aligning it to college and career ready expectations for all students.

Adopt

- Adopt the Common Core State Standards, which are rigorous, internationally benchmarked standards focused on fewer concepts and deeper learning, to promote college and career readiness and support improved teaching and learning.

Develop

- Build a sustainable and high-quality assessment system by joining a national assessment consortium. This multi-state collaborative partnership will create an assessment system aligned with the Common Core State Standards that will measure and document students' college and career readiness at the end of high school and measure students' progress toward this target throughout the rest of the system. Students meeting the college and career ready standards will be eligible for credit bearing courses rather than remedial courses in all public 2- and 4-year postsecondary institutions of the participating states.
- Develop an interim assessment system that provides formative components for daily and weekly assessment, practice and feedback; diagnostically useful data on the growth toward core mastery at least four times per school year; and evidence of ongoing work in summative results.
- Develop and implement procedures to ensure that the common assessment system returns results with sufficient speed to analyze results, act upon teacher effectiveness and take action to improve student learning (e.g., one to two weeks).
- Establish systems of professional support for teachers, principals and other education leaders in implementing new standards and assessment.

Implement

- Provide intensive professional development to teachers, principals and other education leaders during the transition to new standards and assessments.
- Support educators by investing in curriculum designs that are sharable and easily accessed by educators and trainers through an online portal. The model curriculum materials (including frameworks and course syllabi as well as model courses) will be easy-to-use, aligned with college-ready curriculum and based on schools and classrooms where students have demonstrated impressive achievement gains.
- Redesign and leverage curriculum development and procurement systems (including textbook selection) to focus on the Common Core Standards.
- Encourage and support the use of electronic portfolios to gather student assessments, grades and other student work to document and illustrate students' progress over time.

Accountability

- Integrate common assessment results with individual classroom grades in a report that provides parents, students, and educators with a comprehensive picture of student performance based on the standards.
- Ensure the common assessment supports analysis of student growth over time and provides a vivid picture of the amount of growth in each grade. Provide reports for parents, teachers and students that make the amount of progress clear and actionable.

- Evaluate and improve accountability measures, including AYP, to incentivize high performance and better identify performance gaps by improving assessments, establishing valid growth models, including college- and career-ready metrics, and ensuring accurate and consistent measurement of student outcome data over time.
- Adjust accountability calculations, modify school accountability ratings and improve statewide support systems so that schools and districts failing to adequately prepare students receive necessary school improvement funding and effective supports and interventions.

Data Systems and Use of Data

Oklahoma will enhance its data systems and the technology-based tools available to teachers, principals, parents, students, district leaders, community members, unions, researchers and policymakers in order to facilitate data-driven reform – focusing first on all that is required to measure teacher effectiveness.

Capture

- Ensure that complete student growth data is collected in state and district data systems for all teachers of sufficient accuracy and quality that it may be reliably used in decisions regarding the evaluation and distribution of teachers and principals, as well as the evaluation of teacher preparation programs and professional development offerings. Make LEA's compliance with student record system a condition for receiving state funding.
- Invest in the tracking of longitudinal data to chart student completion of postsecondary education following high school.

Enhance/Develop

- Enhance Oklahoma's statewide longitudinal data system (SLDS) so it includes all of the America COMPETES Act elements. Specifically, ensure it matches P-12 and post-secondary data and teacher-student links. Also ensure that the teacher-student linkages and classroom groupings are updated and accurate so the State can independently monitor the relationship between student performance results and teacher evaluations.
- Invest in local instructional data systems that provide real-time, usable data to teachers, principals, policymakers, other education leaders, parents and students to enable continuous improvement in the classroom and local school district.
- Ensure the compatibility between state and local district data systems so that local districts may draw vital statewide performance data from central state resources.
- Enhance the State's SLDS systems to provide technology-based tools to participating LEAs – and ultimately statewide – that will allow educators to identify the strengths/weaknesses of individual students at a sufficiently granular level so teachers will be
    - directly connected with alternative instructional strategies (differentiated where appropriate) and
    - able to make informed decisions on next instructional steps, track these steps, evaluate their success and adjust when necessary.
- Allow administrators and educators to identify successful practices and gaps in curriculum at the state standard level or lower, as well as evaluate the effectiveness of instructional plans for individual teachers and students or student segments.
- Allow stakeholders and researchers timely access to data for policy and evaluative analysis.

- Create and support an online curriculum platform portal enabling educators to share effective lesson plans (where "effective" is defined by the data) and best practices, and collaborate and problem solve around specific shared problems.
- Ensure that Oklahoma's STEM Coordinating Council has access to state and local data systems to inform and continuously improve STEM instruction as well as to identify those areas needing assistance in the staffing and support of STEM courses, with particular emphasis on the need to increase female and minority students' participation in STEM.

Implement

- Facilitate the widespread use, beginning with participating LEAs, of Instructional Improvement Systems (IISs) – systems that directly support instructional decision-making based on rapid-time data. These systems should enable LEAs and third parties to create innovative applications that draw on rapid-time and fine-grained data – for instance, an early warning indicator to identify and support students at risk of dropout.
- Provide districts with professional development, including online video exemplars, and other supports regarding using data to improve decision-making, planning and instruction.
- Provide rapid-response access and make the State's longitudinal data system and local instructional data systems easily accessible to stakeholders – enabling custom data reports with an easy-to-use, customizable reporting tool which allows users to select, compare and filter statistics/indicators in support of decision-making that impacts student achievement.

Accountability

- Ensure all teachers and principals receive complete and accurate student growth data in local data systems, and ensure reports are audited by the State's Office of Accountability for completeness and accuracy.

Teacher and Principal Effectiveness

Oklahoma's plan for educational reform recognizes that the most significant school-based driver in student learning is having an effective teacher in every classroom and an effective principal in every school.

Support

- Ensure teachers and principals receive effective and individualized support by aligning professional development with educator evaluations. Invest in data-driven, regular professional development and planning time that provides teachers with support that is differentiated according to their areas of need, and time and resources to review student data and collaborate on planning and instructional strategies.
- Create a statewide certification and accountability system for professional development, measuring student and participant outcomes, and use feedback to continuously improve programs. Require participating LEAs to identify or adopt a comprehensive PD plan comprised of certified professional development offerings, individualized to their student growth data.
- Develop and provide required intensive, research-based leadership training of novice principals and principals of high-needs schools.

- Create a statewide STEM Coordinating Council to support STEM instruction in Oklahoma by collecting and leveraging the resources and expertise of businesses, universities, Career Technology centers, LEAs and the State Department of Education.

Evaluate

- Improve educator effectiveness by developing and adopting a reliable and fair statewide evaluation system – the Teacher and Leader Evaluation System (TLE) – to drive key decisions, such as compensation, career advancement, certification, career status conferral and layoffs. This system will be based on best practices and methodology and designed by the Oklahoma Race to the Top Commission with input and participation of teachers, administrators and other stakeholders. The Evaluation System will include an annual uniform professional evaluation, in which quantitative and qualitative components are weighted equally.
    - Student academic growth will comprise 35% of the quantitative component, and other quantitative measurements such as the ACT or Advanced Placement scores will comprise 15%.
    - A third party consultant will be engaged to provide technical expertise on the design of the system.
    - The qualitative component for teachers will be based on a rigorous and fair assessment performed by trained certified administrative personnel (or other approved personnel) of observable characteristics and classroom practices that are correlated with student growth. Those teachers in grades and subjects for which there is not currently a reliable testing measure to create a student growth component will be assessed using district determined objective measures of teaching effectiveness such as student performance on unit or end-of-year tests, with greater emphasis placed on their observed qualitative assessment, as well as their contribution to the overall school academic growth.
    - With regard to principals, the relevant characteristics will relate to personnel and site management factors that are correlated to student learning.

Motivate

- Encourage districts' use of incentive pay to reward and motivate highly effective teachers and principals as follows:
    - Districts may develop and implement incentive pay systems (up to 50% of existing salary) developed in partnership with teachers.
    - Oklahoma's Race to the Top funding will establish a funding mechanism for incentive pay system pilots.
    - Oklahoma will use its Race to the Top funds to create a competitive grant program relating to incentive pay initiatives. Funded applications must link financial incentives to the top one or two tiers of the evaluation system results and may include:
        - Incentives for critical shortage subject areas, or in the subject areas of Science, Technology, Engineering and Math (STEM);
        - Incentives to teachers, principals and educator teams for transfer and retention at any schools listed on the needs improvement list.

Distribute

- Ensure equitable distribution of effective teachers and principals by establishing accountability measures for all districts to increase the concentration of effective educators working in the most challenging schools and hardest to staff subjects.
- Invest in targeted incentives in high-needs schools – cultivating attractive and supportive working conditions for teachers and principals.
- Establish new and enhance existing partnerships that recruit, select, prepare and place teachers (especially STEM teachers) and principals in high-needs schools.

Accountability

- Teachers' and leaders' contract status will depend largely upon their effectiveness ratings on the TLE:
    - Teachers averaging an "effective" rating after four years on a contract in their district will achieve "career teacher" status if they have also achieved a rating of at least "effective" for the last two years.
    - Teachers will achieve career status after three full years on a permanent contract if they have received a rating of "superior" on the TLE for at least two of the three years, with no rating below "effective."
    - If a probationary teacher does not meet the TLE requirements above for receiving career status, the teacher will be granted career status after four consecutive years in a district only if the principal submits a petition to the superintendent, and the superintendent and school board approve the petition, which shall include the underlying facts supporting the request.
    - Probationary teachers ranked "ineffective" for two consecutive years on the TLE shall not have their contract renewed.
    - Probationary teachers who have not attained career teacher status within a four-year period shall not have their contract renewed.
    - A career status teacher shall be dismissed or not reemployed for instructional ineffectiveness subject to the Teacher Due process Act of 1990 if they
        - Are rated "ineffective" for two consecutive years,
        - Are rated "needs improvement" for three consecutive years, or
        - Have not averaged a rating of at least "effective" over a five-year period.
    - Principals ranked ineffective on the TLE for two consecutive years shall not have their contract renewed unless their superintendent petitions successfully for retention of the principal to the School Board.
    - The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction-in-force plan shall be TLE ratings.
    - Compensation and benefits of a career teacher in the trial de novo process shall not be extended beyond the maximum timelines for adjudicating a trial de novo (63 days) as set forth in this section, unless the local board of education is ordered to reinstate the career teacher or the district requests extension of the trial de novo process.
- Measure and report the impact of professional development and mentoring at the district and school level based on the extent and rate at which novice and veteran teachers and principals improve their effectiveness in promoting student growth, and modify professional development plans (and funding) accordingly.

- Ensure accountability relating to effective teachers and principals by analyzing teacher evaluation outcomes and disseminating aggregated school and district level information on the improvement of teacher and principal effectiveness. Require districts to publish distribution of effective teachers and principals by school, and to set annual goals for improving equity in distribution, the results of which are also published.
- Measure the success of the state's existing alternative pathways for aspiring teachers and principals and enhance as needed.
- Link teacher preparation programs to the results of the state's Teacher and Leader Effectiveness Evaluation System (TLE) so that effectiveness data is used to evaluate and inform policymakers' decisions regarding the continuous improvement and financial support of preparation programs. Make teacher/principal effectiveness data a component of the State's review and accreditation of preparation programs by ensuring that the Oklahoma State Department of Education provide timely TLE data to the Oklahoma State Regents for Higher Education and the Teacher Preparation Commission as a foundation of accountability and quality improvement systems for teacher preparation.
- Publish the evaluation results of teacher preparation programs to incentivize excellent teacher training and share successful preparation models.

Turnaround and Intervention in Low-Performing Schools

Because every student needs and deserves a high-performing school, we must rapidly transform chronically low-performing schools through fundamental and dramatic changes in operating conditions that have inhibited reform and student learning in the past.

Identify

- Identify the state's most chronically underperforming schools ("Turnaround Schools," also known as "persistently lowest-achieving schools") and require that they undergo the State's Turnaround Plan. The plan will require, among other things that the schools undergo one of following RTTT transformation models – the Turnaround Model, Restart Model, School Closure Model or Transformation Model – to rapidly transform the site and enable high levels of student learning.
- Allow low-performing schools not identified as "persistently lowest-achieving schools" to identify themselves for turnaround support and resources upon their voluntary commitments to undergo the requirements of the State's Turnaround Plan.

Empower

- Allow Oklahoma City and Tulsa Public Schools (the state's two largest school districts) to implement an alternative governance arrangement for school improvement sites, upon approval of the district board and concurrence of the executive committee of the local bargaining unit.
    - Any teacher not retained at the school site shall be given fulltime substitute teacher status, and if not voluntarily offered a teaching contract by a principal within the district within two years, the teacher may be non-reemployed. Any actions taken shall not be subject to the Teacher Due Process Act of 1990. The decision by the district board for nonrenewal shall be final.
    - Certified and trained teacher/mentors will provide support, development and evaluation at such sites

- Create a Turnaround Office at the State Department to support all Turnaround Schools (regardless of transformation model, whether mandatory or voluntary participants) and provide data, support and coordination of turnaround strategies that will:
    - Dismantle the barriers to reform (via deregulated "empowerment zones" where necessary);
    - Identify and deploy teachers and principals with the capacity to transform the Turnaround Schools and scale up successful turnaround; and
    - Sequence and coordinate district's transformation efforts by school type, feeder patterns and student characteristics.
- Expedite reform and support Turnaround Schools by developing a tool kit that differentiates interventions, suggests partnering school operators, develops performance-based agreements/MOUs and monitors progress.
- Collaborate with districts to develop a competitive process to screen and select high-capacity transformation providers for those districts with the capacity and will to execute a school transformation with outside organizations.

Transform

- Engineer the effective transformation of all Turnaround Schools, by identifying, creating and supporting operating conditions ("levers") necessary for school turnaround. Specifically, in these schools, principals and other site leaders will have:
    - More authority over hiring, placement and work rules.
    - Adequate resources and authority to schedule a longer school day and/or year.
    - More budget flexibility and resources.
    - More flexibility to shape programming to students' needs and turnaround priorities.
    - High-quality, rapid-access data to drive all decision-making impact school and student performance.

Accountability

- Develop and enforce accountability standards for all Turnaround Schools (regardless of transformation model, whether voluntary or mandatory participants) for overall student performance and gains, school safety, and student attendance and persistence.
- Create quality control mechanisms monitoring progress and identifying early warning signs for Turnaround Schools and other low performing schools. Define and implement a robust diagnostic data review to trigger supports and interventions more broadly (e.g., by leveraging accreditation or other systems), with a focus on districts and schools that are in the early stages of low performance.
- Monitor and ensure the coherence and optimization of state, federal and local reform efforts and funding streams made available to Turnaround Schools by scanning all available funding sources, staffing and policy frameworks and aligning them around a single state delivery system for supports and interventions.

Innovative Models

To ensure high levels of learning for all students, schools and communities of highest need must have the support and resources necessary to attract and retain the highest-quality school models available, whether they are charter or non-charter innovation models.

Support

- Allow charter schools to serve students in any school designated as "in need of improvement" and remove the annual cap on new charter schools which previously restricted the growth of charter schools in the State's two largest districts, Tulsa and Oklahoma City Public Schools.
- Support innovative non-charter school models by allowing districts to establish "empowerment zones" – deregulated zones within the district to initiate transformative innovations to substantially improve student achievement.
- Promote student access to innovative, effective school models, charter- or district-operated.
- Identify and promote development of new school models that leverage technology, including virtual schooling and STEM academies.
- Attract the highest quality models and organizations to serve in the communities of highest need by providing them appropriate incentives and facilitating their collaborations with districts.
- Office of Central Services shall publish a list of all vacant buildings owned by school districts and the state that might be suitable for use by charter schools.

Accountability

- Ensure state data systems accurately account for charter school performance and that charter schools report accountability data consistent with the reporting requirements of non-charter schools based on student outcome, including student growth measurements, dropout and graduation rates.
- Ensure student growth and achievement continue to be major factors in charter authorization and renewal along with sound governance practices and fiscal stability.
- Continue to offer high-quality authorizing procedures for charter applications, including pre-workshops offering technical assistance for charter petitioners, quarterly monitoring of academic outcomes and fiscal management for charter renewals, and allocation of federal dollars for governance training.
- Ensure that charter authorizers have sufficient capacity to effectively evaluate charters and approve only high-quality applications for new charters by providing technical assistance to authorizers and charters reflective of best practices during the application period and by providing resources to help create new, innovative, effective charter school models.
- Ensure authorizers' accountability for charter school quality based on metrics of charter performance and authorizers' quality of oversight.
- Enforce specific charter closure policies that protect both the general public from poor quality charters and the students displaced by closures.

Susan
PADDACK
State Superintendent of Public Instruction

Secretary Duncan:

Recognizing that strong public schools which provide high quality education for all our students is the key to our state's future success, I am running for the office of State Superintendent for Public Instruction. As the first in my family to graduate from college, I have a passion for public education and will readily admit that any success I've achieved is due to the opportunities afforded me through public education. My children are graduates of public education and, ultimately, I want every child to have the same opportunities that my children and my family have had.

The path that has led me to running for this office include: junior high/middle school science teacher; adjunct faculty in the education department at East Central University and supervisor of student teachers; director of local education foundation outreach for the Oklahoma Foundation for Excellence (founded by University of Oklahoma President David Boren when he was our U.S. Senator); and six years in the Oklahoma State Senate having served as chair of the Senate Education Committee and co-chair of the Senate Appropriations Subcommittee on Education. As the only candidate who has this depth and breadth of experience, I will lead the charge to make education the number one priority in our state.

The reason for my letter is to convey my unwavering commitment to ensuring the successful completion of the Race to the Top initiative, should we be so fortunate to receive the funding. With the many transitions that will be made as a result of the November elections, I felt it important that the selection committee know that, in terms of continuity in public education, I will either be leading the changes we will be making as a result of having received the RTT funds as State Superintendent or I will be overseeing their implementation as a continuing member of the State Senate. As a member of the Senate Education Committee and the Senate Appropriations Subcommittee on Education since my election, I am the only senator who has served as a member of all the steering committees and task forces on our ACE initiative, the Achieving Classroom Excellence initiative. I was also the primary senate author on that landmark piece of legislation that defines our more rigorous curriculum and end of instruction tests. Thus, I will be a very dedicated individual that will see to it that we finish anything we have begun.

I applaud the *Race to the Top* initiative that is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement. I believe that Oklahoma is poised to accept this challenge and to truly transform our educational system into one that meets the needs of all our children. To do anything less is unacceptable!

While I realize that you will receive many well-written proposals from the various states, it is my hope that you will strongly consider our proposal. We are ready to make the leap from having pockets of success in schools around the state to working toward tremendous success by addressing all the educational needs of our children. I believe that you'll find us worthy of your consideration. Please know that I will do everything within my power, as Superintendent or as a State Senator, to make sure that your confidence in us will be a wise choice.

Again, I sincerely appreciate your thorough consideration of Oklahoma's Application and I thank you for this opportunity to communicate with you.

Sincerely,

Susan Paddack

Senator Susan Paddack
Candidate for State Superintendent of Public Instruction

VotePaddack.com ~ P.O. Box 655 ~ Ada, OK 74821 ~ VotePaddack@yahoo.com

Printed and Paid for by Friends of Susan Paddack

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May 27, 2010

To Fellow Education Reform Advocates:

Throughout my 14 years in education reform, I have consistently advocated for policies that foster competition, innovation, creativity and accountability. Some of those reforms include the expansion of school choice, better training and evaluative tools for teachers and principals, and attracting, retaining, and rewarding the best teachers.

Along with those reforms, it is crucial that we adopt rigorous standards and assessments that prepare students to succeed in college and the workplace. An important underpinning of all of these reforms is a system that yields accurate data to measure student growth and success that will be used to inform teachers and principals about how they can improve instruction.

These reforms are vital to transform our schools and communities so that every child in our state obtains the best education possible and to ensure that our students are college and career ready. As Oklahoma's next State Superintendent of Public Instruction, I will not only continue to advocate for these reforms, but I will do everything in my power to successfully enact them.

Sincerely,

Janet Barresi
Oklahoma State School Superintendent Candidate

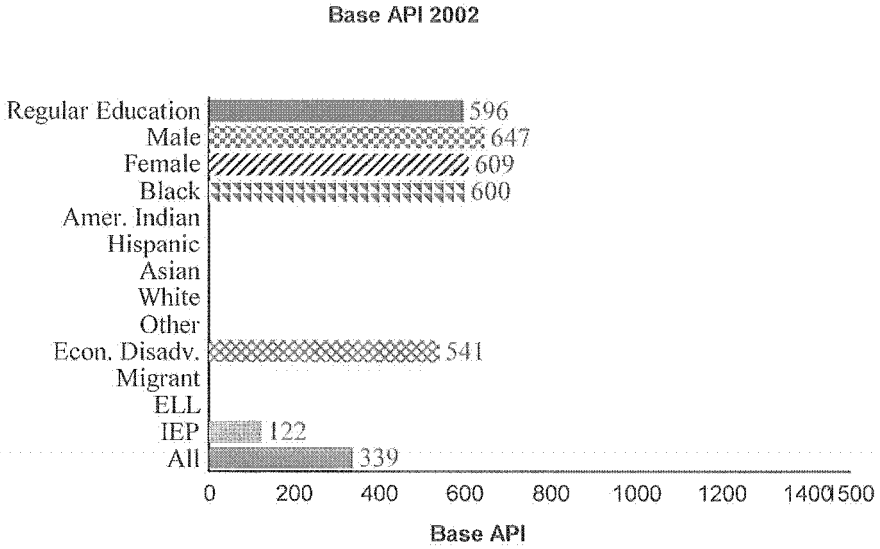
WESTERN VILLAGE ACADEMY

2002 Revised School Academic Performance Index (API) Scores

The information below presents revised API scores for 2002, reflecting changes in the API calculations require by No Child Left Behind. Revised baseline scores will allow for meaningful comparisons between 2002 and 2003 scores and data.

Academic Performance Index (API)

WESTERN VILLAGE ACADEMY has an API of 596 for Regular Education Students which is below the state average of 1000. The Goal of 100% Proficiency (equivalent to an API of 1500) is to be achieved by 2013-2014.



The API is a numeric score that measures school and district performance based on a variety of educational indicators.

The API Scale ranges from 0-1500 with 1000 the State average for regular education students.

The Benchmarks for 2001-2002 are:
Math - 648 **Reading - 622**
Percent of students tested must also be 95% or greater.
All student groups are required to reach the benchmarks for 2001-2002.
Numbers indicated in blue have not made the benchmark for 2001-2002.

In compliance with federal legislation, this report contains new baseline data and scores that are not comparable with the 2000-2001 reports.

****Missing data or data involving small numbers are represented by asterisks.

Student Group	Mathematics API 648	Reading API 622	% Students Tested
Regular Education Students			
Regular Education	390	663	100.0
Male	****	****	100.0
Female	****	****	100.0
Black	378	685	100.0
Amer. Indian	****	****	****
Hispanic	****	****	****
Asian	****	****	****
White	****	****	100.0
Other	****	****	****
Econ. Disadv.	233	700	100.0
Migrant	****	****	****
English Language Learner Students (ELL)			
ELL	****	****	****
Students with Individualized Education Programs (IEP)			
IEP	****	****	100.0
All Students			
All	212	273	100.0

An explanation of the contents of the Academic Performance Index is available at http://sde.state.ok.us.

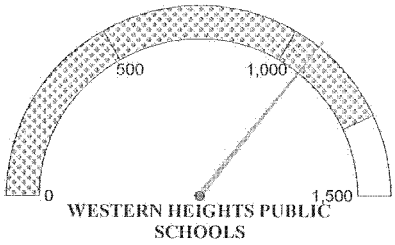
WESTERN HEIGHTS PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

District API Score for Regular Education Students



WESTERN HEIGHTS PUBLIC SCHOOLS has a Total API of 1072

The scale for API scores ranges from 0-1500 with 1289 as the current state average for regular education students.

***No Child Left Behind Act* Statewide Performance Benchmarks for 2008-2009:**
Mathematics API - 932 Reading API - 914
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

Legend:

**** represents missing data or data involving small numbers
CI = met target with confidence interval applied
SH = met target by meeting safe harbor criteria

Student Group	Mathematics API	Reading API	% Students Tested	
			Math	Reading
All Students				
All	1017	943	99	99
Male	975	875 CI	99	99
Female	1058	1012	99	99
Black	848 CI	754 SH	99	99
Amer. Indian	1013	1021	100	100
Hispanic	1006	843 SH	100	100
Asian	1372	1152	100	100
White	1060	1046	99	99
Other	****	****	****	****
Econ. Disadv.	984	914	99	99
Migrant	****	****	****	****
Students with Individualized Education Programs (IEP)				
IEP	695	498	98	98
English Language Learner Students (ELL)				
ELL	938	701 SH	100	98
Regular Education Students				
Regular Education	1115	1109	99	99

Additional Indicators for Federal AYP

Total Graduation 2008:		(69.8%)
***Graduation 4 year 2008:**	920	(69.8%)
Attendance:	964	(93.7%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.

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

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2008-2009.
Student Groups must have at least 30 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.
Accountability calculations applied the 2008 achievement standards for the Grades 3-8 general assessment.

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																	
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(Y)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Name of LEA here				Y/	Y/	Y/	Yes/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	
				N/	N/	N/	No	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	
				NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Achille Public Schools	3	391	307	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Ada Public Schools	6	2,652	1,468	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Adair Public Schools	3	1,015	523	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Alex Public Schools	3	349	225	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Allen Public Schools	2	432	292	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Allen-Bowden Public Schools	1	332	231	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Anadarko Public Schools	5	1,937	1,563	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Antlers Public Schools	3	1,031	667	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Arapaho-Butler Public Schools	2	317	177	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Ardmore Public Schools	7	3,081	2,401	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Arkoma Public Schools	2	350	243	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Asher Public Schools	2	226	168	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Banner Public Schools	1	222	104	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Barnsdall Public Schools	3	451	221	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Bartlesville Public Schools	12	5,971	2,550	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Beaver Public Schools	2	385	200	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Beggs Public Schools	4	1,236	773	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

Bell Public Schools	1	97	97	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Berryhill Public Schools	3	1,256	319	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Bethany Public Schools	4	1,570	614	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Binger-Oney Public Schools	2	331	258	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Bishop Public Schools	1	466	305	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Bixby Public Schools	6	4,784	1,039	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Blackwell Public Schools	4	1,579	1,030	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Blanchard Public Schools	4	1,677	578	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Bluejacket Public Schools	3	209	138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Boone Apache Public Schools	3	622	429	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bowlegs Public Schools	2	326	280	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Braggs Public Schools	2	229	166	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Bristow Public Schools	4	1,695	1,081	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Broken Arrow Public schools	23	16,618	5,338	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Broken Bow Public Schools	4	1,749	1,296	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Brushy Public Schools	1	307	267	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Buffalo Valley Schools	2	164	108	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Byng Public Schools	5	1,750	1,062	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Cache Public Schools	4	1,648	634	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Calera Public Schools	2	615	459	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Calumet Public Schools	3	274	215	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Calvin Public Schools	2	157	118	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Cameron Public Schools	2	361	241	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

Caney Valley Public Schools	3	731	364	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Canute Public Schools	2	402	248	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Carnegie Public Schools	3	595	441	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Carney Public Schools	2	216	171	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Catoosa Public Schools	5	2,114	1,156	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cave Springs Public Schools	2	190	137	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Central High Public Schools	2	437	177	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Central Public Schools	2	525	405	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Chattanooga Public Schools	2	283	144	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Checotah Public Schools	4	1,537	1,161	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Chelsea Public Schools	4	986	689	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cherokee Public Schools	2	261	106	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cheyenne Public Schools	2	315	108	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Chickasha Public Schools	6	2,568	1,605	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Claremore Public Schools	6	4,168	1,714	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Clinton Public schools	5	2,089	1,444	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Coalgate Public Schools	3	712	487	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Colbert Public Schools	4	886	645	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Colcord Public Schools	2	627	478	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	C	
Comanche Public Schools	3	1,140	637	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Commerce Public Schools	3	859	679	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Copan Public Schools	2	308	154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cordell Public Schools	3	704	437	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	

Covington-Douglas Public Schools	2	298	187	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Coweta Public Schools	8	3,263	1,285	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Crescent Public Schools	3	641	382	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Crooked Oak Public School	4	1,092	916	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Crowder Public Schools	2	486	313	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cushing Public schools	7	1,800	1,041	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Cyril Public Schools	2	359	209	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Davenport Public Schools	2	384	234	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Davidson Public Schools	2	118	107	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Davis Public Schools	3	978	379	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Dickson Public Schools	4	1,290	681	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Dover Public Schools	2	228	185	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Drummond Public Schools	2	324	91	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Drumright Public Schools	3	653	472	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Duncan Public Schools	8	3,831	2,033	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Durant Public Schools	6	3,360	2,201	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Eagletown Public Schools	2	230	183	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Earlsboro Public schools	2	234	176	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Edmond Public Schools	23	20,650	4,867	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
El Reno Public Schools	7	2,453	1,758	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Eldorado Public Schools	2	111	87	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Elgin Public Scools	3	1,698	784	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Empire Public Schools	2	528	282	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	

Enid Public Schools	14	6,896	4,377	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Eufala Public Schools	3	1,285	954	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Fairland Public schools	2	556	322	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Fairview Public Schools	3	612	269	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Fargo Public Schools	2	228	140	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Flower Mound Public Schools	1	318	140	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Forgan Public School	2	179	106	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Fort Cobb-Broxton Public Schools	3	344	232	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Fort Gibson Public Schools	4	1,856	759	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Foyil Public Schools	3	699	493	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Fredrick Public Schools	3	886	665	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Friend Public Schools	1	197	91	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Frontier Public School	2	325	217	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Gans Public Schools	2	416	319	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Garber Public Schools	2	347	201	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Geary Public Schools	3	410	322	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Glenpool Public Schools	3	2,426	1,177	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Gracemont Public Schools	2	167	109	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Graham Public Schools	2	206	86	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Grand View	1	394	306	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Grove Public Schools	5	2,554	1,541	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Guthrie Public Schools	6	3,309	1,994	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Guymon Public Schools	9	2,726	1,721	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hardesty Public Schools	2	95	61	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	

Haskell Public Schools	3	920	499	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Haworth Public Schools	3	597	462	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Haywood Public Schools	1	109	68	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Healdton Public Schools	3	548	412	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Heavner Public Schools	2	1,087	803	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hennessey Public Schools	3	811	575	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hilldale Public Schools	4	1,801	799	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Hinton Public Schools	3	714	332	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hobart Public Schools	3	823	475	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hodgen Public Schools	1	293	252	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Holdenville Public schools	3	1,143	898	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hooker Public Schools	2	572	325	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Howe Public Schools	2	507	335	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Hydro-Eakly Public Schools	3	477	278	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Idabel Public Schools	5	1,337	1,111	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Indiahoma Public Schools	4	473	131	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Inola Public Schools	3	1,270	544	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Jenks Public Schools	8	10,162	2,521	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Justice Public schools	1	166	166	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Keota Public Schools	2	442	345	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Kiefer Public Schools	3	468	255	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	C	
Kingfisher Public Schools	3	1,205	667	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Kingston Public Schools	3	1,115	799	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	

Kinta Public schools	2	195	174	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Krebs Public Schools	1	395	251	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Kremlin-Hillsdale	2	282	133	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Laverne Public Schools	2	452	213	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Lawton Public Schools	35	16,398	9,255	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Leach Public Schools	1	167	133	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Lexington Public Schools	4	1,091	630	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Liberty Public Schools (Sequoyah County)	1	309	229	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Liberty Public Schools (Tulsa County)	2	596	330%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Locust Grove Public Schools	4	1,604	1,132	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Lomega Public Schools	2	218	197	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Lone Star Public Schools	1	892	425	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Lookeba-Sickles Public Schools	2	228	146	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Lowrey Public Schools	1	147	98	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Macomb Public Schools	2	374	265	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Madill Public Schools	3	1,792	1,308	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Mangum Public Schools	4	699	444	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Mannford Public Schools	4	1,486	838	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Maple Public Schools	1	153	66	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Marble City Public Schools	1	134	106	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Maryetta Public Schools	1	952	506	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Maysville Public Schools	2	424	246	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

McAlester Public Schools	9	2,965	1,720	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Meeker Public Schools	3	873	487	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Miami Public Schools	7	2,643	1,767	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Mid-Del Public Schools	25	14,643	8,772	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Midway Public Schools	2	201	175	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Milfay Public Schools	1	55	52	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Mill Creek Public Schools	2	163	106	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Minco Public Schools	3	544	281	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Monroe Public Schools	1	123	95	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Moore Public Schools	28	21,675	8,601	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Mooreland Public Schools	2	514	254	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Moseley Public Schools	1	286	210	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Mountain View-Gotebo	2	253	149	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Muldrow Public Schools	3	1,741	1,172	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Muskogee Public Schools	13	6,567	4,911	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Mustang Public Schools	11	8,607	2,676	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Newcastle Public Schools	3	1,668	410	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Newkirk Public Schools	3	735	458	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Noble Public Schools	5	2,957	1,515	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Norman Public Schools	21	14,363	5,964	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Oilton Public Schools	2	313	250	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Okemah Public Schools	3	914	606	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Oklahoma City Public Schools	82	42,549	31,930	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	C	

Okmulgee Public Schools	4	1,701	1,416	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Oktaha Public Schools	2	745	396	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Oologah-Talala Public Schools	4	1,846	593	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Osage Hills School	1	190	111	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Owasso Public Schools	14	9,034	2,096	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Panama Public Schools	3	743	479	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Pauls Valley Public Schools	5	1,322	822	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Pawhuska Public Schools	4	907	578	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Pawnee Public Schools	3	724	459	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Peggs Public Schools	1	238	181	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Piedmont Public Schools	5	2,628	478	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Pioneer-Pleasant Vale Public Schools	3	585	340	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Ponca City Public Schools	10	5,157	535	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Pond Creek-Hunter Public Schools	2	313	2,327	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Porter Consilated Schools	2	545	196	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Poteau Public Schools	4	2,324	298	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Prague Public Schools	3	1,068	598	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Pretty Water Public School	1	266	275	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Pryor Public Schools	6	2,545	156	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Purcell Public Schools	4	1,458	807	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Putnam City Public Schools	26	18,700	10,749	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Quapaw Public schools	3	165	427	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

Rattan Public Schools	3	503	319	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Red Oak Public Schools	2	228	160	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Reydon Public Schools	2	130	58	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Ringling Public Schools	3	461	258	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Ringwood Public Schools	2	376	200	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Ripley Public Schools	2	476	114	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Robin Hill Public Schools	1	215	79	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Rocky Mountain Schools	1	181	176	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Roff Public Schools	2	344	278	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Roland Public Schools	3	1,238	819	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Rush Springs Public Schools	3	592	339	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Salina Public Schools	3	898	670	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Sallisaw Public Schools	4	2,169	1,461	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Sand Springs Public Schools	11	5,412	3,452	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Sapalupa Public Schools	8	4,149	2,274	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Sasakwa Public Schools	2	265	256	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Seminole Public Schools	4	1,724	1,091	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Sentinel Public Schools	2	324	197	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Sequoyah Public Schools	6	1,410	555	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Shady Grove Public Schools	1	158	130	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Shady Point Public Schools	1	115	87	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Shattuck Public Schools	2	344	158	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Shawnee Public Schools	7	4,120	2,892	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

Shidler Public Schools	3	248	171	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Silo Public Schools	3	743	535	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Skelly Public Schools	1	80	66	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Snyder Public Schools	3	526	352	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Springer Public Schools	2	249	218	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Sterling Public Schools	2	411	209	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Stidham Public Schools	1	101	72	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Stigler Public Schools	3	1,339	886	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Stillwater Public Schools	9	5,650	2,202	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Stilwell Public Schools	3	1,382	964	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Stonewall Public Schools	3	412	343	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Stratford Public Schools	3	614	369	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Stringtown Public Schools	2	374	115	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Sulpher Public Schools	4	1,400	831	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Sweetwater Public Schools	2	92	74	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Swink Public Schools	1	71	47	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Tahlequah Public Schools	5	3,555	2,498	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Tenkiller Public Schools	1	302	236	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Terral Public Schools	1	74	74	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Thackerville Public Schools	2	307	208	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Tipton Public Schools	3	287	223	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Tishimingo Public Schools	3	920	517	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Tulsa Public Schools	86	44,493	31,079	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	C	

Turner Public Schools	2	289	168	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Turpin Public Schools	2	393	255	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Tuskahoma Public Schools	1	92	61	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Tuttle Public Schools	4	1,705	313	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Union Public Schools	16	14,949	7,020	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Verdigris Public Schools	3	1,272	269	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Vian Public Schools	3	1,034	803	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Vinita Public Schools	4	1,671	1,017	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Wagoner Public Schools	6	2,459	1,719	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Walters Public Schools	3	727	357	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Washington Public Schools	3	916	227	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Waukomis Public Schools	3	344	185	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Wayne Public Schools	3	512	302	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Waynoka Public Schools	2	223	76	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Welch Public Schools	2	405	214	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Weleetka Public Schools	3	434	335	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Wellston Public Schools	3	673	333	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Western Heights Public Schools	6	3,534	2,886	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Westville Public Schools	3	1,145	898	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Whitesboro Public Schools	2	190	141	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Wilson Public Schools	4	469	309	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Wister Public Schools	2	581	433	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Woodall Public Schools	1	547	372	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	

Woodland Public Schools	3	440	331	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Woodward Public Schools	7	2,684	1,200	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Wright City Public schools	3	473	348	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Wynnewood Public Schools	3	657	353	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Wynona Public Schools	2	130	80	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Yale Public Schools	3	548	391	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Yarbrough Public Schools	2	85	101	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	
Yukon Public Schools	10	7,114	2,431	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	
Zaneis Public Schools	1	270	202	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	

OKLAHOMA Race to the Top Committees and Work Groups

Steering Committee:

Kathy Taylor, Chair
Governor's Chief of Education Strategy and Innovation

Sandy Garrett,
Oklahoma State Superintendent of Public Instruction

Scott Meacham,
Oklahoma State Treasurer

Susan Savage,
Oklahoma Secretary of State

Glen Johnson,
Chancellor of Higher Education

Phil Berkenbile,
State Director, Oklahoma Department of Career and Technology Education

Norma Noble,
Oklahoma Deputy Secretary of Commerce for Workforce Development

Karl Springer,
Superintendent, Oklahoma City Public Schools

Keith Ballard,
Superintendent, Tulsa Public Schools

Steve Crawford,
Executive Director, Cooperative Council for School Administration

Michael Johnson,
Business Representative

Ed Allen,
Director, Oklahoma American Federation of Teachers

Becky Felts,
President, Oklahoma Education Association

Amy Polonchek,
Deputy Chief of Education Strategy and Innovation, Office of Governor Brad Henry

Dave Lopez,
President, American Fidelity Foundation

Ken Levit,
Executive Director, George Kaiser Family Foundation

Jeff Mills,
Executive Director, Oklahoma State School Boards Association

Oklahoma Race to the Top Support Letters		
May 31, 2010		
Constituency	Name	Position/Organization
Key Stakeholders		
	Brad Henry	Governor, State of Oklahoma
	Becky Felts	Oklahoma Education Association
	Ed Allen	American Federation of Teachers
	Pleas Thompson	NAACP
	Chris Benge	Speaker of the House
	Glenn Coffee	President Pro Tempore of the Senate
	Danny Morgan	House Leadership, Minority
	Charlie Laster	Senate Leadership, Minority
Superintendent Candidates		
	Susan Paddack	Candidate for State Superintendent of Public Instruction
	Janet Barresi	Candidate for State Superintendent of Public Instruction
State School Agencies		
	Jeff Mills	Oklahoma State School Board Association
	Steve Crawford	Cooperative Council of School Administrators
	Stan Lyberger	Oklahoma Business Education Coalition
CareerTech		
	Phil Berkenbile	Oklahoma Department of Career and Technology Education
	Tom Friedman	Francis Tuttle Technology Center
	Kara Gae Neal	Tulsa Tech
	Douglas Major	Meridian Technology Center
Higher Ed		
	Glen Johnson	Chancellor
	William Stuart Price	Board Chair, Oklahoma State Regents for Higher Education
	David Boren	President, The University of Oklahoma
	Steadman Upham	President, The University of Tulsa
	Dr. Gerry Clancy	President, The University of Oklahoma - Tulsa
	Bob Klabenes	President, Oklahoma State University, Okmulgee Campus
	Bill Beierschmit	Rogers State University - Bartlesville
	Donna Wood	Tulsa Community College
	Dr. Edna Manning	Oklahoma School of Science and Mathematics
	Gregg Garn	K20 Center, The University of Oklahoma
	Tom McKeon	Presidents Council
	Pamela Pittman	The University of Oklahoma, Community Engagement Center
Education Thought Leaders		
	Harriet Meyer	Ounce of Prevention Fund
	Jonah Edelman	STAND for Children
	Lance Tackett	Teach for America
	Kendra Bramlett	KIPP Tulsa College Preparatory Academy
	Jan Creveling	Tulsa Area Community Schools Initiative
	Ken Levit	George Kaiser Family Foundation
	Lynn Schusterman	Charles & Lynn Schusterman Family Foundation
	Robert Ross	Inasmuch Foundation
	Emily Stratton	Oklahoma Foundation for Excellence
	Richard Hess	Oklahoma Society of Association Executives
	Lori Dickinson	The Foundation for OKC Schools
	Michael Cawley	Samuel Roberts Noble Foundation
	Phil Lakin	Tulsa Community Foundation

Native American Tribal Leaders		
	Governor Bill Anoatubby	Chickasaw Nation
	Chief Chad Smith	Cherokee Nation
	Chief Gregory Pyle	Choctaw Nation
Chambers of Commerce		
	Natalie Shirley	Oklahoma Secretary of Commerce & Tourism
	Steve Hendrickson	Governor's Council on Workforce & Economic Development
	Dick Rush	Oklahoma State Chamber of Commerce
	Roy Williams	Greater Oklahoma City Chamber of Commerce
	Mike Neal	Tulsa Metro Chamber
	Ken Moore	Edmond Area Chamber of Commerce
	David Myers	Ponca City Development Association
	Wes Stucky	Ardmore Development Authority
	Shane Frye	Bartlesville Chamber of Commerce
	Becky Julian	Mustang Chamber of Commerce
	Randy Green	Kiefer Chamber of Commerce
Business Leaders		
	Stacy Schusterman	Samson
	Wade Edmundson	Summit Bank
	Bruce Heine	Magellan
	Chet Cadieux	Quiktrip
	Rachel Hutchings	American Airlines
	David Bartz	Spirit Aerosystems
	Rand Berney	ConocoPhillips
	Peter Delaney	OG&E
	Bryan Gonterman	AT&T
	Phil Parduhn	PELCO
	Joyce Madewell	Spiritbank
	Don Walker	Arvest
	Richard Boone	St John Foundation
	Earl Denning	Hillcrest Healthcare
	Stuart Solomon	Public Service Company of Oklahoma
	Bruce Lawrence	Integris Health
	Curtis Davidson	First National Bank & Trust of Ardmore
	Roy Gordon	Oklahoma AFL-CIO
Superintendents		
	Karl Springer	Oklahoma City Public Schools
	Keith Ballard	Tulsa Public Schools
	Ruth Ann Carr	Ardmore Public Schools
State Legislators		
	Susan Paddack	State Senator (Ada), Minority Whip
	John Ford	State Senator (Bartlesville) Chair of Education Committee
	Johnnie Crutchfield	State Senator (Ardmore)
	Earl Sears	State House of Representatives (Bartlesville)
	Tad Jones	State House of Representatives (Claremore), Majority Floor Leader
Key Educational Stakeholders		
	Kellie Steele	Shawnee Educatonal Foundation
	Sylvia Fooshee	Sand Springs Educational Foundation
	Sundra Flansburg	Midwest City-Del City Public Schools Foundation
	Sheila Groves	Oklahoma PTA
	Edd R. McNeil	Davis Public School Foundation

	Morris Philpott	Walters Public Educational Foundation
	Julie Mathis	Students, Teachers, Education, Parents
	Caroline Gist	Putnam City Public Schools Foundation
	Stan Wilson	Mustang Public School Foundation
	William Adams	Kiefer Public Schools Foundation
	Jimmy Reynolds	Alternative Academy
	Jayne Bowen	Bixby Educational Endowment Foundation
	Uli LeBlanc	Okmulgee Education Foundation
	Angela Hill	Grove Parent Teacher Organization
	Lynn Pagels-Jones	Grove Public Schools Long Range Statistics Planning Committee
	Kristi Wallace	Grove Education Foundation for Excellence
	Perry Willis	The Organization of Rural Oklahoma Schools
	Edward Pharaoh	Mayor of Maysville
	Janelle Lackey Robinson	Stonewall-McLish Education Foundation
	Karen Patterson	Holdenville Education Foundation
Additional Letters:		
	Kathie Price	Southwest Workforce Investment Board Director
	Jack Chapman	Oklahoma Commission on Children and Youth
	Becky Cook	National Center for Disability Education & Training
	Ted Gilispie	Oklahoma Commission for Teacher Preparation
	Lisa Guinn	Talking Leaves Job Corps
	Dennis Shockley	Oklahoma Housing Finance Agency
	Marilyn Burr	Office of Disability Concerns
	Jon Brock	Oklahoma Employment Security Commission
	Jimmy Fish	Oklahoma Building and Construction Trades Council
	Bill Edwards	Northeast Oklahoma Workforce Investment Board
	John Hawkins	Integrated Insurance Services
	Gary Miller	Oklahoma Department of Human Services
	Blaine Smith	Association of South Central Governments
	Chris Pittman	South Central Oklahoma Workforce Investment Board
	Eddie Foreman	Central Oklahoma Workforce Investment Board
	Kerry Manning	Southern Workforce Board
	Ken Busby	Arts & Humanities Council
	Marilyn Feaver	Southwest Oklahoma Impact Coalition
	Darcy Melendez	Workforce Tulsa
	Larry Pulliam	Southern Oklahoma Memorial Foundation
	Mary Kate Wilson	Cornerstone Education Initiative
	Stephen Prescott	Oklahoma Medical Research Foundation
	Joel Guthridge	Clinical Immunology, Oklahoma Medical Research Foundation
	Roy Peters	Oklahoma Manufacturing Alliance
	Karen Davidson	Southeast Workforce Investment Board
	Jane Nelson	Oklahoma Nurses Association
	Howard Hendrick	Oklahoma Department of Human Services
	Hardy Watkins	Oklahoma Tourism & Recreation Department
	Victor Bird	Oklahoma Aeronautics Commission
	Mike Rutledge	City of Mustang
	Tresa Hackney	Farmers and Merchants Bank, Maysville
	Chad Blankenship	Kiefer Fire Department
	Debbie Whitchurch	Kiefer Kid Care
	Shawn Black	Oklahoma Association of Youth Services
	Betty Casey	Tulsa Kids Magazine
	Justin Jones	Oklahoma State Department of Corrections
	Gail Lapidus	Family and Children's Services, Inc.
	Carol Ammons	Big Five Community Services
		**Copies of Original Letters Available on Request

Notable Quotes Surrounding Oklahoma's Race to the Top Application

Tim Daly, President, The New Teacher Project,
"This ambitious bill shows Oklahoma is serious about improving classroom instruction and treating teachers like the professionals they are. By overhauling teacher and school leader evaluations, the state will give educators the feedback they need to reach their full potential and ensure all students learn. These reforms put Oklahoma among a handful of states leading the pack on improving educator effectiveness and could make the state's bid for Race to the Top funding a real Cinderella story."

David Boren, President, University of Oklahoma, former US Senator and Governor of Oklahoma
When speaking about the Oklahoma Foundation for Excellence
Boren says, "Race to the Top has initiated the necessary dialogue amongst all areas of education: early childhood to graduate level. As President of Oklahoma's Flagship University, I see the need for our students to be better equipped both in the classroom and beyond. This application builds a framework that will equal a globally competitive educational system "

Chancellor Glen Johnson, Higher Education
"Oklahoma is committed to establish college and career readiness standards that seamlessly bridge secondary and higher education curriculum and assessment goals. Enabling meaningful and targeted academic preparation interventions, these standards can become the cornerstones of the state's efforts to address the needs of academically unprepared students at the earliest diagnosis. These challenges must be addressed if the state is to experience positive gains in degree completion."

Becky Felts, President, Oklahoma Education Association
"The Oklahoma Education Association is proud to support Oklahoma's Race to the Top Initiative. We have appreciated the inclusion of OEA in the development of our state's grant proposal and will commit our continued collaboration during the implementation of the grant once we are selected."

Ken Levit, Executive Director, George Kaiser Family Foundation
"Breaking the cycle of intergenerational poverty is of the foremost importance to the Foundation. The fundamental driver of income is education. Therefore, through our investments in early childhood education and beyond, I look to advancements in education through programs such as Race to the Top as the essential element of investment that can then yield a break in the cycle of poverty."

William Stuart Price, Board Chair of the Oklahoma State Regents for Higher Education
"During the past six months, statewide planning and discussion surrounding the development of a plan for RTTT has brought unprecedented cooperation between education, business, and community interests around the state."

Brad Henry, Governor of Oklahoma
"As the son of an educator and the husband of a public school teacher, I have always placed a high priority on an efficient and effective public education system. As governor, the improvement and reform has been my top priority...I applaud you for your efforts to encourage state innovation and improvements with Race to the Top."

Jonah Edelman, CEO Stand for Children, Ashoka Fellow, & Rhodes Scholar says of Oklahoma,

"Nowhere in the nation is there more alignment. Nowhere is there a greater recognition of the need to improve. Nowhere is there more bipartisan willingness to make major changes."

"Because it is bold and thoughtful, because it is backed by strong statutes that guarantee its statewide impact, and because it is the product of tremendous collaboration, I wholeheartedly endorse Oklahoma's Round 2 Race to the Top application."

Brad Henry
Governor

The Honorable Arne Duncan, Secretary

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202

May 28, 2010

Dear Secretary Duncan:

I write this letter in strong support of Oklahoma's Race to the Top application. I believe we have presented a thorough and comprehensive proposal that addresses the goals outlined by President Obama when he launched this historic effort to reform and improve the nation's public schools.

As the son of an educator and the husband of a public school teacher, I have always placed a high priority on an efficient and effective public education system. As governor, the improvement and reform of our public schools has been my top priority, and I am proud of the advancements we have made to increase school accountability, enact tougher academic standards, improve classroom resources and craft an early childhood education program that is second to none in the United States.

While I am proud of the advances we have made in recent years, I also recognize that we must explore continued innovations to make our schools the best they can be and give every child the high-quality education that he or she needs to be college or career ready as an adult. I applaud you for your efforts to encourage state innovations and improvements with Race to the Top.

To that end, I am proud to report to you that on May 28 I signed into law landmark reform legislation that will further improve Oklahoma's public education system and enhance this state's application in Race to the Top. By bringing all stakeholders together and emphasizing the urgency of this initiative, we were able to craft a comprehensive and aggressive reform package that makes great strides in the improvement of our public schools.

STATE CAPITOL BUILDING • 2300 N. LINCOLN BOULEVARD, SUITE 212 • OKLAHOMA CITY, OKLAHOMA 73105 • (405) 521-2342 • FAX: (405) 521-3353

No matter what happens in the Race to the Top competition, I know that this legislation will help us accomplish the educational goals and advancements advocated by President Obama.

I sincerely appreciate your consideration of Oklahoma's Race to the Top application. Please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,

Brad Henry

Brad Henry

Governor of Oklahoma

OKLAHOMA EDUCATION ASSOCIATION

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

BECKY FELTS
President

LINDA S. HAMPTON
Vice President

LELA ODOM
Executive Director

May 27, 2010

Governor Brad Henry
State Superintendent Sandy Garrett
Chief Kathy Taylor

Dear Governor Henry, Superintendent Garrett, and Chief Taylor,

The Oklahoma Education Association is proud to support the Oklahoma Race to the Top initiative. We have appreciated the inclusion of OEA in the development of our state's grant proposal and will commit our continued collaboration during the implementation of the grant once we are selected.

We believe strongly that student achievement and graduation rates will increase with the full implementation of the key elements outlined in our proposal. We wholeheartedly support the adoption of the Common Core Standards and the implementation of assessment systems that will provide rapid results to teachers, leaders, parents, and policy makers. In addition, we believe the full implementation of a comprehensive statewide longitudinal data system that tracks student progress and informs instruction is vital to our success.

We believe that every student should have an effective teacher and that every teacher should have an effective leader. To ensure this, we support the development of an effective evaluation system that is rigorous, reliable and fair. We are committed to the use of multiple measures to assess student growth and teacher and leader effectiveness. When implemented, our evaluation system should provide useful data with which to make decisions.

Lastly, we believe that every student deserves to attend a great public school and that it is up to the adults in those schools to provide the highest quality. Our proposal and the companion legislation that gained passage during this legislative session allows people in the lowest performing school sites to make decisions that are right for the students and faculty in their buildings.

We realize that our work to implement the transformation in our schools and communities is just beginning and, when Oklahoma is awarded this grant, we look forward to being a partner for implementation. Please be assured that we are willing to commit the time and energy it will take to meet our goals.

For the Association

Becky Felts

Becky Felts
President

323 E. Madison • P.O. Box 18485 • Oklahoma City, OK 73154 • 405-528-7785 • 800-522-8091 • Fax 405-524-0350 • www.okea.org

OKC-AFT

OKLAHOMA CITY AFT

Local 2309, American Federation of Teachers, AFL-CIO
2915 Classen Boulevard., Suite 420
OKLAHOMA CITY, OKLAHOMA 73106
PHONE: (405) 528-0801 FAX: (405) 525-8425
www.okcaft.org E-MAIL: comments@okcaft.org

Support Statement

The Oklahoma City AFT, Local 2309 of the American Federation of Teachers, supports Oklahoma's Race to the Top application and is eager to help devise and implement needed reform. Oklahoma's Race to the Top initiative has made great progress since our initial application.

Statutory changes have been made or are pending on evaluations, performance pay and seniority. Additionally, modifications have been made to probationary and career status. The AFT proposed progressive language included in SB509 which addressed staffing and peer assistance and we are supportive of SB2033 which contains many of our state's reform efforts. We have agreed to numerous changes to our Collective Bargaining Agreement in order to help our three schools that have been required to restructure.

All of our efforts are aimed at improving student achievement and we recognize the status quo is not an option. The Oklahoma City AFT has made a commitment to reform. We know it must be done, and we will not ignore our responsibilities to be part of the solution.

May 26, 2010

Ed Allen, President
Oklahoma City AFT

opeiu#381,afl-cio

L.L. James Printing

NAACP Tulsa Branch

National Association For The Advancement Of Colored People • P.O. Box 6246, Tulsa, OK 74148 • (918) 592-7989

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, The Tulsa Branch NAACP 6143 endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the Race to the Top Initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key area:

Adopting standards and assessments that prepare students to succeed in college and

The workplace and to compete in the global economy;

Building data systems that measure student growth and success, and inform Teachers and principals about how they can improve instruction;

Recruiting, developing, rewarding, and retaining effective teachers and Principals, especially where they are needed and most; and

Turning around our lowest-achieving schools.

Oklahoma's Race to the Top is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We will acknowledge that transforming the state's public school will require the time, energy and commitment of all the state's key stakeholders and we are up for the challenge.

January 14, 2010

Tulsa Branch NAACP 6143

(b)(6)

Pleas A. Thompson, President

CHRIS BENGE
SPEAKER

CAPITOL BUILDING
PHONE: (405) 557-7340

Office of the Speaker

Oklahoma House of Representatives
Oklahoma City, OK 73105

January 11, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan,

As a leader of the Oklahoma legislature, we recognize that strong public schools are an essential foundation for the building of strong communities across our districts and across our state. We strongly endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. It is vital that our teachers and school leaders have the data and tools necessary to increase student graduation rates and their postsecondary success these investments in education will secure the competitive future of Oklahoma and the nation.

Oklahoma's *Race to the Top* proposal is about more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformation opportunity to dramatically improve achievement and graduation rates among all students in Oklahoma public schools. This initiative will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all the state's key stakeholders and we are up for the challenge.

Sincerely,

Chris Benge
Speaker

Glenn Coffee
President Pro Tempore

House of Representatives

STATE OF OKLAHOMA

Danny Morgan
Democratic Leader

State Capitol Building
2300 North Lincoln Blvd., Rm 548
Oklahoma City, OK 73105

(405) 557-7368
1-800-522-8502
dannymorgan@okhouse.gov

Home:
4706 NBU • Prague, OK 74864
(405) 567-4786

Committees:
Energy & Utility Regulation
Economic Development & Financial Services
Appropriations & Budget

January 11, 2010

Support Statement

Education is undeniably the great equalizer, and strong public schools are vital in advancing our students and our state forward. As the House and Senate Democratic Minority Leaders in the Oklahoma Legislature, we wholeheartedly endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* Initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform. We understand, however, that Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools, which in turn will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We look forward to making the most of this opportunity to advance the state's public schools, and appreciate your consideration.

Sincerely,

Danny Morgan

Representative Danny Morgan
Democratic Leader
Oklahoma House of Representatives

Charlie Laster

Senator Charlie Laster
Democratic Leader
Oklahoma State Senate

NOT PRINTED @ TAXPAYER'S EXPENSE

Susan
PADDACK
State Superintendent of Public Instruction

Secretary Duncan:

Recognizing that strong public schools which provide high quality education for all our students is the key to our state's future success, I am running for the office of State Superintendent for Public Instruction. As the first in my family to graduate from college, I have a passion for public education and will readily admit that any success I've achieved is due to the opportunities afforded me through public education. My children are graduates of public education and, ultimately, I want every child to have the same opportunities that my children and my family have had.

The path that has led me to running for this office include: junior high/middle school science teacher; adjunct faculty in the education department at East Central University and supervisor of student teachers; director of local education foundation outreach for the Oklahoma Foundation for Excellence (founded by University of Oklahoma President David Boren when he was our U.S. Senator); and six years in the Oklahoma State Senate having served as chair of the Senate Education Committee and co-chair of the Senate Appropriations Subcommittee on Education. As the only candidate who has this depth and breadth of experience, I will lead the charge to make education the number one priority in our state.

The reason for my letter is to convey my unwavering commitment to ensuring the successful completion of the Race to the Top initiative, should we be so fortunate to receive the funding. With the many transitions that will be made as a result of the November elections, I felt it important that the selection committee know that, in terms of continuity in public education, I will either be leading the changes we will be making as a result of having received the RTT funds as State Superintendent or I will be overseeing their implementation as a continuing member of the State Senate. As a member of the Senate Education Committee and the Senate Appropriations Subcommittee on Education since my election, I am the only senator who has served as a member of all the steering committees and task forces on our ACE initiative, the Achieving Classroom Excellence initiative. I was also the primary senate author on that landmark piece of legislation that defines our more rigorous curriculum and end of instruction tests. Thus, I will be a very dedicated individual that will see to it that we finish anything we have begun.

I applaud the *Race to the Top* initiative that is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement. I believe that Oklahoma is poised to accept this challenge and to truly transform our educational system into one that meets the needs of all our children. To do anything less is unacceptable!

While I realize that you will receive many well-written proposals from the various states, it is my hope that you will strongly consider our proposal. We are ready to make the leap from having pockets of success in schools around the state to working toward tremendous success by addressing all the educational needs of our children. I believe that you'll find us worthy of your consideration. Please know that I will do everything within my power, as Superintendent or as a State Senator, to make sure that your confidence in us will be a wise choice.

Again, I sincerely appreciate your thorough consideration of Oklahoma's Application and I thank you for this opportunity to communicate with you.

Sincerely,

Susan Paddack

Senator Susan Paddack
Candidate for State Superintendent of Public Instruction

VotePaddack.com ~ P.O. Box 655 ~ Ada, OK 74821 ~ VotePaddack@yahoo.com

Printed and Paid for by Friends of Susan Paddack

Janet BARRESI
STATE SCHOOL SUPERINTENDENT

FRIENDS OF JANET BARRESI
P.O. Box 30775 / Edmond, OK 73003
Phone 405.525.KIDS (5437)
www.JanetBarresi.com

May 27, 2010

To Fellow Education Reform Advocates:

Throughout my 14 years in education reform, I have consistently advocated for policies that foster competition, innovation, creativity and accountability. Some of those reforms include the expansion of school choice, better training and evaluative tools for teachers and principals, and attracting, retaining, and rewarding the best teachers.

Along with those reforms, it is crucial that we adopt rigorous standards and assessments that prepare students to succeed in college and the workplace. An important underpinning of all of these reforms is a system that yields accurate data to measure student growth and success that will be used to inform teachers and principals about how they can improve instruction.

These reforms are vital to transform our schools and communities so that every child in our state obtains the best education possible and to ensure that our students are college and career ready. As Oklahoma's next State Superintendent of Public Instruction, I will not only continue to advocate for these reforms, but I will do everything in my power to successfully enact them.

Sincerely,

Janet Barresi
Oklahoma State School Superintendent Candidate

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma State School Boards Association endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 6, 2010

Date

Oklahoma State School Boards Association

Name of Organization

Jeff B. Nelle

Signature of President, CEO and/ or Executive Director

Oklahoma State School Boards Association
2801 N. Lincoln Blvd., Suite 125
Oklahoma City, OK 73105
405.528.3571 • 888.528.3571
405.528.5695 • www.ossba.org

CCOSA
The Cooperative Council for Oklahoma School Administration
2901 N. Lincoln Boulevard
Oklahoma City, OK 73105

January 7, 2010

RACE TO THE TOP DELIVERY INTENT STATEMENT

CCOSA is the only professional entity in Oklahoma organized and properly affiliated with capable practitioners and national educational organizations to present and deliver professional development programs to Oklahoma school administrators. Our goal is to successfully prepare school leaders for the challenges set forth in the Oklahoma Race to the Top application; specifically in relation to the criteria for improving teacher and principal effectiveness based on performance.

Continued learning is critical for **new and experienced** administrators. **New school leaders** need greater support and mentoring opportunities during the first few years of their career in order to be successful in their administrative role. **Veteran school leaders** need to remain current and proactive regarding the latest research to ensure a quality educational experience for students and staff. All program activities will focus on research components, emphasizing data-based decision making, team building and governance components molded together with the expectation of school improvement and on-going assessment of professional and school performance. Participation in CCOSA professional development programs allows administrators to increase their knowledge-base, while honing their skills under the watchful eye of mentors, expert facilitators and colleagues.

Funding for this program enables the fulfillment of the *Race to the Top* criteria and allows Oklahoma principals to identify school building leadership standards as defined by **Oklahoma Nine Essential Elements** and the National Association of Elementary School Principal's ***Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do***. The establishment of CCOSA's *Race to the Top* academy and auxiliary programs allow administrators to go beyond "highly qualified", as they improve their skills in data-driven decision-making, student assessment and achievement, and teacher supervision and evaluation. The process of improving student achievement includes many variables; and principals, like teachers, need quality professional development that is on-going and pervasive. In addition, the opportunity for practice and implementation in between sessions ensures that the administrators are both reflective and accountable to the evaluation process at the district and state level.

Areas of content include specialized topics such as: enhanced evaluation of teachers as set forth in *Race to the Top* criteria; instructional programming and improvement strategies; decision-making based on value-added analysis; management of time and site funding for instructional improvement; effective communication with staff and community regarding increased academic standards; and methods of conflict resolution and other issues associated with pay for performance assessment. Preference will be given to administrators serving School Improvement sites, as defined by the Oklahoma State Department of Education.

CCOSA has a long-standing partnership with the State Department of Education in providing school administrator training and would continue to work closely with officials in the development and delivery of this professional development program.

CCOSA
2901 N. Lincoln Boulevard
Oklahoma City, OK 73105
405-524-1191 / 405-524-1196 fax
www.ccosa.org

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Cooperative Council for Oklahoma School Administration (CCOSA) endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. Representing public school administrators and having been involved in the development phase of the application, I believe that our mission is clearly focused on children and improving their educational opportunities.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

CCOSA will be actively involved in the implementation of this program, if funded, to ensure that schools and children are the benefactors. We believe strongly that we can make a difference and "failure is not an option".

Steven Crawford, CCOSA Executive Director

OBEC
Oklahoma Business & Education Coalition

January 13, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

To Whom It May Concern Regarding Race for the Top:

The Oklahoma Business and Education Coalition is a business-led, nonpartisan, nonprofit education reform organization focused on improving Oklahoma public schools. Founded in 2000 by business leaders, OBEC supports raising standards; graduating all students from high school ready for work and college; improving transparency and accountability for results; attracting, preparing, and retaining high quality teachers; and having a fair school funding system.

Recognizing that strong public schools are essential for building strong communities, OBEC endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
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Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely

(b)(6)

Stanley Lybarger
Chairman of the Board

1500 S. Midwest Boulevard, Suite 210 • Midwest City, OK 73110 • (405) 869-8808 • Fax (405) 869-8809

careertech
OKLAHOMA DEPARTMENT OF CAREER
AND TECHNOLOGY EDUCATION

January 12, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Department of Career and Technology Education endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Very important to our CareerTech system, in addition to the four key areas above, are the Degree Completion Initiative and the emphasis on STEM strategies also mentioned in the grant. Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

(b)(6)

Phil Berkenbile, Ed.D.
State Director

1500 West Seventh Avenue
Stillwater, OK 74074-4364
www.okcareertech.org
(405) 377-2000 • Fax: (405) 743-6809

FRANCISTUTTLE
TECHNOLOGY CENTER

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Francis Tuttle Technology Center endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/12/10
Date

Francis Tuttle Technology Center
Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

12777 N. Rockwell Ave. • Oklahoma City, OK 73142 • francistuttle.com • 405.717.7799

TulsaTech

January 13, 2010

P.O. Box 477200
Tulsa, OK 74147

918.828.5000

Administrative Offices
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Tulsa, OK 74135

Broken Arrow Campus
4600 S. Olive Ave.
Broken Arrow, OK 74011

Memorial Complex
Career Services Center
3420 S. Memorial Dr.
Tulsa, OK 74145

Health Sciences Center
3350 S. Memorial Dr.
Tulsa, OK 74145

Lemley Campus
3420 S. Memorial Dr.
Tulsa, OK 74145

Training Center
3638 S. Memorial Dr.
Tulsa, OK 74145

Peoria Campus
3850 N. Peoria Ave.
Tulsa, OK 74106

Riverside Campus
801 E. 91 St.
Tulsa, OK 74132

Sand Springs Campus
500 N. Adams Rd.
Sand Springs, OK 74063

STATEMENT OF SUPPORT FOR OKLAHOMA'S RACE TO THE TOP APPLICATION

Oklahoma has a component that sets this state apart in its application for Race To The Top funds: The finest system of Career and Technical Education (CTE) in the nation.

No state has the ability to support high-tech training for students and teachers like Oklahoma. The opportunity to link teacher effectiveness and student progress, along with measurable data, will be maximized through the network of local tax-supported Career Tech districts.

Oklahoma's Career Technical Education system is a separately funded and operated educational division with 29 districts throughout the state. Not a part of higher education or common education, the OCTE serves as a ready partner to sending school districts in the Career Tech districts.

The Career Techs' partner k-12 sending schools are supported with Career Advisement in middle schools and a myriad of career training opportunities provided free of charge to high school juniors and seniors in public, private and home schools.

All CTE districts emphasize training for students and teachers in STEMS..science, technology, engineering and math. Over 900 students across the state are currently enrolled in Oklahoma's Career Tech Pre-engineering programs, grades 9-12.

The Career Techs throughout the state offer the finest quality of technical training for teaching professionals at all levels, pre-k-12, community college and even to those enrolled in collegiate teacher preparation programs.

Additionally, the OCTE system is the state's largest trainer of business and industry's new, expanding and incumbent workforce. Dropout recovery training includes underemployed as well as unemployed through OCTE.

There is nothing to compare with Oklahoma's level of coordination and cooperation between our three educational systems: Pre k-12, Higher Education and Career Technical Education. Race To The Top funds will further develop the already exceptional advances being made in this state to eliminate redundancy, maximize dollars, advance teacher preparedness and classroom effectiveness.

Assisted with Race To The Top funds, Oklahoma will set the pace for the rest of the nation.

Sincerely,

(b)(6)

Kara Gae Neal, Ed. D.
Superintendent and CEO

MERIDIAN TECHNOLOGY CENTER
1312 South Sangre Road Stillwater, Oklahoma 74074-1999 Tel: 405 377-3333 Fax: 405 377-9604

January 12, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 North Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

Recognizing that strong public schools are essential for building strong communities, Meridian Technology Center endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Douglas R. Major
Superintendent/CEO

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

January 13, 2010

Secretary Arne Duncan
Race to the Top
Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter of support for Oklahoma's Race to the Top application. During the past months, statewide planning and discussion surrounding the development of a plan for RTTT has brought unprecedented cooperation between education, business, and community interests around the state. We enthusiastically support this plan to better prepare students for success in college and the workplace and look forward to participating in these important projects that impact student performance and instructional effectiveness along all points of the educational pipeline.

Because it is important that the initiatives outlined in Oklahoma's plan are coordinated to have a unified impact, the State System of Higher Education is committed to work with the common and career and technical education systems to bring proven initiatives to scale, cover gaps via the academic preparation components of the plan, and foster innovation in priority areas such as teacher preparation and STEM initiatives. In particular, higher education is committed to ensuring that the new curriculum, standards, and assessment framework bridging common and higher education provides early alert for student progress and informs our instructional effectiveness interventions, especially with at-risk students and underperforming schools.

To ensure that Oklahoma achieves educational excellence and enhances economic development, the State System of Higher Education continues to pursue the goals of increasing access points to higher education, increasing the number of college graduates, and better preparing those graduates to compete globally. Toward those objectives and with the added momentum of the RTTT initiatives, the system will continue to focus on student preparation to ensure a common message and expectation of how students must be academically prepared to succeed in college and compete in the workforce. Partnering with numerous organizations, Oklahoma's public colleges and universities are increasingly connecting with their regions, impacting young people, adults, and community leaders to develop a more successful future for our state. Because of this capacity to lead and enact change, the Oklahoma State Regents for Higher Education pledges all support necessary to successfully implement the goals and activities of the proposed RTTT plan.

Sincerely,

Glen D. Johnson
Chancellor

William Stuart Price
Board Chair

GDJ/hdd

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P.O. Box 108850 · Oklahoma City, Oklahoma 73101-8850
www.okhighered.org · Phone: 405-225-9100 · Fax: 405-225-9230

The University of Oklahoma

OFFICE OF THE PRESIDENT

May 27, 2010

Education Secretary Arne Duncan
Race to the Top Review Team
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

The bold opportunity presented by the United States Department of Education's Race to the Top Grant Opportunity is important to transforming Oklahoma's educational landscape. Upon leaving the United States Senate after fifteen years of service, the only opportunity that could lure me back to the state was one in which I could serve in an educational capacity. When the position to become President of the University of Oklahoma presented itself, I could not refuse. Recognizing that the University had the potential to become a primary economic driver for the entire state, the potential for change was real and I accepted the challenge.

Therefore, I see the opportunity for real change to be presenting itself right now. Race to the Top has initiated the necessary dialogue amongst all areas of education: early childhood to graduate level. As President of Oklahoma's Flagship University, I see the need for our students to be better equipped both in the classroom and beyond. This application builds a framework that will equal a globally competitive educational system.

At the University, we have built nationally recognized programs in Meteorology, Engineering, and Journalism. Therefore, I am confident that world-class public education can occur within the four borders of our state. During my tenure in the United States Senate, I brought together a group of business and community leaders to recognize the importance of public education in Oklahoma; we founded the **Oklahoma Foundation for Excellence**. The sole mission of the Oklahoma Foundation for Excellence is *"to recognize and encourage academic excellence in Oklahoma's public schools."* Each year, the organization recognizes the top 100 graduating high school seniors and also five outstanding teachers and administrators.

From my perspective, Oklahoma's bold Race to the Top proposal builds on the mission that we started over 25 years ago. I am confident that Oklahoma's education leaders are prepared to execute this ambitious plan to the state's educational system. At the University level, we commit to playing a key role by working collaboratively with state leaders, educators, and our customers, the students, to build a record of success for which the state of Oklahoma can be proud and accomplishing the Race to the Top goals of graduating more students college and career ready.

Sincerely,

David L. Boren
President

660 Parrington Oval, Room 110, Norman, Oklahoma 73019-3073 (405) 325-3916, FAX: (405) 325-7605

THE UNIVERSITY of TULSA

OFFICE OF THE PRESIDENT

January 7, 2010

Kathy Taylor
Governor's Chief of Education, Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105
Attn: Becky White

Ref: Stakeholder Support Statement

Dear Ms. Taylor:

Recognizing that strong public schools are essential for building strong communities, The University of Tulsa endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Steadman Upham
President

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The University of Oklahoma

OFFICE OF THE PRESIDENT
TULSA

Business Support Statement

Recognizing that strong public schools are essential for building strong business communities, OU-Tulsa endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1-14-10

Date

OU-Tulsa

Dr. Gerard Clancy, President OU-Tulsa

Schusterman Center, 4502 East 41st Street, Suite 3B32, Tulsa, Oklahoma 74135-5065 PHONE: (918) 660-3300 FAX: (918) 660-3309

INSTITUTE OF TECHNOLOGY

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800 722 4471
Fax 918 293 4644
bob.klabenes@okstate.edu

January 13, 2010

Governor Brad Henry
State Capitol Building
2300 N. Lincoln Boulevard
Oklahoma City, OK 73105

Dear Governor Henry:

Recognizing that strong public schools are essential for building strong communities, Oklahoma State University Institute of Technology endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life. OSU Institute of Technology works closely with numerous school districts throughout the state and is prepared to assist the *Race to the Top* Team to assure the project's success.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and OSU Institute of Technology is up for the challenge.

Sincerely,

Bob Klabenes

Dr. Bob Klabenes
President

ROGERS STATE UNIVERSITY

BARTLESVILLE CAMPUS
401 S. DEWEY
BARTLESVILLE, OK 74003
918.338.8000

January 13, 2010

Stakeholder Support Statement

Recognizing the scope of influence that the Bartlesville Public Schools have upon the future development of the City of Bartlesville and the state of Oklahoma, Rogers State University - Bartlesville, strongly endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

We believe that Oklahoma's *Race to the Top* grant project will provide the resources and accountability to enhance an environment of excellence in the Bartlesville schools; reflected in higher standards of achievement and assessment, an increased quality of professional development of teachers and administrators, and also improve the quality of education for each student in the Bartlesville community.

We acknowledge that the proposed task will require the time, energy and commitment of all of the state's key stakeholders and Rogers State University – Bartlesville is proud to participate as a supporter of Bartlesville Public Schools in the Oklahoma Race to the Top.

Sincerely,

Bill R. Beierschmitt
Provost and Chief Operating Officer

Tulsa Community College

January 14, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Tulsa Community College Academic Affairs endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Regards,

Donna B. Wood

Donna Wood, Ed.D.
Associate Vice President
Academic Affairs

Associate Vice President for Academic Affairs Conference Center 6111 E. Skelly Drive Tulsa, OK 74135-6198 (918) 595-7841

OKLAHOMA SCHOOL OF SCIENCE AND MATHEMATICS
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Stillwater

January 12, 2010

Becky White
Governor's Office of Education Strategy and Innovation State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White,

We recognize that strong public schools are essential for building strong communities. In that regard the Oklahoma School of Science and Mathematics (OSSM) endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative, the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. **As a nationally ranked two-year public high school, OSSM prepares students for college and career success through its academically advanced curriculum. Of the more than 1,000 OSSM graduates, 100 percent have attended college and 300 are practicing engineers, 78 are medical doctors, 45 have earned doctorates, 25 are attorneys and ten have begun their own business in Oklahoma. Without the support of the Oklahoma State Legislature, OSSM would likely never have been founded.**

* Build data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction. **OSSM assesses and tracks the progress of each student both academically and through school/community service through its electronic systems. Curriculum is of the highest caliber and is modified if necessary to ensure the success of every student who desires a first-rate high school education in Oklahoma.**

* Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most. **Since its inception, OSSM has attracted and retained instructors with mostly advanced degrees – almost 70 percent have Ph.D.s – and all are highly motivated to make every student successful. Without OSSM, these professors who come from all over the world would likely go to other states to teach and most would be teaching at the college level – not high school.**

* Turn around our lowest-achieving schools. **OSSM has had students attend from all 77 Oklahoma counties, some from very small towns – less than 10,000 people – and these students have graduated each with numerous scholarships and awards; many would have had limited opportunities in their home schools. OSSM also holds statewide teacher workshops in science and math during the summer to assist instructors in scholastic preparation with their own students.**

Oklahoma's *Race to the Top* is about more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Edna M. Manning

Edna McDuffie Manning, Ed.D.
President
Oklahoma School of Science and Mathematics

The University of Oklahoma

K20 CENTER FOR EDUCATIONAL AND COMMUNITY RENEWAL

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the K20 Center for Educational and Community Renewal endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 7, 2010

Date

K20 Center for Educational and Community Renewal

Name of Organization

Gregg Garn, Ph.D.
K20 Center Director

Two Partners Place, 3100 Monitor Avenue Suite 200, Norman, OK 73072-7808
(405)325-1267 phone (405)325-7592 fax
www.k20center.org

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

January 13, 2010

Secretary Arne Duncan
Race to the Top
Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter of support for Oklahoma's Race to the Top application. Higher education has been proud to work with our colleagues in common and career and technical education to produce a plan that makes certain that more students graduate ready for the challenges of the global economy.

Though a variety of factors influence a student's failure to complete college, no single factor contributes more to these challenges than academic preparation. Getting behind academically at any age or stage of education handicaps odds for high school completion and many times puts collegiate degree completion out of reach. These challenges to the educational pipeline must be addressed by all educational partners to ensure significant progress in increasing graduation rates. The RTTT plan outlines several significant academic preparation reforms that will formally involve the State System of Higher Education, the State Department of Education, and the State System of Career and Technical Education working toward seamless alignment of curriculum, standards, and assessments. Additional areas of emphasis on STEM education, teacher preparation and professional development, and maximizing the use of data through the new Longitudinal Data System, will establish unprecedented cooperation between the educational enterprise and its many constituencies in business, industry, and government.

Oklahoma's Race to the Top plan will build upon proven programs and services and establish new interventions where gaps exist. The state's application is built around the principles of better academic preparation for success in college and the workforce and ensuring instructional effectiveness to support that overarching goal. The statewide Council of Presidents – representing all public universities and colleges in the state – enthusiastically supports this plan to increase student achievement and provide an even brighter future for all Oklahomans.

Sincerely,

Thomas K. McKeon

Thomas K. McKeon
President, Tulsa Community College
Chair, Oklahoma Council of Presidents

The University of Oklahoma

CENTER FOR COMMUNITY ENGAGEMENT
TULSA

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, University of Oklahoma-Tulsa Community Engagement Center (OUCEC) and OUCEC Higher Ed Forum of Northeast Oklahoma, endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Date: January 13, 2010

Name of Organization:

University of Oklahoma-Tulsa Community Engagement Center (OUCEC) and the OUCEC Higher Ed Forum of Northeast Oklahoma

---

Pamela S. Pittman

Pamela S. Pittman, OUCEC Executive Director and
Chair of OUCEC Higher Ed Forum of Northeast Oklahoma

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May 27, 2010

Mr. Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I write this letter as support for the state of Oklahoma and its efforts surrounding Race to the Top. I have been privileged to work with the state of Oklahoma's reform leaders for a number of years on initiatives surrounding Early Childhood Education and have been impressed by the tenacity and dedication of those working to truly make a difference in the lives of Oklahoma's children. Oklahoma's record in Early Childhood Education has been recognized nationally for its wide availability across the state and the service that it provides. Oklahoma has recognized that strong public schools are essential for building strong communities and has used private and public money effectively to fund these initiatives. I endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Through the opening of three Educare sites across the state, and two more in the planning stages, the Ounce of Prevention has worked with Oklahoma's educational thought leaders to prepare a plan for early childhood education across the state. Oklahoma is a national leader in providing access to Preschool programs, and a national example of a statewide commitment to sending all children to kindergarten ready to learn. With this important foundation, we believe the state is well positioned to continue to innovate and reform educational policy at the statewide level.

I sincerely appreciate your thoughtful consideration of Oklahoma's Application,

(b)(6)

Harriet Meyer
President
Ounce of Prevention Fund

Stand for Children

GRASSROOTS SOLUTIONS
LASTING CHANGE

May 28, 2010

Secretary Duncan:

It is my honor to write in strong support of Oklahoma's Round 2 application for Race to the Top grant funds.

For the past few months, I have been privileged to work with the state of Oklahoma on their Race to the Top efforts. Throughout, I have been impressed by the skill, tenacity, and dedication of those working with the Race to the Top Team.

From direct experience working closely with Race to the Top Coordinator Kathy Taylor, the dynamic former Mayor of Tulsa, multiple meetings with legislative leadership and the State Superintendent, and an engaging dialogue about education innovation during a special meeting on the Senate floor with more than forty members of the State House and Senate, I can tell you this unequivocally: Oklahoma is ready to race to the top.

Nowhere in the nation is there more alignment. Nowhere is there a greater recognition of the need to improve. Nowhere is there more bipartisan willingness to make major changes.

I have heard directly from you that you are looking for boldness – that courageous, comprehensive Race to the Top proposals are what you want to see.

Having an intimate knowledge of Tennessee, Delaware, Colorado, Massachusetts, Florida, and other states at the forefront of innovation, I can tell you with confidence that Oklahoma is every bit as ready to significantly improve its schools.

The overwhelming passage of SB2033, the *Oklahoma Teacher and Leader Effectiveness Act of 2010*, the boldest, most comprehensive education legislation passed this year, shows the state's seriousness about improving student outcomes, as does the attached Round 2 Race to the Top application.

Because it is bold and thoughtful, because it is backed by strong statutes that guarantee its statewide impact, and because it is the product of tremendous collaboration, I wholeheartedly endorse Oklahoma's Round 2 Race to the Top application.

Thank you for your vision in creating this innovative and competitive grant process and my thanks to the thoughtful reviewers who carefully review this application.

Standing with you for children,

(b)(6)

Jonah Edelman
CEO – Stand for Children

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACH FOR AMERICA

5/28/2010

Oklahomans have long been known for overcoming adversity. Oklahoma's educators have long been known for their tenacity and ability to work with ever increasing budgetary constraints. Therefore, we see the Race to the Top Application as a promising opportunity to reform education in Oklahoma in a way that has not occurred in years. With the passage of 1017 in 1990, Oklahoma led the way in education reform; however, we recognize that to keep up today, we must make aggressive efforts to transform our educational system into one that can be globally competitive.

We firmly believe that bold reforms in education must occur in order to alleviate the gap in achievement for students in Oklahoma's lowest income communities. We know the achievement gap is not a reflection of the potential of children growing up in low income communities. Instead, we believe that it is the result of three interrelated factors:

- Children growing up in poverty face more challenges than students growing up in wealthier communities.
- The schools these children attend lack the capacity to meet their extra needs.
- Education policies and practices often fail to reflect the sense of urgency and the deep sense of belief that all kids can achieve at high levels when given the opportunities they deserve.

Despite this stark reality, we know that educational inequity is a solvable problem. We see evidence at all levels —in classrooms, schools, districts, and states—that students from low-income communities can and do achieve at high levels when they are given the opportunities they deserve.

We support Oklahoma in their reform efforts and believe that with these efforts, we will be able to overcome many of the obstacles that so many of our students currently face within the state.

This transformation will be built on efforts to improve the support given to our teachers, administrators and our students. This will not only come in the way of grant dollars. The Race to the Top team took a top down approach when working on its proposal, and therefore built a sustainable, yet aggressive vision for education within the state of Oklahoma. I applaud this vision and will work to ensure that it is executed. Working collaboratively as Oklahomans, I have no doubt that serious reforms will be undertaken, and I therefore write to share my strong support for Oklahoma's Race to the Top Application.

Respectfully,

(b)(6)

Lance Tackett
Executive Director
Teach For America

KIPP TULSA COLLEGE PREPARATORY
Work Hard. Be Nice.

May 26, 2010

Oklahomans have long been known for overcoming adversity. Oklahoma's educators have long been known for their tenacity and ability to work with ever increasing budgetary constraints. Therefore, we see the Race to the Top Application as a promising opportunity to reform education in Oklahoma in a way that has not occurred in years. With the passage of 1017 in 1990, Oklahoma led the way in education reform; however, we recognize that to keep up today, we must make aggressive efforts to transform our educational system into one that can be globally competitive.

The KIPP Tulsa College Preparatory Academy is dedicated to carrying education reform to the underserved portion of Tulsa's community and in so doing narrow existing knowledge gaps in our community and break generations old repetitive social cycles. Only through serious education reform will Tulsa and all of Oklahoma be able to realize the above objectives and contribute to the long-term competitive position of our community and our nation.

This transformation will be built on efforts to improve the support given to our teachers, administrators and our students. This will not only come in the way of grant dollars. The Race to the Top team took a top down approach when working on its proposal, and therefore built a sustainable, yet aggressive vision for education within the state of Oklahoma. I applaud this vision and will work to ensure that it is executed. Working collaboratively as Oklahomans, I have no doubt that serious reforms will be undertaken, and I therefore write to share my strong support for Oklahoma's Race to the Top Application.

Respectfully,

(b)(6)

Kendra Bramlett, M.Ed.
School Leader

1661 E Virgin St
Tulsa, OK 74106
www.kipptulsa.org

Tulsa Area Community Schools Initiative

May 27, 2010

To Whom It May Concern:

I am writing to share my strong support for Oklahoma's Race to the Top application. Oklahoma needs to build on successful efforts for education reform to ensure that every student is supported along the educational pipeline, from early education to secondary school, and to graduate from high school and then on to a successful post-secondary experience.

Tulsa Area Community Schools Initiative (TACSI) provides school reform through a new way of thinking and doing business. TACSI provides leadership and influence to engage local communities in creating and sustaining community schools that support student success, healthy families and engaged communities. TACSI is part of a national movement to create community schools as a strategy to build an integrated network of partners between schools and their community.

Community schools are centers of their neighborhoods with community partners providing resources, services and opportunities for students, families and their neighbors. By sharing expertise and resources, schools and communities act in concert to support and educate the whole child—academically, physically, socially and emotionally - and to develop strategies to strengthen their families and their neighborhoods.

With Race to the Top funding, Oklahoma will be able to build on education reform efforts such as community schools, by supporting the administrators, teachers, students, families and communities surrounding schools. TACSI recognizes that education reform is the key to the economic health of our state and will only increase the quality of life for our citizens. We will work with Oklahoma's Race to the Top team to ensure that Oklahoma's vision for education reform is fully executed and sustainable.

Sincerely,

(b)(6)

Jan Creveling, Director
Tulsa Area Community Schools Initiative

GEORGE KAISER FAMILY FOUNDATION

January 7, 2010

Secretary Duncan
Race to the Top
Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

Dear Secretary Duncan:

The George Kaiser Family Foundation (GKFF) is focused upon intervening in the cycle of poverty at the earliest possible stage. To this end, we believe in the importance of improving the educational opportunities for Oklahoma's children. The Foundation has been engaged with and has supported the Race to the Top Application process and believes this grant will provide a tremendous opportunity to change the educational landscape in the State.

As a member of the broader philanthropic community in Oklahoma, we recognize that strong public schools are an essential element for the building of strong communities and a strong economic future. GKFF will work with private funders to provide $5 million dollars in additional private support to accelerate the teacher and principal effectiveness portion of this grant through a pilot within the Tulsa Public Schools, the state's largest school district. This effort could then be implemented across the entire state.

Oklahoma's *Race to the Top* proposal is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to improve Oklahoma's student achievement and graduation rates and to promote the kind of bold reform needed to make a difference for the next generation.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the Oklahoma's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are ready to assist in meeting that challenge. Thank you for your thoughtful consideration.

Sincerely,

(b)(6)

Ken Levit,
Executive Director, George Kaiser Family Foundation

Charles and Lynn
SCHUSTERMAN
FAMILY FOUNDATION

January 8, 2010

Secretary Arne Duncan
Race to the Top
Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

Dear Secretary Duncan,

Recognizing that strong public schools are essential for building strong communities, the Charles and Lynn Schusterman Family Foundation endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Lynn Schusterman
Chair

Foundation Headquarters: 2 West Second St., P.O. Box 51, Tulsa, OK 74101-0051 • Phone: (918) 591-1090 • Fax: (918) 591-1758
Washington, DC Office: 800 Eighth Street, N.W., Washington, DC 20001-3724 • Phone: (202) 289-7000 • Fax: (202) 289-4983
www.schusterman.org

INASMUCH FOUNDATION

EDITH KINNEY GAYLORD, FOUNDER
1916 - 2001

ROBERT J. ROSS
PRESIDENT AND CHIEF EXECUTIVE OFFICER

January 13, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Inasmuch Foundation endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 14, 2010
Date

Inasmuch Foundation
Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Oklahoma Tower, 210 Park Avenue, Suite 3150, Oklahoma City, Oklahoma 73102
Telephone (405) 604-5292 Fax (405) 604-0297
bob.ross@inasmuchfoundation.org www.inasmuchfoundation.org

Oklahoma Foundation for Excellence
recognizing and encouraging academic excellence in our public schools

David L. Boren
Founder and Chairman of the Board

January 12, 2010

Re: Stakeholder Support Statement

Please know of our support of the Oklahoma application for the *Race to the Top* public education initiative. As a statewide education nonprofit organization, the Oklahoma Foundation for Excellence compliments the efforts of the U.S. Department of Education to increase student achievement by offering states the opportunity of financial grants to help achieve education innovation and reform.

The Foundation for Excellence was established 24 years ago when community leaders from across the state saw the need of private support for public education. With the mission of recognizing and encouraging academic excellence in Oklahoma public schools, we have worked through the years with Oklahoma's education institutions and other educational organizations to improve our public schools. Several of our programs are unique to this state, and we believe they have added to the progress that is being made.

Each year, our Academic Awards Program salutes 100 outstanding high school seniors as Academic All-Staters and five exceptional educators as Medal for Excellence winners. With the awards banquet broadcast throughout the state on public television, Oklahomans recognize that the celebration of these honorees promotes a standard of excellence for other students and teachers to emulate.

A special relationship with the Colonial Williamsburg Foundation has helped Oklahoma fifth-grade teachers revolutionize the way they teach colonial American history. Oklahoma is second in the nation in the number of teachers—more than 500—who have attended the Colonial Williamsburg Teacher Institute and first in the nation in the number of Electronic Field Trip school subscriptions, which bring interactive historical reenactments to classrooms via public television. Our Foundation is collaborating with other Oklahoma groups to expand early-American history education. Oklahoma was selected by George Washington's Mount Vernon Estate and Gardens to be the first recipient of a two-year grant for a George Washington Ambassador Program that promotes the teaching of George Washington and the founding era in classrooms across the state.

120 N. Robinson, Suite 1420W • Oklahoma City, OK 73102-7434
Phone: 405/236-0006 • Fax: 405/236-8590 • E-mail: info@ofe.org • Web Site: http://www.ofe.org

Our Foundation is committed to school improvement by encouraging teachers to enhance their teaching skills through professional development. With our Teacher Scholarship Program, we have worked with school personnel to target schools where the need is the greatest and to steer teachers to national conferences that could help them bring about systemic change for their schools. Oklahoma is the first state in the nation to participate in the Fund for Teachers program, which awards grants to teachers for self-designed summer learning activities. Through this remarkable program, Oklahoma teachers have traveled from the plains and forests of Oklahoma and the ecological wonders of Costa Rica to the classical ruins of Rome and the Great Wall of China. Currently supported through bridge funding from the national organization, 439 Oklahoma teachers have brought the excitement and knowledge they gained from their educational journeys to their classrooms and are opening up the world to their students.

Through our outreach services to local education foundations, our Foundation has helped to build one of the nation's largest and most effective networks of public school foundations, with more than 200 to date. These citizen-led nonprofits have raised millions of dollars to promote academic excellence in their districts and have encouraged community involvement in their local schools.

Our newest program is the Boren Mentoring Initiative that has helped to promote the growth and development of school-based mentoring statewide. As our program has become known, it has become the "go-to place" for information about mentoring and what programs are available in Oklahoma.

The above programs show the engagement of private citizens in the effort to improve Oklahoma's public schools. As we look forward, our Foundation is interested in any way that we can help improve Oklahoma's student achievement and graduation rates, which are key factors in shaping the future of our economy and quality of life.

The Oklahoma Foundation for Excellence readily joins the *Race to the Top* team to become a stakeholder in however we can help further Oklahoma's plan to transform our state's public schools.

Date: *January 13, 2010*

Name of Organization: *Oklahoma Foundation for Excellence*

Signature of Executive Director: (b)(6)

OSAE

OKLAHOMA SOCIETY of ASSOCIATION EXECUTIVES

6412 N Santa Fe Ave
Suite C
Oklahoma City, OK 73116-9111
405-879-0027
Fax 405-879-0304
osae@rhess.com
www.ok-osae.org

Sheri Penner, CAE
President
Oklahoma Society of Professional Engineers

Tawni Phelan, CAE, CMP
President-Elect
Oklahoma Society of CPAs

Greta Stewart, CAE
Past-President
Oklahoma Primary Care Assn.

J. Scott Hopkins
Secretary/Treasurer
National Electric Contractors Association

Scott Dewald
Vice President - Meetings
Oklahoma Cattlemen's Assn.

Mark Bledsoe, CAE
Vice President - Membership
USSA

Jan Gilmore-Loftis
Vice President - Communications
Gilmore Communications

Ken King, CAE
Vice President - Education
Oklahoma State Medical Assn.

Brian Ferrell, CMP
Strategic Partner Liaison
factor110

Sheila Smith
Strategic Partner Liaison
Embassy Suites, Norman

Richard L. Hess, CAE
Executive Director
Richard Hess & Associates

OKLAHOMA

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Society of Association Executives endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Date

Oklahoma Society of Association Executives

Name of Organization

(b)(6) Richard Hess, CAE; Executive Director

Signature of President, CEO and/ or Executive Director

Chairman
Dave Lopez

Chair-Elect
Robert J. Ross

Secretary/Treasurer
Christopher C. Turner

Past Chairman
Stanley F. Hupfeld

Board Members
Ray Ackerman
John L. Belt
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William Bullard
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Dudley Hyde
Lou Kerr
Jenny Love Meyer
Marcia Matthews Hutton
Susan McCalmont
Daniel Medley
Harry Merson
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Tom Price
Scott Pruitt
Wendi Schuur
Tony Shinn
Helen Sullivan
Donita Thomas
Miles Tolbert
Paul Trimble
Pam Troup
Kevin R. White
Carol Wilkinson Troy
Robert Zahl

Ex-Officio Members
David Castillo
Hispanic Chamber

Mick Cornett
Mayor, Oklahoma City

Drew Dugan
Greater OKC Chamber

Joyce Henderson
South OKC Chamber

Angela Monson
Board Chairman,
OKC Public Schools

Karl Springer
Superintendent,
OKC Public Schools

Executive Director
Lori M. Dickinson

THE FOUNDATION
FOR OKLAHOMA CITY PUBLIC SCHOOLS

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, The Foundation for Oklahoma City Public Schools endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 8, 2010
Date

The Foundation for Oklahoma City Public Schools
Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

5225 N. Shartel Avenue, Ste. 201 · Oklahoma City OK 73118 · (405) 879-2007 · Fax (405) 879-2088 · www.okckids.com

THE SAMUEL ROBERTS
NOBLE
FOUNDATION

Michael A. Cawley
President

January 13, 2010

Stakeholder Support Statement
Oklahoma's Race to the Top Application

To Whom It May Concern:

On behalf of The Samuel Roberts Noble Foundation, I am pleased to endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

In recognition of the fact that strong public schools are essential for building strong communities, we realize that Oklahoma's *Race to the Top* is about more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools. This in turn will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming Oklahoma's public schools will require the time, energy and commitment of all of the state's key stakeholders. We look forward to this opportunity that will assist the state in making changes that will lead to dramatic gains in student achievement.

Sincerely,

(b)(6)

Michael A. Cawley

MAC:mkw

The Samuel Roberts Noble Foundation, Inc.
2510 Sam Noble Parkway, Ardmore, Oklahoma 73401
580.223.5810 fax: 580.224.6212
macawley@noble.org

TULSA COMMUNITY FOUNDATION

CHARITY *With* CHOICE

January 10, 2010

Secretary Duncan
Race to the Top
Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to support Oklahoma's Race to the Top proposal on behalf of Tulsa Community Foundation (TCF).

As the largest community foundation in the nation, TCF strives to be the recognized, community-owned institution that initiates, teaches and encourages personal and corporate charitable giving today to ensure the philanthropic needs of Oklahomans can be met for all generations. TCF has been actively engaged with the Race to the Top application process and believes this grant will provide a tremendous opportunity to improve the educational landscape of our state.

TCF recognizes that strong public schools are an essential element for building strong communities. TCF will work with private funders to provide at least $5 million dollars in additional support to accelerate the teacher and principal effectiveness portion of the grant proposal through a pilot program in Tulsa Public Schools, the state's largest district. This effort, based on effectiveness, could later be expanded to include districts across Oklahoma.

Oklahoma's Race to the Top proposal is about more than securing grant funds for the state; it is about transforming our schools and communities to give each child the best education possible, and thus the best opportunities for the future. We acknowledge that transforming Oklahoma's public schools will require the time, energy and commitment of all our state's key stakeholders and stand ready to assist in meeting this challenge.

Thank you for your consideration. Please contact me if I may be of any further assistance.

Sincerely,

(b)(6)

Phil Lakin, Jr.
Chief Executive Officer
Tulsa Community Foundation

7030 South Yale Avenue • Suite 600 • Tulsa, OK 74136 • Phone 918-494-8823 • Fax 918-494-9826 • www.TulsaCF.org

OFFICE OF THE GOVERNOR
The Chickasaw Nation
Post Office Box 1548 • Ada, Oklahoma 74821
(580) 436-2603 • Fax (580) 436-4287
http://www.chickasaw.net/~cnation

BILL ANOATUBBY
GOVERNOR

January 15, 2010

Governor Brad Henry
2300 North Lincoln Boulevard, Room 212
Oklahoma City, OK 73105

Dear Governor Henry,

Recognizing that strong public schools are essential for building strong communities, the Chickasaw Nation is pleased to support and proudly endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

We, Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Bill Anoatubby

Bill Anoatubby, Governor
The Chickasaw Nation

CHEROKEE NATION®

Chad "Comtassel" Smith
Principal Chief

Joe Grayson, Jr.
Deputy Principal Chief

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Cherokee Nation endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 13, 2010

Date

Cherokee Nation

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Choctaw Nation of Oklahoma

P.O. Box 1210 • Durant, OK 74702-1210 • (580) 924-8280

Gregory E. Pyle
Chief

Gary Batton
Assistant Chief

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Choctaw Nation of Oklahoma endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/15/2010

Date

Choctaw Nation of Oklahoma

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

NATALIE SHIRLEY
SECRETARY OF COMMERCE & TOURISM

January 12, 2010

To Whom It May Concern:

The Oklahoma Department of Commerce (ODOC) is the lead economic development agency for the state of Oklahoma. Successful economic development depends on a skilled and trained workforce which starts with strong public schools. ODOC endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge. ODOC is committed to providing any assistance we can to support Oklahoma's Race to the Top efforts.

Please feel free to contact me if you have any questions or require further information.

Very truly yours,

Natalie Shirley

Natalie Shirley

Secretary of Commerce and Tourism

900 North Stiles Avenue • Oklahoma City, Oklahoma 73104-3234 U.S.A.
Telephone: (405) 815-5306 • (800) 879-6552 • Fax: (405) 815-5290
E-Mail: natalie_shirley@okcommerce.gov

GOVERNOR'S COUNCIL FOR WORKFORCE
AND ECONOMIC DEVELOPMENT
EDUCATION. ECONOMIC DEVELOPMENT. EMPLOYMENT.
900 N. Stiles Avenue P.O. Box 26980, Oklahoma City, OK 73126-0980 405-815-5278

January 12, 2010

RE: Letter of Support for Race to the Top Initiative

The Governor's Council for Workforce and Economic Development wholeheartedly supports Oklahoma's Race to the Top application. The purpose of the Council is to serve as the States Workforce Investment Board and to make recommendations that will lead to development of a workforce system that will support the states economic development efforts. This Race to the Top grant opportunity will help to chart the path toward providing the education system that is needed to prepare workers for the jobs of the 21st century that do not know even exist.

Education has been a tremendous partner in the work of the Council and our education agencies have been very engaged in working on Council initiatives. The Race to the Top grant would advance the partnerships and collaborative efforts that have already been developed and make them even stronger, allowing Oklahoma to reach higher in our efforts to grow a greater Oklahoma.

Specific accomplishments that have resulted from these partnerships are included below and are an example of what the partnership between education, employment programs, economic development and employers has done. The Race to the Top grant would provide even greater opportunities to continue these and other efforts

- Skills gap reports for Industry sectors have been produced, providing guidance to our education systems in needed curriculum development to support these key industries.
- Career Pathways are being mapped that will provide enhanced and expanded career guidance for students in the educational system.
- A career planning website, okcareerplanner.com, has been launched for the purpose of providing common tools to our education and training partners that will help students make informed career decisions.
- The State Board of Education has approved Work Keys assessments as alternate end of instruction test. WorkKeys is a key assessment used by various partners in Oklahoma as part of our workforce system assessment process.
- Many of our local school systems have been partners in helping to obtain the "Certified Work Ready Community" designation. This designation indicates that the workforce in an area is highly skilled and requires an 82% graduation rate, or 82% of the graduating seniors have to have relieved the Career Readiness Certificate (CRC) about 20% of Oklahoma's communities have received this designation and the schools systems in those areas have played a key part.
- Project MOVES has provided summer externship opportunities for teachers to get hands on experience in advanced manufacturing so that they can better communicate and teach these skill needs to their students

As you can see, much has been accomplished due to the partnership between workforce, education and economic development. The Race to the Top grant will provide added incentives to keep the momentum going, thus the Council supports this effort 100%.

Sincerely,

Steve Hendrickson, Chair
Governor's Council for Workforce and Economic Development
The Boeing Company

THE STATE CHAMBER OF OKLAHOMA
LEGISLATIVE ADVOCATES FOR BUSINESS

Richard P. Rush, CCE
President and CEO

January 13, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Becky:

Recognizing that strong public schools are essential for building strong communities, The State Chamber of Oklahoma endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Richard P. Rush, CCE

330 N.E. 10th Street • Oklahoma City, OK 73104-3220
(405) 235-3669 • FAX (405) 235-3670
E-mail: drush@okstatechamber.com
Web site: www.okstatechamber.com

GREATER
OKLAHOMA CITY
CHAMBER

Stakeholder Support Statement

High quality education is critical to economic development and prosperity. The Greater Oklahoma City Chamber recognizes that our schools our responsible for our most important resource our employers and members– highly educated and skilled workers. For over a decade we have been working to improve our education systems at both the state and local levels. We must continue to push our educators to continuously improve. We strongly support and endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

We applaud the U.S. Department of Education for utilizing competition to implement the *Race to the Top* program. We know that competition will force states to be innovative, creative and forward thinking. We applaud implementation of reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible and improving our economy. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among students in our public schools.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/14/2010

Date

Greater OKC Chamber

Name of Organization

Roy Stewart

Signature of President, CEO and/ or Executive Director

TULSA METRO CHAMBER

The Tulsa Metro Chamber endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education. The Chamber recognizes the importance of closing the achievement gap, supporting all children through to graduation and providing them with a plan to move on to further education and training after high school. As our country emerges from the recession, we will again face a global shortage of highly skilled and educated workers. In order to compete for those workers and jobs, Oklahoma must transform our public education system to better prepare students for the demands of this century's workplace. We look forward to supporting the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. This is an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge. The Chamber has worked over the past 25 years to build a network of over 1,250 business and community partners for Tulsa's public schools and we will engage them as needed to support our schools' plans for change.

January 13, 2010

Date

Tulsa Metro Chamber

Name of Organization

Michael S. Neal

Signature of President, CEO and/ or Executive Director

Williams Center Tower II, Two West Second Street, Suite 150, Tulsa, OK 74103 www.tulsachamber.com 1.918.585.1201

EDMOND
AREA CHAMBER OF COMMERCE

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Becky:

Recognizing that strong public schools are essential for building strong communities, the Edmond Area Chamber of Commerce, endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.
Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Ken Moore

Ken Moore
President & CEO

CC: Dr. David Goin

825 East Second Street / Suite 100 • Edmond, OK 73034 • tel. 405.341.2808 / fax 405.340.5512 • web www.edmondchamber.com
The Edmond Area Chamber of Commerce is a voice for business. We enhance economic opportunities and quality of life in Edmond.

Ponca City
Development Authority

102 South 5th, Ste. 3
Ponca City, OK 74601
(580) 765-7070

January 11, 2010

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Ladies and Gentlemen:

The Ponca City Development Authority wishes to offer our enthusiastic endorsement of Oklahoma's efforts in the Race to the Top initiative designed to revitalize public education.

As the economic development organization serving the Ponca City Micropolitan Area, we see first hand the importance of education in our economy. It continues to be the most important incentive to economic growth, individual development and national economic and physical security. Everyday, we witness exciting innovations in businesses in our region and across the nation. We simply must inspire this same type of innovation in our schools.

Preparing students to compete in the global economy should be the imperative to avoid leaving these children behind. We strongly support the aspects of this initiative which promote and encourage innovation and allow students to learn as they will work in the future. This will involve insuring that we are pursuing dynamic changes in our education system that are meet the challenges of tomorrow head on, rather than adhere to rigid, outdated formulas or benchmarks not tied to real economic success.

As we all know, the transformation of our education system to improve our graduation rates and prepare all of our state's students for the future will take time and money. We cannot succeed without appropriate funding and we strongly support the efforts to secure Oklahoma's share of grant funds for this project.

Sincerely,

DAVID J. MYERS
Executive Director

ARDMORE, OK
In Business. For Business.

ARDMORE CHAMBER OF COMMERCE
(580) 223-7703 / FAX (580) 223-7875

Recognizing that strong public schools are essential for building strong communities, the Ardmore Chamber of Commerce endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Dated the 12th day of January 2010.

Ardmore Chamber of Commerce

D. Weston Stucky, President & CEO

ARDMORE CHAMBER OF COMMERCE / 410 W MAIN / PO BOX 1585 / ARDMORE, OK 73402-1585
www.ardmore.org

ARDMORE CHAMBER OF COMMERCE
(580) 223-7765 / FAX (580) 223-7805

Recognizing that strong public schools are essential for building strong communities, the Ardmore Chamber of Commerce endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Dated the 12th day of January 2010.

Ardmore Chamber of Commerce

Nathan Verner, Chairman of the Board

ARDMORE CHAMBER OF COMMERCE / 410 W MAIN / PO BOX 1585 / ARDMORE OK 73402-1585
www.ardmore.org

bartlesville
IT'S TIME FOR LIVING

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, The Bartlesville Regional Chamber of Commerce endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 15, 2010
Date

Bartlesville Regional Chamber of Commerce
Name of Organization

Shane Frye
Signature of President, CEO and/ or Executive Director

BARTLESVILLE REGIONAL CHAMBER OF COMMERCE
201 SW Keeler • PO Box 2366
Bartlesville, OK 74005
OFFICE: 918-336-8708 • FAX: 918-337-0216
www.bartlesville.com

MUSTANG CHAMBER OF COMMERCE

Charging into the Future

Website: www.mustangchamber.com

January 11th, 2010

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong communities, the Mustang Chamber of Commerce endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

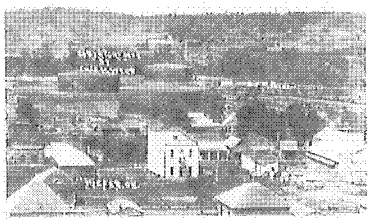
Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.
Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Becky Julian

Becky Julian
Executive Director
Mustang Chamber Of Commerce

Mustang Town Center • 1201 N. Mustang Road
P.O. Box 213 • Mustang, Oklahoma 73064
E-mail: mustangc@icon.net • Fax 376-4764 • (405) 376-2758



Kiefer Oklahoma
Chamber of Commerce

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **The Kiefer Chamber of Commerce** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1-8-10
Date

Kiefer Chamber of Commerce
Name of Organization

Randy [illegible]
Signature of President, CEO and/ or Executive Director

Samson

Samson Plaza
Two West Second Street
Tulsa, Oklahoma 74103-3103
USA
918-591-1791
Fax 918-591-1796

08 January 2010

Secretary Arne Duncan
Race to the Top
Department of Education
400 Maryland Ave SW
Washington, D.C. 20202

Dear Secretary Duncan:

Recognizing that strong public schools are essential for building strong communities, Samson Investment Company endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Kindest regards,

Stacy Schusterman
Chairman and CEO
Samson Investment Company

SUMMIT BANK

www.summitbankok.com

Wade W. Edmundson
Chief Executive Officer
(918) 477-3606
(918) 481-8825 (fax)
wedmundson@summitbankok.com

Business Support Statement

Recognizing that strong public schools are essential for building strong business communities, Summit Bank endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Summit Bank

(b)(6)

Wade Edmundson, CEO

MAGELLAN
MIDSTREAM PARTNERS, L.P.

DON WELLENDORF
President and Chief Executive Officer
One Williams Center MD 28
Tulsa, OK 74172
(918) 574-7001
don.wellendorf@magellanlp.com

January 13, 2010

Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear Secretary Duncan:

Magellan Midstream Partners is the owner and operator of our nation's longest refined petroleum products pipeline system. We also have significant distribution infrastructure for renewable fuels like ethanol and biodiesel. Our company is based in Tulsa, Oklahoma and we have operations in twenty-two states.

Recognizing that strong public schools are essential for building strong business communities, we endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Thank you in advance for consideration of my comments.

Sincerely,

(b)(6)

Don Wellendorf

QuikTrip Corporation

CORPORATE OFFICE
4705 South 129th East Avenue
Tulsa, Oklahoma 74134-7008
P.O. Box 3475
Tulsa, Oklahoma 74101-3475
918-615-7700

January 13, 2010

Mr. Arne Duncan
US Secretary of Education
Department of Education
400 Maryland Avenue SW
Washington, DC 20202

RE: **Business Support Statement**

Dear Mr. Duncan:

Recognizing that strong public schools are essential for building strong business communities, QuikTrip Corporation endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Chet Cadieux
Chairman/CEO

AmericanAirlines®

Rachel D. Hutchings
Manager
Corporate Relations

Rachel D. Hutchings
American Airlines
3900 N. Mingo Rd., MD 164
Tulsa, OK 74116
Rachel.hutchings@aa.com

January 12, 2010

Recognizing that strong public schools are essential for building strong business communities, American Airlines endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform. Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Very respectfully,

(b)(6)

Rachel D. Hutchings
Corporate Relations Manager
American Airlines

P.O. Box 582808 / Tulsa, OK 74158-2808 / www.spiritaerosystems.com

SPIRIT AEROSYSTEMS

Business Support Statement

Recognizing that strong public schools are essential for building strong business communities, Spirit AeroSystems endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

01/13/2010

Date

Spirit AeroSystems, Inc.

Name of Organization

(b)(6)

Signature of David P. Bartz, Vice President & General Manager

ConocoPhillips

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, ConocoPhillips endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Date

ConocoPhillips

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

OGE Energy Corp.

PO Box 321
Oklahoma City, Oklahoma 73101-0321
405-553-3000
www.oge.com

OGE

January 15, 2010

U S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Recognizing that strong public schools are essential for building strong business communities, OGE Energy Corp. endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Peter B. Delaney
Chairman, President and CEO

PELCO PRODUCTS, INC.

January 12, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Pelco Products Inc. endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

(b)(6)

Phil Parduhn

President

320 W. 18th • Edmond, Oklahoma 73013 • (405) 340-3434 • FAX (405) 340-3435

1800 South Baltimore • 918.295.7222

January 13, 2010

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong business communities, SpiritBank endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Joyce Madewell
Executive Vice President Marketing

JIM WALTON
Chairman

DON WALKER
President & C.E.O.

ARVEST BANK

(918) 631-1000
502 SOUTH MAIN MALL
TULSA, OK 74103-4425

To Whom It May Concern

Arvest Bank recognizes that strong public schools are essential for building a solid business community and a local economy. Arvest endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through this initiative. Due to the current economic situation that has unfolded over the past eighteen months, we have seen that the need for a strong public school system has never been greater. Therefore, Arvest Bank is excited by the opportunity to pledge our support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's Race to the Top is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively and rising to meet a challenge. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders. As a member of the community, we are up for the challenge.

Sincerely,

(b)(6)

Donald E. Walker

CEO and President of Arvest, Tulsa

St. John Medical Center Foundation

Thank you for remembering St. John in your will.

Richard Boone, CFRE
President

Recognizing that strong public schools are essential for building strong business communities, St. John Health System endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 13, 2010

Date

St. John Health System

Name of Organization

(b)(6) President, St. John Medical Center Foundation

Signature of President, CEO and/ or Executive Director

1923 S. Utica Avenue • Tulsa, OK 74104-6502 • (918) 744-2186 • Fax (918) 744-2716
e-mail: rboone@sjmc.org • stjohnhealthsystem.com

Hillcrest
HEALTHCARE SYSTEM

January 14, 2010

Business Support Statement

Recognizing that strong public schools are essential for building strong business communities, **Hillcrest Healthcare System** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Earl Denning
President and CEO
Hillcrest Healthcare System
OK Division, Ardent Health Services

1145 S Utica, Ste 410 ◦ Tulsa, Oklahoma 74104 ◦ 918-579-1087

PUBLIC SERVICE COMPANY OF OKLAHOMA
A unit of American Electric Power

Public Service Company of Oklahoma
212 East Sixth Street
Tulsa, OK 74119
PSOkla.com

Stuart Solomon
President & COO

918-599-2555
Fax 918-599-2503

January 14, 2010

To Whom It May Concern:

Public Service Company of Oklahoma fully supports the efforts of the Oklahoma Race to the Top Team to revitalize public education in our state through the Race to the Top initiative. We recognize that effective public schools are essential for building strong business communities, and in this current economic climate, the need for strong public schools has never been greater.

Therefore, we strongly endorse the U.S. Department of Education's innovative and voluntary grant competition designed to foster reform and innovation in education.

Oklahoma's Race to the Top effort can truly transform our schools and our communities, giving every child in our state the best education possible. It will dramatically improve Oklahoma's student achievement and increase graduation rates, and in so doing, improve our state's future economy and quality of life.

We are excited about the opportunities that the Race to the Top initiative provides for our children and our future.

Sincerely,

(b)(6)

Stuart Solomon
President and Chief Operating Officer

INTEGRIS
Health

January 15, 2010

C. Bruce Lawrence, FACHE
President and CEO

Business Support Statement

INTEGRIS Health is a firm believer in improving education in Oklahoma. Our business success depends on the quality of our workforce and we continuously invest in improving the training and preparation our children receive. We are steadfast in our support of charter schools and other innovative approaches to improving education.

We not only show our support with financial support and assistance but we roll up our sleeves and get involved. INTEGRIS is proud to be the founder and leading supporter of the Stanly Hupfeld Academy at Western Village. This school has been recognized as one of the leading charter schools in the nation. We provide leadership, volunteers/mentors, financial support and most importantly a vision for providing high expectations for the students and teachers.

While we are pleased with our success, we know that our community, state and nation must do better. Therefore we are excited by the opportunity to pledge support to the State of Oklahoma's application to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform. We hope this application will help our state move forward on:

- A state wide student records system
- A comprehensive pay-for-performance plan for our educators
- Improved charter school legislation so more districts can take advantage of innovations created by charter schools
- Improved flexibility for urban districts that face unique challenges.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 15, 2010

Date

INTEGRIS Health

Name of Organization

(b)(6)

Signature of President and CEO

3366 Northwest Expressway Street, Suite 800
Oklahoma City, OK 73112-4418
405.949.3177
bruce.lawrence@integrisok.com

FIRST NATIONAL BANK
AND TRUST COMPANY OF ARDMORE
Ardmore • Lone Grove • Marietta • Ringling • Airpark • Sulphur • Velma

January 12, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, First National Bank & Trust Company of Ardmore endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/12/10
Date

First National Bank & Trust of Ardmore
Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

405 West Main Street Ardmore, Oklahoma 73401
Phone: 580.223.1111 Fax: 580.221.1139

Oklahoma State American Federation of Labor And Congress of Industrial Organizations

Jimmy C. Curry
President

Myrna J. Burman
Political Director

Chalk E. Norton
Vice-President

501 Northeast 27th Street
Oklahoma City, OK 73105-4213
(405) 528-2409
Fax (405) 525-2810
www.okaflcio.org

Executive Board Members

Ed Allen, Jimmy Fish, Debra Graumann, Linda Gerster, Harvey Swift, Brad Ford, Andy Frye, John Browne, Cynthia McNeilance, Larry Flowers, Tony Bennett, Mike Burton, Paul Little, Susan Stoll, Bryan Jackson, Susan Wells, Henry Baskeyfield, Perry Sneed, D'Ann Johnson, Kenneth Parrick, Darren Jones, Dave Ratcliff, Joe Smith, David Gray, Phil Sipe, Tim O'Connor, John Gaines, Rick Boardman

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma AFL-CIO endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Rate to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Jimmy C. Curry, President
Oklahoma AFL-CIO

January 13, 2010
Date

cf:opeiu #381 afl-cio

at&t

Bryan L. Gonterman
President

AT&T Oklahoma
405 North Broadway
Suite 105
Oklahoma City, OK 73102

T: 405.236.6131
F: 405.236.2510
bryan.gonterman@att.com

Business Support Statement

AT&T is a firm believer in improving education across the nation. Our national and community success depends on the quality of our workforce and we continuously invest in making sure our children and more importantly our future workforce are given the stills and training to make sure they will succeed in the world of work.

We know that our public schools are entrusted with our most valuable asset but we also know they must be given support and encouragement. We support the effort of our Governor and others involved in Oklahoma Race to the Top Team that is seeking to revitalize public education through the *Race to the Top* initiative. We are also encouraged by the creative approach to utilizing a competitive process to challenge government to seek innovative ways to improve. Competition is always good.

WE truly hope that the federal government will recognize that Oklahoma's *Race to the Top* application is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 15, 2010

Date

AT&T Oklahoma

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

USA

O K L A H O M A

Labor Management Coordination Program
Business LABOR Government
WIA • Dislocated Worker • Rapid Response

A F L - C I O

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma AFL CIO Labor Management Coordination Program endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 11, 2010

Oklahoma AFL CIO Labor Management Coordination Program

Roy Gordon

Roy Gordon, Director

501 N.E. 27th St. OKC, OK 73105 • 405-528-3399 • Cell 405-249-8489 • e-mail royg66@sbcglobal.net

Town of Maysville

(405) 867-5850
Post Office Box 536
Maysville, Oklahoma 73057

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Town of Maysville endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Date 11 JAN 2010

Name of Organization

Town of Maysville

Signature of President, CEO and/ or Executive Director

Edward E. Stanley
Mayor

OKLAHOMA CITY PUBLIC SCHOOLS

900 N. Klein ★ Oklahoma City, OK 73106

Karl Springer, Superintendent of Schools
900 N. Klein ♦ Oklahoma City, OK ♦ 73106
Office: 405.587.0448 ♦ Fax: 405.587.0443 ♦ superintendent@okcps.org

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma City Public Schools endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010
Date

Oklahoma City Public Schools
Name of Organization

Karl Springer
Signature of President, CEO and/ or Executive Director

TULSA PUBLIC SCHOOLS

KEITH E. BALLARD, Ed.D.
SUPERINTENDENT OF SCHOOLS

January 11, 2010

Sandy Garrett, State Superintendent of Public Instruction
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Dear Superintendent Garrett,

Tulsa Public Schools ("the District") is committed to collaborating with the State Department in furthering the purposes and goals of the State of Oklahoma's Race to the Top application. Additionally, the District is dedicated to fulfilling its roles and responsibilities as specified in the attached Memorandum of Understanding (MOU) should Oklahoma be awarded Race to the Top funding.

The Tulsa Public Schools Board of Education has approved and signed the attached MOU in complete reliance on your representations and assurances to our legal counsel that the District can opt out of the MOU at any time up to 90 days after the State is awarded Race to the Top funding

Sincerely,

Keith Ballard, Ed.D.
Superintendent of Schools
Tulsa Public Schools

Dr. Lana Turner-Addison
President
Tulsa Public Schools Board of Education

P.O. BOX 470208 • TULSA, OKLAHOMA 74147-0208 • (918) 746-6800

ARDMORE CITY SCHOOLS

Office of Superintendent

Dr. Ruth Ann Carr, Superintendent

January 13, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, as a member of the Steering Committee and Chair of the Great Teachers and Leaders Subcommittee, I endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 13, 2010
Date

Ardmore City Schools
Name of Organization

Ruth Ann Carr
Signature of Superintendent

800 M Street NE, PO Box 1709, Ardmore, OK 73401
580-223-2483 (FAX 580-226-2472)

Oklahoma State Senate

SUSAN PADDACK
Democratic Whip

Senate District 13
2300 N. Lincoln, Room 533
Oklahoma City, OK 73105
Phone: (405) 521-5541
Fax: (405) 521-5694
e-mail: paddack@oksenate.gov

VICE-CHAIRMAN
Judiciary

COMMITTEES:
Education
Appropriations
Appropriations Sub-Committee on Education
Tourism and Wildlife

May 26, 2010

Secretary Duncan:

Recognizing that strong public schools are essential for building strong communities, I endorse the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state

the best education possible. I was so pleased to vote in support of SB 2033 this week and to assist in its passage. SB 2033 is a landmark piece of legislation that is a collaborative effort of all the stakeholders in this state who want to ensure that Oklahoma's children will have the high quality education that they need to achieve their life goals. Their success will in turn ensure our state's prosperity.

We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

I sincerely appreciate your thorough consideration of Oklahoma's Application.

Sincerely,

Susan Paddack

Senator Susan Paddack
Oklahoma State Senate

Oklahoma State Senate

STATE CAPITOL BUILDING
2300 N. LINCOLN BLVD.
OKLAHOMA CITY, OKLAHOMA 73105
(405) 521-5634
fordj@oksenate.gov

JOHN W. FORD
Majority Caucus Chair

DISTRICT 29
CRAIG, NOWATA, WASHINGTON

COMMITTEES:
Chairman-Education
Vice Chair-Appropriations
Education Subcommittee
Appropriations
Tourism & Wildlife
Finance
Rules

January, 2010

TO WHOM IT MAY CONCERN:

This letter is written to endorse the efforts of the Oklahoma Race to the Top Team to acquire stimulus funds through the Race to the Top Initiative. I believe these financial resources will bring immense possibilities for improvement in our local schools and a brighter outlook for every one of our students.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

John W. Ford
State Senator
District 29
OK Senate Education Chair

Oklahoma State Senate

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **Oklahoma State Senator Johnnie Crutchfield** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

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Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Oklahoma State Senator Johnnie C. Crutchfield

January 12, 2010

EARL SEARS
State Representative
House District 11

Committees:
Vice Chair, Appropriations Subcommittee on Education
Administrative Rules and & Agency Oversight Committee
Wild Life Committee
Common Education Committee

House of Representatives
STATE OF OKLAHOMA

State Capitol Room 300C
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105
phone: 405-557-7358
toll free: 800-522-8502
fax: 405-962-7686
email: earl.sears@okhouse.gov

1721 Cherokee Place
Bartlesville, Oklahoma 74003
918-336-4855

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, State Representative Earl Sears endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

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Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 11, 2010

Date

Oklahoma House of Representatives, District 11

Name of Organization

Earl Sears State Representative District 11

TAD JONES
STATE REPRESENTATIVE

P.O. BOX 2524
CLAREMORE, OK 74018
(918) 520-4307

COMMITTEES:

Common Education Committee
Rules Committee
Appropriations Subcommittee
On Revenue & Taxation

Tad Jones

Majority Floor Leader

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Representative Tad Jones endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

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* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 13, 2010

Date

Oklahoma House of Representatives

Name of Organization

Tad Jones

Signature of President, CEO and/ or Executive Director

Paid for by the Friends of Tad Jones

SHAWNEE EDUCATIONAL FOUNDATION
P.O. BOX 3521
SHAWNEE, OK 74802

January 13, 2010

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong communities, Shawnee Educational Foundation endorses the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the Race to the Top initiative.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,
Kellie Steele, SEF Board President

SAND SPRINGS EDUCATION FOUNDATION, INC.

• Helping to Build a Brighter Future in Education •

P.O. Box 1541 • Sand Springs, OK 74063

STAKEHOLDER SUPPORT STATEMENT

Recognizing that strong public schools are essential for building strong communities, the Sand Springs Education Foundation endorses the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all the state's key stakeholders and we are up for the challenge.

1-13-2010

Date

Sand Springs Education Foundation

(b)(6)

Executive Director

Midwest City-Del City Public Schools Foundation

Inspiring Excellence in Education

Board of Trustees
Sheila Thee
President
Sherri Miller
Vice President
Carolyn Specht
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Amy Mikeman
Tracy Treps
Scott Warfel
Cindy Welch

Ex Officio
Bill Scoggan
Superintendent
Rick Bachman
Director of Secondary Instruction
Jamie McCoy
Faculty Representative
Jimmie Nolen
Board of Education

January 14, 2010

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White,

The Midwest City-Del City Public Schools Foundation is please to support our state's submission for the Race to the Top initiative.

Our state recognizes that public education is critical to the quality of life and the economic health of our state and its many communities. We see the Race to the Top as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools.

Oklahoma has a strong network of organizations and people working to support and improve public education. The Mid-Del Public Schools Foundation is one of many committed to this work, and strongly supports the state's efforts to establish high standards, provide school and teacher support for reaching them, and transform low performing schools into the educational institutions that our children deserve.

Sincerely,

Sundra Flansburg
Executive Director

Sundra Flansburg
Executive Director
sflansburg@middelschoolfoundation.org

P.O. Box 10630, Midwest City, OK 73140
www.middelschoolfoundation.org

7217 S.E. 15th St., Midwest City, OK 73110
Tel 405.737.4461 ext. 245

Oklahoma PTA

*every*child.*one*voice.

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma Congress of Parents and Teachers (Oklahoma PTA) endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 15, 2010

Date

Oklahoma Congress of Parents and Teachers (Oklahoma PTA)

Name of Organization

Sheila Jones

Signature of President, CEO and/ or Executive Director

Oklahoma PTA 2801 N. Lincoln Blvd, Ste 214 Oklahoma City, OK 73105 (405-681-0750)

Davis Public School Foundation, Inc.
P.O. Box 333
Davis, Oklahoma 73030

BOARD OF TRUSTEES

Edd R. McNeil
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Casey Killblane
Karen Kapella

Don Brittin
Barbara Pirkle
Pam Henley

January 15, 2010

The Race to the Top
ATTN: Dr. Karen A. Rose, Director
Local Education Foundation Outreach
Oklahoma Foundation for Excellence

The Davis Public School Foundation recognizes that strong public schools are necessary for building strong communities. We support the efforts of the Oklahoma Race to the Top Team to improve public education through the U. S. Department of Education's Race to the Top initiative designed to nurture education innovation and reform, which should lead to real gains in student achievement through four key areas:

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

Oklahoma's Race to the Top Team is concerned about much more than securing Oklahoma's share of grant funds. It recognizes the need to transform our schools and communities to give every child in our state the best possible education. We view this as an opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of their lives and our economy and quality of life.

Oklahomans are known for working together to meet great challenges. We acknowledge that transforming Oklahoma's public schools will require the time, energy and commitment of all of our citizens. We welcome the challenge.

Yours truly,

Edd R. McNeil, President

WALTERS PUBLIC EDUCATIONAL FOUNDATION
418 S. Broadway
Walters, Oklahoma 73572

January 14, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Boulevard, Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

Our opportunity to endorse the efforts of the Oklahoma *Race to the Top* to help public education in our state is gratifying to the Walters Public Educational Foundation of Walters, Oklahoma. We know that education is essential to building strong communities likes ours and the entire state.

The four areas of reform and innovation involved with the grant competition through the U.S. Department of Education should lead to tremendous change for the public schools. It should :

- Prepare students to succeed in college, the workplace, and the global economy.
- Measure student grown and success, and inform teachers and principals about how they can improve instruction.
- Recruit, develop, reward, and retain effective teachers and principals.
- Turn around lowest-achieving schools.

Oklahoma's *Race to the Top* is about making Oklahoma's schools the best that they can be—about helping all of the students in the state achieve at all levels. We think that Oklahoma schools can dramatically improve and the quality of life for each of them can be better.

This will not be an easy task, but we think that with the efforts of the many involved in the public schools in the state, it can be done. There are thousands upon thousands who want to see this program undertaken.

Sincerely,

(b)(6)

Janell Philpott, President
Walters Public Educational Foundation

S.T.E.P.
Student, Teachers, Education and Parents
Kiefer Public Schools
Kiefer, OK 74041

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **STEP (Students, Teachers, Education, and Parents)** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

11/1/2010
Date

S.T.E.P.
Name of Organization

(b)(6)
Signature of President, CEO and/ or Executive Director

Putnam City Public Schools Foundation

5401 N.W. 40th • Oklahoma City, OK 73122 • (405) 495-5200 • Fax (405) 491-7525

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Executive Director

January 14, 2010

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Re: Race to the Top Initiative

Dear Ms. White,

On behalf of the Putnam City Public Schools Foundation, we wish to endorse the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the Race to the Top initiative. Formed in 1987, our Foundation recognizes that strong public schools build stronger communities.

It is evident that the Race to the Top innovative grant competition will help foster education reform and will lead to dramatic gains in student achievement. The four key areas of 1)adopting standards and assessments to prepare students to succeed in college and the workplace; 2)building data systems that measure student growth and success as well as informing teachers and principals about how they can improve instruction; 3)recruiting, developing, rewarding, and retaining effective teachers and principals, and 4)turning around our lowest-achieving schools are of utmost importance in achieving that transformation.

Of course, it is always the goal of Putnam City Public Schools Foundation to provide opportunities to enrich and enhance education in the Putnam City district. The Race to the Top initiative will, in all likelihood, dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools. That, in turn, will help shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Lisa Taylor
Putnam City Public Schools Foundation
Board Chairman

(b)(6)

Caroline Gist, CFRE
Putnam City Public Schools Foundation
Executive Director

An Educated Investment.

MUSTANG PUBLIC SCHOOL FOUNDATION

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, MUSTANG PUBLIC SCHOOL FOUNDATION endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/11/2010

Date

MUSTANG PUBLIC SCHOOL FOUNDATION

Name of Organization (b)(6)

Signature of President, CEO and/ or Executive Director

Kiefer Public Schools Foundation, Inc.

P. O. Box 645 / Kiefer, OK 74041

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **The Kiefer Public School Foundation, Inc.** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/7/10

Date

Kiefer Pubic School Foundation

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Kiefer Alternative School

Providing a quality education to every student

Allen Bowden Schools
Kiefer Public Schools
Liberty Public Schools
Mounds Public Schools

Director: Jimmy Reynolds
Assistant: Dave Calvert

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **Kiefer Alternative Academy** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. *Race to the Top* is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/11/10
Date

Alternative Academy
Name of Organization

(b)(6)
Signature of President, CEO and/ or Executive Director

Bixby
Educational
Endowment
Foundation

January 11, 2010

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong communities, the Bixby Educational Endowment Foundation endorses the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the Race to the Top initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Jayne L. Bowen
President

Bixby Educational Endowment Foundation • 109 N. Armstrong • Bixby, OK 74008

OKMULGEE EDUCATION FOUNDATION

Investing in Education

P.O. Box 464, Okmulgee, Oklahoma 74447

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Jan. 14, 2010

Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd. Ste. 122
Oklahoma City, Ok 73105

Recognizing that strong public schools are essential for building strong communities, the Okmulgee Education Foundation endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the Race to the Top initiative.

Race to the Top is the U.S. Department o f Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

The Okmulgee Public Schools have been on the list of lower achieving schools and could greatly benefit from this grant. Oklahoma's Race to the Top is about so much more than securing Oklahoma's share of the grant funds. It's about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools.

Oklahomans are known for working collaboratively to meet daunting challenges. W e acknowledge that transforming the state's public schools will require the time, energy, and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Uli LeBlanc
President
Okmulgee Education Foundation

Grove Parent Teacher Organization, Inc.
27500 South 614 Road
Grove, Oklahoma 74344

January 11, 2010

ATTN: Becky White
Governor's Office of Education Strategy and Innovation
State Capital Building
2300 Lincoln Boulevard, Suite 122
Oklahoma City, OK 73105

Dear Kathy Taylor:

I am writing to express Grove Parent Teacher Organization's support of Oklahoma's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in Oklahoma by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

We agree that Race to the Top represents Oklahoma's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations---to invest in state and local systems that will accelerate and drive growth in student achievement.

We are committed to supporting the state's efforts in this area. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that Oklahoma can win this race.

Sincerely,

(b)(6)

Angel Hill, President
Grove Parent Teacher Organization, Inc

Grove Public School's Long Range Strategic Planning Committee
27500 South 614 Road
Grove, Oklahoma 74344

January 11, 2010

ATTN: Becky White
Governor's Office of Education Strategy and Innovation
State Capital Building
2300 Lincoln Boulevard, Suite 122
Oklahoma City, OK 73105

Dear Kathy Taylor:

I am writing to express Grove Long Range Strategic Planning Committee's support of Oklahoma's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in Oklahoma by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

We agree that Race to the Top represents Oklahoma's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations—to invest in state and local systems that will accelerate and drive growth in student achievement.

We are committed to supporting the state's efforts in this area. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that Oklahoma can win this race.

Sincerely,
(b)(6)

Lynn Pagels-Jones, Co-Chairperson
Grove Public School's Long Range Strategic Planning Committee

Grove Educational Foundation For Excellence (GEFFE)
PO Box 453335
Grove, Oklahoma 74345-3335

January 11, 2010

ATTN: Becky White
Governor's Office of Education Strategy and Innovation
State Capital Building
2300 Lincoln Boulevard, Suite 122
Oklahoma City, OK 73105

Dear Kathy Taylor:

I am writing to express GEFFE's support of Oklahoma's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in Oklahoma by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

We agree that Race to the Top represents Oklahoma's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations—to invest in state and local systems that will accelerate and drive growth in student achievement.

We are committed to supporting the state's efforts in this area. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that Oklahoma can win this race.

Sincerely,

(b)(6)

Kristi Wallace, President
GEFFE

ORGANIZATION OF
RURAL OKLAHOMA SCHOOLS

Representing over 400 schools

PERRY WILLIS
Executive Director

311 West Davis Creek Road, Suite B
Caney, Oklahoma 74533

(580) 889-7172
Fax (580) 889-7484

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, The Organization of Rural Oklahoma Schools endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Date

The Organization of Rural Oklahoma Schools

Name of Organization

(b)(6)

Signature of Executive Director

STONEWALL-MCLISH EDUCATION FOUNDATION
600 South Highschool
Stonewall, OK 74871

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Gail Wood
580-777-4777

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Stonewall-McLish Education Foundation endorses the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

*Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

*Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

*Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders, and we are up to the challenge.

Sincerely,

Janelle Robinson
President

Holdenville Education Foundation
P.O. Box 641
Holdenville OK 74848
www.hef4ourkids.com

January 11, 2010

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong communities, Holdenville Education Foundation endorses the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through the Race to the Top initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

Karen Patterson
President

January 12, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Southwest Oklahoma Workforce Investment Board endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders, and we are up for the challenge.

(b)(6)

Kathie Price, Executive Director
Southwest Workforce Investment Board

OKLAHOMA COMMISSION ON CHILDREN AND YOUTH

January 12, 2010

STATEMENT OF SUPPORT

The Oklahoma Commission on Children and Youth proudly endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. Through our community development work, we recognize that strong public schools are an essential component to building strong communities.

When awarded, The Oklahoma Commission on Children and Youth will play it's part in Oklahoma's efforts to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Lisa Smith
Executive Director

500 N. Broadway, Suite 150 • Oklahoma City, Oklahoma 73102-6200 • Phone: (405) 606-4900 • Fax: (405) 524-0417

The University of Oklahoma
THE NATIONAL CENTER FOR DISABILITY EDUCATION AND TRAINING

Oklahoma Race to the Top
Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, The National Center for Disability Education and Training at the University of Oklahoma endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

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Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010
Date

National Center for Disability Education and Training
Name of Organization

Rebecca Cook, Director
Signature of President, CEO and/ or Executive Director

3200 Marshall Avenue, Suite 201
Norman, Oklahoma 73072-8032

Oklahoma Commission for Teacher Preparation
3545 NW 58th Street, Suite 200
Oklahoma City, OK 73112-4725
(405) 525-2612 Fax (405) 525-0373 Email octp@octp.org

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Commission for Teacher Preparation (OCTP) endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. *Race to the Top* is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.
Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010
Date

Oklahoma Commission for Teacher Preparation
Name of Organization

(b)(6)

Ted Gillispie
Executive Director

Student Success through Quality Teaching

Talking Leaves Job Corps Center

P.O. Box 1066 - 5700 Bald Hill Road
Tahlequah, Oklahoma 74465
1-877-256-9950
Fax Number: 918-207-3459

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Talking Leaves Job Corps endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

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January 12, 2010

Date

Talking Leaves Job Corps

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Train for Your FUTURE

Job Corps

Operated by:
Cherokee Nation for the U.S. Department of Labor

OHFA
OKLAHOMA HOUSING FINANCE AGENCY
100 NW 63rd Suite 200
Oklahoma City, OK 73116
P.O. Box 26720
Oklahoma City, OK 73126-0720
Phone: (405) 848-1144
Toll Free: (800) 256-1489
TDD: (405) 848-7471
www.ohfa.org

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma Housing Finance Agency endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/12/2010

Date

Oklahoma Housing Finance Agency

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

DENNIS SHOCKLEY

GOVERNOR'S COMMITTEE ON
EMPLOYMENT OF
PEOPLE WITH DISABILITIES

C. A. P.
CLIENT ASSISTANCE PROGRAM

GOVERNOR'S COMMITTEE ON
DISABILITY CONCERNS

OFFICE OF DISABILITY CONCERNS

2401 N.W. 23rd, Ste. 90 *(located in Shepherd Mall)*
Oklahoma City, Oklahoma 73107-2423
(405) 521-3756 or 1-800-522-8224 Voice
(405) 522-6706 TDD
(405) 522-6695 Fax
www.odc.ok.gov

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Office of Disability Concerns endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

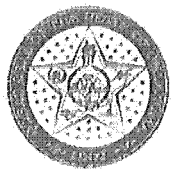
Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Date1-12-10	Name of Organization	Office of Disability Concerns

Signature of Executive Director of Office of Disability Concerns

Oklahoma Employment Security Commission



Jon Brock, Executive Director

Brad Henry, Governor

Representing Employers
Douglas R. Major, Ed. D., Commissioner
Gayle Harris, Commissioner

Representing the Public
Rev. W.B. Parker, Chairman

Representing Employees
Rev. Mike Wester, Commissioner
Susan Stoll, Commissioner

January 12, 2010

U.S. Department of Education

Race to the Top Initiative

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Employment Security Commission endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Will Rogers Memorial Office Building • Post Office Box 52003 • Oklahoma City, Oklahoma 73152-2003 • Telephone (405) 557-0200 • FAX (405) 557-7174

January 12, 2010

Date

Oklahoma Employment Security Commission

Name of Organization

Signature of President, CEO and/ or Executive Director

OKLAHOMA STATE BUILDING AND CONSTRUCTION TRADES COUNCIL

5315 South Shartel, Oklahoma City, Oklahoma 73109 www.okbctc.org

Jimmy Fish
Executive Director
Phone: (405) 650-5663
Fax: (405) 632-5628
Email: Jimmy@okbctc.org

Darren Jones
President
Phone: (405) 682-4571
Fax: (405) 682-1327
Email: Darren@PP344.com

AFFILIATES:

Boilermakers

Bricklayers & Allied Crafts

Electrical Workers

Elevator Constructors

Heat & Frost Insulators

Iron Workers

Laborers

Operating Engineers

Painters & Allied Trades

Pipefitters

Plumbers & Pipefitters

Roofers

Sheet Metal Workers

Sprinkler Fitters

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Building and Construction Trades Council endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Oklahoma Building and Construction Trades Council

(b)(6)

Jimmy Fish, Executive Director

Northeast Oklahoma Workforce Investment Board
121 N. Main
Miami, Oklahoma 74354
Pho 918-542-5561
Fax 918-542-7505

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Northeast Workforce Investment Board endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Date

Northeast Workforce Investment Board

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, John Hawkins, CIC, of Integrated Insurance Services and member of the Governor's Council State Youth Council endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010

Date

Integrated Insurance Services

Name of Organization

(b)(6)

John Hawkins

Signature of President, CEO and/ or Executive Director

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Sequoyah Memorial Office Building
2400 N. Lincoln Blvd.
P.O. Box 25352
Oklahoma City, OK 73125-0352
(405) 521-3646 • www.okdhs.org

January 12, 2010

Stakeholder Support Statement

The benefits of academic success and educational attainment are especially critical for the children who are being served by the Oklahoma Department of Human Services.

Recognizing that strong public schools are essential for the success of these children and for building strong communities, the Oklahoma Department of Human Services endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.
Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 12, 2010
Date

Oklahoma Department of Human Services
Name of Organization

Gary Miller
Director, Children and Family Services Division

ASCOG
ASSOCIATION OF SOUTH CENTRAL
OKLAHOMA GOVERNMENTS

January 12, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

The Association of South Central Oklahoma Governments (ASCOG) fully supports the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. *Race to the Top* is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. As a substate planning district, we see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. ASCOG acknowledges that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Blaine H. Smith, Jr.
Executive Director

802 W. Main • P.O. Box 1647 • Duncan, OK 73534-1647
Phone: (580) 252-0595 or 1-800-658-1466 • Fax: (580) 252-6170 • www.ascog.org

SOUTH CENTRAL OKLAHOMA WORKFORCE INVESTMENT BOARD, INC.
POST OFFICE BOX 1647
Duncan, Oklahoma 73534-1647
580-252-0595 / 800-658-1466
Fax: 580-252-6170

January 12, 2010

The South Central Oklahoma Workforce Investment Board fully supports the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative. *Race to the Top* is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,

(b)(6)

Chris Pittman
Chair

setting the standard

Central Oklahoma Workforce Investment Board
3813 N Santa Fe · Suite 135 Oklahoma City · OK 73118
Phone: 405-622-2026 · Fax: 405-622-2032

January 13, 2010

The Central Oklahoma Workforce Investment Board recognizes that strong public schools are essential for developing a skilled workforce which builds strong communities. Therefore, we strongly endorse the efforts of the Oklahoma's Race to the Top Team to revitalize public education through this initiative.

We understand and pledge to work diligently with this effort to foster educational innovation and reform, which will lead to increased gains in student achievement in four specific areas:

- Adopting standards and assessments that will prepare students to succeed in the workplace, college and be able to compete in the global economy.
- Building a data system that will measure student growth and success, while informing educational institutions on how instruction may be improved.
- Recruiting, developing, rewarding, and retaining effective teachers and principals that understand the need to equip their students with the proper skills that will lead to their success.
- Taking traditionally low achieving schools and improving student performance.

This initiative is about more than grant funds. It is about transforming our schools and how they will provide the pathway for every child in Oklahoma to receive the best education possible. This is a transformative opportunity to dramatically improve student achievement, while giving them the tools necessary to make them and thus the state successful. It is about the future in Oklahoma.

Oklahomans have always worked collaboratively to meet challenges caused by crisis. We understand that transforming public education will require time, energy and the commitment of all key stakeholders. Central Oklahoma Workforce Investment Board is committed to participating in this great opportunity that transformation will give us.

Central Oklahoma Workforce Investment Board, Inc.

(b)(6)

Eddie Foreman, CEO

Doug MacMillan, Chair Dan Cromwell, Vice-Chair Eddie Foreman, CEO
County Commissioners: David Anderson-Canadian, George Skinner-Cleveland, Mark Sharpton-Logan, Ray Vaughn-Oklahoma
Visit our website at: www.cowib.org
Equal Opportunity Employer

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Southern Workforce Board endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

January 13, 2010

Date

Southern Workforce Board

Name of Organization

(b)(6)

Signature of President, CEO and/or Executive Director

ARTS & HUMANITIES
COUNCIL OF TULSA

EXECUTIVE DIRECTOR & CEO
Ken Busby

OFFICERS
Edith Wilson
President
Jean Ann Fausser
President Elect
Libby Johnson
VP Programs
Victoria Bartlett
VP Development
Greg Gray
VP Visual Arts Center
Harry Dandelles
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Immediate Past President
Allen Roberts
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Royce Kelly
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Craig Rainey
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Michelle Wiens
Penny Williams
Stacie Wilson
Nancy Wolov
Carolyn Woodard

EMERITUS DIRECTORS
Nancy Feldman
Pat Schroeder
Ben Windham

January 13, 2010

RE: Race to the Top Letter of Support

To Whom It May Concern:

Recognizing that strong public schools are essential for building strong business communities, the Arts & Humanities Council of Tulsa endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

As the largest provider of arts education resources in Tulsa County, the Arts & Humanities Council of Tulsa witnesses daily the challenges faced by students, especially those from at risk and underserved populations. With the economic situation that has unfolded over the past eighteen months, we believe that the need for strong public schools has never been greater. Therefore, we are excited by the opportunity to pledge support to the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform.

Oklahoma's *Race to the Top* is about transforming our schools and communities to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and increase graduation rates among all students in our public schools. This will help is improve the future of our economy and the quality of life that we all enjoy.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy, and commitment of all of the state's key stakeholders and we are up for the challenge.

Thank you for your consideration.

Kind regards,

(b)(6)

Ken Busby
Executive Director & CEO

2210 South Main Street Tulsa, OK 74114 918.584.3333 www.ahct.org

Southwest Oklahoma Impact Coalition

Norma Noble
Deputy Secretary of Commerce for Workforce Development
Oklahoma Department of Commerce
900 North Stiles Avenue
Oklahoma City, OK 73104-3234

Re: Southwest Oklahoma Impact Coalition Letter of Support – Race to the Top

Dear Ms. Noble:

The Southwest Oklahoma Impact Coalition (SOIC) is a unique, voluntary coalition formed by five institutions of higher education and two economic development planning districts in southwest Oklahoma to grow the economy and talent in a rural, twenty-county region. SOIC believes strong public schools are essential for growing and sustaining strong communities and fully endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see the *Race to the Top* initiative as an opportunity to dramatically transform and improve student achievement and graduation rates for all students in Oklahoma's public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

SOIC encourages this initiative to be funded. It will result in positive impacts for Oklahoma and the Nation.

(b)(6)

Dr. John Hays
Chairman of the Board

Nash Library, Room 302 1727 W. Alabama Ave. Chickasha, OK 73018 Tel: (405) 574-1368 Fax: (405) 574-1395

www.SOIConline.org

WorkforceTulsa
growing talent growing opportunity

Workforce Tulsa
3638 S. Memorial Drive
PO Box 477200
Tulsa, OK 74147

918.796.1276
www.workforcetulsa.com
dmelendez@workforcetulsa.com

January 13, 2009

Governor Brad Henry
State Capitol Building
2300 N. Lincoln Blvd., Room 212
Oklahoma City, OK 73105

Dear Governor Henry,

It is my pleasure to send this letter of support for Oklahoma's bid in *Race to the Top*. Workforce Tulsa (Tulsa Area Workforce Investment Board) has experienced firsthand the difference the American Reinvestment and Recovery Act (ARRA) funds can make in transforming education and training systems and the resulting impact on students and at-risk youth. Our forty-five member board is comprised of business and institutional leaders who in their daily work and volunteer time are an integral part of supporting and creating progressive changes in teacher education, teacher performance, and student achievement and graduation rates.

We need innovation and transformation in our public schools. You have put together a strong strategy and a very capable, broad-based team to implement the Oklahoma Plan. In my 25 years of participating in and leading development efforts, I have never witnessed a stronger coalition for creating meaningful change in our educational system.

You have Workforce Tulsa's full support to make Oklahoma's *Race to the Top* initiative a success. Please let me know how we can serve to help meet this critical challenge.

Sincerely,

(b)(6)

Darcy Meléndez
Executive Director

Workforce Tulsa is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.
This is financed in whole or in part by funds from the US Department of Labor as administered by the Oklahoma Employment Security Commission.

SOUTHERN OKLAHOMA MEMORIAL *foundation*

Stakeholder Support Statement

For many years, the Southern Oklahoma Memorial Foundation has supported public schools with financial and volunteer staff assistance because we believe that effective public schools are essential for building strong communities. We are pleased to see the efforts of the Oklahoma Race to the Top Team to revitalize public education through the U.S. Department of Education's *Race to the Top* initiative.

The key points of the *Race to the Top* initiative are consistent with types of programs we have previously supported:

- Standards and assessments that prepare students to succeed in college and the workplace;
- Data systems that measure student growth and success, enabling teachers and principals to improve instruction;
- Programs to recruit, develop, reward, and retain effective teachers and principals, and
- Efforts to turn around our lowest-achieving schools.

I am convinced that Oklahoma's effort to engage in the *Race to the Top* initiative is not just for the pursuit of funding. It is about continuing to transform our schools to give every child in our state the best education possible. We see this as an opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans have faced and worked collaboratively to overcome many daunting challenges in our past. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders, and we are up for the challenge.

Southern Oklahoma Memorial Foundation, Inc. January 12, 2010

(b)(6)

Larry A. Pulliam, President

Post Office Box 1409 333 West Main, Suite 220 Ardmore, Oklahoma 73402 (580) 226-0700 Fax: (580) 226-0223

IMPROVING THE QUALITY OF LIFE
ARDMORE, OK
CHAMBER OF COMMERCE FOUNDATION

CHAMBER OF COMMERCE FOUNDATION, INC.
(580) 223-7765 / FAX (580) 223-7825

Recognizing that strong public schools are essential for building strong communities, the Ardmore Chamber of Commerce endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Dated the 12th day of January 2010.

Cornerstone Education Initiative
Chamber of Commerce Foundation, Inc.

(b)(6)

Mary Kate Wilson, Chairman
Cornerstone Steering Committee

CHAMBER OF COMMERCE FOUNDATION, INC. / 410 W MAIN / PO BOX 1585 / ARDMORE OK 73402-1585
EMAIL: mbates@ardmore.org / WEBSITE: www.ardmore.org

OMRF

STEPHEN M. PRESCOTT, M.D.
President

OKLAHOMA MEDICAL
RESEARCH FOUNDATION
825 Northeast 13th Street
Oklahoma City, OK 73104
405-271-7210
OMRF.org

January 14, 2010

Kathy Taylor
Governor's Chief of Education, Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Room 122
Oklahoma City, OK 73105

Dear Kathy,

It is with great enthusiasm that I write in unqualified support for you and your team's work in putting together this coherent, well integrated, and critically important program to revitalize Oklahoma's public education system. We at OMRF understand very well the need for innovation and outreach to Oklahoma's students and teachers. Indeed our own educational programs function along many of the same lines you describe and contribute in a small way to raising the level of scientific understanding and involvement among Oklahoma's citizens. In fact, three of our approximately sixty faculty members were the very products of our Fleming Scholar program in their formative years, and I am proud to say that they are among our most successful, innovative, and productive scientists.

The Race to the Top program you've developed is a comprehensive state-wide educational plan which goes far beyond the marquee topics of Science, Mathematics, and Engineering and improves educational effectiveness at many levels. The result will surely be a steady improvement in the standards of achievement, as measured both by traditional parameters as well as by the innovative assessment criteria you've created.

The effects of this transforming approach will be felt in Oklahoma for many years to come as the current students become leaders and teachers and carry these initiatives forward. We at OMRF are firmly committed to improving the educational standard in Oklahoma and we support your efforts to bring these proposals into reality.

Sincerely,

(b)(6)

Stephen M. Prescott, MD
President

Clinical Immunology Program
Oklahoma Medical Research Foundation
825 NE 13th Street, MS#53
Oklahoma City, OK 73104
Phone: 405 271-4987
Fax: 405 271-7063
www.omrf.org

January 14, 2010

To: Kathy Taylor
Governor's Chief of Education, Strategy & Innovation
State Capitol Building, 2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

From: Joel Guthridge, Ph.D.
Associate Research Member, Clinical Immunology Program
Oklahoma Medical Research Foundation

Kathy,

It is my pleasure to write a letter of support for Oklahoma's Race to the Top application.

Improving Oklahoma's education through the transformations outlined in the application in the four key areas: 1.) improving standards and assessments, 2.) building the infrastructure to measure student growth and success, 3.) recruiting, retaining and rewarding effective teachers and leaders and 4.) identifying and turning around the lowest achieving schools are critical steps that must be taken to ensure students in Oklahoma get the best education possible.

As a member of the STEM (Science, Technology, Engineering and Mathematics) steering committee for this application, I would also like to reemphasize my support for the integration of STEM focused initiatives into the transformation efforts. Improving Oklahoma's STEM educational opportunities will ensure that Oklahoma students will be leaders in tomorrow's technology driven world. As a parent, mentor, educator and professional in the biomedical/biotechnology industry, I have seen firsthand the excitement and desire to learn that Oklahoma students possess. I have also seen how these students excel when given the right encouragement, mentorship and exposure to what is possible.

We have to be able to do more! The funds that are sought to carry out the proposed transformations in Oklahoma's Race to the Top application would enable Oklahoman's to do more.

In short, you have my fullest support for this application! I look forward to continuing to work with you to transform Oklahoma's educational opportunities.

Sincerely,

(b)(6)

Joel Guthridge

OKLAHOMA
MANUFACTURING
ALLIANCE

525 South Main, Suite 210
Tulsa, Oklahoma 74103-4503
tel. 918.592.0722 fax 918.592.1417
www.okalliance.com

January 14, 2010

To Whom It May Concern

Our organization understands that strong communities are built on a foundation of strong public schools. It is with unreserved support that the Oklahoma Manufacturing Alliance endorses the efforts of the *Oklahoma Race to the Top Team* to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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

The Oklahoma Manufacturing Alliance sees this as a transformational opportunity and one that will have a dramatic impact on our state's future workforce. That will, in turn, result in a more progressive industry sector. We're proud that Oklahoma's *Race to the Top* is about so much more than securing a share of grant funds. It is about improving achievement and graduation rates among all students in our public schools, helping shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy, and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely

(b)(6)

Roy V. Peters, Jr., Ed.D.
President

SOUTHEAST WORKFORCE INVESTMENT BOARD

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Patty Mick
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Mike Ward
Mike Williams

PUSHMATAHA
Annette Cusher
Justin Jackson
Dewitt King

AT LARGE
Roy G. Gordon

STAFF
Karen Davidson
WIB Director

JANUARY 13, 2010

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

On behalf of the Southeast Workforce Investment Board, we offer our support with your endeavors for the Race to the Top Project, funded by the Secretary of Education, to develop the next generation of assessments for the Department of Education. We look forward to providing input and support on how best to develop assessments, and use the many promising practices being employed across the nation.

As you know, the Workforce Investment Boards in Oklahoma are successfully using the WorkKeys and KeyTrain Assessments. In November of 2009, the Oklahoma Department of Commerce recognized Southeast Oklahoma's thirteen county area as the leader in the State as Oklahoma's Premier Work-Ready Region. In order to obtain the certification, the region had to meet qualifications of 3 percent of the existing workforce career-ready certified; 25 per cent of the available workforce career-ready certified; and, 82 percent high school graduation rate for high school seniors. The Southeast Workforce Investment Board used existing Adult Education Programs to prepare clients to take the WorkKeys assessment. Currently the Southeast Workforce Investment Board is working with Public School Systems to implement WorkKeys and Career Readiness Certificates.

We pledge to work with our education partners to develop, implement, and assess the processes for the highest level of standards to prepare Oklahoma Youth to succeed in today's global economy.

Respectfully,

(b)(6)

Karen Davidson
Southeast Workforce Investment Board, Director

OKLAHOMA NURSES ASSOCIATION

6414 N. Santa Fe, Suite A
Oklahoma City, OK 73116
405.840.3476 phone
405.840.3013 fax
www.oklahomanurses.org

January 14, 2010

The Honorable Arne Duncan
United States Secretary of Education
US Dept. of Education
Washington D.C.

Dear Secretary Duncan:

As Oklahoma's largest organization representing registered nurses the Oklahoma Nurses Association (ONA) has strong interest in the educational system of the state. ONA has worked closely with our state's health care workforce center on the issue relating to the nursing shortage. Many of our members are college or university nurse educators, school or public health nurses involved in the education system or nurse administrators charged with recruiting nurses in an ever more competitive workforce. Recognizing that strong public education system is essential for building strong, healthy and economically viable communities, the ONA endorses efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

ONA is excited to support Oklahoma's Race to the Top application. ONA has a stake in each of the key areas of the application:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. Nurses will need to be trained increasingly in health information technology as well as health care practice. Nursing students need to arrive at college ready to achieve at the highest levels;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction. Nursing schools need to know what types of academic preparation best prepare students for success in the profession;
- Turning around our lowest achieving schools and recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most will provide a path for many new students to consider the nursing profession where poor science and math preparation has created obstacles previously.

We at ONA are excited to see and application that has been so inclusive of the concerns of Oklahoma's leading employers and professions. The application's focus on improving academic preparation for all students, especially in science, technology and mathematics, is encouraging to the nursing profession.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life. We know that the reforms brought about by Race to the Top will pay off in a new generation of dedicated health care professionals; as well as other vital workforce needs. Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we at ONA want do our share.

Regards

(b)(6)

Jane Nelson, CAE
Executive Director

OKLAHOMA DEPARTMENT OF HUMAN SERVICES
Sequoyah Memorial Office Building
2400 N. Lincoln Blvd.
P.O. Box 25352
Oklahoma City, OK 73125-0352
(405) 521-3646 • www.okdhs.org

January 12, 2010

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Oklahoma Department of Human Services endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life. Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Date 1/13/2010

Oklahoma Department of Human Services
Name of Organization

Howard H. Hendrick, Director
Signature of President, CEO and/ or Executive Director

OKLAHOMA TOURISM &
RECREATION DEPARTMENT

120 NORTH ROBINSON
SUITE 600
OKLAHOMA CITY, OK
73102

P.O. BOX 52002
OKLAHOMA CITY, OK
73152

405-230-8300

Oklahoma Race to the Top

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the Oklahoma Tourism and Recreation Department endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

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* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Hardy Watkins, Executive Director

1-13-10

Date

OKLAHOMA NATIVE AMERICA · OKLAHOMA STATE PARKS · INTERIS DISCOVER OKLAHOMA · Oklahoma TODAY · OKLAHOMA FILM & MUSIC

OKLAHOMA AERONAUTICS COMMISSION

January 15, 2010

To Whom It May Concern:

It's no secret that the success of any state or nation can be traced back to how well educated and highly trained its citizens are. Whether early childhood education or post-secondary education, Oklahoma's public and private leaders understand just how critical education is to the future prosperity of our state. Academic preparation for our young people, especially in the areas of science, technology, engineering and mathematics, is indispensible if we as a state and nation are to successfully compete in this increasingly global society.

Oklahoma has a rich legacy in aviation and aerospace, one of the three pillars of our state's economy. The aviation and aerospace industry is responsible for nearly 150,000 jobs across the Sooner State, with a $5 billion payroll and a $12.5 billion economic output—10 percent of the state's total! The average salary of an employee in our aerospace industry is $55,000; the salary of an average Oklahoman is $30,000. These are good jobs, the kind that we must keep and increase to lift our state up. The largest military and commercial aircraft repair facilities in the world, Tinker Air Force Base and Tulsa's American Airlines Maintenance and Engineering Base, are located in Oklahoma. These facilities comprise the foundation that makes Oklahoma one of the seven centers in the world for the maintenance, repair and overhaul of aircraft.

A well-educated and competent workforce is the lifeblood of our aviation and aerospace industry. Indeed, this is the main reason we have the industry that we do. Consequently, a public education system that is responsive to the needs of the industry is critical to its viability and growth. This is why I unequivocally endorse our state's effort to obtain a "Race to the Top" grant. Receipt of such a grant would certainly enhance our efforts as a state to transform and revitalize our public education system. We can either educate the child or take care of the adult. Oklahoma has chosen to educate the child so that the child, upon becoming an adult, can take care of himself or herself. This will undoubtedly help us with the most important service that we can provide our citizens.

Thank you for your time and consideration for this very worthy initiative.

Very truly yours,

Victor N. Bird
Director
Oklahoma Aeronautics Commission

120 N. Robinson Ave., Suite 1244W • Oklahoma City, OK 73102 • (405) 604-6900 (405) 604-6919 Fax

Mayor Landrith
Councilman Adams
Councilwoman Moon
Councilman Green
Councilman Bryan
Councilwoman Hagan
Councilwoman Callahan

Mike Rutledge
City Manager

City of Mustang

Council-Manager Form of Government

376-4521 1501 N. Mustang Road, Mustang, Oklahoma 73064

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, the City of Mustang endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Date

January 11, 2010

City of Mustang

Mike Rutledge

City Manager

Recognizing that strong public schools are essential for building strong communities, Farmers & Merchants Bank endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

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January 7, 2010

Date

Farmers & Merchants Bank, Maysville, OK

Name of Organization

(b)(6)

Tresa Hackney, President & CEO

Signature of President, CEO and/ or Executive Director

(405) 867-4485 • POST OFFICE BOX 848 • MAYSVILLE, OKLAHOMA 73057

— MEMBER F.D.I.C. —

KIEFER FIRE DEPARTMENT

PHONE 918-851-1821

CHAD BLANKENSHIP
FIRE CHIEF

FAX # 918-321-3080
P.O. BOX 369
KIEFER, OK 74041

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **Kiefer Fire Department and Community Outreach Program** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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- Turning around our lowest-achieving schools.

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1·10·10
Date

Kiefer Fire Department
Name of Organization

(b)(6)
Signature of President, CEO and/ or Executive Director

Kiefer Kid Care
Extended Day Programs

Where every child counts
All Day Three-Year-Olds
All Day PreKindergarten
All Day Kindergarten
Before and After Care Programs

Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, **Kiefer Kid Care** endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.
Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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1-8-10
Date

Kiefer Kid Care
Name of Organization

(b)(6)
Signature of President, CEO and/ or Executive Director

Oklahoma Association of Youth Services
201 N.E. 50th St.
Oklahoma City, OK 73105
(405) 528-4120 • Fax (405) 528-4214
E-mail: oays@coxinet.net
Web: www.oays.org

Shawn Black
Executive Director

Tuesday, January 12, 2010

Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

Recognizing that strong public schools are essential for building strong communities, The Oklahoma Association of Youth Services endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

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* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

Sincerely,
(b)(6)

Shawn Black
Executive Director

TulsaKids

SERVING CHILDREN • INFORMING PARENTS • ENRICHING FAMILIES

www.tulsakids.com

May 28, 2010

Education Secretary Arne Duncan
Race to the Top Review Team
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

The bold opportunity presented by the **United States Department of Education's Race to the Top Grant Opportunity** is important to transforming Oklahoma's educational landscape. Oklahomans have long been known for overcoming adversity. Oklahoma's educators have long been known for their tenacity and ability to work with ever increasing budgetary constraints. Therefore, we see the Race to the Top Application as a promising opportunity to reform education in Oklahoma in a way that has not occurred in years. With the passage of 1017 in 1990 and 2033 this year, Oklahoma has led the way in education reform. This landmark legislation which emphasizes teacher effectiveness and students readiness for college and career is one of the most progressive reform packages in the nation.

As the parent of three children who have gone through the Tulsa Public Schools, I believe this reform is critical to the future of education in Oklahoma. As the editor of a parenting publication in Tulsa for 15 years, I have been proud to watch Oklahoma become a national leader in early childhood education. With the same vision and hard work, I believe that Oklahoma can also become a national leader in public school reform, which is necessary to attract business to our state, to prepare our children for college and careers, and to keep our talented young adults in Oklahoma.

My children were fortunate enough to receive an outstanding education in the Tulsa Public Schools, but it was because of the vision of teachers, educational leaders and parents who had the foresight to think outside the box when it came to public education. They created a language immersion school (Eisenhower) at the elementary level, an academic magnet middle school (Carver) that challenged my children and, for high school, Booker T. Washington, where my children were in the International Baccalaureate program. Booker T. is also consistently named a top 100 high school in the nation by Newsweek Magazine, and it is a Blue Ribbon School. The teachers at all of these schools are professional, creative and dedicated. They also enjoy the support of administration and parents.

MEMBER OF ppa PARENTING PUBLICATIONS OF AMERICA

TK PUBLISHING, INC.
TULSAKIDS MAGAZINE • BABY GUIDE • COLLEGE PLANNER
1820 S. Boulder Ave., Ste. 400 • Tulsa, OK 74119-5025
Phone: (918) 582-8504 Fax: (918) 583-1366

AUDITED BY CIRCULATION VERIFICATION COUNCIL

I am grateful for the vision of educators and parents who were not afraid to create unique learning opportunities such as Eisenhower International School, Carver Middle School and Booker T. Washington High School. Because of his experience at Eisenhower, my son now works for an international company in Dallas and it is part of his job to deal with the Spanish-speaking clients. My daughter is currently at a competitive liberal arts college, and my youngest will be graduating next week with thousands of dollars in scholarships. Unfortunately, as my children become young adults, I do not see them returning to Oklahoma. Will it be a place where they want to raise their children if we are 49th in the nation in education? My hope is that reform will result in Oklahoma receiving a Race to the Top Opportunity Grant, so I can be proud to say that Oklahoma has the creative vision to become a national leader in public education, as we now are in preparing our very youngest children for success in school.

This transformation will be built on efforts to improve the support given to our teachers, administrators and our students. This will not only come in the way of grant dollars. The Race to the Top team took a top down approach when working on its proposal, and therefore built a sustainable, yet aggressive vision for education within the state of Oklahoma. I applaud this vision and will work to ensure that it is executed. Working collaboratively as Oklahomans, I have no doubt that serious reforms will be undertaken, and I therefore write to share my strong support for Oklahoma's Race to the Top Application.

Respectfully

(b)(6)

Betty Casey, editor
TulsaKids Magazine

JUSTIN JONES
DIRECTOR

BRAD HENRY
GOVERNOR

STATE OF OKLAHOMA

OKLAHOMA DEPARTMENT OF CORRECTIONS

January 13, 2010

Ms. Becky White
Governor's Office of Education Strategy and Innovation
State Capitol Building
2300 N. Lincoln Blvd., Suite 122
Oklahoma City, OK 73105

Dear Ms. White:

The Oklahoma Department of Corrections would like to express our support in the State's application for the *Race to the Top* education grant. This important initiative can assist in contributing to the revitalization of public education in Oklahoma.

Those of us in criminal justice observe on a daily basis the results of the social ills within our communities and recognize that strong public schools are essential for building strong communities. The Oklahoma Department of Corrections supports the efforts of the Oklahoma *Race to the Top* Team to revitalize public education through this initiative.

If I can provide additional support in this initiative, please advise.

Sincerely,

Justin Jones

3400 MARTIN LUTHER KING AVENUE • P.O. BOX 11400 • OKLAHOMA CITY, OK 73136-0400 • OFFICE: (405) 425-2500 • FAX: (405) 425-2064
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Stakeholder Support Statement

Recognizing that strong public schools are essential for building strong communities, Family & Children's Services, Inc. endorses the efforts of the Oklahoma Race to the Top Team to revitalize public education through the *Race to the Top* initiative.

Race to the Top is the U.S. Department of Education's innovative and voluntary grant competition designed to foster education innovation and reform that will lead to dramatic gains in student achievement through four key areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;

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

* Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

* Turning around our lowest-achieving schools.

Oklahoma's *Race to the Top* is about so much more than securing Oklahoma's share of grant funds. It is about transforming our schools and communities to give every child in our state the best education possible. We see this as a transformative opportunity to dramatically improve Oklahoma's student achievement and graduation rates among all students in our public schools that will shape the future of our economy and quality of life.

Oklahomans are known for working collaboratively to meet daunting challenges. We acknowledge that transforming the state's public schools will require the time, energy and commitment of all of the state's key stakeholders and we are up for the challenge.

1/15/2010

Date

Family & Children's Services, Inc.

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Stakeholder Support Statement

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January 13, 2010

Date

Big Five Community Services, Inc.

Name of Organization

(b)(6)

Signature of President, CEO and/ or Executive Director

Breakout Session Facilitator Guide
LEA Recruitment

This document is, as it says, a guide to facilitate discussion. The nature of these discussions is qualitative – i.e., we are not trying to get results like "5 responded 'no' to question #5" but rather get ideas and feedback, and read non-verbal messages such as attitude, body language and rhythm. Indeed, some of the indirect messages, both verbal and non-verbal, are the most informative.

Goals of sessions are:

- Give participants a positive experience– this will result in direct and indirect positive feelings about R2T. (This is chiefly accomplished by allowing them to participate and listening to them.)
- Gain input from participants that can help inform our R2T response – and could lead to 'breakthrough ideas'
- Provide information about R2T – opportunities and requirements

When we breakout to groups, begin the session with an explanation such as:
Thanks so much for participating. We want to use this time to hear from you. Your thoughts and ideas are important to us and to the success of this application -- not to mention its successful implementation.
You may have many questions for us, and we want to get those answered. I would like to use the next ____ minutes, however, to get your input. After this session, Kathy Taylor is going to get us back together to answer your questions. I will give you my card, in case your questions aren't answered here today, and invite you to call me after the session. In the meantime, I have a few topics for your input and discussion. I will listen, facilitate and take notes. This is your time – so please help me learn what you want to impart.

To facilitators:
I like to loosen things up and get people talking by letting them introduce themselves and what their roles are. (Note: at entrance we should have sign in with email addresses and provide write-in name tags.)
Start each topic area with a broad question. As they start to provide input, you can start to drill deeper with progressively more directed questions. Be careful to not 'direct the witness' as that will not lead to the outcomes we desire.
If they get off topic or start to ask questions, get them back on track. Tell them those are valid points/concerns, and that you will make a point to get back to them after this session.
Keep track of time; allow time to cover the key topic areas and, optional, a few minutes at the end for questions. We may want to use the last couple of minutes to discuss how they can get involved in the process and get their info.
Take notes. Don't try to capture every word, just the important points. And it's very helpful to capture quotes as closely as possible – these don't have to be attributed – but they add much credibility to our future products.

Below, you will find the main topics to discuss and ideas for follow up questions. Use this as a guide – you need not follow precisely. Be flexible to go where the respondents go. And feel free to use your own vernacular – and have *fun*!

Discussion Guide:

1. **Great Teachers and Leaders**

    a. **Are there any immediate ideas you have or things you would like to implement to allow great teachers and leaders to become more effective?**

    b. **What impediments exist today?**
        i. **Regarding recruitment?**

        ii. **Retention?**

        iii. **Existing policies?**

        iv. **Evaluation?**

c. **Do you know of methods being used elsewhere that you would like to see employed in your district? What are they and where are they currently being used?**

i. **What about in evaluation, compensation and reward?**

2. **Turning Around the Lowest-Achieving Schools**

a. **What are the key challenges that face educators in hard-to-staff subjects & schools?**

b. **What key levers should be used to begin to address these issues? What resources do you think are most needed to assist? I.e., money, new teams/teachers, better management, better assessment, more schools, new policies, etc.**

c. **Considering the four models to address turning around lowest achieving schools, do you have views on most appropriate course for the schools you are familiar with in OK:**
   -- Turnaround Model
   -- Restart Model
   -- School Closure
   -- Transformation Model

3. **Standards and Assessments**

   a. **What are your thoughts about the Common Core Standards? How well do you think educators will embrace these new standards?**

   b. **How well does your current curriculum align with the CCS? And what best approach can be made?**

   c. **What elements are critical to adoption? Teacher training? Curricula alignment? Feedback/results understanding? Best practices sharing with other states? Etc.? and in what priority?**

4. **Data Systems to Support Instruction**

   a. **How do data and technology feature in your districts today? What areas have they been most useful?**

b. **Where has reliance upon data/technology been underwhelming?**

c. **Any ideas you can draw upon, regarding data and technology, that you would like to see implemented in your schools/classrooms?**

5. **STEM**

   a. **How would you feel about a statewide vision to set more rigorous expectations for math & science?**

   b. **Do you think developing alliances with higher ed, business, or other community partners would be beneficial? Which partners would work best with your school/district?**

6. **Student Achievement**

   a. **Would setting goals for NAEP, ESEA high school graduation and college enrollment be effective? Why or why not?**

Of everything we have discussed today, what holds the most promise and why?

What key barriers or challenges do you think we will need to navigate in order to succeed?

If you had a magic wand, and could change anything about your work, your school, your district, what would you change?

Thank you for taking this time with us. It is invaluable to this process and our application for Race to the Top.

Oklahoma *Race to the Top*
Regional Meetings: December 14 – 16, 2009

Executive Summary of Discussion Group Feedback

This document summarizes the recurring themes from the small group discussions held in Woodward, Altus, Ardmore, McAlester, Tulsa, and Oklahoma City. Participants included teachers, board members, superintendents from approximately 159 school districts, as well as community leaders, parents, higher education and career tech representatives.

Great Teachers and Leaders

Effectiveness

Teachers need more time and resources for collaboration with other teachers, professional development, and technology integration.

-Professional development should be effective and ongoing throughout the year, tailored to needs of individual teachers and relevant to improving student achievement.
-Online, on-demand professional development is needed.
-Technology integration is difficult to address within the regular school day. Even when teachers and administrators have the technology, they often do not receive adequate training on how to use it.
-Provide opportunities for teachers to have common planning times and to observe the classroom best practices of other teachers.
-Reduce paperwork at the teacher and administrator level.

Expand peer mentoring and coaching for teachers and administrators.

-Schools have high, costly turnover rates.
-The Commission for Teacher Preparation, OU's K-20 Center for Education Renewal, OEA, and OSU have an effective mentoring partnership.
-The Toledo Mentoring Program provides a good model.
-Increase mentoring and professional development for alternatively certified teachers on classroom management.

Develop community partnerships to address the out-of-school factors that impede student achievement and hamper teacher effectiveness (social and psychological, economic, hunger, health and attendance issues).

-Students cannot learn if their fundamental needs are not being met.
-Schools are unable to address external issues without community support.
- Schools who already provide wrap-around services could serve as a benchmark.

Recruitment

-Increase pay to the regional average.
-Every state bordering Oklahoma offers signing bonuses to teachers.
-It is difficult to recruit teachers to rural areas. Offer an incentive such as paying college tuition for teachers who agree to stay in a rural district for a certain number of years.

-Offer signing bonuses and incentives for teachers who work in hard to staff schools and subjects.

Retention

-Create a system that supports and values teachers so they can support and value students.
-Current system is punitive rather than rewarding.
-Improve school working conditions, infrastructure and support systems for teachers.
-Professional Learning Communities (PLC's) provide support for teachers to stay in the classroom.
-Teachers are overloaded with prescribed testing mandates.

Evaluation

-Evaluations should be based on a growth model of individual student progress.
-Reward educators for improvement rather than for years of service.
-An effective evaluation model will require extensive training at all levels.
-There is a lack of time for administrators to adequately evaluate teachers.
-Any new evaluation process should include performance pay options for teachers in non-testing subjects.
-The Tulsa Public Schools/Gates Foundation model holds promise for the rest of the state.
-The Cornerstone model used by Ardmore and Plainview is also effective.
-Evaluations should be based on more than test scores, incorporating peer review, classroom observation, etc.
-LEA's should work with teachers to build a model that works best at the local level.
-Streamline and adjust evaluation process between new and career teachers.
-Consider a co-principal model that allows one principal to focus on management and one to focus on instructional support. (Colorado)

Policy Issues

-There is too much mandated testing.
-Teacher improvement programs should be ongoing for a full year rather than two months.
-The state needs exit strategies for ineffective teachers.
-Current State Department of Education stimulus fund reimbursement policy is providing reimbursement quickly enough.
-Community values are hard to change when considering changes in the school calendar.

Turning Around Lowest Achieving Schools

-Models that replace principals and teachers may work in rare cases, but the real challenges in low performing schools come from beyond the four walls of the schools.
-It is hard for students to learn when their basic needs are not being met.
-Provide wrap-around services.
-Community School models are effective.

-Expand AVID program that teaches study skills and provides a support system for students. (Currently in place in four Oklahoma schools). In place statewide in Texas.
-Bring in turnaround coaches and teams of like-minded people to set changes in place.
-Offer summer and after-school programs for high-risk students.
-Create a strong connection between school, parent (or guardian) and community.
-Raise expectations.

Standards and Assessment

-A growth model would provide meaningful feedback for students, parents and teachers.
-Students should be able to get feedback on assessments within 24 hours. (Northwest Evaluation Association model).
-Although participants were not familiar with the common core standards, they like the concept and hope that assessments will replace current barrage of required tests.
-Assessment data must be useful, easy to analyze and applicable to improving student achievement at the classroom level.
-There are concerns about sustainability of effort after third year of grant funding.
-Time will be needed to learn new core standards and develop instructional methods for meeting the new standards.

Data Systems

-Develop an integrated, statewide data and accounting system featuring individualized student data and analysis. (North and South Carolina)
-Test coordinators are needed at the district level.
-WAVE is not functional.
-Extensive professional development and strong technical support will be needed for successful use of data systems.
-Real-time data is needed for student intervention and tracking individual student growth.
-Access to individualized student data will help address student mobility issues.
-Data is used to punish teachers and schools rather than improve student performance.
-Parental involvement and access is needed.

STEM

-Provide tuition assistance for math and science teachers.
-Include a strong career tech component. Pre-Engineering academies are working well.
-Integration of curriculum is key.
-Provide tuition assistance for master's level study.
-Develop innovative teaching practices in math and science.
-More training is needed at the elementary level.
-Concurrent enrollment for STEM students.
-Mandatory higher-level math is not the answer.

Most Promising Ideas

-Increased professional development for great teachers and leaders.
-Using assessment data to improve student achievement.
-Providing opportunities for the most challenged teachers to learn from coaches and mentors.
-Educator involvement in the process.
-Increased technology support at the local level.
-Local decision-making on many aspects of the grant.

Challenges

-Cultural and demographic shifts have changed student needs dramatically.
-Unfunded mandates.
-An outdated mentality toward schools and learning creates barriers to change.
-Inconsistency in teaching and learning due to turnover among teachers and principals.
-Lack of time and concerns over sustainability of efforts.
-Changes in school culture will require changes at all levels.
-Fear of top-down controls.

If you had a magic wand, what would you do to transform schools?

-Improve technology access, including a laptop for every student.
-Implement one-on-one curriculum.
-Track individual student growth.
-Offer wrap-around services for students.
-Provide ongoing professional development and collaboration time for teachers and leaders.
-Offer an extended day and year for at-risk students.
Expand extra-curricular offerings.
-Operate with flexible scheduling at the high school level, allowing students to advance at their own speed.
-Increase parental and community involvement,
-Assure that kids are on grade level by third grade.
-Increase the number summer and after-school programs.
-Extend the school day.
-Reduce class sizes.
-Remove the burden of under-funding.
-Empowerment of teachers and staff.

Duties of the State Superintendent of Public Instruction

Term of Office
The State Superintendent of Public Instruction is elected in a statewide vote for a term of four years.

Statutory Duties
The State Superintendent is responsible for giving advice and making recommendations to the State Board of Education on all matters pertaining to the policies and administration of the State Department of Education and the public school system.

President of the State Board of Education and State Board of Vocational and Technical Education, the state superintendent presides at all meetings, and has the full right of discussion and voting. Responsible for the general administration, coordination, supervision, promotion, evaluation, and improvement of educational programs, the state superintendent interprets and implements the policies of the State Board of Education. As CEO, Oklahoma's state superintendent coordinates all divisions of the State Department of Education and supervises all employees. She is authorized by law to administer oaths and shall perform such other duties pertaining to the public school system as shall be prescribed by law or the State Board of Education. Upon request, the state superintendent shall advise district superintendents of schools on questions as to the powers, duties, and functions of school district officials. Every two years, she shall cause to be compiled, published, and distributed, a book of school laws which shall include Attorney General's opinions, and issue annually a statistical report for the governor and legislators.

Nonstatutory Duties
Advising and counseling legislators, patrons, and local school board members regarding educational matters; speaking at workshops, community events, and commencements in all parts of the state; attending local, state and national educational meetings and conferences representing the state as its chief state school officer; and conferring with representatives of the U.S. Department of Education.

Nonstatutory, Advisory, and Honorary Memberships
The State Superintendent may affiliate with such national and state organizations as she believes will be of service and benefit to the public school systems of Oklahoma, and dues and/or assessments for membership therein shall be payable from any appropriation that is available for the payment of current operating expenses of the State Department of Education. (70 O.S. 1981, § 3-107)

Boards and Commissions the State Superintendent of Public Instruction serves on - Constitutional:

- State Board of Education, President
- State Board of Vocational and Technical Education, Chair
- Board of Regents for Oklahoma Colleges, Member
- State Textbook Committee, Secretary
- Teachers' Retirement System, Board of Trustees

• Oklahoma Educational Television Authority, Board Member
• Oklahoma Board of Private Vocational Schools, Member
• State Board of Equalization, Member
• Commissioners of the Land Office, Member

Other statutory or appointed:

• State and Education Employees Insurance Board
• Oklahoma Commission on children and Youth
• Oklahoma School of Science and Math, Board of Trustees
• Education Commission of the States, Commissioner
• Oklahoma Commission on School Funds Management
• National Professional Standards of Teaching Board
• Oklahoma Curriculum Improvement Commission
• Oklahoma Alcohol and Drug Abuse Prevention and Life Skills Advisory Council
• Governor's Aerospace Aviation Task Force
• Instructional Television Advisory Committee
• Kirkpatrick Center Board of Governors
• Junior Achievement, Board of Directors
• Oklahoma Arts Institute Advisory Council
• High School-College Relationships Task Force
• Oklahoma Commission on Educational Leadership
• Oklahoma Foundation for Excellence
• Oklahoma State Chamber of Commerce, Education and Business Coalition
• Oklahoma Council on Economic Education, Board of Directors
Advisory Committee, Math & Science Program for Gifted and Talented Students, The Kerr Foundation
• Southwest Educational Development Laboratory, Board of Directors

State Board of Education - Powers and Duties.

The control of the State Department of Education and the supervision of the public school system of Oklahoma shall be vested in the State Board of Education and, subject to limitations otherwise provided by law, the State Board of Education shall:
1. Establish and prescribe the duties of an executive officer who shall be the State Superintendent of Public Instruction and whose duties shall include the responsibility to give advice and make recommendations to the Board on all matters pertaining to the policies and administration of the State Department of Education and the public school system;
2. Adopt policies and make rules for the operation of the State Department of Education and the public school system of the state;
3. Organize and have control of the administrative and supervisory agencies, divisions, personnel and their appointment and salaries and other operations necessary to carry out the powers, duties and functions of the Board and its executive officer;
4. Have authority to require the coordination of all divisions of the State Department of Education through its executive officer, delegate general supervision of all employees to its executive officer, require all recommendations to be presented through its executive officer, require its executive officer to be responsible for interpretation of the Board's policy, require any employee of the Board to present any specific matter directly to the Board;
5. Appoint, prescribe the duties and fix the compensation of a secretary, an attorney and all other personnel necessary for the proper performance of the functions of the State Board of Education. The secretary shall not be a member of the Board;
6. Submit to the Governor a departmental budget based upon major functions of the Department supported by detailed data on needs and proposed operations as partially determined by the budgetary needs of local school

districts filed with the State Board of Education for the ensuing fiscal year. Appropriations therefor shall be made in lump-sum form for each major item in the budget as follows:

a. State Aid to schools,

b. the supervision of all other functions of general and special education including general control, free textbooks, school lunch, Indian education and all other functions of the Board and an amount sufficient to adequately staff and administer these services, and

c. the Board shall determine the details by which the budget and the appropriations are administered. Annually, the Board shall make preparations to consolidate all of the functions of the Department in such a way that the budget can be based on two items, administration and aid to schools. A maximum amount for administration shall be designated as a part of the total appropriation;

7. On the first day of December preceding each regular session of the Legislature, prepare and deliver to the Governor and the Legislature a report for the year ending June 30 immediately preceding said regular session of the Legislature.

8. Provide for the formulation and adoption of curricula, courses of study and other instructional aids necessary for the adequate instruction of pupils in the public schools;

9. Have authority in matters pertaining to the licensure and certification of persons for instructional, supervisory and administrative positions and services in the public schools of the state subject to the provisions of Section 6-184 of this title, and shall formulate rules governing the issuance and revocation of certificates for superintendents of schools, principals, supervisors, librarians, clerical employees, school nurses, school bus drivers, visiting teachers, classroom teachers and for other personnel performing instructional, administrative and supervisory services, but not including members of boards of education and other employees who do not work directly with pupils, and may charge and collect reasonable fees for the issuance of such certificates:

a. the State Department of Education shall not issue a certificate to and shall revoke the certificate of any person who has been convicted, whether upon a verdict or plea of guilty or upon a plea of nolo contendere, or received a suspended sentence or any probationary term for a crime or an attempt to commit a crime provided for in Section 843.5 of Title 21 of the Oklahoma Statutes if the offense involved sexual abuse or sexual exploitation as those terms are defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes, Sections 741, 843.1, if the offense included sexual abuse or sexual exploitation, 865 et seq., 885, 888, 891, 1021, 1021.2, 1021.3, 1040.13a, 1087, 1088, 1111.1, 1114 or 1123 of Title 21 of the Oklahoma Statutes or who enters this state and who has been convicted, received a suspended sentence or received a deferred judgement for a crime or attempted crime which, if committed or attempted in this state, would be a crime or an attempt to commit a crime provided for in any of said laws,

b. all funds collected by the State Department of Education for the issuance of certificates to instructional, supervisory and administrative personnel in the public schools of the state shall be deposited in the “Teachers' Certificate Fund” in the State Treasury and may be expended by the State Board of Education to finance the activities of the State Department of Education necessary to administer the program, for consultative services, publication costs, actual and necessary travel expenses as provided in the State Travel Reimbursement Act incurred by persons performing research work, and other expenses found necessary by the State Board of Education for the improvement of the preparation and certification of teachers in Oklahoma. Provided, any unobligated balance in the Teachers' Certificate Fund in excess of Ten Thousand Dollars ($10,000.00) on June 30 of any fiscal year shall be transferred to the General Revenue Fund of the State of Oklahoma. Until July 1, 1997, the State Board of Education shall have authority for approval of teacher education programs. The State Board of Education shall also have authority for the administration of teacher residency and professional development, subject to the provisions of the Oklahoma Teacher Preparation Act;

10. Promulgate rules governing the classification, inspection, supervision and accrediting of all public nursery, kindergarten, elementary and secondary schools and on-site educational services provided by public school districts or state-accredited private schools in partial hospitalization programs, day treatment programs, and day hospital programs as defined in this act for persons between the ages of three (3) and twenty-one (21) years of age in the state. However, no school shall be denied accreditation solely on the basis of average daily attendance. Any school district which maintains an elementary school and faces the necessity of relocating its school facilities because of construction of a lake, either by state or federal authority, which will inundate the school facilities, shall be entitled to receive probationary accreditation from the State Board of Education for a period of five (5) years after the effective date of this act and any school district, otherwise qualified, shall be entitled to receive probationary accreditation from the State Board of Education for a period of two (2) consecutive years to attain the minimum average daily attendance. The Head Start and public nurseries or kindergartens operated from Community Action Program funds shall not be subjected to the accrediting rules of the State Board of Education. Neither will the State

Board of Education make rules affecting the operation of the public nurseries and kindergartens operated from federal funds secured through Community Action Programs even though they may be operating in the public schools of the state. However, any of the Head Start or public nurseries or kindergartens operated under federal regulations may make application for accrediting from the State Board of Education but will be accredited only if application for the approval of the programs is made. The status of no school district shall be changed which will reduce it to a lower classification until due notice has been given to the proper authorities thereof and an opportunity given to correct the conditions which otherwise would be the cause of such reduction. Private and parochial schools may be accredited and classified in like manner as public schools or, if an accrediting association is approved by the State Board of Education, by procedures established by the State Board of Education to accept accreditation by such accrediting association, if application is made to the State Board of Education for such accrediting;

11. Be the legal agent of the State of Oklahoma to accept, in its discretion, the provisions of any Act of Congress appropriating or apportioning funds which are now, or may hereafter be, provided for use in connection with any phase of the system of public education in Oklahoma. It shall prescribe such rules as it finds necessary to provide for the proper distribution of such funds in accordance with the state and federal laws;

12. Be and is specifically hereby designated as the agency of this state to cooperate and deal with any officer, board or authority of the United States Government under any law of the United States which may require or recommend cooperation with any state board having charge of the administration of public schools unless otherwise provided by law;

13. Be and is hereby designated as the "State Educational Agency" referred to in Public Law 396 of the 79th Congress of the United States, which law states that said act may be cited as the "National School Lunch Act", and said State Board of Education is hereby authorized and directed to accept the terms and provisions of said act and to enter into such agreements, not in conflict with the Constitution of Oklahoma or the Constitution and Statutes of the United States, as may be necessary or appropriate to secure for the State of Oklahoma the benefits of the school lunch program established and referred to in said act;

14. Have authority to secure and administer the benefits of the National School Lunch Act, Public Law 396 of the 79th Congress of the United States, in the State of Oklahoma and is hereby authorized to employ or appoint and fix the compensation of such additional officers or employees and to incur such expenses as may be necessary for the accomplishment of the above purpose, administer the distribution of any state funds appropriated by the Legislature required as federal matching to reimburse on children's meals;

15. Accept and provide for the administration of any land, money, buildings, gifts, donation or other things of value which may be offered or bequeathed to the schools under the supervision or control of said Board;

16. Have authority to require persons having administrative control of all school districts in Oklahoma to make such regular and special reports regarding the activities of the schools in said districts as the Board may deem needful for the proper exercise of its duties and functions. Such authority shall include the right of the State Board of Education to withhold all state funds under its control, to withhold official recognition, including accrediting, until such required reports have been filed and accepted in the office of said Board and to revoke the certificates of persons failing or refusing to make such reports;

17. Have general supervision of the school lunch program. The State Board of Education may sponsor workshops for personnel and participants in the school lunch program and may develop, print and distribute free of charge or sell any materials, books and bulletins to be used in such school lunch programs.

18. Prescribe all forms for school district and county officers to report to the State Board of Education where required. The State Board of Education shall also prescribe a list of appropriation accounts by which the funds of school districts shall be budgeted, accounted for and expended; and it shall be the duty of the State Auditor and Inspector in prescribing all budgeting, accounting and reporting forms for school funds to conform to such lists;

19. Provide for the establishment of a uniform system of pupil and personnel accounting, records and reports;

20. Have authority to provide for the health and safety of school children and school personnel while under the jurisdiction of school authorities;

21. Provide for the supervision of the transportation of pupils;

22. Have authority, upon request of the local school board, to act in behalf of the public schools of the state in the purchase of transportation equipment;

23. Have authority and is hereby required to perform all duties necessary to the administration of the public school system in Oklahoma as specified in the Oklahoma School Code; and, in addition thereto, those duties not specifically mentioned herein if not delegated by law to any other agency or official;

24. Administer the State Public Common School Building Equalization Fund established by Section 32 of Article X of the Oklahoma Constitution. Any royalties, bonuses, rentals or other monies derived from oil and gas and all other mineral leases on lands that have been or may be granted by the United States to the state for the use and

benefit of the common schools, or lands that are or may be held by the Commissioners of the Land Office for the use and benefit of the common schools, the proceeds of the sale of easements, improvements and sand and gravel on any such lands, the proceeds of all property that shall fall to the state by escheat, penalties for unlawful holding of real estate by corporations, and capital gains on assets of the permanent school funds, shall be deposited in such State Public Common School
Building Equalization Fund, which shall be used to aid school districts in acquiring buildings under rules prescribed by the State Board of Education, as the administering agency, subject to the limitations fixed by Section 32 of Article X of the Oklahoma Constitution. The State Board of Education shall prescribe rules for making grants of aid from, and forotherwise administering, such fund, and may employ and fix the duties and compensation of technicians, aides, clerks, stenographers, attorneys and other personnel deemed necessary to perform its duties; and the cost of administering such fund shall be paid from funds currently available for the operation of the State Department of Education. It shall be the duty of the State Board of Education, the Commissioners of the Land Office and all other public agencies, officers and employees to observe and comply with the provisions of this paragraph, in all respects; and they shall not be held liable for any amount, penalty or punishment for having done so, unless and until they are directed to do otherwise by a court
of competent jurisdiction;
25. Recognize that the Director of the Oklahoma Department of Corrections shall be the administrative authority for the schools which are maintained in the state reformatories and shall appoint the principals and teachers in such schools.
Provided, that rules of the State Board of Education for the classification, inspection and accreditation of public schools shall be applicable to such schools; and such schools shall comply with standards set by the State Board of Education;
26. Have authority to administer a revolving fund which is hereby created in the State Treasury, to be designated the Statistical Services Revolving Fund. The fund shall consist of all monies received from the various school districts of the state, the United States Government, and other sources for the purpose of furnishing or financing statistical services and for any other purpose as designated by the Legislature. The State Board of Education is hereby authorized to enter into agreements with school districts, municipalities, the United States Government, foundations and other agencies or individuals for services, programs or research projects. The Statistical Services Revolving Fund shall be administered in accordance with the Revolving Fund Procedures Act, Section 155 et seq. of Title 62 of the Oklahoma Statutes; and
27. Have authority to review preliminary plans for new construction and major alteration of public school buildings where structural changes are proposed. No bids shall be let for the construction or major alteration of any public school building until preliminary plans and specifications for such construction or alteration have been submitted to and reviewed by the State Department of Education. The period of time during which such review is conducted by the State Department of Education shall not exceed thirty (30) days. The State Department of Education shall advise each local school district regarding said review of preliminary plans and specifications. Provided, nothing in this subsection shall be construed as repealing any ordinance or building code of any city, town or county. **(70-3-104)**

Note: Amended by HB 2029, Sec. 155 of the 2009 Reg. Sess.

Membership Roster
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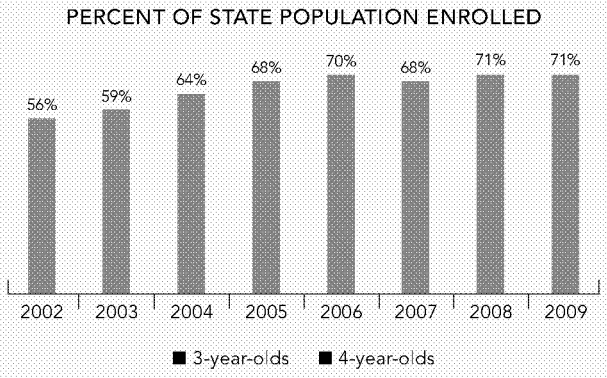
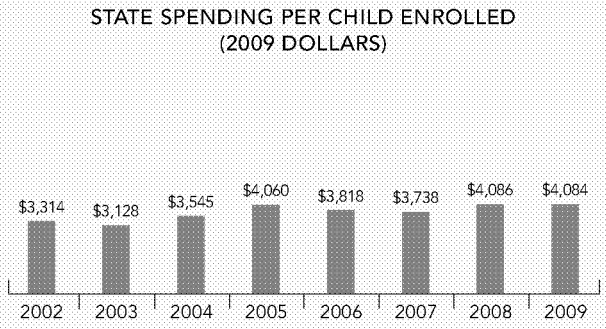
(b)(6)

Chief Information Officer (Governor appointee)
Not yet appointed

Oklahoma





Oklahoma established a pilot preschool education program in 1980. This program, the Early Childhood Four-Year-Old Program, aimed to eventually serve all 4-year-olds in the state. In 1990, the program received statewide funding, although it was limited only to 4-year-olds eligible for the federal Head Start program. However, districts could choose to offer the program to other 4-year-olds through tuition or local funds. In 1998, Oklahoma began providing free, voluntary access to preschool education for all of the state's 4-year-olds, becoming the second state in the nation to do so.

Over the years, enrollment in the Early Childhood Four-Year-Old Program has steadily increased, and 99 percent of school districts currently offer the program. Beginning with the 2003-2004 program year, Oklahoma has ranked first in the nation every year for serving the highest percentage of 4-year-olds in state-funded preschool. Also, greater proportions of 4-year-olds are now attending full-day programs rather than half-day programs across the state.

While there are no specific state funds for 3-year-olds, 153 Oklahoma school districts have taken the initiative to offer classroom programs for these students. Funding through other sources such as Title I, district general funds, special education, and Head Start have placed 1,970 3-year-olds in pre-K classrooms.

Directly through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. Districts are reimbursed at the per-pupil rate, with specific funding amounts or weights based on the length of the program day. Districts may choose to subcontract with other providers by placing public school teachers into Head Start programs, child care centers, and other community-based programs. Children enrolled in collaboration programs receive the same services as children served in public schools because they are also considered public school enrollees. During the 2008-2009 program year, more than 4,100 children were served through collaboration programs.

The Pilot Early Childhood Program was launched during the 2006-2007 school year. Funding comes from public and private dollars, and rules and regulations for the program were established by the Oklahoma State Board of Education. Available year-round to at-risk children from birth through age 3, the program continues to expand its enrollment each year, with 510 3-year-olds served in the 2008-2009 school year.

In addition, Oklahoma supplements the federal Head Start program, providing $2,905,620 in state funds to the program in fiscal year 2009. These funds provide extended-day and additional services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	None Served

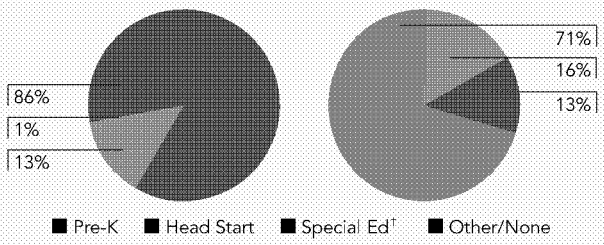
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	8

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	36,042
School districts that offer state program	99%
Income requirement	None
Hours of operation	2.5 hours/day (half-day) and/or 6 hours/day (full-day); 5 days/week[1]
Operating schedule	Academic year
Special education enrollment	3,628
Federally funded Head Start enrollment	14,796
State-funded Head Start enrollment	0[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

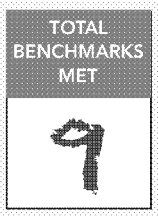


† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA/BS	BA	☑
Teacher specialized training	EC certification for birth–3	Specializing in pre-K	☑
Assistant teacher degree	Must meet NCLB requirements[3]	CDA or equivalent	☐
Teacher in-service	75 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	At least 1 meal[5]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

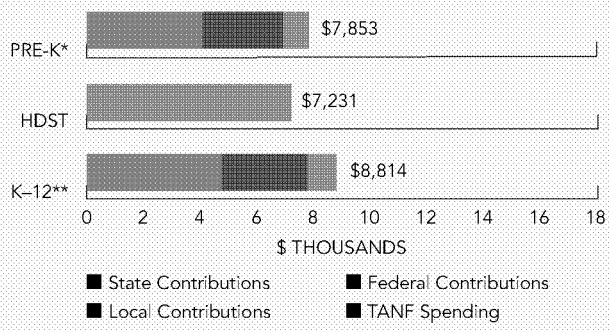
TOTAL BENCHMARKS MET



RESOURCES

Total state pre-K spending	$147,185,345
Local match required?	No
State Head Start spending	$2,905,620[2]
State spending per child enrolled	$4,084
All reported spending per child enrolled*	$7,853

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '08-'09 school year, unless otherwise noted.

[1] Providers may choose from three program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. Districts can choose to offer a longer day, but will not receive additional state funds through the state aid formula. All programs operate 5 days per week.

[2] State Head Start funds are used to expand services for an extended day and provide additional services.

[3] Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required for pre-K–12 public school teachers) and the other is a national test for para-professional status.

[4] Dental services are determined locally. Support services include two parent conferences or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including mental health services (counselors) and all other typical public school program services (such as early intervention, transition programs or literacy coaches).

[5] At least one meal is provided through the Federal Child Nutrition Program, but specific meals depend on the length of the program day. This federal program does not provide snacks for students, so snacks are determined locally.

American Diploma Project
2008-2009 Progress Report
Prepared by the Oklahoma State Department of Education
Dr. Cindy Koss, Team Leader, American Diploma Project

The American Diploma Project includes four areas of focus:

Standards

Align academic standards in high school with the expectations for college and workplace success, so that all students who meet the standards are prepared for their next steps in life.

Course Requirements

Upgrade high school course requirements so that all students are required to complete a college- and work-ready curriculum in order to earn a high school diploma.

Assessment

Design selected high school tests in English and mathematics so that the tests students take in high school can also serve as readiness tests for college and work.

Accountability

Provide an accountability system that holds high schools accountable for the success of their students.

Develop an accountability system to hold colleges accountable for the success of their students.

Part 1: Standards

Alignment of High School Expectations with Demands of College and Work

Oklahoma has a long history of focusing on alignment. Oklahoma will take the following actions to align high school standards and course requirements with what students need to know and be able to do to succeed in college and the workplace. The American Diploma Project Alignment Team gathered high school teachers and administrators, postsecondary faculty and employers from across the state to work together to verify the alignment of Oklahoma standards with demands of college and work.

A checkmark indicates that the action is complete.

Academic Standards for College and Work

Action 1 - Develop rigorous high school academic content standards, the *Priority Academic Student Skills (PASS).*

Action 2 Benchmark the *PASS* against national college and work-readiness standards: The American Diploma Project staff benchmarked the *PASS* in secondary English and mathematics with the American Diploma Project (ADP) benchmarks and the ACT college readiness standards. Oklahoma has had Quality Review I and Quality Review II completed by Achieve, Inc.

Action 3 Solicit feedback on the college and work readiness standards in English and mathematics, established in Oklahoma's *Priority Academic Student Skills (PASS),* from postsecondary and business communities.

Action 4 Meet with American Diploma Project Alignment Institute Team to create a document that aligns ADP Benchmarks and state academic content standards in mathematics and language arts with Oklahoma workplace tasks and college

course tasks. We have identified Oklahoma workplace tasks and college course tasks aligned to ADP Benchmarks and *PASS*.

Action 5 Convene postsecondary to validate that if students meet the state's academic content standards, the *Priority Academic Student Skills (PASS),* they will be ready for success in college and careers. The American Diploma Project team has convened postsecondary partners who have validated Oklahoma Standards.

Part 2: Course Requirements

Oklahoma requires a rigorous college- and work-preparation curriculum which becomes the default high school course and credit requirements for all students.

Action 1 *Achieving Classroom Excellence Act of 2005* states that beginning with students entering the ninth grade in the 2006-2007 school year, all students shall complete a college preparatory curriculum. A student may enroll in a curriculum that does not meet the college preparatory requirements upon approval of the parent or legal guardian of the student.

Action 2 Identify programs needed to support the implementation of the new testing and course requirements as established in the *Achieving Classroom Excellence Act of 2005* and recommended by the ACE Task Force, including intervention strategies and remediation options for students, and recommend ways to provide information to teachers, parents, and students that will emphasize the ACE initiative as a tool to improve student success. Intervention strategies and remediation options are identified on the Oklahoma State Department of Education (OSDE) Website. *Priority Academic Student Skills PASS* for Parents is available on the OSDE Website for all high school content areas.

Action 3 - Legislation introduced in the 2006 legislative session provides that the State Board of Education shall be authorized to contract with an entity to develop and advise on the implementation of a communications campaign to build public understanding of and support for high school testing requirements. The Oklahoma State Board of Education budget request included an item for $1million dollar for public engagement campaign last year and will again this year. The Oklahoma State Department of Education has prepared several documents to communicate the ACE law including an ACE Implementation Guide available on the OSDE Website; PASS for Parents; a SUCCESS brochure which includes information related to high school curriculum and assessments and a Parent Graduation Checklist.

Action 4 - Increase the number of high school students participating in proven, credit-based transition programs (Advanced Placement, International Baccalaureate, Concurrent Enrollment) and the number of students earning college credit while in high school. *The Achieving Classroom Excellence Act of 2005* provides that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six (6) credit hours per semester. Enrollment in Advanced Placement, International Baccalaureate and Concurrent Enrollment courses will reflect the diversity of the student population at the state, school, and

institutional levels.

Action 5 Continue the Oklahoma Higher Learning Access Program (OHLAP) which requires college preparatory curriculum be completed to be eligible to receive college tuition waiver.

Part 3: Assessment

Oklahoma plans to maintain and expand its system for holding high schools accountable for graduating students who are prepared for college and work. *The Achieving Classroom Excellence Act of 2005* establishes that students demonstrate mastery of four out of six end-of-instruction assessments to receive a high school diploma.

Action 1 - Continue with the operational administration of Algebra I, English II, Biology I, and United States History end-of-instruction assessments.

Action 2 (2008-2009 School Year) The *Achieving Classroom Excellence Act of 2005* requires the following: Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in a minimum of four out of six selected subject areas in order to receive a high school diploma from a public school in Oklahoma.
2006 legislation requires students demonstrate mastery in a minimum of four out of seven end-of-instruction tests to include: Algebra I, English II, Biology I, United States History, Geometry, Algebra II, and English III. All identified End of Instruction tests are developed and implemented as required by law.

Action 3 - State Board of Education shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-2007 school year and implement the tests during the 2007-2008 school year and administer them each year thereafter. Tests have been developed and implemented.

Action 4 - Subject to the availability of funds, the State Board of Education shall annually release end-of-instruction test items and make them available to the public. Currently end-of-instruction test items are publicly available for Algebra I, English II, Biology I, and United States History.

Action 5 - The State Board of Education shall seek to implement an electronic delivery system for all tests administered pursuant to the Oklahoma School Testing Program Act that will allow students to participate in computer-based assessments in order to expedite the delivery and use of the test results. All 8th grade assessments and End of Instruction tests are online.

Action 6 - Develop strategic plan for ensuring all high schools have the technology capacity necessary for online test administration and scoring. ACE Technology money was available to districts during the 2007-2008 school year. The State Board of Education budget request includes a request for ACE technology funding.

Action 8 - Develop plan for postsecondary institutions to use new high school exams (Algebra II and English III) for college placement purposes. College faculty are part of the standard setting teams for Algebra II and English III.

Action 9 - Continue the statewide Educational Planning and Assessment System

(EPAS). This voluntary assessment system provides the EXPLORE assessment in the eighth grade and the PLAN assessment in the 10th grade. EPAS assessments provide data to schools to help them help their students prepare for the ACT assessment used for admittance and placement within the Oklahoma institutions of higher education.

Action 10 Inform and engage stakeholders throughout the process. Communicate policy changes widely and consistently.

Action 11- Explore best practices for institutional incentives and sanctions aligned to improvements in degree completion. Currently, the Oklahoma State Regents for Higher Education provide Improvement Grants to assist higher education institutions with strategies to increase degree production, retention rates and/or graduation rates institution wide or within targeted subpopulations.

Part 4: Accountability

Oklahoma state and district report cards are available to the public on the Oklahoma State Department of Education Web site. The state's accountability system, the Oklahoma Academic Performance Index (API), has seven indicators mandated by state law which are divided into three categories or components: Oklahoma School Testing Program (utilizes reading and mathematics results from all state-mandated tests); School Completion which includes attendance, dropout and graduation rates; and Academic Excellence which utilizes ACT scores and participation, Advanced Placement credit, and college remediation rates in reading and mathematics.

Action 1 Seek approval of Oklahoma's American Diploma Project Action Plan by state education boards.

Action 2 Solicit feedback from stakeholders on Oklahoma's American Diploma Action Plan.

Action 3 - Post Oklahoma's ADP Action Plan on stakeholder Web sites.

Action 4 - Link and report data across the K-12 and postsecondary systems in ways that can foster improved student achievement. Establish longitudinal data system to track student progress from elementary through middle and high school and into postsecondary. Share college persistence and success data with high schools to inform instructional practice and curriculum alignment. The ADP team is working on this action.

Oklahoma plans to consider additional strategies at the college level to develop a system to hold colleges and universities accountable for the success of students they have enrolled.

Action 5 - Determine ways to improve the experiences students have after they enroll in college, including the full range of institutional policies and practices that support achievement, persistence, and success. The ADP team is working on this action.

Action 6 - Begin discussions about developing a college report card, which includes persistence data, to place greater public emphasis on the importance of seeing

students through to degree completion.

Action 7 - Develop communications plan to inform and engage key stakeholders throughout the process. Communicate policy changes widely and consistently. Oklahoma State Department of Education created the ACE implementation Guide and it is available on the Oklahoma State Department of Education Website.

Achieve, Inc.
American Diploma Project Network

Oklahoma
American Diploma Project (ADP)
2009 Action Plan
Prepared by: Dr. Cindy Koss, Oklahoma ADP Team Leader
ADP Leadership Team: Oklahoma State Superintendent Sandy Garrett
Dr. Cindy Koss, Oklahoma State Department of Education
Dr. Houston Davis, Oklahoma State Regents for Higher Education
Dr. Phyllis Hudecki, Oklahoma Business Education Coalition
Ms. Jill Geiger, Oklahoma Office of State Finance – Office of Governor

Action Items	Benefit for K-12	Benefit for Postsecondary	Action Plan and Timeline
1. End – of – Instruction (EOI) Algebra II and ACT Mathematics Subtest Study	Identify Rigor of EOI Algebra II	Identify Alignment of Algebra II with College Admissions Standards	OSDE Study Matching Student Scores of ACT Mathematics Subtest and EOI Algebra II (In progress through OSDE Office of Accountability and Assessment)
2. End-of-Instruction Item Review for EOI Algebra II – college faculty participation	Provide perspective of college faculty related to college admissions expectations	Provide perspective of college faculty related to college admissions expectations so that the EOI Algebra II and EOI English III may be considered as part of college admissions decision(s)	State Regents recommend college faculty that can participate in item review for Algebra II EOI and English III EOI Summer 2009
3. Backmap College Introductory Courses	Align with standards and expectations of 11th and 12th grade courses in English Language Arts and mathematics	Identify standards for college introductory courses and develop modules for specific remediation/intervention needs Address the current issue of mathematics remediation and provide modules specific to different majors Business Mathematics Engineering Mathematics Mathematics for Psychology	State Regents begin the process with college faculty Six-eighteen month process Work with National Academic Center for Transition Begin process with Council on Instruction Fall 2009

Action Items	Benefit for K-12	Benefit for Postsecondary	Action Plan and Timeline
4. Identify postsecondary assignments and/or project-based assignments in college	Determine relationship between high school standards and backwards map to introductory college assignments/projects	Determine what is required preparation for a high school student for introductory college assignments/projects	Reconvene English Language Arts and mathematics ADP workgroups to review current college assignments/projects and determine alignment to state high school academic process and content standards Fall 2009
5. College faculty review high school assignments with a standard rubric. Begin with writing assignments.	Identify college expectations and required high school preparation for postsecondary success	Identify college expectations so that high school students are prepared for postsecondary assignments. Reduced remediation rates.	Reconvene ADP Workgroups to include college faculty and high school faculty Fall 2009
6. International Benchmarking	Identify high standards required to be prepared for postsecondary and a global society	Identify international standards required to prepare postsecondary students for a global society.	Research ADP work in the area of International Benchmarking Fall 2009

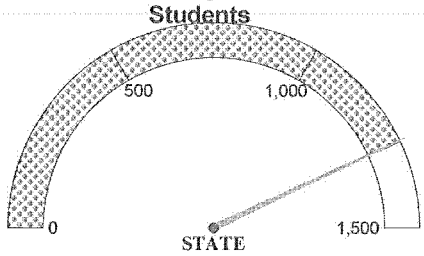
STATE

No Child Left Behind Act Annual Report Card 2008-2009

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

API Score for Regular Education Students



STATE has a Total API of 1289

The scale for API scores ranges from 0-1500 with 1289 as the current state average for regular education students.

***No Child Left Behind Act* Statewide Performance Benchmarks for 2008-2009:**
Mathematics API - 932 Reading API - 914
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

Legend:

**** represents missing data or data involving small numbers
CI = met target with confidence interval applied
SH = met target by meeting safe harbor criteria

Additional Indicators for Federal AYP

Total Graduation 2008: 1214 (85.3%)

***Graduation 4 year 2008:** 1028 (75.5%)

Attendance: 1072 (94.6%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.

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

Student Group	Mathematics API	Reading API	% Students Tested	
			Math	Reading
All Students				
All	1234	1204	99	98
Male	1228	1144	99	98
Female	1240	1267	99	99
Black	1021	986	99	98
Amer. Indian	1206	1173	99	98
Hispanic	1112	1012	99	99
Asian	1370	1298	99	99
White	1301	1287	99	99
Other	1222	1133	99	96
Econ. Disadv.	1149	1109	99	98
Migrant	1006	802 SH	99	98
Students with Individualized Education Programs (IEP)				
IEP	879	651	97	96
English Language Learner Students (ELL)				
ELL	1050	907 SH	99	96
Regular Education Students				
Regular Education	1320	1333	99	99

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2008-2009.
Student Groups must have at least 30 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.
Accountability calculations applied the 2008 achievement standards for the Grades 3-8 general assessment.

STATE

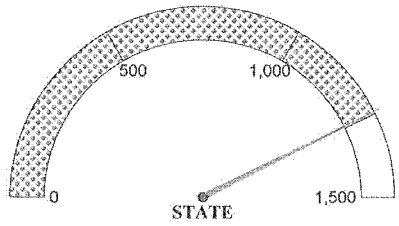
No Child Left Behind Act Annual Report Card 2007-2008

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

District API Score for Regular Education Students

STATE has a Total API of 1279



The scale for API scores ranges from 0-1500 with 1279 as the current state average for regular education students.

***No Child Left Behind Act* Statewide Performance Benchmarks for 2007-2008:**
Mathematics API - 932 Reading API - 914
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

Legend:
+++ represents benchmarks that have been met
- - - represents benchmarks that have not been met
**** represents missing data or data involving small numbers

Student Group	Mathematics API	Reading API	% Students Tested	
			Math	Reading
All Students				
All	+++	+++	+++	+++
Male	+++	+++	+++	+++
Female	+++	+++	+++	+++
Black	+++	+++	+++	+++
Amer. Indian	+++	+++	+++	+++
Hispanic	+++	+++	+++	+++
Asian	+++	+++	+++	+++
White	+++	+++	+++	+++
Other	+++	+++	+++	+++
Econ. Disadv.	+++	+++	+++	+++
Migrant	+++	+++	+++	+++
Students with Individualized Education Programs (IEP)				
IEP	+++	+++	+++	+++
English Language Learner Students (ELL)				
ELL	+++	- - -	+++	+++
Regular Education Students				
Regular Education	+++	+++	+++	+++

Additional Indicators for Federal AYP

Total Graduation 2007:	1180	(83.5%)
***Graduation 4 year 2007:**	1049	(76.6%)
Attendance:	1012	(94.1%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.

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

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2007-2008.
Student Groups must have at least 30 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.

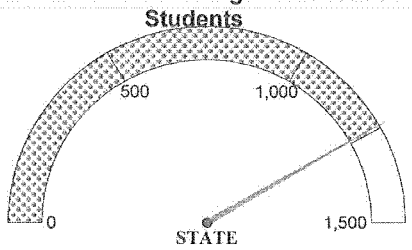
STATE

No Child Left Behind Act Annual Report Card 2006-2007

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

State API Score for Regular Education Students



STATE has a Total API of 1252

The scale for API scores ranges from 0-1500 with 1252 as the current state average for regular education students.

No Child Left Behind Act Statewide Performance Benchmarks for 2006-2007:

Mathematics API - 932
Reading API - 914
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2006-2007.
Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

Additional Indicators for Federal AYP

Graduation: 1201 (84.6%)

Attendance: 1024 (94.2%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.
Graduation rate is used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested
All Students			
All	1168	1122	99
Male	1166	1053	99
Female	1170	1201	99
Black	890 SH	836 SH	98
Amer. Indian	1131	1093	99
Hispanic	1033	882 SH	99
Asian	1356	1275	99
White	1251	1223	99
Other	1110	1045	99
Econ. Disadv.	1049	980	99
Migrant	929 SH	**580**	99
Students with Individualized Education Programs (IEP)			
IEP	724 SH	430 SH	97
English Language Learner Students (ELL)			
ELL	983	797 SH	100
Regular Education Students			
Regular Education	1268	1282	100

SH - Safe Harbor condition has been met for this indicator and is represented in grey text.
****Missing data or data involving small numbers are represented by asterisks to protect the privacy of student data.
All Students and Regular Education Students must have at least 30 students per subject to receive a math or reading API score. Other subgroups must have at least 52 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.

STATE

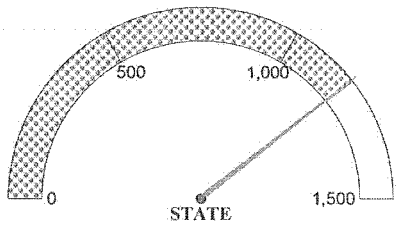
No Child Left Behind Act Annual Report Card 2005-2006

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

District API Score for Regular Education Students

STATE has a Total API of 1180



The scale for API scores ranges from 0-1500 with 1180 as the current state average for regular education students.

No Child Left Behind Act Statewide Performance Benchmarks for 2005-2006:

Mathematics API - 790
Reading API - 768
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2005-2006.
Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

Additional Indicators for Federal AYP

Graduation: 1159 (82.4%)

Attendance: 1012 (94.1%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.
Graduation rate is used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested
All Students			
All	1091	1050	99
Male	1079	959	99
Female	1104	1147	99
Black	788 SH	725 SH	99
Amer. Indian	1044	1008	99
Hispanic	936	773	99
Asian	1305	1235	100
White	1182	1163	99
Other	1065	990	99
Econ. Disadv.	949	871	99
Migrant	893	644 SH	100
Students with Individualized Education Programs (IEP)			
IEP	431 SH	**670**	99
English Language Learner Students (ELL)			
ELL	906	654 SH	99
Regular Education Students			
Regular Education	1227	1263	100

SH - Safe Harbor condition has been met for this indicator and is represented in grey text.
****Missing data or data involving small numbers are represented by asterisks to protect the privacy of student data.
All Students and Regular Education Students must have at least 30 students per subject to receive a math or reading API score. Other subgroups must have at least 52 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.

STATE

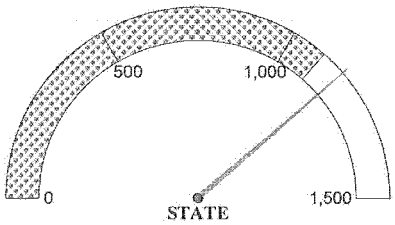
No Child Left Behind Act Annual Report Card 2004-2005

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

District API Score for Regular Education Students

STATE has a Total API of 1159



The scale for API scores ranges from 0-1500 with 1159 as the current state average for regular education students.

No Child Left Behind Act Statewide Performance Benchmarks for 2004-2005:

Mathematics API - 790
Reading API - 768
Percent of students tested - 95%
Attendance Rate API - 664 (91.2%)
Graduation Rate API - 412 (68.8%)

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2004-2005.
Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

Additional Indicators for Federal AYP

Graduation: 983

Attendance: 1036

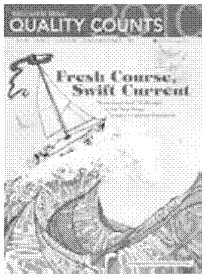
Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.
Graduation rate is used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested
Regular Education Students			
Regular Education	1166	1172	99
Male	1184	1127	99
Female	1145	1217	99
Black	824	804	98
Amer. Indian	1117	1127	99
Hispanic	1089	1047	98
Asian	1343	1315	99
White	1241	1263	99
Other	1126	1080	97
Econ. Disadv.	1042	1029	99
Migrant	1127	1093	98
English Language Learner Students (ELL)			
ELL	736 SH	268 SH	96
Students with Individualized Education Programs (IEP)			
IEP	297 SH	38 SH	100
All Students			
All	1021	933	100

SH - Safe Harbor condition has been met for this indicator and is represented in grey text.
****Missing data or data involving small numbers are represented by asterisks to protect the privacy of student data.
All Students and Regular Education Students must have at least 30 students per subject to receive a math or reading API score. Other subgroups must have at least 52 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.

Facts & Figures

National Context



In January, *Education Week's* 14th annual national report, "Quality Counts 2010," was issued comparing states and the District of Columbia on more than 100 education indicators.

Oklahoma received a 100% score in the subcategories of "Standards," "School Accountability," and "Economy and Workforce." Letter grades are given based on each state's ratings in six areas of performance and policy; four of six were updated for the 2010 report. Although some criteria change from year to year, Oklahoma has consistently ranked among the top states in teacher quality and academic standards.

Most categories include multiple measures. For example, the "Chance for Success" index includes poverty rates, family income, and other indicators outside the scope of schools. However, the "Student Achievement" category in 2008 relied solely on the National Assessment of Educational Progress (NAEP), which tests a sample of students in each state for comparisons of student reading and mathematics performance. See page 22 for additional information on NAEP.

In November, the U.S. Chamber of Commerce, the Center for American Progress, and Frederick M. Hess of the American Enterprise Institute, issued their second "Leaders and Laggards" report, *A State-by-State Report Card on Educational Innovation.* Oklahoma's report card scores resulted in high national rankings in categories related to technology, data systems and school management.

"Quality Counts 2010" Category	Oklahoma's National Ranking	Oklahoma Grade	U.S. Average Grade
Standards, Assessments & Accountability (2010)	9th	A	B
Teaching Profession (2010)	9th	B–	C
Transitions & Alignment (2009)	15th	C+	C
K-12 Achievement Index (2008)	36th	D	D+
School Finance (2010)*	41st	D+	C
"Chance for Success" Index of Socioeconomic Indicators (2010)	43rd	C–	C+
AVERAGE	**23rd**	**C**	**C**

SOURCE: "Quality Counts 2010," Education Week, January 14, 2010.
The complete "Quality Counts" report can be found online: www.edweek.org.

*Ranking includes factors such as funding as a percent of the state's budget and cost-of-living adjustment.

Oklahoma's Report Card from Leaders & Laggards, 2009 U.S. Chamber

Category	National Ranking	Grade
School Management	6th	B
School Finance	31st	C
Staffing: Hiring & Evaluation	23rd	B
Staffing: Removing Ineffective Teachers	20th	B
Data System	11th	B
Pipeline to Postsecondary	25th	C
Use of Technology	2nd	A

November 2009 • www.uschamber.com/reportcard/

THE EARLY YEARS

Preschool Programs Can Boost School Readiness

Preschool programs in Oklahoma help children to succeed in school.

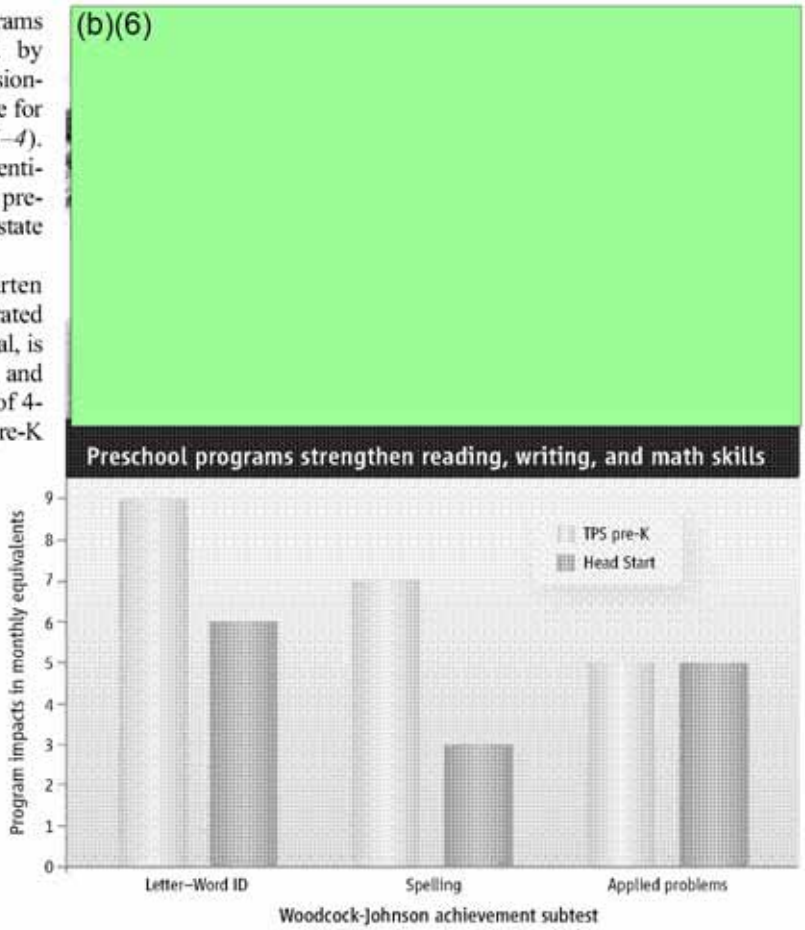
William T. Gormley Jr.,* Deborah Phillips, Ted Gayer

Early childhood programs have been heralded by both scholars and decision-makers as a promising avenue for fostering school readiness (*1–4*). In the United States, these sentiments have fueled ambitious preschool initiatives from both state and federal resources.

Oklahoma's prekindergarten (pre-K) program has generated attention because it is universal, is based in the school system, and reaches a higher percentage of 4-year-olds than any other state pre-K program. Oklahoma's state-funded pre-K program channels aid to local school districts, which are free to run full-day programs, half-day programs, or both. Federally funded Head Start programs, which are targeted to poor or otherwise at-risk children, and private day care centers are also eligible for state funding if they establish "collaborative" relations with their local school district. The Oklahoma pre-K program has relatively high standards compared with those of other states and offers relatively high pay and benefits to well-qualified teachers. Every lead teacher must have a B.A. degree and must be certified in early-childhood education. Student teacher ratios of 10-to-1 and class sizes of 20 must be maintained. The Community Action Project (CAP) of Tulsa County, whose Head Start program serves the largest number of children in Tulsa, is eligible for state funding. Its teachers meet the same standards as their Tulsa Public Schools (TPS) counterparts and receive similar pay (*5*).

Here, we estimate the short-term test score gains for children in Tulsa's pre-K and Head Start programs. In August 2006, we administered three subtests of the Woodcock-Johnson Achievement Test to incoming Tulsa students entering pre-K and Head Start programs and kindergarten. The tests were administered just before the commencement of classes by the individual who would be teaching the child that year. About 78% of all pre-K entrants, 69% of all Head Start entrants, and 73% of all kindergarten entrants were tested. The tested students closely mirrored the universe of students, except for the kindergarten cohort, where some differences between the two groups were found (*6*). While the child was being tested, the parent completed a survey to provide demographic information. Program participation and school lunch eligibility were determined separately (*7*).

The three subtests we used were the letter-word identification test (a measure of prereading skills); the spelling test (a measure of prewriting skills); and the applied problems test (a measure of premath skills). These subtests have been shown to be especially appropriate for children aged 4 to 5 and have been used by other researchers studying both at-risk and more diverse groups of children. Woodcock-Johnson test scores at or before school entry help to predict later scholastic achievement (*8*).



A difficult methodological challenge that confronts education researchers is selection bias. Here, the concern is that children whose parents choose for them to participate in the voluntary pre-K or Head Start programs will differ from nonparticipants and that these differences will affect test scores. To overcome such selection bias, we have used two separate regression-discontinuity estimations. First, the treatment group consisted of 1264 kindergarten students who attended Tulsa's pre-K program and the comparison group was 1492 children who were about to begin that program. For the second estimation, the treatment group consisted of 327 kindergarten students who attended Tulsa's Head Start program, and the comparison group was 483 children about to enter that program.

This research design is possible because the TPS and the Tulsa Head Start program strictly enforce a 1 September birthday requirement for enrollment in the 4-year-olds' program.

Our analysis estimates the continuous relation between age and test score separately on both sides of the age cut-off. This is achieved by regressing test scores against the child's precise date of birth (the number of days born before or after the cut-off qualification date), an age cut-off indicator variable, and an interaction variable that allows for different slopes on both

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sides of the cut-off point. The coefficient for the cut-off indicator is the estimated treatment effect. This estimated treatment effect is unbiased if there are no discontinuous differences at the cut-off in characteristics that contribute to test scores.

We tested this condition by comparing the regression-adjusted observed characteristics for children in the treatment and comparison groups at the age cut-off limit. For our TPS comparisons, the characteristics were not statistically different at the cut-off. For our Head Start comparisons, the characteristics matched very well, except that children in the comparison group were somewhat more likely to be female, somewhat more likely to be eligible for a reduced price lunch, and somewhat more likely to have a mother with no high-school degree. Consequently, one should be more cautious about interpreting the Head Start results.

In all of our regressions, we also included a wide range of demographic variables, including gender, race and/or ethnicity, school lunch eligibility, mother's education, whether the child lives with his or her biological father, and whether the child has Internet access at home (*9*). We handle missing data for three variables obtained through the parent survey by using multiple imputation. All of our numbers estimate the effects of treatment on the treated.

The TPS pre-K program has sharply improved students' cognitive development. One way to capture this is to look at the effect sizes: 0.985 for letter-word identification, 0.743 for spelling, and 0.355 for applied problems (*10*). These effect sizes substantially exceed those reported for pre-K programs generally and are somewhat greater than those reported for five states with relatively high quality pre-K programs (*11, 12*). The effects of the Tulsa Head Start program, though less spectacular, are also impressive: 0.514 for letter-word identification, 0.334 for spelling, and 0.369 for applied problems. These effect sizes exceed those reported for a national study of Head Start with random assignment of children (*13*).

Another way to express program effects is to convert test score impacts into monthly equivalents (see chart, page 1723). These gains are above and beyond those that otherwise occur through aging and maturation.

The different estimated test effects across Tulsa pre-K and Tulsa Head Start could be due to differences in the types of children enrolled or to differences in how the programs function. In order to focus on the latter, we trim the Head Start sample to include only children who were eligible for free lunches (typically children whose family income is less than 130% of the federal poverty level). We then trim the pre-K sample to include only children who were eligible for free lunches and who participated in a full-day program (all Head Start children participated in a full-day program) (*14*). Even with these modifications, the two samples differ in the race and/or ethnicity of the students, although not in other observable characteristics. We therefore estimate separate program effect sizes for blacks and Hispanics, for both pre-K and Head Start. We do not report results for whites or Native Americans because of small Head Start sample sizes for these two subgroups.

Focusing on the pre-K population that most resembles the population of Head Start students allows us to better compare the two programs. There are larger test impacts for children who are eligible for free lunch in the TPS pre-K full-day program compared with those similarly qualified in the Tulsa Head Start program (a full-day program), for both blacks and Hispanics (fig. S2). The differences are larger for prereading and prewriting skills than for premath skills, where the TPS and Head Start programs are equally effective.

What explains these differences? One possibility is that the programs attract students of different abilities and family circumstances, even though we condition on free-lunch eligibility, full-day program, and race. Another possible explanation may lie in the differing classroom priorities: TPS emphasizes letters and sounds more, whereas Head Start emphasizes fantasy play more (fig. S3). Our analysis of kindergarten students who attended the two types of programs the previous year suggests that these two variables do help to explain part of the difference in verbal test score gains between TPS and Head Start (*15*). Specifically, the Head Start variable explains less of the variance in letter-word identification and spelling test scores in a model that includes these two classroom variables than in a model that excludes them. This suggests that the two classroom variables account for some of the performance gap between TPS and Head Start. However, we also find that TPS places more emphasis on math, which does not translate into higher pre-math test scores compared to Head Start.

Early childhood education programs in the United States face enormous challenges. The overwhelming majority of Head Start program participants are poor, and many Head Start children face additional risk factors, such as a single-parent home or a home where English is not the primary language spoken. Pre-K programs targeted to poor or otherwise at-risk children face similar challenges. Even universally available programs, such as Oklahoma's, must cope with the realities of poor families, fragmented families, and immigrant families.

Against this backdrop, it is instructive to compare the potency of program participation variables with that of other variables in our statistical models. For the TPS model, program participation is a more powerful predictor of prereading and prewriting test score outcomes than gender, race and/or ethnicity, free lunch eligibility, mother's education, or whether the biological father lives at home (fig. S4). For the Head Start model, program participation is a more powerful predictor of premath outcomes than gender, free lunch eligibility, mother's education, or whether the biological father lives at home (fig. S5). Early childhood education can therefore make a big difference for short-term test scores, substantially muting the negative effects of family and environmental risk factors.

References and Notes

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2. A. J. Reynolds, J. A. Temple, D. L. Robertson, E. A. Mann, *JAMA* **285**, 2339 (2001).
3. J. J. Heckman, *Science* **312**, 1900 (2006).
4. E. Zigler, W. S. Gilliam, S. M. Jones, *A Vision for Universal Preschool Education* (Cambridge Univ. Press, New York, 2006).
5. The starting salary for a TPS teacher was $29,000 for the 2005–06 school year; the starting salary for a CAP Head Start teacher was $29,500.
6. Tested kindergarten students were somewhat less likely to be poor and black and somewhat more likely to be middle-class and white than the universe of kindergarten students.
7. Pre-K participation was determined from TPS administrative data; Head Start participation was determined from CAP Head Start of Tulsa County administrative data.
8. G. J. Duncan *et al.*, *Dev. Psychol.* **43**, 1428 (2007).
9. If the covariates balance on each side of the cut-off point, then including them in the regression does not reduce bias of the treatment effect.
10. Experts disagree on the best way to measure effect sizes. We prefer to divide the regression coefficient by the standard deviation of the control group, because the latter is the counterfactual of interest.
11. K. A. Magnuson, C. Ruhm, J. Waldfogel, *Econ. Educ. Rev.* **26**, 33 (2007).
12. V. C. Wong, T. D. Cook, W. S. Barnett, K. Jung, *J. Policy Anal. Manag.* **27**, 122 (2008).
13. M. Puma *et al.*, *Head Start Impact Study: First Year Findings* (Department of Health and Human Services, Washington, DC, 2005).
14. About two-thirds of all TPS program participants enroll in a full-day program.
15. We used hierarchical linear modeling (HLM) to distinguish between organizational-level and individual-level effects on cognitive development. See our SOM for details.

16. This research was supported by generous grants from the Foundation for Child Development, the Spencer Foundation, the David and Lucile Packard Foundation, and the A.L. Mailman Family Foundation. The authors alone are responsible for the contents. For additional information on the Oklahoma project, see www.crocus.georgetown.edu.

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(Excerpt)

ENROLLED SENATE
BILL NO. 2033

By: Coffee, Jolley, Ford, Rice and Leftwich of the Senate

and

Benge and Shumate of the House

An Act relating to schools; stating legislative finding; amending 70 O.S. 2001, Sections 5-141 and 5-141.2, which relate to teacher pay; authorizing school districts to adopt certain type of salary schedule; increasing maximum allowable incentive pay amount; authorizing implementation of certain incentive pay plans; providing requirements and procedures for the incentive pay plans; amending 70 O.S. 2001, Section 6-101.10, which relates to evaluation policy for teachers and administrators; modifying criteria upon which evaluations are based; clarifying individuals authorized to conduct evaluations; expanding authorized training; creating the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE); specifying components of TLE; requiring the State Department of Education to provide certain data to certain entities; defining a term; creating the Oklahoma Race to the Top Commission; specifying membership of the Commission; providing for administrative and operational matters of the Commission; specifying duties of the Commission; amending 70 O.S. 2001, Section 6-101.3, as amended by Section 8, Chapter 434, O.S.L. 2003 (70 O.S. Supp. 2009, Section 6-101.3), which relates to teacher definitions; modifying certain definitions; amending 70 O.S. 2001, Section 6-101.13, which relates to certified administrators; prohibiting the reemployment of a principal under certain

****

improvements in the quality of education for the students of this state.

B. By August 1, 2010, the State Board of Education shall adopt revisions to the subject matter curriculum adopted by the State Board for English Language Arts and Mathematics as is necessary to align the curriculum with the K-12 Common Core State Standards developed by the Common Core State Standards Initiative, an effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The revised curriculum shall reflect the K-12 Common Core State Standards in their entirety and may include additional standards as long as the amount of additional standards is not more than fifteen percent (15%) of the K-12 Common Core State Standards.

SECTION 16. AMENDATORY Section 1, Chapter 195, O.S.L. 2009 (70 O.S. Supp. 2009, Section 1210.544), as amended by Section 1 of Enrolled Senate Bill No. 509 of the 2nd Session of the 52nd Oklahoma Legislature, is amended to read as follows:

Section 1210.544 A. 1. The State Board of Education shall establish a process to identify schools in the state that are consistently listed as a persistently low-achieving school in accordance with subsection (g)(6) of Section 1003 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. A school district board of education with a school identified as being among the persistently lowest-achieving schools in the state shall implement one of the following four intervention models for the school:

a. turnaround model - replacing the principal and rehiring not more than fifty percent (50%) of the staff and granting to the principal sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student outcomes,

b. restart model - converting or closing the school and reopening it as a charter school under an operator or an education management organization that has been selected through a rigorous review process. Except for the average daily membership and county population

Common Core State Standards Initiative

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

College- and Career-Readiness Standards

Core Standards for Reading, Writing, and Speaking and Listening

Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content-area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading Exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

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8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

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> The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.
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> **Standards for Student Performance**
> The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, and speaking and listening must have no later than the end of high school.

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The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

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College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

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Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars

Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars

The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ **- Coming in the next draft**

~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

   Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

   Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

   Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

   These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought
is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores
a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed
and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

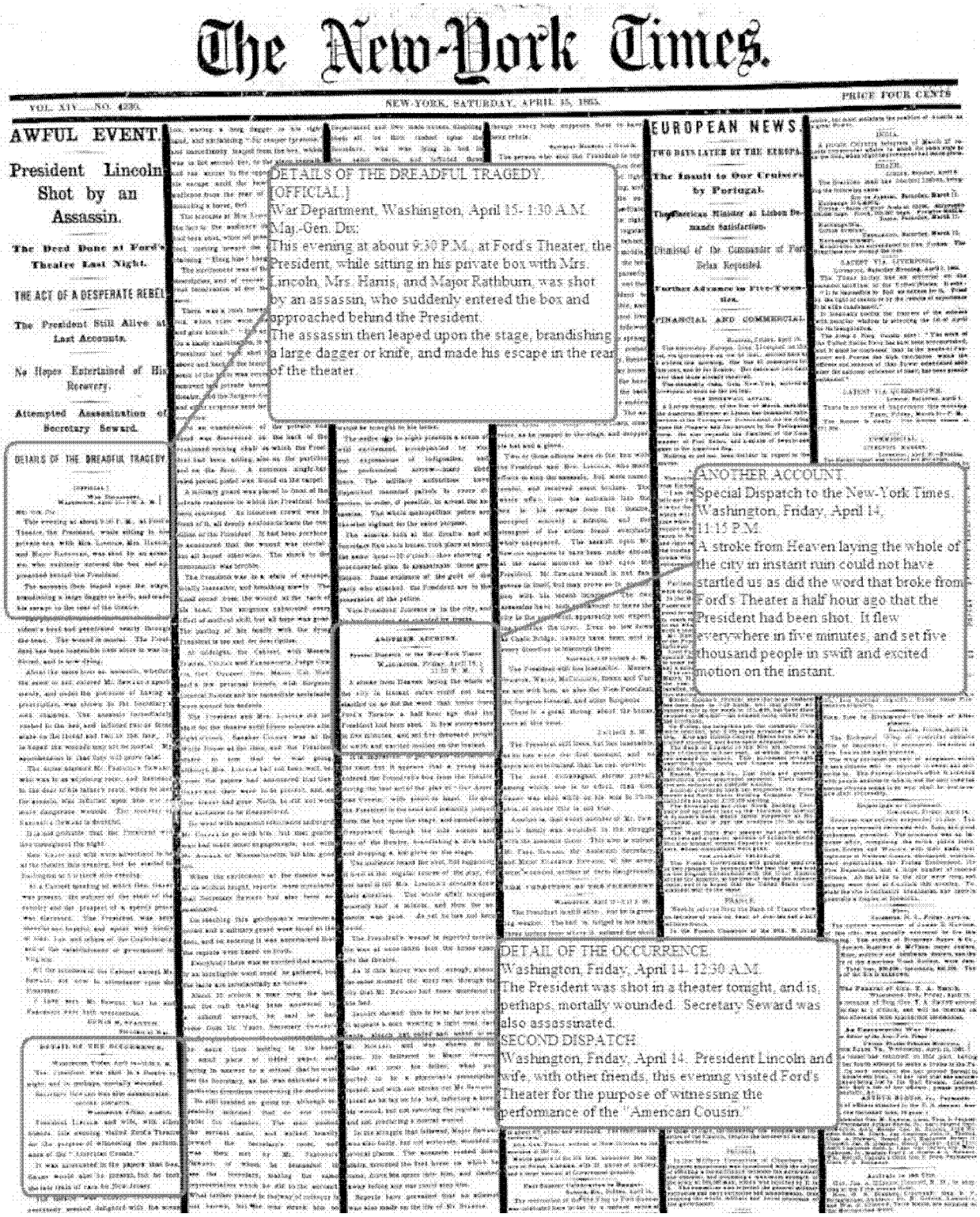
The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1



The New-York Times.

VOL. XIV.....NO. 4230. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Fort Belas Requested.

Further Advance on Five-Twenties.

FINANCIAL AND COMMERCIAL.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail*. [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly
(The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

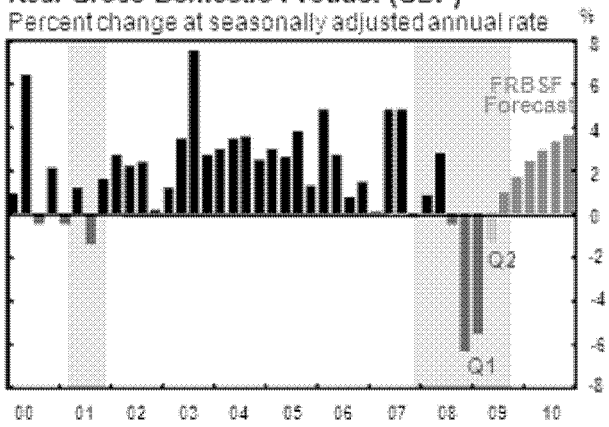
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

Modest recovery to begin in Q3

Real Gross Domestic Product (GDP)

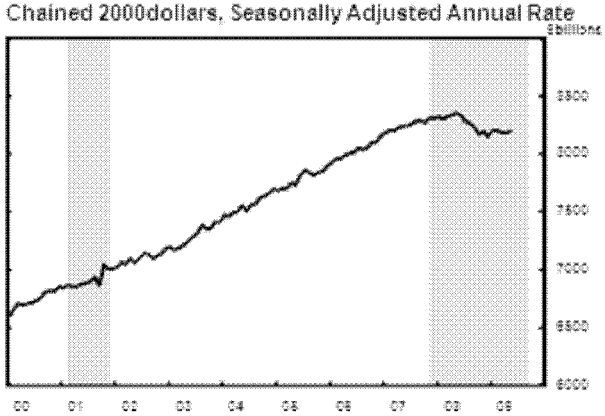
Percent change at seasonally adjusted annual rate



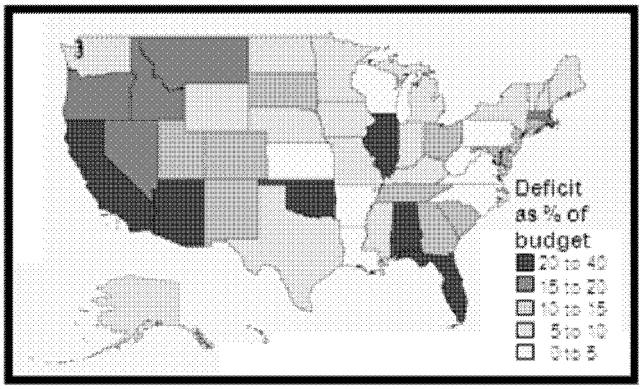
Consumers hanging on

Real Personal Consumption Expenditures

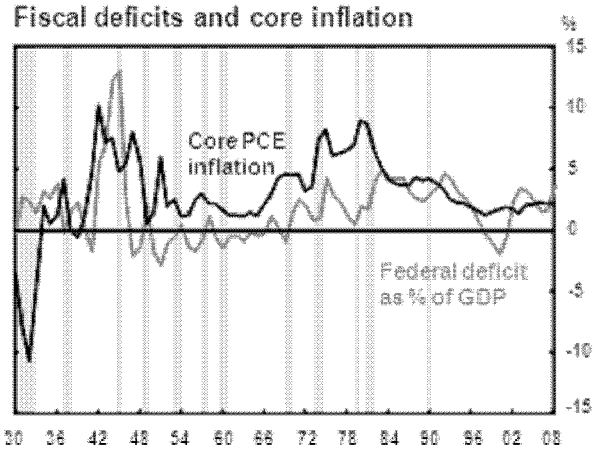
Chained 2000dollars, Seasonally Adjusted Annual Rate



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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Sample of Works Consulted

I. College Readiness

A. Achieve, Inc. (2004). The American Diploma Project, *Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. Achieve, Inc. (2008) *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. Washington, DC: Achieve, Inc. (PDF)

C. ACT. (2009). *ACT College Ready English Standards*. Iowa City, IA: ACT. (PDF)

D. ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (PDF)

E. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

F. ACT. (2006). *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading.* Iowa City, IA: ACT. (PDF)

G. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

H. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum.* Iowa City, IA: ACT. (PDF)

I. College Board (2008) *AP English Language and Composition and English Literature and Composition Course Description.* New York, NY: College Board. (PDF)

J. College Board (2009) *AP European History Course Description*, New York, NY: College Board. (PDF)

K. College Board (2009) *AP World History Course Description*, New York, NY: College Board. (PDF)

L. College Board. (2006). *College Board Standards for College Success.* New York, NY: College Board. (PDF)

M. Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research.

N. Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (PDF)

O. Marzano, R.J. and Kendall, J.S. (2007). *The New Taxonomy of Educational Objectives.* Second Edition. Thousand Oaks, CA: Corwin Press.

P. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

Q. Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board. (PDF)

R. *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (Achieve).

II. Career Readiness

A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

C. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

D. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*. Iowa City, IA: ACT. (PDF)

E. Casner-Lotto, J., Rosenblum, E., and Wright, M., (2009). *The Ill-Prepared Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training.* The Conference Board.

F. Florida American Diploma Project Survey Results. (Achieve).

G. Hawai'i Career Ready Study. (2007). Commissioned by the Hawai'i P-20 Initiative.(PDF)

H. *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (PDF)

I. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

J. National Alliance of Business. (2002).*The American Diploma Project Workplace Study*. Washington, DC.

K. Partnership for 21st Century Skills. (2009). *Framework for 21st Century Learning*. Tucson, AZ.

L. Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (PDF)

M. The Conference Board. (2008). *New Graduates' Workforce*

Readiness.

III. International Documents

A. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003. (PDF)

B. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007. (PDF)

C. **British Columbia:** English Literature 12, Integrated Resource Package, 2003. (PDF)

D. **England:** *English Programme of Study for Key stage 4*, 2007. (PDF)

E. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003. (PDF)

F. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (PDF)

G. **Hong Kong:** Hong Kong Examinations and Assessment Authority, 2007 HKCEE English Language, Recommended Texts for the School-Based Assessment Component. (PDF)

H. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level.* (PDF)

I. **Ireland:** Prescribed Material for English in the Leaving Certificate Examination in 2009. (PDF)

J. **New South Wales:** *English Stage 6 Syllabus, 1999.* (PDF)

K. **New South Wales**: 2009-2012 HSC, Prescribed Area of Study, Electives and Texts. (PDF)

L. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007. (PDF)

M. **Singapore:** *English Language Syllabus 2001*. (PDF)

N. **Singapore:** O-Level Literature in English (Syllabus 2015), Prescribed Texts for 2009. (PDF)

O. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2006. (PDF)

P. **Victoria, Australia:** VCE English/ESL Text List 2008-2009, VCE Literature Text List 2008. (PDF)

Q. Achieve, Inc., National Governors Association, Council of Chief State School Officers. (2008). *Benchmarking for Success: Ensuring U.S. Students receive a World Class Education*. Washington, DC. (PDF)

R. Education Commission of the States. (2008). *From Competing to Leading: An International Benchmarking Blueprint*. Denver, CO. (PDF)

S. Education Commission of the States. (2009). *International Benchmarking Toolkit*. Denver, CO. (PDF)

T. Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France. (PDF)

U. Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1.* [see Chapter 6 for reading assessment results] Paris, France. (PDF)

IV. State and Other Standards Documents

A. **California:** *English-Language Arts Content Standards for California Public Schools.* California Department of Education (1997). (PDF)

B. **Florida:** *2006 Sunshine State Standards K-12 Reading and Language Arts.* Florida Department of Education (2006). (PDF)

C. **Georgia:** Georgia ELA Standards (K-12).

D. Indiana: Reading List, Grades 9-12. (PDF)

E. **Massachusetts**: *English Language Arts Curriculum Framework.* Massachusetts Department of Education (June 2001). (PDF)

F. **Minnesota:** *Minnesota Academic Standards, Language Arts (K-12),* (2003). (PDF)

G. **Texas:** *Texas College Readiness Standards*, (2008). (PDF)

H. National Council of Teachers of English and the International Reading Association. (1996). *Standards for the English Language Arts.* (PDF)

I. U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (PDF)

J. U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (MS Word Document)

V. Disciplinary Literacy Research

A. Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. (PDF)

B. Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas.* Ann Arbor: University of Michigan Press.

C. Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York. (PDF)

D. Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy, 43*, 400–410.

E. Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Lawrence Erlbaum Associates.

F. Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78,* 40–59.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

What follows is a sample of sources consulted in the drafting of the Core Standards for Reading, Writing, and Speaking and Listening. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to reading standard #1 are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core reading, writing, or speaking and listening standard to which it corresponds. For more information on sources and how they were used in the drafting of the core standards, please refer to the "College and Career Readiness Standards for Reading, Writing, and Speaking and Listening."

Reading Evidence

Reading 1. Determine both what the text says explicitly and what can be inferred logically from the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #2 "Making inferences and drawing conclusions")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4 and #15).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College Board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")
- *Hawai'i Career Ready Study.* (2007). Commissioned by the Hawai'i P-20 Initiative. (see sample task "Review Commercial Real Estate Loan Application," Banking/Loan Officer; see sample task "Review claim letter," Insurance/Claims Agent)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.a)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)
3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.4.a, Higher; 5.5.a, Ordinary)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (see 1.4, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.d, 8.2.d, 8.3.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Levels 2 and 4) (PISA 2006, Vol. 1, full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pgs. 112-115, esp. pg.114 "Retrieving Information")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention, bullet 14)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see 1.A.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.5, Grades 11-12, 2.0 Reading Comprehension Grades 11-12, 2.2.a-e Writing Applications Grades 11-12)
  2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text, General Standard 12: Fiction, General Standard 13: Nonfiction)

U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (see "Locate and Recall," see "Integrate and Interpret," see Basic and Advanced – Literary; Proficient – Informational)

Reading 2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #6, pgs. 102-103)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #7 "Justifying a personal interpretation of a text through specific references")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4 and #15).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP 5 high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30 2.3.2.b and 30.3.2.3.c)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B8)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (see 1.4 &1.7, Grade 12 Reading & Literature Studies)
    4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 4; Unit 3, Outcome 1, Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.d)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (see pg. 115, "Reflecting on and Evaluating the Content of a Text")

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Proficient-Informational bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.4, Reading Comprehension Grades 11-12; 2.2.b, Grades 9-10, 3.2 Literary Response and Analysis Grades 11-12, 2.2.c Writing Applications Grades 11-12)
2. **Massachusetts:** *English Language Arts Curriculum Framework,* June 2001. (see 8.30, General Standard 11: Theme, 11.5, 11.7; General Standard 13: Nonfiction;General Standard 15: Style and Language)

Reading 3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- *Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices. New York, NY: College Entrance Examination Board* (see pg. 7- skills rated by importance to post-secondary instructors- skill #1 "Identifying and/or summarizing the theme or central argument of a text," skill #4 "Understanding and paraphrasing points made in a text")
- ACT (2006), *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #6).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Task #5, pg. 82-83)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 3 on pg. 13; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes,* 2003 (Grades 10-12) (see 20.2.1.2.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a; 4.1.1.c)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.b, 8.2.b, 8.3.a)

- Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Making the Reading/Writing Connection bullet 2; Reading Competencies, Comprehension and Retention bullets 1, 2 and 5)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Locate and Recall", see Basic-Informational bullet 1)

Reading 4. Delineate the main ideas or themes in the text and the details that elaborate them.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- ACT (2006), *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #6).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Task #5, pg. 82-83)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.b; 10/20/30.2.3.2.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6, B7)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3 and 1.6, Grade 12 Reading & Literature Studies)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1; Unit 2, Outcome 1, Key Skill 2; Unit 3, Outcome 2, Key Knowledge 2)
- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a-b)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11)
       (Did not participate in PISA) (see 8.1.b-c, 8.2.b; 9.1.c)

- Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris,

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, F2 - in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Reading Competencies, Comprehension and Retention bullets 5 and 6, Listening bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** English Language Arts Curriculum Framework, June 2001. (see General Standard 8: Understanding a Text, 8.30; General Standard 11: Theme, 11.5, 11.6, 11.7)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Locate and Recall")

Reading 5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #11, #14, #21, #24).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Informational Text 6. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10.)
- *Florida American Diploma Project Survey Results.* (see row 20. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Sequential, Comparative, and Cause-Effect Relationships")
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see points 1 and 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

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1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 3 and 10; Language Development bullet 2, dash 2)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b, Higher Level)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.a; 2.2.k)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3)(PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Proficient – Literary bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.4)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 3.6, Reading Comprehension Grades 9-10)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 13: Nonfiction, 13.25, 13.27)

Reading 6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

College Readiness

- ACT (2008) *College Readiness Standards.* Iowa City IA (see p. 21: Sequential, Comparative, and Cause-Effect Relationships)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.d; 30.2.3.1.c; 20/30.2.3.2.d; 10/20/30.5.1.1.c)
    2. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.d; 8.2.d)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, H8– in 9 of 12 states analyzed)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.4)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient bullets 1 and 3 and Advanced bullet 3- Literary, see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see Reading 3.3, 3.4, grades 9-10)

Reading 7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #6, pgs. 102-103)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional*

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Practices. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #8 "Determining the meaning of unfamiliar words from context," skill #18 "Understanding figurative language…")

- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted to clarify which skills are most important to post-secondary instructors, see skill #7, skill #19).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (See Language 4. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Meaning of Words")
- ACT (2009) See ACT WorkKeys "Reading for Information" Level 5 requirements (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see pg. 11, point d; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see B6; B13)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (Listening, bullet 8; Reading, bullets 1 and 12)
    5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12, see 3.1-3.3, Reading and Literature Studies)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 1, Key Knowledge 4)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.d)

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention bullet 15; Listening bullet 3)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.B.3)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Vocabulary Assessment on the 2009 Reading Assessment," see pg. 47 "Preliminary Achievment Levels: Vocabulary")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (General Standard 4: Vocabulary and Concept Development, 4.23)

Reading 8. Analyze how specific word choices shape the meaning and tone of the text.

College Readiness

- *Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices. New York, NY: College Entrance Examination Board* (see pg. 7- skills rated by importance to post-secondary instructors- skill #14: "Understanding words that have multiple definitions," skill #17: "Distinguishing between connotative and denotative meanings of words," skill #20: "Identifying the tone of the the text.")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #7, #10, and #19).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.f; 20.2.1.2.e; 30.2.2.2.b and c)
    2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B13)
    3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.CC.3)
    4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.3.1.a; 4.1.1.h)

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5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) Outcome 4; C-4, 4.1, 4.2, 4.3, HSC; C-4, 4.1, 4.2, Preliminary and C-7.1, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Reading and Literature)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 2, Key Knowledge 1)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.j; 2.2.m)
  2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF).

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, A6- in 11 of 12 states analyzed)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.2 Reading Comprehension Grades 11-12; 3.3 Literary Response and Analysis Grades 11-12, 2.2.d Writing Applications Grades 11-12)
  2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 14.6; and General Standard 15: Style and Language, 15.7, 15.10)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient - Literary bullet 4, see "Critique and Evaluate")

Reading 9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional*

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Practices. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #3 "Understanding organizational strategies such as introduction, supporting examples, summary")

- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #6, #10, #12).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.2.1.a; 30.2.2.1.c)
    2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
    3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
    4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading, bullet 10)
    5. **Ireland**: *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b; 4.4.1.c; 4.1.1.h; 5.5.b, Ordinary Level; 5.4.c, Higher Level)
    6. **New South Wales, Australia**: *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-4, 4.1, 4.2)
    7. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Reading and Literature)
    8. **Victoria, Australia**: *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 2, Key Knowledge 1 and Skill 1; Unit 1, Outcome 1, Key Skills 1 and 4; Unit 1, Outcome 2, Key Knowledge 1 and 2; Unit 2, Outcome 1, Key Knowledge 2 and 4 and Skill 1; Unit 3, Outcome 1, Key Knowledge 2 and Skill 1; Unit 2, Outcome 3, Key Knowledge 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.k)
    2. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b, 7.c)

- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 116, "Reflecting on and Evaluating the Form of a Text")
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA

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Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools* (see Reading 2.2, grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 13: Nonfiction 13.25, 13.27)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Critique and Evaluate")

Reading 10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #6 "Identifying the purpose of a portion of the text")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #10, #12, #16).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b; 10/20/30.2.3.2.f)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)
    3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3) (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills. Paris, France: Organization for Economic Cooperation and Development.* (see pgs. 112-115, esp. pg.114 "Retrieving Information," and "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, F2- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention bullet 6; Reading Competencies, Depth of Understanding bullet 4)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Locate and Recall", see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.2.a-e, Writing Applications Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text, 8.33, 8.34, General Standard 15: Style and Language, 15.8)

Reading 11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.

College Readiness

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #2, pgs. 92-93; sample post-secondary assignment #3, pgs. 94-97)
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Informational Text 5. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see Row 28. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Tasks #1-4, pgs. 74-81.)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 3 "Data Representation and Statistical Thinking"- WorkKeys Column, Skill 3)
- *Hawai'i Career Ready Study.* (2007). Commissioned by the Hawai'i P-20 Initiative. (see sample task "Build wall frame and building ramp." Construction/Carpenter; sample task "Draft memo to all employees," Hotel/Guest Services Manager; see also F5 for the occupational tasks for which this skill is important.)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Numeracy Skills, Senior Secondary, bullet 2 and 1 and 2)
    3. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1, Grade 12 Reading and Literature)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.a)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 290, example PISA item "Lake Chad," and pg. 288 example PISA item "Labour") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris,

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

France: Organization for Economic Cooperation and Development. (pgs. 110-111, "Non-Continuous Texts")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, F5- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.F.1 and I.F.2)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Procedural Texts and Documents", see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.1. Reading Comprehension Grades 9-10)

Reading 12. Extract key information efficiently in print and online using text features and search techniques.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Research 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see Row 10. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10/20/30.3.2.1.b, 10/20/30.2.1.4.a)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)
- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.a, 8.1.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.1, Reading Comprehension Grades 9-10)

Reading 13. Ascertain the origin, credibility, and accuracy of print and online sources.

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #5).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Research 3. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 18. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample Workplace Task #5, see sample Workplace Task #6, pg. 82-85)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 13; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.2.a, 10/20/30.3.2.2.c, 10/20/30.3.2.2.d)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)
    3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.5, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.f)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.f)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, E4- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies – Style/Expression bullet 4 and Technological Competencies bullet 7)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.B.5 and III.B.7*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.3, Reading Comprehension, Grades 11-12, 2.4, Writing Applications Grades 11-12)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Multiple Texts")

Reading 14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #5, pgs. 100-101)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #5 "Distinguish fact from opinion," skill #10 "Identifying logical flaws or discrepancies in an author's argument)
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #5, #8, #9, #12, #17, #18, #20).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Logic 4. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP European and World History Course Descriptions* (2009), New York, NY: College Board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample workplace task #6, pg. 84-85)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 13 and point 2 on pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.2.d, 10/20/30/3.2.2.c)
    2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.1 and 3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 4, 6, 7 and 13; Critical Thinking bullets 1 and 5)
    5. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.a-c)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge 1 and Skills 1 and 2; Unit 3, Outcome 2, Key Knowledge 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.c and 2.2.f)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.e, 7.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Reflecting on and Evaluating the Content of a Text")

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, E4– in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success bullet 5)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.B.7*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see Reading 2.8, grades 9-10; Reading 2.6, grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 8.31 and 8.34, and 13.24, 13.26; and General Standard 13: Nonfiction)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient bullet 5 and Advanced bullets 1, 3 and 5 – Informational, see "Critique and Evaluate")

Reading 15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #19 "Comparing and contrasting two texts")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #25).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- *Florida American Diploma Project Survey Results.* (see row 23. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.5.d, Ordinary; 4.4.1.f and 5.4.d, Higher)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see Outcome 2; C-2, 2.1, 2.2, 2.3, Preliminary; C-1.1, C-2, 2.1, 2.2, 2.3, HSC)
3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.m and 2.2.n, 1.4.b)

- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection bullet 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.5)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 3.5, Reading Comprehension grades 9-10, 2.4.b Writing Applications Grades 11-12)
  2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 10.5, 11.7, 15.10)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Advanced - Literary bullet 4, see "Multiple Texts", see"Integrate and Interpret")

Reading 16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

  1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10/20/30.2.1.3.a , 20.2.1.3.a, 30.2.1.3.b, 30.3.2.3.a, 10/20/30.2.1.1.d)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see B5)
3. **Ontario, Canada:** *The Ontario Curriculum,* English, 2007 (see 1.2 and 1.5 Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.e, 8.1.d and 8.2.e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection bullet 3)

Reading 17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted to clarify which skills are most important to post-secondary instructors, see skill #9, #22, #23, #25).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2, "Sequential, Comparative, and Cause-Effect Relationships," WorkKeys Column, Points 1 and 2)
- ACT (2009) See ACT WorkKeys "Reading for Information" Level 5 requirements (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 1, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)
  2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.f)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. (see pg. 17, E8– in 10 of 12 states analyzed)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California:** *English-Language Arts Content Standards for California Public Schools* (2.3, Reading Comprehension Grades 11-12)

Reading 18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Disciplinary Literacy Research

The following are a few seminal works of research on disciplinary literacy, which is at the heart of this standard. The sources below cannot be categorized as college or career readiness materials or evidence from a set of standards. Rather, it is general research that provides insight into the field of disciplinary literacy.

- Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York, NY: Carnegie Corporation of New York.
- Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas.* Ann Arbor: University of Michigan Press.
- Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy.* New York, NY: Carnegie Corporation of New York.
- Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy, 43*, 400–410.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Lawrence Erlbaum Associates.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78,* 40–59.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing Evidence

Writing 1. Establish and refine a topic or thesis that addresses the specific task and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #12, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15, #23).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Research 1 and Writing 3; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see rows 5 and 12; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point *b* on pg. 24; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.1.1.a and 10/20/30.3.1.1.c)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3 and AI 8.CC.3)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.1 and 1.2, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- *Intersegmental Committee of the Academic Senates (ICAS).* (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Writing Competencies, Invention, bullet 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.1 & III.A.1)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (1.0, Writing Strategies Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 2. Gather the information needed to build an argument, provide an explanation, or address a research question.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (See Research 2; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 10; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see pgs. 22-25; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.b)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C6)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4 and AI 2.CC.3; AI 5.O.3)
    4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-10.3, HSC)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection, bullet 6)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.A.2, III.B)

Writing 3. Sustain focus on a specific topic or argument.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #12).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #1).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.4.1.3.c and 20.4.1.3.e; 20/30.4.2.1.a; 10/20.4.2.2.d)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.O.2)
    3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 1, Key Skill 1)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.d-e)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b; 4.e; 5.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guides Level 6 "To Persuade"; "To Explain"; "To Convey Experience")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.3, Writing Strategies Grades 11-12)
    2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #4).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #3).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.4.1.3.e and 20/30.4.1.3.g)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7; C8)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide, 2007.* (≈Grades 10-11) (see bullet 4, Writing)
    5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 1.5, Grade 12 Writing)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 1, Key Skill 1)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b-c and 5.c; 9.1.d)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Proficient Achievement Level, Grade 12, box 3, Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Arrangement, bullet 1; Fostering Habits of Mind Essential for Success, bullet 16)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.2 and IV.B.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: English-Language Arts Content Standards for California Public Schools, 1997. (see 1.3, Writing Strategies Grades 11-12)
    2. **Massachusetts**, English Language Arts Curriculum Framework, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 5. Create a logical progression of ideas or events, and convey the relationships among them.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #7, #9, #21, #26).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #9, #12, #17, #19, #22, #29, #30).

Career Readiness

- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d; 20/30.4.2.2.b; 10/20.4.2.2.d-e)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C6; C13)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3; AI 8.O.2; AI 8.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 1-3 and 8-9, Writing; bullet 2, Senior Secondary)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 9.2 Preliminary)
    6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4, 2.6, Grade 12 Writing)
    7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 2, Key Skill 5)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.c; 2.3.e-f)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 4.a-b; 4.e-f; 5.b; 5.g)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see C3 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box three, Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Arrangement, bullets 3 and 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.D.2 and II.D.4, II.F.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.3, Writing Strategies Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30; General Standard 23: Organizing Ideas in Writing, 23.13, 23.14, 23.15)

Writing 6. Choose words and phrases to express ideas precisely and concisely.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #5, #27).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #28).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Language 6 and Writing 2; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.b)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1, AI 5.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 9, Writing; point 5, Senior Secondary)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Writing)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see C2- in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 5; Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (Writing Competencies, Style/Expression, bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.D.5 & II.E.5)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.5, Writing Strategies Grades 11-12)
2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.c; 20/30.4.2.4.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C12)
    3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.4, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.g, 2.3.m)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience"; Advanced Achievement Level, Grade 12, box four)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Style/Expression, bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.D.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.1, Written and Oral Language Conventions Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 19.26, 19.27)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing 8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3, #12, #23, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15, #20).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Writing 2 and 5; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see rows 22 and 26; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (see pgs. 36-38 sample task "Draft memo to all employees." Hotel/Guest Services Manager)
- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.1.c; 10/20/30.4.2.3.a and 20.4.2.3.d)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.O.3; AI 8.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (See bullets 9 and 12, Writing)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.2, Grade 12 Writing)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Knowledge 4; Unit 3, Outcome 2, Key Knowledge 1)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.b)
    2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.e and 5.g)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see C2 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 6; Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Invention, bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.4-6 and II.D.6*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.2, 1.5, and 1.9, Writing Strategies Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #6, #8, #11, #13, #16, #18, #19, #20, #25, #26, #28, #31, #32, #34, #39, #40, #41, #43, #44).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- Conley, D. (2003) *Understanding University Success: English Work Samples.* Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #2, #5, #6, #7, #8, #10, #11, #14, #16, #18, #20, #21, #24, #25, #26, #28).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Language 1; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 3; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (see pgs. 22-24 sample task "Pass entrance exams for apprenticeship," Military/Navy Shipyard Apprenticeship)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see top half, pg. 10; pg. 17; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 4.2.4.b-g)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C14)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.C.4)
    4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.3 and 3.4, Grade 12 Writing)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 7)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.c; 2.3.n-o)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.d; 6.c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see A1 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 7; Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Style/Expression, bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.A & II.B)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.1 and 1.2, Written and Oral English Language Conventions Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. see 5.28, 5.30; 21.8; General Standard 22: Standard English Conventions, 22.9, 22.10)

Writing 10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #13).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Writing 6; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (See row 21; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 25; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 3.2.1.c; 3.2.1.e)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C14)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (1.3, Grade 12 Writing)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

4. **Victoria, Australia***:* *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Skill 5)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, "Students will be assigned writing tasks…," bullet 14; Technology Competencies, bullet 8)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.D.7; III.B.4; III.B.6)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.7, Writing Strategies Grades 9-10)
    2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see 24.5)

Writing 11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #7, #12, #16, #24, #33, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #15).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Writing 4 and 5; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see rows 16 and 22; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.1.a-d; 30.4.2.2.a, 20/30.4.2.2.b-c, 10/20.4.2.2.d-e)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (AI 2.O.2; AI 2.CC.3; AI 5.O.3; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 7, Writing; see Senior Secondary, bullet 2)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-12.1-12.4, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Writing)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 5; Unit 1, Outcomes 2, Key Knowledge 4; Unit 1, Outcome 3, Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.l; 4.3.e)
  2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.f)

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.F)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Arrangement, bullet 6 and Style/Expression, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.9, Writing Strategies Grades 9-12)
  2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 12. Use technology as a tool to produce, edit, and distribute writing.

College Readiness

Career Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (See Writing 8; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullet 4)
    2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-9.1, HSC)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.5-3.6, Grade 12 Writing)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Technology Competencies, bullets 1-2)

Writing 13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #2, #5, #15, #29).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3).
- *Florida American Diploma Project Survey Results*. (see row 24; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (See pgs. 18-19 sample task "Review claim letter," Insurance/Claims Agent)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see pgs. 22-23; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.3.a)
    2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see C8 and C10)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 2, Writing; Information Technology Skills, Senior Secondary 1;Study Skills, Senior Secondary, bullet 1)
    4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 10.1, Preliminary; Outcome 7, HSC)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see F7 - in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 4; Writing Competencies, "Students will be assigned writing tasks…," bullet 5)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.8*, and III.B.6)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.6 and 1.8, Writing Strategies Grades 11-12; 2.4.b-d, Writing Applications Grades 11-12)

Writing 14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #5, #12, #15, #29, #37).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #4, #12, #15).

Career Readiness

- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 2 on pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C4)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Work with others", dash 1, Language Development)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 5.5.e, Ordinary Level; 5.4.e, Higher Level)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see Outcome 7, HSC; 10.3, Preliminary)
    6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 2.1, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.a; 2.3.c)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Explain" Level 6)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Invention, bullet 2; Arrangement, bullets 3 & 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.8*, II.D.2, II.D.4)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.3 and 2.6.a, Writing Applications Grades 9-10)
2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.30)

Writing 15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #5, #12, #15, #29, #37).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3, #15).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

  1.**British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C2; C4)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, "Students will be assigned writing tasks…," bullets 6 & 7)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.8*)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.3 & 2.6.d, Writing Applications Grades 9-10)

Writing 16. Establish a substantive claim, distinguishing it from alternate or opposing claims.

College Readiness

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #5, #10, #12, #14, #29).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #23).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Logic 9; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see row 7; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see point *f3* on pg. 21; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A2, C2, C4)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.3-5)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 3 and 11, Writing, see Communication Skills, Senior Secondary, bullet 2)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.2.2.a-b; 5.4.e, Higher Level)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see 6.2, HSC)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see E9 - in 11 of 12 states analyzed)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade" Level 6)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.4, Writing Applications Grades 9-10)
    2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see 19.30)

Writing 17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #5, #10, #14, #29, #30).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- Conley, D. (2003) *Understanding University Success: English Work Samples.* Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #4, #12, #15).

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see f3, pg. 21; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.3.f; 20/30.4.2.1.c)
    2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 6.2, HSC; 10.2 and 10.3, HSC)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4 and 1.5, Grade 12 Writing)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 2, Key Skills 2-3; Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following:

  1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h-i)
  2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.d)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade" Level 6)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 16)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.2; II.E.3; IV.B.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (2.2.c and 2.4.a-e, Writing Applications Grades 11-12; 1.3, Writing Strategies Grades 11-12)
  2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.30)

Writing 18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4, #5, #10, #12, #14, #29).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15).

Career Readiness

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Plan…", dash five, Language Development)

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.4)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade"Level 6)

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.4.d. Writing Applications Grades 9-10)
    2. **Massachusetts**, *English Language Arts Curriculum Framework,* June 2001. (see 19.30)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Speaking & Listening Evidence

Speaking 1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 3)
- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Knowledge skill 2)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10.4.1.4.b, 10/20/30.4.1.4.c)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A6, A12)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1, 4, and 5)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1 - 2.6, Grade 12 Oral Communication)
    5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skills 6-7)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a-c)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.a-f, 4.a-f)

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 3: Oral Presentation, 3.17)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Speaking, A.1-2)

Speaking 2. Present information, findings, and supporting evidence clearly and concisely.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Casner-Lotto, J., Rosenblum, E., and Wright, M., *The Ill-Prepared Workforce.* (2009). The Conference Board. (see pg. 22, Oral Communications)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 2)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A8, A9)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.O.2)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1-2)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Oral Communication)
    5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge, bullet 5)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (2.1.b)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b and 4.e)

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2, 2.5)
2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Speaking, B.3)

Speaking 3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Performance skill 4)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10.4.1.4.b, 20.4.1.4.b and 10/20/30.4.1.4.c)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A6)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullets 3-5)
    4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-5, 5.3, Preliminary)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Oral Communication; 3.4, Grade 12 Media Studies)
    6. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skills 1 and 4; Unit 2, Outcome 3, Key Knowledge 5 and Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.a, 4.c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see G4, in 12 of 12 states analyzed)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.6, Grades 11-12; 2.4, Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 27: Media Production, 27.6)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Speaking 4. Demonstrate command of formal Standard English when appropriate to task and audience.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Language 1; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 3; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see pgs. 16-17, 19); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A12)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Present Information…" bullet 4)
    3. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skill 6)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a)
    2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.e)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see A1, in 12 of 12 states analyzed)

Speaking 5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (See Communication 2 and 3; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Florida American Diploma Project Survey Results.* (See rows 11 and 27; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 1, pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Knowledge skill 3 and Performance skill 5)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 1)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20.2.1.2.b)
    2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A3, A7, A8)
    3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 1.CC.3 and 1.CC.5)
    4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 1 and 2)
    5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a, 4.1.1.c)
    6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4-1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** English Programme of Study for Key stage 4, 2005 (≈ Grades 10-11) (see 2.1.f)
    2. **Singapore:** English Language Syllabus 2001, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 2.c, 2.e, 8.3.a-c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see B4, in 11 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (Listening, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states: S

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2, 2.5)
2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, A.2-3, B.1-3)

Speaking 6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 2, pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 30.2.2.2.f, 30.3.2.2.a-d)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see A9)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1, AI 7.O.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 6-7; Critical Thinking Skills, number 2 and bullets 1-4)
    5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.d-f, 4.2.1.a-g, 4.3.1.a)
    6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.7 & 1.8, Grade 12 Oral Communication)
    7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Skill bullets 1 and 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** E*nglish Programme of Study* for Key stage 4, 2005 (≈ Grades 10-11) (see 1.4.c-d, 2.1.g)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.c, 9.3.b)

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see E4, in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success, bullet 5; Listening and Speaking, Listening, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools.* (see 1.12, 1.13, Grades 9-10)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see 3.15)
    3. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, A.1-3)

Speaking 7. Ask relevant questions to clarify points and challenge ideas.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A7)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1 and 3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2: Questioning, Listening, and Contributing)

Speaking 8. Respond constructively to advance a discussion and build on the input of others.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening-Performance skill 2)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullets 1 and 4)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Participate Effectively…", bullets 3-4 and 6)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.d-e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1-4)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 1: Discussion; General Standard 2: Questioning, Listening, and Contributing)
    2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, B.1)

Core Standards for Mathematics

Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

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Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

DRAFT

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x+y)^2 - (x-y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x-3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

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Quantity

Core Concepts

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

Core Skills

1. Know when and how to convert units in computations.
2. Use and interpret quantities and units correctly in algebraic formulas.
3. Use and interpret quantities and units correctly in graphs and data displays.
4. Use units as a way to understand problems and to guide the solution of multistep problems.

Example Tasks

1. **Core Concept A.**

   The following question was posted on an Internet gardening forum:

   > I am trying to figure out how many yards of soil I need for my gardens but have no idea how much a yard of soil actually is. The nursery says they deliver 6 yards in a dump truck. I realize that a yard is 3 feet. But what is a yard of soil—is that 3 feet long and 3 feet high? I'm clueless! LOL

   Write a helpful response to the person who posted this question.

2. **Core Concept B, Core Skill 2.**

   A textbook printed the following formula for the surface area of a cylinder:

   $$SA = 2\pi r + 2\pi rh\,.$$

   Kim had never studied geometry, but she knew there must be a typographical error in this formula. How could she tell?

3. **Core Concept B, Core Skill 4.**

   As a flooring contractor, Lupe sets floor tile for a living. She submits a bid for each new job. When preparing a bid, she measures the area of the floor to be tiled and then figures out how much material she will need. She charges the following prices for materials and labor:

   - Subflooring: $1.27 per square foot
   - Tile: $6.59 per square foot
   - Adhesive: $31.95 per job
   - Grout: $55.95 per job
   - Labor: $125 base price plus $0.79 per square foot

   For a job tiling an area of 550 square feet, what is the amount of the bid, based on the materials listed above?

4. **Core Concept C.**

   If there are 8×10^{12} hydrogen molecules in a volume of 4×10^4 cubic centimeters, what is the average number of hydrogen molecules per cubic centimeter?

5. **Core Concept C.**

   The Trans Alaska Pipeline System is 800 miles long and cost $8 billion to build. Divide one of these numbers by the other. What is the meaning of the answer?

6. **Core Skill 1.**

   Signs in Canada give the speed limit in kilometers per hour. If the speed limit is 100 km/hr, and you're driving at a speed of 65 mph, are you over or under the speed limit? By how much?

7. **Core Skill 1.**

   Greenland has a population of 56,700 and a land area of 2,175,600 square kilometers. By what factor is the population density of the United States, 80 persons per square mile, larger than the population density of Greenland?

8. **Core Skill 1; Core Skill 4; Number Core Skill 2; Number Core Skill 3; Number Core Skill 5.**

   A doctor orders Ceclor elixir for a child who weighs 9.3 kg. The child must receive 25 mg of

the drug for each kilogram of body weight. The hospital pharmacy stocks Ceclor elixir in a concentration of 250 mg per 5 ml.

How many milliliters of the stock elixir should the child receive?

(a) Estimate the answer mentally. (Suggestion: approximate the child's weight as 10 kg.)
(b) Compute the answer to the nearest tenth of a milliliter.

9. **Core Skill 2, Core Skill 4.**

The distance traveled by a freely falling object dropped from rest is given by the formula $s = \frac{1}{2}gt^2$. Here s is the distance fallen, g is a constant representing the earth's surface gravity, and t is the duration of time over which the object falls. If s has units of meters and t has units of seconds, what must be the units of g? If we interpret g as a rate of change, what sort of quantity is changing with time? What does this mean about the speed of a freely falling object?

10. **Core Skill 2; Equations Core Skill 3.**

The *ideal gas law* is a mathematical relationship that describes the pressure, volume, and temperature of an ideal gas in thermal equilibrium:

$$pV = nRT.$$

In the ideal gas law, p stands for pressure, V stands for volume, n is the number of moles of gas, R is a constant equal to $0.0821\ \frac{\text{L}\cdot\text{atm}}{\text{mol}\cdot\text{K}}$, and T stands for temperature measured in the Kelvin temperature scale.

(a) Find the temperature of 0.520 mol of argon gas occupying a volume of 4.25 L at a pressure of 0.987 atm.
(b) If the volume stays the same as in (a), but the pressure drops by half, then what must have happened to the temperature?

11. **Core Skill 4.**

According to *Runner's World* magazine,

> On average the human body is more than 50 percent water. Runners and other endurance athletes average around 60 percent. This equals about 120 soda cans' worth of water in a 160-pound runner!

Check out the *Runner's World* calculation. Are there really about 120 soda cans' worth of water in the body of a 160-pound runner? Here are some facts:

- A typical soda can holds 12 fluid ounces.
- 16 ounces (one pint) of water weighs one pound.

12. **Core Skill 4.**

A liquid weed-killer comes in four different kinds of bottles. The accompanying table gives information about the concentration, size, and price of the bottles. The "concentration" refers to the percent of "active ingredient" in the bottle. The rest of the liquid in the bottle is water. For example, bottle B contains $(0.18)(32) = 5.76$ fl. oz. of active ingredient and $32 - 5.76 = 26.24$ fl. oz. water.

Table 1 *Weed killer comes in four different kinds of bottles.*

	Concentration	Amount in Bottle	Price of Bottle
A	0.96%	64 fl. oz.	\$12.99
B	18.0%	32 fl. oz.	\$29.99
C	41.0%	32 fl. oz.	\$39.99
D	0.96%	24 fl. oz.	\$5.99

(a) Rank the four bottles in order of how good a buy each represents. State what criterion you are using.
(b) Suppose a job calls for a total of 12 fl. oz. of active ingredient. How much would you need to spend if you bought Type A bottles? Type B bottles? Type C bottles? Type D bottles?

13. **Core Skill 4.**

A table in a construction manual lists the "k-values" of different building materials. The k-value measures how easily heat flows through a material. The k-value of concrete is given as

$$0.002\ \frac{\text{BTU}\cdot\text{in}}{\text{hr}\cdot\text{ft}^2\cdot{}^\circ\text{F}}$$

A BTU is a unit of heat energy.

The construction manual gives the following example problem illustrating the k-value:

> How many BTUs of heat energy would be lost through a 100 ft^2 concrete wall 6 inches thick over a 12 hour period, if the temperature difference from one side of the wall to the other is 70°F?

Your friend Anders doesn't know much about construction—or about heat loss—yet he was able to get the answer, 28 BTUs, just by thinking about units. How did he get the answer?

14. **Core Skill 3**.

Each graph in the accompanying figure shows the relationship between distance traveled and time for a different train (Train A, Train B, and Train C).

Which train was traveling fastest during the interval of time shown? Justify your answer.

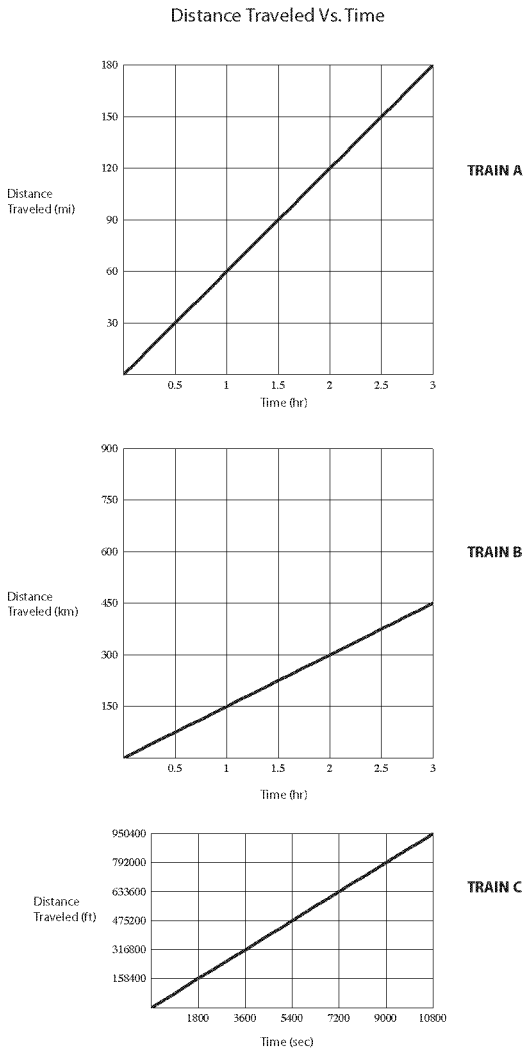

Figure 1

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Expressions

Core Concepts

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

Core Skills

1. See structure in expressions.
2. Manipulate simple expressions.
3. Define variables and write an expression to represent a quantity in a problem.
4. Interpret an expression that represents a quantity in terms of the context.

Example Tasks

1. **Core Concept A**.
   It is given that p = 4×10^5 and $q = 8 \times 10^6$. Expressing your answers in standard form, find
   (a) $\frac{p}{q}$.
   (b) $\sqrt[3]{q}$.

2. **Core Concept A**.
   Replace x by 16 in each of the following expressions and then simplify to an exact expression without using a calculator.
   (a) $3x - 48$
   (b) $3(x - 48)$
   (c) $\sqrt{x + 9}$
   (d) $\sqrt{x} + \sqrt{9}$
   (e) $|x - 20| + (x - 20)$

3. **Core Concept A**.
   Simplify:
   (a) $3(x - 2) + x[4 - 3(x - 7)]$
   (b) $\frac{(a^3)^5}{(a^7)^2}$
   Partially check your answers by making appropriate calculations using $x = -5$, $x = 3$, $a = 2$, $a = -2$.

4. **Core Concept A**.
   It is given that $x = a + \sqrt{a^2 + b^2}$.
   (a) Calculate x when $a = 0.73$ and $b = 1.84$. Give your answer correct to 2 decimal places.
   (b) Express b in terms of x and a.

5. **Core Concept A, Core Skill 3**.
   Write an expression representing each of the following sequences of operations on a number x.
   - Multiply x by 5 then add 1.
   - Add 8 to x then multiply your answer by 5
   - Add 3 to x then divide your answer by 4
   - Multiply x by x then multiply your answer by 7
   - Multiply x by 3 then square your answer

6. **Core Concept A, Core Concept B, Core Skill 2, Core Skill 3, Core Skill 4**.
   As a flooring contractor, Lupe sets floor tile for a living. She submits a bid for each new job. When preparing a bid, she measures the area of the floor to be tiled and then figures out how much material she will need. She charges the following

prices for materials and labor:
Subflooring: \$1.27 per square foot

Tile: \$6.59 per square foot
Adhesive: \$31.95 per job
Grout: \$55.95 per job
Labor: \$125 base price plus \$0.79 per square foot.

Write an expression to determine the total cost of the materials and labor for a typical job in terms of the number of square feet. Explain what the numbers and symbols in the expression mean.

7. **Core Concept B**.
Describe the parts of each expression.

(a) $\left(\frac{l_1 + l_2}{2}\right) w$ (b) $(a-b)^2-(a+b)^2$
(c) $\frac{1}{\frac{1}{R_1} + \frac{1}{R_2}}$.

COMMENTS ON SOLUTION:
For example, the expression in (a) is a product of two factors, the first of which is a quotient where the numerator is a sum.

8. **Core Concept C; Core Concept D; Core Skill 3; Core Skill 4**.
Ask the apprentice to mix a solution (#1) of 5 g Peters fertilizer and 50 g of distilled water.

- Determine the percent concentration-by-weight of this solution.
  The basic formula is *Weight of the solute divided by the combined weight of the solute and solvent equals percent concentration-by-weight.*
  Example: $5g \div (5g+50g) = 5g \div 55g \approx 0.09$ or 9% concentration-by-weight.
- Calculate the density of this solution (#1).
  Divide the weight by the volume to determine the density in gm/ml.

Ask the apprentice to make a solution (#2) using 10 g of Peters and 50 g of distilled water.

- Determine the percent concentration-by-weight.
- Ask the apprentice: Why is the concentration-by-weight of solution #2 not double the concentration-by-weight of solution #1 since the solute is doubled?

$$C = \frac{x}{x+V} \quad \text{and} \quad \frac{2x}{2x+V} \neq 2\frac{x}{x+V}.$$

- Ask the apprentice to use the formula to explain.

9. **Core Concept C**.
Simplify each expression without evaluating each term. (Use the rules of arithmetic.)

(a) $12 \times 17 - 3 \times 24 - 6 \times 22$
(b) $(4 \times 17 + 3 \times 12) - 2 \times (12 + 17)$
(c) $(4a + 3b) - 2(b + a) + 1 - b$
(d) $(20 + 1) \times (20 - 1)$
(e) $(a + 1)(a - 1)$

10. **Core Concept C; Core Concept D; Core Skill 1; Core Skill 4**.
Which calculations show the correct number of small squares in Figure 1? Draw diagrams to explain the meaning of the other expressions.

(a) $4+6\times4$ (b) $4\times4+6$ (c) $4\times(4+6)$
(d) 4^2+6 (e) $4\times2+6$ (f) $4^2+4\times6$
(g) $4\times2+4\times6$

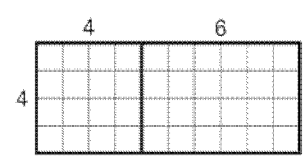

Figure 1

11. **Core Concept D**.
Evaluate

(a) $a + 2b + 3(a + b) + 2a$ when $a = -\frac{13}{3}, b = \frac{7}{5}$
(b) $7c - 2d + 3 - 5c - d - 2c$ when $c = \frac{9}{2}, d = -1$
(c) $3x+y+3-3(x+y)$ when $x = 1, y = -1$

COMMENTS ON SOLUTION:

Note that it can advantageous to expand and rearrange terms before evaluating.

12. **Core Concept D; Core Skill 1.**

Use Figure 2 to explain why the following expressions are equivalent:

$$(n+2)^2 - 4 \quad \text{and} \quad n^2 + 4n$$

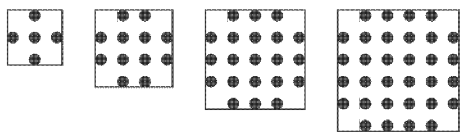

Figure 2

13. **Core Concept D; Core Skill 1.**

Write a possible identity for Line n, and show how it fits the pattern for each line in the list given.

(a)
- Line 1: $1 \times 3 = 2 + 1$
- Line 2: $2 \times 4 = 4 + 4$
- Line 3: $3 \times 5 = 6 + 9$
- Line 4 $4 \times 6 = 8 + 16$
- Line 5: $5 \times 7 = 10 + 25$

(b)
- Line 1: $1 - 1 = 2 \times 0$
- Line 2: $4 - 1 = 3 \times 1$
- Line 3: $9 - 1 = 4 \times 2$
- Line 4: $16 - 1 = 5 \times 3$
- Line 5: $25 - 1 = 6 \times 4$

14. **Core Concept D; Core Skill 1.**

The height of a thrown horseshoe depends upon the time that has elapsed since its release. Its height (measured in feet) as a function of time (measured in seconds) from the instant of release is

$$1\frac{3}{16} + 18t - 16t^2.$$

The expressions (a)–(d) below are equivalent. Which is most useful for finding the maximum height of the horseshoe's path, and why is it the most useful expression?

(a) $1\frac{3}{16} + 18t - 16t^2$

(b) $-16\left(t - \frac{19}{16}\right)\left(t + \frac{1}{16}\right)$

(c) $\frac{1}{16}(19 - 16t)(16t + 1)$

(d) $-16\left(t - \frac{9}{16}\right)^2 + \frac{100}{16}$.

15. **Core Skill 1.**

Which of the following is a factor of the polynomial below?

$$4x^3y - 8x^2y^2 + 10xy^3$$

(a) $4y^2$ (b) $2x^2$
(c) $2xy$ (d) x^2y^2

16. **Core Skill 1.**

Factorise completely: $6cx - 3cy - 2dx + dy$.

17. **Core Skill 1.**

A physics professor says: "Of course, it is easy to see that $L_0\sqrt{1 - \frac{v^2}{c^2}} = 0$ when $v = c$." Give a possible explanation in terms of the structure of this expression why the professor might say that.

18. **Core Skill 1.**

Give an explanation in terms of the structure of the expression

$$\frac{s}{\sqrt{n}}$$

why it halves in value when n is quadrupled.

19. **Core Skill 1.**

Which of (i)–(iv) would be the most productive first step in factoring expressions (a)–(f)?

(i) Finding a common factor
(ii) Expressing as a difference of two squares
(ii) Expressing as a perfect square
(iv) None of the above.

(a) $4x^2 + 5x$ (b) $36x^2 - 25y^2$
(c) $x^4 - y^4$ (d) $x^2 + 6xy + 9y^2$
(e) $x^2 + 5x + 4$ (f) $0.5x^2 - 2.5x - 7$

20. **Core Skill 1.**

When $(3u^2+au+5)(u^{10}+2u^4-bu^2)$ is written as a polynomial in u,

(a) what is the highest degree?

(b) for which powers of u are the terms nonzero?

COMMENTS ON SOLUTION:

Terms occur in degrees 2, 3, 4, 5, 6, 10, 11, 12 and the total (largest) degree is 12. This problem reinforces the structure-exploiting scanning procedure for finding products of sums with almost no arithmetic. Qualitative information of this sort is used to focus or avoid quantitative work.

21. **Core Skill 1.**

Find the y^3 term in

$$(3y^3 - y^2 + 5ay)(y^2 + 2y - a)$$

when it is written as a polynomial in y.

COMMENTS ON SOLUTION:

This term comes from products of a summand from the first factor and a summand from the second that give total y exponent 3. The y^3 is fixed and can be factored out ahead of time. Scanning and picking out the terms of interest gives

$$y^3\big[(3)(-a) + (-1)(2) + (5a)(1)\big]$$

- The expression just above has not been simplified, illustrating the idea that organizational and arithmetic tasks should be separated.
- Computing the whole polynomial and discarding unneeded terms requires far more work. The problem formulation therefore provides an incentive to understand the qualitative structure of products of sums.

22. **Core Skill 1.**

If $a \neq b$ and $\dfrac{1}{x} + \dfrac{1}{a} = \dfrac{1}{b}$, then $x =$

(a) $\dfrac{1}{b} - \dfrac{1}{a}$ (b) $b - a$

(c) $\dfrac{1}{ab}$ (d) $\dfrac{a-b}{ab}$

(e) $\dfrac{ab}{a-b}$

COMMENTS ON SOLUTION:

Although the problem can be solved by routine manipulation, it is quicker to solve for a student who sees structural reasons for eliminating some or all of the wrong choices.

23. **Core Skill 2.**

Factorise completely

(a) $15a^2 + 12a^3$,

(b) $1 - 16b^2$.

24. **Core Skill 2.**

Perform manipulations such as the following with procedural fluency:

$$(a+b)^2 = a^2 + 2ab + b^2$$
$$(a-b)^2 = a^2 - 2ab + b^2$$
$$(a+b)(a-b) = a^2 - b^2$$
$$(x+a)(x+b) = x^2 + (a+b)x + ab$$

25. **Core Skill 2.**

Simplify

$$\frac{a^{-2}b^2c}{a^2b^{-3}c^2}$$

26. **Core Skill 2.**

Simplify $\sqrt{x^9t^6}$ for $x > 0, t > 0$.

27. **Core Skill 3.**

A shopkeeper sells pens and pencils. Each pen costs \$5 and each pencil costs \$3. One day he sold x pens. On the same day he sold 9 more pens than pencils.

(a) Write down an expression, in terms of x, for his total income from the sale of these pens and pencils.

(b) This total income was less than \$300. Form an inequality in x and solve it.

(c) Hence write down the maximum number of pens that he sold.

28. **Core Skill 3.**

Suppose x adults and y children visit a theme park one day. The price of an adult ticket is a dollars and the price of a child's ticket is b dollars. Write an algebraic expression for:

(a) The total number of adults and children who visit the park that day.

(b) The cost in dollars of 2 adult tickets and 3 child tickets.

29. **Core Skill 3.**

Sam makes and sells mirrors. She makes a frame for each mirror with small square ceramic tiles. Find an expression for the number of tiles needed to border a size n frame.

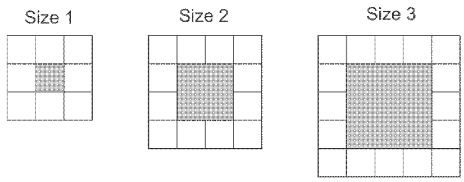

Figure 3

30. **Core Skill 3.**

A soccer tournament is being arranged. A number of teams have entered. Every team will play every other team twice: once at home and once away. Find an expression for the number of matches that will need to be played if N teams enter the tournament. Explain how you can be sure that your expression will work for all values of N.

COMMENTS ON SOLUTION:

There are N locations where games are played, one for each team. Furthermore, the number of games played at each location is $N-1$, because each team plays a home game with every other team. Thus the total number of games is $N(N-1)$.

31. **Core Skill 3; Core Skill 4.**

Consider the following statement about a positive integer n: The sum of any n consecutive integers is divisible by n.

For which values of n is the statement true? For which is it false? Prove that your answers are correct.

32. **Core Skill 3, Core Skill 4, Mathematical Practise 2.**

Prove that the sum of two odd integers is an even integer.

COMMENTS ON SOLUTION:

Let n and m be two odd integers. Since n is odd, it is one more than an even integer, so $n = 2k + 1$ for some integer k. By the same reasoning, $m = 2l + 1$ for some integer l. Therefore, the sum of n and m is

$$\begin{aligned} n + m &= (2k + 1) + (2l + 1) \\ &= 2k + 2l + 2 = 2(k + l + 1). \end{aligned}$$

So $n + m$ is 2 times the integer $k + l + 1$, and therefore it is even.

33. **Core Skill 4.**

Suppose x adults and y children visit a theme park one day. The price of an adult ticket is a dollars and the price of a child's ticket is b dollars. Interpret the following in everyday language:

(a) $a = 3b$
(b) $ax + by < 1000$

34. **Core Skill 4.**

In (a)–(d), give all values of a and n satisfying the condition, where a is real and n is a positive integer.

(a) $-a$ is positive
(b) $\sqrt{5 - a}$ is defined
(c) $\frac{1}{a}$ is an integer
(d) a^n is negative

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Equations

Core Concepts

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

Core Skills

1. Understand a problem and formulate an equation to solve it.
2. Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.
3. Rearrange formulas to isolate a quantity of interest.
4. Solve systems of equations.
5. Solve linear inequalities in one variable and graph the solution set on a number line.
6. Graph the solution set of a linear inequality in two variables on the coordinate plane.

Example Tasks

1. **Core Concept A.**
   Are the following equations?
   (a) $y = x^2 + 3x + 2$
   (b) $x^2 + 3x + 2 = 0$
   (c) $x^2 + 3x + 2 = (x+1)(x+2)$
   (d) $\left(x + \frac{3}{2}\right)^2 - \frac{1}{4}$
   (e) $x = -2$

2. **Core Concept B.**
   What are the solutions of the equation below?

$$2n(3n - 12) = 0$$

   (a) 0 and 4 (b) 0 and 12
   (c) 2 and 4 (d) 2 and 12

3. **Core Concept B, Core Skill 6.**
   The shaded region inside the triangle ABC is defined by three inequalities. One of these is $x + y < 5\frac{1}{2}$.

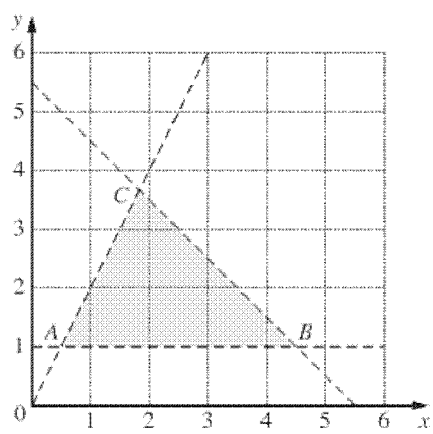

Figure 1

   (a) Write down the other inequalities.
   (b) How many points, with integer coordinates, lie in the shaded region?

4. **Core Concept B.**
   In (a)–(c), does the equation have a solution? Give a reason for your answer that does not depend on solving the equa-

tion.

(a) $\dfrac{t+2}{3+t} = 1$ (b) $\dfrac{3+t}{3-t} = 1$

(c) $\dfrac{t-2}{2-t} = 1$

5. **Core Concept C**.

A student performs the following steps in solving an equation:

$$\begin{aligned} \frac{x+3}{2x+6} &= 1 \\ x+3 &= 2x+6 \\ x &= -3 \end{aligned}$$

Is the solution correct? If yes, explain why. If no, explain what was wrong with the student's reasoning.

6. **Core Concept C**.

If the equations

$$\begin{aligned} 3x + 2y + 2z &= 19 \\ 3x + y + z &= 14 \end{aligned}$$

are true, which of the following is the value of $y + z$?

(a) -5 (b) -4 (c) 0
(d) 4 (e) 5

7. **Core Concept D**.

Write an equation or inequality that has

(a) no real solutions;
(b) infinite numbers of real solutions; and
(c) exactly one real solution.

8. **Core Concept D**.

In (a)–(f), how many solutions are there? Are they rational, real, or complex? Give a reason for your answer that does not depend on solving the equation.

(a) $(x+3)^2 = 9$
(b) $(x-3)^2 = 9$
(c) $-(x-3)^2 = 9$
(d) $16 - (x-3)^2 = 9$
(e) $9(x+3)^2 = 0$
(f) $(x+3)^2 = (x+4)^2$

9. **Core Skill 1**.

One firm offers an investment plan that pays a flat rate of 10% interest each year on the original sum invested. So each dollar grows after n years to

$$(1 + \frac{10n}{100}) \text{ dollars.}$$

Another firm offers a plan that pays 5% interest each year on the previous year's balance. So each dollar grows after n years to

$$(1 + \frac{5}{100})^n \text{ dollars.}$$

Find, using a graphing calculator or a spreadsheet, when the two offers give roughly equal returns. Which is better in the long term?

10. **Equations: Core Skill 1, Core Skill 2; Functions: Core Skill 4**.

Quinn works in Chicago and in New York City. He travels by taxi in each of the two cities.

In Chicago, he pays a fixed taxi fare of \$1.90 per ride, plus \$1.60 per mile traveled.

(a) Write an equation that expresses f, Quinn's total fare for a taxi ride in Chicago, as a function of m, the number of miles traveled.

In New York City, Quinn pays a fixed taxi fare of \$1.50 per ride, plus 25 cents per $\frac{1}{10}$ mile traveled.

(b) Write an equation that expresses f, Quinn's total fare for a taxi ride in New York City, as a function of m, the number of miles traveled.

(c) On a recent trip Quinn noticed that the total number of miles traveled by taxi from the airport to the hotel was the same in each of the two cities. Before tips were added, his taxi fare to the hotel in New York City was \$12.20 more than his taxi fare to the hotel in Chicago. What was the distance from the airport to the hotel in each city? Show or explain how you got your answer.

11. **Core Skill 1, Core Skill 4**.
'Give me 8 sheep and then we will have an equal number' said one shepherd to another. 'No, you give me 8 sheep and then I will have twice as many as you' replied another shepherd. How many sheep did each shepherd have to start with?

12. **Core Skill 1, Core Skill 4**.
(*The Abbot of Canterbury's Puzzle: AD 735–804*)
One hundred bushels of corn were distributed among one hundred people in such a way that each man received three bushels, each woman received two bushels, and each child received half a bushel. Given that there were five times as many women as men, how many children were there?

13. **Core Skill 2**.
Solve the equations
(a) $\frac{24}{x-4} = 1$,
(b) $12 - 2(5 - y) = 5y$.

14. **Core Skill 2**.
Solve the following quadratic equations using factoring methods:
(a) $2x^2+x-3 = 0$ (b) $4x^2 + 6x = 0$
(c) $36x^2 - 25 = 0$ (d) $x^2+6x+9 = 0$

15. **Core Skill 2**.
Use the quadratic formula to solve $4x^2 - 2x = 5$.

16. **Core Skill 3**.
The distance d travelled after time t at a steady speed v is given by

$$d = vt.$$

(a) How long would it take to travel 150 miles at 60 miles per hour?
(b) How fast would you have to go to do it in one and a half hours?

17. **Core Skill 3**.
Solve $A = p + prt$ for p.

18. **Core Skill 3**.
The distance D that it takes a car moving at speed v to stop is given by

$$D = rv + \frac{v^2}{2a}$$

where r is the reaction time it takes the driver to hit the brakes and a is the breaking deceleration.
(a) If r is 2 seconds and $a = 5$ meters/sec^2, how far would the car travel when stopping from 50 meters/sec?
(b) Solve the given equation to find an expression for v in terms of D, r and a. If you want to stop within 100 meters, how fast can you safely go?

COMMENTS ON SOLUTION:
Part (b) goes beyond the scope of Core Skill 3, and illustrates the extension of this task into later course work.

19. **Core Skill 4**.
Solve the simultaneous equations

$$\begin{cases} 2x - y = 16 \\ 3x + 2y = 17. \end{cases}$$

20. **Core Skill 4**.
The only coins that Alexis has are dimes and quarters.
- Her coins have a total value of \$5.80.
- She has a total of 40 coins.

Which of the following systems of equations can be used to find the number of dimes, d, and the number of quarters, q, that Alexis has?
(a)

$$\begin{aligned} d + q &= 5.80 \\ 40d + 40q &= 5.80 \end{aligned}$$

(b)

$$\begin{aligned} d + q &= 40 \\ 5.80d + 5.80q &= 40 \end{aligned}$$

(c)

$$\begin{aligned} d + q &= 5.80 \\ 0.10d + 0.25q &= 40 \end{aligned}$$

(d)

$$d + q = 40$$
$$0.10d + 0.25q = 5.80$$

21. **Core Skill 4**.
Solve the following system of equations:

$$\begin{cases} 2x - y - z = 7 \\ 3x + 5y + z = -10 \\ 4x - 3y + 2z = 4. \end{cases}$$

22. **Core Skill 5**.
Solve $|x - 6| \leq 4$ and locate the solution on the number line.

23. **Core Skill 5**.
Solve $8.5 < 3x + 2 \leq 9.7$ and locate the solution on the number line.

24. **Core Skill 1, Core Skill 5**.
Mr. Smith uses the following formula to calculate students' final score C in his Algebra II class: $C = 0.4E + 0.6T$, where E represents the score on the final exam, and T represents the average score of all tests given during the grading period. All tests and the final exam are worth a maximum of 100 points. The minimum passing score on tests, the final exam, and the course is 60. Determine the inequalities that describe the following situation. When necessary, round scores to the nearest tenth.
(a) Is it possible for a student to have a failing test score average (i.e., $T < 60$ points) and still pass the course?
(b) If you answered "yes," what is the minimum test score average a student can have and still pass the course? What final exam score is needed to pass the course with a minimum test score average?
(c) A student has a particular test score average. How can (s)he figure out the minimum final exam score needed to pass the course?

25. **Core Skill 3**.
If oil should ever be spilled into the Columbia River Estuary, the company responsible for the spill would be liable for monetary damages according to a formula. By Washington state law, the formula in 2009 was given by:[1]

$$D = 0.508GS(A + B + C)$$

In this formula, D is the damage liability in dollars; G is the number of gallons spilled; S is a "vulnerability score" in the range from 1 to 5 that takes into account the wildlife characteristics of any given square kilometer of the estuary[2]; and A, B and C are "chemical penalty scores" in the range from 1 to 5 that take into account the toxicity, harmful mechanical properties, and longevity of the material spilled. For example, kerosene has a toxicity score $A = 1.4$, a harmful mechanical property score $B = 2.4$, and a longevity score $C = 1$.[3] Suppose that a company responsible for a kerosene spill in an area of lowest vulnerability is held liable for \$10 million. How many gallons were spilled? How many dollars per gallon was the company charged for the spill? In general, what is a formula for the number of dollars of liability per gallon of spill? What is the maximum possible liability in dollars per gallon?

Sources

1. McCallum, William
2. Massachusetts Department of Elementary and Secondary Education
3. University of Cambridge International Examinations

[1] http://apps.leg.wa.gov/WAC/default.aspx?cite=173-183-840
[2] see http://apps.leg.wa.gov/wac/default.aspx?cite=173-183-500
[3] http://apps.leg.wa.gov/WAC/default.aspx?dispo=true&cite=173-183&full=true.

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Modeling

Core Concepts

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

Core Skills

1. Model numerical situations.
2. Model physical objects with geometric shapes.
3. Model situations with equations and inequalities.
4. Model situations with common functions.
5. Model situations using probability and statistics.
6. Interpret the results of applying a model and compare models for a particular situation.

The Modeling standard needs discussion in relation to the other standards. For example, what is the difference between a *geometry task* versus *a modeling task that uses geometry*? What is the difference between a contextualized algebra problem and a modeling problem that uses equations to describe a situation?

In these standards, a task is considered to belong more in Modeling, the more it is the case that:

- The math techniques to be used are not stated explicitly in the problem.
  - However, beginning/developmental modeling tasks can walk the student through the techniques, as a way to show their use.
- Various assumptions must be imposed by the student to apply the techniques; these assumptions are not explicitly stated in the problem; and differing sets of assumptions could all be considered reasonable.
- The task involves making a decision about something.
- The task involves an optimization of some kind.
- The context is not a pretext. While the task inevitably teaches mathematics, its primary focus is the situation or phenomenon at hand. See the figure below (after a diagram by Malcom Swann, in Muller and Burkhardt, 2006).

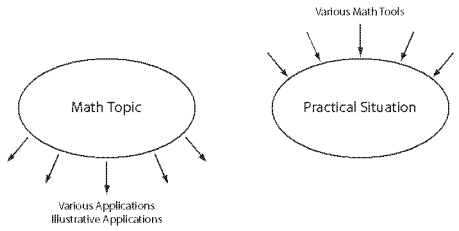

Figure 1

- The phenomenon or situation is interesting or worthwhile beyond the academic discourse of the classroom.

A list of criteria such as this one does not define a hard-and-fast rule that could be used to unambiguously classify tasks. The distinction between *geometry* and *modeling with geometry* is a heuristic one. Moreover, few, if any, of the following Modeling tasks satisfy all of the listed criteria. But each task fulfills one or more of these criteria to a great enough extent to be considered an example of Modeling.

Reference

E. Muller and H. Burkhardt, Application and Modelling for Mathematics—Overview. In W. Blum and P.L. Galbraith (Eds.), *Modelling and Applications in Mathematics Education: The 14th ICMI Study*, Springer, 2006. http://books.google.com/books?id=XICuY-BFaHYC.

Example Tasks

1. **Core Concept A; Core Skill 2.**

   If everyone in the world went swimming in Lake Michigan, what would happen to the water level? (Would Chicago be flooded?)

2. **Core Concept A; Core Skill 2; Core Skill 7.**

   The Federal Communications Commission (FCC) needs to assign radio frequencies to seven new radio stations located on the grid in the accompanying figure. Such assignments are based on several considerations including the possibility of creating interference by assigning the same frequency to stations that are too close together. In this simplified situation it is assumed that broadcasts from two stations located within 200 miles of each other will create interference if they broadcast on the same frequency, whereas stations more than 200 miles apart can use the same frequency to broadcast without causing interference with each other. The FCC wants to determine the smallest number of frequencies that can be assigned to the six stations without creating interference.

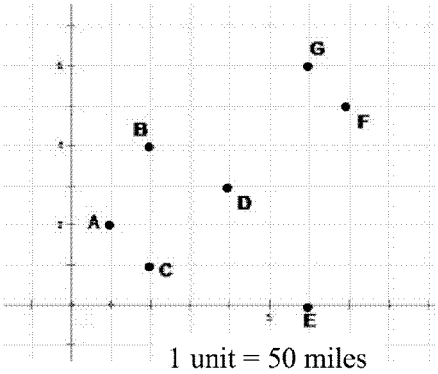

Figure 2

- Student 1 began thinking about the problem by drawing a circle of radius 200 miles centered on each radio station.
- Student 2 began thinking about the problem by drawing line segments to connect pairs of radio stations whenever the two radio stations are within 200 miles of one another.
- Student 3 began thinking about the problem by drawing line segments to connect pairs of radio stations whenever the two radio stations are more than 200 miles from one another.

Which approach seems most promising to you? Use this approach to determine the smallest number of frequencies that can be assigned to the six stations without creating interference. Justify your final answer.

3. **Core Concept A; Core Skill 2; Core Skill 3; Core Skill 5; Equations Core Concept A; Equations Core Skill 3**.

Picture a tightly rolled spool of paper. Everyday examples might include a roll of bathroom tissue or a roll of cash-register tape. See the accompanying figure.

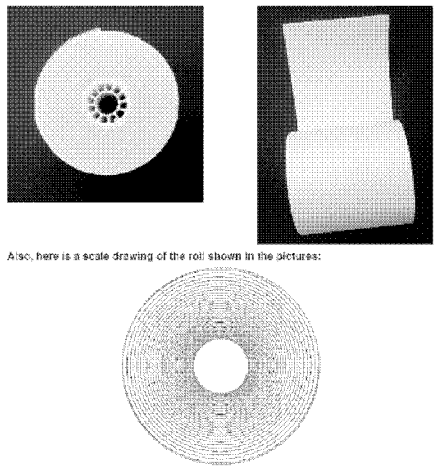

Figure 3

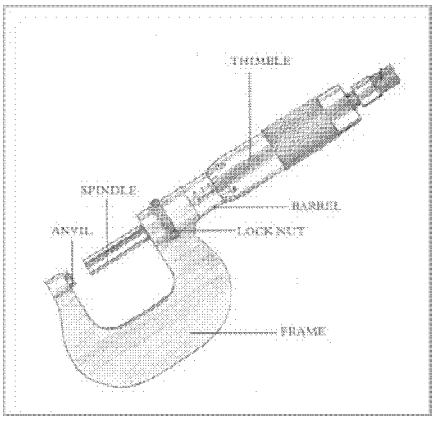

Figure 4

(a) Assuming the paper in the roll is very thin, what is the relationship between the thickness of the paper, the inner and outer diameters of the roll, and the length of the paper in the roll? Express your answer as an algebraic formula involving the four listed variables.

(b) A roll of masking tape is another example of a tightly rolled spool. In one classroom, layers of masking tape of various thicknesses were measured using a micrometer, a tool for measuring small distances (see the photo; image from http://www.design-technology.org/CDT10micrometer.htm). The table below shows the micrometer readings.

Table 1

Number of Tape Layers	0	1	2	3	4	5	6	7
Thickness (millimeters)	0.1	0.24	0.37	0.49	0.6	0.71	0.81	0.92

When you look at the first column of the table, you may wonder why zero layers of tape have a thickness of 0.1 millimeters! The reason is that these measurements were made by sticking pieces of tape to a sheet of paper (see the photo below). So the first value in the table simply represents the thickness of the piece of paper.

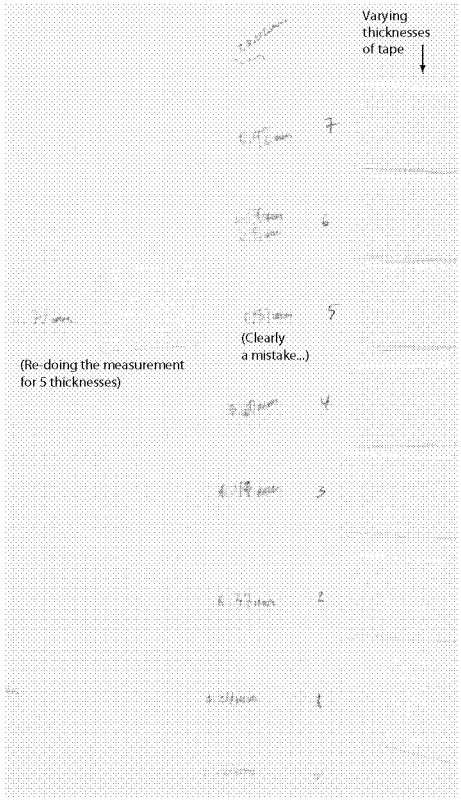

Figure 5

(i) Estimate the thickness of a single layer of tape by subtracting values in the first and second rows of Table 1.

(ii) Make a scatterplot of the data in Table 1.

(iii) Draw a straight line that you think best describes the pattern in your scatter plot.

(iv) Find the equation of this line. Explain how you determined your equation.

(v) Use your equation to estimate the thickness of a single piece of tape.

(vi) Which estimate of the thickness of a single piece of tape do you think is more accurate, the one you found in Question (i) or the one you found in Question (v)? Why?

(vii) What is your best estimate of the thickness of the paper in this experiment?

(viii) In a roll of masking tape, the inner radius is 60 millimeters and the outer radius is 80 millimeters. Using the thickness value determined in Question (v), how long is this roll of tape?

4. **Core Concept A; Core Concept B; Core Skill 1**.

- In a country with 300 million people, about how many high school math teachers will be needed? Try to estimate a sensible answer using your own everyday knowledge about the world. Write an explanation of your answer, stating any assumptions you make.
- Likewise, estimate the number of people born each day on planet earth.
- Likewise, estimate the percentage of Americans who are pregnant at any given time. Also estimate the percentage of elephants who are pregnant at any given time.

5. **Core Concept B; Core Skill 1.**
   Suppose you wrote check #556 on November 5, 1995, and check #953 on September 26, 1997. What is a good guess for when you wrote check #678?

6. **Core Skill 1.**
   The accompanying figure shows a conversation that occurred during a cross-country road trip.

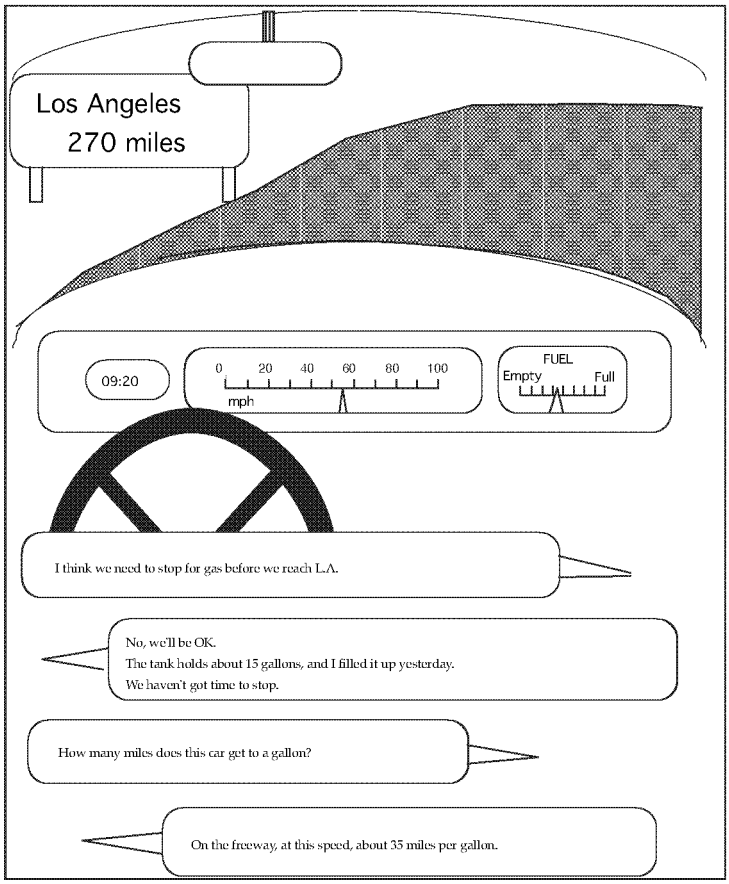

Figure 6

   (a) Do they have to stop for gas? Explain your reasoning.
   (b) Suppose they decide to stop for 30 minutes. At what time will they reach Los Angeles?

7. **Core Skill 1; Core Skill 2; Core Skill 3.**
   A team of haymakers was assigned the task of scything two meadows, one twice the size of the other. The team worked half a day on the larger meadow. Then it split into two equal groups. The first group remained in the larger meadow and finished it by evening. The second group scythed the smaller meadow, but by evening there still remained a portion to do. This portion was scythed the next day by one haymaker in a single day's work. How many haymakers were there in the team?

8. **Core Skill 1; Core Skill 3.**
   A car does y miles a year, averaging m miles per gallon.
   (a) Write a formula for g, the number of gallons used in a year.

(b) If the average price of gas is $\$p$ per gallon, write a formula for the total cost $\$C$.
(c) You are thinking of changing your 15 mpg gas guzzler for a 40 mpg car. If you drive 20,000 miles each year, how much money would you save on gas at \$3 per gallon? How much is this savings per week?

9. **Core Skill 1; Core Skill 3.**
Funds totaling \$191,000 are designated for four schools. The distribution of the funds is to be in proportion to the number of students in each school. Student populations of the four schools are: School A, 386; School B, 1691; School C, 2109; School D, 817.
(a) Figure out how much money each school gets.
(b) Draw some sort of diagram to scale that helps show visually how the money is divided up among the four schools.
(c) Find general formulas for deciding how much money each of the four schools gets in terms of the populations of the schools and the total amount of money to be distributed.
(d) Add your formulas algebraically. What is the result? Does this make sense?

10. **Core Skill 2.**
Ann is moving to Gridville. She's looking for a house to live in. The location of her house-to-be should satisfy the following conditions:
- Ann wants to live close to the office where she works, so the distance from her house to the office should not be more than 2.5 km.
- Because of the terrible smell of the pet food factory, the distance from her house to the factory must be at least 3 km.

(a) Both conditions mention distance. Is distance measured in the same way in both situations? If yes, why? If no, why not?
(b) On the grid provided, graph the area that meets both conditions.

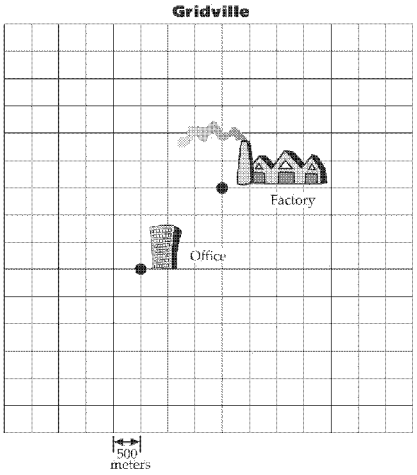

Figure 7

11. **Core Skill 2.**
A poster manufacturing company is considering different ways of making and shipping its posters. The figure below shows two kinds of tubes for posters: square tubes and hexagonal tubes.

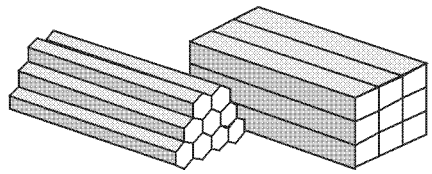

Figure 8

The square tubes are 7.5×7.5 cm, with a length of 75 cm. The hexagonal tubes have the same length of 75 cm but they have a diameter of 9 cm (see figure below).

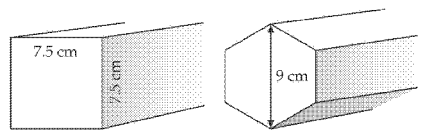

Figure 9

From the customer's perspective, a more tightly rolled poster is harder to flatten and hang on a wall. So a tube that allows the poster to be more loosely rolled is more desirable than a tube that requires the poster to be more tightly rolled. How tightly a poster is rolled is based on the amount of space measured by the largest circle that fits into the tube. See the figure below.

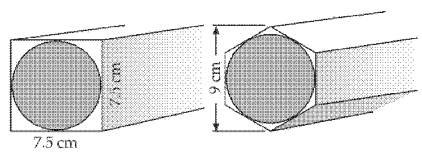

Figure 10

(a) Calculate the area of the circle in the square tube and the area of the circle in the hexagonal tube. Explain your answers.
(b) Calculate the efficiency of both tubes in terms of percentage of space used by the circular poster roll and its interior. Explain your answers.
(c) Based on the information you have now, in which tube do you think the company should pack posters? Why?
(d) The individual hexagonal tubes are packed in a $20 \times 20 \times 75$ cm box (see the Figure below). Calculate the efficiency in terms of the percentage of the box's front that is used by the hexagons.

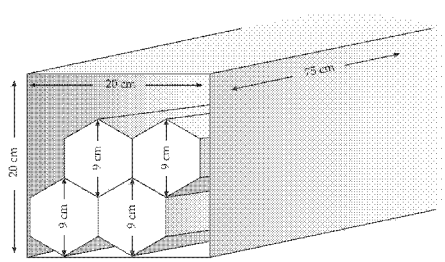

Figure 11

(e) How many of the square tubes will fit in the $20 \times 20 \times 75$ cm box? (You may want to make a sketch to help you decide.)
(f) Calculate the efficiency in terms of the percentage of the box's front that is used by the squares.
(g) Based on the information you have now, in which tube do you think the company should stack posters? Why?
(h) The poster company is considering a larger box for shipping: $45 \times 30 \times 75$ cm.
  (i) How many hexagonal tubes fit in the box?
  (ii) How many square tubes fit in the box?
  (iii) For both the hexagonal tubes and square tubes, find the efficiency in terms of the percentage of the box's front that is used by the hexagons or squares.
(i) Based on the information you have now, in which tube do you think the company should stack posters? Why?

12. **Core Skill 2.**
Based on enrollment predictions school officials have decided that, for the next school year, the classroom trailers will be moved to the current practice football field and a new practice field will be located behind the school parking lot. Including end zones, the practice field will be 120 yards by 53 yards in order to closely approximate a standard field. However, the owner of a local nursery has donated enough grass seed to plant 81,000 square feet. Since they have more than enough grass seed for the practice field, school officials would like to plant a uniform border around the field. What are the dimensions of the 81,000 square feet rectangular area that should be planted for the practice field and uniform border?

13. **Core Skill 2.**
The accompanying figure shows the plan of a city. All curved and straight lines are streets.

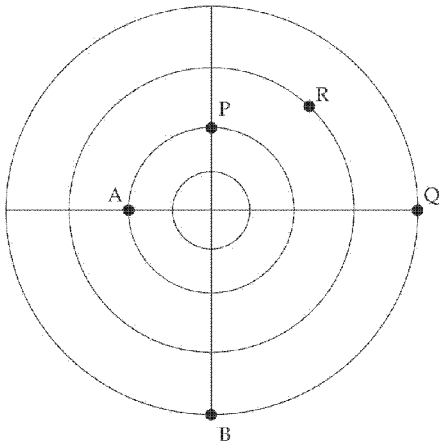

Figure 12

(a) On the figure, draw the shortest route from P to Q and the shortest route from P to R.
(b) On the figure, draw three points that are approximately equidistant from A and B (using streets).
(c) Compare and constrast this type of distance with other types of distance you have studied.

14. **Core Skill 2.**
The accompanying figure is a diagram of a miniature golf hole. Players must start their ball from one of the three tee positions. A wall separates the tees from the hole.

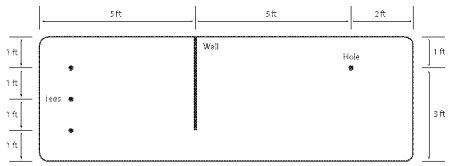

Figure 13

At which tee should the ball be placed to create the shortest "hole in one" path? What is this shortest distance? Explain your reasoning.

15. **Core Skill 2; Core Skill 3**.

All states have building codes. Many such codes can be interpreted as mathematical inequalities, since they establish limits on what can be done.

Most states have codes related to staircase construction (see the photo).

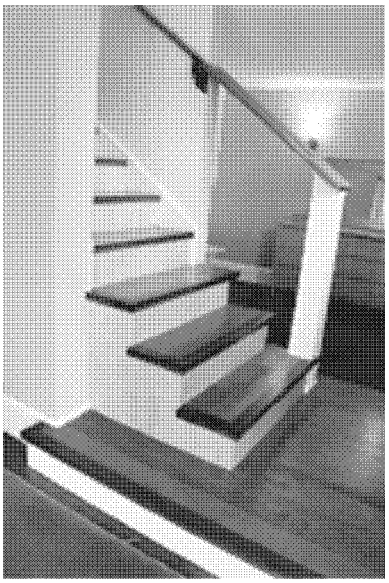

Figure 14

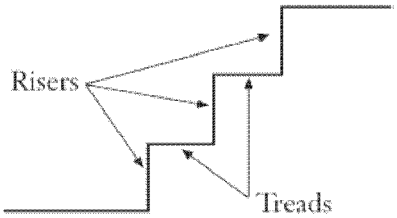

Figure 15

The most basic dimensions of a set of stairs are *riser height* and *tread depth*. A *riser* is the vertical front of a stair. The surface that you step on is called a *tread*. (See the diagram.)

(a) The Massachusetts State Building Code includes this statement:

> Maximum riser height shall be seven inches (178 mm) and minimum riser height shall be four inches (102 mm).

This statement contains two requirements for riser height. Write these requirements in two ways: as a pair of simple inequalities, and also as a compound inequality.

(b) Here is another statement from the Massachusetts State Building Code:

> Minimum tread depth shall be 11 inches (279 mm), measured horizontally between the vertical planes of the foremost projection of adjacent treads at a right angle to the tread's leading edge.

Write this requirement as an inequality.

(c) In addition, most staircases conform to this design guideline:

> The depth of a tread plus two times the height of a riser should have a total value of from 24 to 25 inches.

Write this guideline using inequalities.

(d) Label a suitable coordinate grid. Graph the solution to the system of inequalities regarding staircase riser height and tread depth.

(e) Choose an appropriate point to check your answer.

16. **Core Skill 2; Core Skill 3; Core Skill 4; Quantity; Equations, Core Skill 3**.

A manufacturer wants to design a cylindrical soda can that will hold 500 milliliters of soda. The manufacturer's research has determined that an optimal can radius is between $3\frac{1}{4}$ and 4 centimeters. What is the corresponding range of possible height measurements for the can? Explain your reasoning.

17. **Core Skill 3**.

A group of art students has formed an Arts Collective to organize an arts and crafts exhibition (see photo).

Figure 16

In order to publicize the event, they intend to use two methods. They can print one-page flyers for distribution at schools and malls. The flyers will cost only eight cents each to produce. Another method is to mail postcards about the event to selected people. This option is more expensive: twelve cents for each card plus eighteen cents per card for bulk postage. Postcards are expected to be more effective than flyers. But in order to get the twelve cent rate, they must order at least 1000 cards. The total budget for publicity is $1200.

The students must decide how many flyers to print and how many cards to order. But there are upper and lower limits on the number of each.

(a) What is the lower limit on the number of cards they will order if they want the quantity discount?

(b) Let C represent the number of cards ordered. Write the lower limit as a mathematical inequality.
(c) What is the lower limit on the number of flyers that can be produced?
(d) Let F represent the number of flyers produced. Write the lower limit as an inequality.
(e) One statement in the problem description implies an upper limit on a quantity. Explain.
(f) Write a sentence that describes this upper limit in more detail. Include the phrases "money spent on flyers" and "money spent on cards."
(g) Rewrite your answer to Question (f) as a mathematical inequality in the variables C and F.
(h) Your answers to Questions (b), (d), and (g) taken together form a system of inequalities in C and F. The solution of this system represents the range of publicity options available to the Arts Collective. The solution can be visualized with a graph. Should the boundaries of the solution region be solid lines or dashed lines? Explain.
(i) The inequalities in Questions (b) and (d) should each contain only one variable, so they are probably easier to graph. Label the axes of a two-dimensional coordinate grid with the variables C and F. Then graph the inequalities from Questions (b) and (d).
(j) Now consider the budget limit. If no flyers are produced, how many cards can be bought and mailed?
(k) If the minimum of 1000 cards is used, how many flyers can be made?
(l) Your answers to Questions (j) and (k) can each be represented by a point on the graph. Use these points to graph the boundary that represents the budget limit. Then shade only the region that satisfies all three inequalities.
(m) Check your answer. Choose any point that is inside the shaded region, and verify that its coordinates satisfy all three inequalities.

18. **Core Skill 3**.

A coffee shop sells several kinds of coffee. The shop also uses some of its coffees to make its own custom blends. Coffee A sells for \$6 a pound. Coffee B sells for \$10 a pound. The shop's manager wants to create a blend of the two types that sells for \$7 a pound. The manager wants to make 10 pounds of this blend. How many pounds of each type of coffee should be in the 10 pounds of blend?

19. **Core Skill 3**.

When summer approaches, Desmond and Farid look forward to baseball games, movies, and weekends at the local amusement park. Because all of these things cost money, Desmond and Farid decide to start a lawn service to earn money.

Desmond can devote 10 hours a week to this new venture, while Farid can devote 4 hours. The boys realize it takes less time to trim the edge than to mow, so they decide that Desmond can do all the mowing and Farid can do the edging. After surveying the neighborhood, they determine that their clients will fall into one of two categories: standard-sized interior lots or large corner lots.

From working on their own yards the boys know it will take about an hour to mow and half an hour to edge a standard-sized yard. A larger yard will take 45 minutes to edge and 2 hours to mow.

Based on research he has done in his neighborhood, Desmond wants to set prices at \$20 per large yard and \$15 for each standard-sized yard. Each price is the total price that includes edging and mowing.

On the one hand, the boys might decide to do more large yards, each of which brings more money. Or they might decide to do more standard yards, each of which takes less time. It's not obvious which approach will earn them the most money. The goal of this problem is to find the best approach.

(a) Use the table below to organize the information in the situation:
(b) Using the information in the table to assist you, write a system of inequalities to represent all the constraints that define the boys' problem situation.
(c) Farid and Desmond's goal is to maximize their earnings from the lawn service. Find a formula that expresses their weekly earnings P in terms of x and y.
(d) Graph the system of inequalities representing the constraints and shade the feasible region—the region representing all of the values of x and y that obey all of the constraints.

	x (# of standard yards)	y (# of large yards)	Constraint
Number of hours mowing			
Number of hours edging			

Table 2: Desmond and Farid's situation

(e) What are the vertices of your feasible region? Explain how you found them.
(f) Use the vertices (from Question (e)) and the earnings formula to find the maximum Farid and Desmond can earn in one week with the given constraints.
(g) How many and which size yards will Farid and Desmond need to mow and edge to maximize their earnings?

20. **Core Skill 3**.

This problem is difficult and would merit an extended treatment in class; it is not meant to be one in a series of routine "word problems" on a worksheet.

Two boats (boat 1 and boat 2) start off from opposite sides of a lake, each heading for the starting point of the other. They pass each other 800 yards from the starting point of boat 1. They continue to the starting point of the other boat, turn around, and return. This time, they pass each other 300 yards from the (original) starting point of boat 2. How wide is the lake? (Each boat travels at a fixed speed. Ignore turnaround times.)

21. **Core Skill 3**.

An academic team is going to a state mathematics competition. There are 30 people going on the trip. There are 5 people who can drive and 2 types of vehicles, vans and cars. A van seats 8 people, and a car seats 4 people, including drivers. How many vans and cars does the team need for the trip? Is more than one option available? Explain your reasoning.

22. **Core Skill 4**.

Clara purchased a used car for \$8400. She estimates that each year she owns the car it will depreciate (lose value) by 12% of its value the previous year.

(a) According to Clara's assumption, the car's value after 1 year from the purchase date will be \$7392. Check this yourself.
(b) What will be the car's value 2, 3, and 4 years from the date of purchase?
(c) Clara plans to keep the car until its value reaches \$4000. By Clara's assumption, what is the minimum number of years from the date of purchase that the car's value will be less than \$4000? Show your work.

23. **Core Skill 4**.

If it is never refreshed, the water in a swimming pool becomes polluted after some time. Urea that comes into the water via body secretions is one of the substances that pollute swimming pools.

In this problem, presume an increase in the amount of urea of 500 g per day, caused by 1000 swimmers a day. Suppose the amount of urea present in the water is represented as u.

(a) Find a recursive formula for the quantity of urea in the water (per day).
(b) When there are 4000 g of urea in the water, the swimming pool will be closed to the public because the water has to be cleaned. The cleaning equipment can remove 10% of the amount of urea present in one day, so the first day, 400 g of urea can be removed. The second day, 10% of the remaining amount of urea will be removed, and so on.
    (i) What recursive formula describes this process of cleaning?
    (ii) How many days does it take before 50% of the 4000 g of urea is removed from the water?
(c) A better method of keeping the amount of urea under control is to let the people swim during the day and

to refresh the water during the night. Starting with a clean pool (no urea in the water), swimmers will add 500 g of urea to the water every day. Every night, 10% of the urea in the pool will be removed.

(i) Calculate the amount of urea in the pool at the beginning of day 2 (after one day of swimming and one night of refreshing).

(ii) Calculate the amount of urea at the beginning of day 3.

(iii) Find a recursive formula for the amount of urea at the beginning of a day.

(iv) Will the amount of urea continue to increase without bound day after day, or will the amount of urea stabilize at some point? Explain how you found this.

24. **Core Skill 4**.

At the You're Toast, Dude! toaster company, the weekly cost to run the factory is \$1400 and the cost of producing each toaster is an additional \$4 per toaster.

(a) Write a function rule representing the weekly cost in dollars, $C(x)$, of producing x toasters.

(b) What is the total cost of producing 100 toasters in one week?

(c) If you produce 100 toasters in one week, what is the total production cost per toaster?

(d) Will the total production cost per toaster always be the same? Justify your answer.

(e) Write a function rule representing the total production cost per toaster $P(x)$ for producing x toasters.

(f) Answer the following questions:

(i) What is the production cost per toaster if 300 toasters are produced in one week? If 500 toasters are produced in one week?

(ii) What happens to the total production cost per toaster as the number of toasters produced increases? Explain your answer.

(iii) How many toasters must be produced to have a total production cost per toaster of \$8?

25. **Core Skill 4**.

A recommended adult dosage of the cold medication NoMoreFlu is 16 mL. NoMoreFlu causes drowsiness when there are more than 4 mL in one's system, in which case it is unsafe to drive, operate heavy machinery, etc. The manufacturer wants to print a warning label telling people how long they should wait after taking NoMoreFlu for the drowsiness to pass. The typical metabolic rate is such that one quarter of the NoMoreFlu is lost every four hours.

(a) If a person takes the full dosage, how long should adults wait after taking NoMoreFlu to ensure that there will be

(i) Less than 4 mL of NoMoreFlu in their system?

(ii) Less than 1 mL in their system?

(iii) Less than 0.1 mL in their system?

(b) What do you think the warning label should say? Design the label and explain the thinking behind your design.

26. **Core Skill 4; Core Skill 7**.

Among the many species that have been endangered at one time or another is the desert bighorn sheep. The desert bighorn sheep are sensitive to human-induced problems in the environment and their numbers are therefore a good indicator of land health.

It is estimated that in the 1600s, there were about 1.75 million bighorn sheep in North America. By 1960, the bighorn sheep population in North America had dropped to about 17,000. There appears to have been a similar decline in west Texas, where wildlife biologists have data showing that in 1880, there were around 1,500 bighorn sheep in west Texas and by 1955, the population had dwindled to 25 in that area. Efforts to reintroduce desert bighorn sheep in west Texas began around 1957 and by 1993, there were about 400 desert bighorn sheep in west Texas roaming free or in captivity.

(a) Assume that the annual percentage decrease in the bighorn sheep population in west Texas was fairly constant from 1880 to 1955. Model the bighorn sheep population for any year in this range with an exponential function of the form $P = a \cdot b^t$, where t is the number of years since 1880, a is the population of the bighorn sheep in west Texas in 1880, b is the annual rate of retention, and P is the annual bighorn sheep population in west Texas for the given year.

(b) Assume that, starting in 1957 when reintroduction began, the annual percentage increase in the bighorn sheep population in west Texas was fairly constant. Model the bighorn sheep population for any year since 1957 with the exponential function, $P = a \cdot b^t$, where t is the number of years since 1957, b is the annual rate of growth, P is the annual bighorn sheep population in west Texas for the given year, and a is the bighorn sheep population in 1957.

(c) Describe the mathematical domain for the two functions in Questions (a) and (b). Describe reasonable domain values for the actual situations modeled by these functions. Explain any differences between the two types of domains (mathematical and situational).

(d) From 1880 to 1955, by what percentage was the population decreasing annually? From 1957 to 1993, by what percentage was the population increasing annually?

(e) By what year had the sheep population dropped to 750 or fewer? Use numerical, graphical, or algebraic methods and explain your reasoning.

(f) If the reintroduction program continues, in what year will the bighorn sheep population again be at least 750? Use numerical, graphical, or algebraic methods and explain your reasoning.

(g) In 2001, it was reported that there were 500 bighorn sheep in west Texas. Is this number consistent with the number predicted by the exponential model for reintroduction? Why or why not?

27. **Core Skill 5**.

Our school has to select a girl for the long jump at the regional championship. Three girls are in contention. We have a school jump-off. Their results, in meters, are given in the accompanying table.

Elsa	Miki	Aisha
3.25	3.55	3.67
3.95	3.88	3.78
4.28	3.61	3.92
2.95	3.97	3.62
3.66	3.75	3.85
3.81	3.59	3.73

Table 3: Data from the jump-off; distances are given in meters.

Hans says, "Aisha has the longest average. She should go to the championship."

Do you think Hans is right? Explain your reasoning.

28. **Core Skill 5**.

The figure below shows two graphs: one showing the amount of water consumed in the United States from 1950 through 1980, and another graph showing the number of people living in the U.S. during those years.

T is the total amount of water consumed and B is the population. The vertical scale on the left side of the graph belongs to the graph of T. On the right side you see the vertical scale that belongs to the graph of B.

So, in 1970, the total water consumption was about 1340 billion liters per day and the population size was about 200 million people.

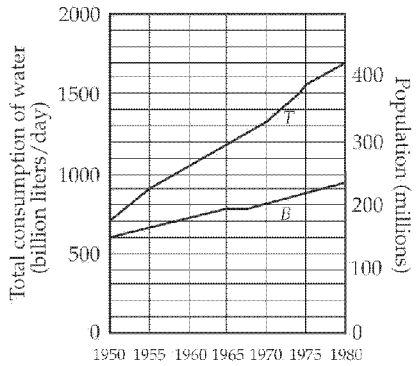

Figure 17

(a) Complete the table below with data from the graphs.

Year	1950	1955	1960	1965	1970	1975	1980
T (billion liters per day)	700				1340		
B (millions)	145				200		

(b) Use the data from the table to complete the graph below.

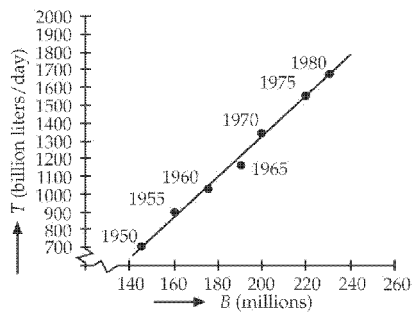

Figure 18

(c) Draw a straight line that you think best describes the pattern in your scatter plot.

(d) Find the equation of this line. Explain how you determined your equation.

(e) In 1980, researchers predicted that every five years the total consumption of water would increase by 110 to 200 billion liters per day.

  (i) If that prediction is correct, what will be the minimum total consumption of water in the year 2000? Explain your answer.

  (ii) What will be the maximum total consumption of water in the year 2000? Show how you got your answer.

(f) Use the experts' prediction for water-consumption increase stated in Question (e) to write equations for predicting the minimum and maximum total water consumption per day in any given year.

(g) Researchers don't expect that the increase in water consumption will continue forever. They predict that 5000 billion liters per day will be the maximum amount of water available. Between which years will people consume 5000 billion liters of water per day, according to researchers? Explain.

29. **Core Skill 5; Core Skill 6**.

The data in the accompanying table shows the annual median earnings for female and male workers in the United States from 1984 to 2004.

Year	Women's median earnings (in dollars)	Men's median (in dollars)
1984	8675	17026
1985	9328	17779
1986	10016	18782
1987	10619	19818
1988	11096	20612
1989	11736	21376
1990	12250	21522
1991	12884	21857
1992	13527	21903
1993	13896	22443
1994	14323	23656
1995	15322	25018
1996	16028	25785
1997	16716	26843
1998	17716	28755
1999	18440	30079
2000	20267	30951
2001	20851	31364
2002	21429	31647
2003	22004	32048
2004	22256	32483

(a) Create two scatter plots, one for women's median earnings over time and one for men's median earnings over time. Describe two things you notice about the scatter plots.

(b) Terry and Tomás are trying to decide what type of model will most accurately represent the data. Terry thinks that a linear model might be most appropriate for each scatter plot. Help Terry find reasonable linear function rules for each scatter plot. Explain how you found these.

(c) Using the linear models, will women's annual median earnings ever equal those of men? Why or why not?

(d) Tomás thinks that an exponential model might be most appropriate for each scatter plot. Help Tomás find reasonable exponential function rules for each scatter plot. Explain how you found these.

(e) Using the exponential models, will women's annual median earnings ever equal those of men? Why or why not?

(f) If you answered yes to either Question (c) or question (e), use that model to determine the first year women will have higher median earnings than men. Explain how you found your answer.

(g) For each year listed in the table, find the ratio of women's to men's annual median earnings expressed as a percentage. Use the data to create a scatter plot of percentage versus year. Based on this graph, do you think women's annual median earnings will ever equal those of men? Why or why not? Considering the results of the scatter plot in Question (g) above, do you think the linear model or exponential model makes more sense? Why?

30. **Core Skill 5; Core Skill 7**.

Karnataka is a state in southwest India. The accompanying table is agricultural data on fertilizer use and grain crop yield in Karnataka. Fertilizer is measured in 100,000 tons. Crop yield is measured in 10 kilograms per hectare.

Year	Fertilizer ($\times 10^5$ tons)	Yield ($\times$ 10 kg/ha)
1956	0.06	52.3
1966	0.38	45.8
1970	1.32	19.1
1974	1.95	88.9
1975	2.32	82.9
1976	2.03	93.9
1977	2.08	79.2
1978	2.9	97.9
1979	3.72	101.7
1980	3.59	102.9
1981	3.54	91.9
1982	3.87	102.2
1983	3.83	85.8
1984	4.87	102.1
1985	5.9	95.4
1986	5.55	81.19
1987	5.66	97.03
1988	5.58	83.57
1989	5.75	93.5

Throughout the years over which these data were gathered, the amount of land in cultivation remained fairly constant.

(a) Find a mathematical function that you think does a good job of modeling the relationship between fertilizer use and grain crop yield. Explain how you did it.
(b) Use the function you have chosen to predict the yield if fertilizer use is 500,000 tons.
(c) How comfortable are you with the prediction you made in Question (b)? Explain.
(d) What advice can you offer the government of Karnataka about fertilizer use? Explain.

31. **Core Skill 6**.

"My sixty-year old mother, who lives in New York, gets frightened by newspapers. One day she is afraid

of being a victim of crime, the next she is frightened of being killed in a road accident, then it's terrorists, and so on."

(a) Using reliable websites with national statistics...
   (i) Estimate the chances of my mother being a victim of the above events during the next year.
   (ii) Compare the likelihood of these events with the probability that women of her age will die during the coming year.

(b) Why do you suppose people fear such unrealistic dangers?

32. **Core Skill 6**.

In the general population, about 1 baby in 8,000 dies in an unexplained "crib death." The cause or causes are at present unknown. Three babies in one familiy have died. The mother is on trial, and you are on the jury. An expert witness says: "One crib death is a family tragedy; two is deeply suspicious; three is murder. The odds of even two deaths in one family are 64 million to 1."

Think about the reasoning underlying this testimony. Check the expert's math, of course, but also explain what assumptions are being made. Would the expert's testimony lead you to decide that a murder had taken place?

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Statistics

Core Concepts

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

Core Skills

1. Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.
2. Use appropriate displays and summary statistics for data.
3. Interpret data displays and summaries critically; draw conclusions and develop recommendations.
4. Draw statistical conclusions involving population means or proportions using sample data.
5. Evaluate reports based on data.

Example Tasks

1. **Core Concept A, Core Skill 5.**
   An American Automobile Association report includes the graph shown below.

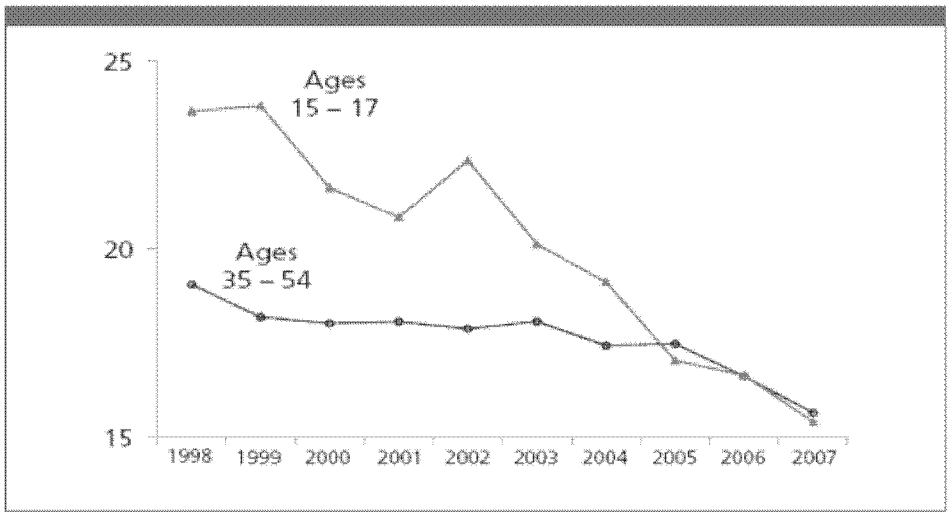

Figure 1: Number of drivers involved in fatal crashes per 100,000 population,1998–2007.

(a) Provide a written version of the information provided by this graph.

(b) The graph seems to imply that teen-aged drivers are becoming just as good as adult drivers in the 35-54 age group. Is that necessarily true? What other variables may have to be taken into account in comparing drivers for the two age groups?

(c) One of the variables that may have been listed in part 2 is the number of miles driven. How do you think rates reported in "number of drivers involved in fatal crashes per 100,000 miles driven" would differ from the rates on the graph?

2. **Core Concept B, Core Skill 2**.

Suppose the summary statistics for the number of inches of rainfall in Northampton, MA for the past 117 years, beginning in 1877, are given below.

N	Mean	Median	Min	Max	Q1	Q3
117	42.8	41.4	22.5	68.0	37.3	48.4

(a) Sketch a boxplot for these data and describe the key features of the data distribution.

(b) The news media reported that in a particular year, there were only 38 inches of rainfall. Is it appropriate for the news media to use the word only in the statement? In other words, is 38 inches an unusually small amount of rainfall for Northampton? Explain your answer.

3. **Core Concept B, Core Skill 2**.

Students in Ms. Garth's Algebra II class wanted to see if there are correlations between test scores and height and between test scores and time spent watching television. Before the students began collecting data, Ms. Garth asked them to predict what the data would reveal. Answer the following questions that Ms. Garth asked her class.

- Do you think students' heights will be correlated to their test grades? If you think a correlation will be found, will it be a positive or negative correlation? Will it be a strong or weak correlation?
- Do you think the average number of hours students watch television per week will be correlated to their test grades? If you think a correlation will be found, will it be a positive or negative correlation? Will it be a strong or weak correlation?

The students then created a table in which they recorded each student's height, average number of hours per week spent watching television (measured over a four-week period), and scores on two tests. Use the actual data collected by the students in Ms. Garth's class, as shown in the table below, to answer the following questions.

Student	Height (in inches)	TV hrs/week (average)	Test1	Test2
1	60	30	60	70
2	65	12	80	85
3	51	30	65	75
4	76	20	85	85
5	66	10	100	100
6	72	20	78	88
7	59	15	75	85
8	58	12	95	90
9	70	15	75	90
10	67	11	90	90
11	65	16	90	95
12	71	20	80	85
13	58	19	75	85

(a) Which pairs of variables seem to have a positive correlation? Explain.
(b) Which pairs of variables seem to have a negative correlation? Explain.
(c) Which pairs of variables seem to have no correlation? Explain.
(d) For each pair of variables listed below, create a scatter plot with the first variable shown on the y-axis and the second variable on the x-axis. Are the two variables correlated positively, correlated negatively, or not correlated? Determine whether each scatter plot suggests a linear trend. Do the plots confirm your decisions in parts (a)-(c) above?
   - Score on test 1 versus hours watching television
   - Height versus hours watching television
   - Score on test 1 versus score on test 2
   - Hours watching television versus score on test 2
   - Height versus score on test 1

(e) Using the statistical functions of your graphing calculator, determine a line of best fit for each scatter plot that suggests a linear trend.

4. **Core Concept B, Core Skill 2, Core Skill 3**.

The table below[1] shows the reported high school graduation rates (percent of 9th grade cohorts who actually graduate), the per-pupil expenditure, PPE (in hundreds of dollars), and the percent of total taxable resources the state spends on education, PTR, for a sample of 15 states.

State	Graduation Rate	PTR	PPE
Alabama	59.0	3.4	79.24
Alaska	65.1	3.5	85.62
California	70.7	3.3	70.81
Colorado	74.6	3.0	79.39
Florida	60.5	3.0	75.39
Kansas	74.4	3.8	88.62
Kentucky	70.0	3.4	79.78
Louisiana	61.4	2.9	85.82
Michigan	69.1	4.5	91.97
Montana	76.2	3.7	89.51
Nevada	54.0	2.8	71.41
New Hampshire	76.0	3.9	93.23
New Mexico	60.1	3.7	84.31
North Dakota	79.4	3.1	91.81
Wisconsin	77.3	4.1	101.99

(a) Use technology to plot Graduation Rate versus PPE on a scatter plot that allows prediction of Graduation Rate from PPE and describe the shape of the distribution.
(b) If a linear shape is apparent, use statistical software or calculator capability to fit a least squares line to summarize the nature of that trend.

[1] Source: EPE Research Center, Education Week

(c) Interpret the slope of the least squares line found in part 2 in the context of the data.
(d) Is the relationship between Graduation Rate and PPE stronger than the one between Graduation Rate and PTR? Explain.

5. **Core Concept B, Core Skill 3**.

How did housing prices change during the turbulent economic times around 2008? One way to answer the question is to compare median prices for a variety of locations over a short time span. The data display below shows box plots of the median sales price (in thousands) of existing single-family houses for a sample of 25 metropolitan areas around the United States at mid-year 2005 and 2008.

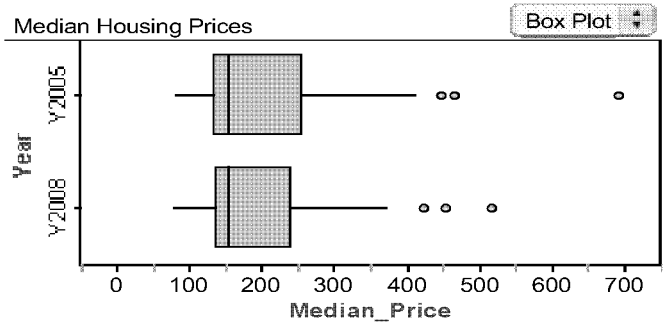

Figure 2

(a) Describe the key features of the shift in prices from 2005 to 2008.
(b) The medians of the distributions appear to differ by only a very small amount. Do you think the means would differ by a larger amount? Explain your reasoning.
(c) Why do you think the median is often used for housing prices rather than the mean?
(d) The accompanying scatter plot shows the median housing prices for 25 metropolitan areas in 2005 paired with the prices in 2008.
   (i) Describe the shape, trend and strength of the relationship between these two variables.
   (ii) Sketch the line y=x on this plot. What does the plot show with regard to the nature of the change in median prices?

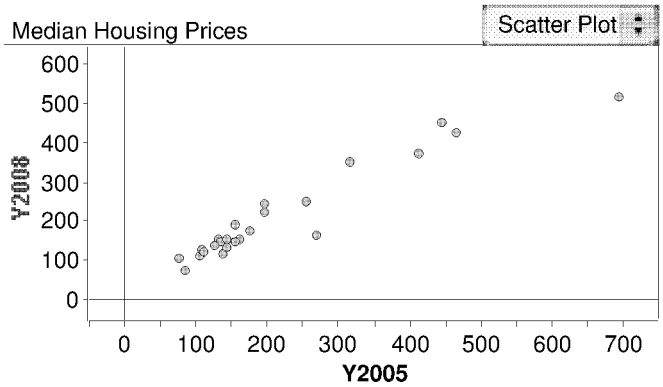

Figure 3

6. **Core Concept B, Core Skill 3**.
The histogram below shows the mean annual temperatures in Pasadena for the years 1951 to 2000.

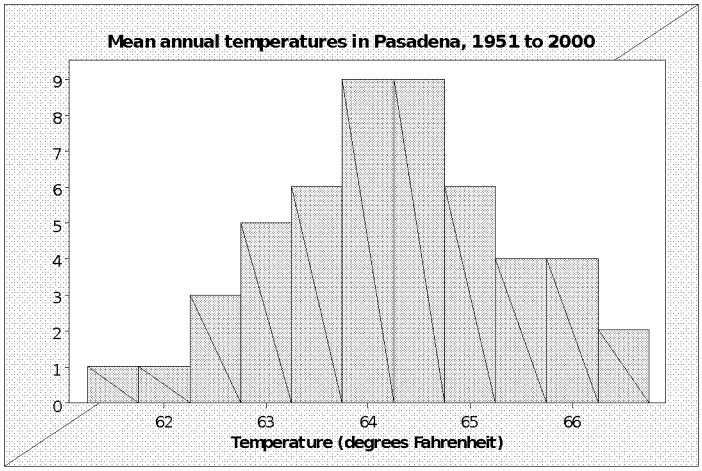

Figure 4

(a) Describe the distribution of mean annual temperatures at Pasadena.
(b) The scatter plot below shows the mean annual temperatures in Pasadena for the years 1951 to 2000. What do we learn from the scatter plot that is not obvious from the histogram.

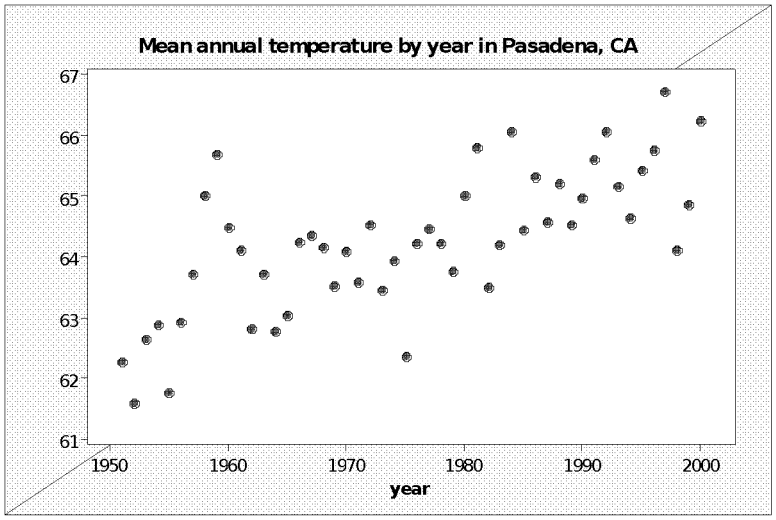

Figure 5

(c) What do we learn from the histogram that is not obvious from the scatter plot.

7. **Core Concept B, Core Skill 3**.

To determine the amount of sugar in a typical serving of breakfast cereal, a student randomly selected 60 boxes of different types of cereal from the shelves of a large grocery store. The student noticed that the side panels of some of the cereal boxes showed sugar content based on one-cup servings, while others showed sugar content based on three-quarter-cup servings. Many of the cereal boxes with side panels that showed three-quarter-cup servings were ones that appealed to young children, and the student wondered whether there might be some difference in the sugar content of the cereals that showed different-size servings on their side panels.

To investigate the question, the data were separated into two groups. One group consisted of 29 cereals that showed one-cup serving sizes; the other group consisted of 31 cereals that showed three-quarter-cup serving sizes. The boxplots shown below display sugar content (in grams) per serving of the cereals for each of the two serving sizes.

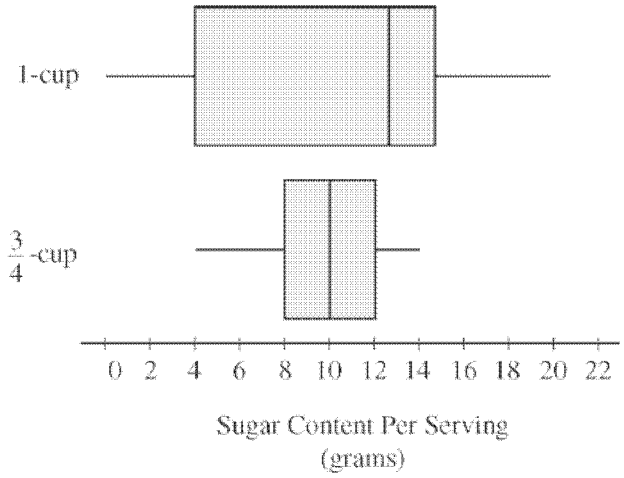

Figure 6

(a) Compare the distributions of sugar content per serving for the two serving sizes of cereals.

After analyzing the boxplots above, the student decided that instead of a comparison of sugar content per recommended serving, it might be more appropriate to compare sugar content for equal-size servings. To compare the amount of sugar in serving sizes of one cup each, the amount of sugar in each of the cereals showing three-quarter-cup servings on their side panels was multiplied by $4/3$. The bottom boxplot shown below displays sugar content (in grams) per cup for those cereals that showed a serving size of three-quarter-cup on their side panels.

(b) What new information about sugar content do the boxplots below provide?

(c) Based on the boxplots below, how would you expect the mean amounts of sugar per cup to compare for the different recommended serving sizes? Explain your reasoning.

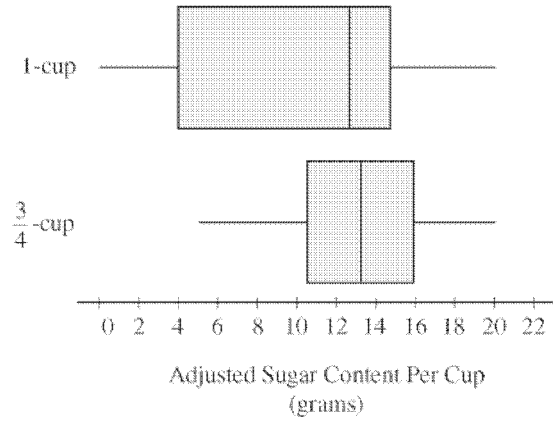

Figure 7

8. **Core Concept B, Core Skill 3**.

Two pain relievers, A and B, are being compared for relief of post-surgical pain. Twenty different strengths (doses in milligrams) of each drug were tested. Eight hundred post surgical patients were randomly divided into 40 different groups. Twenty groups were given drug A. Each group was given a different strength. Similarly, the other twenty groups were given different strengths of drug B. Drug strengths used ranged from 210 to 400 milligrams. Thirty minutes after receiving the drug, each patient was asked to describe his or her pain relief on a scale of 0 (no decrease in pain) to 100 (pain totally gone).

The strength of the drug, given in milligrams, and average pain rating for each group are shown in the scatter plot below. Drug A is indicated with A's and drug B with B's.

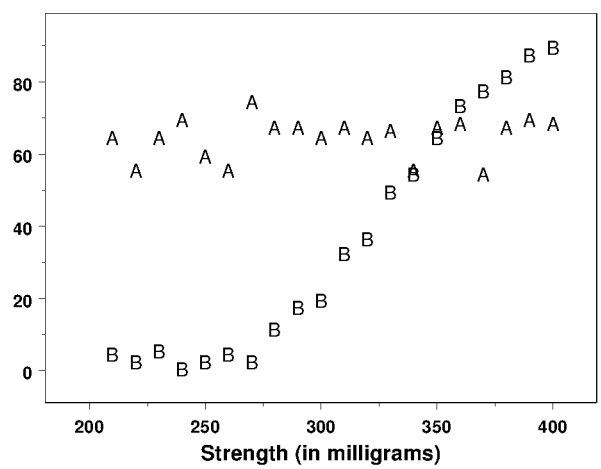

Figure 8

(a) Based on the scatter plot, carefully describe the effect of drug A and how it is related to strength in milligrams.

(b) Based on the scatter plot, carefully describe the effect of drug B and how it is related to strength in milligrams.

(c) Which drug would you give and at what strength, if the goal is to get pain relief of at least 50 at the lowest possible strength? Justify your answer based on the scatter plot.

9. **Core Concept B, Core Skill 3**.

SAT mathematics scores for a particular year are approximately normally distributed with a mean of 510 and a standard deviation of 100.

(a) What is the probability that a randomly selected score is greater than 610? Greater than 710? Between 410 and 710?

(b) If a student is known to score 750, what is the student's percentile score (the proportion of scores below 750)?

10. **Core Concept C, Core Skill 3, Core Skill 4**.

There is little doubt that caffeine stimulates bodily activity, but how much does it take to produce a significant effect? This is a question that involves measuring the effect of two or more interventions (generally called treatments) and deciding if the different interventions have differing effects. To obtain a partial answer to the question on caffeine, it was decided to compare two levels of caffeine with a control of no caffeine on a response to a finger tapping exercise.

Thirty male students were randomly assigned to one of three treatment groups of 10 students each. Each group was given one of three doses of caffeine (0, 100, and 200 milligrams) and two hours later the students were given a finger tapping exercise. The response is the number of taps per minute, as shown in the table below.[2]

Finger taps per minute from a caffeine experiment

0 mg caffeine	100 mg caffeine	200 mg caffeine
242	248	246
245	246	248
244	245	250
248	247	252
247	248	248
248	250	250
242	247	246
244	246	248
246	243	245
242	244	250
Mean:244.8	246.4	248.3

The accompanying plot shows that the data sets tend to be somewhat symmetric and have no extreme data points (outliers) that would have undue influence on the analysis. The sample mean, then, is a suitable measure of center, and will be used as the statistic for comparing treatments.

[2]Source: Draper and Smith (1981) Applied Regression Analysis, John Wiley and Sons

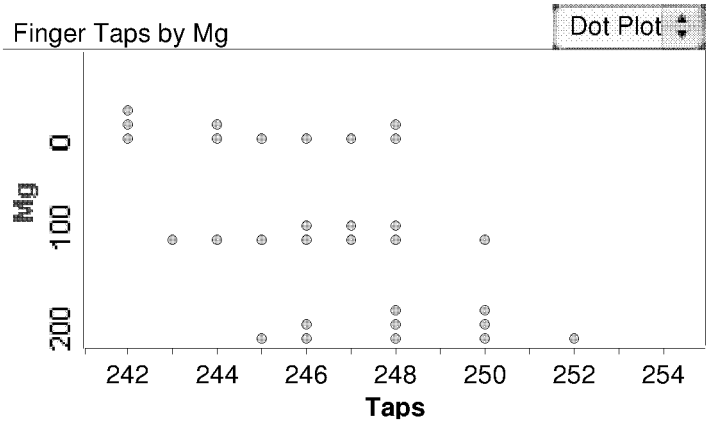

Figure 9

(a) The mean for the 100 mg data is 1.6 taps larger than that for the 0 mg data. In light of the variation in the data, is that enough to be confident that the 100 mg treatment truly results in more tapping activity than the 0 mg treatment? In other words, could this difference of 1.6 taps be explained simply by the randomization (the luck of the draw, so to speak) rather than any real difference in the treatments?

Assume for the moment that the 100 mg treatment has no effect on the tapping, and the difference in the means is simply due to the randomization. Would a difference of 1.6 units be likely to occur under these conditions? An empirical answer to this question can be found by re-randomizing the first two groups many times and studying the distribution of differences in sample means. The re-randomizing is accomplished by combining the data in the first two columns, randomly splitting them into two groups of ten each representing 0 and 100 mg, and then calculating the difference in the sample means. (This can be expedited with the use of technology.)

The plot below shows the differences produced in 200 re-randomizations of the data for 100 and 0 mg. The observed difference of 1.6 taps is equaled or exceeded 18 out of 200 times, 9% of the runs. Do these data provide strong evidence to reject the claim that the control and the 100 mg treatment do not differ with respect to their mean finger tapping counts? Explain your reasoning and the nature of the error that you may have made.

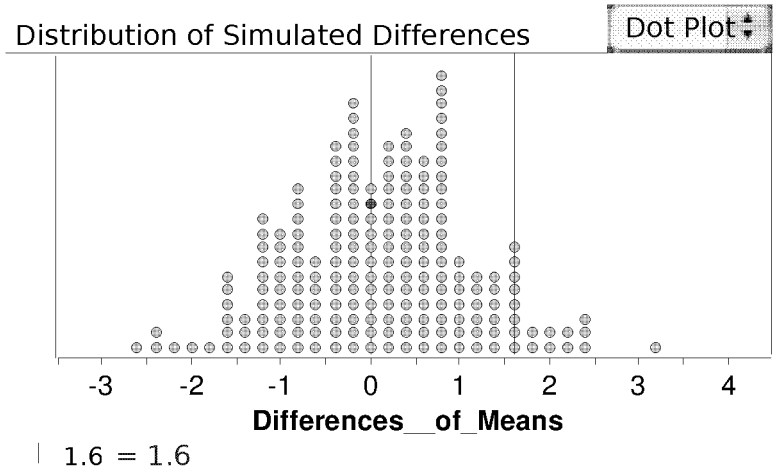

Figure 10

(b) What about the 200 mg treatment as compared to 0 mg? Construct a similar re-randomization process to decide if the difference between the mean of the 200 mg treatment and that of the 0 mg treatment is to large to be explained by chance alone. Explain your decision process and the nature of the error you may have made.

11. **Core Concept C, Core Skill 4**.

A random number generator is said to generate even or odd digits independently and each with probability 0.5. Consider the following scenarios and questions:
I. The generator generates three odd digits in a row, with probability $(.5)^3 = 0.125$ under the model given above. Does this suggest that the model is questionable?
II. The generator generates four odd digits in a row, with probability $(.5)^4 = 0.0625$ under the model given above. Does this suggest that the model is questionable?
III. The generator generates five odd digits in a row, with probability $(.5)^5 = 0.03125$ under the model given above. Does this suggest that the model is questionable?

(a) At which point in the sequence of odd digits would you begin to question the truth of the model? (If five odds in a row are not enough, continue the sequence until doubt sets in.)
(b) Write a short description explaining the interactive roles of probability and data in the decision-making process.

12. **Core Concept C, Core Skill 4**.

A random sample of 100 students from a specific high school resulted in 45% of them favoring a plan to implement block scheduling. Is it plausible that a majority of the students in the school actually favor the block schedule? Simulation can help answer the questions.

The accompanying plot shows a simulated distribution of sample proportions for samples of size 100 from a population in which 50% of the students favor the plan, and another distribution from a population in which 60% of the students favor the plan. (Each simulation contains 200 runs.) What do you conclude about the plausibility of a population proportion of 0.50 when the sample proportion is only 0.45? What about the plausibility of 0.60 for the population proportion?

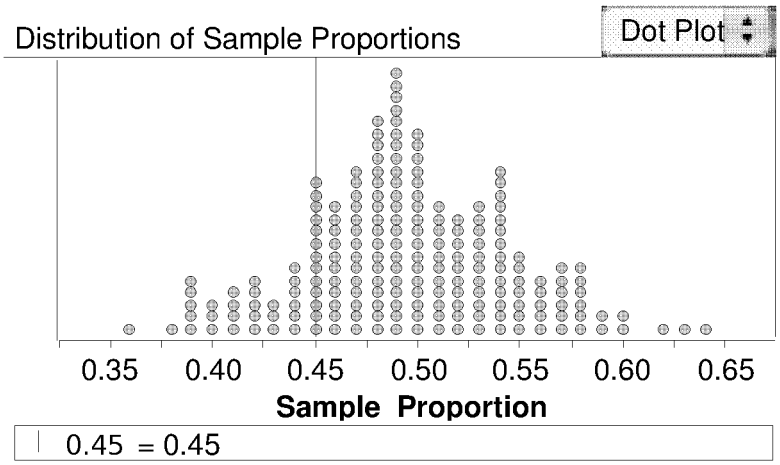

Figure 11

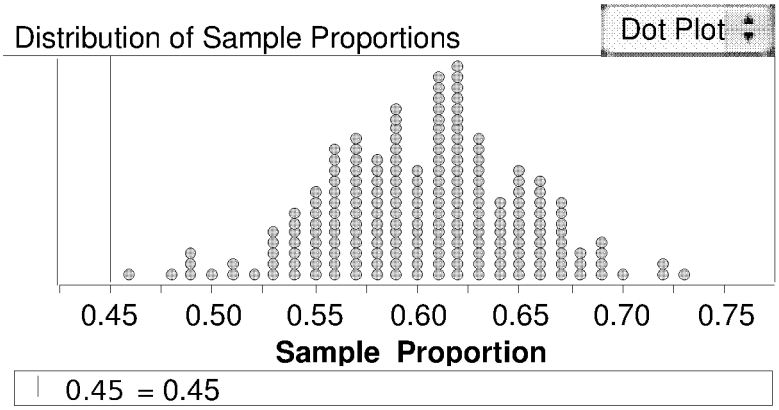

Figure 12

13. **Core Concept C, Core Skill 4**.

A tremendous amount of bottled water is being consumed these days. Do the consumers really think bottled water tastes better than city water or well water? Or, is this just a fad? To test tastes preferences in one school, $n = 50$ students were given samples of bottled water, well water from typical area homes having wells, and city water. Each student tasted all three types of water in random order. The results: 26 preferred bottled water, 16 preferred city water and 8 preferred well water.[3]

(a) Suppose the students running the experiment decided to check the claim that students had no preference for bottled water over non-bottled water. Under this claim and the randomization of the order of tasting, the preference for bottled over non-bottle water should have probability of about $p = 0.5$. The probabilities for X, the number of students choosing bottled water when $n = 50$ and $p = 0.5$, is shown below, with a vertical line at $X = 26$.

[3]Source: http://library.thinkquest.org/04apr/00222/text/survey.htm

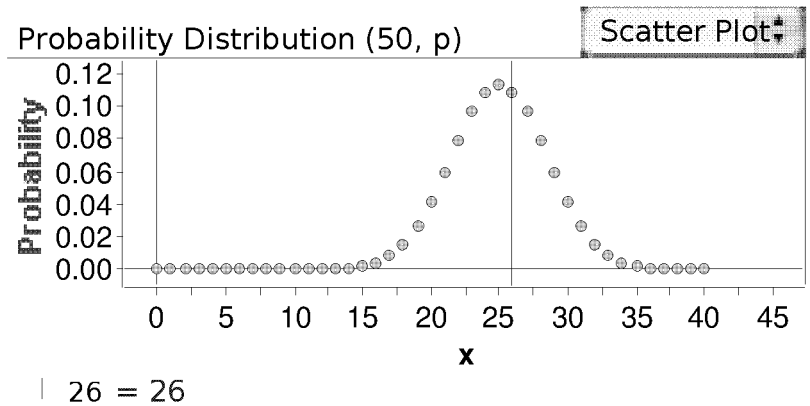

Figure 13

Does this provide strong evidence to reject the claim that there is no preference for bottled water? Explain your reasoning.

(b) Some students suggest that making this into a two-choice problem is incorrect, because there are really three choices for each taster. So, the correct claim to test is that students have no preference among bottled water, well water and city water. Under this claim the preference for bottled water should have probability of about $p = 0.33$. The probabilities for X, the number of students choosing bottled water with $n = 50$ and $p = 0.33$, is shown below, with a vertical line at $X = 26$.

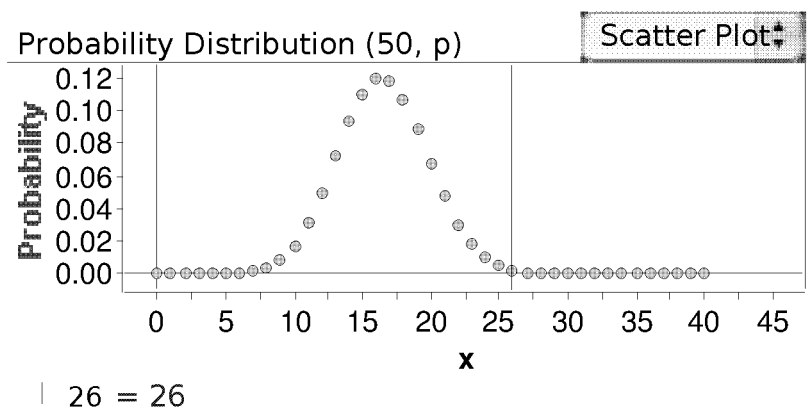

Figure 14

Does this provide strong evidence to reject the claim of no preference for bottled water among the three choices? Explain your reasoning.

(c) Which of the two claims outlined above seems more appropriate for this experiment?

(d) In the decisions made above, explain the error that could have been made.

14. **Core Concept D**.

From a class containing 12 girls and 10 boys, three students are to be selected to serve on a school disciplinary panel. Here are four different methods of making the selection.

I. Select the first three names on the class roll.
II. Select the first three students who volunteer.
III. Place the names of the 22 students in a hat, mix them thoroughly, and select three names from the mix.
IV. Select the first three students who show up for class tomorrow.

Which is the best sampling method, among these four, if you want the school panel to represent an unbiased view of the opinions of your class.

15. **Core Concept D, Core Skill 1**.

Biology students are to conduct a study of the effect of different durations of light and dark on the growth of radish seedlings. To pare the number of possible durations down to a manageable level, the students decided to focus the question on three different durations: 24 hours of light, 12 hours of light and 12 hours of darkness, and 24 hours of darkness. Plastic bags are to be used as growth chambers; there are 120 radish seeds available for the study.

(a) Is the best design for this study a sample survey, an experiment, or an observational study? Explain your reasoning.
(b) Describe how you would design a study to compare the three duration schemes, using all 120 seeds and as many plastic bags as you need.

16. **Core Concept D, Core Skill 1**.

Students in a high school mathematics class decided that their term project would be a study of the strictness of the parents or guardians of students in the school. Their goal was to estimate the proportion of students in the school who thought of their parents or guardians as "strict". They do not have time to interview all 1000 students in the school, so they plan to obtain data from a sample of students.

(a) Is the best design for this study a sample survey, an experiment, or an observational study? Explain your reasoning.
(b) The students quickly realized that, as there is no definition of "strict", they could not simply ask a student, "Are your parents or guardians strict?" Write three questions that could provide objective data related to strictness.
(c) Describe an appropriate method for obtaining a sample of 100 students, based on your answer in part (a) above.

17. **Core Skill 1, Core Skill 2**.

The data in the accompanying table shows the fate of 1316 passengers on the Titanic described in terms of two categorical variables, class of travel and survival. Use these data to answer the questions posed below.

	Class of Travel			
Survived	First	Second	Third	Total
Yes	203	118	178	499
No	122	167	528	817
Total	325	285	706	1316

(a) Do these data come from a sample survey, an experiment or an observational study? Explain your reasoning.
(b) What proportion of the passengers survived? What proportion of the passengers traveled in first class?
(c) Construct a table of (conditional) relative frequencies by column. Interpret the results in context and use them to discuss the association between class of travel and survival.
(d) Construct a table of (conditional) relative frequencies by row. Do these result in a similar interpretation with regard to association as that in part (c)?

18. **Core Skill 1, Core Skill 2, Core Skill 3.**

A simple random sample of 100 high school seniors was selected from a large school district. The gender of each student was recorded, and each student was asked the following questions.

- Have you ever had a part-time job?
- If you answered yes to the previous question, was your part-time job in the summer only?

The responses are summarized in the table below.

	Gender		
Job Experience	Male	Female	Total
Never had a part-time job	21	31	52
Had a part-time job during summer only	15	13	28
Had a part-time job but not only during summer	12	8	20
Total	48	52	100

(a) Construct a graphical display that shows the relationship between gender and job experience for the students in the sample.
(b) Write a few sentences summarizing what the display in part (a) reveals about the relationship between gender and job experience for the students in the sample.
(c) Is it appropriate to use these data to construct an estimate of the proportion of seniors in the school district who never had a part-time job? Why or why not?

19. **Core Skill 1, Core Skill 3.**

The 54 students in a middle school class were asked two questions about musical preferences: "Do you like rock?" "Do you like rap?" The responses are summarized in the table below.

(a) Is this a sample survey, an experiment, or an observational study?
(b) What percentage of the students in the class like rock?
(c) Does there appear to be a positive association between liking rock and liking rap for this class (i.e., do the students who like rock also tend to like rap)? Justify your answer by pointing out a feature of the table that supports it.
(d) Do you think the results for this class would generalize to the entire middle school? To a high school class in a nearby school? Explain your reasoning.

	Like Rap		
Like Rock	Yes	No	Row Totals
Yes	27	6	33
No	4	17	21
Column Totals	31	23	54

20. **Core Skill 1, Core Skill 5.**

What are the consequences of delayed defibrillation for those who have cardiac arrest? In a study of 6789 patients, at 369 hospitals, who had experienced cardiac arrest, 2045 had to wait longer than the recommended two minute maximum for defibrillation. Among those receiving delayed defibrillation, 22.2% survived to hospital discharge. Among those whose defibrillation was not delayed, 39.3% survived to discharge. The study concluded that, "Delayed defibrillation is common and is associated with lower rates of survival after in-hospital cardiac arrest."

(a) Is this study a sample survey, an experiment or an observational study?

(b) Note the use of the phrase "is associated with" in the study conclusion. Would it be correct to replace this phrase with "causes"? Why or why not?

21. **Core Skill 2, Core Skill 3**.

Two gasoline additives were tested to check their claims that their use will increase gasoline mileage in cars. Thirty cars were randomly selected and each was filled with gasoline. The cars were run until the gas tanks were empty. The distance traveled was recorded for each car.

Additive A was randomly assigned to 15 of the cars and the remaining 15 cars got additive B. The cars were again run under the same driving conditions until the tanks were empty and the miles driven was recorded. For each car the difference in miles driven was calculated as miles with additive minus miles without the additive. If that number was greater than zero it meant that the car went a greater distance with the additive than without it. Negative differences meant that the car went a greater distance without the additive than with it.

The following table summarizes the calculated differences.

Additive	Values Below Q1	Q1	Median	Q3	Values Above Q3
A	-10, -8, -2	1	3	4	5, 7, 9
B	-5, -3, -3	-2	1	25	35, 37, 40

(a) On the grid below, display parallel boxplots (showing outliers, if any) of the differences for the two additives. Make sure that you label the plots so that we can tell which one is A and which is B.

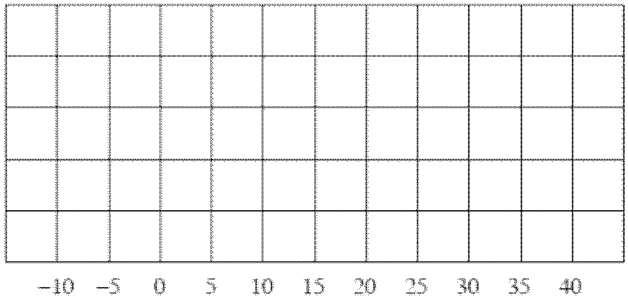

Figure 15

(b) Two ways that the effectiveness of a gasoline additive can be evaluated are by looking at

- The proportion of cars that have increased gas mileage when the additive is used in those cars
- The average mean increase in gas mileage when the additive is used in those cars.

(i) Which additive, A or B, would you recommend if the goal is to increase gas mileage in the highest proportion of cars? Explain your answer.

(ii) Which additive, A or B, would you recommend if the goal is to have the highest average (mean) increase in gas mileage? Explain your answer.

22. **Core Skill 3**.

The accompanying graph shows the relationship between scores on Exam 1 and scores on Exam 2 for all the students studying statistics from the same teacher in a recent year. The darker line (with slope 1) is the $y = x$ line. The lighter line (slope 0.6) is the least squares line of best fit.

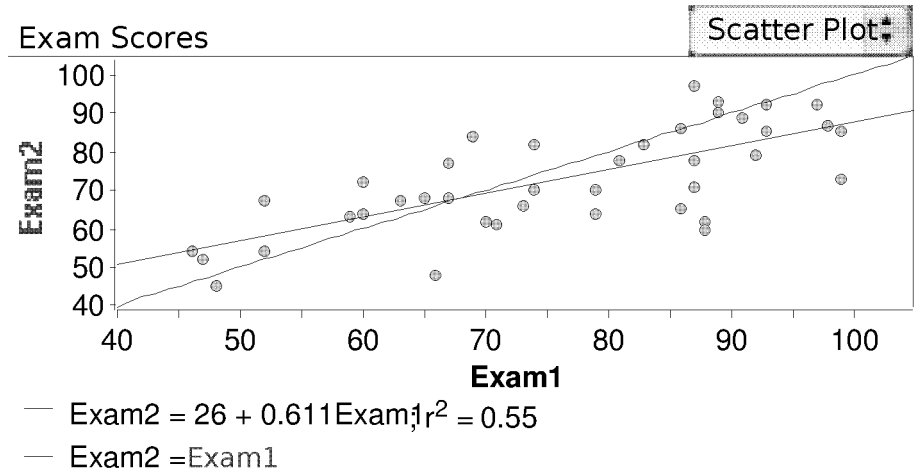

Figure 16

(a) What does the pattern tell you about the students who scored 60 or below on the first exam? What does the pattern tell you about the students who scored 80 or above on the first exam?
(b) Did more students improve their score or lower their score as they moved from exam 1 to exam 2? What feature of the plot leads to you answer of this question?
(c) Make a concise statement as to why the slope of the least squares line is less than 1.

23. **Core Skill 3**.

Gas chromatography is a technique used to detect very small amounts of a substance. To study the calibration of a gas chromatograph, five measurements were taken for each of four specimens containing different but known amounts of the substance being studied. A graph of the output readings from the gas chromatograph versus the input amounts is shown on the accompanying plot.[4]

(a) Based on just the scatter plot and the regression line, does the simple linear model appear to provide a good description of the performance of the chromatograph?
(b) On studying the residual plot, what concerns might you have about the simple linear regression line as a model for the performance of the chromatograph? (Residuals are deviations of the points from the regression line.)

[4]Source: http://lib.stat.cmu.edu/DASL/Datafiles/Chromatography.html

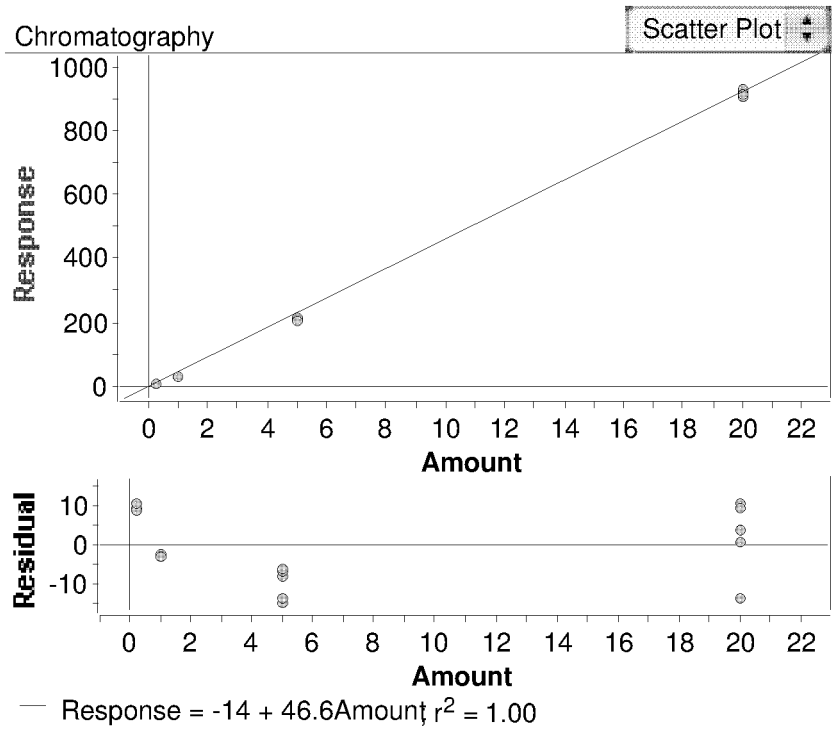

Figure 17

24. **Core Skill 3**.

Which of the following data sets are not good candidates to be modeled by a normal distribution? Explain your reasoning in each case.

(a) Salaries of employees of a large corporation.
(b) The life lengths of batteries of a specific brand used in laptop computers.
(c) Measurements of the diameters of 15-inch wheels produced by an automobile manufacturer.
(d) Prices of single-family houses in your city or county.

25. **Core Skill 3, Core Skill 4**.

Each of the simulated distributions generated above can be modeled by a normal distribution with center at the fixed population proportion, p, used to generate the distribution and standard deviation (SD) of approximately 0.05. From properties of the normal distribution it can be seen that about 95% of the possible values of a sample proportion lie within approximately 2SD of their mean (p).

(a) Letting p denote a population proportion and an observed sample proportion, argue that any population with a value of p greater than $p + 2$SD would not produce the observed within its middle 95% of possible outcomes. (In the context of Block Scheduling, and using an arbitrary but common definition of plausible, any value of p greater than $0.45+0.10 = 0.55$ would not be a plausible value for the population proportion of students favoring the block scheduling plan.)
(b) Letting p denote a population proportion and an observed sample proportion, argue that any population with a value of p less than $p - 2$SD would not produce the observed within its middle 95% of possible outcomes. (In the context of Block Scheduling, any value of p less than $0.45 - 0.10 = 0.35$ would not be a plausible value for the population proportion of students favoring the block scheduling plan.)
(c) Based on parts (a) and (b), argue that the interval

$$p \pm 2\text{SD}$$

forms an interval of plausible values for the true population proportion. That is, the interval $p \pm 2$SD contains about 95% of the possible values of the sample proportions that can be generated from a population with true proportion p. This 2SD bound is commonly referred to as the margin of error.

(d) In general, will the margin of error increase or decrease as the sample size increases? Explain your reasoning.

26. **Core Skill 5**.

Researchers have noticed that the number of golf courses and the number of divorces in the United States are strongly correlated and both have been increasing over the last several decades. Can you conclude that the increasing number of golf courses is causing the number of divorces to increase? Explain your answer.

27. **Core Skill 5**.

The following appeared in the Sunday Times of London:

> Research finds the website [Facebook] is damaging students' academic performance. . . . Facebook users . . . are more likely to perform poorly in exams, according to new research. . . . The majority of students who use Facebook every day are underachieving by as much as an entire grade compared with those who shun the site.

This story was then picked up by many other newspapers and became a popular headline across the United States and beyond.

(a) What elements of the story in the Times sound like cause-and-effect arguments?

The source of the data in this case was the report of a study at the Ohio State University entitled, "A Description of Facebook Use and Academic Performance Among Undergraduate and Graduate Students." A total of 219 participants, mostly from selected classes in the school of education whose instructors agreed to participate, constituted the sample of this pilot study. The sample included both graduate and undergraduate students, with self-reported data on both how much they studied and grade point averages. The data were reported in ranges, like 3.0 to 3.5 for grade point averages. [5]

(b) Many of the weaknesses of the study were reported by the authors. What do you think some of these weaknesses are?

(c) Was the Sunday Times correct in reporting the results in cause-and-effect style? Explain your reasoning.

28. **Core Skill 5**.

A presidential campaign advertisement for former New York City mayor Rudy Giuliani said, "I had prostate cancer, 5, 6 years ago. My chance of surviving prostate cancer-and thank God, I was cured of it-in the United States was eighty-two percent. My chance of surviving prostate cancer in England was only 44 percent under socialized medicine."

The quoted percentages were based on 5-year survival rates, not mortality rates, reported from studies in the United States and the United Kingdom, respectively. But, these 5-year survival rates have little to do with mortality rates, as can be seen from the definitions given below:

$$\text{5-year survival rate} = \frac{\text{number of patients diagnosed with cancer still alive 5 years after diagnosis}}{\text{number of patients diagnosed with cancer}}$$

$$\text{annual mortality rate} = \frac{\text{number of people who died from cancer over 1 year}}{\text{number of people in the group}}$$

(a) How could changes in medical practice increase the 5-year survival rates without changing the mortality rate for any given year?

[5] Source:http://online.wsj.com/article/SB124034974305240495.html

(b) In the US, most prostate cancer is detected by screening for prostate-specific antigens (PSA). In the UK, most prostate cancer is detected by symptoms. How might this difference in medical practice affect their respective 5-year survival rates?
(c) Was Mr. Giuliani making a fair comparison? Explain your reasoning.

29. **Core Skill 5**.
"Parents Rate Schools Much Higher Than Do Americans Overall" is the title of a report on a Gallup poll of August 24, 2009. The results of the poll show that "three in four American parents (76%) are satisfied with the education their children receive in school, compared to 45% of the general public who are satisfied with the state of schools nationwide." An explanation of how the poll was conducted includes the following.

> Results are based on telephone interviews with 1,010 national adults, aged 18 and older, conducted Aug. 6-9, 2009. For results based on the total sample of national adults, one can say with 95% confidence that the margin of error is ± 4 percentage points. For results based on the sample of 233 parents with children in kindergarten through grade 12, the maximum margin of sampling error is ± 8 percentage points.
>
> Interviews are conducted with respondents on land-line telephones (for respondents with a land-line telephone) and cellular phones (for respondents who are cell-phone only).
>
> In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

(a) Explain the meaning of the 4% margin of error in the context of this poll.
(b) Why is the margin of error for the poll of parents with children in school larger than that for the overall poll?
(c) Why is it important to mention both cellular and land-line phones?
(d) Other than error due to the fact the data comes from a sample, describe other potential sources of error in a poll of this nature.

30. **Core Skill 5**.
In 1962, research statistics showed that the percentage of obesity in America's population was at 13%. By 1980 it has risen to 15%, by 1994 to 23%, and by the year 2000 the obesity progression in America had reached an unprecedented 31%. The U.S. Surgeon General report declared that obesity is responsible for 300,000 deaths every year. These overwhelming research statistics reveal an alarming obesity trend, the need for diagnosis, and a call to action.

In the midst of an informational and research feeding frenzy on the obesity epidemic, statistics are easy to come by. The most widely disseminated CDC research statistics on American obesity tell us that 63% of adult Americans have a Body Mass Index (BMI) in excess of 25.0 and are therefore overweight; more than a quarter surpass 30.0, having been declared obese. And perhaps the most riveting statistics concern obesity in kids: research shows that childhood obesity has more than tripled over the past two decades.

Still, by focusing on the polite abstraction of Body Mass Index rather than actual bodyweight, the CDC has hindered the war on the prevention of obesity in America. Indeed, CDC research epidemiologists are faithful keepers of the public health record; but for reasons of technical precision and political propriety, they have scrupulously avoided the publication of the most crucial and powerful obesity statistics, raw bodyweight averages for the American population.

The new IHRSA/ASD Obesity/Weight Control Report has published these graphic and visceral images of a dangerously overweight population. The "real" research statistics on obesity reveal that:

- 3.8 million Americans carry over 300 pounds.
- With the average adult woman weighing in at a staggering 163!

Perhaps the most shocking statistics underscoring obesity in the United States is that 400,000 Americans

(mostly men) fall into a super-massive 400+ pound category.[6]

(a) Explain the controversy between the two measures of obesity, the BMI (which takes into account height and weight) and bodyweight averages.
(b) The percentages in the first paragraph are based on BMI. Is there any other data on the article to which these figures can be compared fairly?
(c) Does the article make a strong scientific case for using bodyweight rather than BMI to measure obesity?

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12. Adapted from Achieve Benchmarks revision
13. Adapted from Achieve Benchmarks revision
14. Adapted from Achieve Benchmarks revision
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26. Adapted from Achieve Benchmarks revision
27. Sunday Times of London
28. Gigerenzer, G, et.al. (2008), Helping Doctors and Patients Make Sense of Health Statistics, *Psychological Science in the Public Interest*, 8, 2, 53-96.

[6] Source:http://www.americansportsdata.com/obesityresearch.asp

29. Scheaffer, Richard
30. Statistics_ADP

Evidence for Individual Math Standards

What follows is a sample of sources consulted in the drafting of the core math standards. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to standard #2 (Number) are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core math standard to which it corresponds. For more information on sources and how they were used in the drafting of the math standards, please refer to the "College and Career Readiness Standards for Mathematics."

1. Mathematical Practice

2. Number

National Reports

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow)
- AMATYC, *Crossroads* - Standard C-1 Number Sense
- NCTM, *Focal Points* - Number and Operations Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard

College Readiness

- ACT *College Readiness Standards* - Basic Operations and Applications; Numbers: Concepts & Properties
- *Advanced Placement Computer Science*, Statistics and Computer Science Course Descriptions - Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32), Mathematical Reasoning (p. 35-37)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Middle School Math Standards p.iii
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Number sense and Numerical Operations Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand p. 3
- **Belgium** - 2 Number theory and algebra strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 1. Numbers and Coordinate system, pgs. 31-32
- **England** - Number and Algebra
- **Hong Kong** - Number and Algebra Dimension
- **India** - Number Systems Unit, Grade 9
- **Ireland** – Leaving Certificate - Arithmetic
- **Japan** - Math I course
- **Korea** - Strand A Numbers and Operations
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea (p. 89-92)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)

Evidence for Individual Math Standards

- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards - Number and Operations (throughout)
- **Massachusetts** - State Standards - Number Sense and Operations
- **Minnesota** - State Standards - Algebra Strand

3. Quantity

National Reports

- *NAEP Math Framework 2009* – Measurement Strand (p. 13-14 description, standards follow. Strand called "Geometry and Measurement" in grade 12)
- AMATYC, *Crossroads* - Standard C-3: Geometry
- NCTM, *Focal Points* - Number and Operations and Measurement Focal Points
- NCTM *Principles and Standards* - Measurement Standard

College Readiness

- ACT *College Readiness Standards* - Numbers: Concepts & Properties; Measurement
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - General Foundation Skills (Natural Science Standards) (p.44)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Number sense and Numerical Operations

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand
- **China** - Numbers and Algebra ; Space and Figures Strands
- **England** - Geometry and Measures Strand
- **Hong Kong** - Measures, Shape and Space Dimension
- **Singapore** - Topic 1 Numbers and Algebra; Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Throughout Measurement and Geometry strand in K-7 (e.g. p. 32)
- **Florida** - State Standards – Algebra; Financial Literacy
- **Massachusetts** - State Standards - Measurement
- **Minnesota** - State Standards - Geometry and Measurement Strand

4. Expressions

Evidence for Individual Math Standards

National Reports

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-2: Symbolism and Algebra
- NCTM, *Focal Points* - Number and Operations and Algebra Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard; Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32); Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit, Grade 10
- **Ireland** – Leaving Certificate - Algebra
- **Japan** - Math I course p. 59
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards –Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

5. Equations

National Reports

Evidence for Individual Math Standards

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-2: Symbolism and Algebra
- NCTM, *Focal Points* - Number and Operations and Algebra Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard; Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32); Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes – Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit
- **Ireland** – Leaving Certificate - Algebra
- **Japan** – Math I course; Math II course
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5; Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards – Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

6. Functions

National Reports

Evidence for Individual Math Standards

- NAEP *Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-4: Function
- NCTM, *Focal Points* - Algebra Focal Points
- NCTM *Principles and Standards* - Algebra Standard

College Readiness

- ACT *College Readiness Standards* – Functions
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 3 Real functions
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 4. Exponent and logarithm; 5. The basic concept of trigonometric functions, pgs. 33-34
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB4 Mathematical analysis; MAB6 Mathematical Models II
- **Hong Kong** - Number and Algebra Dimension
- **India** - Sets and Function, Grade 11
- **Ireland** – Leaving Certficate, Functions and Calculus
- **Japan** - Math I course; Math II course
- **Korea** - Strand D Functions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards – Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

7. Modeling

National Reports

Evidence for Individual Math Standards

- NAEP *Math Framework 2009* - Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-4: Function
- NCTM, *Focal Points* - Algebra Focal Points
- NCTM Principles and Standards - Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra II (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **China** - Numbers and Algebra Strand
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB6 Mathematical Models II
- **India** - Mathematical Modeling
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I
- **Florida** - State Standards - Algebra
- **Georgia** - State Standards - Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

8. Shape

National Reports

- *NAEP Math Framework 2009* – Geometry Strand (p. 17-19 description, standards follow. Strand called "Geometry and Measurement" in grade 12)
- AMATYC, *Crossroads* - Standard C-3: Geometry
- NCTM, *Focal Points* - Geometry and Measurement Focal Points
- NCTM *Principles and Standards* - Geometry Standard

College Readiness

- ACT *College Readiness Standards* - Properties of Plane Figures; Measurement
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Geometry (p.34-35)

Evidence for Individual Math Standards

- *College Board Standards for College Success:* Mathematics and Statistics. College Board, (2006) - Geometry Standards (p. vi)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Geometry Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – 6. Characters and application of trigonometric (sic), pg. 34; 2. Straight line and plane of space; 4. Conic section, pgs. 35-36
- **England** - Geometry and Measures Strand
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry Unit
- **Ireland** - Geometry
- **Japan** - Math II Course; Math A Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement (starting on page 7)
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea (p.83-86)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Geometry), pgs. 3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

Illustrative Alignment with State and Other Standards

- **California** - State Standards – Geometry
- **Florida** - State Standards – Geometry
- **Georgia** - State Standards -Mathematics 2, Geometry
- **Massachusetts** - State Standards - Geometry
- **Minnesota** - State Standards - Geometry and Measurement Strand

9. Coordinates

National Reports

- *NAEP Math Framework 2009* – Geometry Strand (p. 17-19 description, standards follow. Strand called "Geometry and Measurement" in grade 12)
- AMATYC, *Crossroads* - Standard C-3: Geometry
- NCTM, *Focal Points* - Geometry and Measurement Focal Points
- NCTM *Principles and Standards* - Geometry Standard

College Readiness

- ACT *College Readiness Standards* - Graphical Representations
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Geometry (p.34-35)

Evidence for Individual Math Standards

- College Board Standards for College Success: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- Ready or Not: Creating a High School Diploma That Counts. American Diploma Project, (2004) - Geometry Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – First Year, 1. Numbers and Coordinate system, pgs. 31-32; Second Year, 1. Vector, pg. 35
- **England** - Geometry and Measures Strand ; Number and Algebra
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry and Mensuration Units
- **Ireland** - Coordinate Geometry
- **Japan** – Math II Course; Math B Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea; Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra; Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra, and Geometry), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra; Geometry

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Geometry
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards - Geometry
- **Massachusetts** - State Standards - Geometry
- **Minnesota** - State Standards - Geometry and Measurement Strand

10. Probability

National Reports

- *NAEP Math Framework 2009* – Data Analysis, Statistics and Probability Strand (p. 24-25 description, standards follow)
- AMATYC, *Crossroads* - Standard C-5: Discrete Mathematics, Standard C-6: Probability and Statistics
- NCTM *Principles and Standards* - Data Analysis & Probability Standard

College Readiness

- ACT College Readiness Standards - Probability, Statistics & Data Analysis [link to ACT_CollegeReadinessStandards_p10-17.pdf]
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Research & Analysis (Social Science Standards), section B (p.64)

Evidence for Individual Math Standards

- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Geometry Standards (p. vi); Algebra II Standards (p. vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Data Interpretation, Statistics and Probability Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 5 Permutation and Combination, p. 37
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** Discrete Mathematics and Counting
- **Japan** - Math A Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra II; Probability and Statistics
- **Florida** - State Standards – Probability
- **Georgia** - State Standards – Mathematics 3, Data Analysis and Probability
- **Massachusetts** - State Standards - Data Analysis, Statistics, and Probability
- **Minnesota** - State Standards - Data Analysis & Probability

11.Statistics

National Reports

- NAEP *Math Framework 2009* – Data Analysis, Statistics and Probability Strand (p. 24-25 description, standards follow)
- AMATYC, *Crossroads* - Standard C-6: Probability and Statistics
- NCTM, *Focal Points* - Data Analysis Focal Points
- NCTM Principles and Standards - Data Analysis & Probability Standard

College Readiness

- ACT *College Readiness Standards* - Probability, Statistics & Data Analysis
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Statistics (p.37)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Middle School Math Standards (p.iii); Algebra I Standards (p.v); Precalculus Standards (p.viii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Data Interpretation, Statistics and Probability Strand

Evidence for Individual Math Standards

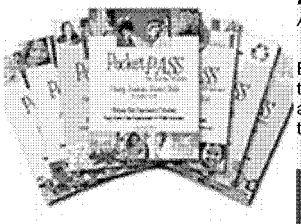
Illustrative International Benchmarks

- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 6 Probability and Statistic, pg. 37-38
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** - Discrete Mathematics and Counting (p.27 and 28)
- **Japan** - Math B Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Probability and Statistics
- **Florida** - State Standards – Statistics
- **Georgia** - State Standards - Mathematics 3, Data Analysis and Probability
- **Massachusetts** - State Standards - Data Analysis, Statistics, and Probability
- **Minnesota** - State Standards - Data Analysis & Probability

PASS



Parent's Guide to *PASS*

Student Tests and Materials

Home

Building Academic Vocabulary

Common Core State Standards

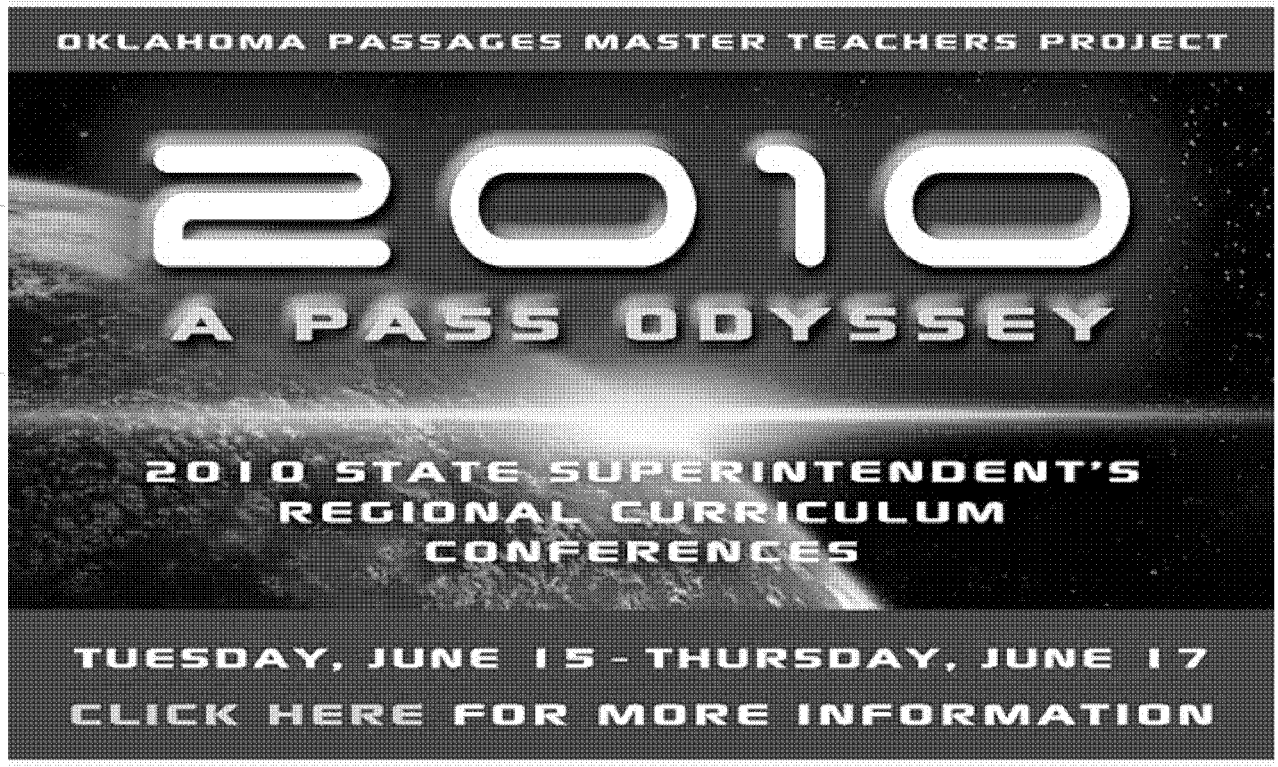
Order Pocket*PASS* (pdf)

NOTE: All documents on this page are listed in pdf format.

Priority Academic Student Skills (PASS)

Adopted by the State Board of Education 70 O.S. § 11-103.6 (a)

Each area of subject matter curriculum, except for technology curriculum, adopted by the State Board of Education for implementation by the beginning of the 2003-04 school year shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further improvements in the quality of education for the students of this state.



Individual Sections of *PASS* (Separated by Grade)	
Pre-Kindergarten (Adopted July 24, 2003) Kindergarten	view Early Childhood Web
Core Curriculum (Separated by Subject)	
Language Arts	view Language Arts Education Web
Mathematics (Revised Spring 2009)	view Mathematics Web
Science	view Science Web
Social Studies (Revised Spring 2009)	view Social Studies Web view Celebrate Freedom Week Web
The Arts	view Arts in Education Web
World Languages	view World Languages Web
Personal Financial Literacy Passport	view Personal Financial Literacy Passport Web
Integrated Curriculum (Separated by Subject)	
Health, Safety and Physical Education	view Safe & Healthy Schools Web view Physical Education & Health Web
Information Literacy	view Library Media/ITV Web
Instructional Technology Technology Education	view Instructional Technology/Telecommunications Web
Integrated Curriculum (Separated by Grade)	
Pre-Kindergarten (Adopted July 24, 2003) Kindergarten	view Early Childhood Web
Grade 1 (Revised Spring 2009) Grade 2 (Revised Spring 2009) Grade 3 (Revised Spring 2009) Grade 4 (Revised Spring 2009) Grade 5 (Revised Spring 2009) Grade 6 (Revised Spring 2009) Grade 7 (Revised Spring 2009)	view Mathematics Side-by-Side Comparisons Web

Grade 8 (Revised Spring 2009)	
High School Language Arts	view Language Arts Education Web
High School Mathematics (Revised Spring 2009)	view Mathematics Web
High School Science	view Science Education Web
High School Arts	view Arts in Education Web
High School Social Studies (Revised Spring 2009)	view Social Studies Web view Celebrate Freedom Week Web
Kindergarten-Grade 3 World Languages	view World Languages Web
Novice Level World Languages	
Intermediate Level World Languages	
Pre-Advanced Level World Languages	
Grades 1-4 Health	view Safe & Healthy Schools Web
Grades 5-8 Health	
Grades 9-12 Health	
Grades 7-12 HIV/AIDS	
Pre-Kindergarten-Kindergarten Physical Education	view Physical Education & Health Web
Grades 1-5 Physical Education	
Grades 6-8 Physical Education	
Grades 9-12 Physical Education	
Kindergarten-Grade 12 Information Literacy	view Library Media/ITV Web
Grades 1-12 Instructional Technology	view Instructional Technology/Telecommunications Web
Grades 6-10 Technology Education	

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January 15, 2010

The Honorable Brad Henry
Governor
State of Oklahoma
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Ms. Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Governor Henry and Superintendent Garrett:

Achieve is pleased to confirm Oklahoma's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Oklahoma's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
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21. Ohio
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24. Rhode Island
25. Tennessee
26. Utah
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Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

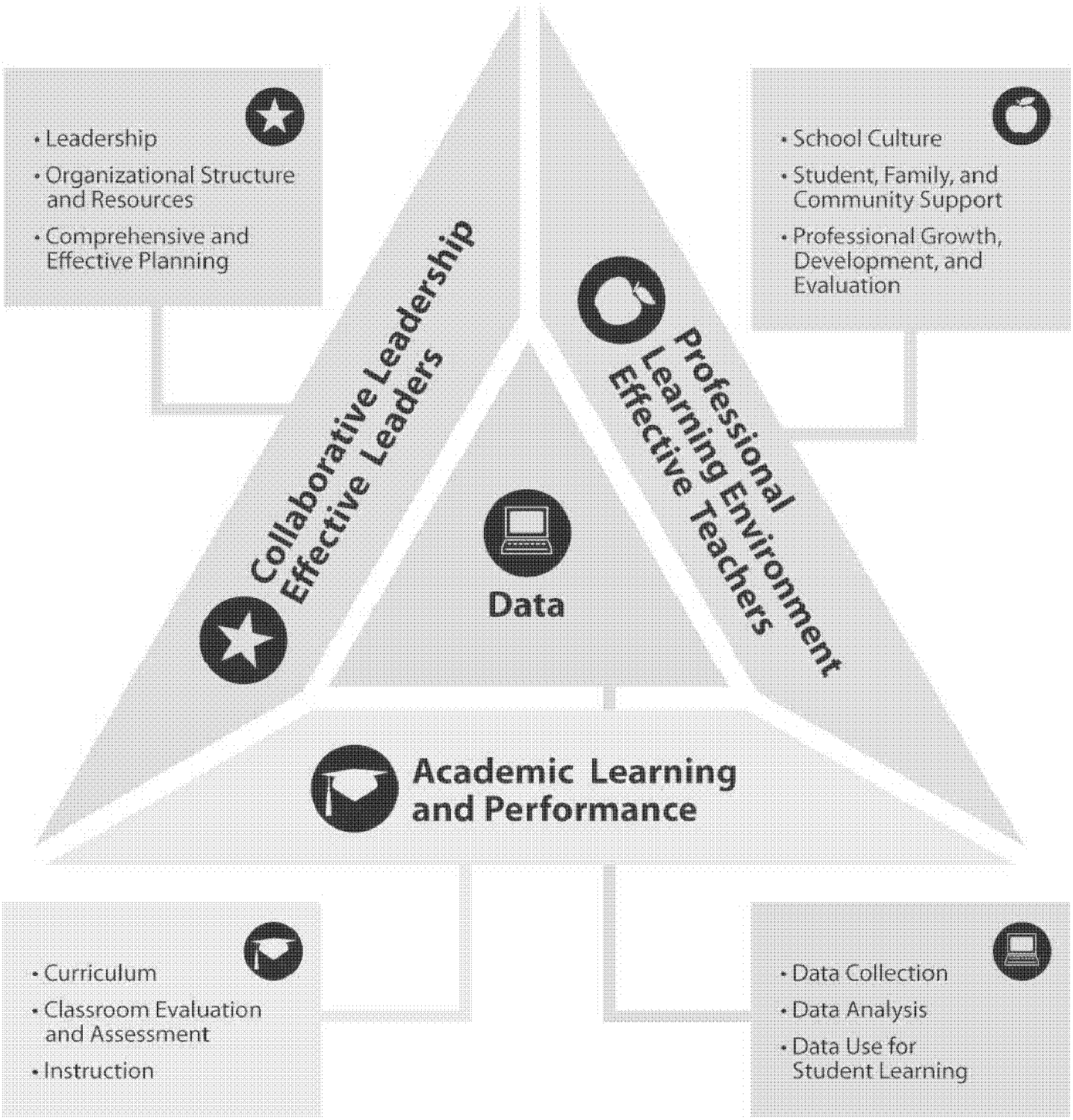
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
PARTICIPATING STATES
MAY 25, 2010

---

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Delaware
7. District of Columbia
8. Florida
9. Georgia
10. Hawaii
11. Illinois
12. Indiana
13. Kentucky
14. Louisiana
15. Maryland
16. Massachusetts
17. Mississippi
18. New Hampshire
19. New Jersey
20. New York
21. North Dakota
22. Ohio
23. Oklahoma
24. Pennsylvania
25. Rhode Island
26. South Carolina
27. Tennessee

WAYS TO IMPROVE SCHOOL EFFECTIVENESS (WISE)

OKLAHOMA NINE ESSENTIAL ELEMENTS



School Improvement Technical Assistance

The Oklahoma State Department of Education, provides technical assistance to schools classified in one of the stages of Needs Improvement, as defined by the *No Child Left Behind Act.* Technical assistance to these schools includes the provision and coordination of professional development; fostering collaboration; and the enhancement of regional, district, and school capacities to better serve students.

> *"We are thrilled with the possibilities of what the WISE Tool can do for us. We can hardly wait to see how this will make us more effective and efficient."*
> *- Roberta Ellis, Tulsa Public Schools*

WISE Planning Tool Features

Wise Ways™ technology links each indicator to a succinct synthesis of the related research, examples, and resources.

Oklahoma Nine Essential Elements Rubrics provide a tool for site and district self-assessment.

Coaching Comments feature allows an external coach to offer feedback to the team. The system maintains a thread of the dialogue between the coach and the team, and the comments can be saved or printed as a report.

Parental Involvement Analysis (PIA) is a five-step process by which the school team conducts a needs assessment of parent involvement, checks Title I compliance, and develops objectives for improvement. The system provides a huge library of downloadable materials for parent involvement.

Electronic Reporting provided with an administrative page, allows for convenient monitoring of each district and school's progress and access to electronically submitted reports. Reporting may include electronic submission of required documents to satisfy federal and state requirements.

Progress Tracking Report displays progress for identified performance indicators assessed and the specific action plans.

Built-in Documentation mechanisms provide practical ways for creating agendas, recording minutes, assigning responsibility, setting timelines, allocating resources, coaching, and monitoring the degree of implementation.

Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
Phone: (405) 521-2846
Fax: (405) 522-2067
www.sde.state.ok.us

Center on Innovation & Improvement
121 N. Kickapoo Street
Lincoln, IL 62656
Phone: (217) 732-6462
Fax: (217) 732-3696
www.centerii.org

Information ● Tools ● Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

The Center on Innovation & Improvement helps regional comprehensive centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students.

The Center on Innovation & Improvement is administered by the Academic Development Institute (Lincoln, IL) in partnership with the Temple University Institute for Schools and Society (Philadelphia, PA) and Little Planet Learning (Nashville, TN).

A national content center supported by the US Department of Education's Office of Elementary and Secondary Education.

Award #S283B050057

The opinions expressed herein do not necessarily reflect the position of the supporting agencies and no official endorsement should be inferred.

WISE
PLANNING TOOL

Oklahoma State
Department of Education

WISE Planning Tool

Ways to Improve School Effectiveness

Office of Standards and Curriculum

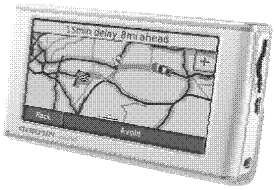
Dr. Cindy Koss
Assistant State Superintendent

May 2010

WISE Planning Tool: Ways to Improve School Effectiveness

The WISE Planning Tool

Change is made and sustained through focus, sequence, and shared accountability. The WISE Tool provides the focus and sequence while accommodating flexibility in approach.



Think Global Positioning System, Adapted

The WISE Tool is a Web-based planning tool for navigating effective and efficient school improvement's sometimes broad and unsteady course. It unites people within and across systems, aligns them in the effort, deploys them in partnership, and guides them to success.

The WISE planning tool functions similarly to a global positioning system (GPS) in that it uses Performance Indicators to:

- Determine current position relative to the destination.
- Provide detailed routes for achieving it.
- Adjust to variations and even accommodate diversions along the way.
- Without losing sight of the destination: systemic and lasting improvement in teaching and learning.

However, results do not improve unless performance improves. In order for performance to improve, people must know what good performance looks like and have a clear path for achieving it. The WISE Tool provides the "what" but leaves the "how" to district and site leadership teams.

A Complicated Pursuit . . .

There are few systems that are more complex than the public education system. Most state education systems have at least four levels to their structure-state, district, school, classroom-with dozens of layers in and around and connected to each level-such as federal government, state government, local government, boards of education, PTAs, business roundtables, supplemental education service providers, advocacy groups, and student councils.

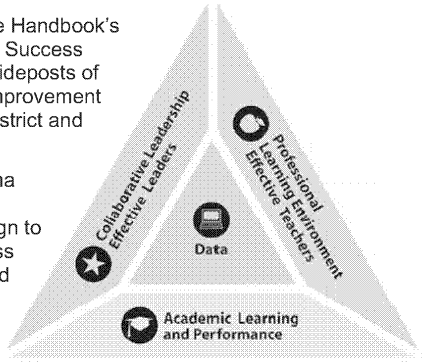
Efforts to work hard and do the right thing at every level and within layers sometimes compete. The WISE Planning Tool provides a ways to focus on the one constant: improved student achievement.

. . . Simplified

In 2007, the Center on Innovation & Improvement (CII) released its Handbook on Restructuring and Substantial School Improvement. The Handbook was designed to provide states, districts, and schools with a synthesis of the research surrounding what works in school improvement. At the spring 2008 annual convention of the American Educational Research Association in New York City, AERA's Division H named the Handbook the "Outstanding Publication of the Year."

CII turned the Handbook's research into Success Indicators-guideposts of successful improvement at both the district and school level.

The Oklahoma Performance Indicators align to these Success Indicators and are the backbone of the WISE Tool.



Performance Indicators of Success for Oklahoma School Improvement

Oklahoma uses the Performance Indicator Improvement track of the WISE Tool. Rapid Improvement Indicators are used to anchor the work of the school or district team in progressing towards rapid improvement of student learning and achievement.

School and district teams assess their current position relative to each Oklahoma Nine Essential Elements Performance Indicator. Using the WISE Tool, schools plan, implement, and monitor improvement measures prompted by the Performance Indicators.

Indicator
Something such as a light, sign, or pointer that gives information about which direction to follow.

Steps in the WISE Tool

1. Register District/School
2. Provide District/School Information
3. Form District/School Team
4. Assess District/School Indicators
   - Rapid Improvement Indicators: 29
   - Performance Indicators: 90
5. Create District/School Improvement Plan
6. Monitor District/School Improvement Plan

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Inner-city public schools need voices of support

THE OKLAHOMAN EDITORIAL
Published: April 27, 2010

THE students at Emerson High School aren't your typical inner-city kids. Among at-risk students, they face the greatest likelihood of not finishing school, of ending up in the court system, of raising children who continue the cycle of poverty.

They're either teenage moms — or expectant teens — trying to balance motherhood and school, or they're students who have had problems at their home school. The statistics may not be on their side. But they're not alone.

Discussions about how extensively to renovate Emerson, one of the city's oldest high schools, as part of the MAPS for Kids program has drawn an impressive amount of community response. They include local homeowners, volunteer tutors and officials with nearby St. Anthony Hospital.

Some are worried about the curb appeal of the near downtown neighborhood. Others want better and more well-rounded programs for Emerson students. The school is fortunate to have such willing advocates.

Not so long ago, the Oklahoma City School District was largely detached from much of the community. Its downward spiral was a sore spot in a city that was desperately seeking to evolve.

That recognition helped give birth to MAPS for Kids. And it's what inspired others throughout the community to pitch in at the schools in so many ways.

The story of what was once known as Western Village Elementary School is well-known in local circles. Integris Corp. flooded the chronically low-performing school with financial support and tutors before eventually taking over the day-to-day operations as a charter school. It's now known as Stanley Hupfeld Academy at Western Village, named after the man who until recently was the chief executive officer of Integris and whose passion for the school is boundless.

There are other examples, too. Devon and Chesapeake Energy have well-established tutoring and mentoring programs with inner-city schools. American Fidelity Corp. is a longtime partner of Wilson Elementary. This school year, the company even extensively renovated some of its office space to house Wilson's pre-kindergarten program while the main school building undergoes renovations. Many other businesses and church groups help in ways that aren't so obvious but are critical for the children they help.

Reality is that many of Oklahoma City's inner-city schools don't have a parent support base that's willing or able to be an advocate or squeaky wheel when needed. To the extent that others — whether it be businesses, the faith community or just interested individuals — can fill that void, they should. For too long, such voices were quiet in Oklahoma City. Our city can't afford to go down that road again.

integration (2004), the initiation of professional development , weekly meetings to support using the system (2005), and the sustained support of the professional learning communities for data-driven decision-making (2006 to 2008). The mean Oklahoma Core Curriculum Test (OCCT) reading scores increased from the baseline year (2004) and have continued to increase since full implementation of the data system. The chart below illustrates these findings. Analysis of Variance (ANOVA) demonstrates a statistically significant difference ($F=9.3$ and $p<.001$) between the baseline score and the consecutive years' scores.

Chart 1: Mean Reading Performance for Grades 3 through 8, 2004 to 2008

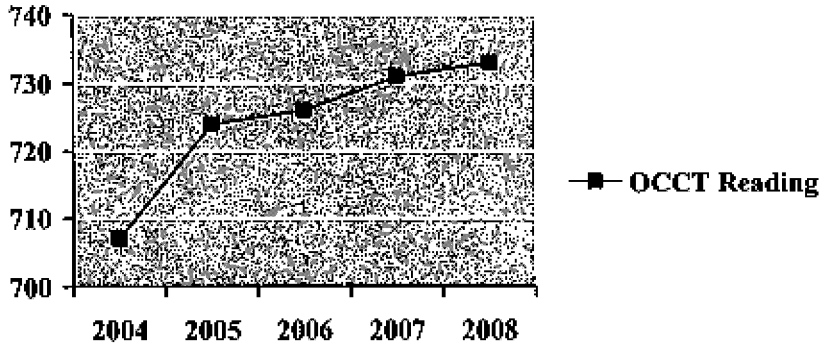


Chart 2: Mean Math Performance for Grades 3 through 8, 2004 to 2008

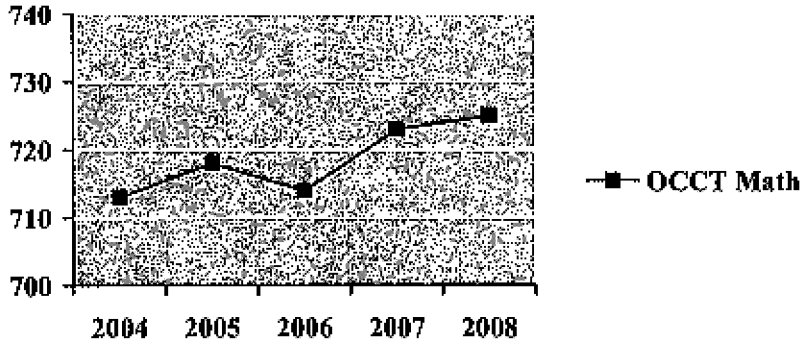
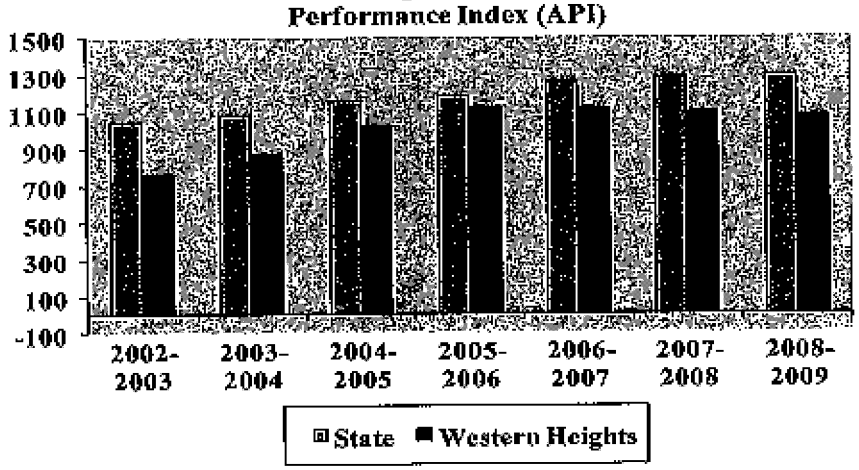


Chart 2 reflects a general upward trend over the five-year period, indicating improvement in state math scores across all grades tested. This is likely explained by the initial "jump-start" across core subject areas achieved by the introduction of a new data use system in 2004,

followed by a district-wide emphasis on instructional intervention strategies in reading and language arts beginning in 2006. Since then, the data-integration focus has grown more diverse and inclusive of all subject areas with scores continuing to increase in both reading and math.

Chart 3 provides the distribution of Western Heights' Academic Performance Index (API) of Adequate Yearly Progress over a seven-year period, beginning in FY 2002-2003, when the district was not making Adequate Yearly Progress on the state benchmark.

Chart 3. Western Heights District-wide Academic Performance Index (API)



By the 2005-2006 academic year, the district's performance significantly increased closely following the integration of the Mizuni system and the implementation of district-wide processes for bringing data-based decision-making into the classroom.

Western Heights meets all 10 Essential Elements needed for longitudinal data systems in schools identified by the **Data Quality Campaign (DQC)** (2010) and the 12 Elements identified in the America COMPETES Act (2007). In April of 2010, the seven partner districts were asked to complete an assessment of their systems' level of completion using the DCQ's 10 Essential Elements as a benchmark. Table 1 shows the distribution of the RLD3 partners' stage of completion in their own data systems according the DQC's standard. The partners in the RLD3

Wireless Generation Case Study

In 2007 New York City launched an ambitious effort to develop an instructional data system, the Achievement Reporting and Innovation System (ARIS), that integrates annual state test data with daily attendance, course grades, district interim assessments, past transcripts, credit accumulation, ELL status, IEP status, biographical data, and contact information–all into a single dashboard that gives every teacher and administrator in the city a comprehensive and real-time view of his or her students' current and past achievement data.

The system includes a data analytics package that enables teachers and administrators to slice and dice the data in dozens of ways. Schools can identify students who are struggling as measured by any of these measures and target data-informed strategies and interventions to meet their needs. The system is now being extended to include tools to enable teachers to add classroom grades and quizzes and other local data that schools want to add to their profile of students' performance and learning needs (e.g., behavioral incidents, club or sports participation).

An extension of the system, ARIS Parent Link, makes all of this same data available to parents, and teachers are now beginning to conduct parent-teacher conferences around a substantive discussion of each child's current achievements and challenges.

Getting the right data to teachers and administrators as soon as it's available is itself a real challenge–ARIS integrates data from nearly a dozen source systems, both internal and external to the New York City Department of Education. But the real challenge is

helping teachers use this data to inform instruction: diagnosing specific gaps in knowledge and skills, grouping students effectively based on these diagnoses, identifying and selecting instructional strategies and resources to address those needs, implementing selected strategies, monitoring effects, and revising instructional decisions based on continuously updated formative assessment data. This is a tremendously complex task for any one teacher to manage with a classroom full of students with widely varying abilities and learning needs. Developing this capacity among teachers and administrators is the real work required to make next-generation, student-centered instructional data systems worth the investment.

Wireless Generation was a key partner from inception in the design and development of the ARIS development, including data integration, permissioning, usability and reporting and Web 2.0 collaboration tools, and helped New York City roll out the system to more than 90,000 educators serving 1.1 million students. In spring 2009, ARIS Parent Link online walkthroughs were launched in 9 languages to give parents unprecedented ability to engage in their children's education with easy-to-understand access to their children's data. To support ARIS users, Wireless Generation created and delivered a training program to 1,497 schools, school support organizations and networks, as well as critical stakeholders such as union officials and parent coordinators. The company continues to work closely with the New York City Department of Education on ARIS.

And Now For Something Completely Different

The Wireless Generation guide to winning Race to the Top's (c)(3) points for Instructional Improvement Systems

wireless generation®

> The keepers of state education data systems are being challenged to build what might be thought of as 'third generation' systems—even before they have quite completed the second.

When carrots worth $50 to $700 million are dangled in front of state commissioners of education, even the less ambitious might be forgiven for starting to dream big. And big dreams come most easily in the realm of data systems. Though Race to the Top *Reform Plan Criterion* (c)(3), "using data to improve instruction" is worth only 18 points directly (or 4% of the total), states that underplay their response risk losing precious points in other areas such as differentiating teacher and principal effectiveness based on performance (58 points), ensuring equitable distribution of teachers and principals (25 points), improving the effectiveness of teacher and principal preparation programs (14 points), providing effective support to teachers and principals (20 points), turning around the lowest-achieving schools (40 points), and fully articulating the state's reform agenda (65 points)—all of which rely on a big leap in the power and reach of state-level data systems. In total, Instructional Improvement Systems (IISS) might impact 48% of a state's RTTT bid. To understand how states can win those points, we first need to look at how state data systems have evolved.

The first generation was accountability and verification systems for NCLB data. States created a pipeline of data from local education agencies (LEAs) that includes building-level enrollment (i.e., which students are enrolled at which school), demographics, and test data. States aggregate data from this pipeline, perform adequate yearly progress (AYP) calculations, have LEAs verify it, and send it on to the Feds.

First generation state data systems were focused on accountability and verification for NCLB.

In the second generation, largely funded by IES State Longitudinal Data System (SLDS) grants since 2005, states created data warehouses to store multiple years of data at the student level and provided tools to policymakers and researchers to study the data. Most states load their SLDS by capturing data from the first generation NCLB pipeline as it flows by. So the warehouse has the same data sets: building-level student enrollment (with a statewide unique student identifier), demographics, and state test results.

Second-generation systems incorporate the Data Quality Campaign's "10 Essential Elements" such as post-secondary data and student-teacher links.

Spurred on by subsequent doses of IES funding and by the exhortations of the America COMPETES Act and the Data Quality Campaign's "10 Essential Elements," some states have begun to enhance their

The third generation adds Instructional Improvement Systems that contain data and provide tools directly useful to educators in identifying student strengths and weaknesses and adapting instruction to address them.

SLDS warehouses. A popular addition is post-secondary data, so that K-12 systems can track the success of their graduates in college or the workplace—essentially their 'customers.' But since there is no national registry of student performance at college—whether undergraduates needed remediation in courses that they already took in high school, for instance—states typically have to make do with data from state colleges, a skewed sample from which to draw conclusions.

The other major enhancement that states are making to second-generation systems is driven by the teacher effectiveness *Zeitgeist*. To be able to calculate value-add for teachers and principals, teacher data must be linked to student data over multiple years. This is not easy. Many districts, let alone states, struggle to accurately match students and teachers. And exceptions abound: team teaching and pull-out interventions for example (who gets the credit for student growth?). But given sufficient resources, these are solvable problems.

The third generation calls for states to accomplish all of this and more: specifically, to create Instructional Improvement Systems that would be used by all educators in participating LEAs. States could simply leave this responsibility to LEAs. But that would be to miss an opportunity unlikely to be seen again for decades. LEAs have not always found it easy to create their own IIS. The vast majority of LEAs are anyway too small to afford to do so. And creating the technology district by district, resulting in a patchwork of incompatible systems that are difficult to support and even more difficult to integrate, is a very expensive way to go about creating such key infrastructure. By funding a single, state-wide system, the state can use its aggregated purchasing power to dramatically reduce per-student costs and steer the savings to ensuring excellent applications—such as 'early warning' systems that identify students at risk of dropping out early enough to prevent it—and properly investing in professional development (often skimped on by LEAs), for instance, in analyzing data and planning instructional changes based on it.

For states accustomed to systems with a handful of users per school, though, this presents a whole new frontier: educator-friendly tools on a massive scale. Roughly half of US states each have over 50,000 educators. Of course, states could (and should) take the approach of piloting with a few eager LEAs first, but the architecture will need to support going to scale if they are to avoid throwing the system away after the pilot is over.

Data educators use

States will also find what districts have been discovering for the last several years: educators are demanding users in several ways. First, data must be fresh: between a day and a week old. After a week, course enrollment will begin to be incorrect (students move) and rapid-time data such as formative assessments and attendance start to become too old to be truly formative. One large district discovered, soon after the launch of its teacher-facing system, that teachers started to call the help desk to complain as soon as the data are even three days stale.

Second, data must be rich, providing multiple sources so that educators can 'triangulate'—home in on a particular problem with the confidence that different measures agree. Many standardized assessments (including those sold as 'formative') are tuned for the middle of the curve, not for below-proficient students; they may be able to pick out at-risk students but do a poor job diagnosing what is causing at-riskness. Experience from elementary classrooms, where the use of formative data is becoming widespread, suggests that, at different times, an educator adept at using data will find a need for four different types of assessment: screening, diagnostic, progress monitoring, and outcome. And, to make sense of current data, educators may also find that they need information from previous years (this student doesn't understand fractions now; did he ever?).

Third, data must be fine-grained enough to be instructionally actionable. Data at the strand-level (e.g., writing, geometry) are not directly actionable. Standards-level data can be more useful but item-level is sometimes necessary: for instance, if standards do not differentiate two-digit multiplication items that are cast as computation versus word problems, teachers may not uncover the students who need extra support in approaching word problems.

Fourth, if users are truly to explore data, access tools must be Google-fast and Apple-simple, with response times of, at most, a few seconds.

Finally, data needs to be clean and accurate. Happily, the best way to establish accurate education data for a student is to show it to that student's teacher—or, of course, the student—and provide him or her with a way to address errors, for instance, by calling a help line or clicking a 'report a problem' link.

Taken together these requirements represent an order of magnitude more users, an order of magnitude faster response times, and one or even two orders of magnitude more data than today's state systems. They call for something completely different. This is a scale beyond the reach of the sort of enterprise tool sets that

Educators demand data that are fresh (between a day and a week old), combines multiple sources, are fine-grained enough to be instructionally actionable, clean, accurate, and with access tools that are Google-fast and Apple-simple.

state IT personnel typically have access to, though it is very comfortably within the reach of more modern, lightweight, internet architectures such as those used by Google, Facebook, and Twitter. To date no state has built such a system. But one state-sized district, New York City, with 1.1 million students, has done so, thereby proving it is possible. (Full disclosure: *Wireless Generation* helped build ARIS, the New York City system.)

For any state that can pull off building a third-generation system, though, the result could be transformative: far greater transparency for parents and students (not to mention teachers looking for a school to join); a platform for sharing innovations that would allow tools created in one part of a state to be used instantly elsewhere, like new apps on the iPhone (e.g., the early warning application mentioned above); a way to provide state-of-the-art tools to turnaround schools and closely monitor their usage; and a fresh role for the state in nurturing and highlighting effectiveness—of teachers, of programs, and of curricula. New York City was successful in part by taking an incremental approach and by having a roadmap to overcome the numerous obstacles.

We wrote this paper to help state teams do the same. It explores the *theories of action* of education data systems (page 8); expert advice on *IIS architecture* (page 13) and *data elements* (page 15); a *taxonomy of reporting tools* (page 16); how to begin your *(c)(3) application* (page 19); and the *future of knowledge management and collaboration* amongst educators (page 20).

Hurdles on the way to IIS

1. Establish unique state-wide teacher identifiers
2. Capture teacher-student link data
3. Establish state-wide standard course codes
4. Increase data refresh frequency to at least weekly
5. Augment warehouse with post-secondary data
6. Load formative data for participating LEAS
7. Create Google-speed data access tools
8. Pilot high-volume usage scenarios
9. Create a state-wide user directory
10. Roll-out and provide professional development

The Language

Race to the Top (http://www.ed.gov/programs/racetothetop) calls for:

(c)(3) Using data to improve instruction: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

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

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

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

Instruction Improvement Systems are:

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

Interim assessment means:

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

Formative assessment means:

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

And rapid time means:

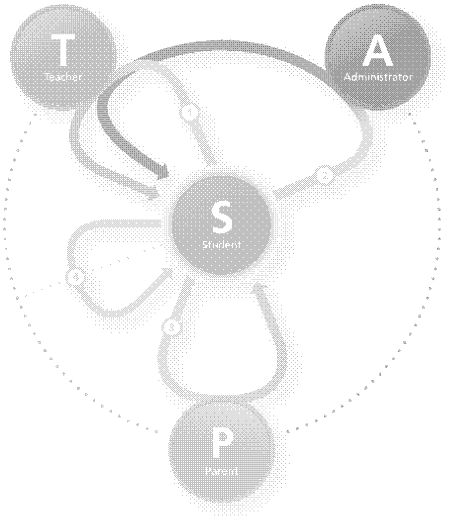
that data are available quickly enough to inform current lessons, instruction, and related supports.

Recall that (C)(1) calls for states to fully implement a longitudinal data system (i.e., in line with the America COMPETES Act) and (C)(2) calls for accessing and using state data.

In Search of a Theory of Action

States and districts are investing in data systems that, they believe, will directly impact student achievement. How, exactly?

ORGANIZATIONAL LEARNING EXPERTS have a useful shorthand for the answer to a question we should perhaps ask more often in K-12: What is the through-line from this investment or reform to the outcome we expect? They call it a *theory of action*[1]. Often the theory of action is left unstated or relies on optimistic assumptions. For instance, unless the through-line ends with something different happening in the interaction of a teacher, a student, and a task, it is difficult to see how there will be an impact on achievement[2].



We looked at the literature on district-wide (and state-wide) information systems, including US ED's Race to the Top, and we talked to several leading-edge districts to find out what their theories of action are. We identified four.

1. Student performance drives teacher insight and action. Theory of action: *If teachers have access to fine-grained, fresh, actionable assessment data for their students,*

[1] Argyris, C. (1997). "Learning and teaching: a theory of action perspective," *Journal of Management Education*, Vol. 21 No. 1, pp. 9-26. Argyris, C. and Schön, D.A. (1978), *Organizational Learning: A Theory of Action Perspective*, Addison-Wesley, Reading, MA

[2] See City, E.A., Elmore, R.F., Fiarman, S.E. & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press.

and if they have the time and skills (or tools) to analyze it, they will adjust subsequent instruction to better meet student needs; if instruction is more closely tailored to the skills and abilities (and misconceptions and procedural bugs) that individual students display, they will learn more.

In short: differentiated instruction. This is the core idea of Instructional Improvement Systems. And there is a good research base behind it. Lynn and Doug Fuchs of Vanderbilt University showed that giving teachers data on student progress improved student achievement[3]. They also found that coaching teachers on what the data mean (if the data is the What, this could be called the So What?) and what to do about it (the Now What?) improved student achievement even more[4]. A study based on Wireless Generation data for over 10,000 classrooms in 31 states found that those in which progress monitoring was frequent outperformed classrooms in which it was not, with effect sizes ranging from 0.33 to 1.25 (equivalent to students at the 50th percentile accelerating to perhaps as high as the 89th percentile)[5].

In these studies, the data teachers used were not the state-test data, which are often stale and too high-level to be used formatively: saying that this student was weak on algebra on a test he took six months ago is not particularly actionable for a teacher. Why was he weak? Is it word problems he struggles with? Or does he make procedural slips like losing negatives? Does he know what the '=' sign means or what a variable is? Does he at least have fractions and integer arithmetic down?

Data-driven differentiation is common in charter schools such as those operated by Achievement First (Connecticut and New York) and Aspire Public Schools (California). Only a small number of non-charter school systems have created the means to support it—examples being Aldine, Texas (winner of the 2009 Broad prize for urban education) and New York City.

The weak links in this theory of action are plain: getting teachers access to good data (which most lack, according to a 2009 survey[6]); ensuring they have the time and skill to derive meaning from it; access to resources and interventions to fit emerging student needs; and the time and classroom management skills to organize differentiation. Software tools can help: keeping track of all that for 30 (or 80, or 120) students, each learning every day, and then marshalling just the right resource at just the right moment, is a job that would tax any teacher without significant help from technology. Teachers without PCS surely cannot be making the best use of whatever data are available.

Any theory of action for an education data system needs to explain the through-line from the data to the student-teacher-task interaction.

The first theory of action is: if teachers have access to timely, fine-grained assessment data, they can adjust instruction to better meet student needs.

[3] Summaries of the research on the use of progress monitoring data, including several Fuchs and Fuchs papers, can be found at http://www.studentprogress.org/library/articles.asp.

[4] Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1991). Effects of Curriculum-Based Measurement and Consultation on Teacher Planning and Student Achievement in Mathematics Operations, *American Educational Research Journal*, Fall 1991; 28: 617 - 641.

[5] Hupert, N., Heinze, J., Gunn, G., & Stewart, J. (2007). Using technology-assisted progress monitoring to drive improved student outcomes. In E. B. Mandinach & M. Honey (Eds.), *Data-driven school improvement: Linking data and learning* (pp. 130-150). New York: Teachers College Press.

[6] Means, B., Padilla, C., DeBarger, A., & Bakia, M. (2009). *Implementing data-informed decision making in schools—teacher access, supports and use.* Washington, DC: U.S. Department of Education.

The second theory of action is: if administrators have access to accurate and timely performance data, they will be able to make better decisions about the allocation of resources.

2. Student (and teacher) performance drives administrator insight and action. Theory of action: *If administrators have access to fresh, regular performance data—like a CEO with a monthly profit-and-loss statement—and if they have the power to do so, then they will be able to direct resources to where they are most needed: providing intervention where it is needed; moving the strongest teachers to work with the weakest students; identifying who would benefit from more investment in professional development; noting what is working and what is not, and so directing staff to do more of the one and less of the other.*

There has been a great flourishing of this theory of action, usually referred to as performance management. Though there is little direct research to support it in the field of education, it is of course the primary theory of action of most for-profit organizations. Large school districts such as Denver and Dallas provide good examples of the dashboard approach—bringing several metrics together on one web page for principals.

The weak links in applying this theory in education are: access to quality data; the skills to analyze it; and the power to redirect resources accordingly. Some major school systems, such as New York City's, have focused on empowering principals for exactly this reason and have further introduced school report cards as an analog for the profit-and-loss chart. But the report cards are annual, and school-based teams quickly discover that they need more targeted assessments and diagnostic

data, as well as tools that enable them to track the impact of specific initiatives and to distinguish a good idea poorly implemented from a bad idea. For instance, if a new curriculum implemented in 100 classrooms spurs growth for at-risk students in all but 20 of them, it may be that teachers in those 20 classrooms need more support in how they deliver the curriculum to at-risk students. Data can help pinpoint that situation and help avoid districts ejecting expensive programs in search of one that will work everywhere.

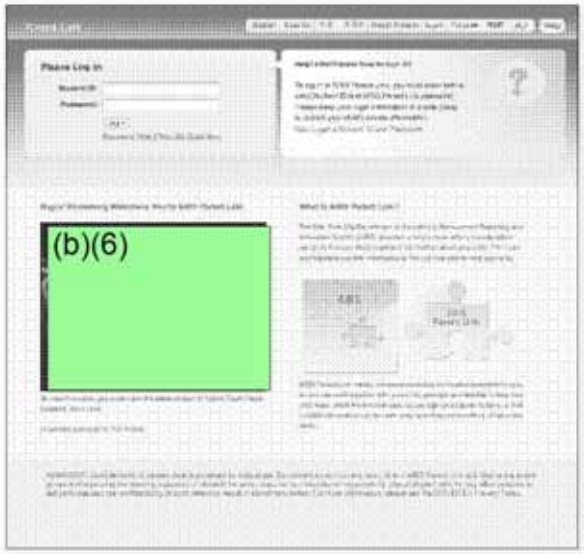
The trend towards measuring teacher effectiveness or 'value-add' is another aspect of this theory of action. It requires a reliable way to measure teacher performance plus the means to do something about it. Teacher unions have been accused of making the former difficult in order to prevent the latter. But what seemed impossible just two years ago now seems inevitable. School systems will have a greatly increased ability to act on the data: incentivizing better performance; putting stronger teachers in front of the students who need them; perhaps even removing the weak performers after giving them a reasonable opportunity to improve. The greater use of value-add measures is in turn creating greater demand from teachers and administrators for data that reflects multiple perspectives and for ways to track initiatives over time.

3. Student performance drives parent insight and action. Theory of action: *If parents have full visibility of their child's performance, and if they have the skill and will to do so, they will act to reinforce strengths and help address weaknesses: improving motivation by providing incentives and concretizing consequences; increasing study time; providing or arranging for extra support such as tutoring; and collaborating with teachers to understand academic issues.*

A number of school systems provide online access to school data for parents based on this theory of action—for example, Broward County's Virtual Counselor and New York City's ARIS ParentLink. A happy side effect is that parents showing up to teacher conferences armed with data encourages teachers themselves to engage with the data beforehand. Critics suggest that the parents most likely to make use of the data for good effect are the parents who were deeply involved with their children's academic performance anyway. Other weak links are that not all parents have Internet access (though they can get it at most libraries and, often, their child's school) and that, even if they do, they may not be able to make sense of multi-faceted assessment data. An early pilot of New York City's ARIS ParentLink was redesigned around a much simpler storyboard format when usability studies revealed that parents were struggling with the raw data.

Schools systems are changing in ways that will give them a greatly increased ability to act on teacher value-added data.

The third theory of action is: if parents have visibility of their child's performance, they will act on it.



www.arisparentlink.org

The fourth theory of action is: if students have access to their own performance data, they will be able to set their own goals and track towards them.

4. Students' performance drives their own insight and action. Theory of action: *If students have access to their own performance data, they will be able to set goals for themselves, track their progress, compare themselves to peers, and decide for themselves when to redouble their efforts and when to adjust their goals.*

Proponents of this theory of action point out that young people can demonstrate dazzling focus and tenacity when goals are discrete and achievable—e.g., when playing video games. Parallel examples in K-12, though, are rare. The Denver School of Science and Technology, a successful charter high school, issues students spreadsheets of formative assessment data. And students at Kunskapsskolan, a Swedish school group, set their own academic goals and the schedule they will follow to achieve them. This, of course, is closer to the arrangement students will encounter at college and beyond. The weak links in the theory are: students may not have access to a PC; they vary greatly in their ability to self-regulate; and peers may set too low a performance standard.

Getting Data In

In our work with State Departments of Education, we identified four major strategies for creating an IIS data warehouse

THE FIRST STRATEGY to creating an IIS is to augment the existing accountability pipeline with the new data sets. This may make sense for data that are closely related to the existing data in the pipeline, and that come from the same source systems, but adding attendance and frequent formative data may overwhelm both the pipeline and the accountability warehouse.

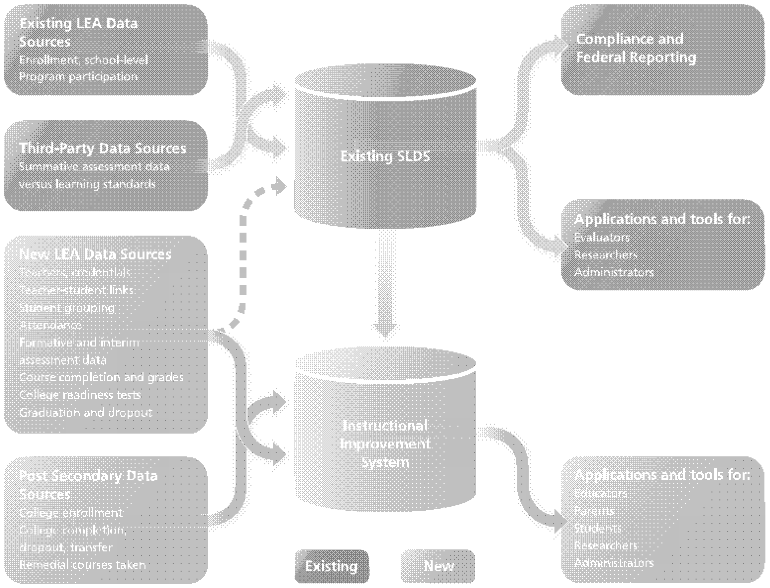
A second strategy is to leave the accountability pipeline in place and create a new data warehouse fed directly by LEAs, using a dropzone for files in the correct format or, perhaps, SIF. This is cleaner, but will require a lot of work on the part of LEAs, who may object to integrating all over again.

Which leads to the third strategy: combine both of the above. That means (a) augmenting the existing pipeline from LEAs where it makes sense (teacher IDs and teacher-student links for instance), (b) turning up the frequency of refresh for that pipeline to, say, weekly, and (c) providing a direct channel for LEAs to load the other datasets. In some cases, such as interim assessment data managed by third parties (CTB/McGraw-Hill, say, or Wireless Generation), states can load directly from the third party, with the LEA's permission.

To the LEA, this 'augment-and-extend' strategy may be most attractive. The state is saying, in effect, "we've taken the data you already send us, turned up the refresh frequency (through the same pipeline), and created a place for you to bring all the other datasets that educators need to create a truly valuable data warehouse." It's like having a shiny, new facility ready to move in to.

Augment-and-extend, while attractive, still requires LEAs to integrate their local systems. In most states, there are hundreds of different systems in use. To some, that seems like a waste of precious dollars, so a fourth strategy is gaining appeal: creating a single Student Information System for any LEA that wants to use it. If all LEAs wanting access to the IIS switch to the state-wide SIS instead of their own local solution, loading the state-level data warehouse becomes straightforward—just transfer data from the state-wide SIS every night.

The 'augment-and-extend' strategy involves augmenting the existing LEA pipeline (plus refreshing more frequently) and providing a place for other datasets, such as formative assessment data, to be loaded directly into state systems.



This strategy is being contemplated in several states including Texas and Maine, where many LEAs already use the same SIS. That still leaves non-SIS datasets to load, and educators are likely to resist standardizing formative and diagnostic assessment data (though they may be willing to standardize gradebooks and attendance systems).

Indeed, for many LEAs, it is the richness of this local data that is most important (see the table on page 15). They have found or, in some cases, built tools that pinpoint a precise area of concern such as college-ready writing or oral language development for ELL students. When New York City launched its ARIS educator-facing system, it pre-loaded 30 different assessment datasets. Though this was considerably more than teachers could easily access before, the city has since received requests for dozens more assessments and is planning to extend ARIS to support a number of assessment templates for new datasets.

This is rather like the M25 ring-road around London, built in the 1980s. Though it significantly increased the capacity of London roads, it was almost immediately congested. Its planners assumed traffic would be diverted from other routes but did not anticipate that drivers would react to the new convenience by dramatically increasing the number of trips they took. States might discover a similar victim-of-its-success consequence of launching an IIS.

	Baseline IIS Data Elements	Additional Data Elements
Enrollment	*School-District-Region-State hierarchy *Student longitudinal identifier(s) *Student biographical attributes *Student demographic attributes *School-level student enrollment and local identifier(s) *Teacher longitudinal identifier(s) *Teacher core attributes (e.g., role, education, credentials) *Teacher-student link: class-level enrollment	School networks and other administrative or program groupings Course identifier and attributes (including mapping to state-wide standard course code) Teacher-student-course link Teacher professional development taken
Student grouping	*Student program participation (e.g., free and reduced lunch, ELL, special education)	Teacher-created groups Teacher-captured intervention points Course grades
Student outcomes	*State tests and state-mandated local tests disaggregated to state standard level *Not-tested students by grade and subject *Course completion and grades (i.e., transcript data for middle and high school) *Graduation and dropout *College readiness tests (SAT, ACT, AP, IB)	
Student behavior	Daily attendance	Tardiness Period attendance (preferred, if available) Disciplinary data (e.g., office visits, suspension, expulsions)
Student formative data	Formative assessment data disaggregated to state standard level	Item-level formative data Local/diagnostic data (e.g., reading level, non-standardized assessments, progress monitoring data) Student surveys (e.g., for motivation, interests, attitude/engagement, non-academic issues)
Post secondary	*College enrollment *College completion, dropout, transfer *Remedial courses taken	
Learning standards	*State standards hierarchy Common core standards	LEA-specific adaptations to state standards Link to content author
Knowledge object metadata		Content type, title, date, and other high-level metadata Link to state standards Content peer rating, if available Full-text index, for search purposes
Financial data		School-level budget Individual-specific salaries

Elements marked * appear in the Data Quality Campaign's 10 Essential Elements for a State Longitudinal Data System (http://www.dataqualitycampaign.org/survey/elements) or the America COMPETES Act of 2007 (Public Law 110-69) or both

Getting Information Out

Educators are often given powerful reporting tools. But simpler may be better

Users often ask for powerful and flexible reporting tools but underestimate the extra investment of ther time necessary to master a sophisticated tool well enough to make use of the flexibility.

A WELL-KNOWN PHENOMENON—in education and in other industries—is that *users ask for more powerful and flexible reporting tools than they really need or, in practice, make use of.* No one turns down the offer of more flexibility, but users often fail to take account of the extra investment of their time necessary to master a sophisticated tool well enough to use that flexibility. The result is that licenses for powerful 'business intelligence' tools often go unused.

Of course there is a core of seasoned evaluators and statisticians—plus computer-savvy administrators—who really do need full *ad hoc* analytics. But most organizations discover that they have only a handful of such people. A much wider user base—including the vast majority of teachers—gets maximum utility from simpler, faster tools that 'know' who they are and 'understand' the kinds of questions they most frequently have. For instance, when Wireless Generation conducted extensive usability testing with different report layouts for a large urban district, educators overwhelmingly wound up choosing a class list, richly populated with fresh data. The users went on to design a system that allows them to see their up-to-date class data in just one click after logging in; they can then sort and filter it, with each screen refresh taking less than a second.

Of course, those same users can switch to a more powerful tool if needed: to see how well interim tests correlate with state test performance, for example. (They may need professional development in topics such as correlation versus causation. One school district, on discovering that number-of-books-in-the-home correlated strongly with reading performance—presumably because it is a proxy for intelligent parents—began purchasing books for parents.)

What this means is that school systems need to provide a range of reporting tools in order to maximize the number of fruitful encounters with data across

[1] Means, B., Padilla, C., DeBarger, A., & Bakia, M. (2009). *Implementing data-informed decision making in schools—teacher access, supports and use.* Washington, DC: U.S. Department of Education. "The data... suggest that teachers generally can locate specific information in a data table or graph but that they experience increasing difficulty if they need to manipulate the data in some way or make comparisons between multiple data points. Necessary manipulations required only basic arithmetic (subtraction, division), and teachers were provided with paper and pencil and with calculators they could use if they wished. Even with these tools, cognitive research would suggest that the cognitive load required for keeping in mind the issue at hand, multiple data points, and intermediate products of data manipulations have a role in the observed deterioration of teachers' accuracy."

Principals

Teachers | Central Administrators

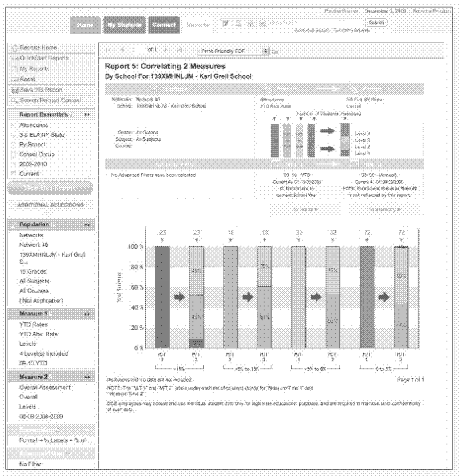
Google-speed user-specific views and dashboards	Goal-oriented canned reports, subscriptions, and alerts	Custom slice-and-dice reports	Full ad hoc analytics
• For a teacher, takes you directly to your class lists • For a principal, takes you to dashboard with grade-level aggregate data and lets you drill down • Click any student name at any time to get his or her full student profile • Create and track ad-hoc student groups • *Very fast; acts like a dashboard but without multiple clicks*	• Uses goal-oriented analysis to find the 20% of reports that answer 80% of questions • Single click to generate any of 100+ reports • Knows who you are (so is automatically configured for your network, school, classes) • Create subscriptions and alerts to be automatically emailed to a group every day, week, or month • *Fast; reports generated have full slice-and-dice capability*	• Five powerful report templates cover almost any query including comparisons (population or measure), tabular, longitudinal, and correlation/effectiveness • Edit dozens of parameters (demographics, program, participation, etc.) and regenerate in real time • Drill up, down, across • Print, export, email • Save to My Reports • *Powerful; some queries take more than a minute (but most are optimized)*	• Powerful, off-the-shelf business intelligence tools such as Cognos or Microsoft OLAP • Allows every conceivable query to be asked, assuming the data are available • Users build queries manually using a "universe" of objects • Export to statistical tools such as SPSS, R • *Ultimate flexibility; queries may be very slow to run; complex to use, easy to misread*

INCREASING FLEXIBILITY; INCREASING COMPLEXITY

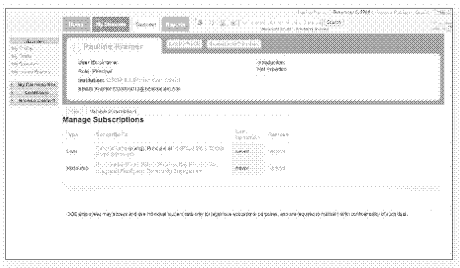
INCREASING SIZE OF USER BASE

all users. Our analysis identified four major categories of reporting tools (see the chart on this page and the screenshot examples on page 18). All four draw from the same warehouse (or mirrored copies of it to avoid performance problems) and all can be accessed through a unified user interface with single sign-on. At the same time, states will be able to create powerful new visualizations such as those based on Colorado's growth model (SchoolView.org) and provide a much richer, anonymized, dataset to nation-wide systems such as SchoolDataDirect.org, SchoolMatters.com, and GreatSchools.net. That presents an opportunity for the creation of tools for parents, say, or researchers that are more powerful than ever before. Education could go from being one of the weakest industries in terms of leveraging IT to one of the strongest in just a few years.

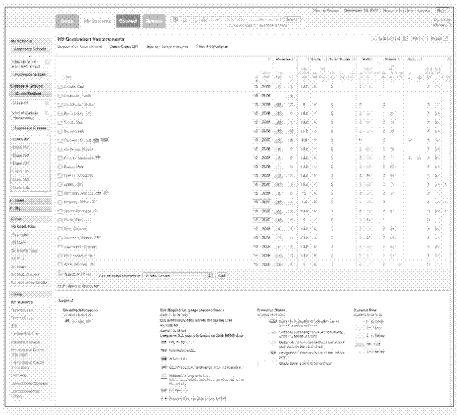
Though data access tools provide different capabilities, they can all be combined into one user interface so that users don't need more than one login.



Canned + Slice-and-Dice Report



Subscribing to a Report



Class List

Student Profile

Your (c)(3) Application: Key Goals

The state and participating LEAs will improve student achievement by:

1. **Providing educators in participating LEAs (and ultimately state-wide) with technology-based tools allowing them to:**
   - 1.1. Identify the strengths and weaknesses of individual students at a sufficiently granular level (i.e., at least as granular as the state standards) to be connected directly to alternative instructional strategies
   - 1.2. Examine multiple sources of data including summative, interim, formative, grades, credits, attendance, etc. by logging on to a single user interface
   - 1.3. Use multiple reporting tools—some focused on rapid response and ease-of-use, others on deeper analysis and slice-and-dice capabilities—to explore and understand the data
   - 1.4. Make informed decisions on next instructional steps, differentiated at the student level where appropriate
   - 1.5. Track these steps, evaluate their success, and adjust when necessary
   - 1.6. Collaborate with other educators to share and to find effective instructional practices for specific student segments
2. **Providing educators and administrators in participating LEAs (and ultimately state-wide) with technology-based tools allowing them to:**
   - 2.1. Identify gaps in curricula at the level of state standards or below
   - 2.2. Identify successful practices at the level of state standards or below and use them to fill curricula gaps
   - 2.3. Evaluate the effectiveness of instructional plans for individual teachers and students or student segments
3. **Creating a platform capable of being extended to include:**
   - 3.1. A portal allowing parents to access up-to-date data for their children
   - 3.2. An educator Learning Management System, integrated with the IIS so:
     - 3.2.1. Blended online/offline professional development (PD) can be targeted to the educators, and in the subjects, who need it according to the data
     - 3.2.2. The effectiveness of PD can be evaluated
   - 3.3. A student-facing Learning Management System, integrated with the IIS
   - 3.4. A way for local (i.e., building- or even classroom- specific) datasets to be captured—e.g., tracking data for a school-wide behavioral intervention
   - 3.5. Online instructional tutoring with live remote coaching of students using instant messaging and tablet computers
   - 3.6. A place for students to set goals and track progress towards them
   - 3.7. Social networking tools allowing educators to share effective lesson plans (where "effective" is defined by the data)), best practices, and collaborate and around specific shared problems
   - 3.8. Captures of student work (e.g., by scanning it) allowing it to be stored as part of a portfolio and perhaps coded for diagnostic purposes
   - 3.9. An open Application Programmers' Interface (API) so LEAs and third parties can create innovative applications that draw on rapid-time data—e.g., an early warning indicator to identify students at risk of dropout
   - 3.10. Links to digital curriculum aligned to standards, especially Open Education Resources (OER).

DxK

> Could the key to getting educators to share best practice be to link their knowledge to student achievement data?

A SoNo (short for "So What? Now What") is a text article designed to elucidate the meaning of a piece of instructional data, to recommend action to be taken in the light of that data, and to stimulate discussion about that interpretation and guidance.

"Take almost any problem in K-12 education and you'll find it has been solved in a classroom in this city. We just don't know which classroom." New York City schools Chancellor Joel Klein may have been exhorting his audience to create a system to prove him wrong. But, for now, he's right: somewhere, somehow, some teacher has figured out how to surmount almost any barrier to student achievement. But the solutions are usually confined to the isolated classrooms of individual teachers. Schools lack ways to harness collective ingenuity and share it. Teachers who think nothing of sharing a photograph on *Facebook*, tweeting their movements on *Twitter*, and posting a review on *Amazon*, are yet to embrace the education-specific social networking sites that have begun springing up.

At the same time, the data warehouses that districts and states are building are valuable assets in themselves, but their value could be amplified by tools, programs, and professional development that help educators make the leap from "What?" (the raw data) to the "So What?" (what the data mean) and the "Now What?" (what to do or change).

Perhaps the answer lies in linking student achievement data (D) with educator knowledge (K) of effective practices (i.e., DxK). Wireless Generation created the *SoNo* concept (short for "So What? Now What") to help turn data systems into engines that capture knowledge about what is working and rapidly disseminates this knowledge to those who need it.

Web 2.0

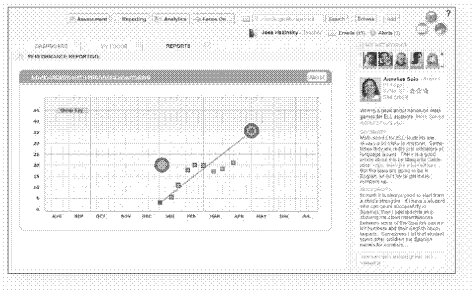
SoNos are an instance of "Web 2.0" functionality. That is, they use the Web to enable a community to create something collaboratively. Familiar Web 2.0 offerings include *Wikipedia* (where a community is writing a superior encyclopedia), *Google* (where the primacy that users give to different Web sites provides a superior way to search), and *del.icio.us* (where users can browse the bookmarks of other participants with whom they share interests). What unites these phenomena is not only that they allow users to participate but that user participation organizes itself in such a way as to yield a better product—indeed, a more organized product—than anything created by an "in-house" team of authors,

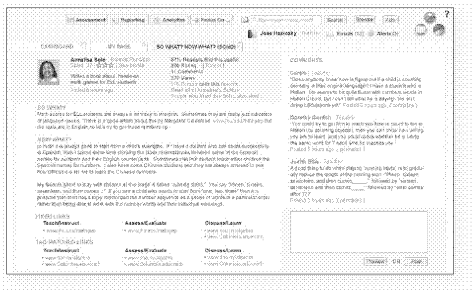
editors, or developers. And the artifacts keep getting better the more that people participate—often at a rate that no single organization could ever keep up with.

A SoNo is a text article in a format designed to elucidate the meaning of a piece of instructional data, to recommend action to be taken in light of that data, and to stimulate discussion and debate related to that interpretation and guidance. SoNos enable educators to keep a network of colleagues present with them throughout their work with instructional data. The SoNo technology pushes guidance from that network to the user just at the moment it is most relevant to work the user is doing in the data system.

SoNos can appear alongside any piece of performance data including attendance data, student performance data, high-stakes test data, etc. Rather than leaving the user to examine the data "on their own," the SoNo technology attempts to figure out: who has the knowledge to help understand and do something with the data?

You'll see that there are several pictures above the SoNo (top right of the first screen shot on this page), each corresponding to the author of an alternative SoNo that may be relevant to the user's data. The "highest rated" SoNo is presented in the right margin, but the user can easily toggle to see the others. Pictures are color-coded to indicate the contributor's role—orange for principal, green for teacher, etc. SoNos can be authored by any user including teachers, administrators, subject matter experts, researchers, district support teams, and others.

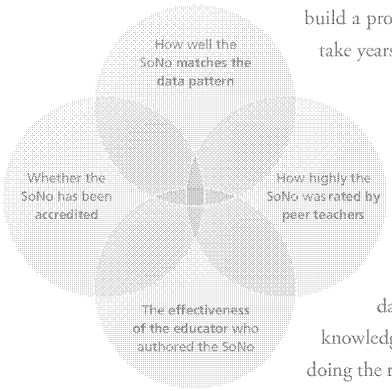




Combining teacher effectiveness metrics with SoNos could be transformative for a state's Race to the Top application.

If the user is interested in what this SoNo has to say, he or she can click on it and be taken to a page that explores the SoNo in more detail, complete with multimedia resources that are relevant to it, social search links, and a participatory discussion about the SoNo. And if the user is particularly interested in this SoNo, the user can also visit this SoNo author's profile page, which shows recent content that author has contributed and others in the network that the author has "friended."

So, a first-month teacher could use the SoNo Application to find this former principal with 30 years of experience and can immediately network with the people that former principal has found most valuable over her 30-year career. The first-month teacher can build a professional community that might otherwise take years to create.



A SoNo ranking algorithm is used to determine which of all the matching objects in a large content database should be displayed first. There are four factors involved in ranking a SoNo: first, that the knowledge applies to a similar population of students and similar pattern of data; second, that other teachers thought the knowledge was good; third, that the person who is doing the recommending actually achieved significant student growth last year on the metrics in question; and last, that a district or state authority has signed off on the knowledge as being aligned with overall strategy.

Using teacher effectiveness metrics with SoNos could be transformative within a Race to the Top (RTTT) application. Since a RTTT state will have data on value-add for many educators, and since that data resides in the same data warehouse being used to power the charts on the Web page, all of those elements can be brought together to help identify the practice that has the greatest chance of being both relevant and impactful. (It is, of course, possible that someone who is not an effective teacher can still have good advice, and someone else could be high-performing and yet have bad advice. No system of knowledge sharing is perfect.)

In time, teachers will realize there is a large and receptive audience waiting to share their successful strategies. They will begin to write their own SoNos and tie them to patterns they see in their data. No single district will have enough contributors to create a critical mass of SoNos covering every meaningful data pattern in every grade and subject. That will take a state—or maybe several states working together—connecting SoNos to statewide data through their Instructional Improvement System. Only then will the wisdom of crowds make Joel Klein's vision a reality.

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article VI - Teachers

Section 6-122.3 - Eligibility for Grant of Alternative Placement Teaching Certificate

Cite as: O.S. §, __ __

A. The State Board of Education shall grant an alternative placement teaching certificate to a person who makes application to the State Board and meets all of the following criteria:

1. Holds at least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has attained a cumulative grade point average of not less than 2.50 on a 4.0 scale;

2. Has completed a major in a field that corresponds to an area of specialization for an Elementary-Secondary Certificate, a Secondary Certificate or a vocational-technical certificate;

3. Declares the intention to earn standard certification by means of an alternative placement program in not more than three (3) years. The State Board of Education shall determine the subject matter of the professional education component of an alternative placement program. The number of clock or semester hours required for the professional education component of an alternative placement program needed to qualify for standard certification shall be as follows:

a. baccalaureate degree, eighteen (18) semester hours or two hundred seventy (270) clock hours, or

b. postbaccalaureate degree, twelve (12) semester hours or one hundred eighty (180) clock hours.

c. the State Board of Education shall establish a core minimum of six (6) semester hours or ninety (90) clock hours for the professional education component.

The requirements set forth in this subsection shall exclude all student teaching requirements pursuant to the provisions of subsection E of this section;

4. Has passed the general education and subject area portions of the competency examination required in Section 6-187 of this title in the area of specialization for which certification is sought; and

5. Either presents a document from an accredited public school district in this state offering employment in the area of specialization for which certification is sought on condition that the person enroll in an alternative placement program approved by the State Board of Education or declares the intention to seek employment as a teacher at an accredited public school district in this state. The certificate granted pursuant to this subsection shall be considered a "valid certificate of qualification" for the purposes of Sections 6-107 and 6-108 of this title, and the holder of the certificate shall be considered a resident teacher for the purposes of Section 6-195 of this title.

B. An alternative placement teaching certificate shall be renewed for not more than a maximum of three (3) years upon presentation of a document from an accredited public school district in this state offering renewed employment in the same area of specialization and a document from a teacher education institution verifying satisfactory progress in an appropriate alternative placement program.

C. Persons enrolled in an alternative placement program shall:

1. Have never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the Oklahoma Commission for Teacher Preparation to offer teacher education programs, nor have enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of the program, except those persons who hold a certificate;

2. Have on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within three (3) years;

3. Participate in the Residency Program, established in Section 6-195 of this title and have the same duties and responsibilities as other resident teachers, except those persons who hold a certificate; and

4. Except for persons participating in the federal Troops To Teachers Program, document at least three (3) years of work experience after completion of the baccalaureate degree which is related to the subject area of specialization if the person has only a baccalaureate degree with no postbaccalaureate work in a related area.

D. The State Board of Education may grant an exception to the requirements for licensure and certification and, upon demonstration by an individual of specific competency in the subject area of specialization, may grant a license or certificate to the individual. The State Board may establish other requirements necessary to grant exceptions.

E. Student teaching and a prestudent teaching field experience shall not be required of alternative placement program participants for standard certification.

F. The State Board of Education shall promulgate rules authorizing adjunct teachers who shall be persons with distinguished qualifications in their field. Adjunct teachers shall not be required to meet standard certification. Adjunct teachers shall be limited to ninety (90) clock hours of classroom teaching per semester.

G. Each teacher education institution shall provide the Office of Accountability an annual report of information specified by the Office of Accountability regarding participation in the alternative placement programs offered by the Institution.

H. The Oklahoma Commission for Teacher Preparation shall not accredit, renew the accreditation of, or otherwise approve any teacher education program of any institution of higher education in this state that has not implemented alternative placement programs in at least four areas of specialization, including mathematics, science and a foreign language. Each institution shall allow individuals who meet the criteria of subsections A and C of this section to be:

1. Admitted to an alternative placement program without further qualification; and

2. Offered the opportunity to complete the requirements for standard certification set forth in subsection A of this section during the summer preceding and the summer following the first year of teaching with an alternative placement teaching certificate. Any person seeking standard certification through an alternative placement program shall be permitted to take necessary courses during regular semesters if offered.

I. The criteria specified in subsection H of this section can be met through a cooperative arrangement entered into by two or more institutions of higher education.

Historical Data

Added by Laws 1989, 1st Extr. Sess., HB 1017, c. 2, § 23, emerg. eff. April 25, 1990; Amended by Laws 1991, SB 158, c. 67, § 1, emerg. eff. April 12, 1991; Amended by Laws 1992, HB 2246, c. 308, § 9, emerg. eff. June 1, 1992; Amended by Laws 1995, HB 1331, c. 177, § 1, emerg. eff. July 1, 1995; Amended by Laws 1999, SB 715, c. 202, § 1, emerg. eff. July 1, 1999 (superseded document available); Amended by Laws 2001, SB 388, c. 425, § 1, emerg. eff. June 5, 2001 (superseded document available); Amended by Laws 2009, HB 1333, c. 82, § 1, eff. November 1, 2009 (superseded document available).

Citationizer© Summary of Documents Citing This Document

Cite Name	Level	
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Title 70. Schools		
Cite	Name	Level
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70 O.S. 1210.577,	Director - Certification and Employment of Teachers	Cited

Citationizer: Table of Authority

Cite Name	Level
Title 70. Schools	

Cite	Name	Level
70 O.S. 6-122.3,	Eligibility for Grant of Alternative Placement Teaching Certificate	Cited
70 O.S. 6-107,	Violations of Act.	Cited
70 O.S. 6-108,	Certificate of Qualifications - Unlawful to Teach Without	Cited
70 O.S. 6-152,	Repealed by Laws 1992, HB 2246, c. 308, § 15, eff. September 1, 1995	Cited
70 O.S. 6-187,	Competency Examination - Eligibility - Certification - Offering of Examinations	Cited
70 O.S. 6-195,	Residency Program - Administration - Requirements - Residency Committee Members	Cited

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article VI - Teachers

Section 6-122.4 - License for Teach for America Program Members

Cite as: O.S. §, __ __

A. The State Board of Education shall issue a two-year, nonrenewable license to teach to any person who has been accepted into the Teach for America Program and has on file with the Board a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined in Section 150.9 of Title 74 of the Oklahoma Statutes. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary license which shall be effective until receipt of the national fingerprint-based criminal history record. The person applying for a license shall be responsible for the cost of the criminal history records.

B. Notwithstanding any other provision of law, the State Board of Education shall issue a certificate to teach to any individual who has:

1. Been issued a license pursuant to subsection A of this section;

2. Completed the coursework requirements established for participants of the Teach for America Program;

3. Successfully passed the assessment requirements established by Teach for America for participants of the Teach for America Program; and

4. Submitted an application and payment of the certification fee as prescribed by the Board.

Historical Data

Added by Laws 2008, HB 3124, c. 152, § 1, eff. November 1, 2008; Amended by Laws 2009, SB 394, c. 270, § 2, eff. November 1, 2009 (superseded document available).

Citationizer© Summary of Documents Citing This Document

Cite	Name Level
None Found.	

Citationizer: Table of Authority

Cite	Name Level
None Found.	

Oklahoma Statutes Citationized

Title 70. Schools

Section 6-122.6 - Temporary Secondary or Middle Level Teaching License - Mentoring Program - Alternative Teacher Certification Organization

Cite as: 70 O.S. § 6-122.6 (OSCN 2010)

A. The State Board of Education shall issue a one-year, nonrenewable secondary or middle level license to teach to any person who has attained certification by an alternative teacher certification organization as set forth in subsection C of this section and has on file with the Board a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined in Section 150.9 of Title 74 of the Oklahoma Statutes. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary license which shall be effective until receipt of the national fingerprint-based criminal history record. The person applying for a license shall be responsible for the cost of the criminal history records.

B. Notwithstanding the provisions of Section 6-195 of Title 70 of the Oklahoma Statutes, teachers issued a license pursuant to this section shall not be subject to the requirements of the residency program, but shall participate in the mentoring program provided by the alternative teacher certification organization as set forth in subsection C of this section. Upon successful completion of such mentoring program, the teacher shall be issued a certificate to teach by the State Board of Education after completion of the application and payment of the certification fee as prescribed by the State Board of Education.

C. For purposes of this section, the State Board of Education shall identify an alternative teacher certification organization that was founded with grant funding from the United States Department of Education and that developed the Passport to Teaching program, which is a certification program designed for professionals who want to change careers and become teachers. The program shall require candidates to hold a bachelor's degree, pass a professional teaching knowledge exam, pass a subject area exam, and pass a background check. The organization shall provide candidates with access to workshops, an experienced teacher-advisor, and optional access to comprehensive subject matter refresher courses. The organization shall also provide an intensive mentoring and induction program.

D. The State Board of Education shall adopt rules to implement the provisions of this section.

Historical Data

Added by Laws 2009, SB 582, c. 89, § 2, eff. August 26, 2009.

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Cite	Name	Level
None Found.		

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None Found.		

Oklahoma Statutes Citationized

Title 70. Schools

Section 6-122.5 - Who Can Be Granted Alternative Placement Teaching Certificate

Cite as: 70 O.S. § 6-122.5 (OSCN 2010)

A. The State Board of Education shall grant an Alternative Placement teaching certificate to any person:

1. Who meets the eligibility requirements for the Troops to Teachers program operated by the United States Department of Defense and managed by the Defense Activity for Non-Traditional Education Support (DANTES); and

2. Who meets the requirements set forth in Section 6-122.3 of Title 70 of the Oklahoma Statutes.

B. The State Board of Education shall adopt rules to implement the provisions of this section.

Historical Data

Added by Laws 2009, SB 582, c. 89, § 1, eff. August 26, 2009.

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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article VI-A - Teacher Licensure and Certification

Section 6-189 - Licensure and Certification System - Requirements for Certificate for Superintendent of Schools and Principal

Cite as: O.S. §, __ __

A. The licensure and certification system required by the Oklahoma Teacher Preparation Act as part of the new teacher preparation system shall be competency-based. The competencies for licensure and certification shall be integrated with competencies specified in Section 6-185 of this title. By July 1, 1996, the State Board of Education shall adopt general competencies for licensure and certification, and by January 1, 1997, the Board shall have adopted full competencies and implemented the licensure and certification systems as required in this act. No higher education courses or credit hours may be specified by the State Board of Education in rules for licensure or certification. Nothing in the licensure and certification rules adopted by the Board shall prohibit the Oklahoma State Regents for Higher Education from adopting policies and procedures it deems appropriate for coursework, grade point average, or credit hours for teacher preparation at institutions in The Oklahoma State System of Higher Education.

B. The certification requirements for a school principal not alternatively certified under subsection D of this section shall include not less than:

1. Completion of a standard master's degree;

2. Completion of a program in education administration approved by the Oklahoma Commission for Teacher Preparation with an emphasis on curriculum, instruction and building-level leadership skills;

3. Any other professional education and requirements as may be fixed by the State Board of Education;

4. A passing score on the subject area competency examination required in Section 6-187 of this title; and

5. A minimum of two (2) years of successful teaching experience in public or private schools accredited by the Board.

C. The certification requirements for a superintendent of schools not alternatively certified under subsection D of this section shall include not less than:

1. Certification as a school principal or completion of the certification requirements for a school principal as set forth in subsection B of this section;

2. Completion of a program in education administration approved by the Oklahoma Commission for Teacher Preparation with an emphasis on district-level leadership skills, and which shall include the following competencies:

a. instructional leadership,

b. organizational leadership, including education finance, education law, and risk management,

c. collaborative and community leadership, and

d. ethical leadership;

3. Any other professional education and requirements as may be fixed by the State Board of Education;

4. A passing score on the subject area competency examination required in Section 6-187 of this title; and

5. A minimum of two (2) years of administrative experience in public or private schools accredited by the Board.

D. 1. The standards for alternative certification for superintendents of schools and principals shall include:

a. the completion of a standard master's degree,

b. two (2) years of relevant work experience in a supervisory or administrative capacity,

c. a passing score on the subject area competency examination required in Section 6-187 of this title, and

d. filing with the director of teacher education at an Oklahoma accredited institution of higher education a plan for completing an alternative administrative preparation program within three (3) years. Relevant work experience and coursework may be considered and applied to complete the plan.

2. An alternative certificate for superintendent of schools and principals shall not exceed three (3) years and shall not be renewable.

3. Upon successful completion of an alternative administrative preparation program by a participant, the State Board of Education shall issue a standard certificate for superintendent or principal, as applicable, to the applicant.

4. Any person participating in an alternative certification program for superintendent of schools and principals on the effective date of this act shall be subject to the program requirements in effect prior to the effective date of this act.

E. The certification requirements for a superintendent of a technology center school district shall include not less than a standard master's degree, any other professional education requirements as may be fixed by the State Board of Education, and a minimum of four (4) years teaching, supervisory or administrative experience, which may include teaching of full-time adult students, in a technology center school district. A person meeting the requirements set forth in subsection C of this section shall be eligible for a certificate for superintendent of a technology center school district.

F. Certificates may be revoked by the State Board of Education for willful violation of any rule of the Board or of any federal or state law or other proper cause but only after sufficient hearing has been given before the Board.

G. Teaching in a Head Start program or programs shall be used for renewal of a standard teaching certificate.

Historical Data

Added by Laws 1995, HB 1549, c. 322, § 10, emerg. eff. July 1, 1995; Amended by Laws 2003, SB 628, c. 228, § 1, emerg. eff. July 1, 2003 (repealed by Laws 2004, HB 2725, c. 5, § 84, emerg. eff. March 1, 2004); Amended by Laws 2003, HB 1438, c. 360, § 1, eff. July 1, 2003 (superseded document available); Amended by Laws 2004, HB 2725, c. 5, § 83, emerg. eff. March 1, 2004 (superseded document available); Amended by Laws 2005, HB

1390, c. 212, § 1, emerg. eff. July 1, 2005 (superseded document available); Amended by Laws 2007, HB 1477, c. 110, § 1, emerg. eff. July 1, 2007 (superseded document available).

Citationizer© Summary of Documents Citing This Document

Cite	Name	Level
None Found.		

Citationizer: Table of Authority

Cite	Name	Level
Title 70. Schools		
70 O.S. 6-189,	Licensure and Certification System - Requirements for Certificate for Superintendent of Schools and Principal.	Cited
70 O.S. 6-189,	Licensure and Certification System - Requirements for Certificate for Superintendent of Schools and Principal.	Cited
70 O.S. 6-189,	Licensure and Certification System - Requirements for Certificate for Superintendent of Schools and Principal.	Cited

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(b)(6)

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Equitable Teacher Distribution Checklist

(b)(6)

Identify Oklahoma Strategies that Your District Uses to Determine Equitable Teacher Distribution and Strategies to Ensure Highly Qualified Teachers in Every Classroom

Data and Reporting Systems

(b)(6)

- ☐ **Use the Oklahoma Web-based Educator Credentialing System (OECS)**
- ☐ **Use data from District and Site Report Cards Identifying Percent of Highly Qualified Teachers in Low Poverty Schools and High Poverty Schools**
- ☐ **Use District Professional Development Report to Determine Areas of Need**
- ☐ **What Works In Schools Survey**
- ☐ **Other District Data System**_____

Teacher Preparation

(b)(6)

- ☐ **Use Teachers-Teachers.com to Find Highly Qualified Teachers**
- ☐ **Access Teachers Participating in the Teacher Loan Forgiveness Program**
- ☐ **Access Teachers from the Teacher Shortage Employment Incentive Program (TSEIP)**
- ☐ **Other**_____

Recruitment and Retention of Experienced Teachers

(b)(6)

- ☐ **Recruit Teachers Completing the Alternative Certification Program**
- ☐ **Recruit Troops-to-Teachers Candidates Who Receive a $10,000 Bonus to Teach in High-Need Areas**
- ☐ **Provide Support to Novice Teachers Through the Resident Teacher Program**
- ☐ **Encourage Special Education Teachers to Participate in Recruitment, Retention and Retraining State Personnel Development Grant Program**
- ☐ **Encourage District Teachers to apply for National Board Certification Scholarships**
- ☐ **Other District Recruitment and Retention Program(s)**_____

_____

Professional Development Opportunities

(b)(6)

- ☐ **Master Teacher Project**
- ☐ **Mathematics and Science Partnership Program**
- ☐ **Windows on Curriculum Process for Administrators and Teacher Leaders**
- ☐ **PASSport II – Special Education Video Vignettes**
- ☐ **Videoconferences**
- ☐ **Other District Professional Development Opportunities**_____

_____

Support for Novice School Administrators to Enhance Their Knowledge and Skills

(b)(6)

- ☐ **OSDE Partnership with CCOSA – New Principals Assistance Program**
- ☐ **OSDE Partnership with CCOSA – Principal's Leadership Academy**
- ☐ **OSDE Windows on Curriculum – Reflective Practice Walkthroughs based on Oklahoma's Nine Essential Elements**

Other District Support for School Administrators_____

_____

Specialized Knowledge and Skills Programs and Academies

(b)(6)

- ☐ **State Superintendent's Mathematics Academies**
- ☐ **State Superintendent's Science Inquiry Institutes**
- ☐ **Data Retreat® Process**
- ☐ **English Language Learner Coaches Program**
- ☐ **Oklahoma Mathematics Improvement Program**
- ☐ **Building Academic Vocabulary Professional Development**
- ☐ **Oklahoma Reading Academies**
- ☐ **Reading First Teaching Academies**
- ☐ **Special Education State Personnel Development Grant**
- ☐ **Advanced Placement Professional Development**

Other Specialized Knowledge and Skills Programs and Academies_____

_____

Improved Working Conditions Initiatives

(b)(6)

- ☐ **MAPS for Kids in Oklahoma City Public Schools**
- ☐ **National Board Certification Support**
- ☐ **Teacher of the Year Program**
- ☐ **Oklahoma State Academic Achievement Awards**
- ☐ **Special Education Teachers 5% Above Minimum Salary Schedule**
- ☐ **Alternative Education Teachers 5% Above Minimum Salary Schedule**
- ☐ **Professional Learning Communities**

Other Improved Working Conditions Initiatives_____

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1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of *ESEA*.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All classes	148,087	146,602	99.0	1,485	1.0
All elementary classes	60,570	59,950	99.0	620	1.0
All secondary classes	87,517	86,652	99.0	865	1.0

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	Yes

If the answer above is no, please explain below. The response is limited to 8,000 characters.

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Self-contained classes are counted as one class

FAQs about highly qualified teachers and core academic subjects:

a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.

e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	67.9
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	32.4
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	0.0
Total	100.3

The response is limited to 8,000 characters.

The total percent is over 100 because our data is broken down at the student level. If a class has both regular and special education students then it is possible to be counted in both percentages.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	84.5
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	17.4
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	0.0
Total	101.9

The response is limited to 8,000 characters.

The total percent is over 100 because our data is broken down at the student level. If a class has both regular and special education students then it is possible to be counted in both percentages.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in different category in 1.5.3 than it would be in 1.5.1.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	16,190	16,019	98.9
Low-poverty Elementary Schools	15,304	15,107	98.7
Secondary Schools			
High Poverty secondary Schools	11,718	11,566	98.7
Low-Poverty secondary Schools	37,782	37,429	99.1

1.5.4 In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	**Low-Poverty Schools** (less than what %)
Elementary schools	79.9	49.6
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	
Secondary schools	74.0	44.6
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	

FAQs on poverty quartiles and metrics used to determine poverty

a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.

b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.

c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

Oklahoma Commission
for Teacher Preparation

RECENT GRADUATE SURVEY SUMMARY REPORT

December 2009 pilot implementation

Implementation Details:

- Survey items based on the Oklahoma General Competencies
- Distributed to 2,000+ resident year teachers
- 543 responses received; 26% return
- Responses divided by traditionally and alternatively certified
- Responses have been provided to all Oklahoma teacher preparation institutions for use in program improvement

What influenced you to become a teacher?

- 459 of 540 participants responded:
  - Influence of a former teacher 155
  - Desire to make a difference 110
  - Family influences 91
  - Previous experiences with children 65
    (church, substitute teaching, tutoring)
  - Always wanted to teach 44

Select Responses

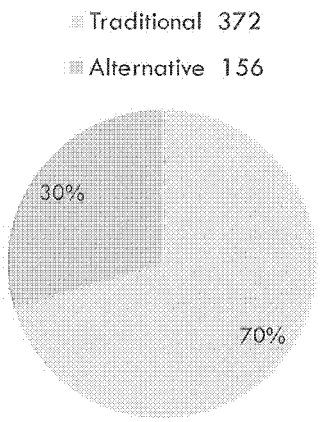
- *I helped my grandmother in her 4th grade classroom. I fell in love with her students while helping her.*
- *I believe that teachers have the greatest influence on children. I want to be someone that children can look up to and know they can trust.*
- *I know so many amazing teachers and they all influenced me to become a teacher.*
- *Teaching an intro biology lab as an undergraduate student*
- *I started working at a daycare when I was 16. I really enjoyed what I was doing and knew I wanted a career where I could be a positive role model for young children.*

Select Responses

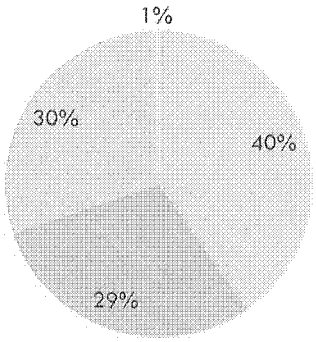
- *My college professors*
- *I wanted to give back to the institution that gave me so much. If it weren't for some educators in my high school, I might not have gone to college. I was the first in my family to attain a college degree. I left the business world to come to education so that I could be that same influence for kids.*
- *Teaching in the military classroom environment*
- *I always wanted to be a teacher; however, in high school my dad passed away and all my teachers were there for me and cared about me. From then on, I wanted to be a teacher to help children learn and be successful in their endeavors and simply to be there for them.*

Demographic Information

Route to Certification



School Setting

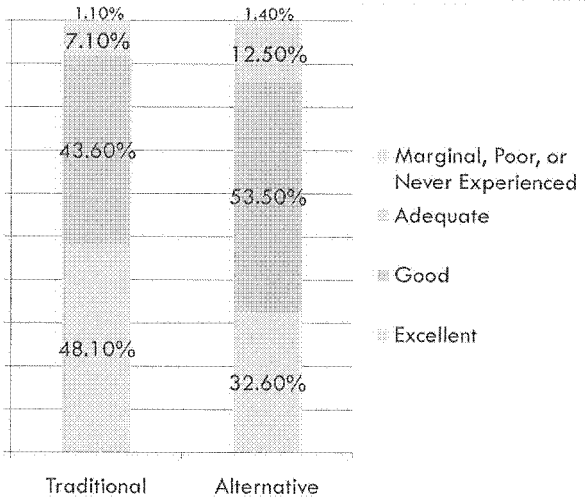


Competency Self-Assessment

Survey questions based on the Oklahoma General Competencies for Teachers

Question 2: Competency 1

I can create learning experiences that make these aspects of subject matter meaningful for students.

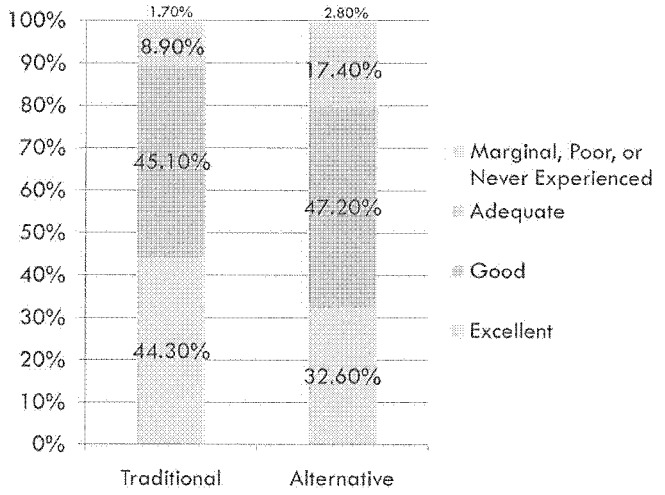


Question 3: Competency 2

I understand how students learn and develop.

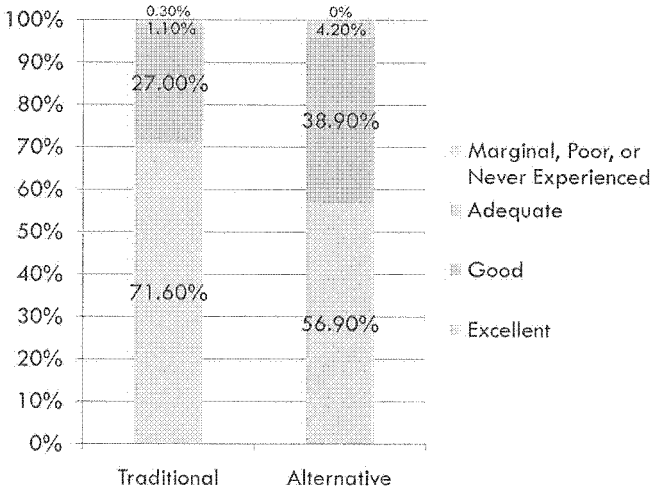
Question 4: Competency 2

I can provide learning opportunities that support students' intellectual, social, and physical development at all grade levels.



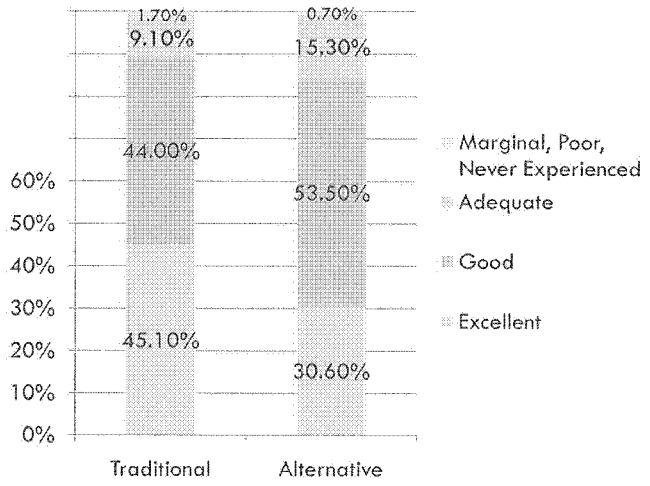
Question 5: Competency 3

I understand that students vary in their approaches to learning.



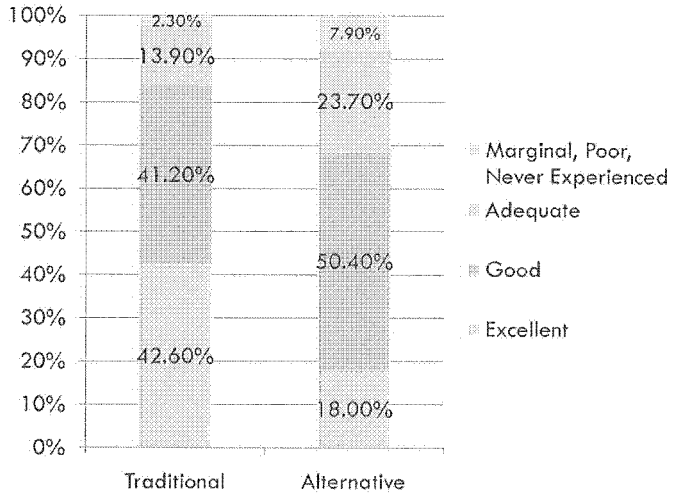
Question 6: Competency 3

I can create instructional opportunities that are adaptable to learners' individual differences.



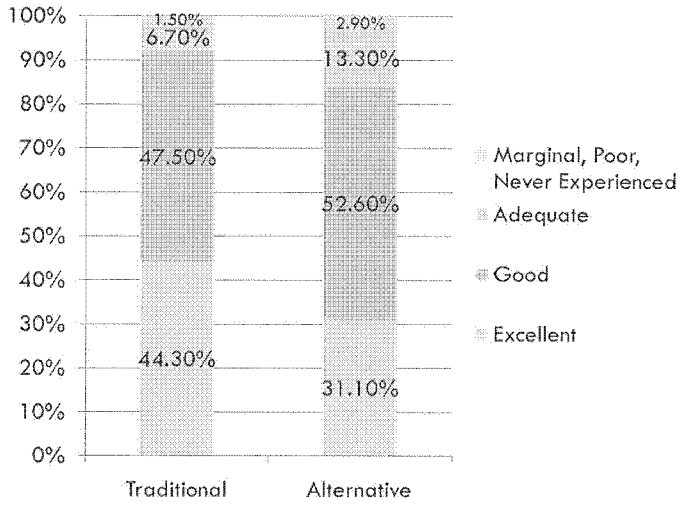
Question 7: Competency 4

I understand curriculum integration processes.



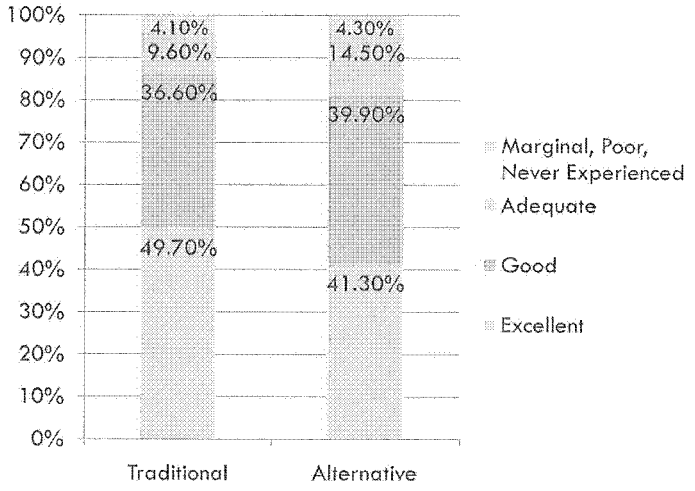
Question 8: Competency 4

I use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.



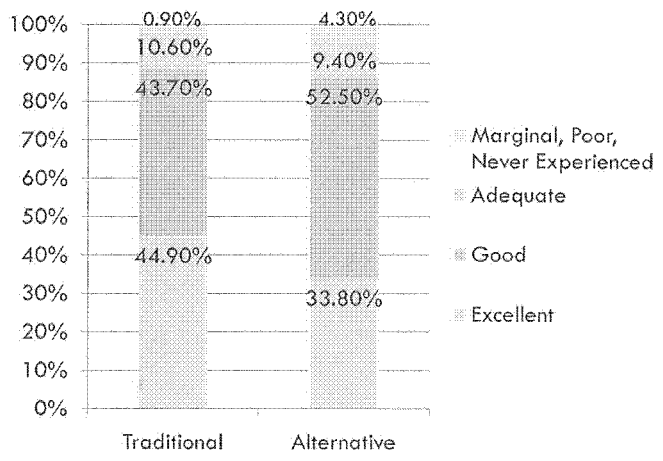
Question 9: Competency 4

I can use technology effectively.



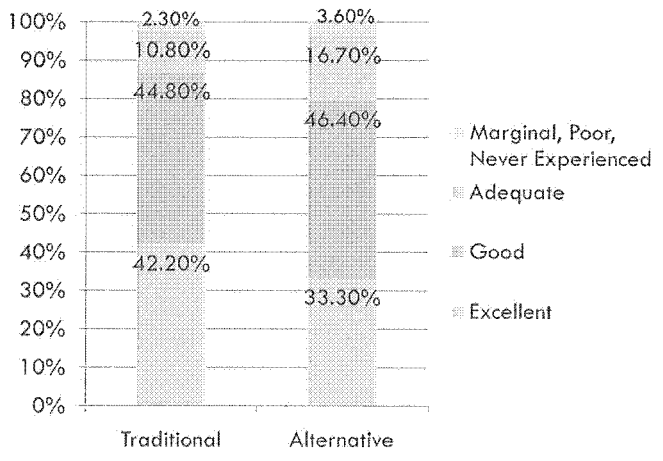
Question 10: Competency 5

Understand and use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning



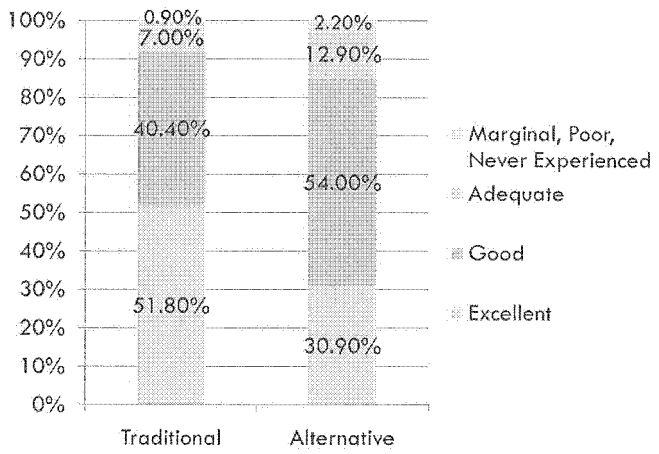
Question 11: Competency 6

I have developed knowledge of and use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom



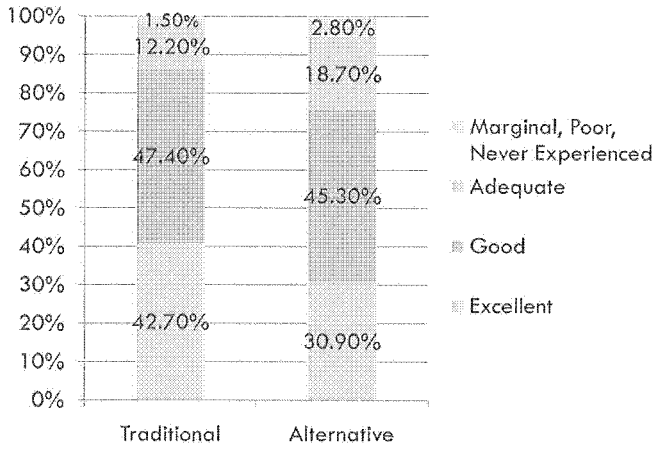
Question 12: Competency 7

I plan instruction based upon curriculum goals, knowledge of pre-teaching/learning process, subject matter, students' abilities and differences, and the community.



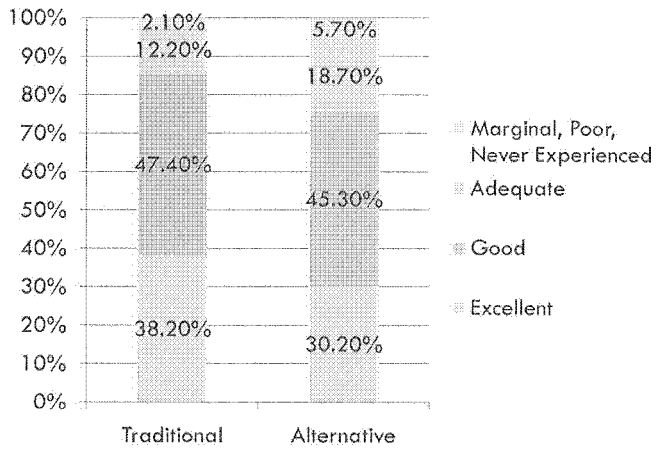
Question 13: Competency 7

I adapt instruction based upon assessment and reflection.



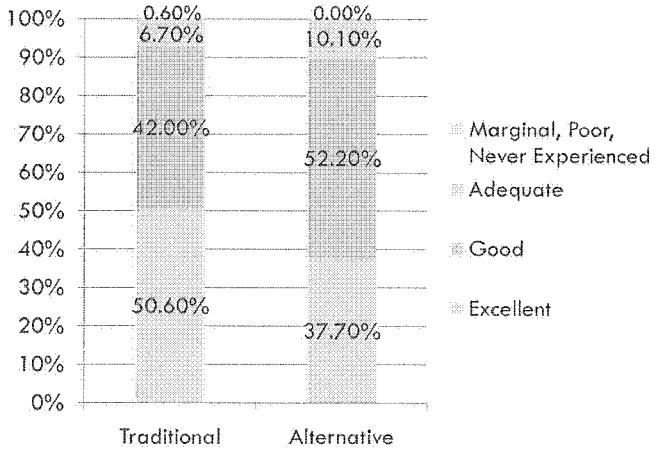
Question 14: Competency 8

I understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process.



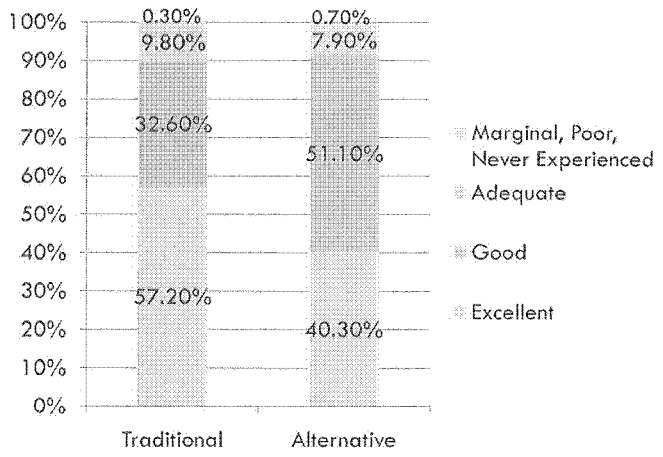
Question 15: Competency 9

I evaluate the effects of my choices and actions on others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seek opportunities for continued professional growth.



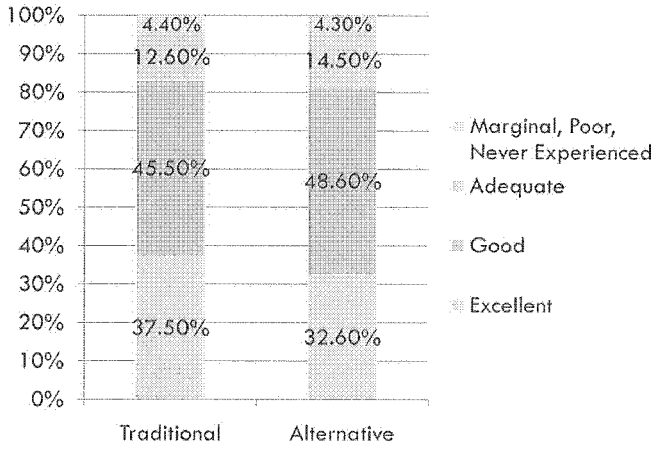
Question 16: Competency 10

I foster positive interaction with school colleagues, parents/ families, and organizations in the community to actively engage them in support of students' learning and well-being.



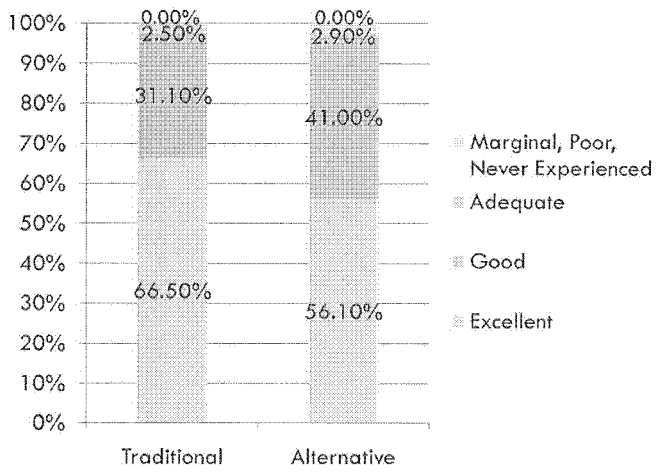
Question 17: Competency 11

I have an understanding of the importance of exploring students with career awareness and the application of career concepts to the academic curriculum.



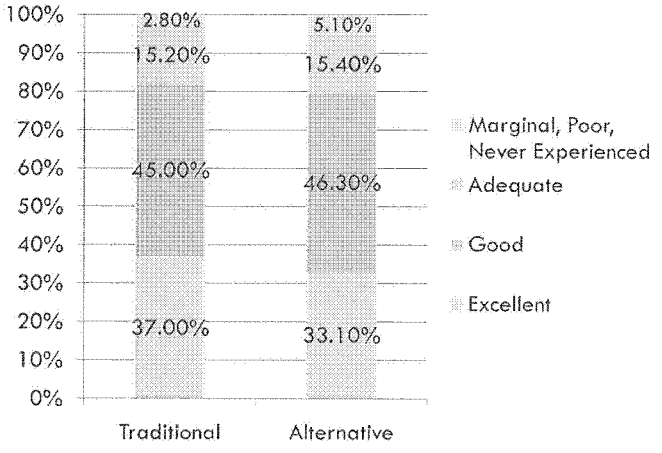
Question 18: Competency 12

I understand the phases of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change. Meet the change leads to greater student learning and development.



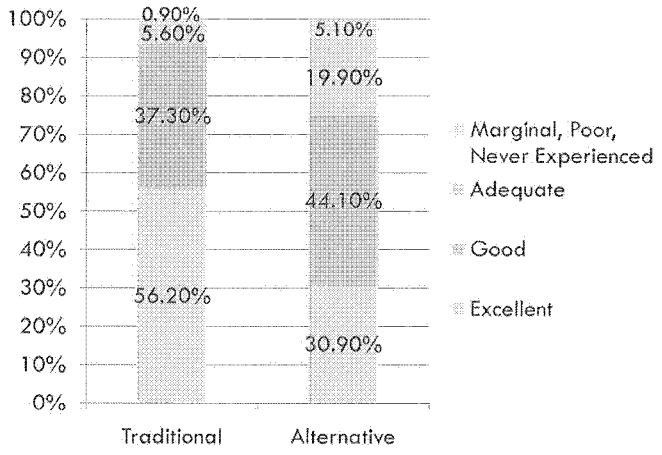
Question 19: Competency 13

I understand the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.



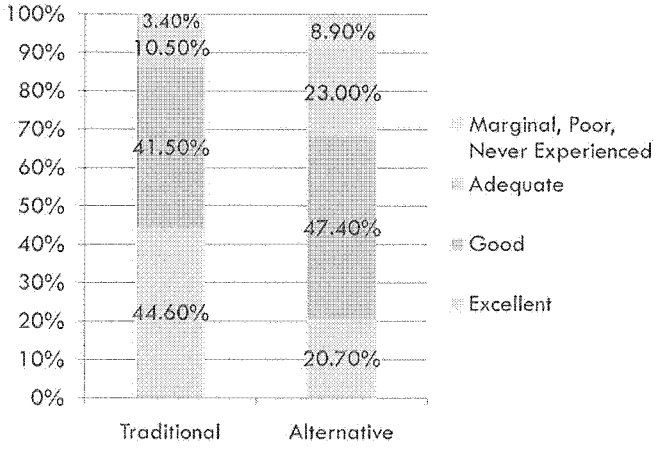
Question 20: Competency 14

I understand and can utilize to develop instructional strategies/ plans based on the Oklahoma core curriculum.



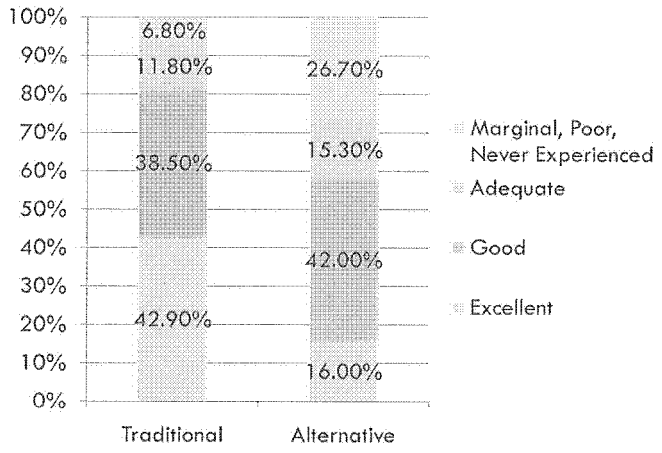
Question 21: Competency 15

I understand the State teacher evaluation process, Oklahoma Criteria for Effective Teaching Performance, and how to incorporate these criteria in designing instructional strategies.



Question 22: Competency 15

How would you rate your undergraduate teacher education experiences overall in assisting you in fulfilling the role of a teacher?



Summary Notes

- First-year teachers perceive themselves overall as well-prepared, with an average rating across all survey items of ***excellent*** or ***good*** by 89.2% of those traditionally prepared and 81.8% of those alternatively certified.
- Traditionally prepared teachers feel more prepared than do alternatively certified teachers in all areas.

Areas of Perceived Strength

- Q 1: Understanding of subject matter taught
  - traditional 94%; alternative 90%
- Q 5: Understanding student approaches to learning
  - traditional 99%; alternative 96%
- Q 12: Instructional planning
  - traditional 92%; alternative 85%

Areas of Perceived Strength

- Q 15: Reflection and modification of process
  - traditional 93%; alternative 90%
- Q 18: Understanding of the process of lifelong learning and making learning enjoyable
  - traditional 98%; alternative 97%
- Q 20: Ability to develop instructional strategies based on the Oklahoma core curriculum
  - traditional 94%; alternative 75%

Areas of Perceived Weakness

- Q 7: Curriculum integration
  - traditional 84%; alternative 68%
- Q 17: Assisting students with career awareness and the application of career concepts to curriculum
  - traditional 83%; alternative 81%
- Q 14: Use of a variety of assessment strategies to evaluate and modify the teaching/learning process
  - traditional 86%; alternative 76%

Areas of Greatest Disparity

- Q 7: Curriculum integration
  - traditional 84%; alternative 68%
- Q 12: Plan instruction based on curriculum goals and knowledge of the teaching process, subject matter, and students' needs (excellent/good)
  - Excellent: traditional 52%; alternative 31%
  - Excellent/good: traditional 92%; alternative 85%
- Q 13: Adapting instruction based upon assessment and reflection
  - traditional 90%; alternative 76%

Areas of Greatest Disparity

- Q 20: Ability to develop instructional strategies based on the Oklahoma core curriculum
  - traditional 94%; alternative 75%
- Q 21: Understanding of the Oklahoma Criteria for Effective Teaching Performance and how to integrate those in designing instruction
  - traditional 86%; alternative 68%
- Average percentage ranking in excellent category
  - traditional 48%; alternative 34%

Linda Reid and Angie Bookout
Oklahoma Commission for Teacher Preparation
Lisa Holder
Oklahoma State Regents for Higher Education

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 22 - Testing and Assessment

Section 1210.544 - Schools Identified for School Improvements for Four Consecutive Years - Alternative Governance Arrangements

Cite as: 70 O.S. ♦ 1210.544 (OSCN 2010)

A. Notwithstanding any other provision of state law, for schools that are identified for school improvement by the State Board of Education for four (4) consecutive years, the district board of education shall implement one of the following alternative governance arrangements for the school in accordance with subparagraph (B) of subsection (b)(8) of Section 1116 of Public Law No. 107-110:

1. Reopening the school as a public charter school;
2. Replacing all or most of the school staff assigned to the school, which may include the principal, who are relevant to the failure to make adequate yearly progress and by transferring the replaced staff to another school or by dismissing or not reemploying the replaced staff in accordance with the provisions of the Teacher Due Process Act of 1990;
3. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
4. Turning the operation of the school over to the State Board of Education; or
5. Any other major restructuring of the governance arrangement of the school that makes fundamental reforms, such as significant changes in the staffing and governance of the school, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress. If the chosen governance arrangement does not produce adequate yearly progress within two (2) years from the date of implementation of the restructured governance arrangement, the State Board of Education shall assume control of the school as provided for in subsection B of this section.

B. For any school that fails to comply with the provisions of subsection A of this section by the end of the school year following its identification for school improvement for four (4) consecutive years, the State Board of Education shall assume control of the management and operations of the school, including control of the staff assigned to the school. The Board shall retain all funds that otherwise would have been allocated to the school district based on the average daily membership of the school which shall be used to operate the school.

Historical Data

Added by Laws 2009, SB 268, c. 195, ♦ 1.

Citationizer♦ Summary of Documents Citing This Document

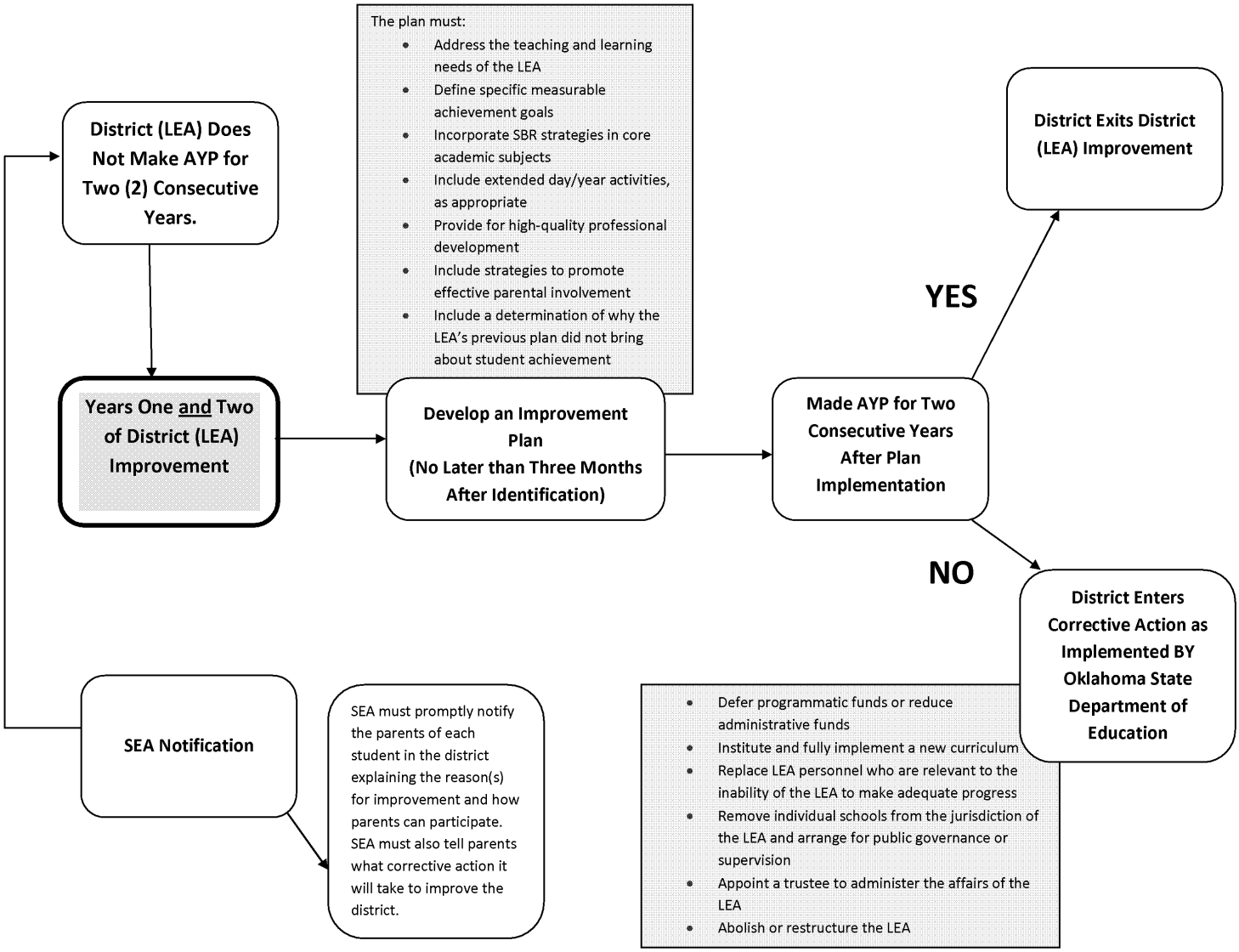
Cite	Name	Level

None Found.

Citationizer: Table of Authority

Cite	Name	Level

None Found.


District (LEA) Does Not Make AYP for Two (2) Consecutive Years.
Years One and Two of District (LEA) Improvement
The plan must:
Address the teaching and learning needs of the LEA
Define specific measurable achievement goals
Incorporate SBR strategies in core academic subjects
Include extended day/year activities, as appropriate
Provide for high-quality professional development
Include strategies to promote effective parental involvement
Include a determination of why the LEA's previous plan did not bring about student achievement
Develop an Improvement Plan (No Later than Three Months After Identification)
Made AYP for Two Consecutive Years After Plan Implementation
YES
District Exits District (LEA) Improvement
NO
District Enters Corrective Action as Implemented BY Oklahoma State Department of Education
Defer programmatic funds or reduce administrative funds
Institute and fully implement a new curriculum
Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress
Remove individual schools from the jurisdiction of the LEA and arrange for public governance or supervision
Appoint a trustee to administer the affairs of the LEA
Abolish or restructure the LEA
SEA Notification
SEA must promptly notify the parents of each student in the district explaining the reason(s) for improvement and how parents can participate. SEA must also tell parents what corrective action it will take to improve the district.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

(No Child Left Behind Act of 2001 (NCLB), PL 107-110. Section 1116)

District Improvement Plan
2009-2010/2010-2011

District: _____

Superintendent: _____

District Improvement Status

_____ Year I District Improvement Plan

_____ Year 2 District Improvement Plan

_____ Year 3 Corrective Action Plan

Superintendent Signature: _____

Date: _____

DISTRICT IMPROVEMENT PLAN 2009-2010/2010-2011

Assurances and Requirements

(Public Law 107-110)

The *No Child Left Behind Act of 2001* (NCLB) requires that all students, including students who have learning disabilities or who do not speak fluent English meet the same target goals in reading and mathematics. Districts must also test at least 95 percent of all students and meet an attendance or graduation target. The law further requires that if districts fail to meet all these targets for two consecutive years, they are considered a district in need of improvement.

As a district in need of improvement, the following is an excerpt from the law outlining what is required of districts:

"SEC, 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

(7) LOCAL EDUCATIONAL AGENCY REVISIONS
(A) Each local educational agency (LEA) identified for school improvement shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff and others.

(i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;
(ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the states student academic achievement standards;
(iii) address the professional development needs of the instructional staff serving local educational agency for each fiscal year in which the agency is identified for improvement for professional development;
(iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v) consistent with adequate yearly progress as defined under section 1111(b)(2);
(v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
(vi) incorporate, as appropriate activities before school, after school, during the summer and during an extension of the school year;
(vii) specify the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; and
(viii) include strategies to promote effective parental involvement in the school.

The signature of the superintendent assures the Oklahoma State Department of Education (OSDE) that the district will comply with all assurances of this federal program, follow program rules and regulations and bear the responsibility for knowing those rules and regulations.

_____

Superintendent's Signature Date

Oklahoma State Department of Education
District Improvement Plan Checklist

District Name _____

Date _____

Public Law 107-110, No Child Left Behind Act of 2001 Requirements	Found on page #
1. Develop local educational agency plan in consultation with parents, school staff, and others.	
2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting student academic achievement standards.	
3. Address the professional development needs of the instructional staff for each fiscal year the district is identified for improvement. (Attach professional development plan.)	
4. Identify specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly performance targets.	
5. Address the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students. (Attach summary of data.)	
6. Include a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement.	
7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.	
8. Specify the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance.	
9. Include strategies to promote effective parental involvement in the school.	
10. Include superintendent's signature on Assurances and Requirement page.	
11. Include documentation that the school district is using 10 percent of Title I funds for professional development.	

State Department of Education (SDE) technical assistance may include: Windows on Curriculum training; videoconferences; point-to-point videoconferences; use of SDE Web site; test blueprints; Priority Academic Student Skills (PASS) online; PASSport II; reading and math academies; and other assistance.

DISTRICT IMPROVEMENT PLANNING PROCESS

The following guidelines and steps are recommended to assist districts and leadership teams in the school improvement planning process. The planning process should be led by the local educational agency (LEA) and in collaboration with the district staff, parents, and community members. This process includes reviewing district data, determining areas of need, addressing the district's governance arrangement, and developing a district improvement plan to help address opportunities for improvement. This document is to provide an optional format to assist districts in developing an improvement plan.

Step 1. District Profile

Use student information data, reform initiatives, district improvement goals, academic performance data, mobility and attrition rates, teacher qualifications, needs assessments, and if available, research-based surveys to build a District Profile that identifies areas of need and opportunities for improvement. An example of a suggested format for a district profile is attached.

- ☐ Adequate Yearly Progress (AYP) reports from the Department of Education
- ☐ Criterion-Referenced Tests (CRT) Data 2006-2007, 2007-2008, 2008-2009
    - School Summary Reports
    - Class Summary Reports
- ☐ Student Demographics
- ☐ Free/Reduced-Price Lunch
- ☐ Students with Individualized Education Programs (IEP)
- ☐ English Language Learners (ELL)
- ☐ Mobility Rate of Students
- ☐ Attrition Rate of Teachers and Administrators
- ☐ Highly Qualified Teachers
- ☐ Survey Reports
    - What Work in Schools (WWIS)
    - Surveys of Enacted Curriculum
    - Best Practices of High Performing School Systems Self-Audit
    - Other
- ☐ Professional Learning Initiatives
- ☐ Existing School Improvement Plans
    - Comprehensive Local Education Plan (CLEP)
    - North Central Accreditation (NCA) School Improvement School Profile

Step 2. Data Analysis

- ☐ Analyze the strengths of the district and opportunities for improvement based on the information collected for the district profile. Analyze student data to determine subgroups and content areas needing improvement. Use CRT data to identify trends in subjects, standards and objectives, and subgroups.
- ☐ Use AYP report to determine subgroups that did not make AYP in 2008-2009.
- ☐ Use AYP report to determine subgroups at risk for 2009-2010.
- ☐ Discuss findings with staff members and other stakeholders.

Step 3. Plan Development

Develop a plan to address target areas identified for district improvement and write annual measurable objectives. Define the plan by describing the actions and strategies for implementation, a timeline for implementation, professional development needs and estimated costs of implementation, person(s) responsible, and the means of evaluation for monitoring progress. A suggested format for the plan is attached. Each district identified for improvement may revise a district plan (e.g., CLEP, NCA plan) to include the required components. (Public Law 107-110 Section 1116)

Step 4. Submission and Approval

Review and approve the District Improvement Plan, as required by Public Law 107-110 Section 1116, and submit to the Oklahoma State Department of Education.

Step 5. Implementation and Monitoring Progress

Establish dates and times for district and site team meetings to ensure all teachers understand their roles in implementing the district improvement plan and develop a plan to monitor progress.

- ❒ Regular improvement meetings are scheduled.
- ❒ All teachers know the annual school and district improvement goals.
- ❒ Teachers regularly discuss areas of concentration for improvement.
- ❒ Successful strategies to promote improvement in the identified areas of weakness are refined and implemented.
- ❒ Student progress is monitored regularly.

No Child
LEFT BEHIND
PUBLIC LAW 107-110

TARGETED AREAS FOR IMPROVEMENT

Indicate the district's targeted areas for improvement. Complete an action plan for each targeted area.

- An action plan must be completed for each area targeted for improvement.
- Additional action plans are required for two areas.
    - Professional Development
    - Parental Involvement

_____ Reading/Language Arts

_____ Mathematics

___x___ Professional Development

___x___ Parental Involvement

_____ Participation Rate

_____ Attendance Rate

_____ Graduation Rate

Action Plans

Each action plan should include:

- Annual, measurable goals.
- Specific areas within content and subgroups to address based on analysis of Adequate Yearly Progress (AYP) reports and school student performance data.
- Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities.
- Timeline.
- Professional Development Resources/Estimated Cost(s).
- Person(s) Responsible.
- Evaluation Strategies.

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PUBLIC LAW 107-110

Action Plan for Reading/Language Arts
Annual, Measurable Objective(s): Specific areas within content and subgroups to address based on analysis of Adequate Yearly Progress (AYP) reports and school student performance data are as follows:
Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

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PUBLIC LAW 107-110

Action Plan for Mathematics
Annual, Measurable Objective(s): Specific areas within content and subgroups to address based on analysis of Adequate Yearly Progress (AYP) reports and school student performance data are as follows:
Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

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Action Plan for Participation Rate
Annual, Measurable Objective(s): Students in Grade _____ will increase participation on _____ from _____% participation at the end of 2009 to a minimum of 95% participation for all subgroups at the end of 2010. Specific subgroups to address based on analysis of Adequate Yearly Progress (AYP) Report and assessment administration data are as follows:
Actions/Strategies/Interventions:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

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PUBLIC LAW 107-110

Action Plan for Attendance Rate
Annual, Measurable Objective(s): Students will raise attendance rate in 2009-2010 from _____% to _____%. Students will raise attendance rate in 2010-2011 from _____% to _____%. Specific subgroups to address based on analysis of Adequate Yearly Progress (AYP) Report and student performance data over the last three years are as follows:
Action/Strategies/Interventions:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

No Child
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PUBLIC LAW 107-110

Action Plan for Graduation Rate

Annual, Measurable Objective(s):

Students graduating from high school within four years will increase from a rate of _____% at the end of 2009 to a rate of _____% at the end of 2010.
Students graduating from high school within four years will increase from a rate of _____% at the end of 2010 to a rate of _____% at the end of 2011.

Specific subgroups to address based on analysis of Adequate Yearly Progress (AYP) Report and student performance data over the last three years are as follows:

Action/Strategies/Interventions:

Timeline:

Professional Development Resources/Estimated Cost(s):

Person(s) Responsible

:

Means of Evaluation:

No Child
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PUBLIC LAW 107-110

Action Plan for Parental Involvement
Annual, Measurable Objective(s)
Action/Strategies/Interventions:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

No Child
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PUBLIC LAW 107-110

Action Plan for Professional Development
Annual, Measurable Objective(s):
Action/Strategies/Interventions:
Timeline:
Professional Development Resources/Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

No Child
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Action Plan for School Choice
Annual, Measurable Objective(s):
Action/Strategies/Interventions:
Estimated Costs:
Timeline:
Person(s) Responsible:
Means of Evaluation:

No Child
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PUBLIC LAW 107-110

Action Plan for Supplemental Services
Annual, Measurable Objective(s):
Action/Strategies/Interventions:
Timeline:
Estimated Cost(s):
Person(s) Responsible:
Means of Evaluation:

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Adequate Yearly Progress Subgroups

	Mathematics	Reading Language Arts	Participation Rate	Attendance Rate Elementary	Graduation Rate Secondary
All Students					
Regular Education Students					
Black					
American Indian					
Hispanic					
Asian					
White					
Other					
English Language Learner (ELL)					
Students with Individualized Education Programs (IEP)					
Economically Disadvantaged					

Indicate targeted subgroups for improvement.

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DISTRICT PROFILE

District: _____

Contact: _____ Phone: _____

Student Data

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other	% Male	% Female
2007-2008									
2008-2009									
2009-2010									

Free/Reduced Lunch	Number	Percent of Student Population
2007-2008		
2008-2009		
2009-2010		

Students with Individualized Education Programs (IEP)	Program Enrollment	Percent of Student Population
2007-2008		
2008-2009		
2009-2010		

English Language Learners (ELL)	Program Enrollment	Percent of Student Population
2007-2008		
2008-2009		
2009-2010		

Title I Program
(Provide for each site in district)

Title I	No Title I Program	Targeted-Assistance Title I Programs	Schoolwide Title I Programs
2007-2008			
2008-2009			
2009-2010			

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DISTRICT PROFILE

Mobility and Attrition Rates

Mobility* Rate of Students	Number	Percent of Student Population
2007-2008		
2008-2009		

*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1 and the last day of the school year. (If the student enters after September 1 and transfers out before or at the end of the school year, he/she is only counted once.)

Attrition* Rate of Teachers	Number	Percent of Teacher Population
2007-2008		
2008-2009		

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another school within the school year, excluding retirement.

Attrition* Rate of Administrators	Number	Percent of Administrator Staff
2007-2008		
2008-2009		

*Attrition rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school within the school year, excluding retirement.

Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day

Comments:

DISTRICT PROFILE

Professional Learning

(Required)

List the professional learning activities in the past two years that were focused on school improvement. Include the number of district staff members in attendance and where the activities were offered.

Professional Learning Activity, Content Description, and Length of Training	Date(s)	Number of Participants	On-site (school) or Off-site (central office, conference, or other)

Please add other pertinent information related to professional learning as needed. Include information regarding individual professional development plans for staff members.

Parental Involvement

(Required)

Describe parental/community involvement in your district. List the major activities for the past two years.

Parental Involvement Activity	Date(s)	Number of Participants

DISTRICT PROFILE

Reform Initiatives

List major initiatives or reform efforts that have been implemented in the last three years. (Examples are: Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs.)

School Year	Initiative or Reform Effort

Indicate why these initiatives have or have not increased student achievement.

District Description

Write a brief narrative describing your district.

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PUBLIC LAW 107-110

DISTRICT PROFILE

School Achievement

Analyze reading and math scores from the Oklahoma Core Curriculum Tests for the past two school years to determine trends in student performance. Attach District Site Academic Performance Index (API) and Accountability Data and District Summary Testing Reports.

Describe the district's overall strengths.

Describe the districts opportunities for improvement.

No Child
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PUBLIC LAW 107-110

DISTRICT IMPROVEMENT PLAN 2009-2010/2010-2011

Consultation and Stakeholders

(Public Law 107-1100 Section 1116)

Provide evidence of consultation with and participation of parents, staff and others in the development of the district improvement plan.

Parent Notification

(Public Law 107-110 Section 1116)

Describe how the district will provide written notice about the identification for school improvement to the parents of each student enrolled in the district in a format and, to the extent practicable, in a language that the parents can understand. (Attach documentation.)

Support for Teachers

(Public Law 107-110 Section 1116)

Describe how the district will incorporate a program to assist and provide support to teachers.

No Child
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PUBLIC LAW 107-110

DISTRICT IMPROVEMENT PLAN 2009-2010/2010-2011

Professional Development

(Public Law 107-110 Section 1116)

At least ten percent (10%) of Title I funds must be set aside to provide high quality professional development that directly addresses the academic achievement problem that caused the district to be identified for school improvement. Describe how the funds will be used to remove the district from school improvement status.

Technical Assistance

(Public Law 107-110 Section 1116)

Describe how the local educational agency and the state educational agency will provide technical assistance to the school.

Extended Learning Opportunities

(Public Law 107-110 Section 1116)

Describe how the district will incorporate activities before school, after school, during the summer and during any extension of the school year.

No Child
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PUBLIC LAW 107-110

DISTRICT IMPROVEMENT PLAN 2009-2010/2010-2011

District Improvement Objectives

(Public Law 107-110 Section 1116)

List the district's specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the district.

Attach action plan for each of the targeted areas of improvement.

Oklahoma State Department of Education
District Improvement Plan Checklist

District Name _____
Date _____

Public Law 107-110, No Child Left Behind Act of 2001 Requirements	Found on page #
1. Develop local educational agency plan in consultation with parents, school staff, and others.	
2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting student academic achievement standards.	
3. Address the professional development needs of the instructional staff for each fiscal year the district is identified for improvement. (Attach professional development plan).	
4. Identify specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly performance targets.	
5. Address the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students. (Attach summary of data).	
6. Include a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement.	
7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.	
8. Specify the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance.	
9. Include strategies to promote effective parental involvement in the school.	
10. Include superintendent's signature on Assurances and Requirement page.	
11. Include documentation that the school district is using 10 percent of Title I funds for professional development.	

State Department of Education (SDE) technical assistance may include: curriculum walk-through training; videoconferences; point-to-point videoconferences; use of SDE Web site; test blue prints; Priority Academic Student Skills (PASS) online; Passport II; reading and math academies; and other assistance.

PRESS RELEASES
Oklahoma to Receive $39 Million to Turn Around its Persistently Lowest Achieving Schools

FOR RELEASE:
April 20, 2010

Contact: Sandra Abrevaya
(202) 401-1576, or press@ed.gov

U.S. Secretary of Education Arne Duncan today announced that Oklahoma will receive $39 million to turn around its persistently lowest achieving schools through the School Improvement Grants (SIG) program. These funds are part of the $3.5 billion that will be made available to states this spring from money set aside in the 2009 budget and the American Recovery and Reinvestment Act.

"When a school continues to perform in the bottom five percent of the state and isn't showing signs of growth or has graduation rates below 60 percent, something dramatic needs to be done," said Duncan. "Turning around our worst performing schools is difficult for everyone but it is critical that we show the courage to do the right thing by kids."

The $39,028,549 made available to Oklahoma is being distributed by formula to the state and will then be competed out by the state to school districts. In order for a school district to apply for these funds, it must have a state-identified "persistently lowest achieving" or a Tier III school — a school that has failed to meet annual yearly progress for two years and is not identified as a persistently lowest achieving school.

However, Tier III schools can only receive funds once all of the state's persistently lowest achieving schools have received funds. Oklahoma's application, which includes its list of persistently lowest achieving schools, as defined by the state, can be found here: http://www2.ed.gov/programs/sif/summary/index.html.

School districts will apply to the state for the funds this spring. When school districts apply, they must indicate that they will implement one of the following four models in their persistently lowest achieving schools:

- TURNAROUND MODEL: Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- RESTART MODEL: Convert a school or close it and re-open it as a charter school or under an education management organization.
- SCHOOL CLOSURE: Close the school and send the students to higher-achieving schools in the district.
- TRANSFORMATION MODEL: Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.

Once schools receive SIG funds, they will be able to begin to spend them immediately to turn around schools this fall. States may apply to the Education Department for a waiver to allow them to spend funds over a three-year period. An additional $545,633,000 has been provided for SIG in 2010 and will be awarded to states to fund additional schools in the 2011-12 school year. The department has also made a request for an additional $900 million for the program in the 2011 budget.

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Last Modified: 04/20/2010

PART I: STATE EDUCATIONAL AGENCY (SEA) REQUIREMENTS

SECTION A: ELIGIBLE SCHOOLS

The following list identifies each Tier I, Tier II, and Tier III eligible school in Oklahoma. Oklahoma has elected not to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. Local educational agencies (LEA) with Tier I and Tier II schools will receive their funds from the Title I 1003(g) ARRA and Regular 1003(g) School Improvement Grants. The LEA may apply for funds ranging from $50,000-$2,000,000 per each Tier I, Tier II, and Tier III school annually for up to three years. LEAs with Tier III schools will be funded according to rank order and the availability of the School Improvement Grant (SIG) funds.

LEA Name	NCES ID #	School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Tulsa PS	403024	Gilcrease MS	403024002280	X					
Crutcho PS	400915	Crutcho ES	400915000386	X					
Oklahoma City PS	402277	Douglass MS	402277002354	X					
Tulsa PS	403024	Clinton MS	403024001601	X					
Oklahoma City PS	402277	F.D. Moon Academy ES	402277001126	X					
Oklahoma City PS	402277	U.S. Grant HS	402277001139	X			X		
Tulsa PS	403024	East Central HS	403024001607	X			X		
Tulsa PS	403024	Nathan Hale HS	403024001653	X			X		
Tulsa PS	403024	Will Rogers HS	403024001679	X			X		
Tulsa PS	403024	Central HS	403024001596	X			X		
Tulsa PS	403024	Daniel Webster HS	403024001596	X			X		
Atoka PS	400336	Atoka HS	400336000084		X				
Colcord PS	400825	Colcord HS	400825029663		X				
Tulsa PS	403024	Memorial HS	403024001650		X				
Wetumka PS	403243	Wetumka HS	403243001797		X				
Wewoka PS	403246	Wewoka HS	403246001801		X				
Millwood PS	402008	Millwood HS	402008002068		X				
Jay PS	401569	Jay HS	401569000736		X				
Kiefer PS	401650	Kiefer HS	401650000768		X				
Porum PS	402484	Porum HS	402484001307		X				
Watts PS	403186	Watts ES	403186001761			X			

Erick PS	401104	Erick ES	401104000525			X			
Vinita PS	403129	Hall-Halsell ES	403129001730			X			
Oklahoma City PS	402277	Coolidge ES	402277001125			X			
Oklahoma City PS	402277	Emerson Alternative ES	402277002325			X			
Oklahoma City PS	402277	Rockwood ES	402277001181			X			
Oklahoma City PS	402277	Willow Brook ES	402277001207			X			
Oklahoma City PS	402277	Jefferson MS	402277001150			X			
Oklahoma City PS	402277	NE Academy Health/Sci/Engineering MS	402277001167			X			
Oklahoma City PS	402277	Oklahoma Centennial MS	402277002405			X			
Oklahoma City PS	402277	Santa Fe South MS	402277002386			X			
Oklahoma City PS	402277	Star Spencer HS	402277001192			X			
Okmulgee PS	402280	Okmulgee ES	402280001211			X			
Tulsa PS	403024	McClure ES	403024029789			X			
Tulsa PS	403024	Byrd MS	403024001591			X			
Tulsa PS	403024	Lewis and Clark MS	403024001636			X			
Tulsa PS	403024	Franklin Youth Academy MS	403024002662			X			
Muskogee PS	402097	Muskogee 7th & 8th Grade Center	402097000599			X			
Jay PS	401569	Jay MS	401569000737			X			
Oklahoma City PS	402277	Rogers MS	402277001182			X			
Oklahoma City PS	402277	Roosevelt MS	402277001183			X			
Oklahoma City PS	402277	Taft MS	402277001196			X			
Union PS	403060	Briarglen ES	403060001701			X			
Oklahoma City PS	402277	Webster MS	402277001202			X			

DEFINITION OF PERSISTENLY LOW ACHIEVING SCHOOLS

Tier I Definition of Persistently Lowest Performing Schools

These schools were identified based on the following definitions.

Tier I

Persistently lowest achieving schools include:

(a) Any Title I school in improvement, corrective action, or restructuring that –
   (i) Is among the lowest achieving five Title I schools in improvement, corrective action, or restructuring in Oklahoma; or
   (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.

To determine the schools among the lowest achieving five Title I schools in improvement, corrective action, or restructuring, the following process was used:

1. All Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced on the 2008-2009 state reading and mathematics assessments used for adequate yearly progress (AYP) determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 35 and the school with the highest percent proficient received a score of 1.

2. All Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced for five years (2003-04, 2004-05, 2005-06, 2006-07, 2007-08) on the state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 35 and the school with the highest percent proficient received a score of 1.

3. Because it is more difficult for high schools to show progress over a number of years since only one reading and one mathematics test used for AYP determinations are administered in high schools, elementary schools were given additional points. Elementary schools were assigned an additional 35 points, and high schools were assigned an additional 0 points.
   a. Elementary schools are schools serving no students in Grades 9-12.

b. High schools are schools serving students in Grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in Grades 9-12.

4. Total points for each Title I school in improvement, corrective action, or restructuring were determined by multiplying the points assigned in step 1 by 1.5, adding the points assigned in step 2, and adding the points assigned in step 3.

5. Schools were ordered based on their total points. The five schools with the highest total points were identified.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

1. High schools are schools serving students in Grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in Grades 9-12.

2. The graduation rates used for AYP determinations of all Title I high schools in improvement, corrective action, or restructuring were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).

3. All Title I high schools in improvement, corrective action, or restructuring with an average graduation rate less than 60 percent were identified.

Tier II

Persistently lowest achieving schools include:

(b) Any secondary school that is eligible for, but does not receive, Title I funds that –
   (i) Is among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds; or
   (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.

To determine the schools among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds, the following process was used:

1. Five percent of the 182 secondary schools that are eligible for, but do not receive, Title I funds is 9 schools.

2. Secondary schools are schools serving students in Grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in Grades 9-12.

3. Only secondary schools that tested a minimum of 30 students on the state reading and mathematics tests used for AYP determinations in 2008-09 were considered. This minimum

number was determined based on the reliability of scores as approved in Oklahoma's Accountability Workbook. This eliminated 87 schools from consideration.

4. All secondary schools that are eligible for, but do not receive, Title I funds that meet the requirement in step 3 were ranked based on the percent of students scoring Proficient or Advanced on the 2008-2009 state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 95 and the school with the highest percent proficient received a score of 1.

5. All secondary schools that are eligible for, but do not receive, Title I funds were ranked based on the percent of students scoring Proficient or Advanced for five years (2003-04, 2004-05, 2005-06, 2006-07, 2007-08) on the state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 95 and the school with the highest percent proficient received a score of 1.

6. Total points for each secondary school that is eligible for, but does not receive, Title I funds were determined by multiplying the points assigned in step 4 by 1.5 and adding the points assigned in step 5.

7. Schools were ordered based on their total points. The nine schools with the highest total points were identified.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

1. High schools are schools serving students in Grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in Grades 9-12.

2. The graduation rates used for AYP determinations of all high schools that are eligible for, but do not receive, Title I funds were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).

3. There were no high schools that are eligible for, but do not receive, Title I funds with an average graduation rate less than 60 percent.

Tier III

All Title I schools in improvement, corrective action, or restructuring not already identified for Tier I or Tier II were identified for Tier III.

MADISON MIDDLE SCHOOL
This is Our Story

THE CHALLENGE

The population of Madison Middle School is composed of approximately 225 students from across the social, racial, and economic spectrum and 45 certified teachers. We have students whose parents work in corporate America as well as students whose families are impacted by poverty. Demographically, the school consists of three hundred twenty five students, in which 62 percent are African American, 23 percent Caucasian, 23 percent classified as special education and 96 percent poverty. Many of our students suffer from problems associated with chronic poverty: a high mobility rate, limited support for school, neglect and abuse, hunger, poor impulse control, anger management issues, and distrust of adults. For many of our families, education is not a priority as it is for others. For such families, meeting day-to-day needs take precedence over school goals and needs. This impacts student attendance and ultimately academic success.

In the spring of 2006, Madison Middle School was at its worst. Madison had been labeled as "School Improvement" or "Corrective Action" for six consecutive years. As part of a restructuring effort, the district superintendent chose a new principal to lead the charge of creating a safe, academically sound environment conducive to learning. In addition to the principal of nine years being replaced, the assistant principal retired. The school had literally lost all previous leadership, and the new principal was charged with observing the school to finish out the year. We were strictly in the survival mode.

The challenges at Madison Middle School were many. Poor reading and math test scores, poor attendance, high suspension rate, low expectations, extreme misbehavior, and ineffective instruction were just a few of the apparent challenges. Students exhibited poor self esteem, lacked respect for teachers and peers, and had a persona of failure. Many teachers had negative attitudes, appeared to be disinterested, lacked accountability, and harbored very low expectations for students and student achievement. There was limited or no parental involvement, and parents were present only under extreme circumstances. There seemed to be no trust between students, parents, and the school.

Key Actions Taken at Madison:

- Hired a new principal to lead turnaround efforts and highly effective teachers to fill all vacancies
- Implemented Building Academic Vocabulary initiative
- Implemented Positive Behavior Intervention Support System
- Built relationships with expert educators through the School Support Teams and What Works in Schools
- Developed Child Study Teams and Professional Learning Communities to study student achievement data
- Adopted Learn and Serve Curriculum

THE APPROACH

The district's efforts of restructuring were made clear when the principal was changed, but the staff was inherited. In an effort to bring about change and positive attitudes, the new principal opted not to renew first year contracts and filled those vacancies with teachers that were documented as highly effective and

shared the principal's vision. This entitled her to hire five elementary certified teachers, two new counselors, an assistant principal, dean of students, and a principal intern. Equipped with previous knowledge and experience, the new leadership team made immediate changes in the fall of 2006. There was an implementation of the following:

- School-wide Behavior Plan;
- Standards-based Curriculum;
- 90 Minute Block Schedule;
- Student Uniform and Dress Code;
- Computer Assisted Math/Reading Program;
- Special Education Curriculum for Math and Reading; and
- Ongoing Professional Development in Learning Styles.

The school-wide behavior plan was not the usual punishment for making wrong choices, but geared toward rewarding behavior that was considered acceptable. Students were rewarded daily, weekly, and quarterly (Positive Behavior Support).

Although a standards-based curriculum was indeed the district's curriculum, accountability was closely monitored and professional development was based on the school's needs to implement the curriculum effectively.

The ninety-minute block schedule was implemented to ensure that students had ample time for instruction in all core subject areas. Not only did it provide additional instructional time, but it limited student movement in the halls and common areas. This in turn decreased the number of behavior incidents that occured during passing.

The computer-assisted math/reading programs and SRA were utilized as a supplementary curriculum to fill in any gaps of instruction. The computer program assisted students at their level of competency and prescribed a plan of improvement based on their individual needs, which were aligned with Oklahoma's *Priority Academic Student Skills (PASS)* objectives. The SRA Reading/Math program was used for those students with cognitive disabilities.

I was first introduced to the Oklahoma State Department of Education (OSDE) School Support Team in the fall of 2006. Our relationship was of collegiate sharing of ideas and support. The school support team was well aware of the challenges that Madison Middle School was facing and those challenges that the newly assigned principal, charged to turn around the school, would encounter. The OSDE School Support Team armed me with many tools to assist in this endeavor. The professional development, What Works in Schools, the Data Retreats, Instructional Strategies, and the periodic visits to the schools and classrooms along with their observations and recommendations were most helpful. Our school had been described as a "School in Need of Improvement" or a "Failing School;" however, with the support of OSDE, the district, parents, teachers, and students, we considered ourselves a "Work in Progress."

Research reveals that students that come from high poverty homes lack academic experiences and their vocabulary is limited and far behind their counterparts. Therefore, their counterparts are far more advanced academically. Vocabulary is the key to understanding and comprehension of

any subject matter. If a student comes to school without the necessary background knowledge as many of Madison's students did, then as educators, it is our responsibility to teach it. It is indeed a fact that without the academic vocabulary needed to understand the content, a student ultimately struggles or fails. If students acquire the background knowledge and vocabulary, they are more apt to be interested in the particular subject and therefore actively participate and initiate discussions and learning that will result in student achievement.

Building Academic Vocabulary (BAV) is a program that allows students to learn, express, and practice the core vocabulary not only verbally, but written and graphically. The program was introduced to Madison Middle School by the OSDE School Support Team in December 2006. We selected only those teachers that were willing to give it a try. The pilot consisted of all language arts teachers. These teachers were eager to participate in a new way to teach vocabulary, one that would consist of utilizing many of the students' individual learning styles. Hence, completion of the 2006-07 school year, in spite of all of the challenges, resulted in significant overall improvement not only in vocabulary, but in all subject areas according to Oklahoma Core Curriculum Test (OCCT) results. The OSDE awarded Madison Middle School for the Most Improved school.

The school years of 2007 through 2009 brought about more changes. In 2007, the district agreed that a total restructuring was necessary in order to give Madison the support needed to be successful. All positions at Madison were deemed vacant. Any teachers that wanted to stay had to reapply and interview. This allowed the leadership team to choose teachers that truly wanted to take on the challenge and believed in the mission, "Failure Is Not an Option." Additional personnel were hired, including a language arts coach and a math coach. Programs were adopted to assist with creating a learning environment that was conducive to learning:

- Positive Behavior Intervention Support (PBIS) - rewarding all children for positive behavior;
- Child Study Teams and Professional Learning Communities (PLCs) - encouraging teachers to discuss individual students, academic achievement, teaching strategies, and data-driven instruction;
- Learn and Serve Curriculum - assisting students in team building, working together for a common cause, and giving back to the community.

The documented success of BAV during the previous school year was the deciding factor to pursue BAV school-wide as a vital part of all subject matter curriculums.

As a result of instituting PLCs, teachers learned how to read and analyze data, plan for relevant and rigorous instruction, and used the data to drive instruction. Teachers and students learned to track their success, set goals and write objectives as to how to reach those goals. Ongoing teacher preparation consisted of team meetings, professional meetings, PLCs, child study, and Saturday professional development.

Instructional Strategies were not limited to these programs. Professional development was ongoing in the area of differentiating instruction. Strategies for improving reading included adopting a common Writing program (*Six Traits*). Daily journaling, Drop Everything and Read (DEAR), Read Raiders Read, and quarterly administering the Scholastic Reading Inventory (SRI) were utilized. In 2008, mathematics was the major focus for improvement. A school-wide math initiative was created and implemented. All teachers in every classroom would teach some element of mathematics. A "ticket out" method was used in all classes.

Data-driven instruction based on data analysis was the responsibility of teachers, students, administrators, and parents. The OCCT and Benchmark data were constantly analyzed. By examining standards from weakest to strongest, comparing data with the OSDE Blueprints, and making concentrated efforts through tiered instruction to increase individual performance was a routine activity. We heighten awareness of accountability by devising Student Data Cards, setting school/class academic goals along with teacher and student individual goals.

Celebrations were many, and students were rewarded for meeting academic, behavioral, and attendance goals. Teachers and staff were rewarded for meeting academic/instructional and attendance goals as well.

A parent involvement focus was implemented by communicating often with the parents and community. This was accomplished through monthly newsletters that also spelled out the standards for all core areas that particular month. Quarterly assemblies were held to recognize academic and behavioral successes. In addition, monthly Parent Nights were scheduled and each meeting was associated with a theme (mathematics, language arts, science, history, and technology). Parents received hands-on activities and information and left with the knowledge of the school's curriculum, goals, and how to help their children be successful. Student success plans were implemented for all students receiving a D or less. This plan involves students, parents, and teachers coming together to ensure success with the understanding that all children can learn.

THE RESULTS

The 2007, 2008, and 2009 OCCT test results of Madison Middle School revealed significant gains over the three-year period. Madison Middle School's Academic Performance Index (API) doubled from 502 in 2006 to 1107 in 2009. Attendance increased from 90.6% in 2007 to 93.6% in 2009.

The 2006-2007 data revealed a significant increase in mathematics and reading; however, Madison did not make Adequate Yearly Progress (AYP) due to attendance. An attendance incentive was put in place for the 2007-2008 year. Once again, test results (2008) revealed significant academic gains, and Madison made AYP; attendance goals were met. The 2008-2009 OCCT test results revealed the best news ever: significant gains in mathematics, reading, and attendance were achieved. Madison Middle School was no longer on the School Improvement list and could now take its rightful ranks of other successful schools.

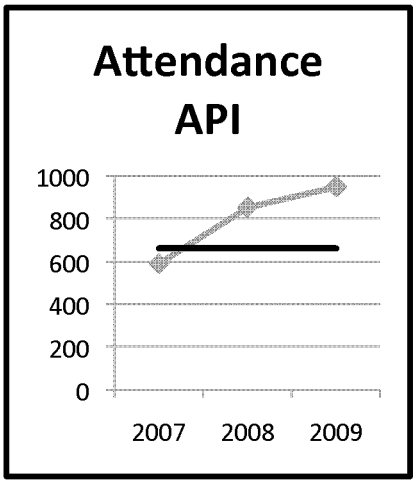
Additional successes include, but are not limited to:

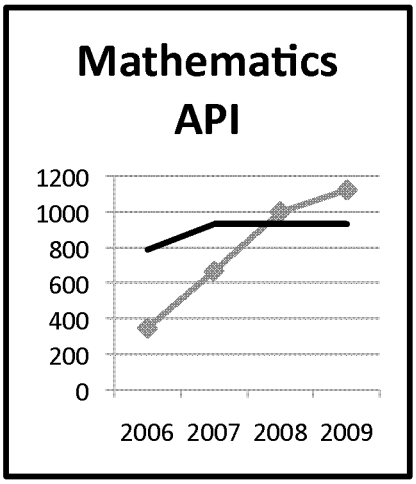
- Academic achievement;
- Vocabulary/Comprehension;
- Analytical skills;
- Increased parental involvement;
- Environment conducive to learning;
- Positive student/teacher/parent relationships;
- Culture of high expectations that "All Madison Students are College Bound Students;"
- Increased attendance; and
- Understanding of the importance of education by all students, parents, administrators, and stakeholders.

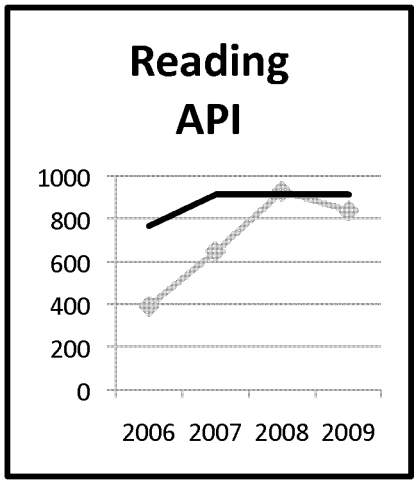
The challenge to turn around a school does not come over night. There is no magic wand nor is there a "one size fits all" remedy. It is a combination of effective teachers and administrators along with parents and students that share a common goal, a rigorous curriculum, hard work, time, effort, and a commitment to success. Madison Middle School tried many strategies, and the results have been phenomenal. One must believe that there is a brilliant child locked inside of every student and that failure is not an option. As educators, it is our charge and responsibility that "No Child is Left Behind." If we BELIEVE that children are our future and ACHIEVE the art and science of teaching, we will SUCCEED in making a difference in the lives of children.

Madison's Academic Performance Index (API) Results

Attendance, mathematics, and reading are scored on a scale of 0-1500 for each school site and district. The graphs below show Madison's API for each year in comparison to the state targets.







Inner-city public schools need voices of support

THE OKLAHOMAN EDITORIAL
Published: April 27, 2010

THE students at Emerson High School aren't your typical inner-city kids. Among at-risk students, they face the greatest likelihood of not finishing school, of ending up in the court system, of raising children who continue the cycle of poverty.

They're either teenage moms — or expectant teens — trying to balance motherhood and school, or they're students who have had problems at their home school. The statistics may not be on their side. But they're not alone.

Discussions about how extensively to renovate Emerson, one of the city's oldest high schools, as part of the MAPS for Kids program has drawn an impressive amount of community response. They include local homeowners, volunteer tutors and officials with nearby St. Anthony Hospital.

Some are worried about the curb appeal of the near downtown neighborhood. Others want better and more well-rounded programs for Emerson students. The school is fortunate to have such willing advocates.

Not so long ago, the Oklahoma City School District was largely detached from much of the community. Its downward spiral was a sore spot in a city that was desperately seeking to evolve.

That recognition helped give birth to MAPS for Kids. And it's what inspired others throughout the community to pitch in at the schools in so many ways.

The story of what was once known as Western Village Elementary School is well-known in local circles. Integris Corp. flooded the chronically low-performing school with financial support and tutors before eventually taking over the day-to-day operations as a charter school. It's now known as Stanley Hupfeld Academy at Western Village, named after the man who until recently was the chief executive officer of Integris and whose passion for the school is boundless.

There are other examples, too. Devon and Chesapeake Energy have well-established tutoring and mentoring programs with inner-city schools. American Fidelity Corp. is a longtime partner of Wilson Elementary. This school year, the company even extensively renovated some of its office space to house Wilson's pre-kindergarten program while the main school building undergoes renovations. Many other businesses and church groups help in ways that aren't so obvious but are critical for the children they help.

Reality is that many of Oklahoma City's inner-city schools don't have a parent support base that's willing or able to be an advocate or squeaky wheel when needed. To the extent that others — whether it be businesses, the faith community or just interested individuals — can fill that void, they should. For too long, such voices were quiet in Oklahoma City. Our city can't afford to go down that road again.

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Collaborative Leadership
Effective Leaders
Data
Professional
Learning Environment
Effective Teachers
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Academic Learning

Supporting Schools in Need of Improvement

Virginia's System of Support

Dr. Kathleen M. Smith, Director
Office of School Improvement

Capacity Building Program of the Virginia Department of Education

Based on indicators in *CII's Handbook on Restructuring and Substantial School Improvement*

Collaboration Partners included:

- **Appalachia Regional Comprehensive Center**
- **Virginia Department of Education**
- **Virginia Educational Leadership Foundation**
- **Center on Innovation & Improvement**

Why was the support needed?

- Concern that divisions with conditionally accredited schools in the process of implementing reconstitution plans approved by the State Board of Education would not be able to "self-correct".
- Recognition that more schools—and more divisions—might face the prospect of developing and implementing reconstitution plans.
- VDOE needed to address these concerns within limitations of staff time and other resources.

How did it happen?

- U.S. Department of Education repurposed the Regional Comprehensive Centers to build state capacity.
- ARCC was looking for a way to help VDOE.
- CII published the *Handbook on Restructuring and Substantial School Improvement* and was looking for a place to test its efficacy.

How did it happen? (continued)

- VDOE was looking for a way to expand an already comprehensive approach to assist chronically low-performing schools.
- VFEL wanted to expand its role in building leadership capacity.

Elements of the initiative

- Emphasis on division support for school improvement.
- Use of the research base on "what works"—CII's *Handbook on Restructuring and Substantial School Improvement*
- The Web Conference program.
- An online tool to support improvement planning.
- Integration with VDOE supports, already in place, for schools and divisions.

What VDOE supports were in place in 2007-2008?

- Coaching model based on the Partnership for Achieving Successful Schools (PASS) initiative.
- Coaches or auditors were assigned to the school two days per month to monitor the implementation of the school's corrective action plan.
- Coaches or auditors met monthly as a group to share ideas and discuss the progress of the schools in which they are assigned.
- Coaches or auditors submitted regular monthly reports to the district and the SEA.
- Coaches assisted in acquiring extra resources when needed for the school from the division or the LEA.
- Coaches were assigned when the division requests voluntary participation in the PASS initiative. Auditors were assigned when the school was conditionally accredited and was not a PASS school. In some cases, auditors were requested by the division.
- http://www.doe.virginia.gov/VDOE/SchoolImprovement/pass.html

Required Shared Governance Model

- Each school conditionally accredited or in year 4 and beyond of school improvement was required to have a shared governance team in place and was assigned a coach or auditor to monitor that governance model.
- This team met monthly and focused on the school's corrective action plan or school improvement plan.
- The team included at least one district team member, the coach or auditor, an outside representative that could provide support in the area in which the school was having difficulty, the principal, and core content leaders within the school's structure.
- For schools in year 4 and beyond of school improvement, the outside representative served as the chair and was paid for with school improvement funds.

The VDOE Web Conference Program in 2007-2008

- The focus was on learning/using a *process* for division and school improvement.
- In 2007-08, seven "classes" with instruction were provided over the Web and telephone to teams from 20 school divisions.
- Divisions were assigned to small groups, each taught by two faculty members supported by Kathleen Smith, Director of the Office of School Improvement.
- Faculty members were practicing and retired educators with central office/school administrative experience who were also working as faculty in higher education programs across the state.

The VDOE Web Conference Program (continued)

- PowerPoint presentations prepared by CII staff provided a common curriculum across the groups.
- Content focused on 20 "indicators" of effective district practices selected by the planning committee.
- "Scripts" were supplemented by faculty members and VDOE staff, with intentional and aggressive efforts made to encourage discussion and input from division personnel.
- The VDOE Web site was developed as an additional support.

How was the research-based model customized to meet Virginia's needs?

- The 160+ indicators were reduced to 20+ indicators.
- Materials and [illegible]ts were developed around those 20 indicators.
- The online tool was modified t[illegible]et the needs of VA school divisions a[illegible]/DOE.
- The modifications were based on feedback collected and reported by ARCC evaluators and all the collaborators.

Navigating the system – PPS

The *Performance Positioning System* worked like a GPS. The district teams determined:

where they were in relation to the Success Indicators (reference points), and

how to creatively navigate among them to reach their destination of improved student learning.

Success Indicators
Getting the Details Right

- Evidence-based practices for classrooms, schools, and districts
- Culled, analyzed, and organized in *Handbook on Restructuring and Successful School Improvement*
- *Handbook* named "outstanding publication of the year" by Division H of AERA at 2008 convention in New York City

Categories and Examples of District Indicators

District context and support

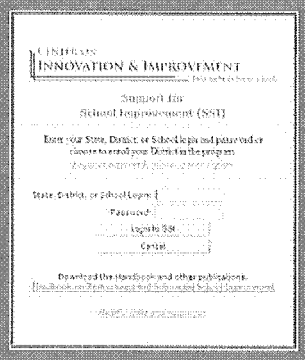
Indicator: The district sets district, school, and student subgroup achievement targets.

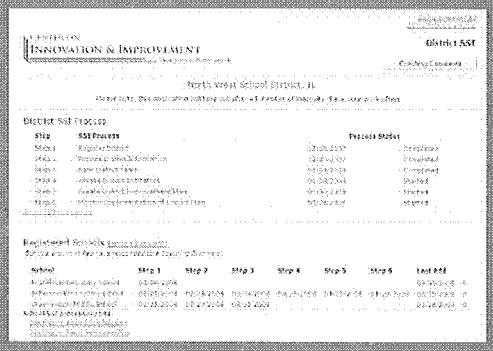
District and change process

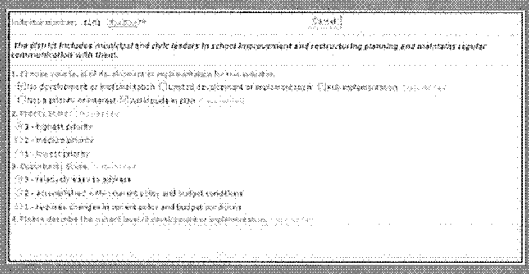
Indicator: The district operates with district level and school-level improvement teams.

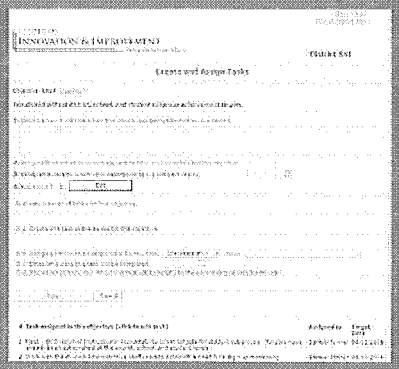
District-school expectations

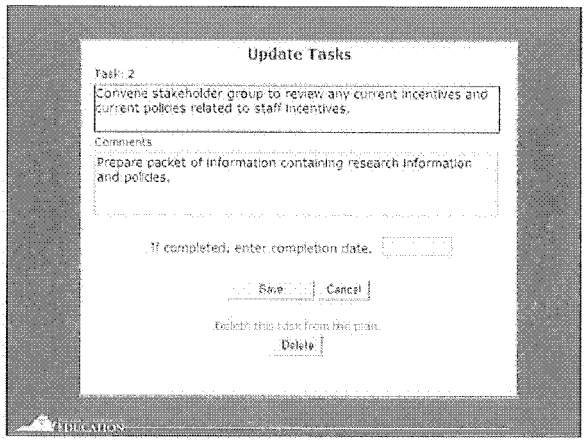
Indicator: The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.











Results for 2007-2008

Of the nineteen districts that used the district improvement process for 30 schools, only eight divisions remained with only 10 schools (two alternative schools, seven middle schools, and one elementary school). Student achievement increased in all 30 schools.

Moving ahead to 2008-2009

- The Web Conference process was used with additional divisions AND with schools.
- Indicators were again vetted to focus on "rapid improvement strategies."
- A school-level version of the online tool to support improvement efforts was developed.
- Schools identified by VDOE as "in n[illegible] rapid improvement" were a primary focus. This included PASS schools and chronically low-performing schools.
- Some PASS schools were only in Year 1 or 2 of improvement, while others were in Year 5 and beyond.
- Quarterly reports were required.

Four Teacher Trainings

- The principal and two lead teachers were required to attend teacher training provided by three expert instructional trainers from the Center on Innovation and Improvement.
- Three PASS coaches also attended this training for the purpose of scaling-up for more schools without the services of the Center on Innovation and Improvement the following year.

Purpose of Teacher Training

- Examine strategies for successful teamwork.
- Identify an effective framework for instructional planning (including unit planning and differentiation of instruction for learning and assessment for learning).
- Develop an Instructional Team profile for examining student learning data.
- Determine a process of collegial coaching that supports instructional practices.

Aligned Instruction

National Standards
national expectations by subject and grade range; usually developed by subject area associations or institutes

State Standards
state expectations by subject and grade-level range or grade level

Benchmarks
state and/or district expectations by specific grade level or clusters of grade levels

Curriculum
scope and sequence of objectives/skills

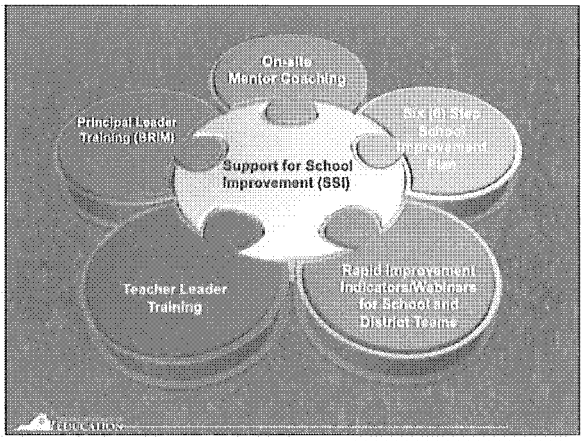
Aligned Unit of Instruction
written curriculum aligned to tested curriculum and instruction provides teachers with organizational framework for planning

Results to Date

- Coaches, auditors and principals have been using the on-line tool. They report that it provides not just a plan, but a process for improvement. It has been somewhat difficult to move the paper plan to the on-line tool; however, in doing this, the principal and coach are able to monitor the implementation of a school improvement plan with action steps related to core research-based strategies.
- Coaches, auditors and principals reported that the training was on target in terms of meeting the needs of the school.

Next Year – Scale up to include all Title I schools in Improvement

1003(g) Funding



Division Requirements

Division representative will develop a **division support team** to include division staff members from:

Title I
Instruction
Special Education
ESL and/or other relevant instructional area (if needed)

Division Requirements (continued)

Division support team will:

Develop and implement a **division plan** to support schools in improvement using the CII tool

Attend 7 division-level **web conferences** during the year

Division Requirements (continued)

Division team member attending the summer Coaches Institute will:

Meet with the schools in improvement planning team at least monthly

Serve as the liaison between the central office and the schools in improvement

Note: A ratio of one division liaison per three schools is required.

School Requirements

Principal and **coach** will develop a **school support team** to include assigned division team member and school staff members from:

Title I
Instruction
Special Education
ESL and/or other relevant instructional area (if needed)

School Requirements

(continued)

School support team will:

- Develop and implement a **school plan** to support schools in improvement using the CII tool
- **Meet** at least monthly with the division representative and will **maintain minutes of the meetings** using the CII tool
- Submit **quarterly reports** to the Virginia Department of Education

School Requirements

(continued)

Principal will:

- Attend 7 school-level **web conferences** during the year

  Coach and other team members should attend if possible.

- Attend **Breaking Ranks in the Middle** training offered by VASSP

  Grant funds can be used to pay for this training. Training will be offered regionally.

School and Division Teacher Training

Coach and division contact will:

- **Attend three additional meetings** to be trained by VFEL as teacher training leaders
- **Be grouped by VDOE** (according to proximity and likeness) to provide teacher trainings to principals and at least two teachers from each school in the group four times during the year

Note: Teachers selected for training sessions must be good at what they do and capable of serving in a leadership capacity at the school.

Coach and Division Contact Attend Four Teacher Leader Trainings:

One at the Coaches Institute and three others held in November, January, and March

Coach and Division Contact join division groups pre-determined by VDOE

Teacher Training 1 | Teacher Training 2 | Teacher Training 3 | Teacher Training 4

VDOE Staff deployed to assist training

Keys to success

- **Strong, active leadership within the VDOE was essential.**
- **VDOE staff had to have time and resources dedicated to the improvement of low-performing schools to make this initiative work.**
- **VDOE leadership recognized that a systemic approach was required.**
- **ARCC and CII had to be able to adapt the plan to assist VDOE with building systemic capacity.**
- **ARCC was able to bring key partners and collaborators into the capacity-building effort.**

Keys to success (continued)

- Intensive planning was necessary, and ongoing communication made it possible to adjust and improve the work.
- The use of the WebEx training and Web-based PPS was quickly embraced by all users.
- The language of the CII indicators and lead teacher training, the use of the PPS, the SREB module training, and VFEL Breaking Ranks training had to be woven into this improvement process.
- Divisions knew that the data and information collected through the PPS were reported to the Virginia Board of Education.

Demonstration of SSI System

Contact

Sam Redding sredding@adi.org

Marilyn Murphy mmurphy@centerii.org

Visit their web site at www.centerii.org

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

Tulsa Area **Community Schools** Initiative

Successful students, healthy families, engaged communities

Community schools' successes generate excitement and support!

Community Schools: A Bold Vision

Requiring A New Way of Thinking and Doing Business

In the COMMUNITY…

The community schools approach is based on a new mindset about achieving success for students and their families. The challenges today's families and students face in their daily lives often become serious barriers to student success. To overcome these barriers by addressing the needs of the "whole" child demands a purposeful partnership involving the entire community, families, and the schools, in order to assure the best opportunities for all children.

The **Tulsa Area Community Schools Initiative (TACSI)** was established through the Tulsa Metropolitan Human Services Commission (MHSC) in 2007. It is administered by the Community Service Council of Greater Tulsa (CSC) and guided by a community advisory board. The TACSI Resource Center at CSC staffs a Management Team with leaders from the two participating school districts (Union and Tulsa) and other key partners. This structure assures focused, accountable leadership within the community and key institutions for implementing and supporting this new way of doing business.

…in the SCHOOLS…

More than nine thousand students and their families are impacted by the eighteen TACSI Title 1 elementary schools in low income neighborhoods throughout the Tulsa area. Each school has a school based structure and culture effectively integrating a quality academic program with an array of community support resources. The principal and community school coordinator share leadership of the school's site team of school and community partners, working together to plan and implement their school's unique program.

Services and activities in a community school are provided as a part of a larger vision with specific goals focused on improvements for the school, the individual student, the family, and at times, the surrounding neighborhood. This work extends *beyond the provision of services* to efforts designed to *impact conditions affecting learning and student development* (e.g., community safety, housing, transportation).

…and all across the COUNTRY.

Community schools are now thriving in communities in 49 states and the District of Columbia.

TACSI is part of a vibrant national network, coordinated through the National Coalition for Community Schools.

A New Community Mindset

"The reason I'm so excited about Community Schools is because it gives every person an opportunity to be at the education table and make a difference in providing quality education."

Tulsa Mayor, Kathy Taylor

A New Infrastructure

"What we found in Baltimore was that the ideas around Community Schools were alive already in the community. Parents want services and activities in the building. Community residents want their schools to be essential, vital hubs of the community. However the name Community Schools and the infrastructure to make it work was not

All Focused on New Realities and Better Results

"The community schools initiative in Tulsa grew out of a clearer recognition that many students enter our classrooms with much larger personal baggage than their backpacks... Community schools recognize this fact and engage in aligning and developing community resources within the school environment to address specific unmet family and student needs. TACSI and the Resource Center assure this engagement occurs, in conjunction with the leadership and work at each school site. In addition, the Center facilitates establishment of research based standards for defining the makeup and operation of a community school to insure that the community school model is more results than rhetoric."

Ed Payton, Member, Union Public Schools Board of

By sharing expertise and resources, schools and communities act in concert to **educate the whole child**—academically, physically, socially, and emotionally. These schools often become **centers of their neighborhoods** with community partners providing resources, services and opportunities for students, families, and their neighbors.

Innovative programs, strong partnerships

Effective neighborhood and volunteer involvement... Organized by **TACSI SCHOOL COORDINATORS** and **RESOURCE CENTER** staff, caring individuals from dozens of area health, social service, recreation, youth development, business, and faith-based organizations can be found in individual community schools before, during, and after school and in the summer, providing help and enrichment opportunities for students and their families.

Mentoring... TACSI coordinates the **MAYOR'S MENTORING TO THE MAX** initiative. Launched in 2007 with financial support from Bank of America, it has provided ongoing relationships with caring adults for over 1,200 elementary school children in all eighteen TACSI community schools. Bank of America and the Walton Family Foundation through Arvest Bank are providing support for the 2009-10 school year. Mayor Taylor invites local musicians to volunteer for a new program, **MENTORING TO THE MAX WITH MUSIC**.

Global Gardens... Several TACSI schools partner with **GLOBAL GARDENS**, a nonprofit educational organization dedicated to engaging low-income students and communities in new learning and service opportunities through community gardens. The **JUNIOR LEAGUE of TULSA** has selected Rosa Parks and its Global Gardens as a signature project.

Faith-based partners... More than 45 faith-based groups provide volunteers, support and activities for TACSI schools. They come together through TACSI-sponsored roundtables for peer support and to exchange service ideas.

Seniors in schools... **TULSA AREA AGENCY ON AGING** and **SODEXHO** (the food provider for both the schools and the senior nutrition program) partner with some TACSI schools to bring neighborhood seniors and students together in school cafeterias, sharing lunches and relationships across the generations for the benefit of all.

Higher education partnerships... School-based **HEALTH CLINICS** staffed by **OU-TULSA MEDICAL STUDENTS** provide on-site primary health care for students, siblings, family members, and school faculty and staff ... **OU-TULSA URBAN DESIGN STUDIO** graduate students and TACSI created a **NEIGHBORHOOD PLANNING ACADEMY**, training school facilitators to organize neighborhood residents to plan and act together ... The **OU-TULSA SCHOOL OF SOCIAL WORK** supplies graduate student interns to work with TACSI families to help solve problems at home which interfere with their children's learning at school ... **OU-TULSA COLLEGE OF EDUCATION** professor Dr. Curt Adams is working with TACSI to create a community schools evaluation ... **OU-TULSA OFFICE OF COMMUNITY ENGAGEMENT** is the country's first **REGIONAL TRAINING CENTER ON UNIVERSITY-ASSISTED COMMUNITY SCHOOLS** ... **TULSA COMMUNITY COLLEGE NORTHEAST CAMPUS** mobilizes faculty and staff to assist TACSI schools, and hosts campus visits and family events to introduce college and career opportunities.

TACSI earns recognition and support

Connecting early childhood with first years of school... Tulsa is one of three cities nationally to receive a **W.K. Kellogg Foundation EARLY CHILDHOOD AND COMMUNITY SCHOOLS LINKAGE GRANT** to build a coordinated continuum of child development and learning which improves both school readiness and early school performance.

Expanding out-of-school time programs... The City of Tulsa and TACSI were awarded a **NATIONAL LEAGUE OF CITIES** technical assistance grant to develop a city-wide system for quality and accessible out of school time activities. **The FORUM FOR YOUTH INVESTMENT** and the **OKLAHOMA AFTERSCHOOL NETWORK** selected Tulsa as one of two Oklahoma cities to work in partnership with **QUALITY COUNTS/READY BY 21**.

Enhancing summer reading and enrichment... Over 150 neighborhood students have attended a summer **ACADEMIC AND ENRICHMENT PROGRAM** at McKinley elementary, organized by TACSI with funding from Bezalel Foundation, George Kaiser Family Foundation, Hille Foundation, and ZINK Foundation.

Receiving national and local recognition for TACSI's leadership and progress... TACSI's expertise is frequently sought for **PRESENTATIONS AND CONSULATION** at the local, state, and national levels. Groups from other communities visit Tulsa to learn about TACSI as a model community schools initiative. TACSI is a member and leader in the **NATIONAL COALITION FOR COMMUNITY SCHOOLS**, and is currently working with them to address chronic absence. The **TULSA METROPOLITAN CHAMBER OF COMMERCE** honored TACSI programs and staff as Partners in Education.

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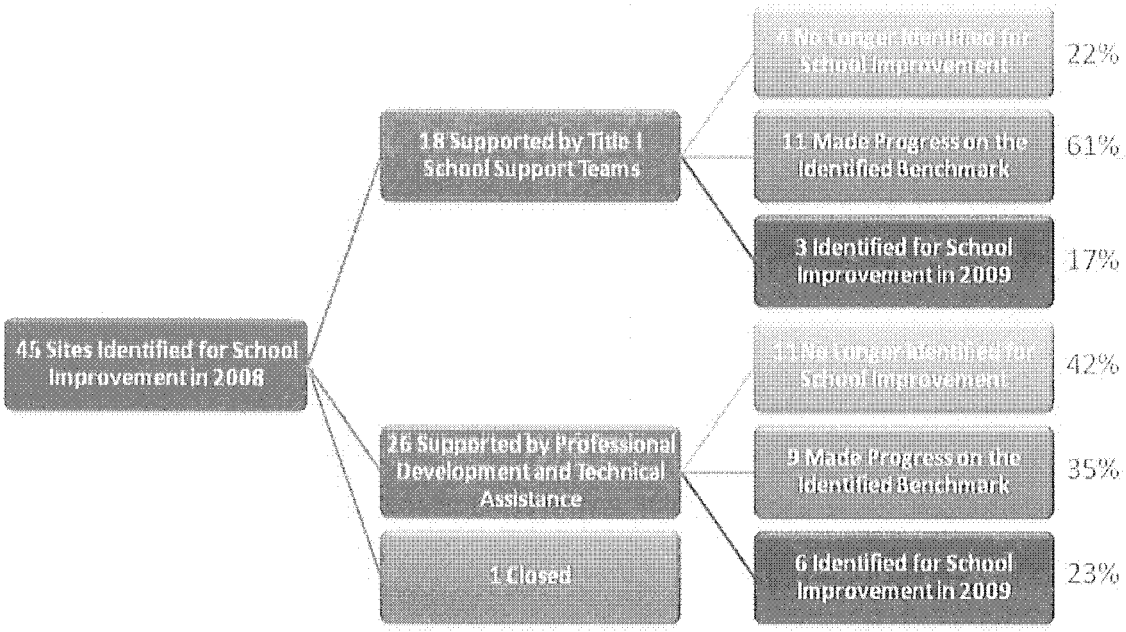
TACSI
Community Service Council of Greater Tulsa
16 East 16th Street, Suite 202
Tulsa, Oklahoma 74119

Success of Oklahoma Statewide System of Support 2008-2009



(F)(2)(ii) Oklahoma Charter Schools
Student Populations, October 2009

County	Sponsor	CoDist Code	Site Code	School Site	Grades (Low-High)	Black	American Indian	Hispanic	Asian/Pac. Islander	White or Other	October 2009 Total Enrollment	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	971	INDEPENDENCE CHARTER MS	06-08	30%	6%	12%	3%	50%	**305**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	972	JUSTICE A.W. SEEWORTH ACADEMY	03-12	89%	2%	6%	0%	2%	**450**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	973	HUPFELD ACAD./WESTERN VILLAGE	PK-05	87%	3%	5%	0%	4%	**330**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	974	ASTEC CHARTER MS	06-08	10%	4%	72%	6%	8%	**367**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	975	DOVE SCIENCE ACADEMY (OKC)	06-12	12%	3%	63%	7%	15%	**478**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	977	SANTA FE SOUTH HS	09-12	6%	4%	81%	1%	8%	**539**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	978	HARDING CHARTER PREPARATORY HS	09-12	32%	4%	12%	4%	48%	**425**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	979	MARCUS GARVEY LEADERSHIP CS	PK-07	95%	1%	2%	0%	2%	**211**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	980	HARDING FINE ARTS ACADEMY	09-12	20%	7%	12%	5%	56%	**255**	
OKLAHOMA	Schools	55I089	981	SANTA FE SOUTH MS	06-08	4%	2%	88%	1%	5%	**371**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	982	KIPP REACH COLLEGE PREPARATORY	05-08	81%	3%	5%	2%	10%	**251**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	983	ASTEC CHARTER HS	09-12	10%	5%	27%	5%	53%	**507**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089	984	DOVE SCIENCE ACADEMY ES (OKC)	KG-05	37%	5%	36%	2%	21%	**307**	
OKLAHOMA	University of Oklahoma	55G001	971	SANTA FE SOUTH ES (CHARTER)	KG-05	5%	5%	82%	0%	8%	**300**	
OKLAHOMA	OKLAHOMA CITY Public Schools	55I089		**Average for Oklahoma City Public Schools LEA**	PK-12	30%	5%	41%	3%	21%	**42,570**	
TULSA	Langston University	72G001	972	DEBORAH BROWN COMMUNITY SCHOOL	KG-05	99%	0%	0%	0%	1%	**208**	
TULSA	Langston University	72G002	974	DISCOVERY SCHOOL OF TULSA	KG-08	30%	6%	16%	1%	46%	**367**	
TULSA	TULSA Public Schools	72I001	971	DOVE SCIENCE ACADEMY (TULSA)	06-12	19%	13%	28%	2%	38%	**371**	
TULSA	TULSA Public Schools	72I001	974	TULSA SCHL OF ARTS & SCIENCES	09-12	7%	13%	3%	1%	76%	**273**	

(F)(2)(ii) Oklahoma Charter Schools
Student Populations, October 2009

County	Sponsor	CoDist Code	Site Code	School Site	Grades (Low-High)	Black	American Indian	Hispanic	Asian/Pac. Islander	White or Other	October 2009 Total Enrollment	
TULSA	TULSA Public Schools	72I001		**Average for Tulsa Public Schools LEA**	PK-12	33%	11%	22%	2%	32%	**41,493**	
Site Code G = sponsored by entity other than public school; I = Independent Districts												

(F)(2)(iii) Oklahoma Charter School Funding Amounts and Comparison With Traditional School Funding

County	District	CoDist Code	Site Code	School Site	Grades (Low-High)	October 2008 Total Enrollment	FY09 Expenditures†	Estimated average spending per-pupil in Fall enrollment	Percentage of LEA Total
OKLAHOMA	OKC Public	55I089	971	INDEPENDENCE CHARTER MS	06-08	**294**	$ 1,627,233.44	$ 5,534.81	92.67%
OKLAHOMA	OKC Public Schools	55I089	972	JUSTICE A.W. SEEWORTH ACADEMY	03-12	**422**	$ 3,749,551.35	$ 8,885.19	148.77%
OKLAHOMA	OKC Public Schools	55I089	973	HUPFELD ACAD./WESTERN VILLAGE	PK-05	**330**	$ 2,941,131.50	$ 8,912.52	149.23%
OKLAHOMA	OKC Public	55I089	974	ASTEC CHARTER MS	06-08	**370**	$ 5,060,709.20	$ 13,677.59	229.01%
OKLAHOMA	OKC Public	55I089	975	DOVE SCIENCE ACADEMY	06-12	**479**	$ 2,224,471.95	$ 4,643.99	77.76%
OKLAHOMA	OKC Public	55I089	977	SANTA FE SOUTH HS	09-12	**543**	$ 3,349,820.10	$ 6,169.10	103.29%
OKLAHOMA	OKC Public Schools	55I089	978	HARDING CHARTER PREPARATORY HS	09-12	**377**	$ 2,389,862.03	$ 6,339.16	106.14%
OKLAHOMA	OKC Public Schools	55I089	979	LEADERSHIP CHARTER SCHOOL	PK-07	**158**	$ 1,186,585.55	$ 7,510.04	125.74%
OKLAHOMA	OKC Public	55I089	980	HARDING FINE ARTS	09-12	**208**	$ 1,350,503.54	$ 6,492.81	108.71%
OKLAHOMA	OKC Public	55I089	981	SANTA FE SOUTH MS	06-08	**376**	$ 2,450,379.91	$ 6,516.97	109.12%
OKLAHOMA	OKC Public Schools	55I089	982	KIPP REACH COLLEGE PREPARATORY	05-08	**277**	$ 2,254,243.06	$ 8,138.06	136.26%
OKLAHOMA	OKC Public	55I089	983	ASTEC CHARTER HS	09-12	**431**	new in FY09		
OKLAHOMA	OKC Public Schools	55I089	984	DOVE SCIENCE ACADEMY ES (OKC)	KG-05	**283**	new in FY09		
OKLAHOMA	University of Oklahoma	55I089	971	SANTA FE SOUTH ES	KG-05		new in FY10		
OKLAHOMA	OKC Public Schools	55I089		**Average for all Oklahoma City Public Schools Sites**	PK-12	**41,089**	#############	$ 5,972.49	±
TULSA	Langston University	72G001	972	DEBORAH BROWN COMMUNITY SCHOOL	KG-05	**206**	$ 1,285,047.03	$ 6,238.09	110.20%
TULSA	Langston	72G001	974	DISCOVERY SCHOOL OF TULSA	KG-08		new in FY10		
TULSA	Tulsa Public Schools	72I001	971	DOVE SCIENCE ACADEMY (TULSA)	06-12	**402**	$ 2,224,471.95	$ 5,533.51	97.75%
TULSA	Tulsa Public Schools	72I001	974	TULSA SCHL OF ARTS & SCIENCES	09-12	**262**	$ 1,339,608.73	$ 5,113.01	90.32%
TULSA	Tulsa Public Schools	72I001		**Average for All Tulsa Public Schools Sites**	PK-12	**41,197**	#############	$ 5,660.77	
Site Code G = sponsored by entity other than public school; I = Independent Districts									

(F)(2)(iii) Oklahoma Charter School Funding Amounts and Comparison With Traditional School Funding

County	District	CoDist Code	Site Code	School Site	Grades (Low-High)	October 2008 Total Enrollment	FY09 Expenditures†	Estimated average spending per-pupil in Fall enrollment	Percentage of LEA Total				
† While charter schools receive no locally generated tax revenue, that and donations are also not chargeable against													
their state aid allocation as it is with traditional schools.													
± District may receive up to 5% of charter schools' state aid formula allocation for administration.													

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-130 - Short Title

Cite as: O.S. §, __ __

Sections 6 through 18 of this act shall be known and may be cited as the "Oklahoma Charter Schools Act".

Historical Data

Added by Laws 1999, c. 320, § 5, eff. July 1, 1999.

Citationizer© Summary of Documents Citing This Document

Cite Name	Level
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Cite	Name	Level
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2000 OK AG 12,	Question Submitted by: The Honorable Darrell Gilbert, Oklahoma House of Representatives, District 72	Discussed

Oklahoma Supreme Court Cases

Cite	Name	Level
2003 OK 98, 82 P.3d 587,	THE PENTAGON ACADEMY, INC. v. INDEP. SCHOOL DIST. NO. 1 OF TULSA COUNTY	Cited

Citationizer: Table of Authority

Cite	Name	Level
None Found.		

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-131 - Purpose

Cite as: O.S. §, __ __

A. The purpose of the Oklahoma Charter Schools Act is to:

1. Improve student learning;

2. Increase learning opportunities for students;

3. Encourage the use of different and innovative teaching methods;

4. Provide additional academic choices for parents and students;

5. Require the measurement of student learning and create different and innovative forms of measuring student learning;

6. Establish new forms of accountability for schools; and

7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

B. The purpose of the Oklahoma Charter Schools Act is not to provide a means by which to keep open a school that may otherwise be closed. Applicants applying for a charter for a school which is to be otherwise closed shall be required to prove that conversion to a charter school fulfills the purposes of the act independent of closing the school. Nothing in this section shall be interpreted to preclude a school designated as a "high challenge school" from becoming a charter school.

Historical Data

Added by Laws 1999, c. 320, § 6, eff. July 1, 1999.

Citationizer© Summary of Documents Citing This Document

Cite Name	Level	
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Cite	Name	Level
2007 OK AG 23,	Question Submitted by: The Honorable Al McAffrey, State Representative, District 88	Cited

Citationizer: Table of Authority

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None Found.		

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-132 - Application of Oklahoma Charter Schools Act

Cite as: O.S. §, __ __

A. The Oklahoma Charter Schools Act shall apply only to charter schools formed and operated under the provisions of the act. Charter schools shall be sponsored only as follows:

1. By a school district with an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;

2. By a technology center school district only when the charter school is located in a school district served by the technology center school district and only if the local school district has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census; or

3. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education only when the charter school is located in a school district that has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located.

B. Charter schools formed pursuant to the act shall serve as a pilot program to demonstrate the potential of expanding charter schools to other parts of the state. Any charter or enterprise school operating in the state pursuant to an agreement with the board of education of a school district on July 1, 1999, may continue to operate pursuant to that agreement or may contract with the board of education of the school district pursuant to the Oklahoma Charter Schools Act. Nothing in the Oklahoma Charter Schools Act shall prohibit a school district from applying for exemptions from certain education-related statutory requirements as provided for in the Educational Deregulation Act.

C. Beginning January 1, 2008, not more than three new charter schools shall be established each fiscal year in each county in the state having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. For purposes of this subsection, a "new charter school" shall mean a charter school proposed by an applicant that has never had a contract with a sponsor.

D. For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board of education of a school district, an area vocational-technical school district, or a higher education institution pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

E. A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 7, emerg. eff. July 1, 1999; Amended by Laws 2000, HB 2728, c. 232, § 5, emerg. eff. July 1, 2000 (superseded document available); Amended by Laws 2001, HB 1214, c. 33, § 67, emerg. eff. July 1, 2001 (superseded document available); Amended by Laws 2007, HB 1589, c. 257, § 1 (superseded document available).

Citationizer© Summary of Documents Citing This Document

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Cite	Name	Level

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1999 OK AG 64,	Question Submitted by: The Honorable Sandy Garrett , State Superintendent of Public Education	Cited
2000 OK AG 12,	Question Submitted by: The Honorable Darrell Gilbert, Oklahoma House of Representatives, District 72	Discussed at Length

Oklahoma Supreme Court Cases

Cite	Name	Level
2003 OK 98, 82 P.3d 587,	THE PENTAGON ACADEMY, INC. v. INDEP. SCHOOL DIST. NO. 1 OF TULSA COUNTY	Cited

Oklahoma Session Laws - 2001

Cite	Name	Level
2001 O.S.L. 33, 2001 O.S.L. 33,	Vocational technical education; changing the name of area vocational technical school districts to technology center school districts; changing statutory cites. Effective date. Emergency.	Cited

Title 70. Schools

Cite	Name	Level
70 O.S. 3-133,	Repealed by Laws 2007, HB 1589, c. 257, § 5	Cited
70 O.S. 3-134,	Sponsor Proposal	Cited

Citationizer: Table of Authority

Cite Name	Level

Title 70. Schools

Cite	Name	Level
70 O.S. 3-133,	Repealed by Laws 2007, HB 1589, c. 257, § 5	Cited
70 O.S. 3-132,	Application of Oklahoma Charter Schools Act	Cited

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-133 - Repealed by Laws 2007, HB 1589, c. 257, § 5

Cite as: O.S. §, __ __

Repealed by Laws 2007, HB 1589, c. 257, § 5.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 8, emerg. eff. July 1, 1999; Amended by Laws 2000, HB 2728, c. 232, § 6, emerg. eff. July 1, 2000 (superseded document available); Amended by Laws 2001, HB 1214, c. 33, § 68, emerg. eff. July 1, 2001 (superseded document available); Repealed by Laws 2007, HB 1589, c. 257, § 5 (repealed document available).

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Title 70. Schools		
Cite	Name	Level
70 O.S. 3-132,	Application of Oklahoma Charter Schools Act	Cited

Citationizer: Table of Authority

Cite Name	Level	
Title 70. Schools		
Cite	Name	Level
70 O.S. 3-132,	Application of Oklahoma Charter Schools Act	Cited
70 O.S. 3-133,	Charter School Sponsoring Restrictions	Cited

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-134 - Sponsor Proposal

Cite as: O.S. §, __ __

A. For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.

B. Except as otherwise provided for in Section 3-137 of this title, an applicant seeking to establish a charter school shall submit a written application to the proposed sponsor as prescribed in subsection E of this section. The application shall include:

1. A mission statement for the charter school;

2. A description of the organizational structure and the governing body of the charter school;

3. A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;

4. A description of the hiring policy of the charter school;

5. The name of the applicant or applicants and requested sponsor;

6. A description of the facility and location of the charter school;

7. A description of the grades being served;

8. An outline of criteria designed to measure the effectiveness of the charter school;

9. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district; and

10. Documentation that the applicants completed charter school training as set forth in subsection A of this section.

C. A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school. A private school shall not be eligible to contract for a charter school under the provisions of the Oklahoma Charter Schools Act.

D. The sponsor of a charter school is the board of education of a school district, the board of education of a technology center school district, or a higher education institution which meets the criteria established in Section 3-132 of this title. Any board of education of a school district in the state may sponsor one or more charter schools. The physical location of a charter school sponsored by a board of education of a school district or a technology center school district shall be within the boundaries of the sponsoring school district.

E. An applicant for a charter school may submit an application to a proposed sponsor which shall either accept or reject sponsorship of the charter school within ninety (90) days of receipt of the application. If the proposed sponsor rejects the application, it shall notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application for reconsideration to the proposed sponsor within thirty (30) days after receiving notification of the rejection. The proposed sponsor shall accept or reject the revised application within thirty (30) days of its receipt.

F. A sponsor of a charter school shall notify the State Board of Education when it accepts sponsorship of a charter school. The notification shall include a copy of the charter of the charter school. The Board shall determine if the new charter school will exceed the limit established in subsection C of Section 3-132 of this title. If the new charter school does exceed the limit, the Board shall not allocate funding for the charter school as provided for in Section 3-142 of this title.

G. If a proposed sponsor rejects the revised application for a charter school, the applicant may proceed to mediation or binding arbitration or both mediation and binding arbitration as provided in the Dispute Resolution Act and the rules promulgated pursuant thereto. The applicant shall contact the early settlement program for the county in which the charter school would be located. If the parties proceed to binding arbitration, a panel of three arbitrators shall be appointed by the director of the early settlement program handling the dispute. The proposed sponsor shall pay the cost for any mediation or arbitration requested pursuant to this section.

H. If a board of education of a technology center school district or a higher education institution accepts sponsorship of a charter school, the administrative, fiscal and oversight responsibilities of the technology center school district or the higher education institution shall be listed in the contract. No responsibilities shall be delegated to a local school district unless the local school district agrees to assume the responsibilities.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 9, emerg. eff. July 1, 1999; Amended by Laws 2001, HB 1214, c. 33, § 69, emerg. eff. July 1, 2001 (superseded document available); Amended by Laws 2007, HB 1589, c. 257, § 2 (superseded document available).

Citationizer© Summary of Documents Citing This Document

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Cite	Name	Level
2003 OK 98, 82 P.3d 587,	THE PENTAGON ACADEMY, INC. v. INDEP. SCHOOL DIST. NO. 1 OF TULSA COUNTY	Discussed at Length
Oklahoma Session Laws - 2001		
Cite	Name	Level
2001 O.S.L. 33, 2001 O.S.L. 33,	Vocational technical education; changing the name of area vocational technical school districts to technology center school districts; changing statutory cites. Effective date. Emergency.	Cited

Citationizer: Table of Authority

Cite Name	Level	
Title 70. Schools		
Cite	Name	Level
70 O.S. 3-132,	Application of Oklahoma Charter Schools Act	Cited
70 O.S. 3-134,	Sponsor Proposal	Cited

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-135 - Sponsor Contract Guidelines

Cite as: O.S. §, __ __

A. The sponsor of a charter school shall enter into a written contract with the governing body of the charter school. The contract shall incorporate the provisions of the charter of the charter school and contain, but shall not be limited to, the following provisions:

1. A description of the program to be offered by the school which complies with the purposes outlined in Section 11 of this act;

2. Admission policies and procedures;

3. Management and administration of the charter school;

4. Requirements and procedures for program and financial audits;

5. A description of how the charter school will comply with the charter requirements set forth in the Oklahoma Charter Schools Act;

6. Assumption of liability by the charter school; and

7. The term of the contract.

B. A charter school shall not enter into an employment contract with any teacher or other personnel until the charter school has a contract with a sponsoring school district. The employment contract shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and nonreemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The contract shall also specifically set forth the salary, hours, fringe benefits, and work conditions. The contract may provide for employer-employee bargaining, but the charter school shall not be required to comply with the provisions of Sections 509.1 through 509.10 of Title 70 of the Oklahoma Statutes. The contract shall conform to all applicable provisions set forth in Section 11 of this act.

Upon contracting with any teacher or other personnel, the governing body of the charter school shall, in writing, disclose employment rights of the employees in the event the charter school closes or the charter is not renewed.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 10, emerg. eff. July 1, 1999.

Citationizer© Summary of Documents Citing This Document

Cite Name	Level
Oklahoma Attorney General's Opinions	
Cite	Name	Level

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Title 70. Schools		
Cite	Name	Level
70 O.S. 509.1,	Purpose of Act	Cited
70 O.S. 509.10,	Prior Agreements Not Affected	Cited

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Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-136 - Charter School Compliance

Cite as: O.S. §, __ __

A. A charter school shall adopt a charter which will ensure compliance with the following:

1. A charter school shall comply with all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance. By January 1, 2000, the State Department of Education shall prepare a list of relevant rules and statutes which a charter school must comply with as required by this paragraph and shall annually provide an update to the list;

2. A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A sponsor may not authorize a charter school or program that is affiliated with a nonpublic sectarian school or religious institution;

3. The charter school may provide a comprehensive program of instruction for a prekindergarten program, a kindergarten program or any grade between grades one and twelve. Instruction may be provided to all persons between the ages of four (4) and twenty-one (21) years. A charter school may offer a curriculum which emphasizes a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts, or foreign language. The charter of a charter school which offers grades nine through twelve shall specifically address whether the charter school will comply with the graduation requirements established in Section 11-103.6 of this title. No charter school shall be chartered for the purpose of offering a curriculum for deaf or blind students that is the same or similar to the curriculum being provided by or for educating deaf or blind students that are being served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf;

4. A charter school shall participate in the testing as required by the Oklahoma School Testing Program Act and the reporting of test results as is required of a school district. A charter school shall also provide any necessary data to the Office of Accountability;

5. Except as provided for in the Oklahoma Charter Schools Act and its charter, a charter school shall be exempt from all statutes and rules relating to schools, boards of education, and school districts;

6. A charter school, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. A charter school shall use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district;

7. A charter school shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district;

8. A charter school shall provide for a governing body for the school which shall be responsible for the policies and operational decisions of the charter school;

9. A charter school shall not be used as a method of generating revenue for students who are being home schooled and are not being educated at an organized charter school site;

10. A charter school may not charge tuition or fees;

11. A charter school shall provide instruction each year for at least the number of days required in Section 1-109 of this title;

12. A charter school shall comply with the student suspension requirements provided for in Section 24-101.3 of this title;

13. A charter school shall be considered a school district for purposes of tort liability under The Governmental Tort Claims Act;

14. Employees of a charter school may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable

statutes and rules if otherwise allowed pursuant to law;

15. A charter school may participate in all health and related insurance programs available to the employees of the sponsor of the charter school;

16. A charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act; and

17. The governing body of a charter school shall be subject to the same conflict of interest requirements as a member of a local school board.

B. The charter of a charter school shall include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the charter school.

C. The charter of a charter school may be amended at the request of the governing body of the charter school and upon the approval of the sponsor.

D. A charter school may enter into contracts and sue and be sued.

E. The governing body of a charter school may not levy taxes or issue bonds.

F. The charter of a charter school shall include a provision specifying the method or methods to be employed for disposing of real and personal property acquired by the charter school upon expiration or termination of the charter or failure of the charter school to continue operations. Except as otherwise provided, any real or personal property purchased with state or local funds shall be retained by the sponsoring school district. If a charter school that was previously sponsored by the board of education of a school district continues operation within the school district under a new charter sponsored by an entity authorized pursuant to Section 3-132 of this title, the charter school may retain any personal property purchased with state or local funds for use in the operation of the charter school until termination of the new charter or failure of the charter school to continue operations.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 11, emerg. eff. July 1, 1999; Amended by Laws 2000, HB 2728, c. 232, § 7, emerg. eff. July 1, 2000 (superseded document available); Amended by Laws 2008, SB 2100, c. 439, § 1, emerg. eff. July 1, 2008 (superseded document available).

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Cite	Name	Level
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70 O.S. 1-109,	School Year for Public Schools - Criteria for Extended Day Schedule	Cited
70 O.S. 11-103.6,	Curricular Standards for Instruction of Students in Public Schools	Cited

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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-137 - Length of Contract - Termination of Contract

Cite as: O.S. §, __ __

A. An approved contract for a charter school shall be effective for not longer than five (5) years from the first day of operation. Prior to the beginning of the fifth year of operation, the charter school may apply for renewal of the contract with the sponsor. The sponsor may deny the request for renewal if it determines the charter school has failed to complete the obligations of the contract or comply with the provisions of the Oklahoma Charter Schools Act. A sponsor shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract.

B. If a sponsor denies a request for renewal, the governing board may proceed to mediation or binding arbitration or both as provided for in subsection G of Section 3-134 of this title.

C. A sponsor may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause. The sponsor shall give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The governing board may request, in writing, an informal hearing before the sponsor within fourteen (14) days of receiving notice. The sponsor shall conduct an informal hearing before taking action. If a sponsor decides to terminate a contract, the governing board may proceed to mediation or binding arbitration or both as provided for in subsection G of Section 3-134 of this title.

D. If a contract is not renewed, the governing board of the charter school may submit an application to a proposed new sponsor as provided for in Section 3-134 of this title.

E. If a contract is not renewed or is terminated according to this section, a student who attended the charter school may enroll in the resident school district of the student or may apply for a transfer in accordance with Section 8-103 of this title.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 12, emerg. eff. July 1, 1999; Amended by Laws 2003, HB 1787, c. 434, § 6, emerg. eff. July 1, 2003 (superseded document available); Amended by Laws 2004, SB 713, c. 472, § 1, emerg. eff. June 7, 2004 (superseded document available); Amended by Laws 2007, HB 1589, c. 257, § 3 (superseded document available).

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70 O.S. 3-137,	Length of Contract - Termination of Contract	Cited

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Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-138 - Unlawful Reprisal Actions Prohibited

Cite as: O.S. §, __ __

A board of education of a school district or an employee of the district who has control over personnel actions shall not take unlawful reprisal action against an employee of the school district for the reason that the employee is directly or indirectly involved in an application to establish a charter school. As used in this section, "unlawful reprisal" means an action that is taken by a board of education or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to an employee or an education program.

Historical Data

Added by Laws 1999, c. 320, § 13, eff. July 1, 1999.

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Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-139 - Teacher Status Upon Returning from Charter School.

Cite as: O.S. §, ___

A. A sponsoring school district shall determine whether a teacher who is employed by or teaching at a charter school and who was previously employed as a teacher at the sponsoring public school district shall not lose any right of salary status or any other benefit provided by law due to teaching at a charter school upon returning to the sponsoring public school district to teach.

B. A teacher who is employed by or teaching at a charter school and who submits an employment application to the school district where the teacher was employed immediately before employment by or at a charter school shall be given employment preference by the school district if:

1. The teacher submits an employment application to the school district no later than three (3) years after ceasing employment with the school district; and

2. A suitable position is available at the school district.

Historical Data

Added by Laws 1999, c. 320, § 14, eff. July 1, 1999.

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Article Article III - State Department of Education

Section 3-140 - Eligible Students - Discrimination

Cite as: O.S. §, ___

A. A charter school shall enroll those students whose legal residence is within the boundaries of the school district in which the charter school is located and who submit a timely application, or those students who transfer to the district in which the charter school is located in accordance with Section 8-103 of Title 70 of the Oklahoma Statutes, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process. A charter school shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located. A charter school may limit admission to students within a given age group or grade level.

B. A charter school shall admit students who reside in the attendance area of a school or in a school district that is under a court order of desegregation or that is a party to an agreement with the United States Department of Education Office for Civil Rights directed towards mediating alleged or proven racial discrimination unless notice is received from the resident school district that admission of the student would violate the court order or agreement.

C. A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent (60%) or more of the children who reside in the area qualify for the free or reduced school lunch program.

D. Except as provided in subsections B an C of this section, a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

Historical Data

Added by Laws 1999, c. 320, § 15, eff. July 1, 1999.

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70 O.S. 8-103,	Application for Transfer - Procedure	Cited

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Title 70. Schools

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Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-141 - Transportation

Cite as: O.S. §, __ __

A. Transportation shall be provided by the charter school in accordance with Sections 9-101 through 9-118 of Title 70 of the Oklahoma Statutes and only within the transportation boundaries of the school district in which the charter school is located.

B. A charter school shall provide the parent or guardian information regarding transportation at the time the student enrolls in the charter school.

Historical Data

Added by Laws 1999, c. 320, § 16, eff. July 1, 1999.

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70 O.S. 9-101,	Provisions for Transportation	Cited
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Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-142 - State-Appropriated Funding - Funding From Non-State Sources

Cite as: O.S. §, __ __

A. For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located. The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and state aid pursuant to Section 18-200.1 of this title. For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located. A charter school shall receive from the sponsoring school district, the State Aid revenue generated by its students for the applicable year, less up to five percent (5%) of the total, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district or a higher education institution, the State Aid allocation for the charter school shall be distributed by the State Board of Education. Not more than five percent (5%) of the total allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school.

B. The weighted average daily membership for the first year of operation of a charter school shall be determined initially by multiplying the actual enrollment of students as of August 1 by 1.333. The charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this subsection. At midyear, the allocation for the charter school shall be adjusted using the first quarter weighted average daily membership for the charter school calculated pursuant to subsection A of this section.

C. A charter school shall be eligible to receive any other aid, grants or revenues allowed to other schools. A charter school sponsored by the board of education of a technology center school district or a higher education institution shall be considered a local education agency for purposes of funding.

D. A charter school, in addition to the money received from the state, may receive money from any other source. Any unexpended nonstate funds, excluding local revenue, may be reserved and used for future purposes.

Historical Data

Added by Laws 1999, HB 1759, c. 320, § 17, emerg. eff. July 1, 1999; Amended by Laws 2004, SB 713, c. 472, § 2, emerg. eff. June 7, 2004 (superseded document available); Amended by Laws 2006, SB 1493, c. 278, § 1, emerg. eff. July 1, 2006 (superseded document available); Amended by Laws 2007, HB 1589, c. 257, § 1 (superseded document available).

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Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-143 - Annual Report

Cite as: O.S. §, __ __

The State Board of Education shall issue an annual report to the Legislature and the Governor outlining the status of charter schools in the state. Each charter school shall annually file a report with the Office of Accountability. The report shall include such information as requested by the Office of Accountability, including but not limited to information on enrollment, testing, curriculum, finances and employees.

Historical Data

Added by Laws 1999, c. 320, § 18, eff. July 1, 1999.

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Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-144 - Charter Schools Incentive Fund

Cite as: O.S. §, __ __

A. There is hereby created in the State Treasury a fund to be designated the "Charter Schools Incentive Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies appropriated by the Legislature, gifts, grants, devises and donations from any public or private source. The State Department of Education shall administer the fund for the purpose of providing financial support to charter school applicants and charter schools for start-up costs and costs associated with renovating or remodeling existing buildings and structures for use by a charter school. The State Department of Education is authorized to allocate funds on a per-pupil basis for purposes of providing matching funds for the federal State Charter School Facilities Incentive Grants Program created pursuant to the No Child Left Behind Act, 20 USCA, Section 7221d.

B. The State Board of Education shall adopt rules to implement the provisions of this section, including application and notification requirements.

Historical Data

Added by Laws 1999, c. 351, § 16, emerg. eff. June 8, 1999; Amended by Laws 2004, SB 713, c. 472, emerg. eff. June 7, 2004 (superseded document available).

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70 O.S. 3-144,	Charter Schools Incentive Fund	Cited

Findings from the Quality Time Analysis: A Report to the Oklahoma State Department of Education

Lisa Pryor, Assistant State Superintendent
Innovation, Support, and Alternative Education

Presented to the State Board of Education, December 17, 2009

Background

- Summer 2007 – Superintendent Garrett's State of Education Address
- Fall 2007 – Time Reform Task Force
- Winter 2008 – State Board adopts rule
- Summer 2008 – Superintendent Garrett's State of Education Address and launch of the Quality Time Analysis tool and process with the National Center on Time and Learning
- School Year 2008-2009 – Quality Time Analysis process conducted in schools

Findings - Hours

- "On average, school sites report that only three quarters of their allotted time (74.5%) – an average of about 885 hours per year – is dedicated to instruction."
  - Number of instructional hours per year:
    - Low 360
    - High 1813
    - Mean 884.1

Findings - Days

- "Schools report, too, an average year of about 164 days dedicated to instruction, 11 days fewer than Oklahoma's minimum required calendar of 175 days."
  - Number of days per year:
    - Low 105
    - High 179
    - Mean 162.4

Findings - Minutes

- The number of instructional minutes per day varies.
  - Number of minutes per day:
    - Low 32
    - High 440
    - Mean 323.1

Findings - Barriers

- “. . . majority of districts seem to perceive that major barriers exist as a result of routine, everyday classroom activities . . .”
- “. . . structural time issues such as non-academic interruptions due to extra-curricular activities, class trips, recess, discipline, and testing . . .”

Recommendations

- “The significance of the Quality Time Analysis should not be underestimated. We believe that never before in this country has a state undertaken a project like this.”

- “Neither should the complexity of this task at the school level be underestimated. Determining what should be and should not be counted as instructional time takes much thought and discussion among school personnel.”

Recommendations

- Provide additional training sessions
- Select and work with pilot sites then replicate
- Provide policy and procedure guidelines for schools on optimizing instructional time
- Assist individual schools in the implementation of policies and procedures supporting optimal instructional time
- Collect data from sites rather than districts

The Future

- "The formation and subsequent recommendations of the Time Reform Task Force, together with the enormous amount of work focused on understanding time usage at the site level, *make Oklahoma a pioneer in the emerging field of expanded school time*. The National Center on Time & Learning will continue to follow the time agenda as it plays out in the state of Oklahoma and apply its findings and lessons learned to work in other states."

Policy Brief
CROCUS
Center for Research on Children in the U.S.

The Effects of Oklahoma's Universal Pre-Kindergarten Program on Hispanic Children

William T. Gormley, Jr., Georgetown University

Hispanic children in high-quality pre-K programs are more likely to be prepared for kindergarten than those not enrolled.

Hispanics, now the largest minority group in the U.S., face substantial education deficits. Among many possible explanations for this education deficit, Hispanics are less likely to enroll in preschool than members of other racial and ethnic groups. Studies show that children benefit from preschool in the short run and that some of these benefits persist over time. Under-enrollment in preschool deprives Hispanic children of cognitive benefits that other children will enjoy. In the short run, Hispanics are less likely to begin school with valuable pre-reading, pre-writing, and pre-math skills. In the long run, Hispanics are less likely to complete high school or enroll in college.

An additional reason for the Hispanic education deficit is that many young Hispanic children are English language learners. In homes with immigrant parents, Spanish is often the primary language spoken. For these students, school is doubly challenging. Because most classroom instruction is exclusively in English, these students must somehow learn valuable cognitive skills before they have mastered the language of instruction.

The federal government has attempted to address these problems primarily through an information release strategy via the No Child Left Behind Act. State governments have pursued alternative strategies, and preschool education programs have become increasingly popular. The Oklahoma universal pre-K program stands out both because the program reaches a higher percentage of four-year-olds—70 percent—than any other state in the union and because of the program's high quality—every state-funded pre-K classroom is led by a college-educated, early childhood certified teacher. The program is universal but voluntary; i.e., it is available to all four-year-olds irrespective of income, but they are not obligated to participate. Furthermore, every state-funded pre-K classroom is led by a college-educated, early childhood certified teacher who is paid a public school wage.

The data for this assessment originate from student tests and parent surveys administered in August 2006, just prior to the beginning of the school year, in Tulsa, Oklahoma—the largest school district in the state. Of the Hispanic students tested, 274 were in kindergarten, and 333 were in pre-K (see table on the following page). The chosen testing instrument was the Woodcock-Johnson Achievement Test, a nationally-normed test widely used in educational evaluations.

Three subtests especially appropriate to young children were selected: the Letter-Word Identification Test (which measures pre-reading skills), the Spelling Test (which measures pre-writing skills), and the Applied Problems Test (which measures pre-math skills). A comparable—but not identical—test in Spanish, the Woodcock-Muñoz Batería, also was utilized. In effect, this test measures the same set of skills as the Woodcock-Johnson but with a different set of questions. Hispanic students were tested in English only if they could answer questions in English only; they were tested in Spanish only if they could answer questions in Spanish only. A majority of Hispanic students were tested in both English and Spanish.

CHARACTERISTICS OF TESTED HISPANIC STUDENTS AT A GLANCE

	Pre-K Alumni	Pre-K Entrants
Gender	(N = 274)	(N = 333)
Female	47.1%	47.2%
Primary Language Spoken at Home	(N = 234)	(N = 279)
English	27.4%	26.9%
Spanish	68.3%	70.3%
Parent's Place of Birth	(N = 216)	(N = 261)
USA	23.6%	24.0%
Mexico	71.8%	69.7%
School Lunch Eligibility	(N = 274)	(N = 333)
Free	80.7%	76.3%
Reduced	10.2%	11.7%
Paid	9.1%	12.0%
Mother's Education	(N = 194)	(N = 245)
No High School Diploma	49.0%	44.1%
High School or GED	33.0%	38.4%
Some College or Associate's Degree	15.0%	11.4%
College Degree or Graduate Degree	3.1%	6.1%
Test	(N=274)	(N=333)
Woodcock-Johnson Test only	39.1%	36.3%
Woodcock-Muñoz Test only	2.9%	6.3%
Both tests	58.0%	57.4%

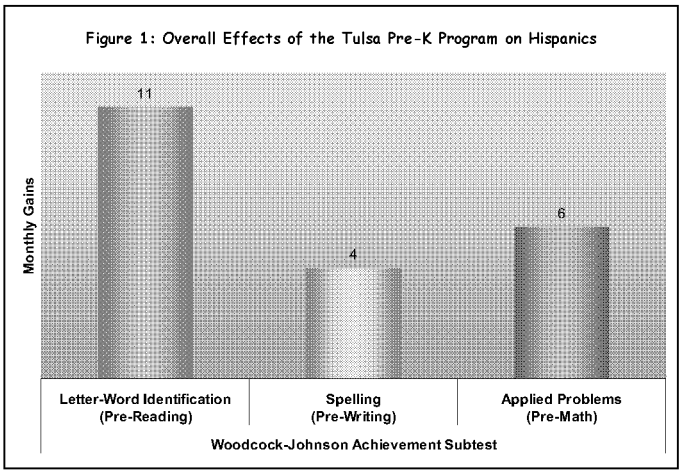
METHODS

We compared Hispanic kindergarten students who had just completed Tulsa pre-K (our treatment group) to pre-K students who were about to begin Tulsa pre-K (our control group). We included statistical controls for gender, race/ethnicity, socio-economic status (as measured by eligibility for a free lunch), mother's education, date of birth, whether the student lives with his/her biological father, and whether the student has internet access at home. Our research strategy helps to correct for selection bias because both our treatment group and our control group selected Tulsa pre-K. Thus, they are less likely to differ in their unobservable characteristics. We control for selection bias by statistically comparing "old" Tulsa pre-K children to "young" Tulsa kindergarten children who were in Tulsa pre-K the previous academic year. The observable characteristics of the treatment and control groups are quite similar (refer to the table above), which gives us greater confidence that their unobservable characteristics also are similar.

KEY FINDINGS

Overall Effects of Tulsa Pre-K: Pre-Reading, Pre-Writing, and Pre-Math

For Hispanic students as a whole, the Tulsa pre-K program resulted in significant monthly gains for all three cognitive indicators. Monthly gains depict how many months ahead in cognitive development an average 5-year-old exposed to Tulsa pre-K is compared to an average child of the same age who was not exposed to Tulsa pre-K. In other words, these gains are above and beyond those that otherwise occur through aging and maturation. As shown in Figure 1, Hispanic students realized gains of 11 months in pre-reading, 4 months in pre-writing, and 6 months in pre-math skills.

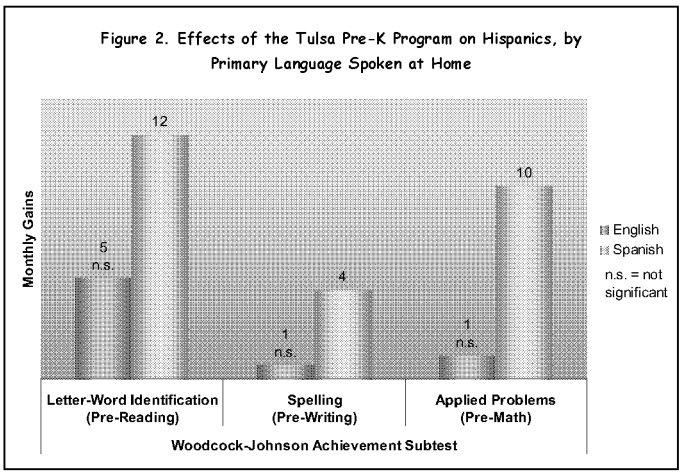


Effects of Tulsa Pre-K on Hispanics by Primary Language Spoken at Home

> While all Hispanics benefit from high-quality pre-K programs, those children who speak Spanish at home benefit more.

While Hispanics as a whole benefit from the Tulsa pre-K program, those primarily speaking Spanish at home benefited more. Hispanic students speaking English at home realized positive but statistically insignificant cognitive gains, while those speaking Spanish at home realized gains of 12 months in pre-reading, 4 months in pre-writing, and 10

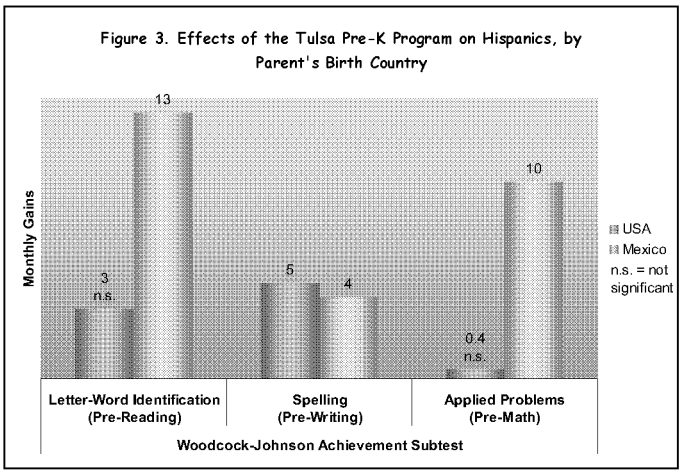
months in pre-math (Figure 2). Note that students whose parents speak Spanish at home outnumber those whose parents speak English at home by nearly 3 to 1, making it more difficult to detect statistically significant results in the latter group. The difference in effects for Spanish-speaking and English-speaking homes is not significant for pre-reading, marginally significant for pre-spelling, and significant for pre-math.



Effects of Tulsa Pre-K on Hispanics by Parent's Birth Country

Similar to the results shown in Figure 2, those Hispanic students whose parent was born in Mexico benefited more from the Tulsa pre-K program (Figure 3). While Hispanic students whose parent was born in the U.S. realized significant pre-writing gains of 5 months, those whose parent was born in Mexico realized significant gains in all three subtests: 13 months in pre-reading, 4 months in pre-writing, and 10 months in pre-math. The difference in effects for children whose parent was born in Mexico and children whose parent was born in the U.S. is significant for pre-math but not for pre-reading or pre-writing.

> Hispanic children whose parent was born in Mexico benefit from high-quality pre-K programs more than Hispanic children with parents born in the U.S.

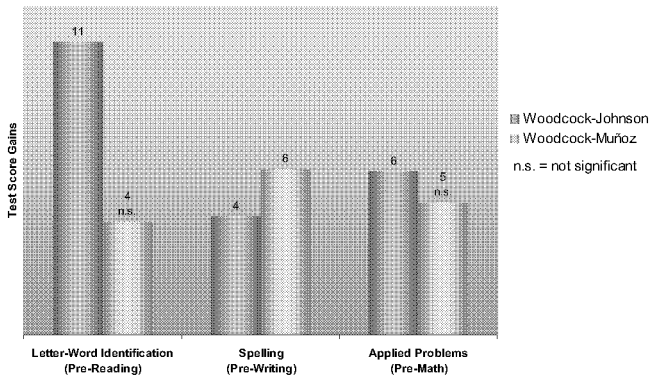


Comparison of Effects of Tulsa Pre-K as Measured by English, Spanish Tests

> Hispanic students who participate in high-quality pre-K programs improve English language and cognitive development skills.

Hispanic students who took both the Woodcock-Johnson Test (in English) and the Woodcock-Muñoz Batería (in Spanish) realized gains as measured by both testing instruments (Figure 4). This indicates that Hispanic students' gains are attributable to more than simply the acquisition of English language skills. However, the gains are higher for the Woodcock-Johnson Test than for the Woodcock- Muñoz Batería. The most obvious difference in effects is for the Letter-Word Identification Test, where the Woodcock-Johnson test score gains are dramatic (11 months), while the Woodcock-Muñoz test score gains are statistically insignificant. In short, Hispanic students are improving their cognitive skills (as evidenced by Woodcock-Muñoz test score gains), but they also are improving their language skills (as evidenced by larger gains for the Woodcock-Johnson Test).

Figure 4. Effects of the Tulsa Pre-K Program on Hispanics as Measured by the Woodcock-Johnson Test and the Woodcock-Muñoz Batería



POLICY IMPLICATIONS

Access to and participation in high-quality pre-K programs would greatly benefit Hispanic children and help prepare them for success in their continued education.

In recent years, the number of Hispanic students in U.S. public schools has increased sharply. Nearly half of all Hispanic children in our public schools are English language learners. These students face substantial obstacles as they seek to overcome education deficits that tend to widen over time.

Many solutions to this problem have been proposed, including greater access to preschool, additional tutoring opportunities in school, a reallocation of resources across school districts, bilingual education, and others.

Only a very small fraction of Tulsa Public Schools teachers are Hispanic. Clearly, Tulsa Public Schools teachers have managed to connect with Hispanic children despite the absence of an ethnic bond. A small minority of Tulsa Public Schools pre-K teachers do speak Spanish, and these teachers, not surprisingly, are more likely to use some Spanish in classroom interactions. However, even these teachers speak Spanish infrequently. Thus, Tulsa Public Schools pre-K teachers have managed to achieve impressive results for Hispanic students without bilingual education. Of course, it is possible that gains would be even greater than those reported here if teachers spoke Spanish more often, especially in their interactions with English language learners.

What the Tulsa research does demonstrate, clearly and unequivocally, is the value of a high-quality, school-based pre-K program for Hispanic children, especially English language learners, who arguably need help the most. A key reason for Tulsa's success is stronger levels of "instructional support" than other school-based pre-K programs in the U.S. A related explanation is greater emphasis on academic skills.

An equally important accomplishment of the Tulsa Public Schools pre-K program is that it has managed to attract a remarkable number of Hispanic participants. Nationwide, Hispanics are considerably less likely to enroll in preschool than members of other racial and ethnic groups. Tulsa is a notable exception. In 2005-06, approximately 61 percent of white four-year-olds and approximately 61 percent of Hispanic four-year-olds enrolled in the Tulsa Public Schools pre-K program or the Tulsa County Head Start program. The Tulsa Public Schools pre-K program has managed to overcome the diffidence of Hispanic parents with respect to preschool. Thus, Hispanic students benefit two ways in Tulsa: from a high-quality pre-K program and from relatively high participation rates.

What can public officials learn from Tulsa's experience? Access to and participation in high-quality pre-K programs would greatly benefit Hispanic children and help prepare them for success in their continued education.

AUTHOR'S NOTE AND ACKNOWLEDGEMENTS

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The full text of this report is available through the Center for Research on Children in the U.S. (CROCUS) at Georgetown University. The web site is: http://www.crocus.georgetown.edu.

Oklahoma STEM Asset Map Summary

K-20 Center

- Leadership development (PD) for technology visioning – 150 school leaders trained per phase
- Whole school professional development for technology integration – 18 schools, 550 teachers, and 8,000 students/year
- Science Professional Development Institute – 10 schools/year up to 100 teachers
- K20 Center Science Summer Institute and Lesson Study – 100 teachers/year
- Engineering in Practice (EiP) – 5 – 10 teachers and classes per year
- GEAR UP Authentic Teaching Experiences – 60 teachers
- GEAR UP Authentic Learning Experiences – 60 teachers and 50 students
- Digital Game Based Learning – 34 teachers and 1349 students

State Department of Education

- **Mathematics and Science Partnership (MSP) Program** – purpose is to promote professional development in rigorous math and science content and effective instructional strategies with technology integration, and to create collaborative professional communities among common education districts, higher education intuitions, business partners and SDE. Since 2004 inception of MSP approximately 575 districts have been served with over 3,100 teachers participating. 2008-2009 83 districts, 455 teachers and Projected MSP 2009-2010 is 89 districts.
- **Math Academy** provides teachers with tools to develop high quality, high interest lesson plans aligned to the Priority Academic Student Skills in Mathematics. In 2005-2006 40 teachers trained, 2006-2007 184 teachers trained, 2006-2008 250 teachers trained.
- **Oklahoma Mathematics Improvement Program (OMIP)** – as part of the Achieving Classroom Excellence Act of 2005, OMIP provides professional development institutes and follow-up totaling 60 hours for middle school mathematics teachers. Participants who complete all 60 hours of training and pass the Middle Level/Intermediate Mathematics Oklahoma Subject Area Test for certification receive a stipend of %1,000. 2006-2007 393 teachers, 2007-2008 318 teachers, 2009-2010 currently in progress.
- **I CAN Learn Mathematics Labs** – as part of the Achieving Classroom Excellence Act of 2006, Middle School Mathematics Laboratories are provided to schools with low performance in mathematics at the eighth grade level. 2005-2006 10 schools, 2006-2007 10 schools, 2007-2008 16 schools, and 2008-2009 18 schools.
- **Science Inquiry Institute (SII) –** In response to the concern that student's are not learning to use science content in a research/laboratory application, the Oklahoma State Department of Education facilitated professional development for teachers in Science Inquiry learning. Based on the research and resources from the Exploratorium Museum in San Francisco, teachers spend 3-4 days in intensive training learning how to be an inquiry learner themselves and then learning how to shift their classroom instruction to a student inquiry focus aligned to state standards. Over the past three years of the Institute, 136 teachers have participated in the Institute from districts across the state. All students in these teachers classroom are impacted by this professional development. (Estimate: over 16,000 students).
- **Science Safety Summit –** The Oklahoma Science Teachers Association in partnership with the Oklahoma State Department of Education facilitates professional development for science teacher's grades 1-12 in science safety issues, guidelines, safety resources, and safety procedures each summer. Staff from the Dana Center in Austin, TX, provides a full day of training and OKSDE provides supplemental safety resource books and materials. A total of 68

teachers have participated in the training and returned to their school districts to lead efforts to implement safety procedures and remove harmful chemicals from the students' classroom environment.

- **ScienceFest –** ScienceFest is the nation's premier student environmental education day for 4th and 5th graders. ScienceFest is designed to foster scientific literacy while educating children about protecting the environment, conserving natural resources, and using alternative fuels and technologies. Since the inception of ScienceFest in 2003, over 32,000 students from across Oklahoma have benefited from the focus on environmental education. 569 schools have participated and over 2,400 teachers have been served.
- **Oklahoma Robotics Grants –** The Robotics Grants were established by state legislation in 2007 to provide funding for 20 schools in the amount of $5,000 each to establish competitive remote-controlled robot teams. The purpose of the grant program is to encourage students in the STEM fields, to create excitement for science, math, and technology, and to enhance problem-solving and creativity skills for students across Oklahoma. Requirements of the grant include student team partnership with engineer/business mentors. Additional partners include universities and Technology Career Centers. In the past three years, 59 student teams have been funded through the Robotics grant awards. Approximately 110 teachers and 1,265 students have been served. Over 180 business/engineer mentors have participated over the last three years. 2008-2009: 24 schools, 30 teachers, and 500 students served, 2009-2010 (projected): 15 schools, 355 students, 58 teachers served.

Oklahoma School of Science and Mathematics

- OSSM Residential High School for juniors and seniors providing instruction for up to 144 students per year selected from all 77 counties across Oklahoma. In 2012 a campus expansion will allow 288 students per year.
- OSSM Regional Centers provided rigorous math and science courses for students in rural Oklahoma and currently serve 207 students at 19 sites.
- MATHCOUNTS support with training for coaches and with free competition centers math workshops for middle school students.
- Sponsor of the Aerospace Education and Training Day (ETD) which is focused on teachers in grades 3-12 providing professional development that provides information on aerospace training and education content to be shared in their classrooms. 88 teachers participated in 2009
- Summer Science and Mathematics Program provides professional development to 36 science teachers and 36 math teachers.

Oklahoma Department of Career and Technology Education

- CareerTech has developed and piloted implementation for STEM High School Academies at Technology Centers and High Schools. These academies are focused on: 1) Narrowing the achievement gap in math and science, 2) Increasing high school and college graduation rates, 3) *Providing the intellectual and technical capital to fulfill workforce needs in Oklahoma STEM fields, and 4) Enhance economic competitiveness in Oklahoma. The academies utilize the *Project Lead The Way* (PLTW) engineering &/or biomedical sciences courses. All PLTW® courses are aligned with the national standards for mathematics, science, technology and English and use APPB learning—activities-based learning, project-based learning, and problem-based learning—which centers on hands-on projects that have real-world applications in an effort to ground students with the key knowledge and skills required for engineering, biomedical and

technology-based careers. PLTW® courses are rigorous, and culminate with a college-level, end-of-course exam. The academy model also includes a series of mathematics and science course s that culminate at the AP course level. Oklahoma CareerTech currently has 22 sites offering Engineering Academy courses and 8 sites offering Biomedical Sciences Academy courses. This project currently serves over 1500 students with next year's projection over 2000. The project currently serves students at over 145 Oklahoma high schools because of the regional technology center service capacity. We currently have approximately 60 teachers trained in the PLTW courses with many of them also teaching AP math and/or science as well .

- CareerTech is implementing a middle school Project Lead The Way initiative. The PLTW® Gateway To Technology® (GTT) program, an activity-oriented, middle school curriculum, is designed to help students in grades six through eight explore math, science and technology. The GTT program frequently serves as a feeder to PLTW® courses at the high school level. Gateway is comprised of five independent, nine-week units. Middle schools are expected to offer a minimum of two units, Design and Modeling™ and Automation and Robotics™. Most schools elect to offer four or more of the following: Design and Modeling™, The Magic of Electrons™, The Science of Technology™, Automation and Robotics™, and/or Flight and Space™ (An Energy and Environment unit is being piloted and will be available next year.) CareerTech has implemented 18 GTT programs at the middle school level. This project currently serves 1913 students, sixth through eighth grade. Next year's projection for growth is 10 additional sites, adding approximately another 1000 students. We currently have 18 teachers trained in the PLTW courses. Projections are to add 10 additional teachers.
- CareerTech has facilitated the development of a high school STEM initiative focused on Biotechnology. Through this initiative we have worked in partnership with Southern Technology Center and the Noble Research Foundation to develop a series of high school biotechnology courses that are offered in sequence with two AP science courses, AP Biology and AP Environmental Science. This initiative has been piloted at SOTC and is being implemented at Moore Norman Technology Center this fall. Our next steps in developing these biotech academies is a national curriculum project working with SREB staff, to insure that biotech curricula is aligned to national mathematics, science and literacy standards at the college readiness level. This validation and documented curricula will then be used and strategies will be implemented to add sites and instructors. CareerTech has implemented 2 of the biotechnology academies. This project currently serves 60 students as juniors and seniors in high school. Significant growth should occur by fall of 2011, as curriculum is finalized and sites are recruited to offer the program.

Oklahoma State Regents for Higher Education

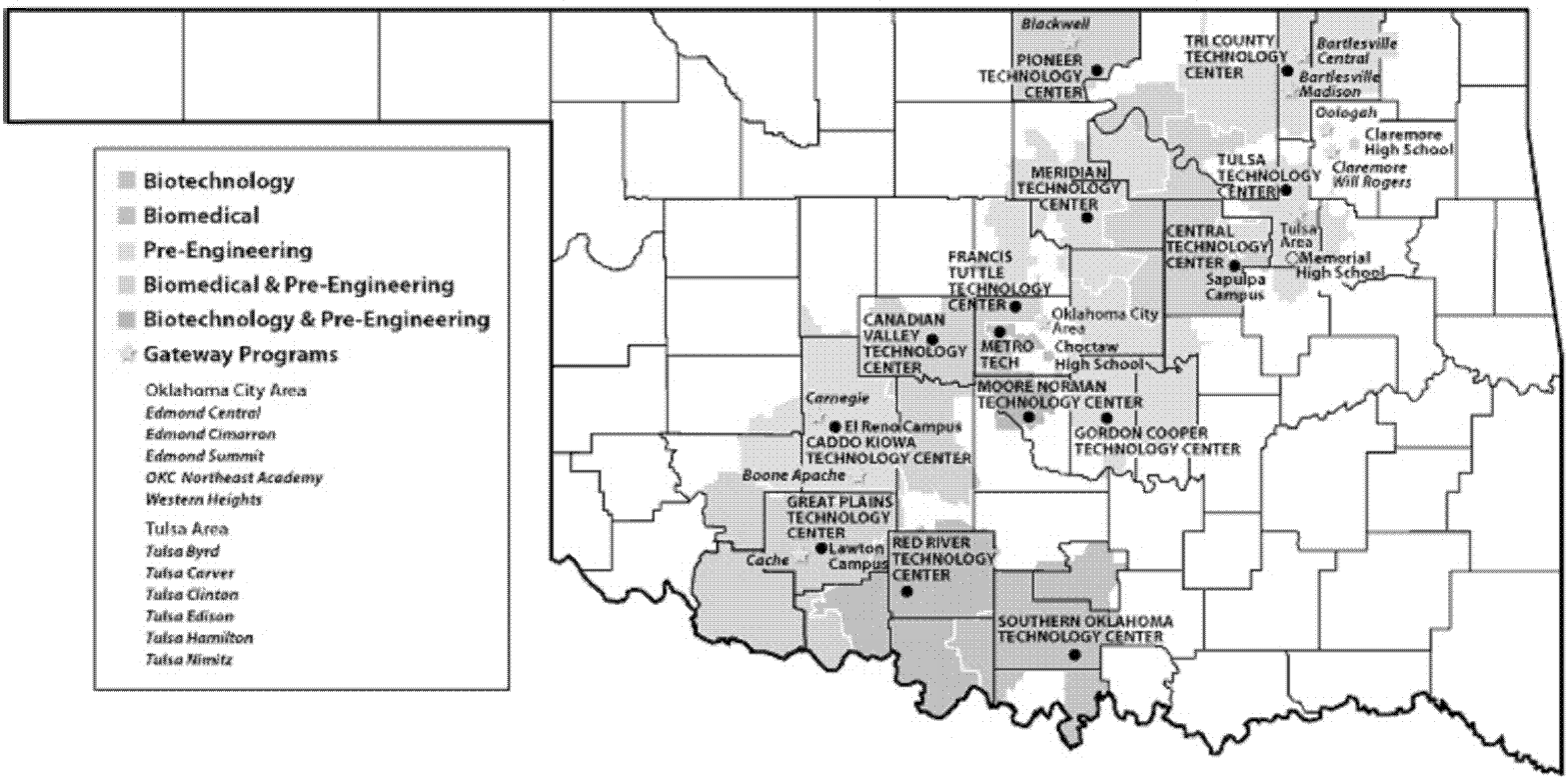
- Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals. Grantees have been required to include at least one mid/high school teacher in the summer academy. Some have used several teachers in a variety of capacities. 759 students were served in 22 2009 Summer Academies. We have not required reporting of teachers included in the program.

- OSRHE is currently meeting with P-12 and college math instructors in efforts to create an Oklahoma Mathematics Master Teacher (OKMMT) program. This program is an effort to ensure that P-12 children of Oklahoma are provided with instructors who have specialized in all aspects of teaching mathematics at the elementary level. An OKMMT is a teacher leader who has completed specific coursework to develop a profound understanding of elementary level mathematics and is proficient in the use of pedagogy related to assessment, curriculum design, and research based strategies for instruction. The OKMMT is a state-wide collaborative initiative among common education; institutions of higher education - colleges of education; and state agencies - Oklahoma State Department of Education and Oklahoma Sate Regents for Higher Education. This is a new project, but the goal is eventually to have at least one OKMMT in each school district in the state.

Several student STEM opportunities are listed on the asset map including the FIRST Robotics competitions elementary through high school. There is a strong leadership committee that organizes and supports the FIRST initiative. This group raises private funding to support the FIRST Robotics Regional Competition held at the Cox Convention Center. Oklahoma State University is a big supporter and provides the venue for the annual kickoff event to announce the year's competition which will be in January with the actual event in March. Really a grass roots effort, with OSU, CareerTech, Legislature, SDE, 100's of volunteers through Dell and other large corporate groups.

Real World Design Challenge is Dept. of Energy Challenge and has focused on Aerospace the past two years. It is a virtual challenge and is very complex. Oklahoma's winning team travels to Washington DC all expenses paid to compete for the national event.

OSPE (Oklahoma Society of Professional Engineers) sponsors several STEM related events. They are the sponsoring group for MATHCOUNTS a middle school math competition as well as an annual Engineering Fair at the Science Museum. They also sponsor a FutureCity competition.

OSU NASA INSPIRE is a high school opportunity for students that provides an on-line learning network as well as multiple NASA intern and learning summer experiences.

STEM Map 2010