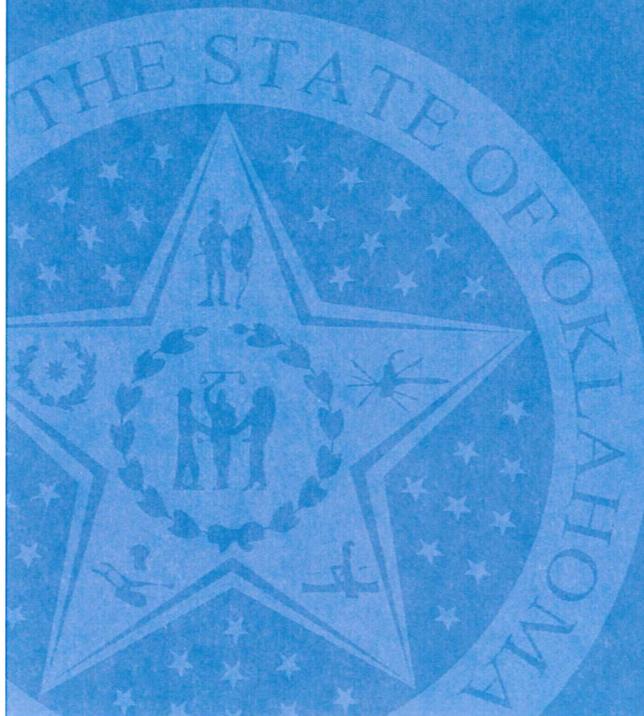




OKLAHOMA'S
RACE
TO THE TOP



RACE TO THE TOP

APPLICATION FOR INITIAL FUNDING
CFDA NUMBER: 84.395A

THE HONORABLE BRAD HENRY,
GOVERNOR OF OKLAHOMA

THE HONORABLE SANDY GARRETT,
OKLAHOMA STATE SUPERINTENDENT AND
PRESIDENT, STATE BOARD OF EDUCATION

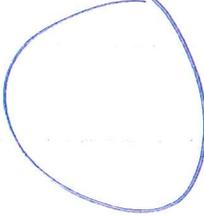
STATE OF OKLAHOMA

APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP

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

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Employer Identification Number:	Organizational DUNS:
State Race to the Top Contact Name: (Single point of contact for communication)	Contact Position and Office:
Contact Telephone:	Contact E-mail Address:
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): <i>Brad Henry</i>	Telephone: <i>405-522-8860</i>
Signature of Governor or Authorized Representative of the Governor: 	Date: <i>5-31-2010</i>
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer: 	Date:
President of the State Board of Education (Printed Name):	Telephone:
Signature of the President of the State Board of Education:	Date:

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

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Employer Identification Number:	Organizational DUNS:
State Race to the Top Contact Name: (Single point of contact for communication)	Contact Position and Office:
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<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone: 405-521-4885
Signature of the Chief State School Officer: 	Date: 5-31-2010
President of the State Board of Education (Printed Name):	Telephone: 405-521-4885
Signature of the President of the State Board of Education: 	Date: 5-31-2010

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

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

State Attorney General or Authorized Representative (Printed Name):

W. A. Edmondson

Telephone:

405-521-3921

Signature of the State Attorney General or Authorized Representative:



Date:

5-31-2010

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

Accountability, Transparency and Reporting Assurances

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

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

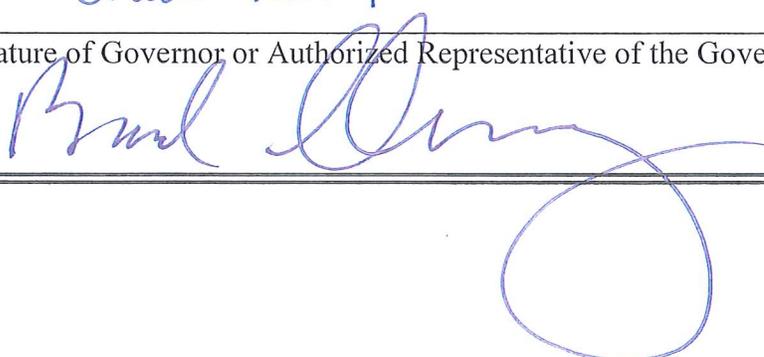
Other Assurances and Certifications

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

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Brad Henry	
Signature of Governor or Authorized Representative of the Governor: 	Date: 5-31-10

STATE OF OKLAHOMA

PART VI. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR
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(A)(1) Articulating State's education reform agenda and LEAs' participation in it
(65 points)

The extent to which—

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

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

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

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

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

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

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

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

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

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

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

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

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

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

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

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

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

Recommended maximum response length: Ten pages (excluding tables)

Oklahoma 2012: FAST FORWARD

FAST Forward to August 2012

It's August 2012 and the 2012-2013 school year is set to begin. When the doors open for a new academic year, Oklahoma students will experience the full benefit of the state's Race to the Top initiatives.

Because of education legislation passed in 2010 – the boldest, most comprehensive legislation in the nation that year and because of the subsequent award of a Round 2 Race to the Top competitive grant based on a similarly bold, comprehensive application, the 2012-2013 school year is a watershed for the Sooner State.

Across Oklahoma, students are taught a rigorous curriculum by teachers who base their instruction on student data and outstanding instructional tools. Students in high poverty schools who formerly had the least effective teachers now have effective teachers due to powerful incentives offered by school districts. Because of effective school turnarounds and more high performing charters and innovative schools, far fewer Oklahoma parents have to send their students to schools in need of improvement. Oklahoma teachers and school leaders are rigorously and fairly evaluated in the 2012-2013 school year, based on well conceived quantitative and qualitative measures. Highly effective educators are rewarded. Ineffective educators are dismissed. Oklahoma is on its way to the top.

What happened in 2010 that mattered so much? Republicans and Democrats put partisanship aside and came together to pass the *Oklahoma Teacher and Leader Effectiveness Act of 2010*, and substantial revisions to the *Oklahoma Charter Schools Act* (**See** Appendix A1-A, Senate Bill 2033 Teacher and Leader Effectiveness Bill of 2010; A1-G, House Bill 2753, and A1-H Senate Bill 1862) on the final days of the legislative session. Developed collaboratively and supported by a range of education organizations including the Oklahoma Education Association and a range of civic and business organizations including the Oklahoma Business Education Coalition, the *Oklahoma Teacher and Leader Effectiveness Act* was unprecedented in scope and commitment.

Tim Daly, President of the New Teacher Project, one of the foremost experts on educator effectiveness, said this of SB 2033:

“This ambitious bill shows Oklahoma is serious about improving instruction and treating teachers like the professionals they are. By overhauling teacher and school leader evaluations, the state will give educators the feedback 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 . . .”

The *Oklahoma Teacher and Leader Effectiveness Act*, combined with a strong charter school law also passed in 2010, Oklahoma's standards-based reform law in 1990, its college- and career-readiness reform law in 2005, and additional strategies detailed in this application, produced the steep trajectory of progress that Oklahoma's students so urgently need.

Education is the key to breaking the cycle of poverty in which so many Oklahomans are trapped and which is our state's greatest challenge:

- Most recent U.S. Census Bureau data shows Oklahoma was ranked 48th in the nation in median family income in 2006.
- More than half (56 percent) of Oklahoma students were classified as low income (qualifying for free/reduced lunch) in the 2008-09 school year, a record level. Nationally, KIDS COUNT ranks Oklahoma (at 23 percent) with the 43rd worst child poverty rate in America in 2008.
- In Oklahoma's two largest school districts, Oklahoma City and Tulsa, the proportion of students at low income levels jumps in 2009 to a staggering 83 percent each. On average in Oklahoma and Tulsa counties – which combined educate more than 30 percent of all Oklahoma public school students poverty rates are well above 50 percent.
- Homeless rates among Oklahoma's student population nearly quadrupled between the 2005-2006 and 2008-09 school years (rising from 3,452 in 2005-06 to 12,139 in 2007-08).

School Poverty Levels, Oklahoma and Selected

Federal Free- and Reduced-Price Lunch Eligibility 2009-10 School Year

School/Area	Eligible	2009 Enrollment	% Low Income
Statewide	385,354	654,511	58.88%
Okla. City Public Schools	35,516	42,549	83.47%
Oklahoma County	71,928	117,783	61.07%
Tulsa Public Schools	34,479	41,493	83.10%
Tulsa County	61,842	114,196	54.15%

SOURCE: Low Income Report, Child Nutrition Programs, Oklahoma State Department of Education, January 2010

Obviously, education and poverty are inversely related. Education imparts knowledge and skills that support higher wages. (Tilak, 1994). A college graduate is only one-third as likely to live in poverty as someone with only a high school diploma, and one-sixth as likely to live in poverty as someone with less than a high school degree. Knowing that Oklahoma's future depends on our footprint in the global economy, the state's education, political, business, and community leaders came together in 2009 and 2010 to map out a new path. That path, written into statute to ensure the implementation of critical changes, led to a transformed public education system by August 2012.

Here's a fuller picture of Oklahoma's Race to the Top in August 2012:

- Students are learning from rigorous PreK-12 standards that are internationally benchmarked and are aligned to college and career readiness. Quality student assessments provide rapid feedback through the state's data system to teacher and school leaders to measure and impact student progress as well as teacher and principal effectiveness.
- Oklahoma high school students start the school year motivated by the knowledge they must demonstrate mastery on the state's college-prep/work-ready high school curriculum by passing a minimum of 4 of 7 end-of-course exams in order to earn Oklahoma's high school diploma (subject to limited exceptions). (See Appendix A1-C, Summary of Achieving Classroom Excellence Act of 2005.)¹

¹ According to data from Education Week's Quality Counts 2010, Oklahoma is as **one of only 15 states in 2009 to have adopted college readiness and work readiness as high school graduation requirements.** (See Appendix A1-D, ACE Steering Committee Accomplishments and Recommendations report.)

- Reliable and user-friendly data provides teachers, leaders, and administrators important information they can use to improve instruction (i.e. targeting extra supports for students who need them most and instructional coaching to teachers).
- Oklahoma's rigorous statewide educator evaluation system, which weighs quantitative (including student growth in academic achievement) and qualitative components equally, is increasing the number of effective teachers and leaders statewide. All decisions regarding teacher and principal retention, promotion, and dismissal are based on the rigorous evaluation tool.
- Educators are compensated for outstanding performance and for working as a team to turn around low-performing schools, for taking hard-to-staff positions or teaching subjects related to STEM.
- Turnarounds have been accomplished at all of Oklahoma's 20 persistently lowest achieving schools with site-designed flexibility in implementing one of the intervention reform models, with accountability for results supported and monitored by the state Department of Education's Turnaround Office. Teachers and principals use data on a daily basis to adjust instruction and monitor progress.
- Oklahoma's Teach for America (TFA) program continues to expand, providing an ever more robust pathway to aspiring teachers, many of whom will become future school leaders.
- Successful charter models such as Knowledge is Power Program ("KIPP") and Harding Preparatory (based on AVID's Advanced Placement program model) have also expanded in the city's two largest districts. Oklahoma's non-charter innovations are using new learning models available due to their ability to establish deregulated and empowerment zone schools within a district or among several districts.
- School leaders are making staffing, policy implementation and learning time decisions to impact student growth informed by high-quality, rapid-time student data and tools to promote the best performing teachers, leaders and environment for learning. This builds

upon Oklahoma's national ranking of 6th in "School Management" by the U.S. Chamber of Commerce in November 2009.

- Teacher preparation and professional development is certified and continuously improved by robust data, growing the pipeline of effective teachers and leaders. Now, Oklahoma's traditionally and alternatively certified teachers are even better prepared than they were when Education Week ranked Oklahoma 9th in "Teaching Profession" in January 2010.
- With our students' potential in mind at all times, our vision of August 2012 pushing us forward daily, and our recent path-breaking legislation ensuring we stay on track to implementation, **Oklahoma will transform its schools in the next two years.** For our children, for our communities, and for our state, WE WILL Race to the Top.

Oklahoma's Race to the Top in June 2010

Section A(1) Articulation of Reform Agenda

Oklahoma's Comprehensive and Cohesive Education Reform Agenda

(A)(1)(i) Oklahoma's Race to the Top agenda is comprehensive and cohesive and built on a solid foundation of the state education reforms enacted from 2000 to 2010. These reforms are all student-focused and designed to ensure Oklahoma increases the number of students graduating from high school college- and career-ready. Oklahoma's six goal plan to accelerate school improvement aligns with the four core areas of education reform established in the American Recovery and Reinvestment Act of 2009:

- 1. Oklahoma will enhance and implement standards, assessments and accountability systems with rigorous and relevant college- and career-readiness standards, to drive college and career ready instruction across the state.** The more rigorous, internationally benchmarked Common Core Standards will be adopted prior to August 2, 2010 (as mandated by state law) aligned curriculum and assessments will be developed and implemented statewide. The Board and Oklahoma State Department of Education, local school board members, school leaders, and educators throughout the state are ready for rapid deployment of the Common Core Standards because of the state's past successful experience in state core curriculum development and implementation. Oklahoma State Department of Education will follow past successful practices for implementation, professional development (for use and assessment); and accountability for fidelity to the standards in terms of school accreditation decisions. Standards-based professional development and instructional improvement plans will benefit from the creation of the Oklahoma STEM Coordinating Council review and the certification of all professional development, and from an expansion in the number of high performing charter schools in the state.
- 2. Oklahoma will complete the state's longitudinal data system (aligning with all components of the America COMPETES Act) and use the data to improve all levels of education from teacher preparatory to classroom instruction.** The P-20 Data

Council has completed a plan, and coordinated with all branches of education to complete the final elements of the America COMPETES Act. This step requires all school districts (LEAs) to comply with the state student record-keeping system in Oklahoma State Department of Education's data system (The Wave) in order to receive continued state funding (See Appendix A1-E, SB 2211 adopted in 2010). The extensive K-12 data system will inform all of school year). The Wave rapidly reports data to track student, teacher, leader, school, district and state performance. Educators are trained to use business intelligence tools that track indicators for progress, so the state and districts can quickly make relevant changes that positively impact student growth. The Wave will also document the performance of Oklahoma's STEM²-focused traditional and charter schools such as the Ben Franklin Science Academy in Muskogee, Advanced Science and Technology Education Charter School (ASTEC) in Oklahoma City, and Dove Science Academy elementary schools in Oklahoma City and Tulsa to support the STEM Coordinating Council's effort to inventory and assess STEM education across the state. Oklahoma state and school policy leaders will also be able to evaluate STEM education investments through the Wave and research-based teaching strategies through instructional improvement systems such as the state's new "Ways to Improve School Effectiveness (WISE)," an online coaching tool.

- 3. A rigorous and fair statewide educator effectiveness evaluation system will reward effective educators, identify and dismiss ineffective educators, provide data to continuously improve educator preparation programs. These actions will provide direct impact on the most important school-based drivers of student learning—effective teachers and school leaders.** All LEAs will utilize the new Oklahoma Teacher and Leader Effectiveness Evaluation (TLE) system created by SB 2033 by 2013 (and Race to the Top Participating LEAs by 2012). TLE will be developed by the Race to the Top Commission with input from a broad stakeholder group and informed using the best research to ensure inclusion of factors that strongly correlate to student growth. The evaluation system will be implemented based on a five-tier rating system using fifty

² STEM is Science, Technology, Engineering and Math.

percent quantitative measures of student achievement growth and other quantitative measures and fifty percent qualitative measures of teaching performance. In addition to the creation of a powerful evaluation system, SB 2033 enables Oklahoma to build a larger core of effective teachers and leaders by linking evaluations to specific consequences for remediation, retention, promotion, compensation, and termination (whether termination is based on annual effectiveness ratings or the need for a reduction in force).

4. **Oklahoma will focus state resources on rapidly intervening in Oklahoma's lowest performing schools** by allowing additional flexibility in using multiple proven intervention tools including: successful charter models; relief from due process and other state regulations; staffing, dismissal flexibility in urban districts; providing incentives to high-performing teachers and leaders to help with school turnaround efforts; providing the support of the Oklahoma State Department of Education's School Support Teams; and direct Oklahoma State Department of Education intervention when standards are not met. This focus and broad authority to intervene will support schools in implementing plans that fit their needs while requiring Oklahoma's rigorous accountability for results.

Two of Oklahoma's Race to the Top goals address all of the four education reform areas in the ARRA law. Specifically, **Oklahoma's Goal Five is to further encourage high quality school models, both charter and non-charter**, as market-driven approaches to increasing the rigor of standards, recruiting and retaining effective teachers and leaders, smart use of data, and flexibility to make changes in school operations. Legislation passed in 2010 continues Oklahoma's track record of commitment to innovation, removes statutory barriers for successful charter and non-charter innovative schools to allow these models to expand. **Goal Six** is also applicable to all four core Race to the Top areas of focus: developing course content, teacher experience, student engagement and data analysis to **further Oklahoma's integration of the STEM content areas into all aspects of public, career and higher education**. As noted above, the newly formed STEM Coordinating Council will inventory Oklahoma's STEM assets and develop and implement a collaborative plan driven by data and measurable results.

SB 2033 demonstrates Oklahoma's commitment, clarity, capacity, and sense of urgency to improve our public schools. Federal funds or no federal funds, Oklahoma has the consensus and the resolve to implement a national model of reform. The issue is pace. A \$175-million award of Race to the Top funds will enable far more rapid implementation of Oklahoma's bold and broadly supported reform legislation and plans. Given the current fiscal crisis, without a Race to the Top grant, Oklahoma's best in class *Oklahoma Teacher and Leader Effectiveness Act* and the accompanying Race to the Top plan will take unacceptably long to implement. Students lives and futures are being determined right now.

Race to the Top Legislation: In the 2009 and 2010 legislative sessions, Oklahoma lawmakers passed several critical education initiatives in support of Oklahoma's Race to the Top. These legislative accomplishments fell into several key categories:

1. **Standards.** (See Appendix A1-A, SB 2033.)
 - a. Require the State Board of Education to adopt the K-12 Common Core Standards by August 1, 2010.

2. **Data Systems and Use.** (See Appendix A1-F.)
 - a. The Oklahoma State Department of Education must complete actions necessary to establish all components of the longitudinal data system needed for Oklahoma to be in compliance with the elements described in section 6401(e) (2) (D) of the America COMPETES Act (20 U.S.C.9871 (e) (2) (D)) by December 15, 2011. Further, all districts must comply with the requirements of the state's student record system as a condition of receiving state funding. (See Appendix A1-F, SB 222, passed and signed, 2009 session.)
 - b. The Oklahoma State Department of Education must provide timely electronic data linking student performance to teachers and leaders to the Oklahoma State Regents from Higher Education (OSRHE) and the Oklahoma Commission for Teacher Preparation (OCTP) (See Appendix A1-A, SB 2033).

3. **Improving Teacher and Principal Effectiveness Based on Performance.**

- a. Teacher and Principal Evaluation Reform (SB 2033): The State Board of Education will adopt a new statewide Oklahoma Teacher and Leader Effectiveness Evaluation (TLE) System by December 15, 2011. Ratings based on the evaluation system will inform all key human resources decisions for teachers and principals including contract renewal, dismissal, promotion to career status (for teachers), additional compensation, and reductions in force. The TLE includes:
- A five-tier rating system (*superior, highly effective, effective, needs improvement and ineffective*);
 - Annual evaluations that measure effectiveness and provide teacher and principal feedback to improve student learning and outcomes;
 - Comprehensive remediation plans and instructional coaching for teachers rated “needs improvement” and “ineffective”;
 - 50% weight on quantitative components:
 - 35% of teacher and principal rating determined by student academic growth, using multiple years of standardized test data.
 - 15% of a teacher and principal’s evaluation based on other quantitative measurements,
 - 50% weight on a rigorous, fair qualitative assessment
 - Teachers in grades and subjects for which there is not currently a state-mandated assessment 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 overall school academic growth.
- b. Teacher Career Status (Tenure) Reform (SB 2033): Career teacher status will now be available after three full years **only** if the teacher is rated "superior" for two of three years, with no rating below "effective." All teachers will achieve career status after four years of teaching **only** if (a) they average at least an "effective" rating and have been rated as "effective" or better for the last two years, or (b) the local school board and superintendent agree with a petition submitted by the teacher's principal on the teacher's behalf.
- c. Teacher and Principal Retention Reform (SB 2033): Teachers and principals rated as "ineffective" or "in need of improvement" must successfully complete a mandatory comprehensive remediation plan and mentoring. Termination procedures **must** be

pursued for **any** teacher (a) who is rated "ineffective" for two consecutive years, or who is rated "needs improvement" for three consecutive years or a career teacher who doesn't average effective over a five year period, or (b) a probationary teacher who fails to meet career status within four years. Principals ranked ineffective for two consecutive school years be non-renewed. Further, when layoffs of teachers and principals are necessary, evaluation ratings must be the primary basis used in determining the retention or reassignment of affected teachers and principals.

- d. To increase retention of high performing teachers and leaders, the cap on incentive pay was increased from 20% to 50% of base pay and districts were authorized to develop and implement new types of incentive pay systems to improve student and school growth for teachers and leaders based on
 - i. individual TLE ratings and
 - ii. team success in improving school, grade level or subject area
4. Ensuring Equitable Distribution of Effective Teachers And Principals (SB 2033):
- a. The cap on incentive pay was increased from 20% to 50% of base pay and districts are authorized to develop and implement new types of incentive pay systems for:
 - o teachers and leaders who work in low-performing schools
 - o teachers and leaders who work in districts and schools that are hard-to-staff
 - o teaching in critical shortage subject areas, including but not limited to foreign language
 - o STEM teachers
5. Ensuring Successful Conditions For High-Performing Charter Schools And Other Innovative School Models (See Appendix A1-G, HB 2753; A1-H):
- a. There is no annual cap on the number of charter schools that can be created.
 - b. Charter schools are allowed as an option to change the governance structure of any school site listed on the school improvement list.
 - c. Charter schools are required to report dropout, graduation rate and other accountability data that is comparable to other public school sites allowing transparency for school selection decisions. Poor performing charter schools may be closed.

- d. In addition to traditional charter schools, districts may create deregulated and empowerment schools or zones to initiate transformative innovations and change through regulatory waivers. These autonomous public school models are intended to substantially enhance student achievement in low-performing schools.
 - e. In addition to per pupil funds allocated per the state aid formula, charter schools will receive a percentage of any other line-item funds generated by student numbers.
6. Turning Around the Lowest-Achieving Schools (See Appendix A1-A, SB 2033; A1-J, SB 509.):
- a. Schools in Oklahoma County and Tulsa County (serving more than one-third of the state's students) may implement an alternative governance arrangement for school improvement sites. In addition, upon approval of the district board and concurrence of the executive committee of the local bargaining unit, the district may remove ineffective teachers and place them on permanent substitute status for two years, after which time they are dismissed without further due process. These two counties have the majority of schools in need of improvement.
 - b. Each district with a school site identified as *persistently lowest-achieving* will implement one of four intervention models: turnaround, restart, closure, or transformation.
 - c. Charter schools are allowed as an option to change the governance structure of any school site listed on the school improvement list.

Other Important Reform Conditions: In the past year, Oklahoma has achieved several other education goals that bolster its Race to the Top plan.

- **Aligning State Proficiency Levels with NAEP:** In the summer of 2009, Oklahoma raised its proficiency indicators (also called proficiency or cut-score benchmarks) to mirror NAEP's proficiency indicators and increase the rigor of elementary offerings to better prepare all students for the increased curriculum rigor in the state's high schools by

developing and aligning its nationally acclaimed state curriculum standards to college- and work-readiness targets.

- **Common Core Standards:** The Governor's Office and Superintendent of Public Instruction have been involved in the development of and agreed to adopt the internationally benchmarked Common Core State Standards. SB 2033 also requires that they do so by August 1, 2010.
- **Data Systems to Support Instruction:** The State Department of Education has fully analyzed its data system and together with the P-20 Data Council has a clear plan to complete the development of its P-20 longitudinal data system so that it conforms to all 12 elements of the AMERICA COMPETES ACT in order to inform and empower teachers and principals to improve instruction and continuously improve teacher preparation programs..
- **Teacher and Principal Evaluation Reform:** Tulsa Public Schools has already begun developing a new teacher/principal evaluation system based largely upon student growth in conjunction with an accelerator grant provided by the Bill and Melinda Gates Foundation that can serve as a model for reform across the state.
- **School Improvement System to Support School Turnarounds:** Oklahoma has a proven Comprehensive School Improvement System (See Appendix A1-K, Comprehensive School Improvement System) that supports the effectiveness of the four intervention models required of persistently lowest-achieving schools in Race to the Top by assessing school site strengths and weaknesses impacting student growth and assisting those schools design and implement a plan of improvement. A new web-based school reform planning tool WISE, (developed in conjunction with the National Center on Innovation and Improvement) is being rolled out to support rapid analysis of improvements needed for low performing schools, and persistently-lowest achieving schools in particular.

(A)(1)(ii) Oklahoma LEA Participation

The statewide impact of Oklahoma's Race to the Top plan is guaranteed by the bold, comprehensive legislation passed in conjunction with its development. In addition, Oklahoma's Race to the Top plan has the strong support of Oklahoma's two largest districts (that have already begun implementing parts of the plan). LEAs impacting 278 of the state's schools, (and

serving over 650,000 students) **have committed to participate in all applicable areas of Oklahoma's Race to the Top plan.** (See Appendix A1-L, State's MOU). Stakeholders received a detailed outline of the significant reform areas in Oklahoma's plan. (See Appendix A1-M, Key Elements of Oklahoma's Reform Agenda.) Strong commitment was gained through a series of regional meetings, a broad steering committee supported by working groups in each of the reform areas, and leadership of the Governor, State School Superintendent, and legislative leadership. Both candidates for state school superintendent have provided letters committing their support to make implementation of Oklahoma's plan a priority in 2011 and beyond. (See Appendix A1-N, State Superintendent Candidate Support Letters.) The two largest teachers unions/associations, and the associations representing school administrators and school boards have pledged their support as well.

It is important to note that the largest state teachers union expressed strong support for the plan despite lower local bargaining unit signatures. In fact, OEA President Becky Felts said the following in her letter supporting the plan:

OKLAHOMA EDUCATION ASSOCIATION

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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
President

BECKY FELTS
President

LINDA S. HAMPTON
Vice President

LELA ODOM
Executive Director

Great public schools for every child.

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In addition, Oklahoma's Race to the Top plan has the strong support of the Oklahoma Business Education Coalition (OBEC), which for more than a decade, has provided leadership for reform by analyzing educational indicators, and working with the Oklahoma State Department of Education, legislators, and community partners to encourage increasing the rigor of standards and early development of The Wave, the Oklahoma State Department of Education's K-12 longitudinal data system.

(A)(1)(iii) **Oklahoma's Plan to Accelerate Student Achievement focuses on six areas that insure statewide impact.** All aspects of education decision-making outlined below will be based on detailed and rapid-time data that correlates to increasing student growth. Each **goal** is aligned with the priorities of the Race to the Top Program, and each **strategy** is research-based.

Goal One: *Standards, Assessments and Accountability.*

Oklahoma's standards, assessments and accountability systems are aligned to college- and career-ready standards increasing the opportunity of Oklahoma students to successfully complete college.

Oklahoma's plan to improve student achievement begins by upgrading curriculum standards, assessments of student learning, and using the data to provide accountability and guidance for teachers, school leaders, teacher preparatory programs and professional development. The detailed steps to achieve this goal are:

Adopt.

- The Common Core Standards—rigorous, internationally benchmarked standards focused on fewer concepts and deeper learning—to promote college and career readiness and support improved teaching and learning will be adopted by August 1, 2010..

Develop.

- Oklahoma has joined a national assessment consortium to build a sustainable and high-quality assessment system. This multi-state collaborative partnership will create an assessment system aligned with the Common Core 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.

- Oklahoma will develop and implement an interim assessment system that provides formative components for daily and weekly assessment, practice and feedback; diagnostically useful data on the growth towards core mastery at least four times per school year; and evidence of ongoing work in summative results.
- Oklahoma will ensure the common assessment system returns results with sufficient speed to analyze results, act upon teacher and leader effectiveness and take action to improve student learning (e.g., 1-2 weeks).
- Oklahoma will develop and implement professional development for teachers, principals and other education leaders in implementing new standards and assessment and review data to continuously improve implementation.

Implement.

- Provide intensive professional development to teachers, principals and other education leaders to transition to new standards and assessments and monitor fidelity and impact to identify support needed on an ongoing basis.
- Support educators by investing in curriculum designs and materials 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 Core 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 and informs teacher preparatory and professional development .
- Provide reports on student growth for parents, teachers, and students clearing showing continuous improvement, progress and actions needed to improve growth.
- Evaluate and improve accountability measures (including Adequate Yearly Progress (AYP) as monitored using Oklahoma's Academic Performance Index) to (i) incentivize

high performance, and (ii) identify performance gaps by improving assessments, establishing valid growth models that include college- and career-ready metrics, and (iii) ensuring accurate and consistent measurement of student outcome data over time.

Goal Two: *Data drives all education decision-making – especially decisions on teachers' and principals' retention, compensation and assignment.*

Oklahoma's use of a robust data system (aligned with the America COMPETES Act) allows education decision making to be driven by data, not unsupported assumptions.

Data will be a primary enabler of reform in Oklahoma. The state's unique student information system will enable the state to know how each student, school, teacher and district is performing and allow targeted support to quickly address areas of weakness at all levels. Targeted support will impact student achievement by insuring students with the greatest needs are taught by effective teachers supported by effective leaders and that curriculum support the areas where student growth is lagging. The steps for implementation are:

Capture Data.

- 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 evaluation and distribution of teachers and principals, as well as the evaluation of teacher preparation programs and professional development offerings.
- LEAs must comply with the student record data system as a condition for receiving state funding. (SB 2211).
- Collaboration with higher education, career tech and workforce charts student completion of postsecondary education following high school and uses data to improve instructional systems.

Develop America COMPETES Act Elements.

- Complete the state's statewide P-20 longitudinal data system (P-20 SLDS) in alignment with America COMPETES Act (prioritizing matching P-12 and post-secondary data and teacher-student links). The teacher student linkages and classroom groupings will be updated so the state can independently monitor and analyze the relationship between

student performance results and teacher evaluations.

- Develop local data systems that provide rapid-time usable data which impacts student growth to teachers, principals, policymakers, other education leaders, parents and students to support continuous improvement in the classroom as well as teacher and principal preparation and development programs.
- State and local district data systems will be compatible allowing local districts to use vital statewide performance data to instruct their improvement.
- State's instructional improvement systems will provide a data dashboard and related web based tools to LEAs (prioritizing Participating LEAs) that will:
 - Allow educators to identify the strengths/weaknesses of individual students at a sufficiently granular level that 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 identify 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), best practices, and collaborate and problem solve around specific shared problems.
- Ensure that Oklahoma's STEM Coordinating Council has access to rapid-time 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.
- Collect data to be used by the state and LEAs to develop pipeline plans to cover shortages and make reliable projections regarding shortages in teachers and principals, by subject area, school and district.

- Use data to improve and expand effective teacher preparation programs and certification programs, as well as professional development.

Implement.

- Train Participating LEAs to use the local instructional improvement systems to guide student and classroom instruction and teacher and leader development and teacher and principal assignment.
- Provide continuous professional development (including online video examples) and other supports to districts on using data to improve decision-making, planning, and instruction.
- Provide broad access to the data systems and make it easily accessible to stakeholders so that they can select, compare and filter indicators in support of decision-making that impacts student achievement.

Accountability.

- All teachers and principals receive complete and accurate rapid-time student growth data in local instructional data systems for immediate changes in school instruction and evaluation of teacher principal effectiveness. The reports are audited by the State's Office of Accountability, which is external to the Oklahoma State Department of Education , for completeness and accuracy.
- Decisions regarding teacher and principal retention, compensation, assignment and dismissal will be based on ratings received from the TLE. TLE shall be the primary factor used in reduction of force dismissals.

Goal Three: *Effective teachers and leaders.*

Oklahoma will increase effective teachers and principals in Oklahoma schools by statewide implementation of a rigorous and fair annual teacher/leader evaluation, fifty percent of which is based on impact on student achievement growth.

Higher curriculum standards and comprehensive data are helpful only if they translate into greater student achievement. This transfer occurs through excellent classroom instruction and data-driven decision making at all levels. Oklahoma is fundamentally changing its teacher/principal evaluation system to ensure that great teachers and principals are recognized for excellence based on student performance and ineffective teachers are identified for remediation. Based on data, professional development will be crafted to provide them opportunities to improve and information to allow for personnel decisions to be based on student growth. Decisions regarding teacher and principal retention, dismissal and compensation are required to be based on effectiveness data.

Support.

- Oklahoma's Race to the Top Commission will oversee the design of a statewide uniform teacher and principal effectiveness evaluation system, with input from teachers, leaders and other stakeholders.
- The teacher and leader effectiveness data will be linked back to teacher preparation programs and professional development to provide effective and individualized feedback and support for teachers and principals and continuous improvement of the educator pipeline.
- Develop and provide required intensive, research-based leadership training of novice principals and principals of high needs schools.
- Create a statewide certification and accountability system for professional development offerings, measuring student and participant outcomes, and using data to continuously improve programs.
- Require Participating LEAs to identify or adopt a comprehensive professional development plan comprised of certified professional development offerings.
- Create a statewide STEM Coordinating Council to support STEM instruction in Oklahoma—especially for females and minority students—by building upon the current resources and expertise of businesses, universities, CareerTech, LEAs, and the State Department of Education, using the state's longitudinal data system and providing feedback.

Evaluate.

- Improve educator effectiveness by developing a reliable and fair statewide evaluation system—the Teacher and Leader Evaluation System (TLE)—to drive **key** decisions, including compensation, career advancement, certification, career status conferral, and layoffs. (SB 2033) 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%. The qualitative component for teachers will be based on a rigorous and fair assessment performed by trained certified administrative personnel (or other approved personnel) regarding 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.

- Provide greater impact to evaluations by funding competitive grants for districts' use of incentive pay to reward and motivate high performing 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 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 or geographic areas, or in the subject areas of STEM;
 - incentives to teachers, principals and educator teams for transfer and retention at any schools listed on the needs improvement list.

Distribute.

- Effective teachers and principals are equitably distributed particularly in high minority, high poverty schools. Districts will use effectiveness data to report

annually on equitable teacher principal assignments by school to monitor accountability. Accountability measures will include progress on closing the achievement gap with minority students.

- 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 principals' contract status will depend upon their effectiveness ratings (five tiers – superior to ineffective) on the TLE:
 - Teachers averaging an “effective” rating after four years in their district will **only** achieve "career teacher" status if they have also achieved a rating of at least “effective” for the last 2 years.
 - Teachers may achieve career status after three full years **only** if they have received a rating of “superior” on the TLE for at least 2 of the 3 years, with no rating below “effective.”
 - If a probationary teacher does not meet the TLE requirements for receiving career status, the teacher will be granted career status after 4 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 4-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 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) unless the local board of education is ordered to reinstate the career teacher or the district requests extension of the trial de novo process.
- The impact of professional development and mentoring at the district and school level will be measured and publicly reported based on the extent and rate at which novice and veteran teachers and principals improve their effectiveness in promoting student growth based on these programs, and professional development plans (and funding) will be certified and/or accredited based on these measurements.
- Ensure accountability relating to effective teachers and principals by analyzing teacher and principal 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. Teacher/principal effectiveness data will be 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.

Goal Four: *Intervention in Low-Performing Schools.*

Oklahoma will rapidly transform its lowest achieving schools assisting districts to develop focused data to impact student growth, allow flexibility in staffing and governance but requiring strict accountability for progress.

Oklahoma has 20 schools Persistently Lowest-Achieving Schools list. Oklahoma's plan to turn around its persistently lowest-achieving schools will be based on collaboration of the school district and Oklahoma State Department of Education resources. Districts will have flexibility in operational rules for low-performing schools in areas such as staffing, school day and operational structure but will continue to be subject to a strong accountability framework. Oklahoma will use multiple tools to rapidly turn around persistently lowest-achieving schools including assignment of highly effective teachers and principals, prohibition of assignment of ineffective teachers, budget flexibility and support, school day length and design. Failure to make rapid progress in student and school performance will result in the State Board of Education controlling operating decisions of the school.

Identify.

- Require that the state's "persistently lowest-achieving schools" adopt the state's intervention plan. The plan will require, among other things, that the schools use the comprehensive school improvement system to develop a tactical plan to improve student growth including adopting one of the Race to the Top intervention models—the Turnaround, Restart, School Closure, or Transformation—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 intervention support and resources upon their voluntary commitments to undergo the requirements of the state's intervention plan.

Empower.

- Oklahoma City and Tulsa Public Schools, the state's two largest districts, may, under recently adopted state law, 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, which includes greater flexibility in development of a high performing team and the rapid removal of ineffective career-status (tenured) teachers from permanent teaching positions in the school site. With support from \$600,000 of Race to the Top funds, Oklahoma City Public Schools has implemented this model and will be launching a pilot peer mentor program (patterned after the successful Toledo model) with school embedded peer mentors for teachers in this and other low performing schools in Oklahoma City.

- Create a Turnaround Office at the Oklahoma State Department of Education to support all low-performing schools (regardless of intervention model, whether mandatory or voluntary participants) and provide data, support and coordination of turnaround strategies that will:
 - Dismantle the barriers to reform through State Board regulatory waivers;
 - Develop, identify and deploy teachers and principals with the capacity to transform the Turnaround Schools and scale up successful turnaround;
 - Expedite reform and support low performing schools by developing a tool kit using the comprehensive school reform system 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.
 - Sequence and coordinate district's transformation efforts by school type, feeder pattern and student characteristics.

Transform.

- Engineer the effective transformation of all persistently lowest –achieving 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 (Race to the Top funding will provide \$250,000 annually for each persistently low achieving school).
 - Greater budget flexibility.
 - Greater flexibility to shape programming to students' needs and turnaround priorities.
 - Access to and instruction on use of data to implement change that impacts student achievement growth.

- Data on teacher and leader effectiveness based on Oklahoma's TLE in order to retain the most effective teachers and leaders in these schools.

Accountability.

- All persistently low achieving schools must meet the standards to be removed from the list within two school years. Schools not on the persistently lowest-achieving list, who show a five percent decrease in API year over year, shall be placed on an early warning list and required to submit an action plan for improvement to the Oklahoma State Department of Education and the local school board.
- Monitor and ensure the cohesiveness and optimization of state, federal and local reform efforts and funding streams made available to persistently lowest-achieving schools by scanning all available funding sources, staffing, and policy frameworks and aligning them around a single state delivery system for supports and interventions.
- Determine the tools that will make the most rapid impact for school turnaround based on collaborative decision making between the district and Oklahoma State Department of Education's school improvement team. The most important factor is that the state provides a framework of flexibility in implementing the model that best correlates to rapid turn around given each school's demographics, strengths and weaknesses. These schools will be a priority of the Oklahoma State Department of Education School Improvement teams. Decision making will be data driven and implementation will be rapid.

Goal Five: *Oklahoma expands the most innovative and best models in education for student achievement, both charter and non-charter.*

Support.

- Charter schools may open in any area with a school designated as "in need of improvement".
- There is no annual cap on the number of new charter schools.
- Oklahoma supports innovative non-charter school models by allowing districts to receive State Board regulatory waivers to initiate transformative innovations to substantially improve student achievement.
- Oklahoma commits to promote the development of new school models that leverage student achievement through use of technology, including virtual schooling and STEM academies.

Accountability.

- Oklahoma data systems accurately account for charter school performance and charter schools' accountability data is consistent with the reporting requirements of non-charter schools based on student outcomes.
- Student growth and achievement will continue to be a major factor in charter authorization and renewal along with sound governance practices and fiscal stability.
- Continue offering 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.
- Monitor charter authorizers to ensure sufficient capacity to effectively evaluate charter operator results and provide technical assistance to authorizers and charters reflective of best practices.
- Enforce specific charter closure policies that protect both the general public from poor quality charters and the students displaced by closures.

Students needs and learning styles should not be restricted by a lack of choice of school models in the state. The conditions in the state provide a framework and significant encouragement and support for innovative approaches to learning which positively impact student growth.

GOAL 6: *Oklahoma's STEM Coordinating Council will develop Oklahoma's substantial STEM assets to better prepare teachers and students and attract them to STEM careers.*

Oklahoma understands that increasing the number of students taking rigorous STEM courses is vital to the health of Oklahoma's economy and supports President Obama's "Educate to Innovate" campaign designed to keep America competitive. Oklahoma has strong assets in STEM. The Governor is forming a STEM Coordinating Council that will be charged with four tasks:

- (a) Inventory Oklahoma's considerable STEM assets including public/private partnerships supporting STEM education;
- (b) Expand programs to support and attract underrepresented groups by:

- (i) Addressing teacher shortages in STEM fields;
 - (ii) Identify, measure success of and implement additional collaborations with businesses, museums, universities and research centers; and
 - (iii) Build on the Governor's Council for Workforce and Economic Development to expand programs to support, attract and provide mentoring for historically underrepresented in STEM, such as women and minorities.
- (c) Close the achievement gap in math and science by:
- (i) Increasing the number of underrepresented and female students completing STEM programs of study;
 - (ii) Expanding Summer Academy programs in the STEM disciplines, especially women and minorities in urban and rural areas; and
 - (iii) Adding high school STEM academies offered through career and technology education focused on engineering, bioscience and biotechnology.
- (d) Track, evaluate and report outcomes of STEM initiatives and their impact on student achievement, college graduation rates and career success using Oklahoma's enhanced data system and expand upon successful models.

The STEM plan fully integrates with Oklahoma's overall plan to improve student achievement and graduate more students college and career ready. The pieces for a powerful impact on attracting more students to STEM curriculum is in place.

(A)(1)(iii) With LEAs covering over 80% of Oklahoma's students participating and committed to Oklahoma's Race to the Top goals, Race to the Top Participating LEAs will demonstrate how measurable gains in learning outcomes and support from the state of Oklahoma will lead to the following achievable, yet ambitious, goals for all schools:

By 2015:

- The percentage of teachers receiving a rating of top three ranking "effective" to "superior" across the state will be 25% higher than the benchmark established by the Teacher and Leader Effectiveness (TLE) evaluation data in 2012-2013.
- The state's average student and school achievement growth measures will increase by 5% each year (based upon the growth measures to be developed through the Race to the Top grant).
- The state's NAEP scaled scores will improve by a minimum of 9 points across all subgroups and its composite.

- The state's racial (black-white and Hispanic-white) and income (low income-high income) achievement gaps will close by half on NAEP by 2015.
- While Oklahoma has progressed in student growth on NAEP or state tests, Oklahoma's bold actions on increasing effective teachers and leaders by linking teacher and leader effectiveness to student growth will accelerate this progress. By 2015:
- The state's 4-year high school graduation rate will increase to 84% from 76% (as of 2009).
- The percentage of graduating high school seniors who enroll immediately in two- and four-year colleges will increase from 58% in 2007 to 77.5%.
- The percentage of students who complete more than a year's worth of college credit within two years of enrolling in an institution of higher education will increase 10% per year.
- All schools on Oklahoma's NCLB "needs improvement" list in 2010 will have made AYP for at least two consecutive years (regardless of whether or not Oklahoma receives a Race to the Top Grant).

By 2020:

- At least 35% of high school students will attain ACT college-readiness benchmarks in all four college content areas assessed on the college-entrance exam (English Composition and Writing, College Algebra, and College Biology).
- Oklahoma's six-year college graduation rate will increase to 56%. The state has a 46.5% six-year college graduation rate while the national average rate was 55.9%.

The state's over-arching goals for educating reform will remain the state agenda for 2012 and beyond. Governor Henry and Superintendent Garrett gave clear instructions to develop goals that provided a framework for good policy and that "moved the needle" significantly on achievement growth of all Oklahoma students. Not receiving the grant will slow down the funding implementation of the plan, but our resolve will remain firm, as evidenced powerfully in this session's legislation which adopted a Race to the Top legislative mandate. The speed at which the Sooner State races to the top will be increased by the award of a Race to the Top grant.

Oklahoma LEA Participation

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

the areas prioritized by Race to the Top. Over 52% (278 of 532) of the state's LEAs signed up to be Participating LEAs, representing over 69 % (1225 of 1783) of the state's schools and 81% of the student population. The standard memorandum of understanding tracks the federal model memorandum of understanding, and all Participating LEA leaders signed the document without material modification and were required to agree to implement all areas of the state's Plan. Importantly, both Oklahoma City Public Schools and Tulsa Public Schools—the two largest districts and the districts with more than half of the persistently lowest-achieving schools in the state—signed up to be Participating LEAs. Labor organizations also strongly support the state's application as evidenced by the signatures of 39 leaders of local teacher unions. (See Appendix A1-P, Detailed LEA Table; A1-L Participating LEA MOU).

Summary Table for (A)(1)(ii)(b)		
Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	278	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	278	100%
(ii) Professional development on use of data	278	100%
(iii) Availability and accessibility of data to researchers	278	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	278	100%
(ii) Design and implement evaluation systems	278	100%
(iii) Conduct annual evaluations	278	100%
(iv)(a) Use evaluations to inform professional development	278	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	278*	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	278	100%
(iv)(d) Use evaluations to inform removal	278	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	278*	100%
(ii) Hard-to-staff subjects and specialty areas	278*	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	278	100%
(ii) Measure effectiveness of professional development	278	100%
E. Turning Around the Lowest-Achieving Schools		

(E)(2) Turning around the lowest-achieving schools	4**	100%
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*All participating LEAs were required by the MOU to support on every applicable component of the State’s education reform plan outlined in our Race to the Top application. Of those participating districts, 148 will collectively bargain the specifics of certain components of the reform package—in particular, those relating to incentive pay and the policy change being promoted by the state’s Plan which would prohibit the transfer of ineffective teachers to Persistently Low-Achieving Schools under certain conditions. However, pursuant to state law, Senate Bill 2033, **all** LEAs (whether Participating or not) will use evaluations to inform career status (tenure) and retention.

**Only four Participating LEAs of the 278 Participating LEAs have Persistently Low Achieving Schools. However, every Participating LEA with a Persistently Low Achieving School has agreed to participate in (E)(2).

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

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	278	278	100%
President of Local School Board (or equivalent, if applicable)	135	278	49%
Local Teachers’ Union Leader (if applicable)*	39	148*	26%

*Of the 278 participating school districts, 148 do participate in collective bargaining; 130 do not. Therefore, the number of signatures applicable includes only those districts that are represented by a Union.

*However, it is important to note that the Oklahoma Education Association (which represents the vast majority of the collective bargaining districts), and American Federation of Teachers, Oklahoma City have issued strong letters of support for the Race to the Top plan. These teachers’ unions actively participated in the development of the plan and the legislation supporting it.

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs*	278	532	52%
Schools	1,225	1,783	69%
K-12 Students	524,966	648,713	81%
Students in poverty	286,395	364,901	78%

*These LEAs represent 82% of Oklahoma's student population ensuring statewide impact.

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

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

(See Appendix A1-P, Detailed LEA Table for (A)(1).)

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

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

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

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

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

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

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

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

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

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

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

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

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

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

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

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

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

Section (A)(2)

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

Section (A)(2)(i): Capacity to Implement

(A)(2)(i)(a) Oklahoma has the **capacity** and the **leaders** to implement the aggressive strategies described in this application that will meet the state's Race to the Top goals and set the stage to dramatically impact student growth. Implementation of its most important elements is insured by the bold legislation adopted this session. The reform plan is built on shared commitment and vision of Governor Brad Henry, State Superintendent of Public Instruction Sandy Garrett, Higher Education Chancellor Glen Johnson, State Director of Oklahoma Department of Career and Technology Education Phil Berkenbile, and the state's education, union and association, legislative, business, philanthropic and community leadership. State Senator Susan Paddock and Janet Barresi, the candidates for State School Superintendent, both support implementation of the plan. Since the teacher-leader effectiveness and charter expansion is required by statute to be implemented, regardless of the outcome of elections, the major plan will be implemented.

Former Tulsa Mayor Kathy Taylor, former Oklahoma Secretary of Commerce and Tourism, returned to Governor Henry's cabinet as Chief of Education Strategy and Innovation, specifically to guide development of the state's Race to the Top plan and accompanying legislation with the help of a high-level steering committee, active subject-matter work groups, and regional input sessions attended by hundreds of citizens, in particular teachers and school administrators. Taylor prioritized education while serving as Tulsa's Mayor (Oklahoma's second largest city), describing it as "the most important investment for our future economic health".

The ultimate responsibility for insuring implementation of the plan lies with a constitutionally formed board, the Oklahoma State Board of Education. Board members have six years terms (with one from each congressional district plus one-at large), which are staggered and appointed by the Governor. This Board, with extensive authority and experience and chaired by the State School Superintendent, will guide the implementation of the plan. (**See** Appendix A2-f, Powers and Duties of the Oklahoma State Department of Education.) The Board will be supported by the advice of broad stakeholders on the Race to the Top Commission, insuring buy-

in for the implementation. The State Board will secure an **annual third-party evaluation** in order to continuously refine and publicly report on supports needed for success.

Teacher and principal effectiveness, the centerpiece of Oklahoma's reform agenda now a legislative mandate, began in early 2009, when Tulsa Public Schools (Oklahoma's second largest district) received an accelerator grant from **The Bill & Melinda Gates Foundation** to create a teacher effectiveness program. This program has resulted in the development of a student growth based evaluation model that will inform the development of the state's TLE system.

(A)(2)(ii) Extensive input producing broad stakeholder support for Oklahoma education reform is our strength. The state's bold reform plan and groundbreaking legislation was produced through a combination of grassroots' input and advice of national experts including Tim Daley, New Teacher Project; and Jonah Edelman, Stand for Children. Strong dedicated teams are also in place to implement. In addition to a steering committee of 17 high-level leaders that included union representatives, business leaders, philanthropists, teachers, school association members, higher education, and the Oklahoma State Department of Career and Technology Education, workgroups of more than 60 subject-matter experts advised and guided this plan's development. Oklahoma's Race to the Top vision and action plan were developed with these subject-matter expert teams, advised by a national consultant, who began by mapping the state's current education assets. Six regional meetings were attended by more than 500 education and community stakeholders. Facilitated discussions provided guidance and input on the plan development. Numerous drafts of Oklahoma's plan were reviewed with and distributed to the steering committee and expert teams. Over 200 pages of comments were received and reviewed.

As a result of this intense collaboration, SB 2033, "The Teacher and Leader Effectiveness Act", was passed with bipartisan support, which provides the plan's backbone and statutory authority. (See Appendix, A1-A, Senate Bill 2033). It was authored by the Speaker of the House and the Pro Tempore of the Senate and signed by the Governor. Solid support and advocacy for this monumental legislation included groups as diverse as the state and local chambers and teacher unions. Oklahoma has 278 Participating LEAs and more than 150 letters of support. (See Appendix A2-a, Oklahoma Steering Committee & Work Group List; A2-b, Local Letters of Support; A2-c Regional Meeting Interview Guide; A2-d, Regional Meeting Summary Feedback.)

Section (A)(2)(i)(a): Strong Leadership and Dedicated Cross functional Race to the Top Teams

With the responsibility and authority vested in the State Board, team support is in place for:

- (i) state plan implementation;
- (ii) district level support to insure replication of effective practices;
- (ii) accountability for LEA performance;
- (iv) overall grant accountability for budget, performance measure tracking and reporting and disbursement;
- (v) alignment of other education to support goals of the state plan; and
- (vi) strategic sustainability of fiscal, political and human capital resources for successful reforms after the grant period.

Sections (A)(2)(i)(a) & (A)(2)(i)(e): Authority for enforcing grant implementation and accountability will be by the State Board of Education. The Board has broad statutory and constitutional powers and duties and sets the policies for the Oklahoma State Department of Education (which has fiscal responsibility for state and federal funds). Oklahoma's State Board of Education is chaired by the elected State Superintendent of Public Instruction, who also serves as the Chief Executive Officer of the Oklahoma State Department of Education . The Oklahoma State Department of Education oversees PreK-12 education initiatives, including PreK-12 educational data systems, curriculum standards and assessments, policy development, intervention in persistently lowest achieving schools, innovative programs, PreK-12 school accreditation, teacher recruitment, certification and professional development.

The Oklahoma State Department of Education has proven leadership in education reform. Superintendent of the State Board and the Oklahoma State Department of Education staff have a successful track record of implementing reform initiatives and administering large-scale grant projects including Oklahoma's landmark *Education Reform Act of 1990* and, more recently, the 2005 *Achieving Classroom Excellence Act (ACE)*. Implementation of the ACE law's college-preparatory default curriculum and high-stakes testing requirements statewide may be the most significant body of work the Oklahoma State Department of Education has undertaken since the

No Child Left Behind Act of 2001 became effective in January 2002. The Oklahoma State Department of Education helps schools implement ACE mandate including new mathematics professional development and grant funding for middle-school math labs – to state funding specifically for remediation of 7th and 8th grade students whose test scores show they are not on track for the increased rigor in high school.

Oklahoma State Department of Education's leadership has also made Oklahoma a national leader in Pre-K. The state's universal Pre-Kindergarten program is recognized as the top public preschool program in the country and, earlier this year, the state was confirmed for a seventh consecutive year as the national model by the National Institute for Early Education Research. In addition, Oklahoma State Department of Education implemented increased student standards statewide.

Most notably, the state of Oklahoma made the unprecedented move of raising the bar of proficiency on ESEA tests of reading and mathematics in grades 3-8 in 2009. This was accomplished both to parallel the proficiency markers of the National Assessment of Educational Progress (NAEP) and to better prepare students for the exit exams required to achieve an Oklahoma high school diploma.

The oversight of the State Board combined with experience of Oklahoma State Department of Education assures plan implementation. To ensure focused actions to meet legislatively mandated deadlines, the Oklahoma State Department of Education will assign a **dedicated Race to the Top cross-functional team**, which will report to the State Superintendent of Public Instruction. This team will be led by a Race to the Top Director, who will lead Oklahoma's reform agenda and report directly to the State Superintendent. The Race to the Top Director will be given authority and responsibility for Oklahoma State Department of Education personnel and functions including:

- (i) Charter School Director;
- (ii) Teacher/Leader effectiveness director;
- (iii) Turnaround Office;
- (iv) Race to the Top program monitor;
- (v) P-20 State Longitudinal Data System (P-20 SLDS), the local instructional improvement support systems, and the regional data coaches.

Other members of the Oklahoma State Department of Education Leadership Team who will support execution include:

- Assistant State Superintendent of the Office of Standards and Curriculum, who will serve as the ESEA coordinator for implementation of the Race to the Top grant. This position is presently held by Dr. Cindy Koss, who brings considerable experience as both a teacher and administrator to her management of the Oklahoma State Department of Education offices responsible for Titles IA, IIA/B, VI, and X, and other No Child Left Behind programs including ARRA economic stimulus grant and formula funding programs. She presently serves as Oklahoma's American Diploma Project Team Leader and oversees the Oklahoma State Department of Education Team Leader for Curriculum and Effective Schools.
- Assistant State Superintendent for Professional Services, who will coordinate Oklahoma State Department of Education efforts with the Oklahoma Commission for Teacher Preparation including teacher testing, certification and professional development. This role is presently filled by Dr. Ramona Paul (who was named Oklahoman of the Year for 2009 by *Oklahoma Today* magazine because of her nationally recognized leadership in early childhood education). Dr. Paul has led the Oklahoma State Department of Education through the transition to competency-based teacher certification in the 1980s, development of alternative certification in the 1990s, and the move to online certification in 2009 with the Oklahoma Educator Credentialing System supporting accountability for highly-qualified teachers under No Child Left Behind. Her division includes the state's annual New and Continuing School Board Member Workshops and First-Year Superintendents professional development, and the provision and tracking of staff development funding to accredited schools.
- Assistant State Superintendent of the Office of Accountability and Assessment, who will work with Race to the Top priorities relating to the Oklahoma School Testing Program and Academic Performance Index state and federal accountability systems. This position is currently filled by Jennifer Stegmen, who has administered these functions for ten years.
- High School Reform Director, Office of Standards and Curriculum, who will help coordinate the ACE law's college- and career-readiness priorities with similar high standards in Oklahoma's Race to the Top. The Oklahoma State Department of Education is represented well in this area by Kerri White, an experienced mathematics educator who is an expert in standards, assessments and accountability of NCLB, works directly with the ACE Steering Committee, and recently participated on Common Core Standards content and college-readiness committees for NGA and the CCSSO.

- Other key Oklahoma State Department of Education Leadership Team members who will support Oklahoma's Race to the Top include: Dr. Sharon Lease, Assistant State Superintendent for Accreditation; Misty Kimbrough, Assistant State Superintendent for Special Education Services; and Lisa Pryor, Assistant State Superintendent for Innovation, Support and Alternative Education; as well as Barbara Roewe, The Wave, Oklahoma's Statewide Student Information System (reporting to the Race to the Top director); Joyce DeFehr, State Testing; Dawn Jones, Internet Communications; Shelly Hickman, Public Information, and Wendy Pratt, Oklahoma State Department of Education Communications.
- Other key Oklahoma State Department of Education staff includes the Team Leader for Curriculum and Effective Schools; Executive Director Resident Teacher/Professional Development/School Board Members; and Executive Director, Title I School Support and Title I ARRA.

Other key players in implementation include:

1. **Oklahoma Race to the Top Commission.** Oklahoma's Race to the Top Commission created in SB 2033, 2010 legislation is charged with coordinating and monitoring the state of Oklahoma's efforts to implement Race to the Top. The Commission, chaired by the State Superintendent of Public Instruction or his/her designee, includes representatives from an education union, the school board and superintendent associations, parent-teacher association, the business community, and other important stakeholders including the Executive Director of the Oklahoma Commission for Teacher Preparation, a representative from the Oklahoma State Regents for Higher Education, a representative of the Oklahoma Department of Career and Technology Education (being proposed to lead the state's STEM³ Coordinating Council), members of the State Senate and House of Representative (appointed by both majority and minority leaders), and representative of a philanthropic organization involved in education. Staff supporting the Commission will be provided by the State Department of Education and the Oklahoma Commission for Teacher Preparation as detailed below.

The Commission will monitor and report on progress in key areas of Race to the Top and make recommendations to the State Board, regardless of receipt of the grant. The Commission has key responsibilities with regard to the state's new uniform evaluation system (Oklahoma Teacher and Leader Effectiveness and Evaluation System (TLE)). SB 2033. The priorities of the Race to the Top Commission include:

³ STEM is Science, Technology, Engineering and Math

- a. **make recommendations to the State Board of Education regarding the development and implementation of the TLE** prior to adoption of any permanent rules or policies by the State Board,
- b. regularly review progress reports from the Race to the Top Director toward development and implementation of the quantitative and qualitative measures that comprise the TLE,
- c. **regularly review 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 reasonable distinctions relating to performance,
- d. assure input and participation from teachers and leaders on the development and implementation of the TLE,
- e. gather public comment on the development and effectiveness of the TLE, and
- f. assuring that the TLE is based on research-based national best practices and methodology.

The Commission's obligations to perform the tasks listed above will exist regardless of whether the state receives Race to the Top funding, but receipt of this specific type of funding will accelerate implementation of Oklahoma's Race to the Top.

(A)(2)(i)(c):

To provide for the efficient and effective implementation of the grant and support for the Race to the Top Commission, the **Oklahoma State Department of Education Leadership Team** will work with the **Race to the Top Director** and staff, who will also:

- Coordinate and report on the effort of the state to implement the federal Race to the Top program;
- Work closely with state 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;
- 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;
- Ensure that adequate reporting and compliance mechanisms and safeguards regarding the federal Race to the Top program are in place;
- Ensure full, thorough and easily accessible public disclosure of the use of all funds received under the federal Race to the Top program;

- Monitor progress of results in the objectives identified in the Race to the Top plan, including, but not limited to, development of effectiveness measures for teachers and administrators, raising student achievement overall and by subgroup and closing gaps in achievement, using data to improve instruction, ensuring equitable distribution of effective teachers and administrators, turning around the lowest-achieving schools, and supporting the transition to enhanced standards and high quality assessments.

2. **Oklahoma Commission for Teacher Preparation:** Working with the State Department of Education's Race to the Top Team, the Commission for Teacher Preparation (OCTP) will play a vital role in ensuring the quality of all initiatives regarding professional development and teacher/principal preparation. The OCTP will oversee the independent, thirty party evaluation of Race to the Top professional development for the certification process of professional development offerings. The OCTP will research, review and suggest comprehensive professional development plans to Participating LEAs based upon the models' evidence of effectiveness. The OCTP's evaluation of the professional development provided to the Participating LEAs will be informed by their impact on Teacher/Leader Effectiveness measures. This information will be used by the Oklahoma State Department of Education to certify professional development and share information about high quality professional development offerings with other districts. (See Section (D)(5) for more detail.) The OCTP also provides independent standards oversight for teacher education. It serves as Oklahoma's **independent standards board for teacher education and testing**. It is charged with the creation and support of the state's competency-based teacher preparation program with three primary responsibilities:

- the accreditation of the state's teacher preparation programs,
- the assessment of teacher candidates and
- the ongoing professional development of classroom teachers across the state.

The OCTP will have a **dedicated, cross-functional Race to the Top Team** as well. This team will be led by OCTP Executive Director Ted Gillespie and his staff who are also experienced in crafting RFPs, awarding and monitoring three-year grants to schools statewide, providing professional learning and support for approximately 400 National Board Certified Teacher (NBCT) candidates each year. Education Leadership Oklahoma, the state's national certification incentive program, was created in state law in 1997, and today Oklahoma ranks 8th

in the country in number of NBCTs. Dr. Gillespie is a trained member of the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners and has served as a State Consultant on site visits and has been involved in accountability issues for higher education. He works with the testing company to ensure that Oklahoma maintains one of the premier teacher certification examinations in the nation, and serves on the Board of Directors for the National Association of State Directors of Teacher Education and Certification (NASDTEC). Included on the Race to the Top Team will be:

- Dr. Teena Nations, State Director of Professional Development, a former principal and state North Central Accreditation chair, who has extensive experience in contracting for statewide professional development in Reading, Science, Math and mentoring.
- Jennifer Gambrell, an NBCT who serves as the Education Leadership Oklahoma Coordinator for the OCTP Professional Development Department, supervising 13 coordinators and managing five statewide professional development institutes for NBCT candidates. She is also State Director of Program Development.

The OCTP is also responsible for ensuring that teacher and principal evaluation results link back to and drive policy decisions and funding regarding the state's teacher and principal preparation programs. The OCTP will retrieve and analyze evaluation and teacher preparation data and suggest improvements to the state's preparation programs. They will also use this information to incentivize and facilitate the expansion of effective teacher preparation programs and drive accreditation decisions. They will publically report effectiveness data as measured on the state's uniform evaluation system from all in-state preparation programs (including overall effectiveness ratings and graduates' impact on student growth) by Fall of 2013.

A)(2)(ii)(b): Other Critical Stakeholders in the Implementation of the Race to the Top Program

Local districts, led by superintendents and principals and guided by elected school boards, will design individualized scope-of-work descriptions and lead the implementation of the reforms in their districts in alignment with the state's Race to the Top Plan with advice from the Oklahoma State Department of Education Race to the Top Director and her team. The Oklahoma State Department of Education, with its supporting partners, will provide the framework and guidance for execution of the plan at a local level. It is important to note that LEAs have been significantly involved in the design of this application through their

participation in workgroups and regional strategy dialogues with community stakeholders for over a year. As a result, local district leadership has a stake in the success of Oklahoma's application and strong incentives to create meaningful change in their schools.

Legislative Commitment. The Oklahoma Legislature has always been aggressive in reform policy development related to public schools, CareerTech centers, and institutions of higher education. In fact, education is cited in state law as "Oklahoma's finest investment," and the Legislature and Governor's Office have consistently provided more than half of the state budget to public education. As an institution, the Legislature can be credited for significant forward-thinking, particularly in 1990's landmark education reform law, and the 2005 ACE law and many measures in between those years including requiring alternative education opportunities for at-risk students, the Advance Placement Incentives Program and Concurrent Enrollment for high-achieving students, and national certification and Academic Achievement Award bonuses for teachers and educator teams.

Lawmakers have also been instrumental in preparing Oklahoma for its Race to the Top plan by passing Oklahoma's **Educational Accountability Reform Act** (SB 222 of the state's 2009 legislative session) (which created three committees that will support Race to the Top goals and strengthen accountability: the P-20 Data Coordinating Council; the Quality Assessment & Accountability Task Force; and the Educational Quality & Accountability Board (See Appendix A1-f, SB 222)). These boards represent a variety of members of government, and all areas of public education including, but not limited to, members of the Legislature, Office of State Finance, the business community, and the Oklahoma State Department of Education.

P-20 Data Council. This council was formed to assess and notify agencies of actions necessary to achieve the state's goal of moving to a unified data system that will include all of the elements described in section 6401(e)(2)(D) of the **America COMPETES Act** (20 U.S.C. 9871(e)(D)). Their work has been vital to the program toward completing that goal. Coordinating their activities with the development of Oklahoma's Race to the Top initiative, the P-20 Data Council will be an important leader in the completion of the state's P-20 longitudinal data system. Former Chancellor of Higher Education Paul Risser is chair of this council. Its members include the following or their designees: an appointee of the Governor, the Chancellor of Higher Education; the State Superintendent; the State Director of Career and Technology Education; a member of the Senate, House, and Office of State Finance; the state of Oklahoma's

Chief Information Officer; the Executive Director of Oklahoma Employment Security Commission; the Director of the State Office of Accountability; and representatives of a statewide business organization, school superintendent organization, and teachers union. (See Appendix A2-g, P20 Data Council List.)

Quality Assessment and Accountability Task Force (EAA). This task force is charged with studying the student testing system for the purpose of recommending a plan to achieve reforms to the Oklahoma School Testing Program. This plan will include any statutory, regulatory changes necessary to improve the system, aligning student testing with the adopted Common Core curriculum and using high quality assessments that will provide a base for the new TLE system.

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

Community Advisory Group: Notably, the state's Race to the Top initiative has resulted in a philanthropic commitment of over **\$5 million dollars** from George Kaiser Family Foundation, the Charles and Lynn Schusterman Family Foundation and other private donors designed to develop and support a pilot teacher effectiveness program—funded regardless of whether Oklahoma's Race to the Top Application is funded. In addition to supplementing federal grant funds for the Race to the Top initiative, these private donors have formed an advisory group to support the implementation of the Tulsa pilot teacher and principal evaluation system, including the hiring of a Director for Teacher Effectiveness and the funding of a New Teacher Project Model Staffing Initiative. The New Teacher Project will be on the ground beginning October 2010 to develop staffing initiatives for fifteen low performing schools in the Tulsa Public Schools. These philanthropists were also instrumental in bringing Jonah Edelman to the state to advise on Oklahoma's Race to the Top's legislation, Senate Bill 2033, the state's Teacher and Leader Effectiveness Bill, and will continue to be active in legislative and policy changes at the state level.

Many of these same funders were also instrumental in bringing Teach for America to Oklahoma. Lance Tackett, Executive Director of Teach for America-Tulsa notes: “Over \$5.5 Million was raised in private philanthropic gifts to initiate a three year launch for Teach For America in Tulsa. This shows the deep and committed investment of private Oklahomans to reform education. The collaboration of private philanthropists, local LEAs, school boards, and Union representatives were unparalleled in bringing in top talent and highly effective teachers to work in some of Oklahoma’s highest need schools.” The commitment of these organizations provides resources and policy continuity beyond legislative cycles and will ensure the continued implementation of the plan even after this grant funding expires.

(A)(2)(i)(b)(c): Supporting and Oversight of LEAs in Successful Implementation of Education Reform.

The Race to the Top Director will organize the staff necessary to support LEAs efficiently and effectively.

At the Superintendent’s Annual Leadership Conference in July, LEAs will receive information about the state reform agenda particularly the Common Core standards and quality student assessments and the implementation of the TLE evaluation.

The Oklahoma State Department of Education will develop, and update as data and additional research become available, instruction courses for educators on each element of the reform plan. This instruction will be available in multiple formats and venues for broad accessibility not only to school site educators but also to local school board members.

The Race to the Top Director will schedule a Race to the Top technical assistance conference within fourteen days of award of the grant for Participating LEAs to develop their scope of work. The conference will include information on best practices and available support for execution. In the subsequent years, this support will be provided during the State Superintendent’s Annual Leadership Conference. The conference will be rebroadcast through the State Department’s video conferencing facilities.

The Race to the Top Program Monitor will coordinate the advice to and receipt of Race to the Top plans from Participating LEAs.

On an ongoing basis, the Race to the Top Program Monitor will review Participating LEA progress and performance in compliance with the plan. Regular reports on each district

will be made to the Race to the Top Director. Any Participating LEA which is not in compliance with its plan or is failing to make progress towards the deadlines, will be required to meet with the Race to the Top Director and submit an achievable remediation plan.

The Race to the Top Program Monitor will be responsible for the Race to the Top grant administration, oversight, budget reporting, monitoring, performance measure tracking and reporting, and fund disbursements in coordination with the Office of Standards and Curriculum (which reports, tracks and disburses Titles IA, IIA/B, VI and X funds).

(A)(2)(i)(d): Leveraging Funds and Sustaining Reform

Oklahoma has coordinated and reallocated education funds so that they align with the state's Race to the Top goals. Existing employees and infrastructure at the Oklahoma State Department of Education and the Commission of Teacher Preparation will support the state reform plan by providing data and instruction to LEAs. Oklahoma's school reform plan is also supported by Governor Brad Henry's commitment of his discretionary ARRA allocation to statewide projects that leverage additional local and private dollars to expand early childhood programs in Tulsa, Ponca City and Sand Springs. Discretionary funds have also been allocated to Oklahoma's CareerTech system, the Oklahoma School for Science and Mathematics, the University of Oklahoma and Oklahoma State University for essential capital needs to improve their STEM functions and facilities. Further, Phase I State Fiscal Stabilization Funds are being used to enhance the ACE education initiative, support additional remediation efforts, provide teacher incentives and support the P-20 data system.

Oklahoma has also received an ARRA broadband mapping and planning grant award to develop its application for the Round 2 National Telecommunications and Information Administration's statewide broadband development grant program. This grant will expand broadband capabilities to 47 libraries in communities throughout the state. A team of state agencies is using these two ARRA opportunities to address a key goal of expanding learning opportunities, especially in the more rural areas of Oklahoma.

Finally, as Oklahoma increases the number of students graduated from high school college and career ready, funds supporting Oklahoma's public college tuition waiver program (called Oklahoma's Promise) become an even more important fund alignment to support achievement of Oklahoma's Race to the Top goals.

(A)(2)(i)(e): Using the fiscal, political, and human capital resources in sustain reforms.

The focus of the state's Race to the Top plan is to increase student success and close the achievement gap by investing in foundation-level systems that will create and sustain long-term improvements in education. The reforms will be sustained by legislative mandates, the publishing of reliable data and continued broad stakeholder involvement in implementation.

Senate Bill 2033 will provide education leaders with the data needed to measure the impact of the more rigorous curriculum, the effectiveness of teachers and leaders, the strategies which are successful in impacting low performing schools and the effectiveness of teacher/leader preparatory and professional development programs. This data will also provide Oklahoma State Department of Education and local school districts unprecedented power to take action based on the data.

This data allows Oklahoma to review the education pipeline from teacher preparation programs through student college and career readiness. The data gained from these investments will transform the culture of education reform from being primarily a "best efforts" activity with few measures to a data-driven, research-based strategy with measured outcomes. The budget is outlined to focus on these reforms.

Oklahoma's successful reform will continue after the period of funding because it is embedded in statute, continuously refined through publication of reliable data and then developed and implemented with strong stakeholder buy-in.

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

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

Other state and local funds will be leveraged in support of Race to the Top reform plans. Oklahoma will use all appropriate funding sources available to support the implementation and goals of the Race to the Top grant, including the following:

1. **Federal Funds:** School Improvement Grants, Longitudinal Data System Grants, Title I (including ARRA), Title IIA, and Title IIB Mathematics and Science Partnerships;
2. **State Funds:** ACE Remediation, Oklahoma Mathematics Improvement Program, Oklahoma Robotics Grants, Advanced Placement Incentive Program, and Reading Sufficiency;
3. **Local Funds:** Local district will be asked to review uses of local funds to determine if funds can be repurposed to align with the Race to the Top goals. Many districts have their own school foundations and local philanthropic organizations which can continue to provide funding to enhance these reforms.

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

1. The Oklahoma State Department of Education will hire an independent organization such as Achieve to conduct a cross-walk analysis of current state standards (*Priority Academic Student Skills [PASS]*) in reading/language arts and mathematics with the draft versions of the K-12 Grade-by-Grade Common Core Standards and the final versions of the K-12 Grade-by-Grade Common Core Standards as described in the narrative for selection criterion (B)(1) and (B)(3). *Funded through state portions of Title IIA.*
2. The State Board of Education, Oklahoma State Regents for Higher Education (OSRHE), and Oklahoma Career and Technology Education will continue and enhance efforts begun with the American Diploma Project. These projects and plans are described in the narrative for selection criterion (B)(3). *Funded through state portions of Title IIA and partnership with OSRHE and Career Tech.*
3. Oklahoma State Department of Education will communicate the Common Core Standards and support teachers in implementation of the standards through existing statewide system of support infrastructure, annual Regional Curriculum Conferences, and the Master Teachers Project. This infrastructure and specific plans are described in the narrative for selection criterion (B)(3). *Funded through state portions of Title I, Title IIA, and state funds.*
4. ACE and ADP Academies, which will be funded in part through the Race to the Top grant as described in the narrative for selection criterion (B)(3), will be supplemented by existing funds, staff and programs. *Funded through state portions of Title IIA, ACE Remediation and other state funds, and partnership with OSRHE and CareerTech.*
5. Oklahoma State Department of Education will scale up the model of Windows on Curriculum implementation to include all low-performing schools as well as other schools needing assistance in implementing Common Core Standards as described in the narrative for selection criterion (B)(3) and (E)(2). *Funded through state portions of Title IIA.*

6. The Comprehensive School Improvement System described in the narrative for selection criterion (C)(3), (D)(5), and (E)(2) has been developed in collaboration with the National Center on Innovation and Improvement. The base development was free to the state of Oklahoma. Federal and state funds will be used to provide coaching and feedback to schools utilizing the system for comprehensive school support. *Funded through state portions of Title I, Title IIA, and state funds.*
7. Oklahoma State Department of Education will expand the data currently available through Oklahoma's Educator Credentialing System to include information that identifies highly effective teachers, as described in the narrative for selection criterion (D)(3). *Funded through state portions of Title IIA.*
8. Oklahoma State Department of Education will provide Urban Educator Program and other differentiated roles for teacher leaders as described in the narrative for selection criterion (D)(3). *Funded through state portions of Title IIA.*
9. Oklahoma State Department of Education and local districts will contract with a research organization to provide data facilitators on-site for all Title I schools identified for school improvement as part of a study to determine specific gaps most characteristic of improvement schools so that a differentiated learning plan can be developed for those sites, as described in the narrative for selection criterion (D)(3). *Funded through state and local portions of Title I School Improvement Grants.*
10. Oklahoma State Department of Education will survey teachers to determine what conditions are required to bring them to hard-to-staff schools, as described in the narrative for selection criterion (D)(3). *Funded through state portions of Title IIA.*
11. Oklahoma will expand the use of school-wide intervention strategies such as Building Academic Vocabulary by establishing a train-the-trainers professional development for instructional facilitators at each school improvement site, as described in the narrative for selection criterion (E)(2). *While the facilitators will be funded through Participating LEA's subgrants and other funds, the train-the-trainers professional development will be funded through state portions of Title IIA.*
12. Oklahoma has made significant progress with the development of its P-20 data system, as described in the narrative for selection criterion (C)(1), and has well-defined plans to complete its goal of fully implementing Oklahoma's three remaining elements of the America COMPETES Act. *Race to the Top funds are needed to do so.*
13. Oklahoma has been actively developing teacher recruitment tools, one of which is providing Teachers-Teachers.com service for LEA use at no cost to schools or educators who post their education and experience online. *Special Education State Improvement Grant funding.*

Budget Projects

PROJECT	DESCRIPTION	AMOUNT
Teacher and Leader Effectiveness Project	<ul style="list-style-type: none"> • Develop a statewide 5-tier teacher and leader effectiveness evaluation system (TLE), and provide statewide training for its use. • Provide incentive for locally developed incentive pay systems primarily based on the results of the teacher and leader effectiveness measures. • Provide pilot project for TLE implementation in Tulsa and a rural area to build the base of evidence on TLE implementation. • Implement a private-public model staffing initiative to enhance hiring and retaining of effective teachers and principals in high need schools. 	\$23,177,750
Low Performing School Project	<ul style="list-style-type: none"> • Provided allocations to twenty schools identified as persistently low achieving schools to implement one of the four intervention models defined in Race to the Top, and required in SB 2033. • Provide pilot project for teacher and leader peer mentoring and coaching program in an Oklahoma City low performing school to build the base of evidence on TLE implementation. 	\$18,600,000
Curriculum and Assessments Project	<ul style="list-style-type: none"> • Develop formative/interim assessments for grades K-8 in Participating Districts, aligned to the Common Core Standards. • Develop a technology-based instruction toolkit to translate Common Core Standards into engaging instruction. • Conduct a study to compare the alignment of high school assignments to Common Core Standards for high school and to college readiness expectations. • Provide professional development to teachers that will focus on Common Core standards, assessments, data interpretation, and college- and career-readiness strategies. 	\$17,047,200

PROJECT	DESCRIPTION	AMOUNT
Data to Improve Instruction Project	<ul style="list-style-type: none"> • Contract with outside vendor to design, implement, and provide training for instructional improvement systems that will empower teachers with real-time instructional support and leaders with information needed to inform overall school and LEA improvement. • Provide six regional data coaches to train teachers and leaders in the effective use of data to improve instruction. 	\$15,335,650
Longitudinal Data Systems Project	<ul style="list-style-type: none"> ▪ Complete the alignment of the state data system with the America COMPETES Act. 	\$8,671,704
Professional Development Project	<ul style="list-style-type: none"> • Provide Professional Development Certification Coordinator at Oklahoma State Department of Education to certify a menu of Race to the Top professional development. • Provide an outside evaluator to determine effectiveness of certified professional development. • Provide principal academies for novice principals and principals of low performing schools. 	\$2,054,009
Management Project	Provide Race to the Top Director, Race to the Top Program Monitor, Teacher and Leader Effectiveness Director, annual technical assistance conferences, third party evaluator services, and other research.	\$1,598,810
STEM project	Create and launch a STEM coordinating Council, expand Summer Academies in STEM disciplines, and expand STEM pre-engineering academies focused on serving underrepresented groups of students, and female students.	\$814,750
Participating LEA Subgrants		\$87,499,873
TOTAL		\$174,999,747

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

(A)(2)(ii)(a):

Oklahoma's broad-based commitment to its Race to the Top plan places our state in a unique position. The state's application was prepared with substantial input and committed support from a wide cross-section of education stakeholders, including higher education and OCTP; teachers, as represented by the Oklahoma Education Association (OEA) and the American Federation of Teachers Oklahoma (OAFT)—the state's predominant labor organizations; superintendents, represented by the Cooperative Council for Oklahoma School Administration; and school boards, represented by the Oklahoma State School Boards Association. More than 500 stakeholders attended the six regional meetings to provide input.

(A)(2)(ii)(b):

Leaders in the legislative, business and philanthropic communities have also provided letters of commitment and to the reform agenda in the state's Race to the Top Plan. The Oklahoma Business Education Coalition, the Inasmuch Foundation, the Tulsa Community Foundation, the Charles and Lynn Schusterman Foundation, and the George Kaiser Family Foundation have committed substantial resources to support the Race to the Top application process and ensure the transformation of education in Oklahoma. Oklahoma has received over 150 letters of support from various organizations including labor organizations, national education leaders, chambers of commerce, and local businesses. These letters of commitment illustrate Oklahoma has the full backing of the state's institutions of higher education, including the Chancellor of Higher Education, career technology centers, its legislative leaders, charter school groups, community and business leaders, Indian Tribes, parent/student/community organizations. A notable aspect of Oklahoma's stakeholder commitment to education is the public-private partnership noted above, characterized by sizable financial commitments and leadership assistance. (See Appendix A2-b, Local Letters of Support).

Evidence for (A)(2)(ii): A summary in the narrative of statements or actions and inclusion of key elements or actions is found in the Appendix. (See Appendix A2-b, Local Letters of Support).

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

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

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

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

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

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

(c) Increasing high school graduation rates.

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

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

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

Recommended maximum response length: Six pages

(A)(3)

Oklahoma's History of Progress in Reform Areas Raising Achievement and Closing Gaps

In July 2007, Oklahoma's Chief State School Officer, Sandy Garrett proclaimed to thousands of school and state leaders assembled for her annual State of Education Address:

As Oklahoma school leaders, we're on the starting line of our state's next century of public schools. We're in a race to protect the time of childhood and to use it in the best interest of children who, as adults, will need skills far beyond what we possess today.

In his 2010 State of the State Address, Governor Brad Henry told a joint session of the House of Representatives and Oklahoma State Senate:

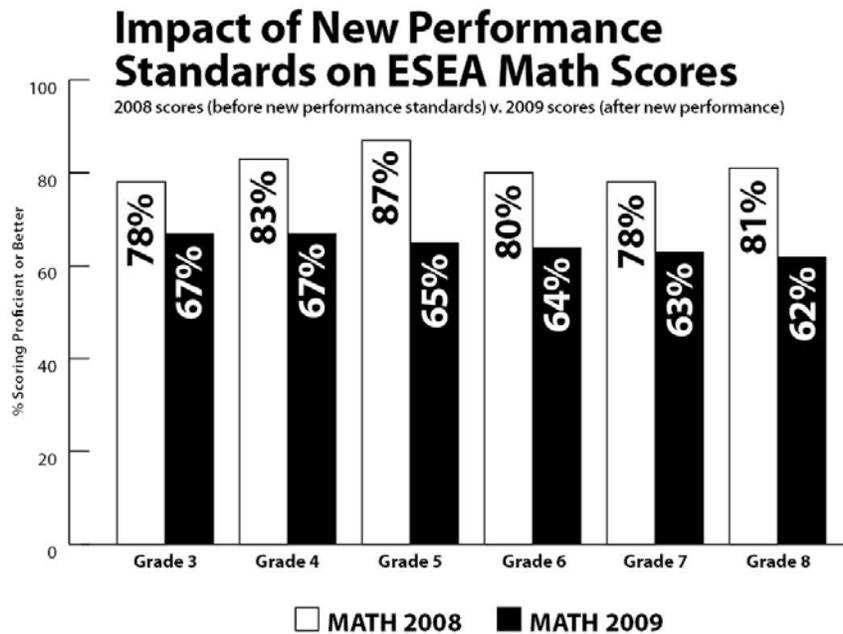
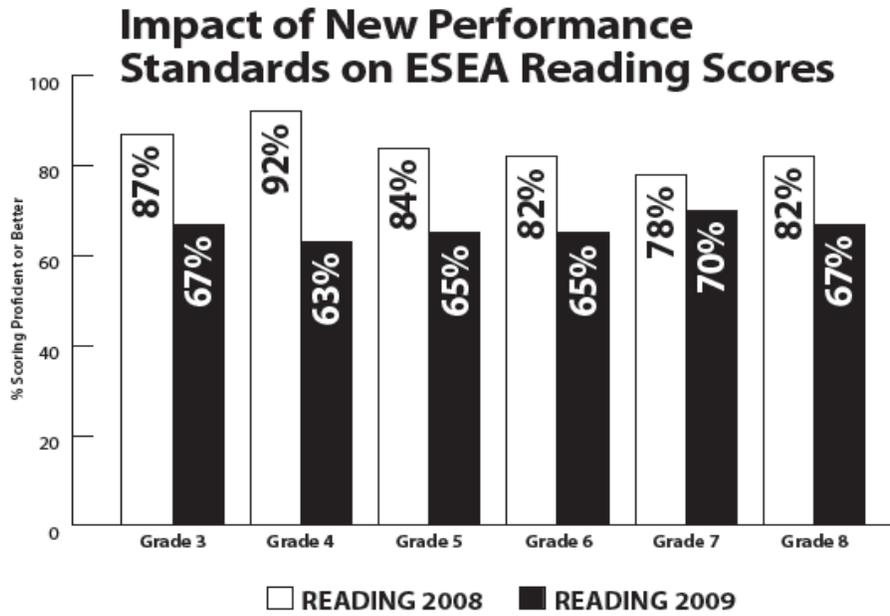
Nowhere has our work been more critical - or our accomplishments more resonant - than in the arena of education. We've made tremendous progress and achieved powerful results. ... Through the Achieving Classroom Excellence initiative (ACE), we've raised academic standards and increased accountability in the classroom. End-of-instruction exams make a high school diploma more meaningful and ensure that students master core subjects. And, today, more students take a rigorous, college-bound curriculum, and fewer students start college with a need for remedial courses.

(A)(3)(i) The Governor and the State Superintendent's sentiments embody the significant dedication and commitment that have moved the state forward in each of the four education reform areas.

(A)(3)(i) **Area 1: Oklahoma Has Lead Standards and Assessments.**

Oklahoma's most recent initiative in assessment reform is its boldest, built upon extensive state experience with student assessment and school accountability. Specifically, in June 2009, the State **raised its state assessment cut-scores** on the Oklahoma Core Curriculum Tests at grades 3-8 to address a **proficiency divide** between state assessment results and National Assessment of Educational Progress (NAEP) scores. Superintendent Garrett and the State Board of Education took the courageous step of raising the cut-scores on all reading and mathematics tests in grades 3-8 to **mirror NAEP proficiency markers** in accordance with the recommendations of a standard-setting committee facilitated by the state's testing vendor. Because the bar was raised so significantly, Oklahoma will undoubtedly have more schools not making Adequate Yearly Progress (AYP) in 2010 and 2011—but Oklahomans realize that students' futures lie in the balance, and that standards must be more rigorous. By ensuring

greater accountability from grades PK-12, Oklahoma will provide its students with an educational foundation that prepares them for a successful future in college and career.



Oklahoma has increased student standards and improved assessments. Oklahoma raised its standards significantly in 2006-2007 when the **college-preparatory / work-ready high school graduation requirements** became the requirement for all students under (unless parents affirmatively opt out) the State's **Achieving Classroom Excellence Act of 2005 (ACE)**. OKLA. STAT. tit. 70, § 1210.521, et seq. (**See** Appendix A1-C, ACE Steering Committee Recommendations for additional information on ACE, including ACE Summary and ACE Implementation Guide.) **The ACE Act provided a framework and funding** – factors that similarly distinguished Oklahoma's 1990 education reform law – for implementation of more rigorous standards, curriculum, and assessments necessary for all students to be prepared with 21st century skills to use in college and at work. ACE also supports Oklahoma's goals under the **American Diploma Project (ADP)**, which it joined in 2005. (**See** Section F3 for a description of ACE implementation within the Governor's Council for Workforce Economic Development, Department of Commerce; **See** also Appendix A3-B, ADP Goals, and "ADP Action Plan – 2009"). The American Diploma Project aligns high school standards with college and workplace expectations, upgrades high school diploma requirements to ensure that they necessitate the successful completion of college- and work-ready curriculum, designs English and math assessments aligned for college- and work-readiness, and provides systems to ensure that high schools are accountable for the success of their students.

Further, beginning with the 9th grade class of 2008-09, ACE requires that students demonstrate mastery by achieving at least a proficient score in ACE Algebra I and ACE English II, and any two of the following five ACE end-of-instruction exams: Algebra II, Biology I, English III, Geometry, and United States History **in order to receive a diploma** (subject to limited exceptions). **Oklahoma is one of only 26 states that are using high-stakes exit exams.** ACE end-of-instruction tests are rigorous exams as apparent in the bar graph below in Section (A)(3)(ii), and they support Oklahoma's goal of ensuring more students graduate from high school college and career ready. Oklahoma's Race to the Top Plan and accompanying legislation will provide the data needed to more rapidly impact student growth.

Oklahoma leads in Pre-K education standards. Since 1998, Oklahoma has fully funded 4 year-old Pre-K programs for all students whose parents choose to enroll them—regardless of income—and is one of only two states in the nation to do so. The National Institute for Early Education Research, in its May 2010 release of their 2009 yearbook, stated,

"Oklahoma remained the only state where almost every child had the opportunity to attend a quality preschool education program at age 4." (See Appendix A3-A.) Today, nearly all of the State's public school districts, LEAs, offer Pre-K, and 73 percent of the State's four year-olds receive a classroom-based Pre-K education and most importantly, these programs are **standards-based**. They are supported by developmentally appropriate Pre-K curriculum guidelines aligned with the State's set of K-12 core curriculum frameworks, PASS, (which is currently under revision to align with the upcoming adoption of the Common Core Standards.) Districts provide full-day programs, half-day programs, or both. (At present, 57 percent of the State's Pre-K enrollment is in full-day programs.) Independent evaluations, including rigorous studies by teams of Georgetown researchers, are ongoing and document the positive impact and particular strengths of standards based Oklahoma's Pre-K program. (See Appendix A3-F, Gormley, Phillips and Gayer 2009—finding that the Oklahoma Pre-K program in Tulsa Public Schools resulted in a nine-month gain in pre-reading skills, a 7-month gain in pre-writing skills, and a 5-month gain in pre-math skills). (See also Section (F)(3)). One key driver of the State's Pre-K success is that ALL Oklahoma Pre-K teachers must hold a bachelor's degree and specific early childhood certification and are paid on the same salary schedule as all other public school teachers.

Oklahoma leads in K-12 curriculum standards. After Pre-K, Oklahoma students advance to Kindergarten, which has been mandatory for students in Oklahoma schools only since 1989 (either half or full-day). In 2005, Oklahoma legislators mandated that **every LEA** provide **full-day kindergarten** to every 5 year old residing in its district, giving LEAs until the 2011-12 school year to comply fully. Today, **92% of Kindergarten** students in the State are enrolled in full-day programs.

The process of adopting curriculum standards to guide the instruction for students as they progress from Kindergarten through grade 12 began in 1990. Oklahoma was **one of the first states** to adopt state standards, and today, the State's standards are among the **best in the nation**. Indeed, in the annual "**Quality Counts**" report card by Education Week, January 2010, Oklahoma earned an "A" in the category of "Standards, Assessments and Accountability" and climbed to 9th from 13th in the nation. In the 2010 report, Oklahoma received 100% scores in the subcategories of "Standards," "School Accountability," and "Economy and Workforce" policies.

The Oklahoma School Testing Program began with the norm-referenced Iowa Tests of Basic Skills assessments for grades 3, 5 and 7 in 1986. The number of grade levels and content areas tested, as well as state average test scores showed a steady rate of improvement throughout each of the five-year form cycles of testing, until those tests were replaced in 1994-95 with norm-referenced tests for grades 3-8. Oklahoma's "End-of-Instruction" (EOI) secondary level tests were developed to align with the PASS curriculum. Because of the state's early start in standards-based reform, **Oklahoma was one of the first four state assessment systems approved by the U.S. Department of Education** to comply with the accountability mandates of No Child Left Behind, the Elementary and Secondary Education Act (ESEA). By the 2008-2009 school year, the Oklahoma State Department of Education and school leaders and educators statewide administered approximately 400,000 state assessments online.

Oklahoma School Testing Program <i>State-Mandated Student Assessments, 2009-2010</i>	
Grades 3 & 4:	Reading and Mathematics
Grade 5:	Reading, Mathematics, Science, Social Studies, and Writing
Grade 6:	Reading and Mathematics
Grade 7:	Reading, Mathematics, and Geography
Grade 8:	Reading, Mathematics, Science, U.S. History/Constitution/Govt., and Writing
High School End-of-Instruction (EOI):	ACE Algebra I and II, ACE English II and III, ACE Biology I, ACE Geometry, and ACE U.S. History
Arts Assessment:	Local tests are required in visual arts and general music at Grades 3-8 with scores reported by LEAs to the SEA.

Oklahoma leads in college career readiness standards and support for Oklahoma student college education. [Because a student who is on track with state assessment benchmarks and standards is effectively guaranteed access to a college education in Oklahoma state high school graduation requirements are directly aligned with college-entry standards at all public universities in the state.] Every high school graduate can attain the skills and abilities necessary to succeed in college. Successful students are not only prepared for college and today's workplace, they are given the logistical and financial support to make college a reality.

To support successful students, the State offers students whose families meet income eligibility requirements (annual incomes of \$50,000 or less) the option of participating in "**Oklahoma's Promise.**" This program, which students enter in 8th grade, **pays for a student's tuition** at an Oklahoma public two-year college or four-year university, or technology center, and even a portion of tuition at an Oklahoma accredited private college. The student must make a cumulative 2.5 GPA or better in the required 17 units of high school courses and a cumulative 2.5 GPA for their overall high school career. The Oklahoma State Regents for Higher Education report that 19,000 students received Oklahoma's Promise scholarships during the 2009-10 school year, for a total of more than 90,000 students since the program started. A marked increase has been noted since the Legislature changed the maximum family income from \$32,000 to \$50,000 in 2003.

Finally, pursuant to SB 2033, passed and signed this Legislative Session, the State Board of Education is required to adopt the Common Core Standards (as soon as they are released by the CCSSO) by emergency rulemaking, no later than August 1, 2010. The Governor will confirm the adoption of the standards within the day. At that time, they will be legally binding rules with the full effect of the law. Given the estimated release date of early June, the State estimates a preliminary effective date of July 24, 2010. The State has committed to join Achieve's Partnership for Assessment for Readiness for College and Career, a state-led initiative to support states' development of high-quality assessments aligned to the Common Core Standards. (See Appendix B2-A, Achieve Consortia).

(A)(3)(i) Area 2: Data to Improve Instruction.

Oklahoma understands efforts do not equal results. For this reason, the Oklahoma State Department of Education , together with the P-20 Data Council, has prioritized completion of the state's longitudinal data system. Rapid-time and robust data, continuously refined to improve instruction is vital. The infrastructure is complete, the business intelligence tools developed, and the state of Oklahoma is training educators and school leaders to use Oklahoma's K-12 Statewide Student Information System (the Wave) to improve instruction. The Wave serves as a pivotal component of completing the state's longitudinal data system. In May 2010, the Schools Interoperability Framework Association Standards (SIF) Association announced Oklahoma as recipient of its inaugural Outstanding State Education Agency Implementation of a statewide

student information system. In winning the high honor, the Oklahoma State Department of Education bested the other finalists for the award, the SEAs of Virginia and Wyoming.

State implementation of the Wave began with funding in 2005-2006 (See Section C-1). The Wave is the first state student data system to fully meet the SIF standards with data accessed in real time and shared across all LEAs in the State. The purpose of the Wave is to further educational accountability and initiate positive change by providing business intelligence tools to manage valid and timely information regarding student enrollment, graduation, dropout, mobility, and a variety of student demographics. It streamlines research and decision-making capabilities, eliminates duplication of reporting and accountability efforts and provides dynamic, accurate and reliable information to the state and local districts. Because the Wave is now being rolled out, its impact will be measurable within the next two years.

The Wave's functionality will be increased as the P-20 longitudinal data system is fully aligned with the America COMPETES Act. In 2009, Oklahoma's State Legislature passed Senate Bill 222, which requires its unified data system to be in alignment with the **America COMPETES Act**. OKLA. STAT. tit. 70, § 3-163. The **P-20 Data Council** created in the 2009 law is a mandate advising 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 the implementation of the State's longitudinal data system. The law also requires the Council to identify any statutory changes needed to bring the system into full alignment with the federal initiative. The P-20 Data Council, chaired by the former Chancellor of Higher Education, have met regularly and completed their implementation plan. In accordance with Senate Bill 222, the State is also required to ensure the effective dissemination of data to stakeholder groups for purposes of analysis. As part of the implementation, Oklahoma will create a data portal to provide researchers, parents, educators and other stakeholders access to comprehensive school, district and statewide data that will safeguard individual privacy while promoting better understanding of student and school achievement.

To further connect Oklahoma's rich collection of data with instruction, the state recently partnered with the National Center on Innovation and Improvement and Indistar to create a **web-based strategic planning education data school improvement and coaching tool** called **WISE** (Ways to Improve School Effectiveness). (See Sections (C)(2), (C)(3), and (E)(2)) WISE

provides schools, particularly struggling schools, a process to conduct a self-assessment using priority performance indicators in academic performance and learning, professional learning environment, and collaborative leadership, aligned to Oklahoma's framework for school improvement criteria. After the self-assessment, school districts, superintendents, site principals and teachers create action plans to focus on improved student achievement. WISE collects and provides analysis on performance indicators for all schools as well as rapid improvement indicators for restructuring schools. It becomes the school's "GPS" for reform by providing the school data to develop tailored professional development plans and reform strategies keyed to the state's school improvement criteria. Training for the system was rolled out in May 2010 with 110 educators and school leaders representing 20 LEAs, including all **persistently low-achieving schools**. Staff from 48 schools have completed the free training.

The state's data and web-based school reporting systems have improved accountability. On the State's website, there are six years of "School Accountability Report Cards" for LEAs, schools and the state, along with comparable revenue and expenditure reports for every school. Under Race to the Top plan, these report cards will be enhanced with information on teacher/principal effectiveness, the distribution of effective teachers and principals, as well as student growth data by subject area.

In 2008, Oklahoma State Department of Education began working with the **National Center on Time and Learning (NCTL)** in Boston, as supported by the Broad Foundation, to pursue time reform efforts that have been successful in Massachusetts, particularly the Mass 2020 project. The Oklahoma State Department of Education's Innovation and Support office worked with the NCTL to develop an electronic Quality Time Analysis tool for school leaders to use at no cost. Each Oklahoma school reported its results last summer, and as a result of an analysis of the reports, the State Board of Education adopted four new policies. Research from the NCTL supports the policies will positively impact instruction and student growth. They require (i) continued use of the tool, (ii) restrict one parent-teacher conference per semester to count as an instructional day, (iii) require K-8 sites to abide by out-of-class time limits previously applicable only to secondary schools, and (iv) restricting deviations from the 10-day limitation regarding out of class time for extracurricular activities.

(A)(3)(i) **Area 3: Great Teachers and Leaders.**

Oklahoma's support for developing great teacher and leaders is substantial but SB 2033, the "Teacher and Leader Effectiveness Act" provides the most powerful tool to identify the most effective support in terms of building great teachers and leaders. The momentum needed for transforming the State's recruitment, development, evaluation, compensation and retention of teachers derives largely from Tulsa Public School's participation in the **Bill and Melinda Gates Foundation's** 2009 competition for teacher effectiveness. As one of 10 finalists, Tulsa worked extensively with national experts and local stakeholders—including continuous and ongoing collaboration with the local teachers' union and SDE—to develop a plan for using student growth as the driver for teacher evaluation, training, distribution and compensation. TPS was awarded \$1.5 million by the Gates team to accelerate the rollout of its teacher effectiveness system including a new evaluation tool that can inform the state's TLE system and a data system to track and measure student growth. Much of the State's Great Teachers initiative is a reflection of the groundwork, conversations and "lessons learned" in Tulsa.

The quality of Oklahoma's teachers is recognized by independent evaluations, and the State rewards high quality teachers. Education Week's "Quality Counts" report released on January 14, 2010, ranked the quality of Oklahoma's "Teaching Profession" ninth in the country. Oklahoma ranks eighth among states and the District of Columbia in the number of teachers achieving National Board Certification in 2010, and ninth in total number of National Board Certified teachers. According to the National Board for Professional Teaching Standards, about 6 percent of Oklahoma's teaching force holds the prestigious teaching credential, twice the national rate. National Board Certification is supported with state funds for application fee scholarships and material stipends, as well as training and mentoring. Nationally certified educators in Oklahoma receive a pay stipend of up to \$5,000 for each year during the life of the certificate (generally ten years); in Oklahoma these bonuses also go to school psychologists, counselors and speech pathologists certified by their national organizations. Oklahoma also funds Academic Achievement Awards (AAA) that reward teachers in school districts that achieve the highest Academic Performance Index (API) score averages and schools that show significant gains in API at various enrollment levels.

The State also makes a concerted effort to grow and train the teaching workforce applicant pool. In 1982, Oklahoma's teacher certification system added a residency program and

transformed to licensing based on tests of teacher competencies for both traditional certification and **alternative teacher certification**. In 2007, the State added alternative certification for principals. In 2009, Oklahoma expanded these options by creating an alternative certification route for **Teach for America**, resulting in the placement of 80 Teach for America Teachers in Tulsa Public Schools. All TFA teachers have been placed in the district's high needs schools, including every school in need of improvement, in 2010-2011, the TFA corps will expand to over 150 teachers. In 2009, the state also gave professionals the option of alternative teacher certification through the American Board for Certification of Teacher Excellence, ABCTE. (See Section D(1)). Further, since 2005, the State has used a federal special education improvement grant to employ Teachers-Teachers.com as part of the SEA's statewide educator recruitment service for Oklahoma public schools.

To help develop effective mentors and coaches, the Oklahoma Commission for Teacher Preparation (OCTP) began its **Oklahoma Mentoring Network** in the 2007-2008 school year to **train mentors** in coaching skills, data analysis, classroom environment, and teacher-student interactions. The goal is better support for early-career teachers in self-directed learning and to help them become contributing members of a professional learning community. The Oklahoma Commission for Teacher Preparation also supports **K20 Improving Science Across Oklahoma**, a whole-school, science-focused grant initiative operated by the University of Oklahoma since 2005. This K20 Project has assisted teachers in improving science instruction by providing them intensive professional training in science content and inquiry processes along with FOSS science kits. The State Superintendent's **Master Teacher** program supports professional development for 20 teachers annually in each area of Oklahoma's core curriculum. These teachers receive rigorous training and are selected to participate based on professional qualifications and geographical distribution using a train-the-trainer model. The first year of the Master Teachers Project, in 2003, trained 20 participants in the intensive summer institutes; in the current school year Oklahoma has achieved 92 Master Teachers who have coached and presented to 4,000 educators in local study groups, and trained 6,000 teachers through the state's Regional PASSages Conferences.

Oklahoma also provides extensive professional development delivered traditionally as well as through webinars and Oklahoma's Title I Videoconference Network. This streaming video provides continuing education on professional development to educators in every content

area and federal program and with private groups that receive state funding such as Oklahoma Schools Attuned that develops, Oklahoma A+ Schools, an integrated arts focused model, and Great Expectations program. The extensive support for developing great teachers and leaders will be made more effective by (i) tying teachers' and leaders' evaluation to student achievement growth; (ii) certifying professional development offerings; and (iii) the evaluation and improvement or elimination of teacher preparatory professional development programs based on teacher and leader effectiveness evaluations.

(A)(3)(i) Area 4: Turning Around our Lowest-Achieving Schools

Oklahoma has made significant progress intervening in its lowest achieving schools through its Comprehensive School Improvement System, which is based upon the State Department of Education's elements for school improvement. (**See** Appendix E2-D, Nine Essential Elements). The School Improvement System provides comprehensive and data-driven support for all struggling schools, and as of Spring 2010, is now supported and aligned with **WISE**—a web-based platform for school improvement planning and design developed in partnership with the **Center for Innovation and Improvement**. All persistently lowest-achieving schools that apply for School Improvement Grant funding are required to develop and support their reform strategies using WISE with training and support for the system provided by the SDE. This data-driven analysis targets changes needed in the school's performance indicators so that the most impactful changes to support student growth are prioritized.

This support enhances and builds upon the assistance of the State's School Support Teams (SST), which assist all schools in need of improvement in areas of reading/language arts, mathematics, attendance, graduation rate, and for identified subgroups. The SSTs prepare an extensive needs assessment at the site. SST members provide guidance for the development and implementation of a comprehensive school improvement plan building on the school's strengths and addressing identified needs. Individualized technical assistance is provided to struggling schools eligible to participate in this program. Each receives guidance from expert teams specializing in assessments, special education, secondary transition, positive behavioral support services, curriculum, federal programs monitoring, professional standards and the state's Reading First network and experience. These schools also qualify to receive the Oklahoma

Commission for Teacher Preparation's intensive, multi-year professional development targeting literacy improvement.

Beginning with the 2009-10 school year, AYP will be measured by significantly **more stringent proficiency benchmarks** because the State has raised its test cut-scores in grades 3-8 to align with NAEP proficiency markers and provide a better indicator of each student's readiness for the increased rigor in the ACE high school graduation requirements. As a result, **many more schools are expected to be identified as in need of improvement.** SSTs are proven and up to the task: In 2008-09 alone, 4 of 18 schools assisted by SSTs with on-site support improved test scores sufficiently to be removed from the school improvement list; 13 of 18 made AYP in reading; and 15 of 18 made AYP in math according to their 2008-09 test score reports. This is indicative of the annual trend seen in the SST program and of Oklahoma's long history of using data to improve instruction in schools throughout the state.

LEAs also have the flexibility to transform low-performing schools through deregulation and empowerment zones through regulatory waivers issued by the Oklahoma State Department of Education. An empowerment zone can encompass a school or group of schools. It provides the school or schools the autonomy (via deregulation) to implement innovative practices not otherwise possible. In particular, the empowerment zones facilitate flexibility in hiring; placement and work rules; the length of the school day and/or year; budgeting; and programming so that it meets the students' needs and school turnaround priorities. (See Section F2.)

Finally, pursuant to SB 2033 and SB 509, Oklahoma City and Tulsa Public Schools (Oklahoma's two largest districts) now have the authority 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, that allows the districts flexibility to remove ineffective teachers. These districts will have the option of not only removing all or most of the school staff in a failing school, but also refusing to place those teachers in other schools. Pursuant to the new law, teachers removed from failing schools become full-time substitute teachers for up to two years. Teachers who are not recruited by other schools in two years can be non-renewed, with no right to additional statutory due process rights typically afforded career (tenure) teachers.

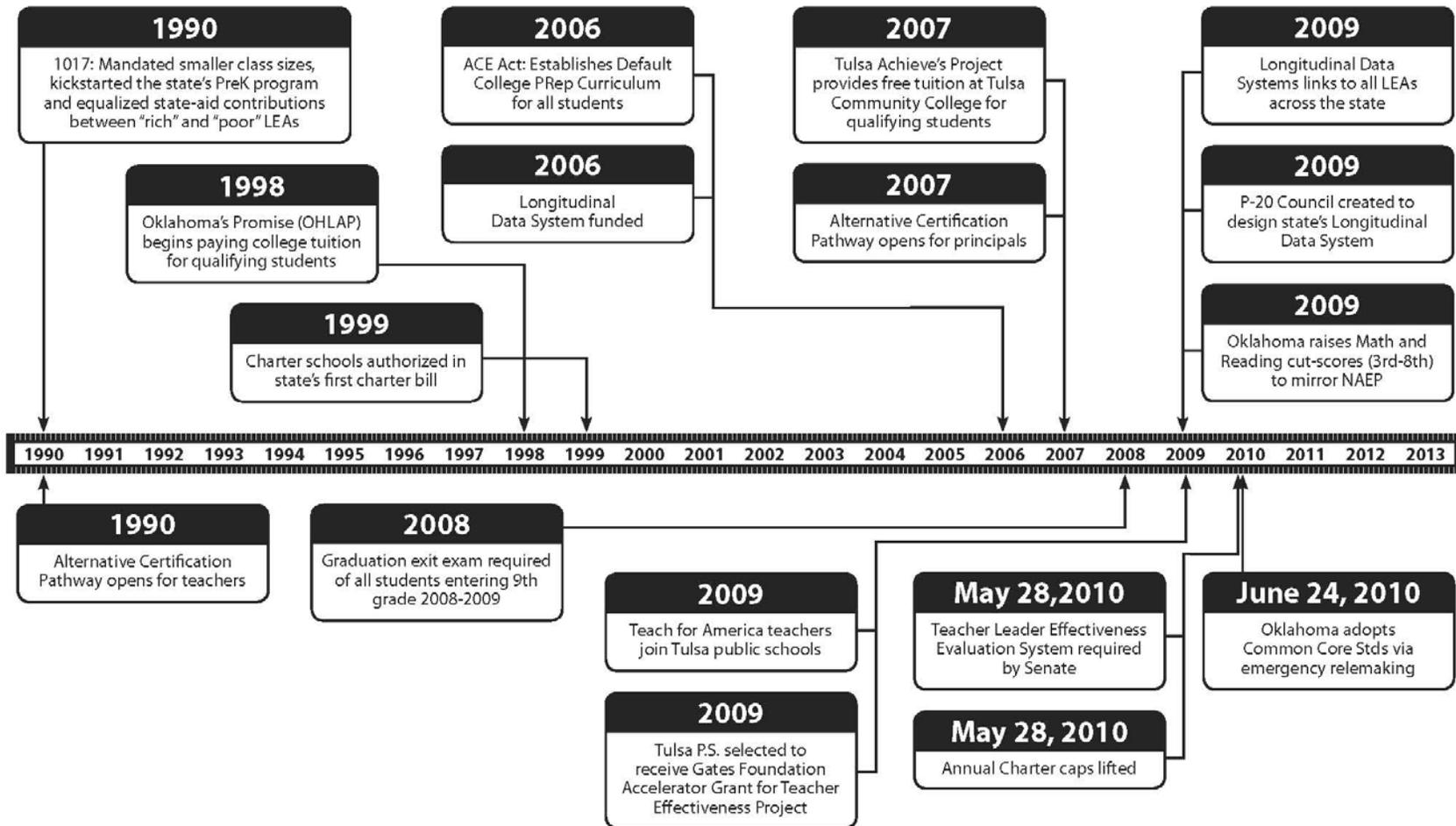
Using ARRA and Other Funds to Support Reform

Oklahoma leverages local, state, and federal funds including American Recovery and Reinvestment Act (ARRA) resources to support the State's on-going reform efforts. Most recently, ARRA funds have been used by the Oklahoma State Department of Education to support on-going reform within public schools. The two primary categories of ARRA funding being utilized by schools are the Title I (reading and mathematics) and IDEA (special education) funding driven by school district plans and federal program rules and guidance. The first half of this economic stimulus funding (\$128 million) was forward-funded to schools in order to address the ARRA goals: spending funds quickly to save and create jobs, improving student achievement through school improvement, ensuring transparency, reporting and accountability, and investing one-time funds cautiously to minimize the impact of the coming "funding cliff." The third primary category of ARRA funding used by Oklahoma public schools comes from the State Fiscal Stabilization Fund (SFSF) allocated to each state's governor. The Oklahoma Legislature and Governor Henry agreed to appropriate \$167 million in SFSF monies to the State Aid Formula to address a pending budget deficit. Additional SFSF and government services funds from ARRA have been used by lawmakers and the Governor to address ongoing state revenue shortfalls in the current fiscal year. In addition to the approximately \$350 million in economic stimulus funding that is going directly to Oklahoma schools, Oklahoma has used its share of ARRA funds to:

- Support the development of the P-20 longitudinal data system.
- Fund school improvement and reform efforts, supplemented with state funds for technical assistance and professional development, as well as regional curriculum conferences and training through its ten regional state of the art videoconference centers
- Provide specific help in preventing academic problems and identifying students with Specific Learning Disabilities through Oklahoma's ongoing Response to Intervention (RtI) initiatives.
- Preserve teaching and principal job positions.
- Provide research-based professional development across the State including: What Works In Schools initiatives, Building Academic Vocabulary process; and Data Retreat® process (**See** Appendix A3-5, Data Retreat Process); as well as ACT/America's Choice.
- Improve Adolescent Literacy through MAX Teaching with Reading and Writing.

- All of the efforts are commendable and have made an impact. However, the transformational shift Oklahoma made to measuring efforts in terms of results in student achievement growth will make the efforts funded drive more significant positive change.

Oklahoma Timeline of Education Reform

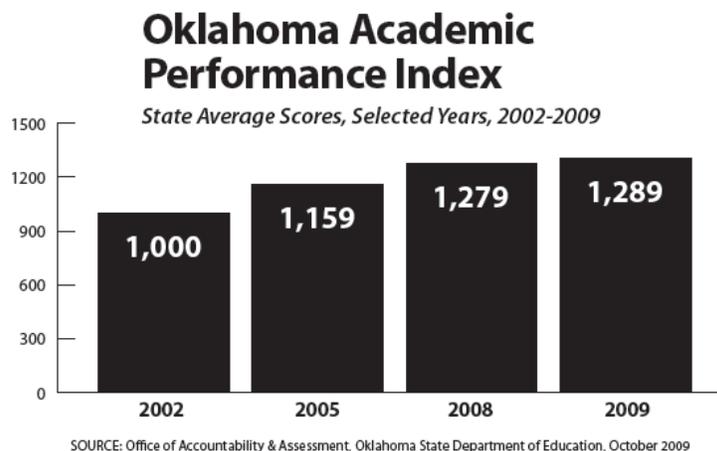


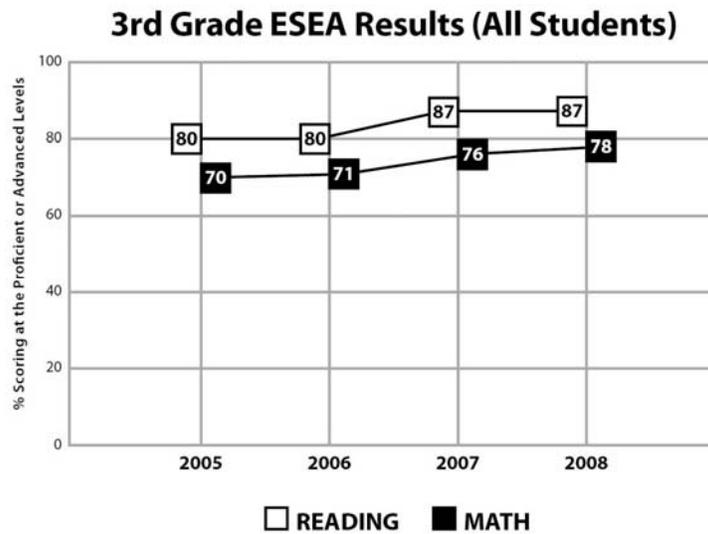
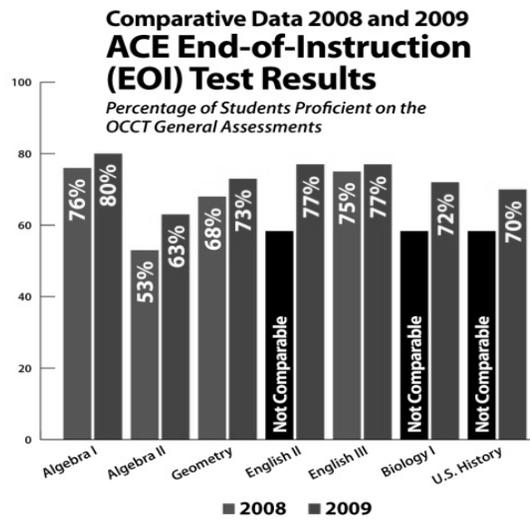
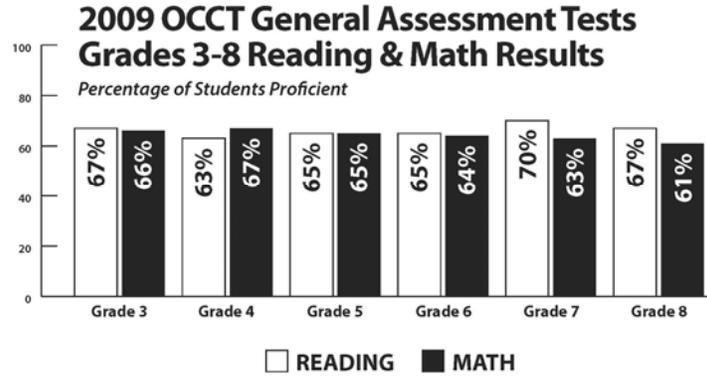
A(3)(ii): Oklahoma's Expectations For and History of Improved Student Outcomes

As noted above, less than one year ago, Oklahoma raised the cut-scores on all ESEA reading and mathematics tests in grades 3-8 in order to **raise student achievement expectations** and mirror NAEP proficiency markers. This action was taken in consultation with national assessment experts and facilitated by Oklahoma's testing vendor. The state also re-calibrated and raised benchmarks for ACE Algebra I and English II exit exams in 2007 and 2009 respectively. In 2010, LEAs' AYP status will reflect the higher cut-score benchmarks for grades 3-8, though student test scores in 2009 were calculated using the new proficiency markers. As illustrated by the charts in Section A(3)(i), these expectations are meaningful and rigorous. **Oklahoma is serious about education reform**, and it is prepared to tackle achievement needs openly and directly because that is the only way to prepare all students to graduate high school career and college ready.

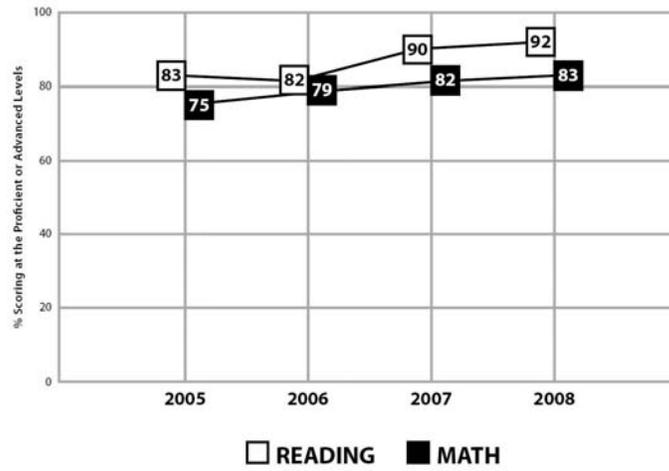
Although the proficiency benchmarks have recently changed, Oklahoma's federally-approved Academic Performance Index trend demonstrates that student achievement has improved at a steady rate. School API scores encompass seven measures of school performance, and include a student test score weight of 80-90 percent (depending upon grade configuration of school).

The following charts identify recent test scores, proficiency trends for grades 3-8, as well as the State's End of Instruction scores on Algebra I and English II. They prove that Oklahoma's students are making steady improvement which should be leveraged as a resource as the state raises expectations higher.

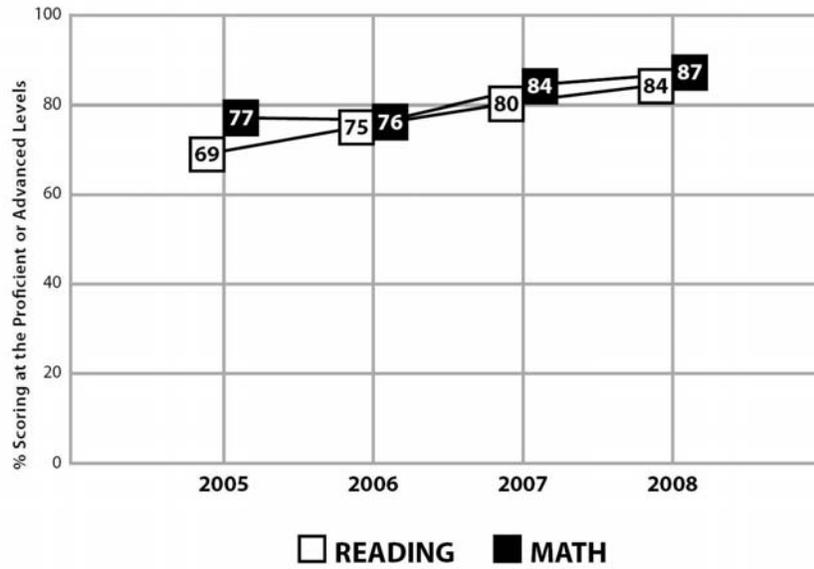




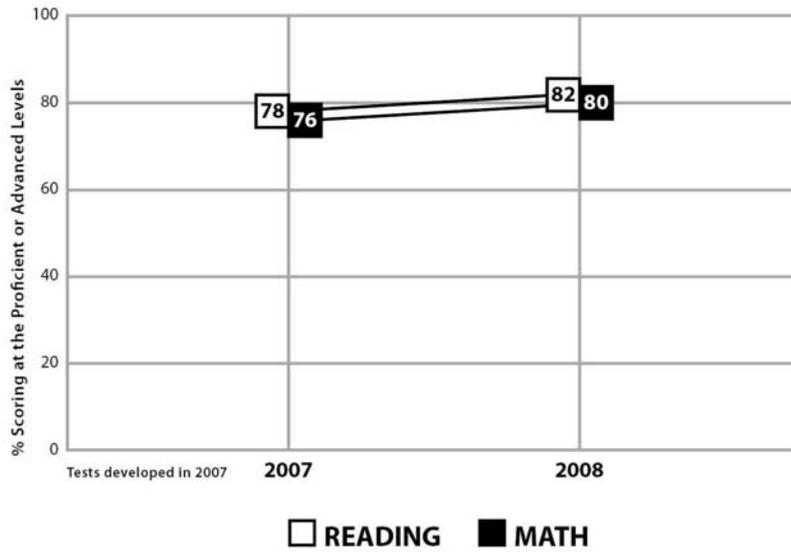
4th Grade ESEA Results (All Students)



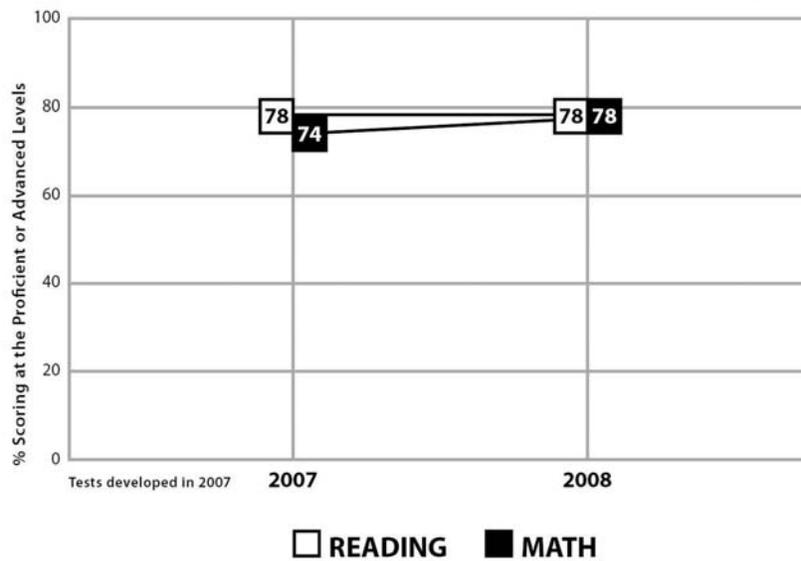
5th Grade ESEA Results (All Students)



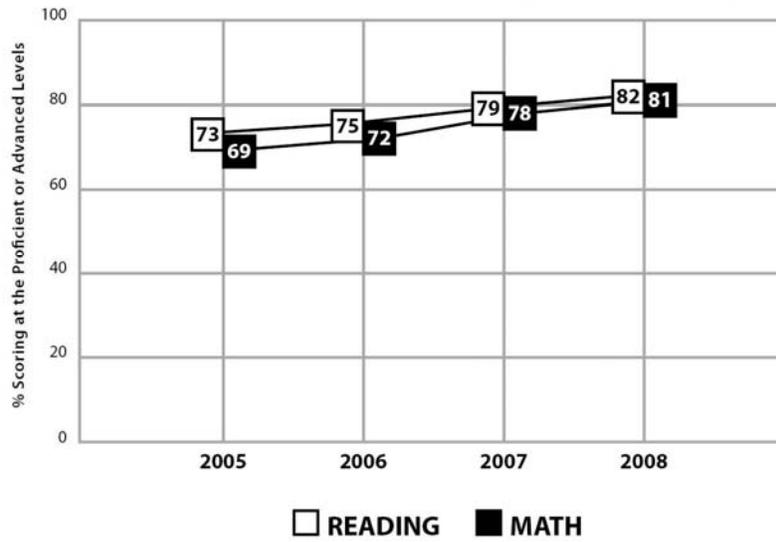
6th Grade ESEA Results (All Students)



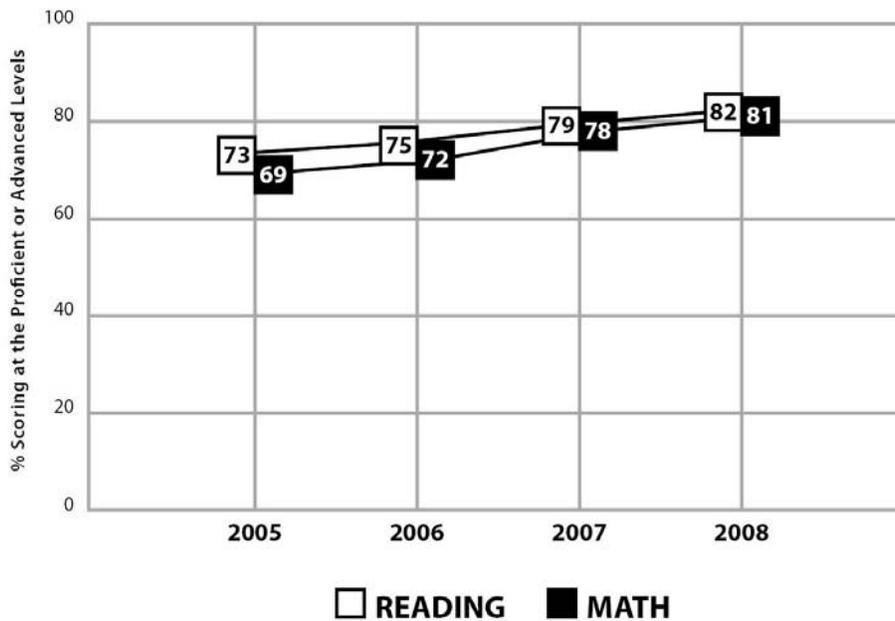
7th Grade ESEA Results (All Students)



8th Grade ESEA Results (All Students)

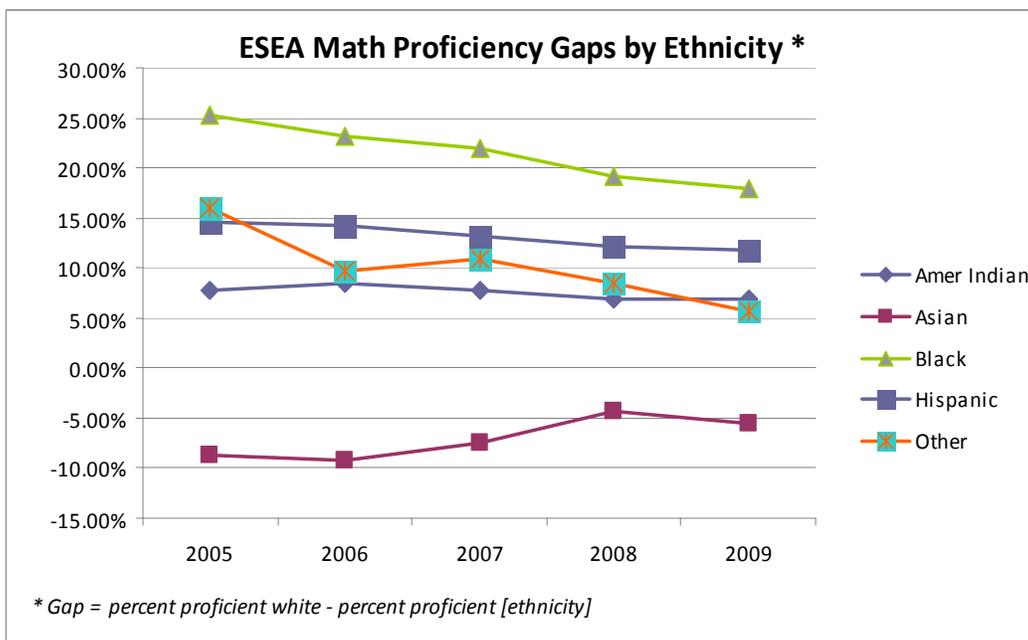
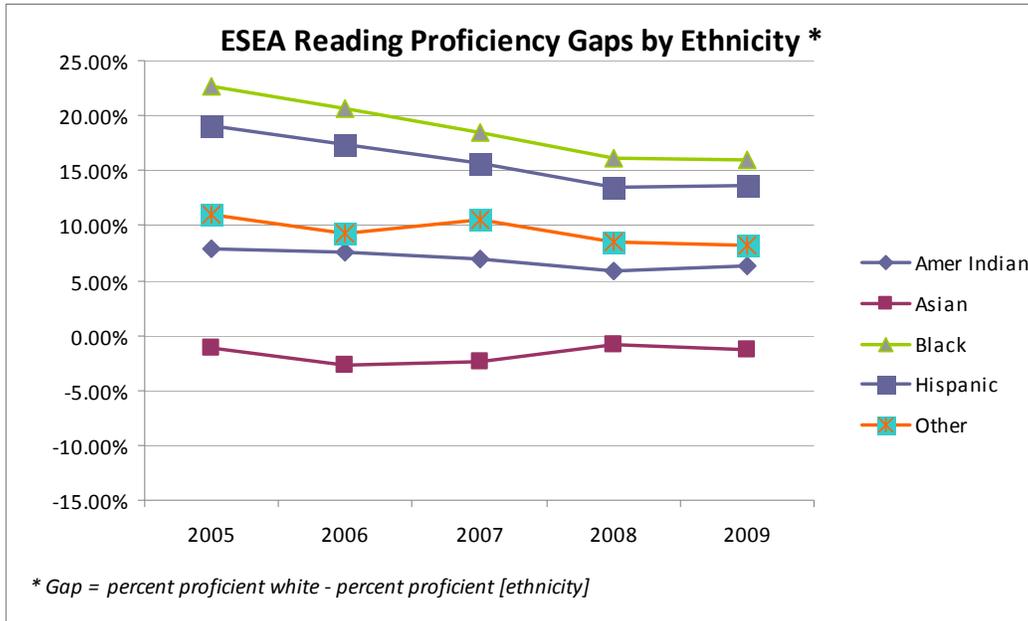


8th Grade ESEA Results (All Students)



Achievement Gaps

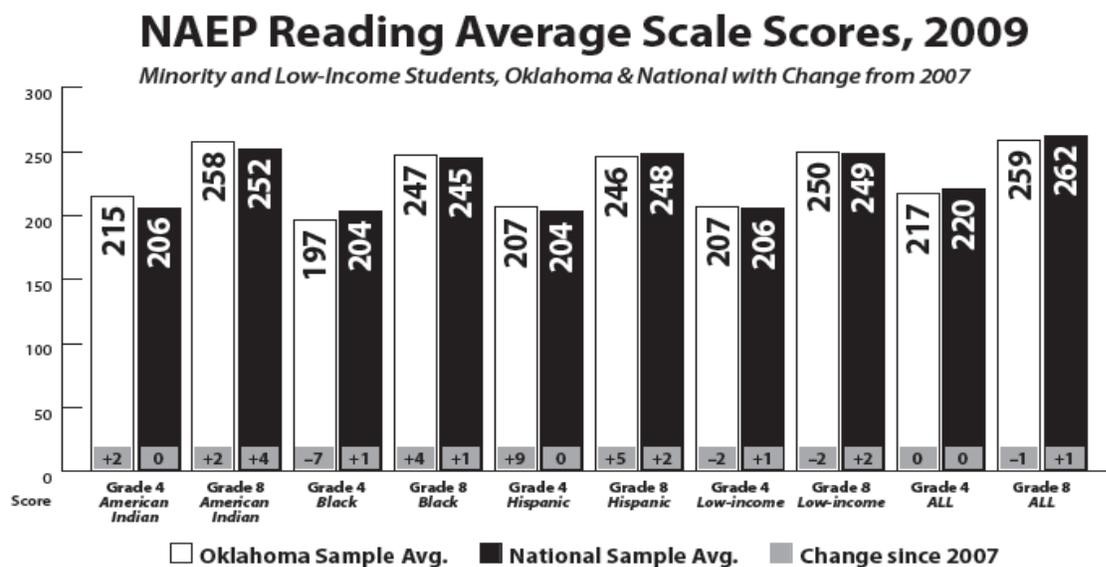
Oklahoma has also succeeded in **narrowing achievement gaps** as demonstrated by the following ESEA and NAEP gap analysis results.



The achievement gap in **math ESEA scores** for African American students and Hispanic students compared to white students **has closed by 8 percentage points and 4 percentage points** respectively **over the past five years**. Notably, during this time period, the percentage of African American students passing statewide exams in math rose by 14 percent, and the percentage of Hispanic students passing mathematics exams rose by 10 percent.

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

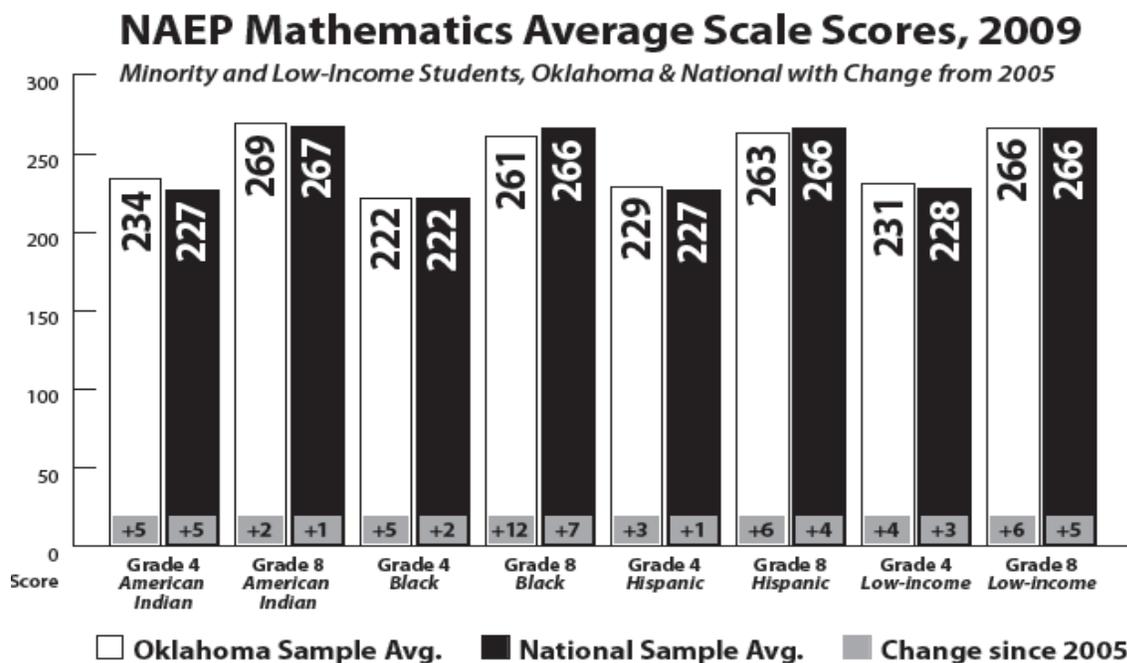
Oklahoma's minority and low-income reading scores on **NAEP** also outperform the nation in several categories, especially with regard to Hispanic score improvement from 2007—i.e., an improvement of **9 percentage points for Hispanic 4th graders** in Oklahoma since 2007, as compared to **no** growth nationally; and **5 percentage points of growth for Oklahoma's 8th grade Hispanic scores** as compared to 2 percentage points nationally). (See Appendix A1-3, Oklahoma's History of NAEP Scores; A3-7, ESEA Results for 2004-2005 through 2008-2009—please note that ESEA testing results are not available prior to 2004 because the State's tests were being created and field tested***)



SOURCE: National Assessment of Educational Progress (NAEP) tests a sample of students from each state every other year in reading, mathematics and science. Scores reported by the U.S. Department of Education, National Center for Education Statistics, March 24, 2010.

As the following chart illustrates, **Oklahoma's low-income and minority students have seen greater improvements in their NAEP math scores from 2005 to 2009 than their peers nationwide**. The average score for Oklahoma's eighth grade low-income and black students has improved during this time period by 12 points—five more points than the growth recognized by their peers nationwide (a growth of only 7 points). The 2009 NAEP scores for 4th grade math

also indicate that Oklahoma's low-income, Hispanic and Native American students outperform their peers nationwide.



SOURCE: National Assessment of Educational Progress (NAEP) tests a sample of students from each state every other year in reading, mathematics and science. Scores reported by the National Center for Education Statistics, October 14, 2009.

The improvements and successes noted above reflect the impact of the increased State's standards and assessments on student learning, as well as the increased intervention by Oklahoma State Department of Education in struggling schools. Professional development has been targeted to teachers and principals to eliminate the achievement gap—especially in the State's lowest achieving schools. Oklahoma recognizes that its students' performance on ESEA and NAEP assessments must continue to improve and at a more rapid pace to ensure attainment of the college- and work-ready education **every child** needs to be successful in the 21st Century.

Graduation Rates: Though Oklahoma's graduation rate ranks in the top half of the nation's scores, the state's graduation rate needs to improve, and the state's plan is targeting that goal. As shown below, Oklahoma's graduation rates have continued to hover around the 75% marker—slightly above the national average—but the state has seen marked growth in just the last year (73% to 76%). The state's goal is to have improved its graduation rate to 84 percent by 2015. As described in the application below, this goal will be met through the adoption of more rigorous standards, instruction by more effective teachers, and data-driven instructional supports.

Oklahoma High School Graduation Rates	
	4-Year Graduation Rate
2003	76%
2004	77%
2005	77%
2006	78%
2007	75%
2008	73%
2009	76%

While Oklahoma has made a momentous commitment to higher expectations and has made steady improvements in student outcomes in the last 20 years, substantial work remains. The state must produce more than moderate student growth to make an authentic impact on students' futures. This task requires broader strategic planning and maintaining the state's commitment to accountability—across all branches and bodies of state government, school district service centers, and local school sites—and among all educators, whether they serve the state's students in an office or a classroom. Oklahoma knows what it has done right, what it must do better, and now has the legislation and plan for Oklahoma's Race to the Top that dramatically transform the future of the state.

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

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

(i) The state's participation in a consortium of states that— (20 points)

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

(b) Includes a significant number of States; and

(ii) — (20 points)

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

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

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

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

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

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

- *The number of States participating in the standards consortium and the list of these States.*

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

For Phase 1 applicants:

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

For Phase 2 applicants:

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

Recommended maximum response length: Two pages

(B)(1)

Developing and Adopting Common Standards

Oklahoma has actively participated in the Common Core State Standards Initiative led by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) to develop internationally benchmarked K-12 grade-by-grade standards (reading/language arts and math). The consortium currently includes 48 states, two territories, and the District of Columbia. Three representatives from the state of Oklahoma were invited to participate in the writing and feedback teams for the internationally benchmarked K-12 grade-by-grade mathematics and reading/language arts standards. At present, the Common Core State Standards are only available in draft form. The Oklahoma State Department of Education has reviewed the draft standards in comparison to the current State Priority Academic Student Skills (PASS) standards. From its review, the Oklahoma State Department of Education is committed to the adopt the standards in final form and is confident that its transition to the new standards will be smooth and successful.

Moreover, pursuant to SB 2033, the Oklahoma Teacher and Leader Effectiveness Act of 2010, the Oklahoma State Board of Education is required to adopt the Common Core Standards no later than August 1, 2010, and they will be adopted by the Board **by emergency rulemaking** (since the legislature is out of session) as early as July 2010. The State Board's adoption of the rules will be **confirmed by the Governor immediately**. Upon adoption and confirmation, the rules will be legally binding with the full effect of the law. The emergency rules will be published as a permanent rule when the legislature reconvenes. **See Appendix B1-A, Excerpt of Senate Bill 2033 Regarding Adoption of Common Core State Standards.**

The process for emergency adopt of the curriculum standards in Oklahoma is as follows:

- State Board of Education – Files **notice of intent to change rules 30 days prior to emergency adoption.**
- State Board of Education – Conducts **public hearing(s) prior to emergency adoption.**
- State Board of Education – **Adopts curricular standards as emergency rules in Oklahoma Administrative Code prior to August 1, 2010.**
- Govern or – **Confirms emergency rule adoption on or before August 1, 2010.**

The June 2, 2010, expected delivery of the final version of the K-12 grade-by-grade Common Core Standards will allow OSBE to conduct public hearings in preparation for adoption of the Common Core Standards at a regularly scheduled OSBE meeting. Prior to August 1, 2010, after adoption, the Oklahoma State Department of Education will hire an independent organization to complete a crosswalk analysis of current state standards (PASS)) (**See** Appendix B1-b, PASS) in reading/language arts and mathematics with the K-12 grade-by-grade Common Core Standards and produce a detailed description of the evidence base behind each standard. Detailed explanation of the newly adopted standards is provided in (B)(3).

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

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

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

(ii) Includes a significant number of States.

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

Evidence for (B)(2):

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

Recommended maximum response length: One page

(B)(2)

Developing and Implementing Common, High-Quality Assessments

Oklahoma has joined Achieve's Partnership for Assessment of Readiness for College and Careers (PARCC) to develop high-quality assessments aligned with the Common Core Standards. Evidence of the state's participation in this consortium is found at Appendix B2-B. **Achieve's Partnership of Readiness for College and Careers** is comprised of twenty-seven (27) states. In partnership with this multi-state consortium, Oklahoma will participate in the assessment partnership to develop and implement summative assessments that are aligned to the Common Core standards, that can be used as part of the statewide assessment system, and that will enable comparability of results across a number of states and be anchored in college and career readiness. 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.

Oklahoma supports the Achieve Consortium which will develop assessments with the following characteristics:

- 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

Students meeting the college and career ready standards at the time they graduate will be eligible for credit bearing courses rather than remedial courses in all public two and four year postsecondary institutions of the participating states. Oklahoma's Chancellor of Higher Education, Glen Johnson, has said: "Oklahoma is committed to establish college and career

The Oklahoma Testing and Accountability Oversight Team

[Established March 2003]

■ **Laurens L. Wise, Chair**

President, Human Resources Research Organization; Ph.D. in Mathematical Psychology, University of California, Berkeley

■ **Howard C. Mitzel**

Co-founder and President, Pacific Metrics; Ph.D. in Research Methodology and Quantitative Psychology, University of Chicago

■ **Phoebe C. Winter** (Joined team in January 2004)

Vice President for Education Policy with Pacific Metrics, former Research Director, Center for the Study of Assessment Validity and Evaluation, College of Education, University of Maryland; Ph.D. in Educational Psychology, Indiana University

■ **John M. Keene**

Owner, Assessment and Evaluation Services, a large-scale testing program consulting firm; Ph.D. in Educational Psychology, Indiana University

■ **Robert A. Terry**

Professor of Psychology, University of Oklahoma, and active member, American Educational Research Association review panel; Ph.D. in Quantitative Psychology, University of North Carolina at Chapel Hill

■ **Kathy McKean**

Director, Oklahoma Technical Assistance Center (OTAC); Ph.D. in Applied Behavioral Studies: Educational Research and Measurement, Oklahoma State University

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 to experience positive gains in degree completion." The suite of assessments aligned to the standards may include formative assessments that can be embedded in instruction and used by teachers to gain timely feedback on students' progress and adjust their instruction accordingly; interim assessments that will be given at regular,

specified times during the school year to measure student knowledge and skills based on the Common Core Standards; and summative assessments that will measure end-of-course and/or

year and content knowledge in large groups of students as well as their ability to apply critical concepts.

The State Board of Education members, who are appointed to staggered six-year terms by the governor and confirmed by the State Senate, are all appointees of Governor Brad Henry who initiated the transformation of Oklahoma's End of Instruction (EOI) tests into high-stakes exit exams under the Achieving Classroom Excellence Act (ACE) in 2005. His appointees' terms expire well into the future providing an unprecedented base of knowledge, experience and commitment to college- and career-ready standards and assessments

The Oklahoma State Board of Education will set its cut scores on the new assessments in accordance with the directives of the assessment consortium developing the common assessment.

The State Board of Education is able to adeptly and efficiently implement Common Core Assessments because of its extensive experience in establishing, analyzing and raising cut-scores that fairly and accurately measure proficiency. As explained in Section (A)(3), Oklahoma began the Oklahoma School Testing Program with norm-referenced tests in 1986 and began developing, field-testing and administering criterion-referenced assessments aligned to its own core curriculum in 1994. In May 2003, Oklahoma was among the first four states to have state assessments approved to meet the accountability provisions in No Child Left Behind (NCLB). Less than one year ago Oklahoma raised its cut-scores on all Elementary and Secondary Education Act (ESEA) reading and mathematics tests in grades 3-8 in order to **raise student achievement expectations** and mirror National Association Education Program (NAEP) proficiency markers. This action was made in consultation with national assessment experts and facilitated by the Oklahoma State Department of Education testing vendor. The state also recalibrated and raised benchmarks for ACE Algebra I and English II exit exams in 2007 and 2009 respectively. This was done in order to better prepare students in the early grades for the rigorous high school graduation requirements of ACE, which includes the move to high-stakes high school assessments in 2008-09.

Oklahoma will support Achieve's efforts to 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. Oklahoma will 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. Achieve has committed that it 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. In the 2008-09 school year, Oklahoma public schools administered 400,000 state assessments online in 2009. Because Oklahoma has had broad support in all aspects of standards-based reform, it has the capability to internalize and roll out Common Core Assessments with fairness, reliability and validity.

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

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

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

Recommended maximum response length: Eight pages

(B)(3)

Supporting the Transition to Enhanced Standards and Assessments

<p>Vision</p>	<p>Oklahoma’s vision is to collaborate with Participating LEAs to infuse school statewide with rigorous standards, rolled out through consistent professional development, monitors for effectiveness and linked to an assessment system based on student growth. An outline of strategies, goals, timeline and responsible parties to achieve this vision follows.</p>
<p>Strategies</p>	<ol style="list-style-type: none"> 1. Use an independent contractor such as Achieve to complete an additional, thorough crosswalk of the final Common Core Standards with the current <i>PASS</i> standards. 2. Launch a comprehensive academic preparation initiative involving common, higher, and career/technology education faculty and leadership to focus on the elements of rigor and performance in setting seamless P-16 curriculum and assessment standards. 3. Leverage and enhance the state's technology-based instructional toolkit <i>PASS</i>port by developing it an online portal for the distribution of curriculum materials that support teachers’ needs in implementing the Common Core Standards. 4. Enhance and leverage existing Oklahoma State Department of Education professional development initiatives to deliver high-quality training in the effective use of new standards and assessments. 5. Create <i>ACE</i> and American Diploma Project Academies to provide teachers, administrators, and counselors’ professional training in the transition to enhanced standards and assessments and increase the number of students who are on course for a high school diploma and on track for college and career. 6. Use a technology-based system that (a) supports the development and use of high-quality formative and interim assessments; and (b) monitors and reports student mastery of standards. 7. Contract with independent researchers to conduct a study evaluating teachers' abilities to successfully implement the new standards in the classroom with the requisite level of rigor and use the date to inform appropriate professional development.
<p>Goals & Responsible Parties</p>	<ul style="list-style-type: none"> • The Oklahoma State Department of Education will ensure that the K-12 Common Core Standards are understood and implemented with fidelity at the classroom level by Oklahoma educators in common, higher, and career education. • The Oklahoma State Department of Education will work collaboratively with key stakeholders to provide highly-effective professional training that assists LEAs in

	<p>implementing the Common Core Standards.</p> <ul style="list-style-type: none"> • The Oklahoma State Department of Education will develop tools and resources for LEAs to monitor successful implementation of state standards, including new Common Core Standards and Assessments.

Oklahoma is well-positioned to implement a high-quality and achievable plan for supporting statewide transition to internationally-benchmarked K-12 standards aligned with college and career readiness. In 2005, the state Legislature enacted the Achieving Classroom Excellence (ACE) Act to provide a framework for all Oklahoma school systems to implement higher standards specifically in a college-preparatory/work-ready high school curriculum, create and implement high-stakes assessments, use data to drive remediation and instill the rigor and relevance needed to prepare ALL students for college and careers. (See Appendix A1-C, Achieving Classroom Excellence.) The resulting state-funded ACE law supports the goals of the American Diploma Project (ADP), which Oklahoma has actively participated in for five years targeting college and work preparation. (See Appendix A3-B, America Diploma Project.) Oklahoma’s ACE law mandates the use of end-of-instruction exit exams to document mastery of high school academic content in order to graduate from a public high school. Oklahoma is one of 35 states with a track record of regularly increasing academic rigor, and is one of 26 states with exit exams - clear evidence of the state’s commitment and capacity to further reform.

Building upon the reforms of the Oklahoma ACE law and state leaders’ work with the American Diploma Project, the state’s systems of common, higher and career and technical education will integrate the Common Core Standards (K-12) into an aligned P-20 curriculum and assessment framework that can prepare more students for postsecondary success and career readiness.

Oklahoma joined the American Diploma Project and its 2009 Action Plan, which provides a blueprint for the areas of focus to support the transition to the more rigorous standards, curriculum support, assessment fidelity and high school and college accountability.

The following goals and activities build on the strong partnership between the Oklahoma State Department of Education, the State System of Higher Education, and State Department of Career and Technology Education. Without question, Oklahoma will establish innovative additions to existing statewide support systems.

Goal 1: **Ensure that the K-12 Common Core Standards, aligned with college and career readiness expectations, are understood and implemented at the classroom level by Oklahoma educators in common, higher, and career education.**

After Common Core Standards have been adopted in Oklahoma, the imperative will be to “ensure that the curriculum follows the standards” (Race to the Top White Paper, Achieve). Educators must understand the new K-12 standards within the context of college coursework and requirements of the career world. Additionally, the standards must be translated into highly-effective lessons.

Key Activities

1. **Preparation to Transition to Common Core Standards:** As discussed in (B)(1)(ii), the Oklahoma State Department of Education will soon conduct a preliminary crosswalk analysis of current state standards (PASS) with the K-12 Common Core Standards using a vendor experienced with Common Core Standards and development of assessments, such as Achieve, to complete a thorough crosswalk of the final common standards with the current *PASS* standards. This analysis of the changes to Oklahoma’s curriculum standards will be communicated to LEA leaders, higher education institutions (with special emphasis in colleges of education), the Oklahoma CareerTech systems and tools will be developed for educators to transition from current standards and curriculum documents to full implementation of the Common Core Standards.

Timeline: Begin Summer 2010

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

2. **P-16 Academic Preparation Initiative:** Oklahoma will launch a comprehensive P-16 academic preparation project to support and enhance the transition to Common Core Standards. Specifically, the Oklahoma State Department of Education will collaborate with common, higher, and CareerTech education faculty and leadership to align Common Core curriculum and assessment standards from Pre-Kindergarten through college and career. This project will complete the work necessary to meet the P-16 curricular alignment goals under the *Achieving Classroom Excellence Act (ACE)* and *Achieve, Inc.’s American Diploma Project (ADP)* (described above). The Chancellor of Higher Education and Deans of all public colleges of education has voiced their support for this initiative.

Through this project, Oklahoma will ensure the transition to enhanced standards and high-quality assessments by formally linking and adopting appropriate curriculum and assessments from the relevant first-year college courses and “back-mapping” secondary curriculum (including Common Core curriculum) to those targets. Higher education faculty and secondary faculty will identify the skills needed to succeed in entry-level, non-remedial courses at the two-year and regional universities in Oklahoma. This work will include the setting of appropriate benchmarks for college readiness in college math, English (composition), reading and science and aligning the Common Core Standards with ACT’s College Readiness Standards where appropriate. Critical areas of examination include writing, mathematics, and science laboratory assignments, as well as career-specific applied mathematics and reading tasks.

Discipline-specific workgroups will analyze multiple examples of student work, evaluating them with a common rubric based upon Common Core Standards. An independent research study will be conducted using a statistically valid sample of assignments to measure the fidelity to standards and rigor of both high school and collegiate assignments and the results used to improve alignment between written and delivered curriculum. Anchor examples of college-ready work will be identified and incorporated into professional development and other outreach tools. The project will result in formal college and career readiness expectations agreed upon by secondary and higher education leadership that can be used to inform interventions at the secondary level and improve remedial and developmental education. The expectations will also allow secondary teachers and leaders to develop more proactive interventions in the key transition points of 8th-9th grades and 10th-11th grades where Oklahoma has significant educational pipeline and academic preparation challenges.

Timeline: Plan, 2010-11 school year;
Implement, 2011-12 school year;
Evaluate 2012-2013 and annually thereafter.

Person(s) Responsible: Oklahoma State Department of Education, Oklahoma State Regents for Higher Education (OSRHE), CareerTech, ACT

3. **Technology-Based Curriculum Toolkit:** Oklahoma launched its web-based instructional toolkit, *PASSport*, in 2000. Educators use *PASSport* to shop for lessons aligned to state standards, create their own lesson plans using an online template and post the lessons and other commentary on their “corkboard” for access by their “friends” – parents and students. A

partnership with Thinkfinity.org makes thousands of other high-quality lessons easy to access. Upon receipt of Race to the Top funding, Oklahoma will build conceptually upon *PASSport*, developing it into an online portal of tools that support teachers' needs in implementing the Common Core Standards. Oklahoma's web-based curriculum portal will be retooled quickly to become the online access point to Common Core Standards; item and template banks for building standards-based assessments; software for P-20 curriculum alignment, web-building, messaging; and links to thousands of high-quality resources. *PASSport* is modeled upon web-based systems like (NYYLearns.org) developed by the University of Buffalo; the Pennsylvania Department of Education web-based toolkit; and a similar system designed for New York City Public Schools. Components of the toolkit will include:

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

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

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

4. **Communication of Common Core State Standards and Assessments:** To successfully transition to enhanced standards and assessments, the Oklahoma State Department of Education must effectively communicate what the adoption of Common Core State Standards and the development of new assessments entail. Oklahoma State Department of Education will develop communication materials tailored to specific audiences and disseminate the information through the State's proven communication channels. Specifically, the state can use tools which have provided past success such as (a) Web-based tools – Oklahoma State Department of Education Website, email Listservs, online documents, and streaming videos; (b) print-based and

web-accessible materials – pocket-sized copies of grade/course specific standards (*PocketPASS*), Parent’s Guide to PASS, and periodic newsletters for teachers, superintendents and other administrators; and (c) professional development and technical assistance via its statewide videoconference network, regional conferences and workshops. This infrastructure will be reinforced and built upon to be more effectively used to disseminate information about adoption and implementation of the K-12 Common Core Standards.

Timeline: February 2010 and ongoing

Person (s) Responsible: Oklahoma State Department of Education

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

Teachers should be able to break down the Common Core Standards so that they can identify when students have mastered the standard. Teachers should also be able to critically select appropriate teaching strategies and instructional materials to aid them in curriculum delivery. Adoption and implementation of Common Core Standards must be supported by a range of professional training options, including training and tools developed in partnership with higher education, career and technology education, professional organizations, and community services. Current professional training provided by Oklahoma State Department of Education and interagency and community partners will be available to LEAs as they transition to new standards. Like all professional development provided through Race to the Top, this training will be evaluated through the Oklahoma Commission for Teacher Preparation, who will use the evaluation results to support to Oklahoma State Department of Education’s on-going Professional Development certification process for continuous professional improvement. (See Section D(5)).

Key Activities

1. **Enhancing Existing Oklahoma State Department of Education Professional Development Initiatives:** To support the LEAs' transition to new standards and assessments, the Oklahoma State Department of Education will repurpose its Oklahoma State Department of Education regional annual conferences to focus on the understanding and delivery of common standards. It will also create live streaming video and pre-recorded streaming video through the

Oklahoma State Department of Education Web site for professional development tools relating to the new standards and assessments.

Oklahoma State Department of Education will also use its **Master Teachers Project** to support the teachers' use of the new standards. The State Superintendent's Master Teachers Project, funded with state portions of Title I, Title IIA and state funds, is a state-wide coaching program to assist teachers in the state's lowest-performing schools. The Project's 92 Master Teachers are a corps of select and experienced educators who coach other teachers within their school or geographic region in curriculum alignment, effective use of technology, standards-based instruction and differentiated instruction. They conduct study groups and also present professional development in regional conferences. Master Teachers, who receive a \$1,250 stipend, receive extensive training on coaching strategies at an intensive Summer Institute with follow-up throughout the academic year. In the last year, they have trained over 6,000 teachers through regional conferences and over 4,000 teachers through study groups.

Through Race to the Top, Oklahoma will also use its data collection and reflective practice known as Windows on Curriculum (WOC) to offer low-performing schools (and any higher-performing schools requesting assistance) training in the effective use of the Common Core Standards and new assessments. WOC is a collaborative effort between teachers and administrators at a school to conduct short, regular, and systematic classroom visits to gather comprehensive data, and it will focus on implementation of Common Core Standards and Assessments including those developed through the Achieve Consortium. Oklahoma State Department of Education provides training to LEAs and school sites to implement this model of school-wide monitoring of fidelity to state standards, without being evaluative.

Timeline: Planning in Fall 2010, with scale-up of all training beginning Spring 2011

Person(s) Responsible: Oklahoma State Department of Education

2. ***ACE and American Diploma Project (ADP):*** In order to further the implementation of the ACE and ADP in conjunction with adoption of the Common Core Standards, Oklahoma will acquire or develop ACE and ADP Academies to train teachers in the effective use of new standards and assessments. The goal of the academies is to improve instruction and increase the number of students who are on course for a regular high school diploma and on track for college and career. The training will be provided to teachers, counselors, and administrators through modular units of professional development and technical

training via seminars, institutes, workshops, conferences, and online learning opportunities. The Oklahoma State Department of Education will develop the training in collaboration with the OSRHE, CareerTech and other key stakeholders to ensure district and site-based input. The training will be evidence and data based, and may include:

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

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

Person(s) Responsible: Oklahoma State Department of Education, OSRHE, CareerTech, Oklahoma Commission for Teacher Preparation, Oklahoma School of Science and Mathematics, Commission for the Advancement of Science and Mathematics Education in Oklahoma, STEM Coordinating Council, LEAs and their representatives⁵.

Goal 3: **Develop tools and resources for principals and LEA leaders to monitor successful implementation of state standards, including new Common Core Standards and Assessments.**

Principals and LEA leaders must have the tools to ensure that classroom practice matches the written standards and common assessments. The following activities are designed to support LEA leaders in this endeavor.

⁵ STEM is Science, Technology, Engineering, and Math.

Key Activities

1. Technology-Based Tools to Develop Assessments and Measure Student

Mastery: Oklahoma will develop, with LEA input, an online tool for preparing, administering, and analyzing **formative and interim student assessments** aligned to the Common Core Standards. Oklahoma will review all assessments currently being given to ensure elimination of any outdated or ineffective assessments. Oklahoma has joined the Achieve's Partnership of Readiness for College and Careers Consortium for the purpose of building a high-quality assessment system in collaboration with other states. See Section (B)(2). The consortium will allow the state to develop and have access to a robust assessment item bank as well as related professional development for classroom teachers and LEA leaders. While expanding its item bank for each tested grade and content area, Oklahoma will ensure that assessment items measure student achievement through a wide range of depth of knowledge. Using Race to the Top funding, Oklahoma State Department of Education will train teachers in how to conduct formative and interim assessments, how to analyze student results, and how use data to drive classroom instruction in order to drive student achievement growth. The results of this system will be connected to local instructional improvement systems as described in (C)(3) to provide relevant classroom data to teachers and to the technology-based professional development tools described in Goal 1 of this section to offer appropriate strategies and lessons for teaching and re-teaching needed skills.

Oklahoma will also acquire a technology-based system that **visually** articulates the horizontal and vertical connections between objectives and skills included in Common Core Standards and other state standards. The system will monitor student mastery of standards in PK-12 using formative and interim assessments; aggregate student mastery to the classroom, site, LEA, and state levels; and provide reports to teachers, administrators and parents , and highlighting the skills remaining to be mastered. In addition, the system will connect to local instructional improvement systems as described in (C)(3) to provide relevant classroom data to teachers and to web-based professional development tools described in Goal 1 of this section to offer appropriate strategies and lessons for teaching and re-teaching needed skills. The new system will also give teachers and administrators the opportunity to compare their students with students in high-performing schools with similar demographic data in order to benchmark their appropriate growth results. (Additional information is provided in Section (C)(3).)

Timeline: Organize and plan, 2010-2011 school year;
Pilot Fall 2011;
Implementation Spring 2012

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

2. **Curriculum Alignment Study:** In 2007-08, Oklahoma partnered with independent researchers to evaluate how well actual student assignments and work samples (**the taught curriculum**) aligned with the content and skills identified in the state’s academic standards and the necessary cognitive rigor expressed in those standards (as defined by Bloom’s Taxonomy and Norman Webb’s Depth of Knowledge scale). More than 50,000 samples were analyzed. The results of the study revealed important information about the gaps between what is expected and what is delivered in our educational system. With Race to the Top funding, a similar study will be conducted to examine student work from 11th/12th grade and first and second year college courses required in composition, mathematics, and science. The findings will provide a significant means of monitoring fidelity to the concepts and rigor expressed in the Common Core Standards. The information will also inform the Oklahoma Commission for Teacher Preparation and the Oklahoma State Department of Education's decisions regarding the continuous improvement of professional development covering implementation of high-quality standards and assessments.

Timeline: Pilot evaluation in Fall 2011,
Full study beginning Fall 2012 and continuing through 2013-2014.

Person(s) Responsible: Oklahoma State Department of Education, vendor such as Achieve.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percent of all lessons and work samples measured align with the Common Core state standards and expectations of rigor as established as defined by Bloom’s Taxonomy and Norman Webb’s Depth of Knowledge scale.	N/A	40%	50%	60%	80%

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

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

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

Evidence:

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

Recommended maximum response length: Two pages

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(C)(1)

Implementing the Statewide Longitudinal Data System

In order to impact student growth, Oklahoma must have a widely accessible data system that contains reliable and useful data. Oklahoma’s teachers, leaders, policymakers and researchers will implement a P-20 statewide longitudinal data system (SLDS) fully compliant with the America COMPETES Act in order to:

- **obtain meaningful data to improve instruction and overall effectiveness at all levels of the education system.**
- **save time and resources through streamlined data collection and reporting.**
- **identify and eliminate the resource and human capital gaps between schools and districts across the state.**

Oklahoma has made significant progress toward full implementation of its integrated P-20 SLDS and is taking action in accordance with well-defined plans to complete all elements specified by the America COMPETES Act. Specifically, Oklahoma is linking four vital data systems: the Wave (the Oklahoma State Department of Education’s K-12 data system), the CareerTech, Higher Education and Oklahoma Employment Security Commission data systems with the further expectation that this integrated system will link with social service databases in the future.

Oklahoma’s award-winning K-12 system is called “**The Wave.**” It is the **first K-12 data system in the country to fully meet the Schools Interoperability Framework Association (SIF)** (winning the top award in the nation in May, 2010) standards (meaning that all data is real-time and shared across 532 districts in the state). The Wave won SIF’s top award for this feat in May 2010. The Oklahoma State Department of Career and Technology Education (CareerTech) operates a data system that includes individual student-level data, and the Oklahoma State Regents for Higher Education (OSRHE) has a very well-developed Unitized Data System (UDS), operational since 1977. The UDS includes a wealth of student record data and information on all 25 public colleges and universities and many of the state’s private colleges. The Higher Education data system and CareerTech system routinely exchange information with the extensive database of the Oklahoma Employment Security Commission. **Thus, most of the linkages for this integrated data system are in place and operational.**

The linkage of this data will provide information to the state about factors that affect student growth: teachers, schools, districts, and teacher preparatory and credentialing programs. Decision makers will use Oklahoma's powerful tools to increase teacher and principal effectiveness and quickly adjust course to target improvements in student growth. The data will also enable policymakers to prepare analysis of where scarce financial resources make the greatest impact.

The SLDS fulfills nine of the twelve elements of the America COMPETES Act, with partial completion (and a well-designed plan developed by the P-20 Data Council) of the three remaining specifications: Element (4) Capacity to communicate with higher education data systems; Element (11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education; and Element Twelve (12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education. As described below, progress is being made on each of these remaining three specifications, and the state expects full compliance with the Act no later than December 2011 assuming Race to the Top funding is secured. In accordance with its legislative mandate, the P-20 Data Coordinating Council (chaired by the former Chancellor of Higher Education), with representation of all the educational systems, the Legislature, and key constituencies, are focused on ensuring the completion of these three tasks.

The following is a brief explanation of Oklahoma's status on the twelve specifications of the America COMPETES Act.

1. **A unique identifier for every student that does not permit a student to be individually identified: COMPLETE.** The Wave assigns a 10-digit unique student identifier to all students who enroll in the public school system that does not permit a student to be individually identified; the Higher Education data system also has a unique student identifier. (At the time of this writing, the U.S. Department of Education is considering guidelines for these student identifiers and the State will comply with any forthcoming requirements).
2. **Student-level enrollment, demographic characteristics and program participation information: COMPLETE.** The Oklahoma State Department of Education collects student-level enrollment, demographic, and program participation by students on a daily basis; the CareerTech and Higher Education data systems collect enrollment, demographic and program participation data at the end of each term. Oklahoma State Department of Education data program participation information includes items such as English Language Learners, Special Education and Title I.

3. **Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs: COMPLETE.** The Oklahoma State Department of Education collects entry, exit, and transfer data based on reporting from the districts according to time of event. CareerTech collects student completion data after the close of the school year on occupationally-specific programs; and the Higher Education data system collects these data for each term.
4. **Capacity to communicate with higher education data systems: DESIGN COMPLETE.** Full implementation expected December 2011. As noted above, data are routinely transferred among the Oklahoma Employment Security Commission and the CareerTech and Higher Education data systems. Higher Education and the Wave transfer specific data on remediation. ACT and graduation rates are exchanged with Higher Education on a student-by-student basis but are reported on a school-by-school basis. ACT data are also re-aggregated and reported at district and State levels. Completion of #9 below will enable the rapid electronic transfer of (unit) student-level data among the systems.
5. **A state data audit system assessing data quality, validity, and reliability: COMPLETE.** The Wave, CareerTech, Higher Education and Oklahoma Employment Security Commission data systems all have data quality checks built into their databases. The Wave currently exercises quality control using both SIF validation and additional validation on all data objects and elements being received directly from the LEA's student information system. Higher Education staff complete an electronic audit cycle, as well as an on-site audit for data submission at the colleges and universities. The CareerTech system performs on-site audits at sites (schools, technology centers, and prisons) on an as-needed basis.
6. **Yearly test records of individual students with respect to assessments under section 111(b) of the ESEA (20 U.S.C 6311 (b)): COMPLETE.** The Wave captures third through eighth-grade Math and English assessments, as well as ninth through 12th-grade end-of-instruction scores in its data system; the Higher Education UDS includes course grades and ACT scores. This requirement is not applicable to CareerTech or OESC systems.
7. **Information on students not tested by grade and subject: COMPLETE.** The Wave provides information on students who are not tested. Summary information is available on the Department of Education's website.
8. **A teacher identifier system with the ability to match teachers to students: COMPLETE.** The Wave, CareerTech and Higher Education data systems all include a teacher identifier system with the ability to match teachers to students.
9. **Student-level transcript information, including information on test courses completed and grades earned: SUBSTANTIALLY COMPLETE.** Full implementation date: December 2011 (assuming Race to the Top funding). Course

completion and earned grade information is available from all three educational systems. For student-level data, the Higher Education system utilizes electronic transcripts and approximately 300 high schools now have operational electronic transcripts. The step yet to be completed is for transcripts for all students in the K-12 schools to be incorporated electronically.

10. **Student-level college readiness test scores: COMPLETE.** Oklahoma collects student-level SAT, ACT and Advanced Placement Exam data. The State Regents for Higher Education and ACT, with the Oklahoma State Department of Education, have conducted several analyses of college readiness and cross-walked these assessment data with course curricula and with K-12 state standards. In addition, the state's High School Indicators Project provides for the collection and reporting of college-going rates, college credit hours and GPA, and remediation rates.
11. **Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework: SUBSTANTIALLY COMPLETE.** Full implementation date: December 2011 (assuming Race to the Top funding). The CareerTech data system and the Higher Education data systems match data to determine remediation rates and the completion of post-secondary degrees. College enrollment data and remediation rates are connected to individual high schools and are reported by both the State Regents for Higher Education and the Office of Accountability. Oklahoma will complete this element when element 9 is completed and the remaining high schools implement electronic transcripts.
12. **Other information determined necessary to address alignment and adequate preparation for success in postsecondary education: NOT COMPLETE.** As noted above, most of this information is available from the higher education analyses with ACT comparing EXPLORE, PLAN and ACT exam scores with college enrollment and remediation rates. Because the complete unit-level data are not yet included in the secondary school data system, the student level alignment linkages are not currently possible. However, Oklahoma has a detailed plan to complete the linkage between the Wave and the Higher Education system, which will allow for complete acquisition of the data within this element of the America COMPETES Act. This application contains the budget to complete this project by December, 2011. (See Section VII.)

Oklahoma is well positioned to fully implement the longitudinal data system to the America COMPETES Act requirements upon receipt of Race to the Top funding. The Wave and Higher Education data systems have teacher identifiers and link information with individual students. The Higher Education collects a very large number of student-level attributes and measures. The Wave is a real-time system providing rapid-response performance. The Higher Education data system is a national model, with a rich array of variables from 25 colleges and

universities collected and analyzed for more than 30 years. The P-20 Data Council described in Section (A)(2) has a clearly articulated plan to complete the development of the state's longitudinal data system in alignment with the America COMPETES Act. With funding from Race to the Top Program, Oklahoma will have the resources to implement that plan and provide Oklahoma's students and educators with a best-in-class data system fully aligned with the America COMPETES Act elements.

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

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.⁶

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

Recommended maximum response length: Two pages

⁶ *Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as state and local requirements regarding privacy.*

(C)(2)

Accessing and Using State Data

Capturing robust data is helpful only if it is *accessible and widely published* so it can be used in a way that *correlates data with impact on student achievement growth*. In Oklahoma, data regarding student growth will be used as the basis of decision making at all levels of education *including*:

1. Improving teacher preparatory programs, certification and professional development programs by tying teacher leader evaluations (35% based on student growth) back to the college preparatory, certification and professional development programs;
2. District and school site decisions on teacher and principal selection, compensation, retention, assignment, promotion (particularly to career (*i.e.* tenure) status), and dismissal - whether for instructional ineffectiveness or reduction in force;
3. Intervention strategies in low performing schools;
4. Teacher classroom instruction and individualized student instruction needs as used by teachers, parents (guardians) and students to target additional learning needs;
5. Researchers can use to identify best practices in education and changes needed in curriculum design to insure high school graduates are college and career ready;
6. Inform policy makers so that successful programs can be replicated and ineffective programs eliminated.

Obviously there are many other areas where critical data put into the hands of decision makers can insure better results. Input from users will be solicited and used to refine the flexible platform Oklahoma is creating. In short, by enhancing the current P-20 SLDS, (which already has all districts connected) with rich data, widely accessible in a one-stop platform, stakeholders will have data to target the issues to transform struggling schools and districts to insure that every student is provided the instruction they need to be college and career ready. A summary of the vision, strategies and milestones are outlined below. Timelines and responsible parties are outlined at the end of the detailed discussion of each strategy.

Vision	Optimize decision making, resource allocations, and research with reliable, easy to access data for stakeholders in order to support student growth and school improvement.
Strategies	<ol style="list-style-type: none"> 1. Provide stakeholders with easy, one-stop access, to the full spectrum of available data to guide decision making and resource allocations that drive improvements in student achievement with customized dashboards targeted to stakeholder groups. 2. Use the Wave and the P-20 SLDS to enhance the state’s school improvement planning tool, WISE, to drive school improvement and use data to inform teacher and leader training both through data-informed decision making regarding policy, instruction, operations, management, resource allocation, and overall effectiveness. 3. Publish, communicate and provide continuous instruction to educators, parents, policy makers and others on the content, purpose, availability and impact of the data contained in the state’s longitudinal data system; solicit feedback for refinement to enhance and encourage the system’s use.
Milestones	<p>By third quarter 2012, all other key stakeholders will have access to the unified P-20 SLDS.</p> <p>By third quarter 2012, the P-20 SLDS will have access-portals tailored for school and LEA leaders, parents and students, and policymakers and researchers.</p> <p>By Fall 2011, the Wave will link with the school improvement tool WISE; and by third-quarter 2012, the P-20 SLDS will link with WISE. All districts will receive WISE training and implementation will be statewide.</p>

Strategy One: **Ensure that data from the statewide longitudinal data system are accessible and useful to key stakeholders.**

Key Activities:

- improve accessibility to data by combining and enhancing the multiple education data systems to optimize stakeholders’ interest in and use of the longitudinal data system.
- improve the usefulness of data and drive its use by creating multiple, stakeholder-specific “access portals” (user interfaces) for the P-20 SLDS so that key stakeholders have ready access to the information they need.

- ensure effective data governance and data quality to support successful decision making and encourage stakeholder feedback to promote stakeholders' confidence in and use of data.

Improve Accessibility

To engage key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers and policymakers) and enable their productive use of data to impact student learning, a longitudinal data system must do more than simply make data available. This is especially true with regard to education-related data — which is available from a variety of entities and often based upon different units of measurement or periods of time. At present, all three of the state's education systems (the Wave for K-12, the Higher Education system, and the CareerTech data system) maintain informational websites with various levels of interactivity and support periodic reports on education matters, as does the Office of Accountability. Stakeholders must navigate each data system individually and determine which data is appropriate for their particular needs. The state's longitudinal data system will eliminate these inefficiencies by consolidating data and presenting it to policymakers at one site on a P-20 SLDS. With the completion of the P-20 longitudinal data system, the state will build on these disparate information sources, combine them into one common source, with much more detailed and analytical results. The P-20 SLDS will also be linked to the data system of the Oklahoma Commission for Teacher Preparation, which accredits and monitors the state's teacher and principal preparation programs and will, under the Race to the Top Plan, be the entity providing data to Oklahoma State Department of Education to be used to certify all professional development offerings provided under the grant and overseeing the independent evaluation of the training programs' effectiveness.

By creating a unified P-20 SLDS, the state will be able to generate important policy-level reports as well as student-level reports in a manner consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA) and other confidentiality requirements found in state law. For example, in addition to the demographic, school environment, and enrollment data currently available to users, the state will use data from its unified P-20 SLDS to generate reports describing student achievement and growth data on a class-by-class and school-by-school basis, without identifying individual students. This information will be used by school and LEA leaders to influence decisions regarding how to distribute teachers and assign principals, what professional improvement to provide, and where additional resources need to be

invested. Researchers can analyze the efficacy of particular interventions, and parents will be informed and empowered to make decisions and advocate for their children.

The data will be used to drive Oklahoma's overriding goal of universal education quality for all students. Because teachers and principals are the most important school-based factor in student growth, the data will be used to reliably execute the most important new tool to insure education quality, Oklahoma statewide teacher and leader effectiveness evaluations under Senate Bill 2033. The data in the state's longitudinal data system will enable the state to measure by student growth by teacher, class, school and district. This information will not only inform teachers on classroom instruction but will provide principals, superintendents and local boards the data they need to identify effective teachers and principals and provide assistance and ultimately dismissal of underperforming ones. Data will allow Oklahoma to increase the cadre of effective teachers and principals and drive student growth rapidly.

Improve the Usefulness of Data and Drive its Use

Because school leaders, policymakers and parents have different needs for different SLDS data, user interfaces will be created for the P-20 SLDS targeted to specific stakeholder groups. These interface called "access portals" will be oriented toward three particular types of users: (1) schools and LEA leaders, (2) parents and students, and (3) policymakers and researchers. Each portal's interface based upon the input of the stakeholder groups and designed by systematically analyzing what data each user group needs and the purposes they have for accessing that data. The portals will be structures to provide customized reports that can easily be improved based upon feedback from users.

Oklahoma's access portals will optimize the effective use of the P-20 SLDS by providing educators with a secure portal for exploring data they can use to improve student outcomes and provide a platform for sharing what they have learned by publishing documents and taking part in discussions and blogs. There will also be a secure parent portal that is a secure location, where only parents or guardians can view a student's grades. It will provide parents or guardians easy access to information regarding a student's attendance and periodic assessments, state test results, report card grades, unofficial transcripts, and important information about high school graduation requirements. The parent portal will also provide resources to help parents and guardians identify types of home learning activities to improve their child's achievement.

Oklahoma's data system will allow researchers and the public to access data portals relating to aggregated achievement results by student, region, and other sub-populations (disability status, English Language Learner status, race/ethnicity, gender, etc.); graduation and dropout reports by city, area and school (also reported by student sub-populations). In addition to the already available school-level report cards, data users in the research portal will have ready access to districts' "progress report grades," which measure each schools' monthly progress in the areas of learning environment, student achievement, and student growth to understand how well schools are doing and to compare results among similar schools. They will also have access to the state's report card, which details enrollment, demographic, attendance, suspension, dropout, teacher, assessment, accountability, graduation rate, post-graduate plan, career and technical education, and fiscal data for all public and charter schools, districts, and the state. A demographic snapshot will provide annual school accounts of student populations served by grade, special programs, ethnicity, gender and Title I funded programs. Data will also contain information regarding teacher qualifications, staff, attendance, suspensions, and school status within No Child Left Behind (NCLB) accountability systems, as well as any parent, teacher and student surveys about the learning environment at each school. This information will support a dialogue among all members of the school community about how to make the school a better place to learn.

Oklahoma will hire an experienced vendor to design the tailored P-20 SLDS access-portals according to these specifications. The requirements are based on the acclaimed interactive education data system of the New York City Department of Education's Achievement Reporting and Information System (ARIS), which meets the design requirements of the Oklahoma P-20 SLDS.

Oklahoma's State Department of Education, higher education system, and CareerTech have strong experiential foundations from which to build optimal data system interfaces. In February 2010, the Oklahoma State Department of Education implemented a business intelligence module on its data system to support education leaders' decision-making that is now being implemented by LEAs and shows great promise in improving local district's efficiencies. The Higher Education system has included interactive and data display features for over a decade. The Oklahoma State Department of Education, CareerTech and higher education also have vast experience in managing the necessary privacy protocols for student-related

information. As such, they will ensure that data is made available to users and stakeholders to the extent allowed by federal and state security and confidentiality requirements applicable to the data of each contributing agency. Responsibility for this activity will be taken by the three collaborating educational systems, with the anticipated completion date in the third quarter, 2012.

Ensuring Effective Data Governance and Data Quality

Oklahoma's P-20 Data Council will oversee the process of merging the education data systems within the shared P-20 SLDS repository, create rules governing access to and use of the data, and make it available for reporting, analysis and research. Oklahoma will also expand its current data audit processes to implement a closed-loop data correction process that requires corrections to be made at the point of data entry, resulting in more robust and accurate data in the Oklahoma P-20 SLDS to maximize the ability of stakeholders to use data effectively and to ensure their continued confidence in the data of the SLDS.

Strategy One Timeline and Responsible Person(s): Implementation will begin in mid-year 2011 and be completely rolled out by 3rd Quarter, 2012. The responsible parties include the Oklahoma P-20 Data Council, and the data system divisions of the Oklahoma State Department of Education, State Regents for Higher Education, CareerTech, and Oklahoma Commission for Teacher Preparation.

Strategy Two: **Use the Wave and the P-20 SLDS to enhance the state's school improvement planning tool, WISE, to drive school improvement and use data to inform teacher and leader training both through data-informed decision making regarding policy, instruction, operations, management, resource allocation, and overall effectiveness.**

Part of Oklahoma's strategy to insure access and use of the data to improve schools will be to enhance Oklahoma's web-based business intelligence tool WISE (Ways to Improve School Effectiveness). This planning and coaching tool (developed by the Oklahoma State Department of Education in partnership with the Council of Chief State School officers' National Center on Innovation and Improvement and the vendor, Indistar) uses district and school data to help develop a customized "GPS" for school improvement. WISE assists educators in focusing on the areas in need of improvement which can provide the most significant impact on student

growth. (See Appendix C2-A, WISE Planning and Coaching Tool.) The previous section describes how Oklahoma will make data available to multiple stakeholders and the later sections discuss how the data will be used to improve instruction and transform struggling schools. This section describes the broader application of the data in supporting policy and operational dimensions of schools and school systems and teacher and leader training are described.

WISE provides a simple process to help schools, particularly struggling schools, to conduct a thorough self-assessment based on priority performance indicators within the areas of academic performance and learning, professional learning environment, and collaborative leadership. After the needs assessment, WISE creates action plans for districts and schools that provide guidance to improve student achievement, including data-informed plans regarding instruction, operations, teacher training, management, and resource allocation. Its particular strength is its web-based action and monitoring plan for schools needing intensive restructuring because of persistently low student achievement. WISE is the school's "GPS" for reform. It provides the school with tailored professional development plans, reform strategies and tracking tools keyed to the state's priorities for school improvement. Training for the system was rolled out in May 2010 and offered to almost 90 schools, including **every persistently low-achieving school**. Over 48 school sites and 20 districts have completed the training so far. WISE is provided to LEAs free of charge, and is projected to be available to all persistently low achieving schools in Fall 2011, and all LEAs in Fall 2012.

LEAs will draw information from the Wave and state's P-20 SLDS to enrich the information available in WISE and continually improve its analyses, especially with regard to the results of particular turnaround models and staffing strategies, the effectiveness of professional development offerings, and the impact of improvement benchmarks and timelines. Likewise, data from WISE can be used as a source of information for the Wave and the P-20 SLDS. WISE will provide the data systems with information regarding the impact of effective teachers and principals upon student achievement and school improvement as well as how the distribution of effective teachers and principals across schools and critical subject areas affects the rate of school improvement.

Strategy Two Timeline and Responsible Person(s): First phase of P-20 SLDS and Oklahoma State Department of Education Wave and WISE systems are operational. Next stage

implementation will begin in mid-year 2011 and completely rolled out by 3rd Quarter, 2012. The responsible parties include the Oklahoma P-20 Data Council, and the data system divisions of the Oklahoma State Department of Education, State Regents for Higher Education, CareerTech, and Oklahoma Commission for Teacher Preparation.

Strategy 3: Publish and communicate the availability, contents, purposes and possible “products” of the P-20 SLDS to stakeholders and solicit feedback to encourage the system’s widespread use.

Oklahoma’s goal is to provide engaging customized visualizations that provide P-20 data in a format useful to various stakeholders. Stakeholder input will be solicited (through online surveys and other methods) to gain feedback. Data analysis on page views will be reviewed. Each responsible party will use its lists to engage its stakeholders in both the use of and feedback for refinement of the data presentation and use.

Below are “screen shots” of possible views which stakeholders could capture and use to impact all aspects of education that drive actions to impact student growth. Completion of the P-20 SLDS in alignment with the America COMPETES Act and to achieve the goals in this section are included in the budget at \$8,671,704.

Oklahoma’s key stakeholders approach the data system from multiple perspectives and motivations. As such, they need clear information about the purposes and the contents of the data system. The Oklahoma State Department of Education and the State Regents for Higher Education will develop and distribute explanatory materials describing the various purposes of the data system in terms understandable to each constituency (noting also that the system is aligned with and designed to meet the expectations of the America COMPETES Act). Information about the databases will be provided on the agencies’ respective websites and to the research departments of the state’s colleges and universities.

To further encourage the widespread use of the system to impact student growth, the Oklahoma State Department of Education, CareerTech, and Oklahoma States Regents for Higher Education will jointly conduct stakeholder-specific, interactive information and discussion sessions annually on the use of the P-20 state longitudinal data system to engage and encourage optimal use of the system. This process is vital because the P-20 state longitudinal data system offers an extraordinary opportunity to inform and engage stakeholders about Oklahoma’s P-20

educational system, its challenges, successes, research opportunities, and its importance to the health and welfare of the state. In the information and discussion sessions, representatives from the education systems will demonstrate the various functions of the data system, the reports that can be generated, and describe (in words and with actual examples) the data that will be of interest to researchers and educators in particular. Their presentations will stress how the system can be a powerful, common, objective foundation of information on which to encourage, assess, and promote education policy and progress throughout the State of Oklahoma. The discussions will also be an opportunity to solicit user input for improvement of the interfaces.

Strategy Three Timeline and Person(s) Responsible: Live presentation in 2013, with webinars in future years. The responsible parties include the Oklahoma P-20 Data Council, Oklahoma State Department of Education's Wave Division, State Regents for Higher Education's data system division, and CareerTech's data system divisions.

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

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

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

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

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

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

Recommended maximum response length: Five pages

(C)(3)

Using Data to Improve Instruction

Oklahoma expects that every child is taught by an effective teacher in a school led by an effective principal. To ensure this, it is crucial that all teachers and leaders have the data and instructional resources they need to inform and improve their instructional practices and their overall effectiveness. It is equally important that principals and district leaders have an effective data system to use and leverage the information they receive from the state’s Teacher and Leader Evaluation System (TLE) so that schools and subject areas are optimally staffed to ensure the greatest positive impact on learning for every student, regardless of income or minority status. By providing a local instructional improvement system (IIS)⁷ to every Participating LEA and training users in the effective use of this tool, Oklahoma will empower its teachers and leaders to leverage data to improve their effectiveness and positively impact student achievement.

Vision	Build the in-school capacity to use data to inform instruction by ensuring implementation of instructional improvement systems and providing support with state and local data coaches.
Strategies	<ol style="list-style-type: none"> 1. Ensure implementation of IISs to all Participating LEAs meeting certain “best practice” criteria to provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement. 2. Use regional and LEA-dedicated data coaches to support the educators’ effective use of IIS’s and transition to data-driven instruction. 3. Make the data from IISs, the Wave and the P-20 SLDS accessible to researchers, to allow for the identification and replication of effective practices.
Goals and	The state will select the Race to the Top IIS for Participating LEAs by Spring 2011.

⁷ As defined by Race to the Top, an IIS is defined as “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.”

Milestones	<p>The state-selected IIS will be launched in every school of every Participating LEA by Spring 2012. (In the case where a district already has an IIS in its schools, it must be in compliance with the state’s IIS specifications by this date.)</p> <p>Data from instructional improvement systems will be incorporated into the K-12 Wave by Summer of 2012 and the P-20 SLDS first-quarter 2013.</p> <p>Six regional data coaches deployed across the state by Fall of 2011.</p>
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(C)(3)(i) Strategy One: Ensure implementation of instructional improvement systems to inform and drive improvements in student achievement.

Oklahoma has a particularly compelling experience of how an IIS can make teachers and principals more effective, transform schools and result in the improvement of student achievement. Western Heights School District — a small school district in the heart of Oklahoma City, where over 83% of students receive free and reduced meals and there is a mobility rate around 40 percent —faced the challenge of the increasing demands for up-to-date information and data needed to manage the district and improve student outcomes. To address this need, the district purchased several technology based tools including Mizuni, Data Warehouse and Dashboard and began using data to assist teachers, increase learning, reduce dropout rates and involve parents and the community long before these objectives achieved credibility nationally. The technology-based system it purchased includes a suite of valuable and integrated tools including the following:

- Formative assessments used to gauge student performance throughout the year.
- Standards mapping to connect assessments to academic standards.
- Dashboards to provide easy access to historical student data, including assessments.
- Cohort tracking systems that are used to establish appropriate graduation expectations.
- Family information to keep track of students from the same family and to assist parents as they log-in for information about all their children.
- A sophisticated, publicly-accessible growth model to measure and display value added.

- Automated reporting that enables the production of reports almost instantaneously.
- A district-wide community of teacher professional learning communities (PLCs) that facilitates collaboration across the district to improve instruction and student achievement.

Their investment in the IIS and its effective use by teachers and leaders had a huge payoff: its gains in academic improvement scores (API scores) have outpaced the statewide average by 17 percentile points since 2002, and researchers have attributed its gains in reading and math scores to the jump start provided by these tools. (See, Appendix C3-B, Western Heights Technology-Tool Impact Study.)

Using the experience at Western Heights and the growing evidence base of IIS best practices, Oklahoma State Department of Education's Wave Division will oversee the implementation of IISs to all Participating LEAs. By doing so, Oklahoma will fundamentally change the way teachers instruct their students, the way leaders monitor teachers and principals' performance, and the way schools and districts report data. The key to moving forward is to take the multiple instructional resources available in the state (in particular, the Wave and WISE, and the new IIS platforms) and create a single system of tools and resources. This new instructional improvement system must support teachers and principals in curriculum planning, creating and implementing a balanced assessment system, accessing the best instructional resources, and identifying needs for professional development. If properly implemented, teacher and leader practice will improve, and as a result, so will student outcomes.

The primary data to inform Oklahoma's IIS will be **formative, interim and summative assessments** aligned to the Common Core State Standards, where appropriate. Oklahoma is using the state portion of its Race to the Top funds to purchase or develop formative and interim assessments for grades K through 8th, and Participating LEAs will use their Race to the Top funds to pay for the assessments in grades 9 through 12. With information from these assessments, teachers will have fresh, rich and detailed data to triangulate students' needs with the confidence that their response will be instructionally applicable and fast enough to make instructional adjustments before the prime opportunity to impact learning has past.

The data system will analyze student performance in numerous ways providing teachers with rapid time, specific information on student performance and comprehension. Teachers, principals, and students will recognize where students struggle with individual concepts and thus

tailor their instructional approach accordingly. In addition, information empowers teachers and principals to share levels of student achievement with inquiry teams and to demonstrate that learning achievement can be increased.

The IIS will have **high-quality instructional improvement tools**, such as a standards-based grade book, student portfolio options and multiple measures reporting. Other tools include resources pertaining to instructional strategies (e.g., videos of highly-effective lessons), interventions, and student learning resources, incorporating existing resources for Oklahoma teachers (like Windows on Curriculum) with newly created resources. A vital tool for improving instruction will be the IIS's professional learning resources, which provide teachers and principals with electronic anytime access to all the inputs into their individual professional development plans, including informal observations, self reflections, content knowledge checks, and formal evaluation data. With this information and the tools of the IIS, teachers and principals will access customized resources and professional learning opportunities that align with their growth needs to support meaningful gains in student achievement.

The IIS selected by Oklahoma will be based on several operating principles. Those Participating LEAs that have already purchased an IIS will not be required to purchase a new system to conform to the standard IIS, but they must ensure that that their IIS meets the specifications of the state's Race to the Top IIS selection. To the extent that their existing IIS's do not conform, the state will repurpose the LEA's portion of the IIS budget to ensure its conformance. Specifically, the IIS (available to teacher and every principal in every Participating LEA) will:

1. Be designed with the active participation of Oklahoma's key educational constituents, including teachers and other LEA representatives, school boards and foundations, professional organizations, families, and community and state leaders.
2. Meet the needs of teaching and learning in all schools in the 532 districts. This common, statewide system will support strong professional development programs and activities, ensure comparability of data as appropriate, and will increase efficiency.
3. Fully incorporate the Common Core State Standards as proposed by the National Governors Association and the Council of Chief State School Officers.
4. Align with the statewide adopted WISE web-based planning tool described above in Section (A)(3), (C)(2) and below in Section (E)(2).

5. Ensure that data is fresh: between a day and a week old.
6. Ensure that data is rich, providing multiple sources so that educators can “triangulate” — hone in on a particular problem with the confidence that different measures agree.
7. Ensure that data is clean and accurate.
8. Ensure that data is fine-grained enough to be instructionally actionable.
9. Ensure that access tools are “Google-fast” and simple to understand, with response times of, at most, a few seconds.
10. Enable the integration of common assessment results with individual classroom grades so students, parents, and educators will have a comprehensive understanding of student growth aligned with the standards.
11. Support the analysis of student growth over time and at each grade level, allowing value-added (growth) models for assessing student and teacher performance based on the student’s past performance and background characteristics. This allows educators to identify strengths and weaknesses of individual students and educators.
12. Enable connections between student growth and alternative instructional strategies (differentiated by subgroups where appropriate) and inform decisions about next instructional steps to track, evaluate and adjust these steps when as necessary.
13. Incorporate checks in the data system to guarantee that teacher-student linkages are updated and accurate so independent monitoring of the relationship between student performance results and teacher evaluations can be achieved.

An example of a possible IIS model which the state has reviewed and which incorporates many of the tools and functionalities described above is designed by Wireless Generation for the New York City Public School System. (See Appendix C3-C, Wireless Generation).

Examples of the Wireless Gen interface for teachers and principals are as follows:



OKLAHOMA
TEACHER SUPPORT SYSTEM

MY PROFILE
Ms. Elsa Cardona Grade 6
Subjects: Science, ELL, Math
Classes: 4 Students: 124
Yr Exp: 5

MY GOALS

MY RESOURCES

MY P.D. PLAN

MY NETWORK



Log Out January 19, 2010

MY STUDENTS

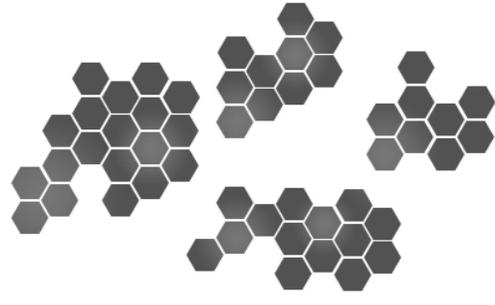
Overall Proficiency

Assessment Type	BOY	MOY
Summative Assessments	45%	45%
Formative Assessments	43%	43%
Priority Academic Student Skills (PASS)	21%	21%
Differentiated Instruction Plan		
Attendance		

21% of your students rank below average on overall proficiency. There is a pattern of low attendance and dropped assignment completions among these students that may reflect issues in the home.

MY CURRICULUM

Show **Coverage** **Results** for **Federica Pietas**



BOY MOY EOY

Federica Pietas missed lessons in plate tectonics and mineral identification, reflected in assessment data. Federica is an independent learner, so as consider online program in this content area.

MY EFFECTIVENESS



3 Leadership

5 School Culture

4 Effective Planning

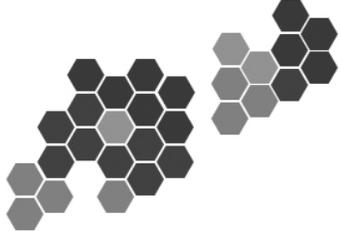
3 Instruction

4 Collaboration

Effective Teacher

Your best skills are in Leadership and Instruction. You can add to your skills in Collaboration and Effective Planning to improve your effectiveness rating. A higher effectiveness rating in these areas translates into 7% improvements in student achievement.

MY ACTION PLAN



Attend Data Retreat

Formative assessment for Chemistry Section 1

PASS Group planning session with Principal Skinner

Train as Chemistry Coach

Meet with Parent Liaison for Biology class

↓

Today's Action Plan

Model Classroom visit scheduled

Talk to Principal about P.D. options

Assess Unit 3 : Biology of Plants

↓

Reteach



↓

Review



↓

New Teach



MY P.D. PLAN

Suggested P.D.

- Windows on Curriculum: Classroom Observation scheduled 12/15
- Monthly one-on-one with Principal
- Lesson Planning workshop 12/21
- Training: Working with your Team
- Video: How to Prepare Great Lessons for Science
- Peer-to-peer training sessions weekly
- Collaborative Lesson Planning Group Workshop
- Webinar: Interpreting Formative Assessment Data

↓

Resources

- [Oklahoma Mentoring Network](#)
- [Educational Leadership Coaches](#)
- [Tutor Crossing](#)
- [Oklahoma Clearinghouse of Quality Lesson Plans](#)
- [Gallup Teacher Insight Tool](#)
- [Oklahoma Biology Teachers Network](#)

Mr. Gerald Popkin, Principal. Hamilton Middle School. [Log Out](#) January 19, 2010



OKLAHOMA
TURNAROUND SUPPORT SYSTEM
Flexibility + Accountability

MY GOALS

MY RESOURCES

MY P.D. PLAN

MY NETWORK



MY STUDENTS

Students

Grade: **6** **7** **8**

Growth & Goals

Highlights

Referrals

Attendance

Graduation Rates

Overall Proficiency

College Retention

Focus: My Foster Care Students

MY TEACHERS

Needs Improvement: 5

Approaching Effective: 10

Effective: 8

Highly Effective: 15

Attendance

Prior | Current | Future

School-Wide Intervention

RTI | Reading Math

Teacher's Blog:

"If we hope to address the bottom 10% of students, we really need to consider the real costs of..." --Mark Branch 10/8 2:30 p.m.

"Check out the latest from OK teacher/blogger John Thompson. He's got an interesting perspective on CEP reports which he finds..." --Carla Lewis 10/7 12:15 a.m.

MY COACHES

Send Monthly Update

Staff Survey

MY COMMUNITY



Contacts

Phil Bohl, Social Worker (580) 555-4287

Rhoda Whittenberg, Key Opinion Leader (580) 555-7760

Don Tofpi, Kiowa Tribe Chairman (580) 555-9625

URGENT

Absenteeism increased 12%

Last Week | This Week

Instructional time: Up 7% last week

Science course completion dropped 5%

Avg. 11% | Currently 18%

OVERALL PROGRAM SNAPSHOT

You are at 30% of progress on developing Effective Collaborative Leaders

Successful strategies from regional principals

[More >](#)

ACTION PLANNING: The Nine Essential Elements

Leadership | **Organizational Structure & Resources** | Comprehensive & Effective Planning | Curriculum | Classroom Evaluation & Assessment | Instruction

Strategies

- Assign Teachers Based on Critical Courses
- Plan Teacher Compensation Meeting Evaluations
- Recruit and Assess New Teachers
- Redistribute Low and High Performing Teachers
- Meet with School Management Dean

Resources

- Teach for America
- Equitable Teacher Distribution Advisory Committee
- Urban Institute
- Data Retreat Web Resources
- ABCTE for Elementary and Special Education

MY ACTION PLAN

- Conduct Needs Assessment
- Conduct Evaluations
- Determine Critical Course Assignments
- Set Compensation Meeting Dates
- Recruit with Teach for America
- Meet with School Management Dean

Critical Course

Reassign Teachers

Complete Reassignment Plan

(C)(3)(i) Strategy One Timeline and Responsible Person(s): Designing and implementing the state's IIS for implementation in every Participating LEA that does not already have an IIS will require a year and a half to complete and will be the primary responsibility of the Oklahoma State Department of Education assisted by the P-20 Data Coordinating Council. The IIS's will be in every school in Participating LEAs by Fall 2012 and accessible by every teacher and principal in those LEAs by the Fall of 2013.

(C)(3)(ii) Strategy Two: **Provide professional learning around access and use of the IIS through regional and local data coaches.**

Access to the best technology, information and resources will not provide results unless teachers and principals know how to use them in their day-to-day work to continuously improve instruction and student learning. The culture shift to data-driven instruction and decision-making is dependent upon establishing a core set of technical and pedagogical skills among teachers and leaders. Oklahoma expects these skills, and the improvements in student achievement growth and teacher/leader performance resulting from their use, will make data-driven instruction and decision-making the norm in all Oklahoma schools.

To support this culture shift, Oklahoma is investing in a team of six data coaches organized by geographic region. With the support of Oklahoma State Department of Education's Curriculum and Assessment trainers, they will train an in-state network of over 400 district-level employees to become master trainers in the effective use of data. These master trainers will deliver scalable professional development to local schools, school boards and districts. The training will focus on:

- How to use the IIS platform and tools
- How to use data to understand student needs and inform instruction, and
- How to use instructional data in professional learning teams to support continuous improvement.

The six regional data coaches, supported by approximately fifteen Curriculum and Assessment Team trainers and 400 district-level employees will lead the implementation of the IIS and relevant training across all Participating LEAs in the state. Participating LEAs — especially the largest school districts in the state such as Oklahoma City and Tulsa Public

Schools — will be encouraged to use their Race to the Top funds (or Title funds, as appropriate) to hire their own dedicated LEA and/or school-specific data coaches to help lead the scale-out of the IIS training in their particular districts. In each regional network, the coaches will provide training to the administrators and teacher leaders that comprise the network, who will then lead the efforts in their respective districts. The network members from each district will be teachers and principals selected by each Participating LEA.

As described in Section (D)(5), each Participating LEA must use Race to the Top funds to provide effective training in the use of data-driven instruction and decision making, and all professional development, including data-use training will be evaluated and measured for its impact on student growth for continuous quality improvement purposes. Data coaches will support LEA- and school-specific training in the effective use of data by providing local educators with high-quality training resources and strategies relating to data-informed instruction based in research and best practice. For example, data coaches will train principals and lead teachers in how to form professional learning communities of data teams, how to train their trainers in the use of data to improve instruction, how to mentor new teachers using data-driven strategies, and how to huddle after observations using techniques such as “instructional rounds” like teams of doctors in the medical field. Several Participating LEAs have also expressed an interest in using their Race to the Top funds to pay for weekly or bi-weekly data coaching time (in 90-minute blocks) for small teams of teachers in low-performing schools led by a local data coach who is trained by a regional data coach.

It is also important to note that the Oklahoma State Department of Education, the Commission for Teacher Preparation and Colleges of Education will integrate training and support around using data to improve instruction (and the state’s IIS specifically) into Oklahoma’s teacher and principal preparation and certification programs. All new teachers and principals, as well as those who transfer in from other states, will receive the training and support necessary to access and use the system.

(C)(3)(ii) Strategy Two Timeline and Responsible Person(s): During the Spring 2011, the Oklahoma State Department of Education and the P-20 Data Council will facilitate the development of the IIS training specific to the transition to the Common Core State Standards resources that will be available to all teachers in the 2010-2011 school year. Coaches will be deployed to Participating LEAs in their region’s schools beginning in the Spring of 2011 based

upon the number of teachers per school and schools' interest in participating in data coach assistance, with first priority given to the low-performing schools.

(C)(3)(iii) Strategy Three: Make the data from instructional improvement systems and the state's longitudinal data system accessible to researchers to drive evaluations of instructional materials, strategies, and approaches for educating different types of students.

The state will provide researchers access to and encourage their use of the IIS and the P-20 SLDS to evaluate the success of instructional materials, strategies and approaches on positively impacting diverse student populations. Third party evaluations by researchers will provide valuable insights into what is working and not working across classrooms, schools, and districts. With this information, the state will optimize its ability to make decisions that result in increased student learning.

Much of this work will be directed by Oklahoma's Race to the Top Commission which has dedicated Race to the Top funds to evaluate the efficacy of the state's Teacher and Leader Evaluation System in increasing the number and effective distribution of highly-effective teachers and principals and positively impacting student achievement across all student groups identified by No Child Left Behind (NCLB). The Oklahoma Commission for Teacher Preparation, which routinely procures independent evaluations of intensive professional development initiatives across the state and has recently begun studying the impact of state's preparation programs, will also work with researchers to mine the data from the P-20 SLDS and IIS with regard to teacher preparation and certification programs to inform the state's funding of the teacher pathways as noted in (D)(4). Other topics of research that will be pursued include investigations into the efficacy (as measured by increases in student achievement) of instructional materials and strategies designed in conjunction with the transition to Common Core State Standards as well as the intervention strategies initiated by the state's persistently lowest-achieving schools as described in Section (E)(2). The state will also pursue research into the effectiveness of its newest early childhood initiatives to build upon the evidence base already existing on the state's four year-old universal Pre-Kindergarten program by Georgetown University researchers. Successful research proposals will include analyses of quantitative data available through the P-20 SLDS and IIS as well as qualitative data (where applicable) — all

provided in accordance with privacy laws for the purpose of informing the state's understanding of teacher and principal effectiveness and how to positively impact student achievement.

Oklahoma already has experience in providing researchers with access to its longitudinal data systems, such as studies evaluating college readiness through ACT data from the Explore, Plan, COMPASS and ACT exams, from the High School Indicators Report, and work readiness from WorkKeys. Some of these data have been connected with college admissions and remedial course records and with employment data by industry sector and the Oklahoma Employment Security Commission. In addition, there are organized research units such as the nationally recognized K-20 Center at the University of Oklahoma that work with and conduct research on education initiatives with schools and districts across the state and use the education data systems to inform their analysis.

Oklahoma has built a solid foundation and a detailed plan for making its award winning student information system more robust, completing a statewide longitudinal data system connected in a single portal with customized interfaces for the various stakeholders and using that widely accessible data to inform and improve education outcomes at every level. The state's platform will enable everyone from parents to policymakers to determine "what works" to impact student growth and to use that information to expand and replicate successful strategies in Oklahoma and share this success across the nation.

To insure a high quality education pipeline, Oklahoma Commission for Teacher preparation, which currently reviews and accredits teacher preparatory program will:

1. Link teacher preparatory programs to the TLE data and use the data in providing feedback to teacher preparatory program and in accreditation decisions;
2. Link teacher certification and professional development programs to the TLE data.

(C)(3)(iii) Strategy Three Timeline and Responsible Person(s): To further the research objective of (C)(3), Oklahoma State Department of Education, the Oklahoma Commission for Teacher Preparation, Higher Education, and CareerTech will sponsor an open process designed to connect research needs with the capabilities of the education research community in the Summer of 2011. This outreach will be delivered web tools (like NineSigma or InnoCentive) as well as an annual event in Oklahoma led by the three education systems and

assisted by the Oklahoma Employment Security Commission and the P-20 Data Coordinating Council.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					
Implementation of the Oklahoma IIS		√			
Link databases of participating LEAs to P-20 Oklahoma State Longitudinal Data System.			15%	50%	90%
Number of daily users of system.		1000	5400	18000	32000

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

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;*
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and*
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.*

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

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

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

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

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

Recommended maximum response length: Two pages

(D)(1)

Providing High-Quality Pathways for Aspiring Teachers and Principals

Oklahoma has a strong commitment to providing high-quality pathways to teaching, and school leadership, both alternative and traditional. Oklahoma's teacher and principal pathways are anchored to the overarching principle that **teachers are the single most important school-level factor in driving improvements in student learning**. The quality of the school principal is vital as well and ties into teacher effectiveness, as research indicates that **the results of effective leadership are more effective teachers**. Leaders influence student learning by galvanizing efforts around ambitious goals and establishing conditions that support teachers and help students succeed. (Leithwood and Riehl, 2003; Togneri and Anderson, 2003). Consequently, a principal's impact on student learning is second only to the effects of the quality of the curriculum and teachers' instruction. (Leithwood and Riehl, 2003).

Oklahoma's high-quality pathways for aspiring teachers and principals, (including alternative certification and teacher preparation programs) are **continuously improved by data-rich feedback under Oklahoma's bold Race to the Top plan**. Oklahoma commits to high-quality pathways for teachers and principals in **three** primary ways:

1. **Oklahoma provides strong alternative pathways to certification, (including multiple alternative certification providers operating independently of institutions of higher education)** in order to attract high achieving individuals from other professions and education tracks. Specifically Oklahoma allows ease of teacher certification for successful programs like Teach For America and, in hard to staff schools and content areas (such as STEM) continuously evaluates these programs for alternative certification based upon data (including, moving forward, TLE results) about their teachers' impact on student learning.
2. **Our plan improves the teacher and principal pipeline from traditional teacher/leader preparatory programs** at institutions of higher education through third-party credentialing, feedback and accountability based on their graduates' Teacher and Leader Effectiveness Evaluation (TLE) ratings, and their performance in specific subject areas.
3. **Oklahoma's plan supports all teacher and principal pathways through high-quality ongoing professional development for new and existing teachers and leaders** tailored to their needs and strengths as identified by the TLE. The Race to the Top funded professional development will be evaluated by the Oklahoma Commission on Teacher Preparation and certified by the Oklahoma State Department of Education. Connecting teacher professional development data to student growth under Oklahoma's Teacher and Leader Effectiveness Evaluation

(TLE) system allows Oklahoma to continuously monitor the student impacts of these multiple routes to teacher preparation and development.

(D)(1)(i) *Legal, statutory, or regulatory provisions that allow alternative routes to certification, particularly for providers in addition to institutions of higher education.*

Oklahoma has **four strong and substantial alternative routes to certification for teachers and one alternative certification program for principals**. All five alternative routes, including those provided by private contractors, must meet rigorous state accreditation standards and adhere to Oklahoma's high quality bar for teacher and principal preparation programs. (See Appendix D1-A, Oklahoma Alternative Certification Laws for further description of each option, including specific application and program requirements).

The alternative certification routes for teachers in Oklahoma are outlined below and are compared in detail on the following page:

- Oklahoma's Alternative Certification Program (See "Column 1"; avail. 1990), which **targets STEM professionals** through the University of Oklahoma's College of Engineering (See (D)(1)(iii) below);
- American Board for Certification of Teacher Excellence (ABCTE, also referred to as Passport to Teaching Program) (See "Column 2"; avail. 2009);
- **Teach For America** (See "Column 3"; **staffing exclusively those schools listed as "needs improvement"**; avail. 2009); and
- Troops to Teachers (See "Column 1/Column 2" — the pathways for this program; avail. 1994).

Notably, Oklahoma's **Teach For America** and **ABCTE** programs are alternative certification routes **operating independently of institutions of higher education** (IHEs). Their candidates complete the independent providers' certification programs, and the Oklahoma State Department of Education issues a certification on the alternative certification provider's recommendation.

All new teachers receive first year mentoring. A survey conducted in the last year by the Oklahoma Commission for Teacher Preparation (OCTP) of traditional and alternative route teachers involved in the new teacher mentoring program shows that both alternatively certified teachers and new teachers entering their careers through teacher preparation programs consider themselves prepared. (See additional information in Section D(4)). The alternatively certified teachers reported high levels of competence in significant areas: 82 percent report perceiving

themselves as well-prepared and 90 percent understanding the subject matter taught — scores comparable to the scores of teachers prepared through the traditional teacher preparation program pathway.

Alternative certification of principals, available since 2005, can occur if the applicant has a master's degree, two years of relevant work experience, participation in an administrative preparation program at an IHE, and a passing score on the subject area competency examination. A standard certificate replaces the alternative certificate after the principal's successful completion of an administrative preparation program or equivalent.

Further evidence required for (D)(1)(i): As detailed in the preceding language and charts below, the alternative teacher and principal certification options meet each of the five criteria in the Race to the Top definition of alternative certification route and provide high-quality options for placing an effective teacher in every classroom:

- (a) Providers can be a wide range of institutions, including both institutions of higher education and other providers operating independently from IHEs.
 - **Teach For America** and **ABCTE** are alternative route providers that operate independent of IHEs.
- (b) Alternative routes in Oklahoma are selective in accepting candidates.
 - **All five routes** are selective in accepting candidates
- (c) Alternative routes in Oklahoma provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching.
 - **In all five alternative certification routes**, the candidates are in schools as teacher (or principal) of record while they receive certification support; and all five routes have a mentorship and supervision component. The ABCTE and Teach for America mentorship programs are particularly noteworthy. The ABCTE mentorship program provides a local mentor who gives continuous support for newly certified teachers. The mentor observes the teacher at least four times per year with discussion and feedback, working on proven areas for teacher success, such as lesson planning, instructional delivery, and positive learning environments. The Teach for America mentorship program uses grade-level and content specific teams that include successful teachers, experienced Teach for America members, and alumni of the Teach for America program. Teams meet regularly to discuss challenges, instructional practices, and encourage collaboration.

Both the one-on-one and the team based approach are proven support methods.

- (d) Routes significantly limit the amount of coursework required or have options to test out of courses.
 - **In all five alternative certification routes**, work experience in the content area reduces the required amount of coursework. Also, because the “Column 1” alternative route option for teachers and the alternative route for principals are university-based, candidates may test out of courses to limit the coursework.
- (e) Alternative routes, upon completion, award the same level of certification that traditional preparation programs award upon completion.

All five alternative certification routes result in an award of a standard professional teaching certificate upon successful completion of the respective programs.

OPTIONS FOR NON-TRADITIONAL TEACHER LICENSURE AND CERTIFICATION PROGRAMS

Oklahoma State Board of Education (OSBE) ▪ American Board for Certification of Teacher Excellence (ABCTE) ▪ Oklahoma Commission for Teacher Preparation (OCTP)
 Oklahoma General Education Test (OGET) ▪ Oklahoma Subject Area Test (OSAT) ▪ Oklahoma Professional Teaching Exam (OPTE)

Row Identifier	(Column 1) Alternative Placement Teaching License *** (1) Effective 11-01-09** Law: 70 O.S. § 6-122.3	(Column 2) **ABCTE Middle and Secondary Level Certificate Areas *** Law: SB 582 – Eff. 7-1-2009	(Column 3) Teach for America Initial Application to Teach for America Law: 70 O.S. § 6-195
	Contact: Oklahoma State Department of Education (405) 521-2062	American Board for Certification of Teacher Excellence <www.abcte.org>	Contact: Teach for America <www.teachforamerica.org>
Degree Requirement >	Bachelor's degree with a 2.5 grade point average and a major that corresponds to an Oklahoma teaching certificate other than Early Childhood, Elementary Education, Special Education (Master's Degree*)	Bachelor's degree	Bachelor's degree
Preparation >	Verify 3 years of subject-related experience after bachelor's degree OR college credit above a bachelor's degree Not required for Troops to Teachers	Accepted by the American Board for Certification of Teacher Excellence (ABCTE)	Accepted by Teach for America
Testing >	Pass the OGET and required OSAT that matches degree/major, <u>except Early Childhood, Elementary Education, and Special Education</u>	Pass ABCTE desired middle level or secondary subject test and professional teacher test	Testing determined by Teach for America
Requirement >	Have on file with the OSBE a current approved OSBI/FBI criminal history fingerprint check	Have on file with the OSBE a current approved OSBI/FBI criminal history fingerprint check	Have on file with the OSBE a current approved OSBI/FBI criminal history fingerprint check
Additional Requirement >	Receive a recommendation for certification from the Oklahoma Teacher Competency Review Panel Receive OSBE Approval		
Initial Credential >	OSDE Issues License	OSDE Issues Middle Level or Secondary Level License (Valid for 1 Year)	OSDE Issues License (Valid for 2 Years)
Residency Program >	Complete the Oklahoma Resident Teacher Program	Participate in ABCTE mentoring program – One Year	Complete the course-work and mentoring provided by Teach for America Program
Additional Requirement >	Within three (3) years, pass the OPTE and complete a professional education component as follows: <ul style="list-style-type: none"> • With a bachelor's degree – 18 college credit hours or 270 clock hours • With a post-baccalaureate degree – 12 college credit hours or 180 clock hours 		
Standard Certificate >	Apply for a Standard Certificate OSDE Issues a Standard Certificate (Valid for 5 Years)	Apply for a Standard Certificate OSDE Issues a Standard Certificate (Valid for 5 Years)	Apply for a Standard Certificate OSDE Issues a Standard Certificate (Valid for 5 Years)
Information >	With the exception of Early Childhood, Elementary, and Special Education, additional subjects in Middle and Secondary Level only may be added by testing Effective 11-1-09		

*Library media specialist, school counselor, reading specialist

**No Early Childhood Education, Elementary Education or Special Education in Columns 1 and 2

(1) Initial law adopted in 1990.

***Note: A Troops to Teachers Option for Alternative Certification



**ALTERNATIVE ADMINISTRATOR CERTIFICATION REQUIREMENTS FOR INDIVIDUALS SEEKING
ADMINISTRATOR CERTIFICATION THROUGH AN OKLAHOMA HIGHER EDUCATION INSTITUTION**

70 O.S. § 6-189 (HOUSE BILL 1477)
Effective July 1, 2007

FOR PRINCIPAL AND/OR SUPERINTENDENT

Hold a standard master's degree

+

Have two years of relevant work experience in a supervisory or administrative capacity

+

Have passing scores on the required administrator subject area test(s)

+

Have on file with the director of teacher education at an Oklahoma accredited institution of higher education a declaration of intent to earn standard certification through completion of an approved alternative administrative preparation program within three years.

=

State Department of Education issues an initial alternative administrative credential valid for three years (nonrenewable)

+

Completion of an alternative administrative preparation program

=

**State Department of Education Issues Standard Certificate for
Principal or Superintendent as Applicable**

(D)(1)(ii) *Alternative routes to certification (as defined in this notice) that are in use, include data on program elements, number of successful certifications per program in the previous year, and the total number of teachers and principals certified in the previous year:*

Oklahoma has provided alternative routes to teacher certification since 1990 and has expanded those routes in the past two years, while maintaining appropriate mentoring, subject area competency, and pedagogy training. The chart below provides compelling evidence about the strength and use of the state's alternative certification programs, **core elements** of which are enumerated above. In the previous year, there were a total number of 12,128 teaching certificates issued. Of that number, 4251 teachers (or 35 percent) successfully completed an alternative certification program to receive their certificate. With regard to principals, there were 1,847 newly issued principal certificates in 2009, 60 (4 percent) of which were obtained through the alternative certification pathway the state adopted in 2005.

The chart below provides the numbers of teachers and principals that have successfully completed the program in the last academic year through the standard alternative certification programs. There are no successful "completions" of the ABCTE teachers or the Teach For America corps members, since those paths were not opened up until this past fall. However, it is notable that there were 80 Teach For America teachers in Tulsa in the 2009-2010 school year, and that there will be an additional 74 teachers added to the Tulsa corps in 2010-2011, for a total of 154 Teach for America alternative pathway teachers.

Five Year Comparison of Newly Certified Educators (Traditional and Alternative) and Subset of Certified Principals in Oklahoma

Newly Certified Educators by Year								
Year	All	Trad	Trad SPR	Trad Working %	Alt	Alt SPR	Alt %	Alt Working %
2009	12128	7910	4265	53.92%	4251	2275	35.05%	53.52%
2008	10152	10152	5919	58.30%	4232	2417	29.49%	57.11%
2007	7411	7411	4497	60.68%	2005	1537	21.34%	76.66%
2006	7108	7108	5034	70.82%	1372	1054	16.23%	76.82%
2005	4435	4435	2936	66.20%	543	384	10.94%	70.72%

Newly Certified Principals by Year								
Year	All	Trad	Trad SPR	Trad Working %	Alt	Alt SPR	Alt %	Alt Working %
2009	1847	1769	1169	66.08%	78	60	4.22%	76.92%
2008	1892	1830	1366	74.64%	66	53	3.49%	80.30%
2007	1678	1619	1180	72.88%	62	47	3.69%	75.81%
2006	1769	1703	1227	72.05%	67	54	3.79%	80.60%
2005	1324	1292	919	71.13%	32	28	2.42%	87.50%

Trad are traditionally certified educators through approved programs in IHE
 SPR is a headcount from School Personnel Records files that year (employed in schools)
 Alt % is the percentage of newly alternatively certified educators compared to all certified teachers
 Alt % Working = % of teachers alternatively certified in that year who were working.

[SOURCE: Professional Services, Oklahoma State Department of Education, May 2010

(D)(1)(iii) *Process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.*

To increase the number of highly effective teachers and leaders, the pipeline must continuously be filled. The state will identify areas of teacher and principal shortage. To assist in development of this data, Oklahoma’s LEAs are required to submit to Oklahoma State Department of Education information regarding the areas of teacher and principal shortage, or they face the loss of funding and accreditation. (See Appendix A1-E. House Bill 2211.) To calculate teaching shortage areas on a non-duplicated FTE basis, LEAs consider the following: (a) teaching positions that are unfilled; (b) teaching positions that are filled by teachers who are certified by, provisional, temporary, or emergency certification; (c) teaching positions that are filled by teachers who are certified but who are teaching in academic subject areas other than their area of preparation; and (d) teaching positions that are filled by teachers who have not averaged at least an "effective" rating for the last two years per Oklahoma's TLE—an important data point, as the TLE rating (based largely on student growth) drives the teacher retention process. (See Section D(2)).

As noted in the introduction to (D)(1), the TLE system mandated by Senate Bill 2033 (which will be enhanced with the local instructional improvement systems described in (C)(3)) will provide particularly strong information for identifying and then responding to areas of shortages of effective teachers. By law, LEAs must conduct annual evaluations on the effectiveness of teachers and principals tied to student growth, and that data — by law — must be provided to the Oklahoma Commission for Teacher Preparation, which accredits and monitors the state's colleges of education and their preparation programs for teachers and principals. With other objective data regarding the quality of preparation programs and their development of teachers in shortage areas such as teacher/principal testing and certification results, the independent Commission for Teacher Preparation determines the effectiveness of and the numerical output of teacher preparation programs and can identify where the teacher and principal pipeline needs improvement or expansion. In our Race to the Top Plan, LEAs and the Commission for Teacher Preparation will use data from the state's longitudinal data system and TLE ratings of graduates of Oklahoma's teacher preparatory program in their accreditation determinations and as feedback for improvements needed in teacher preparation programs — including the recruitment and preparation of new teachers in shortage areas. This continuous data-driven improvement loop — **linked to student-growth through the TLE** — enables the Commission for Teacher Preparation staff, and school district personnel to monitor teacher and principal shortages and ensure high quality preparation pathways for teachers and leaders to successfully fill areas of shortage.

Since 1982, the Oklahoma State Department of Education has also supplemented LEAs efforts to identify and address teacher and principal shortages by conducting periodic surveys of school districts to determine shortage areas. Through the strategies described in (D)(3), the Oklahoma State Department of Education and the Commission for Teacher Preparation will work together to coordinate these efforts and enhance the state's capacity to monitor, evaluate and identify areas of teacher and principal shortage and regularly determine hard-to-staff content areas and schools.

To strengthen the pipeline and help fill these areas of shortage, LEAs may provide **incentive pay** to recruit or retain teachers in critical subject areas, including, but not limited to, STEM special education and foreign languages. Senate Bill 2033. In addition, LEAs like Tulsa Public Schools already use acclaimed programs for alternative pathways to teaching like **Teach**

For America to fill teaching positions in their lowest achieving schools. Approximately 80 **Teach For America** corps members began teaching in 2009-2010 in low achieving schools and an additional 74 corps members will be added in 2010-2011 (for a total of 154 Teach For America teachers), providing a proactive solution to hiring quality teachers for hard-to-staff schools. Oklahoma's plan works to develop effective teachers and principals to fill areas of shortage through ongoing professional development for new and existing teachers and leaders tailored to their needs and strengths as identified by the TLE and the data of the local instructional improvement systems. Preparation includes the extensive professional development offerings described in Section (D)(4) and (5), including, but not limited to:

- the Oklahoma State Department of Education's **Mathematics and Science Partnership Program**, which has allocated over \$2,602,400 in its initiative to support and develop science and math teachers, in over 93 school districts, through 2-4 weeks of intensive professional development.
- the University of Oklahoma's **K20 Improving Science Across Oklahoma**, a whole-school, science-focused grant initiative established in 2005, which assists teachers in improving science instruction by providing them intensive professional training in science content and inquiry processes along with FOSS science kits.
- the Oklahoma State Department of Education's **Master Teacher** program supports professional development for 20 teachers annually in each area of Oklahoma's core curriculum. These teachers receive rigorous training and are selected to participate based on professional qualifications and geographical distribution using a train-the-trainer model. The program will be updated for adoption of the Common Core Standards.
- **First year Teacher Program**, which features a mentorship team for each first-year teacher; at the end of the "entry year," the committee of a mentor teacher on site, the principal, and a higher education faculty member – one of whom must have experience in the resident teacher's field of teaching – recommends certification or an additional year in the program.
- the University of Oklahoma and Oklahoma State University's **Oklahoma Mentoring Network**, which trains mentors to effectively mentor first year teachers.
- **CCOSA New Principal Training** provides intensive leadership training for novice principals (with five or less years experience) in how to conduct teacher effectiveness evaluations for improved instruction, 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.

To prepare teachers and principals to fill areas of shortage, the Oklahoma State Department of Education and LEAs will also work with the newly created Oklahoma **STEM Coordinating Council** to analyze existing human capital needs and leverage teacher pipeline data to develop recruitment, retention and professional development strategies targeting shortages in STEM education. Because the STEM Coordinating Council's members include the Colleges of Education and the Oklahoma Commission for Teacher Preparation, they have the capacity to develop a collaborative strategic plan to identify shortages and prevent future shortages as well.

An exciting **STEM teacher pipeline** through the University of Oklahoma's College of Engineering is specifically addressing the common occurrence of teacher shortages in the critical subject areas of STEM by preparing teachers to fill those areas of shortage. Recently accredited by the Commission for Teacher Preparation, the University's STEM education program targets applicants who possess a B.S., M.S., or Ph.D. in a STEM field who have just entered the teaching profession at the secondary level through an alternative certification pathway. The program leverages the alternative certification program by providing those individuals intensive support and preparation in STEM pedagogy without requiring them to leave their teaching positions. The program is five-semester program with small cohorts (15-20 teacher-students), a design that maximizes teacher development and will impact student learning. Note: SB 2033's provision enabling districts to significantly increase incentive pay to attract teachers in shortage areas is a key lever beyond this training program and also a motivator for teachers to attend the STEM program.

Five of our institutions of high education are also working to prepare teachers for the unique demands of **teacher shortages experienced in urban areas**, particularly in the state's two largest school districts — Oklahoma City and Tulsa Public Schools. Both districts have student populations mired in poverty with more than 83% of students in these districts eligible to receive free and reduced lunch).

To address teacher shortages, the Oklahoma State Department of Education has also successfully partnered with **Teachers-Teachers.com** to provide a statewide educator recruitment service (at no cost) to Oklahoma public schools since 2005. This initiative helps the 532 public

school districts recruit highly qualified and effective teachers and administrators by accumulating a statewide pool of qualified job seekers that can be accessed by school district recruiters. (See Appendix D1-4, Teachers-Teachers Home Page). By giving all districts equal access to the statewide pool, the state took the initial step in shoring up the teacher pipeline and providing for the equitable distribution of effective educators. More information about Teachers-Teachers.com is found at (D)(3).

Oklahoma also allows for **emergency certification** to fill shortage areas. Requests for emergency certification are presented to the Oklahoma State Board of Education by the LEA's superintendent and the teacher requesting emergency certification. The State Board may authorize emergency certification for a teacher for up to one year.

Oklahoma's P-20 state longitudinal data system, combined with the powerful tools in Senate Bill 2033 ensures Oklahoma is a leader in its varied approaches to provide high quality pathways to prepare, identify and develop effective teachers and principals that will positively impact student learning.

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

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

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

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

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

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

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

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

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

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

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

Recommended maximum response length: Ten pages

(D)(2) Improving Teacher and Principal Effectiveness Based On Performance

We wholeheartedly agree with the following statement by the New Teacher Project: “Effective teachers are the key to student success. Yet our school systems treat all teachers as interchangeable parts, not professionals. Excellence goes unrecognized and poor performance goes unaddressed. This indifference to performance disrespects teachers and gambles with students’ lives.”

Oklahoma is deeply committed to treating teachers as the highly skilled professionals they are. By implementing a rigorous, transparent, fair evaluation system based on upon impact on student academic growth and strong qualitative assessments and using evaluations to guide the preparation, selection, retention, development, promotion, compensation, dismissal, and reductions in force of teachers and principals, Oklahoma will honor and reward educator professionalism and dramatically improve teacher and principal effectiveness. (**See** Appendix A1-A Senate Bill 2033 “Teacher Leader Effectiveness Act”).

Because teachers and principals are the primary in-school determinant of student achievement, in Oklahoma, we will not rest until every student has an effective principal and an effective teacher in every class, every year. The lynchpin in our drive to ensure universal education quality for all students is the Teacher and Leader Effectiveness Evaluation System outlined in SB 2033, “The Oklahoma Teacher Leader Effectiveness Act of 2010.” Dovetailing with the state’s longitudinal data system and Oklahoma’s instructional improvement systems, the TLE is the powerful tool districts need to continuously improve educator effectiveness.

Vision	Every Oklahoma student attends a school with an effective principal and has effective teachers in every class, every year.
Strategies	<p>Significant, continuous improvement of teacher and principal effectiveness through a rigorous, transparent, fair annual system of assessing educator effectiveness that drives teacher and principal professional development and all key human resource decisions (retention, promotion, compensation, dismissal, reductions in force) and catalyzes improvements in educator preparation.</p> <ol style="list-style-type: none"> 1. Utilizing Oklahoma’s already clear procedures and data systems for measuring student growth, to design and implement a statewide Teacher and Leader Effectiveness (TLE) evaluation system, using rigorous, a transparent, and fair way of assessing teacher and leader effectiveness based equally on impact on student academic growth and thoughtful qualitative measures. <u>See</u> Appendix A1-A SB 2033 – “Teacher and Leader Effectiveness Act.” 2. Remove ineffective probationary and career status (tenure) teachers and principals and provide express routes to career status for highly effective teachers. 3. Support teachers and leaders to do their best work by aligning professional development with TLE evaluations. 4. Motivate and retain highly effective teachers and leaders via incentive pay opportunities. <ul style="list-style-type: none"> ○ target pay incentives in low-performing schools, ○ STEM subjects, and ○ in hard-to-staff schools or school districts. 5. Improve teacher and leader preparation programs by providing data to the preparation programs on the performance of graduates, requiring the implementation of strategies to address program weaknesses, and holding accountable the preparation programs that consistently produce unprepared graduates. 6. Empower parents and other key stakeholders with aggregate school and district-level information regarding the effectiveness of teachers and leaders.
Milestones	<ul style="list-style-type: none"> • December, 2011 -- Based on in-depth research and input from exemplary teachers and principals, Oklahoma has a uniform statewide system for measuring teacher and leader effectiveness. • January 2012 – Oklahoma State Department of Education has a strategy for training all evaluators to implement it statewide no later than the 2013-2014 school year • 2012-2013 school year—LEAs in Oklahoma begin implementing the TLE and base personnel decisions on TLE ratings. Our goal is for districts containing at least 20% of Oklahoma students to adopt the TLE system in the 2012-2013 school year. • 2013-2014 school year -- every LEA in the state (whether a Participating LEA or not) evaluates the effectiveness of their teachers and principals using the TLE, and ineffective educators who fail to improve in the statutorily determined timeframe will not be dismissed.

Six strategies support Oklahoma’s vision and are described under the relevant criteria below.

- (D)(2)(i): **Clear procedures for measuring student growth for each individual student.**
and
- (D)(2)(ii): **Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account student growth data as a significant factor, and (b) are designed with teacher and principal involvement.**

Strategy 1: Design and implement a student-growth based teacher and principal evaluation system to drive improvements in student achievement.

Strategy 6: Empower parents and other key stakeholders with aggregated school and district-level information regarding the effectiveness of teachers and leaders.

Ensuring all students graduate college and career ready is the purpose of Oklahoma’s K-12 education system. Oklahoma’s economic vitality and quality of life hinge on our K-12 system achieving dramatically better results going forward. Dramatically better results cannot happen without profound improvements in teacher and principal effectiveness over time. Much is required to make that happen, but first and foremost all stakeholders need reliable, accessible, actionable data on the impact of teachers and principals on student achievement. Fortunately, thanks to improvements made in the past several years, Oklahoma has the data system to undergird a student-growth based teacher and principal evaluation system that drives improvements in student achievement.

With the overwhelming passage of the landmark Oklahoma Teacher and Principal Effectiveness Act of 2010 (Senate Bill 2033) on May 26, 2010, Oklahoma will have the Teacher and Leader Effectiveness Evaluation System (TLE), a rigorous, transparent, and fair student-growth based teacher and principal evaluation system whose implementation is guaranteed by statute. See, Senate Bill 2033. As stipulated in Senate Bill 2033, 50 percent of a teacher and principal TLE ratings must be based on the following quantitative measures:

- 35 percent upon student academic growth using multiple years of standardized test data, as available, and
- 15 percent on student academic growth according to other measures of academic progress.

Student assessment results are vital inputs in the TLE as they demonstrate the gains in learning that any particular student has made relative to the high standards of curriculum and learning Oklahoma has set. Building on this fact, and the primacy of educator effectiveness on student achievement, Oklahoma's educator evaluation system defines student growth in the TLE as an individual student's growth in achievement over a defined period of time. As such, Oklahoma's use of student academic growth in the TLE is clearly articulated and meets the Race to the Top definition.

Given the limited grades and subjects for which there are standardized tests currently, Senate Bill 2033 stipulates that, for teachers in grades and subjects for which there is no state-mandated test, 35% of the TLE rating will be based on unit or end-of-year tests, other quantitative or objective assessments of student progress, qualitative assessment, or a reasonable calculation of that teacher's impact on school, grade level, or classroom academic growth. Similarly, for the fifteen percentage points of an educator's TLE rating based on student academic measurements beyond standardized test scores, the Senate Bill 2033 created Race to the Top Commission may recommend the use of achievement data from ACT examinations, AP scores, or other academic metrics linked to student growth as appropriate for the class and grade level.

With regard to evidence for (D)(2)(ii)(a), it is noteworthy that the TLE is a multiple (five-tier) rating system that differentiates teacher and principal effectiveness into the following categories: *superior*, *highly effective*, *effective*, *needs improvement*, and *ineffective* tiers. Further, as described below, the TLE provides actionable feedback on specific teacher and principal behaviors that will enable educators to improve student learning, particularly in concert with the Participating LEA's Instructional Improvement Systems (IISs). Through the combination of the TLE and the data-rich IIS, Oklahoma teachers and principals will understand how their performance affected student achievement and specifically how to increase their positive impact on student growth.

To ensure the reliability of and stakeholders' confidence in the TLE system, and the student growth metric in particular, during the first year of the grant period, the Race to the Top Commission will oversee the deliberative process of determining how to measure student growth in the TLE for each grade and class PK-12. The Commission will make comprehensive TLE

design recommendations to the State Board of Education in time for the Board to adopt the TLE by the statutory December 2011 deadline.

With regard to (D)(2)(ii)(b), it is significant that Senate Bill 2033 requires **teacher and principal involvement**. The Race to the Top Commission's process of designing the TLE system, including the specific assessments and metrics comprising the quantitative portion (student growth metric) of the evaluation score for each grade level and class will be conducted with ongoing participation of teachers and principals, whose association representatives are members of the Race to the Top Commission. (See Section (A)(2)). The Commission will develop its recommendations for the evaluation system via a transparent, inclusive process. In addition to leaders from the Oklahoma State Department of Education and the Oklahoma Commission for Teacher Preparation, and teacher association representatives, stakeholders on the Race to the Top Commission include: a school administrator, a parent, a representative of the business community, and other important stakeholders. The Race to the Top Commission will call upon the expertise of the Oklahoma State Department of Education's Curriculum and Assessment Division and an independent national expert with a proven track record in the development and implementation of educator evaluation systems (with qualitative measures) and quantitative measures linked to student growth over time. Because Oklahoma's Race to the Top Commission must develop student growth and educator effectiveness measures in collaboration with teachers, administrators, and other stakeholders, the consultant must have expertise in working with state policymakers, administrators, and teachers' associations.

Public transparency in the development of the TLE system is also required by Senate Bill 2033. Public input, engagement, and awareness are key to the legitimacy and sustainability of the TLE; which, as noted above and below, will drive key personnel and professional development decisions as well as instructional strategies. The public's understanding of and confidence in and support of the TLE will strengthen its impact, raise awareness of the importance of teacher and principal effectiveness, and provide the Commission valuable opportunities to learn what teacher and principal qualities support student learning from the perspective of the public at large. To maximize public participation in the process, the Race to the Top Commission will hold community forums and seek input from the public regarding the implementation of TLE evaluation system and student growth measures.

The qualitative component for teachers and principals in the TLE will be based on a rigorous and fair assessment performed by trained certified administrative personnel (or other trained personnel approved by law) regarding observable and measurable practices that correlate to student performance success, including, but not limited to:

Qualitative Factors of Teacher and Principal Evaluation System	
For Teachers	For Principals
<ul style="list-style-type: none"> i. Organizational and classroom management skills ii. Ability to provide effective instruction iii. Focus on continuous improvement and professional growth iv. Interpersonal skills v. Leadership skills 	<ul style="list-style-type: none"> i. Organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers ii. Instructional leadership iii. Professional growth and responsibility iv. Interpersonal skills v. Leadership skills vi. Stakeholder perceptions

Continuous improvement mechanisms are embedded in the creation of TLE. In order for the TLE to increase in effectiveness just as the educators evaluated by it are expected to do, the TLE will be independently evaluated with findings looping back to continuously improve Oklahoma’s important evaluation tool. In addition, the fairness and validity of the TLE scores—rater reliability, in particular—will be monitored and ensured by the Commission through regular, state-mandated correlation checks of quantitative and qualitative scores to ensure that the TLE is being implemented with validity and that evaluations (i.e., observations) are conducted with meaningful and reasonable distinctions relating to performance. If there are problems or invalid implementation, the Race to the Top Commission and the Oklahoma State Department of Education will develop an appropriate corrective response, ranging from additional professional development to the reassessment of the TLE measures and processes. In order to rapidly build the body of evidence around TLE implementation, funds for early-deployment of rural and urban pilots have been programmed in Oklahoma’s Race to the Top budget.

Transparency will be built into the implementation of TLE. All LEAs, whether Participating LEAs or not, will be required to report their aggregated TLE scores on a district-level and school-level basis on their websites and on the State Longitudinal Data System on for public accountability and research purposes. With this information, parents and community members will be empowered with the information they need to advocate for continuous improvements in schools and recognize opportunities to assist schools and districts with education reform efforts. Researchers, as explained above in Section (C)(3), will use this information to measure patterns and the efficacy of intervention models impacting student learning and teacher effectiveness.

Race to the Top Commission Responsibilities: Continuous Quality of Evaluation System

- Ensure that the new TLE evaluation system reflects national best practices
- Regularly review progress toward development and implementation of the quantitative and qualitative measures that comprise the evaluation system.
- Regularly review the correlation between the quantitative and qualitative scores and other data to ensure that the evaluation system is being implemented with validity and that evaluations of teachers and principals are meaningful and demonstrate reasonable distinctions in actual performance and positive impact on student growth.
- Note: To ensure maximum fidelity and reliability, as part of its Race to the Top proposal, the State will also use the research arms of two public universities to regularly measure and validate the processes by which LEAs determine student growth and teacher/principal effectiveness values.
- Gather public input on the usefulness and effectiveness of the evaluation system.

Timelines and Responsible Person(s): As noted above, the Race to the Top Commission and the State Board of Education are ultimately responsible for the design and implementation of the TLE (in addition to the local districts, which will conduct the evaluations). The TLE design, framework, and metric definitions will be completed by December 2011, for optional implementation by local school districts in the 2012-2013 school year. All LEAs, whether Participating LEAs or not, must implement the TLE on an annual basis beginning in the 2013-2014 school year.

(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes and schools.

Strategy 1: Design and implement a student-growth based teacher and principal evaluation system to drive improvements in student achievement.

Once the growth model systems are in place and the multiple measures of student learning determined, teachers and principals will receive a flow of actionable information over the course of the year. The qualitative and quantitative (student-growth based) portions of the TLE provide a holistic picture of each teacher’s and principal’s performance and will be used to inform instructional improvement as well as the key personnel decisions and actions described in Section (D)(2)(iv).

The TLE requires an annual evaluation (including a formal observation) of all teachers and principals—regardless of whether they are a Participating LEA or not—and that teachers and principals receive timely and constructive feedback, including data on student growth for their students, classes and schools. **See** Appendix A1-A SB 2033, “The Teacher and Leader Effectiveness Act.” Probationary teachers will receive at least two observations each year. The overall annual evaluation document will include detailed information collected over the year to support the evaluation findings.

Based on the implementation of strategies included in our Race to the Top plan, teachers and principals will have access to their observation and student growth data *at any time* by logging into the Instructional Improvement System described in detail in Section (C)(3). Prioritizing Participating LEAS (which covers 82% of Oklahoma’s student population) with available Race to the Top Funds, using the IISs, teachers and principals will have TLE-relevant student growth information, including student scores on formative and summative assessments, within a matter of days. Through this online portal (privacy protected), every teacher and principal can view their performance and feedback. Teachers and principals will have access to high-quality resources through which they can improve their performance and their students’ learning. Student growth data coupled with the analysis and instructional improvement tools of the IIS will provide unprecedented data-rich, feedback to the teacher, enabling them to continue what is working and alter what is not. When a teacher and principal successfully leverages the IIS particularly the student growth data, they become empowered to do their best possible work. (See Section (D)(2)(iv) below). **As such, the TLE, in conjunction with the IIS, will create a**

state of empowered education professionals, fairly and meaningfully evaluated, clear about how they can improve, meaningfully rewarded when they progress, and held accountable to be continually effective.

Timeline and Responsible Person(s): A critical piece of the implementation plan for the new student-growth based evaluation system is the provision of in-depth, high quality training to all involved stakeholders. All individuals conducting teacher and principal evaluations—administrators, principals, assistant principals, other trained certified individuals—must participate in training relating to the effective use of the new evaluation system. This requirement applies to all evaluators, whether they are employees of a Participating LEA or not. TLE training guidelines and materials will be developed by the State Department of Education by January 2012. LEAs may provide the required training themselves, enlist external trainers, or use State Department of Education trainers to deliver this professional development. To ensure high-quality training by all providers, the Oklahoma State Department of Education will develop and conduct workshops on the training standards relevant to the TLE evaluation system. All administrators responsible for performing evaluations will have participated in the training prior to the beginning of the 2013-2014 school year. By law, the State Department of Education must monitor LEA compliance with the evaluation training requirements, and refusal by an LEA to comply with the evaluation provisions in the TLE—whether a Participating LEA or not—constitutes grounds for withholding State Aid funds until such time that the LEA complies.

(D)(2)(iv): Using the student growth model to drive key decisions

Strategy 2: *Remove ineffective probationary and career status (tenure) teachers and principals and provide express routes to career status for highly effective teachers.*

Strategy 4: *Motivate and retain highly effective teachers and leaders via incentive pay opportunities.*

- *target pay incentives in low-performing schools,*
- *STEM subjects, and*
- *in hard-to-staff schools or school districts.*

With the data-rich and meaningful performance information resulting from the TLE and the state's data systems (including its IISs and statewide longitudinal data system (SLDS)),

teachers, principals and policymakers will be able to make better decisions that ultimately result in a more effective pipeline and pool of educators. This is especially true because of Senate Bill 2033 and its leverage of student growth measures through the TLE system in order to drive decisions regarding career status, retention, reductions in force, and compensation. **As mentioned in the introduction to (D)(2), Oklahoma is bucking the trend. The state has taken the reins of education reform through Senate Bill 2033. Teachers and principals who are ineffective as measured by the TLE and fail to improve will not be retained—as a matter of law—and teachers' career status (tenure) is entirely dependent on their TLE rating.**

(D)(2)(iv)(a): Using the TLE to develop teachers and principals, including by providing relevant coaching, induction, and /or professional development.

Strategy 3: Support teachers and leaders by aligning professional development and preparation with TLE evaluations.

Strategy 5: Improve teacher and leader preparation programs by providing data to the preparation programs on the performance of graduates, requiring the implementation of strategies to address program weaknesses, and holding accountable preparation programs that consistently produce unprepared graduates.

Teacher and principal evaluations based on the TLE will identify individual teacher and principal improvement needs—which can then be supported through targeted learning through training, coaching, modeling, mentoring, participation in professional learning communities, and other forms of professional development. Combined with the teacher and principal preparation programs, the IISs and the P-20 SLDS, Oklahoma's teachers and principals will have a cohesive, robust system of support aligned to the same expectations for effective learning that all link to measurements of student growth. Because evaluation data linked to student growth will be aggregated at a school and district level, education leaders at the school, district, and state level will be able to identify trends using the IISs and the SLDS to target professional development to the needs of the individual teacher, a grade level or department, a school, a district, or, if there is a broad-based challenge, the whole state. Because professional development will itself be evaluated and linked to student-growth data (using the Commission for Teacher Preparation's process for evaluating professional training offerings as described in Section (D)(5)), teachers and education leaders will have the data-rich information they need to

ensure that their professional development plans have the greatest likelihood of impacting student growth. In sum, the goal of increasing educator impact on student growth is the centerpiece of all professional development activities and decisions.

Professional Development:

Under Oklahoma’s Race to the Top plan, Participating LEAs must align teacher and principal professional development activities to areas for improvement identified in their TLE evaluations, which, as noted throughout, are tied to student-growth. Teacher and principal evaluations will guide the content and mode of professional development that will maximize improvement. If a teacher's performance warrants a plan of improvement, the plan will have to be tailored to improve their classroom performance as informed by the evaluation tool. This requirement—will eliminate what appears to be a haphazard menu of generically delivered content that teachers and principals self-select, often with no connection to the specific improvement needs of those teachers and principals.

Our plan intensifies a trend already underway in Oklahoma toward more effective professional development. Since 2006-2007, locally determined professional development has been required to meet certain goals outlined in state law and, since 2008-2009, LEAs have been required to report to the Oklahoma State Department of Education on how the school sites spent state funding for professional development programs. (Senate Bill 1485, 2006 session). Each school’s professional development committee is required in law to “utilize a data-driven approach to analyze student data and determine district and school professional development needs.” With the TLE system and the process for using data linked to student-growth measures, the decisions regarding professional development will become that much more strategic and focused on increasing student learning.

Our Race to the Top plan is itself a catalyst for improving professional development. To receive approval of their scope of work within Oklahoma’s Race to the Top plan, Participating LEAs must document how they will use evaluation data from the TLE to inform professional development or agree to adopt a model process and policy adopted by the State Board. One way in which this activity will be supported through Race to the Top funding is through the use of the IISs (which will include the impressive Oklahoma State Department of Education improvement and professional development planning tool called (“Ways to Improve School Effectiveness”) WISE described in Section (C)(3) and (E)). When teachers and principals log

on to the IIS to receive their evaluation feedback, they will be connected to professional learning activities aligned to the identified strengths and weaknesses in their evaluation, as well as their formative and summative performance data. State and Participating LEA funds will be used to provide the training related to the use of these data dashboards as well as advanced training on using data to differentiate professional development. Further, as noted above and in Section (D)(5), the Commission for Teacher Preparation will use the State's Longitudinal Data System and its own database (which will include teacher evaluation data) to measure and publicly report on the efficacy of professional development activities, mapping participants' improvement back to the source of their training. This data, in turn, will inform the Oklahoma State Department of Education 's certification system for all professional development funded by the Race to the Top program pursuant to the professional development certification process described in Section (D)(5). This program will be paid for by Race to the Top funds, prioritizing professional development required to implement Oklahoma's Race to the Top plan.

The other key strategy for professional development funded through LEA's Race to the Top funds is job-embedded professional development and planning time (such as mentoring, professional learning communities, and model teaching—all of which are promising current training strategies in Oklahoma schools). Specifically, as a condition of receiving Race to the Top funds, Participating LEAs must implement instructional coaching, or other job-embedded professional development in their schools that aligns with teacher and principal evaluations. These professional development activities may include, for example, coaching, mentoring, collaborative planning, and professional learning communities with specific correlation to student growth. Of specific importance will be professional development targeting teachers and principals' effective use of data to improve student performance and supporting the facilitation of peer-to-peer networks (professional learning communities) to make it easy for teachers and leaders to see and learn from others' success.

The integration of information generated from teacher and principal evaluations together with the state's teacher certification database and the SLDS, will allow monitoring of the professional development each teacher and principal receives every year and allow Oklahoma to link that professional development with effectiveness ratings. This tracking will allow the State Department of Education and the Oklahoma Commission for Teacher Preparation to measure the efficacy of professional development providers over time and provide a basis for certifying

and funding the highest quality providers as described in Section (D)(5) and eliminating ineffective programs. The state will also annually publish reports on the results of different professional development providers in order to allow LEAs and individual educators (whether participating in the Race to the Top, or not) to select the most effective professional development for identified local needs. As Section (D)(5) outlines, policymakers can easily access this data to allocate state and federal dollars to those providers who have a proven track record of improving teacher and principal effectiveness.

Preparation Programs and Pathways:

The Commission for Teacher Preparation and the state's colleges of education (teacher preparatory) will evaluate the efficacy of teacher and principal preparation programs using TLE data because teachers and principals' TLE scores will be linked to their teacher and principal state preparation programs. In fact, Senate Bill 2033 requires that the State Department of Education provide the Commission for Teacher Preparation (responsible for teacher preparation program accreditation) timely electronic data regarding teachers and principals' evaluation measurements. The State Department of Education, the State Regents of Higher Education and the Commission for Teacher Preparation will then collaborate and jointly develop a plan and schedule by which they will *share* teacher and principal evaluation data. (Note: to ensure optimal data sharing and rapid-time access to necessary evaluation data, the State's proposal includes funds to expand the Oklahoma State Department of Education's longitudinal data system so that the Oklahoma Commission for Teacher Preparation has real-time access to evaluation data results. See Section (C)(2).) The Commission for Teacher Preparation will also annually publish an accountability report of how well traditional preparation programs and alternative certification pathways perform with regard to their impact on TLE scores. This information will allow for the continuous improvement of teacher and principal preparation programs and pathways, allow policymakers to base funding and accreditation decisions on teacher and principal effectiveness, as well as arm school administrators with objective data with which they can evaluate teacher and principal candidates in the recruitment and school staffing process. This is yet another example of the incredible leverage of Senate Bill 2033 and the student academic growth-centered TLE system Oklahoma created.

Timeline and Responsible Person(s): LEA's must use TLE scores to inform professional development when they have implemented the TLE as their evaluation tool, which

shall be no later than the 2013-2014 school year, and as early as the 2012-2013 school year. The Oklahoma Commission for Teacher Preparation and the Oklahoma State Department of Education will use TLE data to monitor, improve, and inform policy and funding decisions regarding professional development and preparation programs no later than 2013-2014. The Oklahoma State Department of Education will use information generated from the teacher and principal evaluations together with the state's teacher certification database and the State Longitudinal Data System to measure and monitor the extent to which Participating LEAs are actually using evaluations to inform decisions about professional development.

(D)(2)(iv)(b): Ensuring Teacher and Leader Effectiveness is Tied to the Compensation of Teachers and Principals

Strategy 4: Motivate and retain highly effective teachers and leaders by incentive pay opportunities.

Effective teachers and principals are Oklahoma's greatest resource in improving student learning. As such, the State's Race to the Top Plan includes several options for rewarding educators for their effectiveness—all tied to the TLE. Senate Bill 2033 entitles teacher performance pay to be as high as 50 percent of the teacher's base salary. Beginning in the 2012-13 school year, LEAs (whether Participating LEAs or not) have the flexibility to design and implement specific district-funded incentive pay systems that are contingent upon a teacher or principal achieving (a) a "superior" or "highly effective" rating under the TLE system and (b) grade level, subject area, or school level performance success. By law, these incentive pay plans must be developed through a collaborative planning process involving all stakeholders, including teachers, principals and the public and receive State Board of Education approval.

As part of its Race to the Top Plan, Oklahoma will encourage LEAs to use incentive pay to reward and motivate highly effective teachers and principals as follows:

- Districts may use their Race to the Top funds to develop and implement incentive pay systems (up to 50% of existing salary) developed in partnership with teachers.
- Oklahoma's state portion of the Race to the Top funding will fund \$600,000 of a \$1.2 million total TLE pilot in Tulsa Public Schools to leverage its \$1.5 million Bill and Melinda Gates Foundation accelerator grant and build an evidence base regarding the impact of incentive pay programs in improving student learning. Private philanthropic organizations have committed to match the \$600,000 award

to create the \$1.2 million fund for the TLE pilot. The Gates Foundation accelerator grant, supplemented with additional local private funding, is currently being used by Tulsa Public Schools to complete the infrastructure components necessary to collect and measure student growth data and link that data with teachers and principals—especially the upgrading and enhancements of data systems. Tulsa Public Schools is also finalizing its new quantitative and qualitative evaluation system based upon student growth measurements and will be piloting its new evaluation tool in the fall of 2010. Lessons from this pilot will be used at the TLE is rolled out statewide.

- Oklahoma will also use its Race to the Top funds to create a competitive grant program (totaling \$15 million) open to all Participating LEAS to fund incentive pay initiatives based on SB 2033 , including TLE, hard to staff and critical subjects areas. Funded applications must link financial incentives to the top one or two tiers of the evaluation system results and may also 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 to transfer to and stay at any schools listed on the needs improvement list.

All proposals that are funded in the Oklahoma Race to the Top incentive pay program competitive grant opportunity, must include a reward component for superior and highly effective teachers, including grade level, subject area, or school level performance success. Oklahoma anticipates that approximately 30 percent of funds will be awarded to proposals that also include reward components for high-need schools, approximately 20 percent of funds will be awarded to proposals that also include reward components for STEM and other critical subject areas, and approximately 15 percent if funds will be awarded to proposals that include reward components for schools.

By targeting its competitive grant program in this fashion, Oklahoma is aligning its funding decisions with its priorities of improving student learning in the schools and subject areas that need the greatest support. The Race to the Top Commission will rigorously evaluate the effectiveness of these programs and require as a condition of continued funding that LEA incentive pay programs improve the number and overall percentage of effective teachers and principals in the classes and schools being addressed by the program.

Timeline and Responsible Person(s): LEAs may use TLE scores as a basis for incentive pay as early as they implement TLE as their evaluation tool, meaning no earlier than

the 2012-2013 school year. The State's Race to the Top competitive incentive pay grant program will roll out no later than the 2013-2014 school year.

(D)(2)(iv)(b): Linking TLE—and student-growth measures—to teacher career status (tenure) and the retention of teachers and principals.

Strategy 2: Remove ineffective teachers and principals and provide express routes to career status for highly effective teachers.

Oklahoma believes that effectiveness not seniority must drive personnel decisions. Senate Bill 2033 requires that teacher and principal TLE ratings drive critically important decisions regarding teacher promotion to career status (tenure) and teacher and principal retention (Note: Principals do not receive career status as teachers do). This statewide mandate represents a sea change in several respects, but perhaps no aspect of the law are more noteworthy than the revisions in state law governing teacher and principal retention and teacher career status. Prior to the passage of the legislation, teachers received career status (tenure) after three years of service at a school district and LEAs were free to give career status or re-employ teachers and principals *regardless of their evaluation ratings*. Because of Senate Bill 2033, career status will be dependent upon a teacher's effectiveness ratings as will teacher and principal retention decisions. With this focus, the rules regarding teacher and principal retention and teacher career status decisions place student learning at the center of the key personnel decisions that drive student outcomes.

Here, specifically, is how, under Senate Bill 2033, teachers' contract status and retention will depend 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 only if they have also achieved a rating of at least “effective” for the last 2 years.
- Teachers may achieve career status after only three full years on a permanent contract if they have received a rating of “superior” on the TLE for at least 2 of the 3 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 4 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 4-year period shall not have their contract renewed.
- A career status teacher shall be dismissed or not reemployed for instructional ineffectiveness subject to the Oklahoma 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 year period.

Principals' retention by a school district is also subject to mandatory TLE (student-growth) actions. Namely, 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.

Further, under Senate Bill 2033, when a school district is required to implement a reduction-in-force, the primary basis for determining the retention or reassignment of affected teachers and principals must be based on TLE ratings. This is a fundamental shift in the basis for determining which individuals will be laid off by virtue of a reduction in force, as many districts used seniority—not effectiveness—to drive which teachers and principals were let go in layoff situations. Because of Senate Bill 2033, no longer will districts place seniority before effectiveness (and hence, student learning) in reduction in force decisions. This aspect of Oklahoma's Race to the Top Plan exceeds the selection criteria's requirements with regard to using teacher effectiveness to inform key decisions.

Importantly, Senate Bill 2033 also strengthens school districts' leverage to terminate and non-reemploy ineffective teachers. Specifically, career teachers who appeal a local school board decision to terminate or non-reemploy are no longer entitled to unlimited pay and benefits until the resolution of the appeal. Senate Bill 2033 limits the compensation and benefits for career teachers who appeal termination or non-renewal decisions to statutory time outlined for such proceedings, only 63 (sixty-three) days. The only exception is if the local school district requests an extension of the process or if the local board of education is ordered to reinstate the career teacher as a result of an appeal decision.

As with all of the Senate Bill 2033 required strategies noted above relating to the TLE and its impact on the key decisions affecting student learning, the changes in career status law are independent of the Race to the Top funding. As such, they represent Oklahoma’s clear and unbridled commitment to making rigorous, transparent, and fair teacher and principal effectiveness measurements the cornerstone for retaining and rewarding effective teachers with career status.

Effectiveness Measurements’ Impact on Teacher Retention and Career Status		
	Current (New) Law	Previous Law
Career Status (Tenure)	<ul style="list-style-type: none"> ▪ Express Track: Teachers receive career status with an LEA after teaching there for 3 years, <u>if</u> they are rated “<u>highly effective</u>” for at least 2 of the 3 years. ▪ Four-Year Track: Teacher receives career status <u>if</u> they have averaged a rating of at least “meets expectations” under uniform evaluation system. 	<ul style="list-style-type: none"> ▪ Tea chers receive career status with an LEA after teaching there three years under a written contract, <u>regardless of</u> their evaluation scores.
Teacher Retention	<ul style="list-style-type: none"> ▪ Probationary teachers may be non-reemployed per state law on various grounds, including ineffective instruction, without the right to a trial de novo. ▪ If probationary teacher fails to average at least a “meets expectations” under the uniform evaluation system after four years in a district, he or she <u>must be non-reemployed</u> by the LEA unless the teacher’s principal petitions successfully to the LEA superintendent and school board for the retention of the teacher. ▪ Career Teachers <u>must be</u> non-reemployed if they: <ul style="list-style-type: none"> ○ 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 year period ▪ TLE effectiveness data will be the primary factor used in reduction of force decisions. 	<ul style="list-style-type: none"> ▪ Pr obationary teachers <u>may be non-reemployed</u> per state law on various grounds, including ineffective instruction, without the right to a trial de novo. ▪ Career teachers <u>may be</u> non-reemployed for ineffective teaching with a right to appeal the decision to a state court. ▪ Layoffs of teachers and principals via a reduction in force were almost always driven by seniority, not effectiveness.
Principal Retention	<ul style="list-style-type: none"> ▪ Principals ranked ineffective on the uniform evaluation system for two consecutive year shall not be reemployed unless their superintendent petitions successfully for retention of the principal to the School Board 	<ul style="list-style-type: none"> ▪ Principals <u>may be</u> non-reemployed at the end of their annual contract for unsatisfactory performance.

Timeline and Responsible Parties: All LEAs, whether Participating LEAs or not, must comply with the teacher and principal retention policies and the career status policies upon the implementation of the TLE in their local school district, meaning that the earliest dates for implementation would be the 2012-2013 school year and no later than the 2013-2014 school year.

Optional Performance Measure Regarding Teacher Effectiveness

Teacher Effectiveness Rating Distribution Projections - Oklahoma DRAFT						
	Estimate	Projections				Difference between baseline and year 4
	Baseline			some TLE data will be available	TLE data for all districts will be available	
		FY 10-11 yr 1	FY 11-12 yr 2	FY 12-13 yr 3	FY 13-14 yr 4	
Superior	10%	11%	12%	14%	15%	5
Highly Effective	20%	21%	22%	24%	25%	5
Effective	30%	31%	33%	36%	40%	10
Needs Improvement	25%	23%	15%	12%	10%	15
Ineffective	15%	14%	13%	12%	10%	5

Baseline consistent with current test score distribution

We expect some improvement with the interventions, even though the TLE is not fully implemented until FY 13-14

We expect small improvements in yr 1 in every category

We expect the largest % improvement from intervention such as data coaches and formative assessments in the "needs improvement" category

We expect a smaller % improvement in the top two categories (consistent with student growth data patterns in existing research)

By the end of year 4, we project that 80% of teachers will be effective or above and 20% will be ineffective or needs improvement

This data is based on end of the FY labelled, correct?

Performance Measures		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	N/A N/A		N/A	50%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	N/A N/A		N/A	50%	100%
(D)(2)(iii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	N/A N/A		N/A	50%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	N/A N/A		N/A	50%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	N/A N/A		N/A	50%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	N/A N/A		N/A	50%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	N/A N/A		N/A	50%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	N/A N/A		N/A	50%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	N/A N/A		N/A	50%	100%
General data to be provided at time of application:						

Total number of participating LEAs.		278			
Total number of principals in participating LEAs.		1,166			
Total number of teachers in participating LEAs.		37,185			
Criterion					
Data to be requested of grantees in the future:					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.				
(D)(2)(iii) ⁸	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.				
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.				
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.				
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.				
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.				
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.				

(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	
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(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

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

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

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

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

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

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

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

Recommended maximum response length: Three pages

(D)(3)

Equitable Distribution of Effective Teachers and Principals

To make good on the promise of providing a great education for every public school student in Oklahoma, every student's teachers and principal must be effective. **No exceptions.** This is the vision that drives us: we will not rest until every Oklahoma student attends a school with an effective principal and has effective teachers in every class, every year.

Right now, there is neither a sufficient supply of effective teachers and principals nor is the distribution of Oklahoma's effective teachers and principals equitable. Low-income and minority students ("high-need students") who most urgently need effective teachers and principals too often have the least effective teachers and principals, and there are far fewer effective teachers of hard to staff subjects and specialty areas such as STEM, special education, and language instruction. Here is a stunning example of the inequity between higher and lower income schools: in conjunction with its innovative human capital initiative, Tulsa Public Schools (Oklahoma's second largest district) recently did a detailed review of highly qualified teachers and their assignments and discovered that every non-highly qualified teacher in the school district was assigned to a high-need school (Note: while highly qualified is different from highly effective, we assume there is a greater likelihood of a highly qualified teacher being highly effective than a non-highly qualified teacher being highly effective).

Primarily because of Senate Bill 2033, "Teacher and Leader Effectiveness Act of 2010," this unjust and unacceptable situation will change dramatically in Oklahoma in the next few years. Oklahoma's new mandated statewide uniform teacher and principal evaluation system(which keys teacher and leader effectiveness on student growth), and the key human resource decisions that will be made based on it, will have three primary impacts:

- 1) Enable the state and school districts, for the first time, to identify effective teachers and principals and thus gather data on both the overall number and the distribution of effective teachers and principals within each school and district.
- 2) Significantly expand the pool of effective principals and teachers overall;
- 3) Enable Oklahoma's state and district administrators, through a range of strategies detailed below, to ensure effective teachers and principals are present in at least

the same proportions in high-need schools as in schools with more affluent populations and that there is more equity across subject areas.

Vision	An equitable distribution of effective teachers and principals in Oklahoma’s high-need schools and across subject areas.
Strategies	<ol style="list-style-type: none"> 1. Data collection, analysis, and accountability regarding equitable distribution of effective teacher and principals. 2. Develop a model staffing initiative in consultation with a consultant such as The New Teacher Project, to (a) guide principals in high need schools and hard-to-staff subjects in assessing the effectiveness of their current teachers ahead of the rollout of the Teacher and Leader Effectiveness Education System (TLE), and (b) train LEAs in the "how and when" of hiring and retaining effective teachers and principals in high-need schools and hard to staff subject areas (e.g. STEM, special education, language instruction). 3. Increase the percentage of effective teachers in high-need schools and in hard to staff subject areas by aligning professional development with evaluations, removing ineffective teachers, prohibiting inappropriate transfers, incentivizing effective teachers and leaders to work in high-need schools and teach hard to staff subjects and specialty areas, and improving the pipeline of effective teachers and principals. 4. Increase the number of teachers of hard to staff subjects and specialty areas through special statewide initiatives.
Milestones and Goals	<ul style="list-style-type: none"> • January 2011 – working with a consultant such as The New Teacher Project, LEA human resource staff, recruiters, and principals and assistant principals at high-need schools will be trained in recruiting and retaining effective teachers. • December 2011 – TLE system design completed after collaborative process. • 2012-2013 school year – “Early adopter” school districts implement TLE and, at the end of the year, provide detailed data on the distribution of effective teachers and principals in their districts. • 2013-2014 school year – Every Oklahoma school district implements TLE, and publishes data on the distribution of effective teachers and principals at year end; and submits first annual plan to Oklahoma State Department of Education on equalizing the distribution of effective teachers.

(D)(3)(i) **Ensure the equitable distribution of teachers and principals by taking actions informed by review of data, to ensure that students in high-needs schools have equitable access to highly effective teachers and principals.**

Strategy 1: Data Collection, Analysis, and Accountability Regarding Equitable Effective Teacher and Principal Distribution

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

Oklahoma’s Race to the Top Plan will cause a fundamental leap forward from the current system. Instead of measuring the distribution of highly qualified teachers and principals, as part of the mandatory statewide implementation of Oklahoma’s landmark TLE system, every LEA, whether a Participating LEA or not, will submit school- and district-level reports on the **number and distribution of effective teachers and principals**. These reports must occur as soon as the LEA implements the TLE system, as early as 2012-2013, and no later than 2013-2014.

Specifically, each LEA must submit:

- **For teachers:** school-level aggregate data on the number and percentage of teachers in each of the five TLE rating categories (superior through ineffective; see Section (D)(2), identifying those schools that are high-need).
- **For principals:** the percentage of high-need schools that are led by principals in each of the five TLE rating categories (superior through ineffective, see Section (D)(2)), as compared with the percentage of non-high minority and/or non-high poverty schools led by principals in each of the five TLE ratings categories.

As a condition of Race to the Top funding and as part of the LEA’s plan, all Participating LEA Equitable Teacher and Principal Distribution Plans must establish baseline data regarding

the distribution of effective teachers and principals based upon the five tier TLE rating system, and must include annual goals and plans for increasing the equity of distribution of effective educators in their districts. Oklahoma State Department of Education will evaluate Participating LEA goals and plans and either approve or work with the LEA on improvements.

By 2014-2015, Participating Oklahoma LEAs (which cover 82 percent of the State's student population), must equalize the distribution of effective teachers. If an LEA does not, the Oklahoma State Department of Education and the LEA will create an improvement plan, as described below, which the LEA must successfully complete within a year or face accreditation and regulatory consequences, including loss of funding as allowed under state law and regulation.

Finally, the State Department of Education will **expand its Oklahoma Educator Credentialing System (OECS)** online to include annual turnover rate, teacher absenteeism, certification status, and academic background of teachers. Once the state has fully implemented the TLE system, teachers and leader effectiveness measures will be included in the system. Planning for this system change will occur in the 2010-2011 school year. Full implementation will occur in 2012.

Strategy 2: Develop a Model Staffing Initiative

To guide its efforts and maximize the use of research-based and proven strategies, the Oklahoma State Department of Education will contract with a national vendor like **The New Teacher Project**, (which has repeatedly demonstrated success in developing and supporting the activities listed), to ensure that high-need schools have effective teachers at the same rates as school that are not high-need. The model staffing initiative will (a) guide principals in high need schools and hard-to-staff subjects in assessing the effectiveness of their current teachers ahead of the rollout of the TLE, and (b) train LEAs in the "*how* and *when*" of hiring and retaining effective teachers and principals in high-need schools and hard to staff subject areas (e.g. STEM, special education, language instruction). Critical topics will include: staff planning and vacancy forecasting, streamlining hiring, interviewing, and marketing your school effectively. Through the model staffing initiative, LEAs will also learn how to leverage the TLE and Senate Bill 2033 to ensure that their high-need schools retain and support their most effective teachers, boost effectiveness of average performers, and dismiss their consistently ineffective teachers with (particularly focus on SB 2033, "The Oklahoma Teacher and Leader Effectiveness Act of 2010").

In addition, the model staffing initiative will prioritize training and technical assistance for districts with particularly unequal distribution of highly qualified teachers and, once data is available, highly unequal distribution of effective teachers. This model staffing initiative will be kicked off by October 1, 2010, in Tulsa at fifteen high-need schools. This initiative will be initially funded as a public-private partnership. The initiative will be expanded with \$563,000 of state Race to the Top funds and (potentially additional local Race to the Top funds) the 2011-12 school year, with contract assistance embedded in the State Department of Education--TLE office. Developing model staffing process for school sites requires at least two intensive years of assistance, tapering off in year three as school expertise and capacity in recruitment and hiring is sufficient.

Year One – Three 15 high need schools in Tulsa

Year Two – Four Prioritize serving all of Oklahoma’s persistently-low achieving schools and support additional high need schools as funds and time are available (estimate funding will enable 15-30 additional schools to be helped). Local districts with intense problems in this area can supplement the state model staffing initiative effort with more on-the-ground assistance, using local Race to the Top funds.

Strategy 3: Increase the percentage of effective teachers in high-need schools by aligning professional development with evaluations, removing ineffective teachers, prohibiting inappropriate transfers, and motivating effective teachers and leaders to work in high-need schools through incentive pay programs.

Senate Bill 2033, “The Oklahoma Teacher and Leader Effectiveness Act of 2010,” provides a range of powerful tools to improve teacher and principal effectiveness at high-need schools and equalize the distribution of effective teachers and principals within school districts, including:

- **Requiring remediation and instructional coaching for teachers rated “ineffective” or “needs improvement,” and**
- **Removal of ineffective teachers through:**
 - The requirement that probationary period teachers rated ineffective two years in a row be dismissed.
 - Awarding career status solely to teachers who have demonstrated their effectiveness.
 - Requiring layoffs be made based primarily on effectiveness.
 - Streamlining the dismissal process for career status teachers.

- **Removal of principals rated “ineffective” two years in a row.**
- **Incentivizing Highly Effective Leaders:**

Allowing incentives for highly effective teachers and leaders to work in high-need schools Senate Bill 2033 provides authority for LEAs to use their own funding to support incentive pay programs targeting the recruitment and retention of effective teachers in their high-need schools when such programs are developed in collaboration with teachers. For example, an LEA might propose a retention bonus program that will provide annual bonuses to teachers and principals rated highly effective who agree to continue working in their high-need school (or another high-need school) the following year. In addition, Senate Bill 2033 gives LEA the authority to provide significantly greater compensation to teachers of hard to staff subjects such as Special Education, STEM and language instruction for which there is an even greater demand in high-need schools.

Beyond Senate Bill 2033, as described in Section (D)(2), Oklahoma is providing a budget in its Race to the Top funding to develop a **competitive grant program for incentive pay** initiatives open to all Participating LEAs. Funded applications must link financial incentives to the top one or two tiers of the evaluation system results, (superior and highly effective teachers). Oklahoma's competitive grant program for incentive pay will allocate at least 50 percent of the program's funding to incentive pay programs targeting qualifying (*superior and highly effective*) teachers and principals in schools that are high-need schools

Note: Oklahoma’s goal to improve recruitment and retention of effective teachers at high-need schools and, in so doing, to build the evidence base on how to successfully retain and recruit effective teachers in high-need schools. Oklahoma will seek private and federal funding (e.g. TIF grants or equivalent) to sustain and expand the retention and recruitment incentive pay program. By targeting its competitive grant program in this fashion, Oklahoma is aligning its funding decisions with its priority of improving student learning in the schools and subject areas that need the greatest support. The Race to the Top Commission will rigorously evaluate the effectiveness of these incentive pay grant programs and require as a condition of continued funding that LEA incentive pay programs improve the distribution of effective teachers and leaders.

- **Requiring Participating LEAs to align professional development with TLE evaluations.**

- **Prohibiting the placement of ineffective teachers and principals or teachers and principals in need of improvement in high-need schools.**

The state's model staffing initiative team will work with Participating LEAs and a national vendor, such as The New Teacher Project, to develop hiring policies and procedures to prohibit the transfer of ineffective or needs improvement teachers or principals into high-need schools. This mandate will be applied, at a minimum, to LEAs with inequitable distribution rates in the top two quartiles (in 2013-2014). Pursuant to that mandate, Participating LEAs may not transfer any teachers and principals who are rated as "needs improvement" or "ineffective" to high-need schools or schools "in need of improvement" under NCLB. The only caveat to this mandate applies to rural schools, who may seek a waiver of this mandate from the Oklahoma State Department of Education (by a petition from the LEA's superintendent) due to demonstrated teacher and principal shortages. However, these districts will still be required to comply with the dismissal consequences of the TLE in SB 2033, "The Oklahoma Teacher and Leader Effectiveness Act of 2010," as to ineffective teachers and principals.

Senate Bill 2033 and Senate Bill 509 directly lessens the likelihood that ineffective teachers will be transferred from one school to another, because it allows the state's two largest urban school districts (Oklahoma City and Tulsa Public Schools) the authority 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. In that arrangement, a school district can choose not to retain any teacher at any school site identified for school improvement for four consecutive years and that teacher will be given full-time substitute teacher status for up to two years. If the non-retained teacher is not voluntarily offered a teaching contract by a principal within the district within two years, the teacher will be dismissed from the district without any further statutory due process rights. The Oklahoma City School District has already begun implementation of this transformation plan at U.S. Grant High School.

- **Leveraging the TLE's impact on the quality of the teacher and principal pipeline to provide an increased number of effective teachers and principals to high-need schools.**

As described above in Section (D)(2), as the TLE's teacher and principal effectiveness data feeds the IIS and the State Longitudinal Data System, the Oklahoma Commission for Teacher Preparation will work with the state's teacher and principal preparation programs to improve their rates of producing effective teachers and principals as well as monitor the alternative certification pathways operating independently of higher education. The Commission for Teacher Preparation will incorporate TLE effectiveness data into its accreditation of preparation programs, and teacher effectiveness metrics will be used as a basis on which it grants or withdraws a preparation program's (or alternative certification provider's) ability to recommend a teacher or principal for certification. This process will be in place no later than 2013-2014, as the State Longitudinal Data System begins to receive TLE ratings of teachers and principals linked with their preparation and certification programs. By monitoring and maintaining the high quality of its teacher and principal pipeline, Oklahoma will improve the effectiveness of teachers and principals at high-need schools.

Specifically worth noting, Oklahoma's colleges of education have several pathways dedicated exclusively to the recruitment and preparation of teachers for high-need schools in urban areas. Funded through Title II, Part A professional development funds, providers of these urban education programs include Oklahoma State University, Northeastern State University, University of Central Oklahoma, Langston University and Tulsa Community College. The State Department of Education also has a Master Teacher Program which will be expanded to include an "Urban Educator Program" to prepare aspiring teachers and leaders specifically for the diverse needs of students in the state's high-need schools so that teachers exiting the program are more effective and improve the equitable distribution of effective teachers and leaders across the state. Because all of these urban district-focused teacher and principal preparation programs will be linked with TLE teacher and principal effectiveness data, receive the same feedback from the Oklahoma Commission for Teacher Preparation, and be subject to the same strict level of accountability for performance, these pipelines should become more robust over time.

A final pipeline-related strategy for effective teachers to high-need schools is Teach For America's program in Tulsa Public Schools (Oklahoma's second largest district). Tulsa strong corps of almost 80 **Teach For America teachers in 2009-10 will be increased to a total of 154 in 2010-11**, and exclusively serving the district's lowest achieving schools, which are all high-need.

(D)(3)(ii): Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including STEM, special education, and language instruction.

Many of the strategies for increasing the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas are similar to those outlined above.

Strategy 1: Capture and analyze TLE effectiveness data (through the HISs and State Longitudinal Data Systems) to assess the number and percentage of effective teachers in hard-to-staff subjects and specialty areas (STEM, Special Education, Language Instruction) relative to easier to staff subjects.

Oklahoma's Race to the Top Plan will cause a fundamental leap forward in from the current system. Instead of measuring the distribution of highly qualified teachers and principals, as part of the mandatory statewide implementation of Oklahoma's landmark TLE system, every LEA, whether a Participating LEA or not, will submit school- and district-level reports on the number and distribution of effective teachers and principals. These reports must occur as soon as the LEA implements the TLE system, as early as 2012-2013, and no later than 2013-2014. Specifically, each LEA must submit subject area aggregate data on the number and percentage of teachers in each of the five TLE rating categories (superior through ineffective; see Section (D)(2).

As a condition of Race to the Top funding and as part of the LEA's plan, all Participating LEA Equitable Teacher and Principal Distribution Plans must establish baseline data regarding the distribution of effective teachers by subject area based upon the five tier TLE rating system, and must include annual goals and plans for equalizing the subject area distribution of effective educators in their districts. Oklahoma State Department of Education will evaluate Participating LEA goals and plans and either approve or work with the LEA on improvements.

This activity draws and builds upon the 2009 Oklahoma State Department of Education technical assistance conference with Tricia Coulter, Deputy Director of the National Center on Teacher Quality, to assist districts with equitable distribution. The goal of the meeting was to train staff to effectively use data for purposes of informing professional development and ensuring equitable distribution and the number of highly qualified teachers. This conference was rated highly successful by participants. Professional development in this area will continue support successful district implementation of these equitable distribution strategies

By 2014-2015, Participating Oklahoma LEAs must equalize the distribution of effective teachers of hard to staff subjects and specialty areas compared to easier to staff subjects. If an LEA does not, the Oklahoma State Department of Education and the LEA will create an improvement plan, as described below, which the LEA must successfully complete within a year or face accreditation and regulatory consequences, including loss of funding as allowed under state law and regulation.

Finally, the State Department of Education will **expand its Oklahoma Educator Credentialing System (OECS)** online to include annual turnover rate, teacher absenteeism, certification status, and academic background of teachers. Once the state has fully implemented the TLE system, teachers and leader effectiveness measures will be included in the system. Planning for this system change will occur in the 2010-2011 school year. Full implementation will occur in 2012.

Strategy 2: Develop a model staffing initiative in consultation with a national expert such as The New Teacher Project, to (a) guide principals in high need schools and hard-to-staff subjects in assessing the effectiveness of their current teachers ahead of the rollout of the TLE, and (b) train LEAs in the "how and when" of hiring and retaining effective teachers and principals in high-need schools and hard to staff subject areas (e.g. STEM, special education, language instruction).

Incentivize teachers to teach hard to staff subjects and specialty areas.

Senate Bill 2033 gives LEAs the authority to provide significantly greater compensation to teachers of hard to staff subjects such as STEM, special education, and language instruction, a critical recruitment tool. Senate Bill 2033 also provides authority for LEAs to use their own funding to support incentive pay programs targeting the recruitment and retention of effective teachers of hard to staff subjects such as STEM and special education. For example, an LEA might provide annual retention bonuses to teachers of hard to staff subject areas rated superior or highly effective.

Beyond Senate Bill 2033, as described in Section (D)(2), Oklahoma is providing a budget in its Race to the Top funding to develop a competitive grant program for incentive pay initiatives open to all Participating LEAs. Funded applications must link financial incentives to the top one or two tiers of the evaluation system results, (superior and highly effective teachers). The Oklahoma Race to the Top competitive grant program for incentive pay will allocate a portion of the incentive pay grant to programs targeting qualifying (superior and highly

effective) teachers for STEM and other hard to staff subjects and specialty areas and qualifying teachers and principals in hard to staff schools districts. By targeting its competitive grant program in this fashion, Oklahoma is aligning its funding decisions with its priorities of improving student learning in the subject areas that need the greatest support. The Race to the Top Commission will rigorously evaluate the effectiveness of these programs and require as a condition of continued funding that the LEA's incentive pay programs improve the number and percentage of effective teachers of hard to staff subjects and schools and that student academic performance is positively impacted as a result.

Strategy 3: *Increase the percentage of effective teachers in high-need schools and in hard to staff subject areas by aligning professional development with evaluations, removing ineffective teachers, prohibiting inappropriate transfers, incentivizing effective teachers and leaders to work in high-need schools and teach hard to staff subjects and schools, and improving the pipeline of effective teachers and principals.*

Oklahoma will leverage the TLE's impact on the quality of the teacher pipeline to provide an increased number of effective teachers for hard to staff subjects and schools.

As described above in Section (D)(2), as the TLE's teacher and principal effectiveness data feeds the IIS and the State Longitudinal Data Systems, the Oklahoma Commission for Teacher Preparation will work with the state's teacher and principal preparation programs to improve their rates of producing effective teachers and principals as well as monitor the alternative certification pathways operating independently of higher education. The Commission for Teacher Preparation will incorporate TLE effectiveness data into its accreditation of preparation programs, and teacher effectiveness metrics will be used as a basis on which it grants or withdraws a preparation program's (or alternative certification provider's) ability to recommend a teacher or principal for certification. This process will be in place no later than 2013-2014, as the State Longitudinal Data Systems begins to receive TLE ratings of teachers linked with their preparation and certification programs. By monitoring and maintaining the high quality of its teacher and principal pipeline, Oklahoma will improve the effectiveness of teachers of hard to staff subjects and specialty areas.

All actions described in (d)(3)(i), particularly in Strategy 3 will also be effective in increasing the number and percentage of effective teachers teaching had to staff subjects and specialty areas.

Strategy 4: *Another pipeline strategy to increase the number and proportion of effective teachers of hard to staff subject is the Oklahoma STEM Coordinating Council, which (as described in Section (A)(2)) has notable resources for recruiting and supporting teachers of hard to staff subjects such as STEM. The Council will serve a vital role in the State's Race to the Top Plan by identifying gaps relating to effective STEM educators, coordinating efforts to improve STEM teachers' effectiveness, and recommending strategies to recruit and retain effective STEM teachers. (See Competitive Priority STEM.)*

Annually, the State Department of Education, jointly with the Governor's Council on Workforce and Economic Development and the STEM Coordinating Council shall analyze and publish their review to identify human capital needs linked to effective teachers and leaders in STEM and collaboratively recommend solutions to any inequities in the distribution and number of effective teachers as well as identifying solutions to increasing the percentage of students prepared for a STEM curriculum. Their analysis will tie this data to the projected workforce needs in STEM fields in Oklahoma (as outlined by the Governor's Council on Workforce and Economic Development). The analysis shall specifically identify measurable strategies which have successfully increased the number of women and minorities entering STEM teaching, curriculum and career areas. This collaborative planning process shall occur in Spring 2011 with a report published by September 2011, and annually thereafter.

Final Note: Regarding Accountability with Respect to Equitable Distribution of Effective Teachers in High-Need Schools:

At this time, the general public and most parents are largely unaware of inequities that exist within and across districts. For example, had the public or parents in high-need schools been aware that 100% of Tulsa Public Schools' teachers not rated highly qualified were placed in the district's lowest-performing schools, negative attention might have spurred a swifter response.

High-need schools must have teachers and principals with the highest levels of effectiveness. To increase public accountability, Participating LEAs must, as a condition of Race to the Top funding, publish on their report cards and on their websites their respective equitable distribution metrics. The State expects that publication of teacher and principal distribution inequities and the subsequent attention of media and advocates will spur LEA leaders to promptly assess and formulate appropriate responses. And, as described above, once

reported to the Oklahoma State Department of Education , any Participating LEA with inequitable distribution problems will be required to receive training to improve recruitment and retention of effective teachers and principals at high-need schools. This accountability measure will go into effect in the 2013-2014 school year.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets ESTIMATED				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	5	10 20 30			40
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	35	35 36 38			40
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	30	25 20 15			10
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15	15 14 12			10
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	5	10 20 30			40
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	35	35 36 38			40
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	30	25 20 15			10
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15	15 14 12			10

The baseline was estimated based on current test score distribution, because Oklahoma will not have teacher and principal effectiveness data until the 2012-13 school year. Using Oklahoma’s Teacher Leader Effectiveness (TLE) 5-point ratings, highly effective teachers and principals are those in the top two ratings, and ineffective teachers and principals are in the bottom rating.

We assumed high-poverty, high-minority schools have a below average percent of highly effective teachers and principals, and low-poverty, low minority schools have a higher than average. Correspondingly, we assumed high-poverty, high-minority schools have an above average percent of ineffective teachers and principals, and low-poverty low-minority schools have a below average percent of ineffective teachers and principals. Although Oklahoma’s primary intervention in the equitable distribution gap is the TLE, which forces exiting of ineffective teachers from the entire system, interventions such as professional development and instructional improvement tools in early grant years should lead to a narrowing of the gap in the short term and its elimination by 2013-2014.

General data to be provided at time of application:

Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	421
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	404
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	10,640
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	11,760
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	403
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	383

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

Data to be requested of grantees in the future:					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Performance Measures for (D)(3)(ii)					
<i>Note: All information below is requested for Participating LEAs.</i>					
	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:		Baseline data and annual targets			
Percentage of mathematics teachers who were evaluated as effective or better.	30	32	34	38	40
Percentage of science teachers who were evaluated as effective or better.	30	32 34	38 40		
Percentage of special education teachers who were evaluated as effective or better.	30	32 34	38 40		
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	30	32 34	38 40		

General data to be provided at time of application:	
Total number of mathematics teachers.	4,530
Total number of science teachers.	3,371
Total number of special education teachers.	5,213
Total number of teachers in language instruction educational programs.	4,581
[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

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

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

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

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

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

Recommended maximum response length: One page

(D)(4)

**Improve the Effectiveness of Teacher and
Principal Preparation and Credentialing Programs**

The goal of improving student learning through the improvement of teaching and leadership requires **accountability** procedures and **reliable data on educators' impact on student achievement**. The centerpiece of Oklahoma's Race to the Top Plan, its Teacher and Leader Effectiveness Evaluation System (TLE) (as mandated by Senate Bill 2033, "The Teacher Leader Effectiveness Act of 2010"), requires a statewide, annual evaluation of all teachers and principals' effectiveness based largely on quantitative measures of **student growth** and **student achievement**. (See Section (D)(2).) As described in Section (D)(2), the TLE system also includes a qualitative component of effectiveness based upon a formal observation. The TLE itself will be independently evaluated, and the Race to the Top Commission will work with the research arm of the state's universities to monitor the TLE's implementation in LEAs for rater-reliability.

The TLE effectiveness ratings (5-tiered, ranging from superior to ineffective) by law are provided to the Oklahoma Commission for Teacher Preparation, which accredits and reviews the performance of the state's colleges of education. Independent of the TLE, student growth and achievement data will also be provided to the Oklahoma Commission for Teacher Preparation. With achievement data **and** the TLE ratings of effectiveness linked to teachers and principals' preparation (credentialing) programs, including teacher preparation providers operating independent of higher education, our system for improving the effectiveness of teacher and principal preparation programs will be a national model.

Oklahoma's strategy for improving the effectiveness of its teacher and principal preparation programs is a well-planned and aggressive strategy that will result in **improved outcomes for both educators and students**. State Colleges of Education will drive continuous improvement and program adjustment decisions using TLE effectiveness scores and student growth/achievement data and will be accountable for the effectiveness ratings of their alumni, as will data for preparation programs operating independently of higher education. Perhaps most importantly, this accountability process will **highlight which programs are most successful**, allowing LEAs to make more informed hiring decisions and to select teachers who are most prepared to be effective and improve student learning. It will also allow policymakers to make

decisions on funding which expands successful programs. The information will be made publicly available to as well.

Vision	Improve the State's teacher and principal preparation programs by measuring the effectiveness of their participants, publicly reporting that information, expanding successful programs, and basing accreditation and certification authority on teacher and principal effectiveness data.
Strategies	<ol style="list-style-type: none"> 1. Link student achievement, student growth, and educator effectiveness data back to teacher preparation and certification programs to drive continuous improvement and inform accreditation decisions, funding and authorizations granted to those programs from the Oklahoma Commission for Teacher Preparation. 2. Publish the evaluation results of teacher preparation programs to incentive effective teacher and leader training and share successful preparation models. 3. Identify and support expansion of preparation and credentialing options and programs that are successful in producing effective teachers and leaders.
Milestones and Goals	<ul style="list-style-type: none"> ▪ Publicly report effectiveness data as measured on the state's uniform evaluation system from all in-State preparation programs (including overall effectiveness ratings and graduates' impact on student growth) by Fall of 2013. ▪ Base accreditation and certification recommendation on preparation program's overall effectiveness ratings and impact on student growth by 2013-14 ▪ Fully launch the Oklahoma Commission for Teacher Preparation first year survey program by January 2011, which shall include both teacher and principal feedback on teacher preparation programs.

Criteria (D)(4)(i): **Link student growth data to the students' teachers and principals, to the in-state programs where those teachers and principals were prepared, and publicly report the data for each credentialing program in the State.**

Strategy 1: *Link student growth, and educator effectiveness data back to teacher preparation and certification programs, including alternative routes, to drive continuous improvement and inform accreditation decisions, funding and authorizations granted to those programs from the Oklahoma Commission for Teacher Preparation.*

Strategy 2: Publish the performance results of teacher preparation programs to incentivize effective teacher and leader training and share successful preparation models.

Because teachers and leaders are the primary school based factor in student achievement, Oklahoma's landmark teacher and leader effectiveness evaluation is the lynchpin to drive educational effectiveness at all levels. Oklahoma's Teacher and Leader Effectiveness Evaluation (TLE) system, which will be in use by all districts no later than 2013-2014 is a rigorous, transparent and fair student growth based evaluation system. As mandated by the widely supported Teacher and Leader Effectiveness Act of 2010 (SB 2033), 50 percent of a teacher and leaders evaluation rating will be based on growth and 50 percent on qualitative measures. To insure educators are being properly prepared to be effective, the effectiveness evaluation ratings will be linked back to teacher preparation and certification programs, including alternative routes to certification beginning in 2012-2013.

Oklahoma's student information system, the Wave, already has the ability to link student achievement data to students' teachers and principals, and to the programs where they were prepared for credentialing and their certification pathway. The implementation of the TLE makes the data meaningful. In its Race to the Top Plan, the Commission will capture achievement growth data linked to teacher preparation and certification programs (including alternative routes) beginning in 2012-2013 and report this data as described below.

In addition, pursuant to Senate Bill 2033, TLE effectiveness ratings linked to teachers and principals' preparation programs must be regularly reported to the Commission for Teacher Preparation. This information will be received by the Commission for Teacher Preparation through its access to the K-12 Wave, and later the full P-20 State Longitudinal Data Systems, which will facilitate the sharing of this information and ensure accuracy of data, by Spring 2012.

The National Center for Teacher Quality or a similar research entity will analyze student growth and achievement outcomes and effectiveness ratings by teacher and principal preparation and credentialing programs (including alternative pathways). Disaggregated results (on a preparation-program level) will be **publicly reported** in the Oklahoma Commission for Teacher Preparation's annual report on teacher and principal preparation programs, as well as on its website **in a "report card" design**. In addition, the results of the information will be posted on the Oklahoma State Department of Education's website **and each Oklahoma College of**

Education website. Furthermore, because the LEAs' instructional learning system will link teacher and principal effectiveness measures (based largely on student achievement and growth) to the teachers and principals' preparation program, this information can be analyzed by the LEAs themselves for staffing and professional development purposes.

Each preparation program, **as a condition of accreditation and their continued authority to recommend candidates for certification**, must analyze and respond annually to their particular scores reflecting their alumni's effectiveness and links to student achievement and growth, describing any areas of weakness and their plan for making improvements. The Oklahoma Commission for Teacher Preparation will communicate in the accreditation process their expectations for improvement to the preparation program leadership. Program leadership will be responsible for proving that the program has taken action to, or plans to take action to, address the specific identified areas for improvement, or risk losing their accreditation.

To maximize the usefulness of the data collected from teacher and principal evaluations, the state will ensure that the **linkages to teacher preparation programs at colleges of education are specific enough to connect teacher and principal data with the department that prepared them for their content knowledge.** By doing this, teacher preparation programs will not only know whether the teachers and principals they produce have positive impact on student growth and are effective in the classroom, but also which individual departments at the state's universities need improvement, commendation or further analysis regarding their impact in preparing teachers and principals to positively impact student learning. This aspect of the data plan will be particularly important with regard to the preparation of **STEM** teachers, since their content knowledge is often a concern, especially with regard to higher-level coursework.

The Oklahoma Commission for Teacher Preparation has already begun one aspect of the teacher preparatory program assessment. In December 2009, it launched a pilot of its "**new teacher survey**" to supplement the teacher preparation program's annual surveys of new teachers, which are a condition of accreditation in the state. (See Appendix D4-A, Oklahoma Commission for Teacher Preparation's New Teacher Survey.) This customized instrument provided the Commission with candid, anonymous and very informative feedback on teachers' perceptions of effectiveness in the classroom and the preparation they received. This objective, non-evaluative survey of teachers is currently being evaluated by psychometrists for reliability and will be fully launched in January of 2011, regardless of Race to the Top funding. To

enhance the information gleaned from the surveys, the Commission is developing a companion instrument to be completed by the principal who supervises the teacher, again, linked to the state's competencies for teacher preparation. As part of the Race to the Top Program, the Commission will develop a similar survey assessing new principal's confidence and self-perceptions of effectiveness. Aggregated results of these surveys will be publicly reported. The information will show, in aggregate, the effectiveness ratings of graduates from the different in-State higher education programs as well as non higher education programs by year as well as their own perceptions of performance. This powerful combination of data relating to teacher preparation and credentialing programs, will highlight which programs are most successful, allowing LEAs to make more informed hiring decisions, and providing valuable information to policymakers, researchers and potential teacher preparatory school candidates. In particular, the reports published will show:

- The impact of the program's graduates on student growth, as compared to all other teacher or principal (as appropriate) preparation programs in the state;
- The rate at which each program's graduates earn full career status, which under Senate Bill 2033 will be driven by evidence of effectiveness; and
- The numbers of preparation programs' graduates working in Oklahoma schools, disaggregated by LEA, and in high-need schools.
- The result of the first year teacher/principal surveys.

(D)(4)(ii) **Support expansion of preparation and credentialing options and programs that are successful at producing effective teachers and principals:**

Strategy 3: Expand preparation and credentialing options and programs that are successful.

As discussed in (D)(1), alternative certification regulations adopted by the state have already allowed Oklahoma to open the doors for the creation of high-quality routes to certification in addition to institutions of higher education. In particular, using Oklahoma's statutory authorization for the alternative pathway of **Teach For America**, Tulsa Public Schools recently recruited almost 80 corps members in 2009 and will increase the number in the fall of 2010 to 154, —exclusively serving in the district's lowest achieving schools.

Once the reports regarding teacher and principal preparation and credentialing programs are issued (beginning in 2011-2012 with regard to student growth in achievement, and in 2012-

2013 with regard to TLE measures of effectiveness), the "market" will have data showing which preparation and certification programs' teachers are most effective and positively impact student learning. Likewise, prospective teachers will have the most useful information for determining which programs will most effectively prepare them to improve student achievement, and LEAs can focus recruitment efforts on graduates of these programs as well.

Policymakers will have easily accessible and widely available data to support decisions to fund expansion or replication of successful educator preparation programs, (both through data driven by Oklahoma's Teacher and Leader Effectiveness Evaluation System and the state's efforts to ensure equitable distribution of effective teachers to high-need schools (see D(3)). The state is committed to using a data driven approach to identify and support partners who use the data to support continuous improvement of their teacher and leader preparation programs.

Data will continue to be the enabler of sustainable reform by identifying and reporting the impact on student growth of Oklahoma's multiple paths to teacher preparation and credentialing.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A N/A	100%		100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A N/A	100%		100%	100%
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	22				
Total number of principal credentialing programs in the State.	12				
Total number of teachers in the State.	42,887				
Total number of principals in the State.	1,639				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					

Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.			
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.			
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.			
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.			
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.			

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

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

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

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

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

Recommended maximum response length: Five pages

D(5)

Effective Support for Teachers and Principals

Appropriate, effective teacher and leader professional development is a vital component for Oklahoma to reach its goal of increasing the number of students graduated from high school college and career ready. Professional development must be coherent (with a well thought out plan developed at the district level); be data-informed (i.e. targeted to address improvement needed for student learning); and proven effective by mapping back to specific teacher and principal improvements. Investments in professional development will be based on the impact on teacher and leader effectiveness, continuously reviewed for improvements. Neither the state nor districts should pay for professional development that do not demonstrate a link to student growth. Oklahoma's data systems and the Teacher and Leader Effectiveness Evaluation System (TLE) will help teachers and principals know how much and where they need to improve to increase student growth.

Oklahoma's plan is focused and simple. The Oklahoma State Department of Education will be responsible for (i) **certifying all professional development (by analyzing student and participant outcomes)**; (ii) ensuring that comprehensive professional development models submitted by districts are coherent and based upon latest research and data on teacher and leader effectiveness; and (iii) certifying and calendaring professional development activities and offerings to avoid duplication and maximize professional development resources. The Commission for Teacher Preparation will oversee the **independent evaluation of all professional development (prioritizing professional development funded with Race to the Top funds)** and will collect data on each program's efficacy, ease of implementation, implementation fidelity, and user satisfaction. Districts will adopt a comprehensive professional development model that includes job embedded **planning and collaboration time** that provides time and resources for teachers to review student data and collaborate on planning and instructional strategies.

Vision	Provide effective, coherent, data-informed professional development (PD) that is independently evaluated and research based to support systems that have a positive impact on student learning and show evidence of continuous improvement.
Strategies	<ol style="list-style-type: none"> 1. Ensure LEAs' professional development plan is coherent: Require Participating LEAs to identify or adopt a comprehensive professional development model including job-embedded and common planning time Professional Development. 2. Ensure professional development is informed by data: Provide targeted support systems that use data to improve instruction and develop teachers and principals focused on student learning. 3. Provide intensive leadership professional development of early career principals and principals of high-needs schools. 4. Focus on STEM-Related professional development Opportunities: Provide STEM-related professional training to teachers needing improved content knowledge and pedagogy assistance. 5. Ensure professional development is effective: Create a statewide professional development certification and accountability system for professional development, measuring student and participant outcomes, and continuously improving programs.
Goals	<ul style="list-style-type: none"> • Double the overall percentage of highly effective teachers and leaders each year of 2012-2013, 2013-14, and for the 3 following post-grant years. • Launch professional development certification system in Spring 2011, and have the certification system fully operational by Fall 2012. • 100% of Participating LEAs' comprehensive professional development models and selected professional development offerings will be certified. • 100% of Participating LEAs will demonstrate a coherent professional development model by January 2011. • 100% of novice principals and principals of high-need schools complete intensive leadership training in 2011-2012 and every year thereafter.

(D)(5)(i) Provide effective, data-informed Professional Development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded.

Strategy 1: Require Participating LEAs to identify or adopt a comprehensive professional development model including job-embedded and common planning time professional development to develop a school environment that supports data-driven decision-making.

All Participating LEAs **must adopt a comprehensive professional development model either developed by the district or adopted from a model approved by the Oklahoma State**

Department of Education based on the needs of their district. The Oklahoma State Department of Education shall evaluate the Participating LEA’s professional development models to ensure that all professional development activities are:

1. aligned to create a coordinated approach to teacher and leader growth and development.
2. emphasize ongoing, job-embedded learning. (**See** Chart Type of professional development below.)
3. differentiate and link professional development offerings with educators’ evaluations emphasizing student growth.

Each district’s comprehensive professional development model will be based on a model that allows each district to have flexibility but accountability for student growth. The professional development plans will not be menu driven but data driven, backed by the information gained through student assessments.

The following chart provides an overview of the professional development offerings that will be required from Participating LEAs through the Race to the Top Program.

		Type of professional development Offering	
		Undifferentiated	Differentiated
Required for:	All teachers and principals	<p>Embedded Professional Development:</p> <p>professional development embedded into regular routines.</p> <p>(Ex: Mentoring for Improved Teacher Quality)</p>	<p>Skill-building Professional Development:</p> <p>professional development to overcome gaps or build on strengths as identified in evaluation or individual or school improvement plans.</p> <p>(Ex: Literacy 1st, Science professional development Instruction, Reading First, etc.)</p>
	Specific teachers and principals	<p>Tenure and Context-Related Professional Development:</p> <p>professional development at specific points in career and for specific contexts (Ex: Mentoring for Improved Teacher Quality, First-Year Superintendent's Training).</p>	<p>Role-related Professional Development:</p> <p>professional development for specific roles and career paths (Ex: Leadership Academy, First-Year Special Education Teacher Academy.)</p>

In addition, the comprehensive professional development model **must address the following Race to the Top professional development Priorities:**

Professional Development Priorities (Requirements of All professional development Plan)	
<ul style="list-style-type: none"> • Effective Instruction in Common Core Standards • Effective Use of Assessments • Effective Use of Data Systems • Teacher and Principal Evaluation System • New Teacher and Principal Training • Alternative Certified Teacher Training 	<ul style="list-style-type: none"> • Equitable Teacher and Principal Distribution • Recruiting and Retaining Human Capital in High-Need Schools and Hard-to-Staff Subjects • STEM • Turning Around Schools (as appropriate)

To assist Participating LEAs in the identification/adoption of a high-quality professional development plan, the Oklahoma State Department of Education will identify one or more existing model approaches to professional development and support that creates a coordinated approach to teacher and leader growth and development. Specifically, the **Oklahoma State Department of Education will provide a list of pre-approved comprehensive professional plans by November 2010 based on national “best practice” research.** Participating LEAs will either choose one of the comprehensive professional development plans reviewed and approved by Oklahoma State Department of Education , or they will submit their comprehensive professional development plan for approval to the Oklahoma State Department of Education to ensure that it meets the requisite professional development standards stated herein and any others established by the State Department in their continuous review of professional development quality based on TLE-identified needs of schools.

Strategy 2: Provide targeted support systems that use data to improve instruction and develop teachers and principals.

Data from Oklahoma’s K-12, its P-20 longitudinal data system and TLE evaluations brought together with analytic tools in desktop Instructional Improvement Systems, will provide rapid continuous and targeted support to Oklahoma’s teachers and leaders to improve instruction. Data coaches will be deployed to enhance the transition to data-driven instruction. With the TLE, and educators' use of their local instructional improvement systems, professional development will be **need-driven not menu-driven.** The LEAs' instructional improvement system, along with TLE evaluations and surveys, will inform professional development decisions

and allow them to be anchored within a coherent set of tools, curriculum and data sets so that every educator knows how to implement a standards-based education program that actually achieves college and career readiness. Participating LEA's Instructional Improvement Systems will be developed and school leaders will learn how to use them to support professional development plans (2011-2012). **At that points, comprehensive professional development models must be modified, as necessary, to reflect the training needs identified by the data system** in order to receive approval from the Oklahoma State Department of Education . Further, annually, **as teacher effectiveness data from the TLE becomes available**, Participating LEAs will use that data to target professional development investments even further by ensuring that teacher and principal professional development aligns with the needs identified in their individual evaluations.

Training relating to the transition to Common Core standards is an excellent example of how data-driven professional development can positively impact student learning. The Oklahoma State Department of Education has developed **a model for whole school data collection and reflective practice known as Windows on Curriculum (WOC)**, which it will scale up in 2010 for **implementation of Common Core Standards**. WOC is a collaborative effort between teachers and administrators at a school site to conduct short, regular and systematic classroom visits to gather and analyze data regarding curriculum, assessment, instruction and school culture in order to design staff training plans relating to the effective, relevant standards-based instruction. The program monitors fidelity to state standards and comprehensive reform expectations.

The Oklahoma State Department of Education has a key professional development tool that assists school leaders in developing school improvement plans, including comprehensive professional development plans. **This tool, WISE (Ways to Improve School Effectiveness)**, was developed in partnership with the National Center on Innovation and the vendor Indistar. This **web-based strategic planning, data-driven, school improvement and coaching tool** provides schools, particularly struggling schools, a process to conduct a self-assessment based on performance indicators keyed to the state's elements for school improvement in academic performance and learning, professional learning environment, and collaborative leadership. **WISE collects and analyzes performance indicators**, rapid improvement indicators for restructuring schools, and district indicators of achievement, environment and collaborative

leadership. After the self-assessment, districts and schools can easily follow self-designed action plans focused on improved student achievement, including professional development goals, becoming a school's "GPS" for reform – giving the user tailored professional development plans and reform strategies based on school and district data. Training for WISE was rolled out in May 2010 and offered to 90 schools, including every **persistently low-achieving site**. Over 48 schools (110 individuals) have completed the training so far. It will be available at no cost to all LEAs, in Fall 2011. Tools and frameworks such as Windows on Curriculum and WISE will be integrated into Instructional Improvement Systems dashboards. The Oklahoma State Department of Education Turnaround Unit, in conjunction with the new professional development certification and evaluation results, will help schools identify the most proven and successful professional training targeted specifically for turnaround teachers to meet the challenges of a low-performing school.

Strategy 3: Provide Intensive Leadership professional development of Early-Career Principals and Principals of High Needs Schools.

Student achievement data and the research highlighted by the Cooperative Council for Oklahoma School Administration (CCOSA) specify that professional development must be targeted toward early-career principals and the principals of high-needs schools to insure effective school leadership. A comprehensive survey of teachers by the Gates Foundation found that school leadership was a primary factor in attracting teachers to schools. The Oklahoma Commission on Teacher Preparation will partner with CCOSA to modify its **New Principals' Assistance Program and the Principals' Leadership Academy** (Differentiated Role-related Professional Development) to include curriculum addressing issues for principals of high needs schools. State and Participating LEAs' Race to the Top funds will provide the resources to enable all early career principals and principals of high-needs schools to participate in the New Principals' Assistance Program and Principals' Leadership Academies. Instruction specific to the type of school site; business management skills, using data dashboards to inform instructional leadership; **using the TLE evaluation process for maximum faculty effectiveness**; team-building activities and personal reflection/goal-setting opportunities will be integrated into the intensive training. Topics will include **evaluation of teachers using the TLE**; use of the **IIS for school management and staffing decisions**; instructional programming and resources; effective

communication with staff, students, community and central office; legal issues, time management, facilities and finances, and methods of conflict resolution.

The professional development will expand to include: **equitable distribution of effective teachers, data systems and use of data to inform student instruction and professional training as well as measuring the impact of education efforts on students.**

Providing effective support to teachers and principals is a critical component of improving teacher and leader effectiveness. The state's efforts will focus on developing not only principals but the entire school leadership team. The professional development will promote shared vision, shared learning and shared leadership that creates systemic, substantive change improving student learning.

Another leader-specific training is currently provided by the **University of Oklahoma K20 Center**, which focuses on addressing the needs of the 21st Century learner and worker through school-wide systemic change. This program was ranked third nationally from among 50 state programs funded by the **Bill and Melinda Gates Foundation**. Utilizing a multi-phase program, the Center provides professional development for leader learning, entire school faculty learning, teacher content-specific learning, authentic learning for student engagement and undergraduate scholars learning. The work of the K20 Center is built upon an impactful school renewal framework of inquiry, discourse, equity, authenticity, leadership and service. Funded by the Bill and Melinda Gates Foundation and Oklahoma Education Technology Trust (OETT), the K20 Center's leadership development program was a 2010 nominee for the Journal Record's Innovation of the Year. The K20 Center was ranked first in external funding among the eight University of Oklahoma University Strategic Organizations for 2009.

More than 1,500 local education leaders (superintendents and principals) have attended the K20 Center's leadership development program thus far, and through Race to the Top funding, more leaders can access the training. This professional development informs principals' and superintendents' leadership of **systemic change and technology integration** in their schools and districts. Participating leaders report significant progress in implementing a school renewal framework and emulating practices of high achieving schools; and leadership successfully integrating technology for site efficiency and effectiveness.

Strategy 4: Focus on STEM-Related professional development Opportunities: Provide STEM-related professional training to teachers needing improved content knowledge and pedagogy assistance.

It is also apparent from student test scores, specifically the state's NAEP math scores and its Algebra I and Biology I end-of-course assessment data, that STEM-related professional development must be expanded. This proclamation mirrors the sentiment of national leaders, who are particularly concerned with the nation's performance on internationally benchmarked exams like the assessment Trends in International Mathematics and Science Study (TIMSS). To address this need and prepare for the science assessment implementation planned under the current No Child Left Behind mandates and support President Obama's "Innovate America" campaign, Oklahoma will use Race to the Top funding to expand STEM teachers' participation in effective STEM-related content and pedagogy professional development, based on recommendations of the STEM Coordinating Council. As noted above, **STEM-related content will be required of every Participating LEA's professional development model.** The Council will review the national and regional STEM educator training resources and programs, evaluate the studies of their effectiveness, correlate it with the state's workforce projections from the Governor's Council on Workforce and Economic Development and then make recommendations to the Oklahoma State Department of Education regarding STEM-specific offerings from the professional development certification system (described below). This system will include an **online topic-driven PD database** that will make locating the best STEM professional development program simple and effective and will also be available to work individually with LEAs seeking this training for their STEM teachers.

The University of Oklahoma's **K20 Center's Science professional development Institute** is one particularly impressive STEM-related learning opportunity available to Participating LEAs. This program supports schools in the implementation of inquiry science with learning strategies using hands-on science resources. This three-year K20 Center training offers participants instruction in technology integration and inquiry science, and provides science kits and manipulative and conceptual mathematics instructional tools. The training is based on embedded PD delivery and networking components to deepen teachers' content knowledge and confidence in inquiry-based teaching and sustaining teachers' learning in daily classroom practices. K20 Science Initiatives also show increased teacher and student learning "For the past four years, schools with teachers receiving K20 Center professional development have

consistently experienced greater gains on the state's Academic Performance Index (API)—up to 74% higher—than the state average gain in API scores.” (Williams, Atkinson, Cate, & O’Hair, 2008)

Data for the last school year show that K20 partner schools that have participated in the Digital Game Based Learning initiative have had greater gains in API scores than the state’s average API.

The **K20Alt Program**, created by the Oklahoma State Department of Education and the Oklahoma Technical Assistance Center, is also an important resource for STEM-related professional development. Originally designed to support alternative education teachers to **become highly qualified in STEM subject areas**, it has grown over the past three years to help all teachers expand their knowledge of content and pedagogy. K20Alt has also evolved from dissemination of model lessons and companion video demonstrations to interactive and supportive mentoring with virtual collaboration among teachers across Oklahoma. High school lessons in STEM, interdisciplinary lessons, and other content areas are available at no cost to any LEA.

(D)(5)(2) **Measure, evaluate and continuously improve the effectiveness of those supports in order to improve student achievement.**

Strategy 5: *Ensure professional development is effective: Create a statewide professional development certification and accountability system for professional development, measuring student and participant outcomes, and continuously improving programs*

Certification of Professional Development Offerings

The Oklahoma State Department of Education will create a **certification system for professional development offerings** in the Spring of 2011, to be launched in the Summer of 2011, **certifying the Professional Development's effectiveness** and tracking its progress in the certification process (that will include the evaluation process described below). To develop an evidence base for the effectiveness of the professional development certification program, Oklahoma State Department of Education will prioritize certification of professional development funded through Race to the Top. When reviewing the Participating LEA's comprehensive professional development models, it will require that Race to the Top funded professional development selected by the Participating LEA, be certified by the Oklahoma State

Department of Education . The Oklahoma State Department of Education will ensure that offerings meet the national standards of professional development for context, process and content standards and demonstrate impact on participant and student outcomes to qualify for ongoing certification.

To facilitate and assist LEAs in their design of high-quality professional development plans, Oklahoma State Department of Education will make an online clearinghouse of certified offerings on the Wave/SLDS available on the Oklahoma State Department of Education 's website for all educators' use 24/7. The Oklahoma State Department of Education will also provide regular (at least annual) workshops on the identification and selection of certified professional development offerings both traditional and online.

Independent Evaluation of Professional Development Offerings

Because of their expertise in evaluating professional development models and overseeing the accreditation of the state's teacher preparatory programs, the Oklahoma Commission for Teacher Preparation will oversee and develop an independent evaluation of all professional development initially focusing on Race to the Top funded offerings. Specifically, all professional development must be measured and evaluated by and with respect to design, delivery and outcomes. The State's professional development Accountability System will focus federal, State and LEA resources on high-impact offerings and continuously improve professional development.

To continuously improve the professional development evaluation process, \$800,000 of Race to the Top funds matched with approximately \$800,000 of state funds will be used by the Oklahoma Commission for Teacher Preparation to procure external evaluation contracts to **measure and track the impact of professional development offerings. The new Oklahoma State Department of Education** certification program, together with the Commission for Teacher Preparation, creates a Race to the Top professional development Clearinghouse. **This Professional Development Clearinghouse,** will assess the delivery and outcome of professional development offerings used in Oklahoma's Race to the Top, in particular how professional development impacts student growth and/or TLE scores. Notably, the Commission for Teacher Preparation has established successful processes to secure independent evaluations of its own

teacher professional development offerings, and will scale out its accountability system to ensure that all certified professional development offerings are high quality and high impact.

The professional development evaluation system will be scaled out in the 2010 school year so that Participating LEAs will have the benefit of this professional development evaluation data for 2011-2012 school year professional development planning. The evaluation system will use online evaluations (e.g. **participant evaluation** forms), **student achievement data** as captured by formative and summative statewide assessments, **and TLE evaluation data** (once available, beginning in 2012-2013) to demonstrate impact on participant behaviors and student performance. Offerings will be evaluated at both the program and provider level and assessed against high standards based upon the measurable impact of the best programs in the state and nation. **The evaluation results will be published annually and made available to all LEAs in the state.** If they do not demonstrate high impact results, the programs/providers will be given one year to improve based upon this feedback. The following school year, the state will review data again to determine whether professional development offerings provide the data driven impact on teacher and leader performance and student growth to remain certified. **Only program/providers with high-impact results will retain certification.**

D(5) Summary: Activities, Timeline, Responsible Parties

Activities	Timeline	Responsible Parties
<ul style="list-style-type: none"> Research comprehensive professional development models 	Fall 2010	Oklahoma State Department of Education
<ul style="list-style-type: none"> Develop or identify a pre-approved comprehensive model 	Fall 2011	Oklahoma State Department of Education
<ul style="list-style-type: none"> Require Participating LEAs to develop their models for approval. 	Fall 2011	SDE
<ul style="list-style-type: none"> Review, refine, and approve proposed professional development models. 	Winter 2011	SDE
<ul style="list-style-type: none"> All novice principals and principals of high-needs schools begin receiving specialized training. 	Spring 2011	LEAs and principal, and CCOSA
<ul style="list-style-type: none"> Review STEM-related professional development and recommend STEM training programs to OCTP and all state LEAs. 	Fall 2010	STEM Education Coordinating Council

<ul style="list-style-type: none"> • Map professional development offerings to the specific weakness and strengths identified in educator evaluations 	2012-2013, 2013-2014 (as avail.)	Participating LEAs, Principals
<ul style="list-style-type: none"> • Develop professional development certification system 	Fall 2010	Oklahoma State Department of Education
<ul style="list-style-type: none"> • Certify offerings 	Summer 2011	Oklahoma State Department of Education
<ul style="list-style-type: none"> • Develop professional development evaluation system. 	Fall 2010	Okla. Commission for Teacher Preparation
<ul style="list-style-type: none"> • Certify, improve or remove professional development based on evaluation outcomes. 	2011-ongoing	Oklahoma State Department of Education

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

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

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

Evidence for (E)(1):

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

Recommended maximum response length: One page

(E)(1)

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

Oklahoma has the legal authority to intervene directly in the State's persistently lowest-achieving schools and in LEAs that are in need of improvement or corrective action.

Specifically, Senate Bill 268, passed in May 2009, grants the state the authority to require the alternative governance of any school identified as in **need of improvement** for four consecutive years. (See Appendix E1-A, OKLA. STAT. tit. 70, § 1210.544). Under the provisions of SB 268, a school district board of education must implement one of the following:

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

This state law also provides for the Oklahoma State Department of Education to assume control of the school in certain instances when a school remains on the School Improvement List.

In addition, House Bill 1461, also passed in 2009, requires that a school not making adequate yearly progress (AYP) for two consecutive years—because of failure to meet an academic performance target, or an attendance or graduation performance target, or both—be placed in corrective action.

Oklahoma also has the authority and necessary regulatory processes to intervene in LEAs pursuant to its accreditation authorities as required under NCLB, Public Law 107-110.

(See Appendix E1-B, Oklahoma's Authority and Guidance for LEA Intervention and Corrective Action and Related Flowchart). This authority requires the Oklahoma State Department of Education to annually review the progress of each LEA, and if the LEA does not make AYP for two consecutive years, the LEA is placed on an improvement plan. If the LEA does not make AYP for two consecutive years after the improvement plan is implemented, the LEA is placed in corrective action, which may include the following interventions and sanctions:

- 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

Id., at Corrective Action Flow Chart.

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

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

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

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

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

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

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

Recommended maximum response length: Eight pages

(E)(2)

Turning Around the Lowest-Achieving Schools

Turning around Oklahoma's persistently lowest-achieving schools is a moral and economic imperative, and an essential and high leverage strategy for providing every Oklahoma student with a great public education that prepares them for college and career.

It is also a major challenge. Nationally, and in Oklahoma, the track record of school turnaround efforts is mixed at best.

Oklahoma, however, is arguably in the best position of any state in the country to succeed consistently in an area where consistent success has been so elusive:

- Senate Bill 2033 (the Oklahoma Teacher and Leader Effectiveness Act of 2010) provides as potent a lever for human capital improvement, an all-important component of school turnarounds, as there is in the nation.
- Eleven of Oklahoma's twenty lowest performing schools are in two urban school districts which were just provided a powerful tool by the Oklahoma legislature, Senate Bill 509, specifically to turnaround those chronically low performing schools.
- Through State Board waivers, Oklahoma provides entrepreneurial school leaders who take on the challenge of transforming formerly low performing schools with critical autonomy, within a strict framework of accountability, to maximize people, time, and money.
- Turning around Oklahoma's persistently lowest-achieving schools is a highly visible statewide political priority and the Race to the Top plan has defined a narrow initial focus on the twenty persistently lowest-achieving schools in Oklahoma that will enable the most strategic possible use of human and financial resources.

- In recent years, Oklahoma has developed innovative data systems, important technical assistance resources, and strategic partnerships that will be instrumental to the success of our drive to turnaround our persistently lowest-achieving schools.

Vision	Transform 100% of Oklahoma’s twenty persistently lowest performing schools, with marked progress in two years.
Strategies	<ol style="list-style-type: none"> 1. Make turning around the state’s persistently lowest-achieving schools the primary priority of Oklahoma's Race to the Top initiatives for improving student learning. 2. Leverage the powerful tools provided by Senate Bill 509 and Senate Bill 2033 (the Oklahoma Teacher and Leader Effectiveness Act of 2010) to make rapid progress at Oklahoma’s twenty persistently lowest-achieving schools. 3. Use the state's innovative school improvement data systems to identify turnaround strategies and guide persistently lowest achieving schools' transformation. 4. Provide LEAs, schools, and other management organizations with the autonomy to control the necessary levers for transformative change (personnel, budget, program, and length of school day/year). 5. Establish a Turnaround Unit at the Oklahoma State Department of Education that serves all LEAs on the state’s School Improvement list with turnaround support, including and providing data, technical assistance, and coordination of intervention strategies. 6. Closely monitor progress and hold LEAs accountable for rapid results.
Goals and Timeline	<ul style="list-style-type: none"> • Spring 2013 -- All twenty of the state’s persistently lowest achieving schools make AYP. • 2014-2015 school year -- LEAs with persistently lowest-achieving schools have developed sufficient numbers of effective teachers and leaders to fill all leadership and teaching positions at all of the (at that point, formerly) persistently lowest-achieving schools.

(E)(2)(i) **Identify the persistently lowest-achieving schools, and at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds.**

Strategy 1: Make turning around the state's persistently lowest-achieving schools the primary priority of Oklahoma's Race to the Top initiatives for improving student learning.

The Oklahoma State Department of Education has defined and identified the state's "persistently lowest-achieving schools" and that definition was approved by the U.S. Department of Education on April 20, 2010. (**See** Appendix E2-A; List of persistently lowest-achieving schools and Approved Definition through the Oklahoma State Department of Education's School Improvement Grant program).

The list includes twenty schools—fifteen high schools (including six from Tulsa Public Schools, and one from Oklahoma City Public Schools), three middle schools (two from Tulsa, one from Oklahoma City), and two elementary schools (one from Oklahoma City Public Schools, one from Crutchfield Public Schools, a district on the outskirts of Oklahoma City). The state did choose to include in the list of persistently lowest-achieving schools those non-Title I eligible secondary schools, which would be considered persistently lowest-achieving schools were they eligible to receive Title I funds. Oklahoma State Department of Education has given the superintendents of the LEAs with these schools an analysis of their schools' performance relative to all schools.

Located in eleven districts, with more than half of the school sites in the Tulsa and Oklahoma City school districts, these twenty schools will be the first schools to receive the supports described in this section of the Race to the Top application. However, to the extent that there are funds available, the State plans to use the resources made available through Race to the Top funding to assist other chronically low performing schools not formally identified as "persistently lowest-achieving schools." Top priority for this additional level of turnaround assistance will be first-year School Improvement schools. Oklahoma anticipates an increase in schools that will not make AYP in 2010 because we raised the bar on Reading and Mathematics proficiency benchmarks for all state-mandated tests in grades 3-8 last year.

(E)(2)(ii) **Support LEAs in turning around persistently lowest-achieving schools by implementing one of the four school intervention models.**

Strategy 3: Leverage the education reform strategies of Senate Bill 2033 to transform the persistently lowest-achieving schools and rapidly improve student growth in these schools.

(a) Accelerate the flow of highly effective teachers and leaders into persistently lowest-achieving schools by recruiting, training, supporting, and retaining a corps of turnaround teachers and leaders committed to transforming the state's persistently lowest-achieving school communities.

Great principals and teachers are critical to achieving rapid improvement in low-performing schools. All four school intervention models require a cadre of strong teachers and leaders who can be successful in the persistently lowest-achieving schools. As noted above, Senate Bill 2033 (the Oklahoma Teacher and Leader Effectiveness Act of 2010) will result in a fast expanding pool of effective teachers and leaders. Senate Bill 2033 will result in better teacher and leader preparation programs through the strategic use of the Teacher and Leader Evaluation System to spur continuous program improvement. In addition, thanks to Senate Bill 2033, LEAs will soon have effectiveness metrics on every teacher and principal and incredible tools to improve teacher and leader effectiveness over time, including basing career status (tenure), reduction in force, and retention decisions on Teacher and Leader Evaluation ratings. Furthermore, as state and district leaders learn which teachers and preparation/certification programs are linked to the greatest gains in student achievement, and as they analyze and more equitably distribute effective teachers, the teacher pipeline for persistently lowest-achieving school will improve, thereby increasing the pace of school transformation.

Further, as noted above in Section (D)(3), a model staffing initiative with a consultant with skills similar to The New Teacher Project will work intensively with Oklahoma City and Tulsa Public Schools and other Participating LEAs with the persistently lowest-achieving schools on a range of strategies to make maximum progress in recruiting, retaining, and developing effective teachers, ensuring effective teachers are placed to the maximum extent in persistently lowest-achieving schools, and ensuring the persistently lowest-achieving schools are not saddled with additional ineffective teachers through in-district transfers.

Note: Pursuant to the policy change, Participating LEAs may not transfer any teachers who are rated as "needs improvement" or "ineffective" to high-poverty/high-minority or schools "in need of improvement" under NCLB if such schools have **inequitable distribution rates of effective teachers and principals in the top two quartiles**. (The only caveat to this mandate applies to rural schools, who may seek a waiver of this requirement from the Oklahoma State Department of Education by submitting a petition from the LEA's superintendent.) Because every persistently lowest-achieving school in Oklahoma is a high need school (definition: high-poverty or high-minority), and almost every persistently lowest-achieving school is "in need of improvement", this ambitious human capital policy will significantly diminish the number of ineffective teachers in persistently lowest-achieving schools and drive their transformation to improved student learning.

Finally, as noted above in Section (D)(2) and (3), Oklahoma will use its Race to the Top funding to develop a competitive grant program (totaling \$15,363,000) relating to incentive pay initiatives open to all Participating LEAs. Funded applications must link financial incentives to the top one or two tiers of the Teacher and Leader Evaluation System results, and thus target only superior and highly effective teachers. Oklahoma's competitive grant program for incentive pay will allocate at least fifty percent of the program's funding to pay for incentive pay programs targeting qualifying (superior and highly effective) teachers and principals in schools that are "in need of improvement" or high need schools. Senate Bill 2033 (the Oklahoma Teacher and Leader Effectiveness Act of 2010) also provides authority for LEAs to use their own funding to support incentive pay programs targeting the recruitment and retention of effective teachers in the persistently lowest-achieving schools. An LEA might propose a retention bonus program that will provide annual bonuses to teachers and principals who are rated highly effective, and who agree to continue working in one of the persistently lowest-achieving schools. By providing incentive pay, the persistently lowest-achieving schools will decrease attrition rates for highly effective teachers and recruit effective teachers from higher performing schools. This incentive program will also build the evidence base on how to successfully retain and recruit effective teachers in the persistently lowest-achieving schools.

A final way Senate Bill 2003 (the Oklahoma Teacher and Leader Effectiveness Act of 2010) will help persistently lowest-achieving schools is the landmark new law's elimination of performance-blind reductions in force. Beginning in the 2012-2013, persistently lowest-

achieving schools will make reductions in force based primarily on Teacher and Leader Evaluation System ratings (Note: Use of the Teacher and Leader Evaluation System is not mandatory until the 2013-2014 school year but we fully expect all persistently lowest-achieving schools to opt into the new system in the 2012-2013 school year). By making teacher retention decisions based on student learning, transformation will be more rapid and more robust.

(b) Provide Oklahoma City and Tulsa Public Schools, the state's two largest school districts, greatly enhanced flexibility in the staffing of their schools.

Senate Bill 509 and Senate Bill 2033 directly impact the chances of success for turnarounds of persistently lowest-achieving schools in the state's two largest urban school districts (Oklahoma City and Tulsa Public Schools, with a total of eleven persistently lowest-achieving schools between them). Senate Bill 509 (reflected in Senate Bill 2033 as well) gives Oklahoma City and Tulsa Public Schools the authority to implement an alternative governance arrangement for any school on the need of improvement list for four years, upon approval of the district board and concurrence of the executive committee of the local bargaining unit. In that arrangement, any teacher not retained at the school site shall be given full-time substitute teacher status for up to two years. Most notably, if the ineffective teacher is not voluntarily offered a teaching contract by another principal within the district within two years, the teacher may be non-reemployed without further statutory due process. The unprecedented flexibility provided by Senate Bill 509 in the staffing of low performing schools will be a major driver in the transformation of the persistently lowest-achieving schools. Because these urban LEAs' alternative governance sites will have the ability to remove ineffective teachers from their schools without the risk of incurring lengthy court battles and without those teachers being guaranteed a position in another school, teacher effectiveness will improve in the persistently lowest-achieving schools and in the district as a whole. Finally, because the establishment of an alternative governance site requires teacher input, collaboration, and agreement, effective teachers will have a voice in creating the conditions that enable them to do their best work.

Strategy 4. Provide LEAs, schools and other management organizations with the autonomy to control the necessary levers for transformative change (personnel, budget, program, and length of school day/year).

Oklahoma has an impressive history of moving low-achieving schools (schools failing to make AYP) to higher levels of student achievement and significantly closing achievement gaps. In the 2008-2009 school year, for example, 72 percent of the sites assisted by the Oklahoma State Department Of Education's School Support Teams made AYP in reading, and 83 percent of the sites working with School Support Teams made AYP in mathematics. Four of the eighteen sites supported by School Support Teams made sufficient gains in student achievement to be removed from the School Improvement list. (See Appendix E2-B, Our Story: Madison Middle School, Tulsa Public Schools; and E2-C, Oklahoman feature on Western Village).

Succeeding with the persistently lowest-achieving schools will require an even more intensive, focused effort. Accordingly, Oklahoma's Race to the Top plan for our persistently lowest-achieving schools requires the following elements drawn from the nationally acclaimed Mass Insight school turnaround model:

- Clearly defined authority to act based on what is best for children and learning—i.e., flexibility and control over staffing, scheduling, budget and curriculum.
- Relentless focus on hiring effective staff and data driven staff development as part of an overall human capital strategy to ensure the best possible teaching force.
- Highly capable, distributed school leadership—i.e., not simply the principal, but an effective leadership team.
- Additional time in the school day and across the school year.
- Performance-based behavioral expectations for all stakeholders including teachers, students, and parents.
- Integrated, research-based programs and related social services that are specifically designed, personalized and adjusted to address students' academic and related psycho-social needs.

As with the schools in Mass Insight's Partnership Zones, Oklahoma's persistently lowest-achieving schools will be organized into intervention clusters supported by a reform partner. In their selection of a reform partner, Oklahoma's intervention clusters may use their Race to the Top money (\$250,000 per school) to contract with outside organizations to provide academic and student support services as well as coordinate the turnaround efforts in the persistently lowest-achieving schools. An intervention cluster may also leverage (at no cost) the expertise and

guidance of the Oklahoma State Department of Education's Turnaround Unit staff (described below).

To facilitate these intervention clusters, regulatory waivers granted by the Oklahoma State Department of Education will facilitate and encourage struggling schools, including the persistently lowest-achieving schools to create deregulation and empowerment schools, zones and districts a designation enabling the schools to receive regulatory waivers in all areas of school operations except in matters of finance, certification, and health and safety. The innovative school, group of schools, or district will design an intervention and empowerment plan in collaboration with school and district leaders, teachers, parents, and the community. The plan must be approved by a majority of the administrators and a majority of the teachers employed by the deregulation school, zone, or district.

The intervention and empowerment plan describes how the school(s) will use and adapt the necessary levers—personnel, budget, program, and length of school day—to implement the reforms necessary to transform student learning and achievement. The plans must be ground in research or successful practices, aligned with the needs of the school, and approved by the local education board and the State Board of Education.

The persistently lowest-achieving schools in Participating LEAs will use this process to enhance and support their implementation of one of the four Race to the Top Intervention Models. To receive State Board of Education approval, schools and districts that have designed an intervention and empowerment plan must adopt accountability measures to monitor the success of the innovation strategies, such as graduation rates and end-of-course exams, formative assessments, ACT scores, the percentage of students continuing into higher education, and the percentage participating in concurrent enrollment programs. As detailed below, the Turnaround Unit's School Support Teams will help schools to innovate in this fashion and to develop their intervention and empowerment plans aligned with the schools' strategies undertaken through either the School Improvement Grant process or the Race to the Top program.

Note: Please see Strategy 3(b), above, regarding Senate Bill 509's language providing Oklahoma City and Tulsa Public Schools' (the state's largest school districts, with a total of eleven of the state's twenty persistently lowest-achieving schools) unprecedented autonomy in school staffing.

Strategy 2. Use the web-based reform planning tool WISE to identify the precise needs of the lowest-achieving schools and develop a rapid improvement plan to turn them around. (E)(2)(ii)

Persistently lowest-achieving schools will have priority access from the Oklahoma State Department of Education to the web-based, data-driven school reform planning tool, “Ways to Improve School Effectiveness,” (WISE). School Support Teams and the reform team leaders in each persistently lowest-achieving school will use WISE within their IISs to inform, coach, sustain, track, and report improvement activities. WISE is an easy to use, comprehensive web-based strategic planning tool that uses assessment data and coaching supports to target and tackle the areas necessary for transformative change. (See Sections C(2) and (3)). Users of WISE perform an extensive site and district needs assessment aligned with the state’s priorities for school improvement. (See Appendix E2-D, “Nine Essential Elements of Comprehensive School Improvement”.) Through the needs assessment process, WISE generates school-specific “rapid improvement indicators” needed to address academic learning and performance, professional learning environments (effective teachers), and collaborative leaders (effective leaders). The needs assessment will be driven largely through a contracted study with Marzano Research Laboratory funded through the School Improvement Grant. After the self-assessment, persistently lowest-achieving schools will use WISE to design tailored action plans, anchored in the rapid improvement indicators, that will initiate targeted improvement in learning and achievement. The ongoing collection and analysis of the schools’ performance on a vast array of data points will keep the persistently lowest-achieving schools on task in their transformation efforts, like a “GPS” system guiding a car to its destination. WISE even allows the State Department of Education’s School Support Teams and district leaders to virtually coach school reform teams as they implement their plans through an electronic thread that can be saved or printed as a report. Also, as noted above in Section (C)(2) and (3), WISE will assist the persistently lowest-achieving schools in developing tailored professional development plans, which will help them create the Comprehensive Professional Development Plans required as a Participating LEA in Oklahoma’s Race to the Top plan. Training for WISE was rolled out last month in conjunction with the state’s U.S. Department of Education School Improvement Grant Project for low-achieving schools and was provided to over 48 schools, including many of the state’s persistently lowest-achieving schools. The Oklahoma State Department of Education is training site leadership teams, district personnel, and coaches for each site.

WISE has been used by the state of Virginia and has proven remarkably successful. Of the nineteen districts that used the district improvement process for thirty schools, only eight districts (and a total of ten schools) remained on the School Improvement list and student achievement increased in all thirty schools. (**See** Appendix E2-E, Virginia's Indistar Report.)

WISE planning is now a requirement of all School Improvement Grant recipients (and thus all persistently lowest-achieving schools in Race to the Top), and is provided at no cost to the LEAs and schools. Training will be available to all schools, whether a PLA school or not, in the fall of 2011. Oklahoma State Department of Education training in the use of WISE was just launched in Oklahoma in May 2010. This award-winning, data-driven planning system was developed in conjunction with the National Center on Innovation and Improvement and a national vendor, Indistar.

Strategy 5: *Establish a Turnaround Unit at the Oklahoma State Department of Education that serves all LEAs on the state's School Improvement list with turnaround support, including providing data, technical assistance, and coordination of turnaround strategies.*

In the fall of 2010, the Oklahoma State Department of Education will create a "School Turnaround Unit" that will focus only on the persistently lowest-achieving schools and other schools likely to be designated a persistently lowest-achieving school in the future without immediate intervention. This unit will provide support and assistance to all PLA schools and to any educational management organizations contracted to manage recovery schools. The Turnaround Unit's work with schools and LEAs will be guided and informed by the best practices and research available from national turnaround leaders such as Mass Insight, as described above, and in-state experience from schools that have turned around their student achievement, including Oklahoma's public charter schools, such as Western Village Elementary School in Oklahoma City.

The state's Turnaround Unit will provide a range of supports to LEAs as they transform Oklahoma's lowest-achieving schools, from the point they enter the reform system, to the change-planning process, to recruitment of highly effective leaders and staff, and finally, to the launch operations of their own intervention model initiatives. Given the degree of challenge that turning around any chronically low-performing school represents, the Turnaround Unit will

assist LEAs in selecting their intervention model (if they have not yet done so by virtue of a School Improvement Grant) as well as providing access to expertise and best practice in school intervention to help them build long-term capacity to manage turnaround efforts.

The Turnaround Unit will provide these schools and their districts access to turnaround experts and mentors; help recruiting operational partners, teachers and principals; assistance navigating collective bargaining issues; and **coordination of Race to the Top strategies with work ongoing under the School Improvement Grants** which many of the schools will receive. The Turnaround Unit will also support and assist districts in their formation of intervention clusters with other persistently lowest-achieving schools to leverage and combine resources.

As LEAs develop and begin implementing their transformation and intervention plans, the Turnaround Unit will review interim work products and will counsel LEAs to be more aggressive when plans are not sufficiently comprehensive to be successful. Schools that choose to convert to a charter school will be supported by both the Turnaround Unit and the State Department of Education's Charter Management Officer.

The Turnaround Unit will be staffed by the State's School Support Teams, which serve as the Oklahoma's educational leadership coaches dedicated to school improvement using the Office of Standards and Curriculum's priorities for school reform. As noted above, these teams have an impressive record of assisting low-performing schools, and their assistance with persistently lowest-achieving schools will be invaluable, especially with regard to their expertise in the effective use of the WISE and other data system tools on the schools' IISs. Oklahoma's Race to the Top funding will provide the unprecedented opportunity to expand the work of the School Support Teams by expanding the number of team members and, as such, number of schools served.

Oklahoma has a wealth of expertise and success to draw upon: urban teacher and principal residency networks, including the Oklahoma Mentoring Network, Teach For America Corps members, and the services of The New Teacher Project. **See** Section (D)(3), (4) and (5). Today, these programs are effective but limited in scale. The Turnaround Unit will monitor approaches and scale preparation programs, develop cohort strategies for teacher and leader placement into persistently lowest-achieving schools, necessary induction and supports, appropriate incentives to attract, retain, and dismiss educators, based on teacher and leader effectiveness evaluations.

Intervention Supports

Specifically, the Turnaround Unit's approach to supporting persistently lowest-achieving schools implementation of the Turnaround Models will include assisting them with an "executive search" to identify and recruit leaders; provide up to six months of training, planning, and mentoring before placement; and involve the principal in staff selection and planning with a team of turnaround teachers. Schools replacing their principals under the turnaround and transformation models will be able to draw on a State-supported pool of experienced, effective school leaders while a stream of strong principal candidates will be prepared to "back-fill" the positions vacated by the State-supplied experienced leaders.

To assist schools in acquiring turnaround teachers, the Turnaround Unit will help LEAs and schools draw on both experienced and effective teachers with proven success in the classroom as well as the enhanced pipeline of new teachers (**See** Section (D)(3)), with experienced teachers providing additional instructional leadership. In conjunction with the Oklahoma Commission for Teacher Preparation's Office of Professional Development, the Turnaround Unit will help the schools identify the most proven and successful professional training targeted specifically for turnaround teachers to meet the challenges of a low-performing school.

By 2014, the Turnaround Unit and LEAs will have developed sufficient numbers of teachers and leaders to fill the leadership and core teaching positions in the 20 schools. Thereafter, philanthropy and Title I grants will fund continued efforts to recruit and support turnaround teachers and leaders.

In addition to helping schools and LEAs with regulatory flexibility, the Turnaround Unit will collect data and research findings regarding the innovative school models that have proven successful in turning around persistently lowest-achieving schools so that these models can be replicated across the state. By doing so, the persistently lowest-achieving schools will have an informed expert available to them for consultation regarding planning and change.

The Turnaround Unit will also expand the state's work with the **National Center on Time and Learning** (NCTL) to support any of the persistently lowest-achieving schools in developing and implementing expanded learning time schedules. These schedules allow for more effective teacher collaboration, planning, data-use, and professional development, and

increase student engagement through enhanced enrichment opportunities. Funds to support this initiative will come through Race to the Top funds, as well as Title I dollars.

Community Support

Because experience has repeatedly shown that strong parent and community engagement is critical to the success of struggling schools, the Turnaround Unit will also provide technical assistance to schools regarding community support. To sustain the effective governance and human capital systems needed for transformation, schools and districts must have an appropriately informed, engaged, and demanding community, and families with high expectations for their children and schools. The Turnaround Unit will identify and fund proven partners that will train and consult with persistently lowest-achieving schools and their districts on strengthening family ties to the school and community engagement in support of it. The state will help schools build systems of parent/community engagement as a means to raise expectations and, ultimately, to develop local partnerships that sustain higher expectations for both adults and students. The WISE planning tool also has a Parental Involvement Analysis feature that provides effective strategies to strengthen family and community involvement through the modification of school policies and practices.

As part of this work, the Turnaround Unit will review, support and assist with the funding of community school initiatives in persistently lowest-achieving schools. These wrap-around initiatives will serve the persistently lowest-achieving schools by a support network that addresses family and child needs from birth through postsecondary education. A particularly noteworthy model for this strategy is the Tulsa Area Community Schools Initiative, which serves 18 schools in the Tulsa area (in several school districts) and is based upon the national community school initiative. (**See** Appendix E2-F, Tulsa Area Community Schools Initiative.) A site coordinator is placed in each Tulsa Area Community School to help meet social services needs of students and their families, including academic, mental, physical and emotional needs. These schools also have on-site access to health clinics, transition specialists, family engagement programs, positive behavior intervention, out-of-school programming opportunities, and higher education experiences to encourage college participation.

Strategy 6: Monitor progress and hold LEAs accountable for results.

Each persistently lowest-achieving school will commit to making AYP by spring 2013. The Turnaround Unit will frequently monitor progress and provide supports to ensure that each persistently lowest-achieving school is on track to reach AYP within the three-year timeframe. For each formative and summative state assessment, the Turnaround Unit will set intermediate goals and review progress toward these goals within six weeks of the assessment's execution. The Turnaround Unit will also monitor data systems to see the broader quantitative and qualitative factors of school progress, such as attendance, and teacher turnover. The Turnaround Unit's Support Teams will visit each persistently lowest-achieving school monthly in its first semester of operations and then at least quarterly thereafter. The Turnaround Unit will provide periodic reports on the Oklahoma State Department of Education's website about the performance of the persistently lowest-achieving schools so the public can observe the progress being made. When necessary, if improvement plans are not followed the State will use one or more of the following sanctions:

- Reduction or removal of any School Improvement Grants received under Section 1003(g) of the ESEA.
- Reduction or removal of Turnaround School funds through Race to the Top
- Removal of regulatory waiver and empowerment zone/school/district status

Notes Regarding LEA Race to the Top Intervention Models

Lessons learned: In the last ten years, Oklahoma's multi-faceted approach to school improvement has included:

- School Support Teams led by distinguished educators;
- Statewide development of the Master Teacher Program and a "Building Academic Vocabulary" process;
- the Oklahoma priorities for school improvement called the "Nine Essential Elements"—a needs assessment and improvement system aligned with research-based strategies; and
- *What Works in Schools* seminars led by Dr. Robert Marzano and his research associates.

Though Oklahoma has seen documented success in helping schools improve, the reality is that far too many of our students are still not prepared for college and/or career. As such, Oklahoma's efforts are now more bold and strategic. With the assistance of the National Center on Innovation and Improvement, the state is more effectively aligning its school improvement supports because it recognizes that collaboration and integration of targeted supports is paramount to ensuring that students are ready for college and career.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Closed School	8	<p>School improvement sites were closed for a variety of reasons: financial issues, grade-level reconfiguration; redistricting of students to a different school.</p> <p>Lessons Learned: Academic, operational and administrative issues lead a district to close a school and determine a more effective environment and academic setting for students to learn.</p>
Restart	3	<p>Restart schools were part of the redistricting plans and reconfiguring grade-level groupings to ensure a more appropriate learning environment for students. Two restart examples were successful. One restart had difficulty since the students did not move to a high achieving school, and the school was staffed primarily by inexperienced teachers</p> <p>Lessons Learned: When there is a restart, it is critical that a high-achieving school be available for student transfers. In addition, future restarts should include a restart transition specialist to manage the comprehensive change, including climate, personnel, academics, resources and communication.</p>

<p>Transformational</p>	<p>1</p>	<p>Largely due to legislation passed this session, (Senate Bill 509), one Oklahoma City public school is currently beginning the transformation model by removing and replacing 50 percent of its teachers through the “alternative governance” arrangement noted above. Due to the strength of this legislation, any teacher not retained at the school site shall be given full-time substitute teacher status for up to two years. If the ineffective teacher is not voluntarily offered a teaching contract by another principal within the district within two years, the teacher may be non-renewed without any right of appeal.</p> <p>Several other Oklahoma schools have provided job-embedded professional development and replaced a principal.</p> <p>Lessons Learned: Substantive assistance from State Department of Education initiatives helped these schools achieve measurable results. (<u>See</u> Appendix E2-G, 2008-2009 SSOS Data.)</p> <p>Just replacing principals provides minimal change. To have a greater chance of success, a principal must have the authority to hire staff, develop a strong leadership team, and have adequate resources. Senate Bill 509 provides this flexibility for qualifying schools.</p>
<p>Turnaround</p>	<p>1</p>	<p>Oklahoma has one school that meets most of the turnaround characteristics. A restructuring middle school in year 7 replaced the principal and most of the staff. This school was successful in exiting school improvement list because of a laser-like focus on student learning by the principal; support provided to staff; school-wide interventions such as Building Academic Vocabulary; School Support Team technical assistance; high expectations established by the site leadership team; and relentless focus on what was needed for students to learn, specifically resources to meet emotional, physical, intellectual, social and academic needs.</p> <p>Lessons Learned: Provide authority to act, hire a principal with the vision, energy and motivation to support teachers, students and</p>

		parents in a challenging environment. Provide waivers for sites most in need of improvement to provide time, people, and resources necessary to meet differentiated needs.
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Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. All persistently –low performing schools should have exited the intervention model by 2013-2014.		20	20	20	0

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

The extent to which—

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

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

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

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

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

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

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

Recommended maximum response length: Three pages

(F)(1)

Making Education Funding a Priority

(F)(1)(i): **State Revenues Used to Support Elementary, Secondary, and Public Higher Education**

Oklahoma's revenue for public schools comes from four sources: 1) state appropriations; 2) state dedicated revenues; 3) local revenue; and 4) federal revenue. State appropriations of revenue are generally distributed to local school districts through a State-Aid formula that is administered by the State Department of Education. The Oklahoma Legislature traditionally **gives more than one-third of all state-appropriated revenues to public schools.** In **FY-2008 and FY-2009, 53%** of the state's budget was directed to all levels of public education: common (K-12), career-tech and higher education. The actual dollar amounts used in support of education increased over that year but the percentage of total state appropriations was unchanged. State support for all three levels of public education was \$3.73 billion in FY-2009 and \$3.69 billion in FY-2008.

Oklahoma's FY 2008 and FY2009 Education Appropriations

in millions

Budget Years	Common Education	Career Tech	Higher Education	Total Education	All State Appropriations	Percentage of Total
FY09 Appropriations	\$2,532	\$158	\$1,040	\$3,730	\$7,089	53%
FY08 Appropriations	\$2,510	\$156	\$1,027	\$3,692	\$6,950	53%
One-year increase	\$21	\$3	\$13	\$37	\$139	

Senate Overview of State Issues, Oklahoma State Senate, Sept. 2009

Oklahoma's funding for common education has increased 45.6% over the last ten years. However, the nation's economic recession has hit the state hard. Oklahoma's Legislature and Governor have worked diligently to protect education, health care, transportation and public safety from across-the-board cuts.

	FY'99 <u>Appropriation</u>	FY'09 <u>Appropriation</u>	Dollar <u>Change</u>	Percent <u>Change</u>
Common Education	\$1,738,531,635	\$2,531,702,553	\$793,170,918	45.6%
Higher Education	\$757,862,120	\$1,039,886,280	\$282,024,160	37.2%
Health Care Authority	\$325,846,050	\$842,122,261	\$516,276,211	158.4%
Human Services	\$339,685,593	\$559,107,190	\$219,421,597	64.6%
Corrections	\$331,165,993	\$503,000,000	\$171,834,007	51.9%
Transportation	\$331,375,377	\$207,691,448	-\$123,683,929	-37.3%
Mental Health & Substance Abuse	\$127,593,452	\$209,579,129	\$81,985,677	64.3%
Career & Technology Education	\$116,939,996	\$158,269,736	\$41,329,740	35.3%
Juvenile Affairs	\$97,824,095	\$112,254,258	\$14,430,163	14.8%
Public Safety	\$61,544,635	\$97,170,391	\$35,625,756	57.9%
Health Department	\$66,858,510	\$75,028,113	\$8,169,603	12.2%
District Courts	\$34,647,308	\$58,067,785	\$23,420,477	67.6%
FY'09 Subtotal (90.4% of Total)	\$4,329,874,764	\$6,393,879,144	\$2,064,004,380	47.7%
Other Agencies/Capital	\$547,359,543	\$695,260,779	\$147,901,236	27.0%
Total Appropriations	\$4,877,234,307	\$7,089,139,923	\$2,211,905,616	45.4%

(F)(1)(ii) Equitable Funding between high-need LEAs and other LEAs

The State Aid formula has equitably allocated 80 percent of all state appropriated support to public schools since 1981. The State-Aid formula distributes annual appropriations by the Oklahoma Legislature through a complex calculation that takes into account various factors, including the amount of local ad valorem revenue a local school district receives; the number of enrolled students; student weights that account for the added costs of educating students with special or other needs; and other statutory specific conditions that are used to reflect the varying costs of providing education services, depending upon the size and location of a particular school district. Three cost differences drive the formula: (1) differences in the cost of educating various types of students; (2) differences in transportation costs; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. As such, the formula proportionately withholds state funds from districts with a greater ability to raise local/county revenues

The formula that determines a district's State Aid is

$$\text{State Aid} = \text{Foundation Aid} + \text{Salary Incentive Aid} + \text{Transportation Supplement.}$$

Foundation Aid is based, in part, upon the district's students' weights, those being the Grade Level Weights (Average Daily Membership (ADM) times the weights given for students in each grade); the Pupil Category Weights (ADM times the weights given for disabled, gifted,

economically disadvantaged, and bilingual students); and the Weighted District Calculation, if applicable. The total of these weights is multiplied by the amount of money the Legislature has designated as "Foundation Support Level Income" and then certain "chargeables" are subtracted. *Salary Incentive Aid* is based upon the district's "Weighted Average District Teacher" value. The weights for teachers are set by statute and are designed to help districts that pay a higher proportion of teacher salaries than do the average school districts. (A teacher minimum salary schedule has been set by law, and each district must pay at least that amount. Because the minimum salary schedule pays more to teachers who have more experience and pays more to teachers who have earned advanced degrees, districts with many veteran teachers with advanced degrees will have higher salary costs than districts employing teachers of relatively little experience and few advanced degrees.) *Salary Incentive Aid* tries to help those districts employing more veteran teachers and teachers with more advanced degrees to offset in part the higher costs for employing those teachers. The *Transportation Supplement* component of the state-aid formula is determined by multiplying the "Average Daily Haul" - the daily average number of pupils legally transported in the district who live more than 1 and 1/2 miles from school - times the "Per Capita Allowance" times the "Transportation Factor."

STATE AID FORMULA CATEGORY WEIGHTS

Condition	WGT.		
		Physically Handicapped (PH)	1.20
Learning Disabilities (LD)	0.40	Autism	2.40
Hearing Impaired (HI)	2.90	Traumatic Brain Injury (TBI)	2.40
Vision Impaired (VI)	3.80	Gifted	0.34
Multiple Handicapped (MH)	2.40	Deaf-Blind	3.80
Speech Impaired (SI)	0.05	Bilingual	0.25
Mentally Retarded (MR)	1.30	Special Education Summer Program	1.20
Emotionally Disturbed (ED)	2.50	Economically Disadvantaged	0.25

GRADE LEVEL WEIGHTS

Grade	WGT.		
		Seventh Grade	1.20
Prekindergarten (Half Day) 0.70		Eighth Grade	1.20
Prekindergarten (Full Day)	1.30	Ninth Grade	1.20
Kindergarten (Half Day)	1.30	Tenth Grade	1.20
Kindergarten (Full Day)	1.50	Eleventh Grade	1.20
First Grade	1.351	Twelfth Grade	1.20
Second Grade	1.351	Prekindergarten – 3 year olds	1.20
Third Grade	1.051	Out of Home Placement 1 (OHP1)	1.50
Fourth Grade	1.00	Out of Home Placement 2 (OHP2)	1.80
Fifth Grade	1.00	Out of Home Placement 3 (OHP3)	2.30
Sixth Grade	1.00	Out of Home Placement 4 (OHP4)	3.00

According to Education Week’s annual “Quality Counts” analysis, Oklahoma scores well on the equity portion of the school financing grade. In terms of “wealth neutrality,” or the “difference in per-pupil spending levels at the 95th and 5th percentiles,” Oklahoma’s range among schools is a \$1,010 less than the national average variance of \$3,924.

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

The extent to which—

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

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

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

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

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

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

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

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

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

- *A description of the State's approach to charter school accountability and authorization,*

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

- *For each of the last five years:*
 - *The number of charter school applications made in the State.*
 - *The number of charter school applications approved.*
 - *The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).*
 - *The number of charter schools closed (including charter schools that were not reauthorized to operate).*

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

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

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

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

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

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

Recommended maximum response length: Six pages

(F)(2)

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

In 2000, an elementary school in Oklahoma City Public Schools named Western Village—long noted for low-performance and high poverty—became the state’s first public charter school. The school’s Academic Performance Index (API) was 596 out of a possible 1500—just over half the state’s average API of 1000. When giving INTEGRIS Health Services operational control of the school, the State Board of Education hoped that business principles, greater regulatory flexibility and a focus on high standards might turn the school around and provide an innovation model for the state.

The school could have been reopened as a charter open only to select students on an application-only basis. However, INTEGRIS CEO Stanley Hupfeld chose to keep the school a community school and left enrollment open to all students in its attendance area. As a consequence, the school had (and continues to have) a predominantly poor and black student population (now at 88 percent), with over 88 percent of the students qualifying for free and reduced lunch. With its history of low performance and the challenges of poverty, the charter school faced enormous barriers. Today, however, Western Village is a model of educational excellence and innovation. The students’ API scores have **jumped a staggering 80 percent** since 2002 (nearly tripling the state’s average gain during the same period), and is now just 17 percent below the state’s average API score. The school has been completely remodeled with a state-of-the-art educational facility and features a full-time physician’s assistant and counselor on staff to care for families. It exemplifies how innovation, determination and fresh ideas can transform a community and a school of children’s lives.

(F)(2)(i) Oklahoma’s Charter School Law supports, and does not prohibit or inhibit the number of high-performing charter schools.

Because of the education reforms passed in the state’s remarkable 2010 legislative session, Oklahoma has the conditions and supports that high-quality charters need to positively impact student learning. Both Senate Bill 1862 and House Bill 2753, passed by a Republican legislature and signed by the state’s Democratic Governor, promote the expansion of high-quality charter schools in Oklahoma by significantly revising Oklahoma’s Charter Schools Act. OKLA. STAT. tit. 70, § 3-130 et seq. (**See** Appendix A1-G and A1-H, Senate Bill 1862 and House Bill 2753; and Appendix F2-C, OKLA. STAT. tit. 70 § 3-130-144 Charter Schools Act).

Under Senate Bill 1862, charter schools may now be authorized in **any** district that has a

school on the state's School Improvement list as identified by the State Board of Education under the No Child Left Behind Act of 2001 **or** in any LEA with 5,000 or more students and in a county with at least 500,000 residents. Plus, the state no longer has an annual cap on the number of new charter schools that may be authorized. *Id.*

As part of transforming education in Oklahoma, the State Board of Education has a deliberate strategy to grow the number of high-performing charters and other innovative schools. Charters and other innovative schools provide an important role in Oklahoma's strategic plan by:

- Modeling and incubating innovative practices that can be adopted by schools and districts across the state (especially with regard to teacher and leader recruitment, selection, compensation, and evaluation that could inform the Teacher and Leader Effectiveness Evaluation System being implemented in all traditional public schools).
- Attracting and developing highly-effective teachers and leaders to serve charters and traditional schools
- Providing options for students—particularly low-income students—currently enrolled in failing schools,
- Playing an important role in the state's strategy to turnaround persistently-low achieving schools (See Section (E)(2)).

Oklahoma's two Knowledge is Power Program (KIPP) schools (one in Oklahoma City operating as a public charter school and one in Tulsa, as a contract school) are an exemplary model for traditional public schools because they require significantly more instructional time on task than other schools in the state and nation. For example, KIPP students attend class from 7:25 a.m. to 5:30 p.m., some Saturdays and several weeks during the summer. State Superintendent Sandy Garrett called the KIPP model "worth replicating," in her 2010 State of Education Address to public, private and charter school leaders.

Notably, plans to expand KIPP's charter schools are already underway. KIPP's governing board in Tulsa has hired a national consultant to expand the number of KIPP charter schools to approximately 12 new sites in the Tulsa Public Schools attendance zone.

(F)(2)(ii) **Oklahoma's Charter Schools Laws regulate how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; and require that student achievement be one significant factor in authorization renewal; encourages charter schools that serve populations similar to local district student populations, especially relative to high-needs schools.**

The Oklahoma Charter Schools Act encourages charter schools to serve students who are currently enrolled in high-need and low-performing schools. Namely, Senate Bill 1862 requires that new charter schools give enrollment **preference to eligible students residing in the school district in which the charter is located and who attend a school site listed on the school improvement list** as determined by the State Board of Education. In addition, pursuant to OKLA. STAT. tit. 70, § 1210.544, the charter school governance arrangement is one of the five turnaround options available to the governing LEA for a school which has been identified for school improvement by the Oklahoma State Board of Education for four consecutive years. (See Appendix E1-A, OKLA. STAT. tit. 70, § 1210.544.)

A board of education of a public school district, a public body, a public or private college or university, a private person, or a private organization may establish a charter school. Until this legislative session, the sponsors of a charter school were limited to school districts, technology centers, and institutions of the Oklahoma State System of Higher Education. Because of Senate Bill 1862, however, **Oklahoma's federally recognized American Indian** tribes may now also sponsor charter schools throughout the state 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. Moreover, the State Board of Education may sponsor a charter school operated by Oklahoma's Office of Juvenile Affairs when the purpose of the school is to provide education services to the high-needs **youth in the custody or supervision of the Office of Juvenile Affairs.**

If an authorized sponsor rejects an application, the charter applicant may submit a revised application within 30 days, which must be answered within 30 days. If it is rejected a second time, applicants may seek mediation or binding arbitration.

Currently, two LEAs—Oklahoma City Public Schools and Tulsa Public Schools—and two institutions of higher education—the University of Oklahoma and Langston University—sponsor a total of 18 charter schools serving nearly 6,000 students. As such, all of the state's charter schools currently operate in urban, high-need communities of Tulsa and Oklahoma City, the two largest cities (and home of the two largest school districts in the state with over half of the state's persistently lowest-achieving schools).

Oklahoma's laws, regulations and guidance support the creation and long-term success of quality charter schools, especially in high need areas. To receive approval of their application to

charter a school, prospective charter schools **must** detail:

- Their mission, organizational structure and governance so that the authorizer may determine whether the charter will meet the needs of the population it will serve.
- Their hiring policy and plan to measure **instructional effectiveness** so that the authorizer can be assured of the charter school's commitment to effective teachers and leaders.
- A three-year financial management plan, to enable the authorizer to review the financial stability and long-term capacity of the provider.
- Their facilities and location, so that students will have access to facilities that meet or exceed those available in their current schools.
- Their support from area residents, to ensure that there is adequate interest and confidence in the charter school by the students and families living in the enrollment zone of the prospective charter school.
- Documentation that they have successfully completed their charter school start-up training, in order to prove that the charter school is sufficiently informed about the challenges of operating a charter school and the authorizer's high expectations for instructional quality

(See Oklahoma Charter Schools Act).

The state grants charter schools increased autonomy in return for direct accountability. As such, charter schools' contracts **must** include criteria by which **effectiveness of the school will be measured, including explicit and rigorous student performance standards**. As an accountability measure, state law also requires that charter schools report drop-out, graduation rate and other accountability data that is comparable to other public school sites.

A charter school contract is effective for up to five years at a time, and Sponsors must give written notice and an explanation of their intent to deny requests for renewal at least 8 months prior to expiration of contracts. However, **if a charter school fails to meet the student performance standards outlined in its contract**, its sponsor may give only 90 days written notice of intent to terminate its contract (subject to due process).

Applications Filed in last 5 years	Presented 14 applications to 10 sponsors
Applications Approved in last 5 years	2005: 2 schools; 2006: 1 school; 2007: 0 schools; 2008: 1 school; 2009: 2 schools

Applications Denied in last five years	9
Charters Closed in last 5 years	0 (One charter voluntarily terminated its sponsorship with Tulsa Public Schools and is now sponsored by Langston University.)

(F)(2)(iii) **Oklahoma’s charter schools receive equitable funding compared to traditional public schools.**

Charter schools are accountable for both academic results and fiscal practices to several groups—their sponsor, the parents who choose them and the public that funds them. The governance of a charter school is with its specific Board of Directors and not with the sponsoring organization; as such, management is “site-based” and the responsibility of the Chief Executive Officer. According to the National Alliance for Public Charter Schools’ January 2010 report, “The primary strength of Oklahoma's law is the operational autonomy that it provides to its charter schools.” The report states that Oklahoma is one of only 16 states considered to have “Fiscally and Legally Autonomous Schools, with Independent Public Charter School Boards,” and Western Village is an excellent example of how autonomy and innovation directly impact students’ lives.

Charter schools must be adequately funded to prepare students for college and career and to serve their purpose of providing innovative strategies to rapidly and significantly improve student achievement. To support these interests, the Charter Schools Incentive Fund provides charter schools up to \$50,000 in start-up costs and training. (See Appendix F2-C, Charter School Incentive Fund, OKLA. STAT. tit. 70, § 3-144.)

Like any public school, charter schools receive state funding through the State Aid funding formula set by law. Notably, the **per student is the same amount** as in the state funding formula for the district in which they are cited, less up to five percent of the state-aid formula which may be retained by the sponsoring district as a fee for administrative services rendered. Because of funding formula rules, charter schools’ per-pupil funding can **exceed** the per-pupil funding of non-charter schools since charter schools’ state aid formula is *not* subject to the “chargeables” (the deductions) described in Section (F)(1) based upon local, county and state dedicated revenue. Further, charter schools are specifically allowed to receive money from any other source, including grants and donations, which they may reserve for future use.

Oklahoma’s expanded support of quality charter schools is clearly shown in Senate

Bill 1862 (passed this session), which entitles charter schools to receive “other state-appropriated” revenue in addition to the State Aid allocation specified in existing statute, meaning “line item” appropriations for schools that are allocated on a per-student basis (e.g., textbook allocation, professional development allocation, etc.). Charter schools’ receipt of “other-state appropriated” revenues is not subject to the 5 percent administrative serve fee reserved by the sponsor with regard to formula funding. (See Senate Bill 1862.)

(F)(2)(iv) Funding for charter school’s facilities and inequitable facility restrictions:

State law does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools. Further, school-based decision making and regulatory flexibility give charter schools the opportunity to work outside of traditional facility and operational policies that restrict traditional public schools. The State, as part of its Race to the Top plan, is also staffing the Oklahoma State Department of Education with a charter school officer – a full FTE acting as a liaison and support staff dedicated to charter schools.

(F)(2)(v) Innovative Schools other than charter schools.

Oklahoma has many innovative public schools including enterprise schools, magnet and other specialty schools allowed under the state’s deregulation and statutory waiver procedures, which were established in 1992.

Elementary language immersion programs in Spanish and French have a long tradition in Tulsa, based on the success of Tulsa Public Schools’ Eisenhower International Elementary, a 30-year-old Spanish and French language immersion program annually approved for innovative certification exceptions by the State Board of Education. Jenks Public Schools (a suburb of Tulsa) is opening the only Chinese language immersion school and PK-16 Chinese language pipeline program in the entire state/region, in conjunction with the University of Oklahoma, as part of the nation’s effort to develop a pipeline of students with superior levels of proficiency in languages critical to the country’s national security.

Also thriving in Oklahoma is the award-winning model alternative education program “Street School,” now in its 30th year of operation in Tulsa. Other examples include the all-digital high school in rural Crescent, Oklahoma. Crescent school leaders were allowed by the State Board of Education to use their entire textbook allocation for professional development and support for teachers developing online content in support of their PASS-aligned lesson plans.

Crescent art and mathematics teachers featured in the Oklahoma State Department of Education's teacher newsletter earlier this year described how students are formatively assessed daily and plans individually revised for each student, providing a type of "playlist" for the next day's instruction. Each high school student has his or her own laptop.

The State also has the ability to help LEAs create deregulation and empowerment zones through the granting of regulatory waivers for individual schools or groups of schools. The waivers allow schools to modify the length of the school day and year, student promotion and graduation policies, as well as a budget and staffing plan. They also allow schools to modify programming so that it meets the students' needs and school turnaround priorities.

For additional evidence regarding (F)(2)(ii), see F2-A, Charter School Demographics; (F)(2)(iii)-F2-B, Charter and Traditional School Funding Comparison.)

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

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

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

Evidence for (F)(3):

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

Recommended maximum response length: Two pages

(F)(3)

Demonstrating Other Significant Reform Conditions

Oklahoma has made significant gains relating to policies supporting education reform and strategies to improve student achievement. The following initiatives are examples of the state's ongoing efforts, other than those previously detailed, that demonstrate reform conditions in the state are supportive to Oklahoma's Race to the Top.

Today in Oklahoma, 87 percent of the 4-year-olds receive a free, state-funded public education from State Pre-K, Headstart or Special Education.

National Model in Early Childhood Education. Since 1998, Oklahoma has funded free, universally available 4-year-old Pre-Kindergarten (Pre-K) programs through local school districts. Today, more than 95 percent of the State's school districts voluntarily provide Pre-K programs, and 73 percent of the State's four year-olds attend school-funded, standards-based Pre-K classes aligned with the state's K-12 curriculum, PASS. The National Institute for Early Education Research reported as recently as last month that "**Oklahoma remains the only state where virtually every child can start school at age 4...**" (NIEER, 2009).

Public school districts provide full-day programs, half-day programs, or both. They may even partner with other agencies that have certified and appropriately credentialed staff (Headstart, faith-based providers, YMCAs, tribes, etc.) to provide the facilities and support for public school Pre-K classes. The state's LEAs have even found novel ways to work around the problem of inadequate class space. In August 2009, American Fidelity Assurance Company and Oklahoma City Public Schools partnered to provide Pre-K classes in converted office space at the corporation's headquarters in Oklahoma City.

All 4-year-old Pre-K teachers, regardless of the setting and provider, **must hold a bachelor's degree and early childhood certification**, and they are paid on the **same salary** schedule as all other public school teachers. LEAs provide full- or half-day programs, or both, with 57.3% of Pre-K enrollment full day in 2009-10. As noted above, Pre-K students receive a developmentally appropriate, standards-based curriculum aligned with the state's K-12 curriculum standards, PASS. Because the state is adopting the Common Core Standards, the Pre-K standards will be revised in 2010-2011 to align with the K-12 Common Core Curriculum—creating a college and career-ready articulation from PK-12

In the NIEER report mentioned above, Oklahoma was rated as the leader of the top 10 states in the country followed by Arkansas, West Virginia, New Jersey, Maryland, Georgia,

North Carolina, Illinois, Louisiana and Tennessee. The top 10 ranking is based on enrollment, quality standards, funding adequacy, and evidence of program effectiveness.” The 2009 NIEER report estimates that Oklahoma serves 84 percent of the state’s four-year-old children in the state receive Pre-K services, when Head Start is included. (See Appendix A3-A, NIEER, 2009 Yearbook Release, May 4, 2010.)

Ongoing Georgetown University studies of the 30-year-old Tulsa Public Schools Pre-K program indicate that Oklahoma Pre-K helps close achievement gaps and increase students’ readiness for reading and other academic learning. On average, students’ reading readiness and pre-math skills increased 16 percent after participating in a one-year program. Low-income students improved at an average of 26 percent, and Hispanic students had the greatest improvement, with an overall gain of 54 percent. In fact, Pre-K Hispanic students who spoke Spanish at home realized monthly-equivalent gains of **12 months** in pre-reading, **4 months** in pre-writing, and **10 months** in pre math. (See Appendix F3-B, The Effects of Oklahoma’s Universal Pre-Kindergarten Program on Hispanic Children.) For Pre-K students overall, the Pre-K program resulted in a nine-month gain in pre-reading skills, a 7-month gain in pre-writing skills, and a 5-month gain in pre-math skills. See Appendix A3-F, Gormley, Phillips and Gayer 2009.) The Georgetown research also revealed that program participation in the Tulsa Public Schools model was a more powerful predictor of pre-reading and pre-writing test score outcomes than gender, race/ethnicity, free lunch eligibility, mother’s education, or whether the biological father lives at home. *Id.*

In Kindergarten, which has been mandatory for students in Oklahoma only since 1990, parents have been able to choose full- or half-day programs in most districts, with most parents selecting full-day classes. In 2005, Oklahoma legislators mandated that **every LEA provide full-day kindergarten** to every 5 year old residing in its district, giving LEAs until the 2011-12 school year to comply fully. Today, **92 percent of Kindergarten** students in the State are enrolled in full-day programs.

Oklahoma Projects for Infants and Toddlers. In 2006, the Oklahoma Legislature created a pilot program that employs bachelor-degreed teachers, to provide high-quality early childhood education for children birth through three years –of-age who meet the federal poverty guidelines for free and reduced lunch. Programs hew closely to Early Head Start Performance Standards and as such include: health and mental health services, family support services from a

professional caseworker, a research-based curriculum (West Ed Program for Infants and Toddlers) and both program implementation and child outcome data. This Project is the result of the collaboration and joint efforts of the Oklahoma State Department of Education (which manages the contractual requirements of the Pilot); the Community Action Project of Tulsa County (which implements and provides technical assistance and coordination among the grantees); and the private sector which provides a match of \$15 million dollars to the state's \$10 million appropriation. Across Oklahoma, 17 communities participate in providing care for some 1,600 high-risk children with all day, year-round, comprehensive, services.

As an important precursor to the Oklahoma State Pilot Project for Infants and Toddlers, in 2004 Oklahoma joined only three other states in the nation in building a public/private effort to form an Educare center for high-quality infant toddler education. Now with three fully operational flagship Educare sites, more than any other state in the nation, Oklahomans have ready examples of: the importance of scale (through the nation's most extensive quality, public preschool program), innovation and best practice (three state-of-the-art very early learning centers (Educare of Oklahoma) and breadth of services for high-risk babies (through the State Pilot Program for Infants and Toddlers).

A 2003 state law created The Oklahoma Partnership for School Readiness, which works with the OSDE and public and private sector partners to improve early childhood services. One of the Partnership's projects, "Smart Start Communities," addresses statewide issues relating to the healthy growth and development of young children and its board serves as the State's Early Childhood Advisory Council. But perhaps most noteworthy among all the early childhood education services Oklahoma has provided its youngest citizens was Governor Brad Henry's decision to allocate a full \$15MM from the state's stabilization fund for new early childhood education services. With the State Pilot Program for Infants and Toddlers as his guide, and after brokering a match of \$15MM in new early childhood education capital expenditures from the Tulsa Public Schools spring 2010 bond initiative and a new match of \$15MM from George Kaiser Family Foundation, Oklahoma effectively leveraged federal stimulus support into a \$45MM early childhood education services fund. This is the only example of a coordinated effort among state/district/private sectors to expand education services to the youngest, most poor and vulnerable children. In this way, the state has set a nationwide template for closing the achievement gap by working with rural and urban communities and districts to ensure children

enter public school ready-to-learn. Oklahoma clearly enjoys undisputed primacy in provision of high-quality early childhood education to at-risk youth and is widely hailed as the nation's best example of coordinated early learning services.

Time reform: Oklahoma is the only state in the nation to have required public school officials to evaluate their use of time in the school year with the goal of increasing the quantity and quality of instructional time through elimination of interruptions and more efficiently managed time on task. In 2007, Oklahoma's State Superintendent Sandy Garrett began working on her time reform initiatives, convening a Time Reform Task Force of school and state leaders and calling attention to Oklahoma as having the nation's shortest school year at the time. In response to the Task Force's recommendations, the State Board of Education adopted four new policies:

- Requiring each school to undertake a time analysis process as part of the school's 2009 development of its Comprehensive Local Education Plan, required in state law since 1990;
- Restricting schools to count only one parent-teacher conference per semester as a funded "instructional day" though more can be held;
- Requiring elementary district schools, K-8 sites, to abide by the rules and restrictions of the Oklahoma Secondary Schools Activities Association for consistency and to limit time out of class; and
- Restricting deviations from the "10-day activity rule" regarding time out of class for extracurricular activities.

In 2008, the Oklahoma State Department of Education partnered with the National Center on Time and Learning (NCTL) in Boston, as supported by the Broad Foundation, and developed an electronic Quality Time Analysis tool for school leaders to use at no cost. Each school district reported their results to the Oklahoma State Department of Education last summer. NCTL analyzed the data and developed recommendations. (See Appendix F3-A, Findings from the Quality Time Analysis.) Research Director David Farbman states in the Center's December 2009 report of findings to the State Board of Education:

The significance of the Quality Time Analysis effort should not be underestimated. We believe that never before in this country has a state undertaken a project like this. There have, of course, been surveys of time use at samples of schools and many state departments of education require all districts to report on certain time-related items like snow days and the like. Yet, having each school in the state figure out just how time is being used during the school day and throughout the

year is an unprecedented effort.

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. Discerning how time is spent in classrooms, how certain days or portions of days are (or are not) used for instruction and how certain practices may infringe upon instructional time is not only a difficult intellectual exercise, it can be a tricky interpersonal one as well.

Superintendent Garrett says the effort has focused teachers and leaders on ways to “declutter” the existing school day and increase the quantity of quality instructional time in each school: Despite the budget crisis, and in some cases because of it, time reform efforts to “protect the time for learning” are ongoing in the state of Oklahoma .

**Competitive Preference Priority 2:
Emphasis on Science, Technology, Engineering, and Mathematics (STEM).**

Goal: **Oklahoma will provide STEM quality education to PK-20 students, regardless of interest or ability, as the state recognizes the importance of STEM to its core economic industries and for students to be college and career ready.**

Oklahoma's economic future is dependent on its ability to build and sustain a talented pipeline of STEM educated students. The state's core economic engines – aerospace, manufacturing, oil and gas, and medical research, are all centered on STEM. Oklahoma is well positioned to excel in these fields because we are rich in STEM assets, with 57 institutions of Higher Education, 62 CareerTech locations, and STEM focused education academies and workforce training initiatives across the state. In order for Oklahoma to compete in an ever-globalizing economy, it must intensify its focus on STEM education and research. The state is keenly aware of the need for improvement in STEM education; Oklahoma industries depend on it. One example: Oklahoma is the nation's third largest producer of natural gas. In order for the state to continue to produce this valuable and necessary energy resource, geologists, engineers, specialized technicians, operators and construction crews must all be STEM trained. With demand for these, and other, key professions high, the supply of STEM educated Oklahomans must be sufficient for the needs of industry within the state.

1. **Creation of STEM Coordinating Council.** The Governor will form a STEM Coordinating Council. Its primary responsibility is centered on the goal of ensuring that every student in Oklahoma receives a quality STEM education and will be college and career ready in science, technology, engineering and mathematics. The Council, led by the Oklahoma Department of Career and Technology Education and the Oklahoma State Regents for Higher Education, will initially coordinate the Council's first priority – an inventory and mapping of the science, technology, engineering and mathematics programs and partnerships that are occurring across our state. These partners will be joined by leaders from the Governor's office, Oklahoma School of Science and Mathematics, Oklahoma Council on Workforce and Economic Development, Oklahoma Department of Commerce, Coalition for the Advancement of Science

and Mathematics in Oklahoma (1990) (CASAASMEO) and the Oklahoma State School Superintendent.

The first task of the STEM Coordinating Council will be to inventory the STEM assets around the state and to develop a plan with timelines and responsibilities to increase the development of STEM partnerships, collaboration and awareness across the state, particularly among women and minorities. The *Oklahoma STEM Asset Map* will be completed by June 2011. The Asset Map will align industry needs with educational pipeline and capacity using workforce projections developed by the Governor's Council on Workforce and Economic Development. This will develop the data necessary to take action to close the gap between the STEM entry-level workforce readiness needs and the available workforce. In addition, the STEM Coordinating Council is charged with expanding STEM initiatives, especially to attract underrepresented groups of women and minorities; identifying methods to close the achievement gap in STEM; and tracking, evaluating and reporting the outcomes of STEM initiatives.

2. **Continue to Grow/Expand STEM Initiatives.** Initiatives in STEM education span the PK-20 curriculum begin at an early age in Oklahoma – from early childhood learning at the Science Museum Oklahoma in Oklahoma City to postdoctoral training at the Oklahoma Medical Research Foundation.

The Oklahoma School of Science and Mathematics (OSSM) was one of Oklahoma's first statewide STEM education initiatives. The School opened in 1990, and provides a rigorous two-year residential public high school curriculum to students from all 77 counties, along with a rural outreach program. OSSM students are routinely selected as National Merit and Presidential Scholars. The College Board recently highlighted the school for its Physics C - Electricity and Magnetism course, noting it to be the strongest of its kind in the world. The rigorous curriculum coupled with excellent instructional quality has produced successful college and career ready students, with nearly 100 percent college bound. Twice in the School's twenty-year history, OSSM students have had the highest ACT Composite Test Scores of any high school in the United States.

Oklahoma has expanded this success with 14 regional OSSM education centers across the state. In conjunction with CareerTech centers, OSSM regional centers provide high level math

and science courses like AP Calculus BC and AP Physics C to students in rural areas. In addition, CareerTech operates STEM High School Academies with a focus on college and career readiness through *Project Lead The Way*, curriculum, that exposes students to engineering and biotechnology careers. CareerTech plans to expand *Project Lead The Way* (which currently serves over 1,500 students annually) to middle school students. Other initiatives within the K-12 schools include the Oklahoma Mathematics Master Teacher program. It promotes evidence-based educational practices to teachers, who bring them back to their students. Also, the K20 Center at the University of Oklahoma has worked with STEM initiatives across the state through its *Gear Up Grant* from the United States Department of Education to interest teachers and students in the fields of science and math.

Another award winning program, *Project Exploration*, provides student unique experiences with science and scientists, using personal mentoring relationships. *Project Exploration* (which is primarily privately funded) is based in Norman, at the University of Oklahoma's Sam Noble Oklahoma Museum of Natural History and is the project's only location outside of Chicago. Children are exposed to hands on experiences relating to natural science and field exploration. This prize-winning program was recently honored by the White House with the *Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring*. *Project Exploration* proudly focuses on serving female and minority students and provides each student with a multi-year mentor relationship and experiential learning opportunities. The STEM Coordinating Council will use data to objectively measure the success of these programs and work to expand those with the highest impact.

3. **Continue to Build World Renowned STEM Research and Collaboration.** At the university level, Oklahoma has strong research capabilities in the fields of medical devices and bioscience, innovative oil and gas technologies, aviation and meteorology. Oklahoma's institutions of higher education recognize the importance of STEM and promote STEM curriculum in grades K-12. The University of Oklahoma's nationally recognized Meteorology Department houses an innovative camera and thermometer pairing network at each school, called the "Weatherbug Network". The "Weatherbug Network" teaches important skills such as mathematic conversions and chart reading skills while connecting local students with other sites

across the world, simultaneously teaching valuable cross-cultural and geography lessons. Meanwhile, the University is collecting useful data about weather patterns across the country.

4. **Build an increasingly diverse STEM student pipeline.** Oklahoma recognizes that in order to build a STEM ready workforce, the pipeline of students needs to be diverse. Recent efforts have been made to recruit female and underrepresented student populations to STEM. Strategies include teaching students that academic abilities are expandable and improvable, and ensuring that underrepresented students are exposed to exceptional STEM experiences early and often. Metrics of this initiative's success include an increased number of female and minority students enrolling in science and math Advanced Placement courses, at CareerTech STEM academies and in OSSM regional centers. Professional development is provided to STEM teachers to understand the neuroscience of learning, especially how previous life experiences and experiential learning continue to build synaptic connections over a lifetime. Students are not "naturally" good at science or math. Hard work and effort will allow them to excel. This information will help guide their instruction of student populations with few previous STEM experiences, especially those first-generation college going students. Oklahoma has also recognized the importance of experiential learning opportunities and continues to promote partnerships pairing minority students to minority STEM industry workers through programs such as Project Exploration. Indeed, at Oklahoma State University a professor won an EPSCoR Grant specifically to increase the percentage of women and minorities studying in the field of health sciences. Oklahoma will build on this success through its STEM Asset Map Process, and when coupled with the information from the state's longitudinal data system, will allow education and STEM leaders to identify and plan for STEM needs and address weaknesses, including increasing the number of STEM courses, teachers, closing achievement gaps and establishing greater diversity within the STEM populations.

5. **Continue to Promote STEM Industry jobs within Oklahoma.** The main drivers of Oklahoma's economy are within STEM industries. Therefore, it is critical that the STEM Coordinating Council work with the Governor's Council on Workforce and Development and the Oklahoma Department of Commerce, to continue developing jobs in the STEM fields. The Council will leverage industry, higher education and career and technology centers to provide a STEM and needs assessment Asset Map to determine next steps.

Oklahoma industries have already taken the lead with their involvement in STEM. One such example is in Ardmore, a rural community of nearly 25,000, where an innovative partnership between the Samuel Roberts Noble Research Foundation and Ardmore Public Schools has established a biotechnology course sequence and student research opportunities where students can apply knowledge learned in the classroom. These students are exposed to internationally recognized research by the Foundation scientists in areas surrounding switch grass and biofuels.

Aerospace is another STEM industry with deep roots in the state. Oklahoma is home to American Airlines' largest maintenance and overhauling facility, also the world's largest facility of its kind, Tinker Air Force Base, Federal Aviation Administration, SPIRIT Aerosystems, NORDAM and others. The specialized needs of the aerospace industry have supported the growth of pre-engineering academies and the Real World Design Challenge competition initiated by the U.S. Department of Energy.

The STEM goal is increased student interest and achievement in science, technology, engineering and mathematics to increase the pipeline of qualified workforce to meet the needs of our economy. In order for this change to occur, the Governor will empower the STEM Coordinating Council to complete the STEM Asset Map, and develop a strategic plan to accomplish Oklahoma's goal of increasing student's college and career readiness in STEM curriculum to meet projected STEM industries needs.

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

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

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

Recommended maximum response length, if any: Two pages

Early Childhood Education in Oklahoma

State Pre-Kindergarten

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

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

These collaborations have become a nationwide model exemplifying the best of early childhood practice: comprehensive services; full-day, full-year programming; and more attention to the needs of families, as well as fostering the social and emotional development of the child.

One ingenious partnership is a school district collaboration program with an assisted living center. Senior adults enjoy the intergenerational partnership and the school benefits from senior adults who are capable and willing to act as classroom volunteers. Ingenuity in diverse delivery of early education has expanded to serve children in the earlier years and now include the Oklahoma State Pilot Program for Infants and Toddlers and Educare Programs across the state.

Oklahoma State Pilot Program for Infants and Toddlers

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

Educare

Similar in nature is a nationwide model of early education excellence for infants and toddlers called Educare. Educare also serves very disadvantaged children (birth to age four) in state-of-the-art facilities with high quality, well compensated staff and comprehensive services. Both the State Pilot and Educare build on existing programs such as Head Start and subsidized child care, as well as early intervention programs to expand and diversify services in a one stop shopping model – connecting families to very high quality services in one place, preventing families from falling through the gaps of a complex and fragmented system. Oklahoma currently

operates three Educare centers, two in Tulsa and one in Oklahoma City in strong partnership and leadership from the George Kaiser Family Foundation in Tulsa and the Inasmuch Foundation in Oklahoma City.

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

Kindergarten

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

Oklahoma Parents as Teachers

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

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

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

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

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

1. Budget Summary
 - a. Budget Summary Table. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
 - b. Budget Summary Narrative. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
2. Project-Level Detail. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
 - a. Project-Level Budget Table. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
 - b. Project-Level Budget Narrative. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

Budget Part I: Summary Budget Table					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	362,200	352,200	352,200	352,200	1,418,800
2. Fringe Benefits	100,634	100,634	100,634	100,634	402,536
3. Travel	40,187	35,777	35,776	32,000	143,740
4. Equipment	1,821,500	823,000	253,600	0	2,898,100
5. Supplies	50,000	35,000	35,000	35,000	155,000
6. Contractual	21,553,842	10,415,577	8,803,856	6,754,525	47,527,800
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8) 23,928,363		11,762,188	9,581,066	7,274,359	52,545,976
10. Indirect Costs*	179,332	129,305	88,335	56,925	453,897
11. Funding for Involved LEAs 0	0	0	0		0
12. Supplemental Funding for Participating LEAs	4,650,000	4,650,000	10,550,000	14,650,000	34,500,000
13. Total Costs (lines 9-12) 28,757,695		16,541,493	20,219,401	21,981,284	87,499,873
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	21,874,968	21,874,968	21,874,968	21,874,968	87,499,873
15. Total Budget (lines 13-14) 50,632,663		38,416,461	42,094,370	43,856,253	174,999,747
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.					
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all project years.					
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

VIII. Budget Summary Narrative

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

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

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

Budget Framework

1. Emphasize funds that will be available directly to LEAs through competitive processes or through allocation based on a high-quality plan and established criteria. Justification for this emphasis includes Oklahoma's large number of Participating LEAs (278) and Oklahoma's belief that local decision-making with strong accountability at the state is generally the most effective framework to make substantial progress toward improving student outcomes. The top budget category for Oklahoma is the required LEA subgrant at 50% of the total budget. **The second highest budget category as a percent of the total grant budget is for supplemental funding to Participating LEAs, at 19.7%.**
2. Emphasize the Teacher and Leader Effectiveness component. The budget was developed to provide funding in key change areas such as Oklahoma's new Teacher and Leader Evaluation System (TLE0 that can rapidly accelerate the ability to have an effective teacher in every classroom, and an effective principal in every school. This project receives 13.4% of the total grant budget.
3. Emphasize the use of data for decision-making. Provide resources to increase the use of data, including student achievement and growth data, for decision-making by teachers and principals. Foster the availability and accessibility of longitudinal data for stakeholders, including parents, policy makers and researchers.
4. Provide strong effective implementation leadership and accountability at minimal cost. The Management Project provides funding to manage and organize the other budget projects. Oklahoma's Race to the Top Project Director will be responsible for the overall implementation and monitoring of these projects, and will be supported by a cross functional team and dedicated staff that will report directly to the State Superintendent of Public Instruction Oklahoma's Race to the Top office and coordinate with other entities, such as the P-20 Data Council (as described in A2), the

Oklahoma State Regents for Higher Education and CareerTech to minimize overlap and enhance progress. The Race to the Top Director, a Director of Teacher Leader Effectiveness, Program Monitor are funded directly in this project. The direct cost of this project represents only .91% of Oklahoma's grant request.

Budget Projects

PROJECT	DESCRIPTION	AMOUNT
<p>Teacher and Leader Effectiveness Project</p>	<ul style="list-style-type: none"> • Develop a statewide 5-tier teacher and leader effectiveness evaluation system (TLE), and provide statewide training for its use. • Provide incentive for locally developed incentive pay systems primarily based on the results of the teacher and leader effectiveness measures. • Provide pilot project for TLE implementation in Tulsa and a rural area to build the base of evidence on TLE implementation. • Implement a private-public model staffing initiative to enhance hiring and retaining of effective teachers and principals in high need schools. 	<p>\$23,177,750</p>
<p>Low Performing School Project</p>	<ul style="list-style-type: none"> • Provided allocations to twenty schools identified as persistently low achieving schools to implement one of the four intervention models defined in Race to the Top, and required in SB 2033. • Provide pilot project for teacher and leader peer mentoring and coaching program in an Oklahoma City low performing school to build the base of evidence on TLE implementation. 	<p>\$18,600,000</p>

PROJECT	DESCRIPTION	AMOUNT
<p>Curriculum and Assessments Project</p>	<ul style="list-style-type: none"> • Develop formative/interim assessments for grades K-8 in Participating Districts, aligned to the Common Core Standards. • Develop a technology-based instruction toolkit to translate Common Core Standards into engaging instruction. • Conduct a study to compare the alignment of high school assignments to Common Core Standards for high school and to college readiness expectations. • Provide professional development to teachers that will focus on Common Core standards, assessments, data interpretation, and college- and career-readiness strategies. 	<p>\$17,047,200</p>
<p>Data to Improve Instruction Project</p>	<ul style="list-style-type: none"> • Contract with outside vendor to design, implement, and provide training for instructional improvement systems that will empower teachers with real-time instructional support and leaders with information needed to inform overall school and LEA improvement. • Provide six regional data coaches to train teachers and leaders in the effective use of data to improve instruction. 	<p>\$15,335,650</p>
<p>Longitudinal Data Systems Project</p>	<p>Complete the alignment of the state data system with the America COMPETES Act.</p>	<p>\$8,671,704</p>

PROJECT	DESCRIPTION	AMOUNT
Professional Development Project	<ul style="list-style-type: none"> • Provide Professional Development Certification Coordinator at OSDE to certify a menu of Race to the Top professional development. • Provide an outside evaluator to determine effectiveness of certified professional development. • Provide principal academies for novice principals and principals of low performing schools. 	\$2,054,009
Management Project	Provide Race to the Top Director, Race to the Top Program Monitor, Teacher and Leader Effectiveness Director, annual technical assistance conferences, third party evaluator services, and other research.	\$1,598,810
STEM project	Create and launch a STEM coordinating Council, expand Summer Academies in STEM disciplines, and expand STEM pre-engineering academies focused on serving underrepresented groups of students, and female students.	\$814,750
Participating LEA Subgrants		\$87,499,873
TOTAL		\$174,999,747

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

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

- Federal Funds: School Improvement Grants, Title I (including ARRA), Title IIA, and Title IIB Mathematics and Science Partnerships;
- State Funds: ACE Remediation, Oklahoma Mathematics Improvement Program, Oklahoma Robotics Grants, Advanced Placement Incentive Program, and Reading Sufficiency;

- Local Funds: Districts will be encouraged to use local funds, including private donations, to support local efforts to implement Race to the Top subgrants.

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

1. Oklahoma State Department of Education (OSDE) will hire an independent organization to conduct a cross-walk analysis of current state standards (*Priority Academic Student Skills [PASS]*) in reading/language arts and mathematics with the final versions of the K-12 Grade-by-Grade Common Core State Standards (available June 2, 2010) as described in the narrative for selection criterion (B)(1) and (B)(3). ***Funded through state portions of Title IIA.***
2. OSDE, Oklahoma State Regents for Higher Education (OSRHE), and Oklahoma Career and Technology Education (OCTE) will continue and enhance the efforts begun with the American Diploma Project. These projects and plans are described in the narrative for selection criterion (B)(3). ***Funded through state portions of Title IIA and partnership with OSRHE and OCTE.***
3. OSDE will communicate the Common Core State Standards and support teachers in implementation of the standards through existing statewide system of support infrastructure, annual Regional Curriculum Conferences, and the Master Teachers Project. This infrastructure and specific plans are described in the narrative for selection criterion (B)(3). ***Funded through state portions of Title I, Title IIA, and state funds.***
4. ACE and ADP Academies, which will be funded in part through the Race to the Top grant as described in the narrative for selection criterion (B)(3), will be supplemented by existing funds and programs. ***Funded through state portions of Title IIA, ACE Remediation and other state funds, and partnership with OSRHE and OCTE.***
5. OSDE will scale up the model of Windows on Curriculum implementation to include all low-performing schools as well as other schools needing assistance in implementing Common Core State Standards as described in the narrative for selection criterion (B)(3) and (E)(2). ***Funded through state portions of Title IIA.***
6. The Comprehensive School Improvement System (WISE) described in the narrative for selection criterion (C)(3), (D)(5), and (E)(2) has been developed in collaboration with the National Center on Innovation and Improvement. The base development was free to the State of Oklahoma. Federal and state funds will be used to provide coaching and feedback to schools utilizing the system for comprehensive school support. ***Funded through state portions of Title I, Title IIA, and state funds.***
7. OSDE will expand the data currently available through Oklahoma's Educator Credentialing System (OECS) to include information that identifies highly effective teachers, as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
8. OSDE will provide Urban Educator Program and other differentiated roles for teacher leaders as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
9. OSDE and local districts will contract with a research organization to provide data facilitators on-site for all Title I schools identified for school improvement as part of a study to determine specific gaps most characteristic of improvement schools so that a differentiated learning plan can be developed for those sites, as described in the narrative

- for selection criterion (D)(3). ***Funded through state and local portions of Title I School Improvement Grants.***
10. OSDE will survey teachers to determine what conditions are required to bring them to hard-to-staff schools, as described in the narrative for selection criterion (D)(3). ***Funded through state portions of Title IIA.***
 11. Oklahoma will expand the use of school-wide intervention strategies such as Building Academic Vocabulary by establishing a train-the-trainers professional development for instructional facilitators at each school improvement site, as described in the narrative for selection criterion (E)(2). While the facilitators will be funded through Participating LEA's subgrants and other funds, the train-the-trainers professional development will be ***funded through state portions of Title IIA.***

Budget Part II: Project-Level Budget Table					
Project Name: Teacher and Leader Effectiveness Project					
Associated with Criteria: Great Teachers and Leaders					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits					0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	2,400,000	2,381,500	1,781,500	900,000	7,463,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8) 2,400,000		2,381,500	1,781,500	900,000	7,463,000
10. Indirect Costs*	1,475	4,425	4,425	4,425	14,750
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs			5,900,000	10,000,000	15,900,000
13. Total Costs (lines 9-12)	2,401,475	2,385,925	7,685,925	10,904,425	23,377,750
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Budget Part II: Project-Level Budget Table Project Name: Low Performing Schools Project Associated with Criteria: Turning Around the Lowest Achieving Schools (E2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits					0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	0	0			0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	4,650,000	4,650,000	4,650,000	4,650,000	18,600,000
13. Total Costs (lines 9-12)	4,650,000	4,650,000	4,650,000	4,650,000	18,600,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Budget Part II: Project-Level Budget Table					
Project Name: Curriculum and Assessments Project					
Associated with Criteria: Developing and Implementing Common High Quality Assessments (B2); Supporting the Transition to Enhanced Standards and High Quality Assessments (B3); Turning Around the Lowest-Achieving Schools (E2)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	50,000	50,000	50,000	50,000	200,000
2. Fringe Benefits				0	
3. Travel	25,000	25,000	25,000	25,000	100,000
4. Equipment				0	
5. Supplies	25,000	25,000	25,000	25,000	100,000
6. Contractual	4,675,000	3,975,000	3,975,000	3,975,000	16,600,000
7. Training Stipends					0
8. Other				0	
9. Total Direct Costs (lines 1-8)	4,775,000	4,075,000	4,075,000	4,075,000	17,000,000
10. Indirect Costs*	11,800	11,800	11,800	11,800	47,200
11. Funding for Involved LEAs				0	
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12) 4,786,800		4,086,800	4,086,800	4,086,800	17,047,200
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Budget Part II: Project-Level Budget Table Project Name: Data to Improve Instruction Project Associated with Criteria: Standards and Assessments (B3); Data Systems to Support Instruction (C3); Providing Effective Support to Teachers and Principals (D5); Turning Around the Lowest-Achieving Schools (E2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel				0	
2. Fringe Benefits				0	
3. Travel				0	
4. Equipment				0	
5. Supplies				0	
6. Contractual	11,000,000	1,434,400	1,434,400	1,434,400	15,303,200
7. Training Stipends				0	
8. Other				0	
9. Total Direct Costs (lines 1-8) 11,000,000		1,434,400	1,434,400	1,434,400	15,303,200
10. Indirect Costs*	1,475	10,325	10,325	10,325	32,450
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs				0	
13. Total Costs (lines 9-12)	11,001,475	1,444,725	1,444,725	1,444,725	15,335,650
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

Budget Part II: Project-Level Budget Table Project Name: Longitudinal Data System Project Associated with Criteria: Data Systems to Support Instruction (C2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					0
3. Travel	8,187	3,777	3,776		15,740
4. Equipment	1,799,000	823,000	253,600		2,875,600
5. Supplies					0
6. Contractual	2,613,717	1,779,552	1,167,831		5,561,100
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8) 4,420,904		2,606,329	1,425,207		8,452,440
10. Indirect Costs*	122,849	65,005	31,410		219,264
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	4,543,753	2,671,334	1,456,617	0	8,671,704
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Budget Part II: Project-Level Budget Table					
Project Name: Professional Development					
Associated with Criteria: Great Teachers and Leaders					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	50,000	50,000	50,000	50,000	200,000
2. Fringe Benefits	16,650	16,650	16,650	16,650	66,600
3. Travel	7,000	7,000	7,000	7,000	28,000
4. Equipment	22,500				22,500
5. Supplies					0
6. Contractual	425,125	425,125	425,125	425,125	1,700,500
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8) 521,275		498,775	498,775	498,775	2,017,600
10. Indirect Costs*	10,098	8,770	8,770	8,770	36,409
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	531,373	507,545	507,545	507,545	2,054,009
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Budget Part II: Project-Level Budget Table Project Name: Management Project Associated with Criteria: Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans (A2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	262,200	252,200	252,200	252,200	1,018,800
2. Fringe Benefits	83,984	83,984	83,984	83,984	335,936
3. Travel					0
4. Equipment					0
5. Supplies	25,000	10,000	10,000	10,000	55,000
6. Contractual	40,000	20,000	20,000	20,000	100,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8) 411,184		366,184	366,184	366,184	1,509,736
10. Indirect Costs*	24,260	21,605	21,605	21,605	89,074
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	435,444	387,789	387,789	387,789	1,598,810
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

Project Name: STEM Project Associated with Criteria: Competition Priority (Section V); Supporting the Transition to High Quality Assessments (B3); Ensuring Equitable Distribution of Effective Teachers and Principals (D3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits					0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	400,000	400,000			800,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	400,000	400,000	0	0	800,000
10. Indirect Costs*	7,375	7,375	0	0	14,750
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	407,375	407,375	0	0	814,750
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

**Teacher and Leader Effectiveness Project
 BUDGET NARRATIVE**

- 1) **Personnel**
\$0
- 2) **Fringe Benefits**
\$0
- 3) **Travel**
\$0
- 4) **Equipment**
\$0
- 5) **Supplies**
\$0

6) **Contractual**

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	# of Years	Per Year	Total
Development of statewide teacher and leader effectiveness (TLE) evaluation system, including expert assistance and development of assessments for grades and subjects that are currently not tested	4	\$400,000- \$2,400,000	\$5,400,000
Evaluation system training for teachers and principals, including train-the-trainer sessions	3	\$200,000- \$400,000	\$1,000,000
Outside evaluation of TLE’s effect on student achievement to build the body of evidence and inform continuous improvement	3	\$100,000- \$200,000	\$500,000
Develop and staff a state model staffing initiative to (a) guide principals in high need schools and hard-to-staff subjects in assessing the effectiveness of their current teachers ahead of the rollout of the TLE, and (b) train LEAs in the "how and when" of hiring and retaining effective teachers and principals in high-minority/high-poverty schools and hard to staff subject areas (e.g. STEM, special education, language instruction)	3	\$100,000- 281,500	\$563,000

- 7) **Training Stipends**
\$0
- 8) **Other**
\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$2,400,000	\$2,100,000	\$1,600,000	\$800,000

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$1,475	\$4,425	\$4,425	\$4,425

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs: Participating LEAs will have the opportunity to apply for grants to establish a pay-for-performance pilot program.	Year	Amount Available for Grants	Total
Provide incentive funding for locally developed compensation systems based on the results of the teacher and leader effectiveness measures. Local districts can apply for this funding with high quality plans that are developed in collaboration with teachers and principals and meet other criteria	Year 1		\$15,000,000
	Year 2		
	Year 3	\$5,000,00	
	Year 4	\$10,000,000	
Pilot projects for implementation of new 5-Tier statewide teacher and principal evaluation system (Tulsa Public Schools)	Year 3	\$600,000	\$600,000
Pilot projects for implementation of new 5-Tier statewide teacher and principal evaluation system (small districts)	Year 3	\$300,000	\$300,000

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$2,401,475	\$2,104,425	\$7,867,425	\$10,804,425

**Low-Performing Schools Project
 BUDGET NARRATIVE**

1) Personnel

\$0

2) Fringe Benefits

\$0

3) Travel

\$0

4) Equipment

\$0

5) Supplies

\$0

6) Contractual

\$0

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$0 \$0 \$0 \$0			

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$0 \$0		\$0 \$0	

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs:	Amount Available for Grants each year	Total
Allocations will be designated to each of the twenty Tier I and Tier II schools identified as Persistently Lowest Achieving (PLA) schools to fund components of a high-quality turnaround plan. In order to receive their allocation, these districts must submit and receive approval on a plan based on one of the four intervention models defined in Race to the Top. Oklahoma State Department of Education school support teams will provide technical assistance to these districts as they develop and implement their plan. (20 schools x \$225,000 per year available)	\$4,500,000	\$18,000,000
Oklahoma City Public Schools Peer Mentor and Evaluator Project will provide mentors and evaluators in the lowest performing schools in the Oklahoma City Public School District.	\$150,000	\$600,000

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$4,650,000	\$4,650,000	\$4,650,000	\$4,650,000

**Curriculum and Assessments Project
 BUDGET NARRATIVE**

1) Personnel

Personnel: Teacher Stipends	Stipend	Per Year	Total
Teachers will be provided with stipends for Participating in Achieving Classroom Excellence and American Diploma Project Academies described in the narrative for selection criterion (B)(3), which will occur outside of the contractual school day. The professional development provided in these academies will focus on Common Core Standards, assessments, data interpretation, and college- and career-readiness strategies that will further the work on the Race to the Top goals.	\$100 per teacher	500 teachers per year	\$200,000

2) Fringe Benefits

\$0

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$50 each.	Travel	Per Year	Total
Teachers from Participating districts who attend the Achieving Classroom Excellence and American Diploma Project Academies will be reimbursed mileage expenses to attend the academy.	\$50 per teacher	500 teachers per year	\$100,000

4) Equipment

\$0

5) Supplies

Supplies: The following supplies are estimated needs for the ACE&ADP Academies described in the narrative for selection criterion (B)(3).	Per Participant	Total
Conference bags, name badges, general supplies	2000x\$2	\$4,000
Print materials, handouts, and professional literature relating to school reform and college- and career-readiness strategies.	2000x\$48	\$96,000

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	Per Year	Total
Facility rentals for Achieving Classroom Excellence and American Diploma Project Academies	\$25,000 \$100,000	
Alignment Study described in the narrative for selection criterion (B)(3) to compare the alignment of high school assignments to Common Core Standards for high school and to college-readiness expectations, and to compare entry-level college assignments to high school assignments and college-entrance expectations.	\$125,000 \$500,000	
Technology-based Instructional Toolkit described in the narrative for selection criterion (B)(3) to develop and disseminate lessons that translate Common Core Standards into engaging instruction.	\$1,025,000 in Year 1; \$325,000 in each year thereafter	\$2,000,000
Formative/Interim Assessments (K-8) described in the narrative for selection criterion C(3) to develop or purchase formative assessment items and tools aligned with the Common Core State Standards. (\$10 per student x 350,000 students annually in Participating LEAs)	\$3,500,000 \$14,000,000	

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$4,775,000	\$4,075,000	\$4,075,000	\$4,075,000

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$11,800	\$11,800	\$11,800	\$11,800

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs
 \$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$4,786,800	\$4,086,800	\$4,086,800	\$4,086,800

**Data to Improve Instruction Project
 BUDGET NARRATIVE**

- 1) **Personnel**
\$0
- 2) **Fringe Benefits**
\$0
- 3) **Travel**
\$0
- 4) **Equipment**
\$0
- 5) **Supplies**
\$0
- 6) **Contractual**

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	# of Years	Cost Per Year	Total
Develop a statewide Technology-based Instructional Improvement System that will link to local instructional improvement systems as described in the narrative for selection criterion (B)(3), (C)(3), and (E)(2). The system will be compatible with the Technology-based Instructional Toolkit described in (B)(3) and will include interim, formative, and summative assessment tools; rapid-time reporting of data from various sources; Web-based Student Mastery of Standards Tool; social networking and online collaboration between educators; filtered searches; real-time professional development; filtered ‘rolodexes’ of valuable contacts and community resources; dashboard for researchers to access and analyze data and report results to educators.	1	\$11,000,000	\$11,000,000
Maintain system, increase connectivity to local instructional improvement systems, and expand the use of system by educators.	3	\$1,000,000	\$3,000,000
Provide six regional data coaches to support LEA- and school-specific training in the effective use of data: train principals and lead teachers in how to form professional learning communities of data teams, how to use data to improve instruction, how to mentor new teachers using data-driven strategies, and how to huddle after observations using techniques such as “instructional rounds” much like teams of doctors in the medical field. (Six coaches at \$72,400 annually to include all travel, materials, time, and expertise.)	3	\$434,400	\$1,303,200

7) Training Stipends
 \$0

8) Other
 \$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$11,000,000	\$1,434,400	\$1,434,400	\$1,434,400

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$1,475	\$10,325	\$10,325	\$10,325

11) Funding for Involved LEAs
 \$0

12) Supplemental Funding for Participating LEAs
 \$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$11,001,475	\$1,444,725	\$1,444,725	\$1,444,725

**Longitudinal Data Systems Project
 BUDGET NARRATIVE**

1) Personnel

\$0

2) Fringe Benefits

\$0

3) Travel

Travel expenses include either in-state (\$66.00) or out-of-state (\$85.00) per diem; hotel rates of \$100 - \$200 based on area; mileage based on government rate. Also included may be airport parking and taxi costs where necessary. No stipends or registration fees are included in any below travel.	# Trips	\$ per Trip	Total
Travel as required by receipt of federal grant funds for evaluative purposes.	6	\$1,750	\$10,500
Travel (by consultants) to Oklahoma for review and update interviews and presentations on the Information Systems Architecture (ISA), <i>data flow diagrams</i> , and Data Access and Management Policy.	3	\$1,267	\$3,800
Travel (by consultants) to Oklahoma for interviews with data owners, program staff, and IT for identification of collections, repositories, and outputs to be documented into the enterprise metadata dictionary; ED Facts Map and Gap Analysis Report; Planning session with curriculum program staff, data stewards, and district representatives to determine processes for mapping course classifications from LEAS to SDE to SCED using the xDUA. Standards.	1	\$1,440	\$1,440

4) Equipment

Description	Cost of Item	Item Description	Total
Hardware for hosting the new system and software for P-20 LDS. Every one of the 6 Mart Needs: 2 Clustered SQL Servers X 6 \$6000 Each X 12 = \$72,000 1 SAN for Each of the 6 Marts: \$65,000 X 6 = \$390,000 Chassis 2 @ \$10,000 each = \$20,000 Web Servers 2 Servers Per Mart \$4000 Each X 12 = \$48,000 xDAdHoc Reporting Servers	Y1: 999,000 Y2: 0 Y3: 0	\$999,000	

OKLAHOMA'S RACE TO THE TOP
 PART VIII (II) PROJECT LEVEL BUDGET NARRATIVE –LONGITUDINAL PROJECT

<p>2 servers per Data Mart \$4000 each X 12 = \$48,000 xDInfo Servers 1 per Data mart \$4000 each X 6 = \$24,000 xDTools Servers 1 per Data Mart \$6000 each X 6 = \$36,000 1 Rack = \$1000 1 Chassis = \$10,000 UPS and Electrical Upgrades \$150,000 Software \$100,000 SQL and Windows Server Infrastructure \$100,000</p>			
<p>SIF Agent Test Lab Hardware 15 Servers to House 15 SIS Applications 15 X \$2,000 = \$30,000 Hardware for SDE Software \$20,000 Hardware for hosting the new system and software for Higher Education. \$113,000 Server Hardware SAN Infrastructure Equipment \$37,000</p>	<p>Y1: 0 Y2: 200,000 Y3: 0</p>	<p>\$200,000</p>	
<p>Hardware for hosting new system and software for P-20 LDS including linking agencies – Higher Education; Career and Technology Education; Workforce; Pre-Kindergarten.</p>	<p>Y1: 0 Y2: 76,000 Y3: 253,600</p>		<p>\$329,600</p>
<p>SIF Agent Test Lab Hardware 15 servers to house 15 SIS Applications Hardware for SDE software 4 Reporting servers, 2 Cube servers and 2 xDInfo servers \$6,000 each Expand SAN \$65,000 Infrastructure equipment \$37,000 Software and Maintenance and Warranties</p>	<p>Y1: 800,000 Y2: 547,000 Y3: 0</p>	<p>1,347,000</p>	

5) Supplies

\$0

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

<u>Professional Services</u>	<u>Description</u> All services are for years 1, 2, and 3 unless otherwise noted. No activity in this project is anticipated for year 4.	<u>Cost</u>	<u>Total 3 years</u>
<u>Content Experts working with project manager:</u> Experience with NCES data standards, NEDM, SCED, SIF, and other national standards; knowledge of SEA management, LEA data issues, and technology issues impacting LDS management.	Provide guidance in the application of best practices to the OKLDS Project design and implementation.	\$100 per hour	\$75,000
<u>Analyst/Designer, P20:</u> Technical expertise and experience in the design of data warehouse models and processes	Analyze the enhancements to the Wave data marts, requirements and design for the data marts for the other sources of SDE data for the SDE data marts for the P-20 LDS. Contractual.	\$175 per hour	\$847,500
<u>Developers, P20/Database Administrators</u> Technical expertise in the development of data warehouse models and processes. Experience in understanding education data to formulate cubes and reports	Develop the enhancements to the Wave and SDE data marts.	\$175 per hour	\$1,275,000
<u>Analyst:</u> Technical expertise and experience in the design of data warehouse models and processes	Analyze enhancements to the SLDS data marts and the requirements/design for the data marts for the other sources of SDE data for the SDE data marts; analyze the requirements and	\$150 per hour	\$294,400

	functions for the P-20 LDS		
<u>Developer</u> : Technical expertise and experience in the development of data warehouses models and processes	Develop the enhancements to the data marts; develop the data marts for the Higher Education data sources	\$125 per hour	\$200,000
<u>Content Expert, Electronic Transcripts</u> : Experience in electronic records and transcript exchange management systems and national standards.	To provide expert guidance on best practices for Oklahoma related to PK-12 to PK-12, high school to post secondary, and postsecondary to postsecondary electronic exchanges These services will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36	RFP Process as per State regulations	\$636,000
<u>Data Specialist</u> : Experience in management of data, skills with databases, understanding of the data appropriate for pre-K	Manage the data provided by the pre-kindergarten programs, train the programs to provide quality data, coordinate between the programs and the P-20 LDS, and provide design and insights to the grant.	\$66,667	\$200,000
<u>Developer, P-K system</u> : Technical expertise and experience in the development of data warehouses models and processes	Develop the data marts; update the UID system. Year 1 only.	\$180 per hour	\$108,000
<u>Developers</u> : Technical expertise and experience in the development of data warehouses models and processes	Develop the data marts; update the UID system. Contractor and internal staff	4 contractors @ \$200 per hour	\$682,000

<u>Training and Support Staff:</u> Experienced in Application Training and Support; Database administrators	10 contractors to train trainers and LDS technical support staff	\$100 per hour	\$1,063,200
<u>Software and Data Testing Expert:</u> Experienced in software and application testing; database administrator	Contract technical support professionals to meet the needs P-20 LDS Test Lab	\$60,000 per year	\$180,000

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$4,420,904	\$2,606,329	\$1,425,207	\$0

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$122,849	\$65,005	\$31,410	\$0

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs

\$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$4,543,753	\$2,671,334	\$1,456,617	\$0

**Professional Development Project
 BUDGET NARRATIVE**

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	FTE	Base Salary	Total
Professional Development Certification Coordinator to be employed by the State Department of Education	1.0	\$50,000 per year	\$200,000

2) Fringe Benefits

Fringe Benefits	Benefits	Total
Fringe Benefits for the Professional Development Certification Coordinator, including contribution to the Teachers' Retirement System and FICA (33.3%)	\$16,650 per year	\$66,600

3) Travel

Travel:	# Trips Per Year	Total
Professional Development Certification Coordinator and TLE Director travel	\$28,000	

4) Equipment

Equipment:	Cost of Item	Item Description	Total
Desktop Computer (1): One desktop computer will be needed to supply the needs of the Professional Development Certification Coordinator.	\$1,500	Computer including monitor and printer	\$1,500
Laptop Computer (1): One laptop computer will be needed to supply the needs of the Professional Development Certification Coordinator.	\$2,000	Laptop Computer	\$2,000
Furniture will be needed to outfit the office of the Professional Development Certification Coordinator.	\$4,000	Desk, Chair, Bookshelves, Filing Cabinet	\$4,000
Other miscellaneous equipment.			\$15,000

5) Supplies

\$0

6) Contractual

Contractual: The following services and products will be acquired using the	Per	Total
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OKLAHOMA'S RACE TO THE TOP
 PART VIII (II) *PROJECT LEVEL BUDGET NARRATIVE –PROFESSIONAL DEVELOPMENT PROJECT*

procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	Year	
Contract to the Oklahoma Commission for Teacher Preparation (OCTP) for coordination of Certified Professional Development evaluations and analysis of Teacher Leader Effectiveness (TLE) data for Teacher Education Program accreditation. This includes support personnel, travel, data entry functions, reporting and analysis of, and all equipment needed to perform such duties.	\$75,125	\$300,500
Contract to the OCTP for external evaluator to determine effectiveness of all Certified Professional Development. This will be supplemented with \$200,000 annually from the existing OCTP budget.	\$200,000	\$800,000
Contract for Principal Academy for novice principals and principals of low-performing schools.	\$150,000	\$600,000

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$571,275	\$548,775	\$548,775	\$548,775

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$10,098	\$8,770	\$8,770	\$8,770

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs

\$0

13) Total Costs

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

OKLAHOMA'S RACE TO THE TOP
PART VIII (II) *PROJECT LEVEL BUDGET NARRATIVE –PROFESSIONAL DEVELOPMENT PROJECT*

\$581,373	\$557,545	\$557,545	\$557,545
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**Management Project
 BUDGET NARRATIVE**

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	FTE	Base Salary	Total
Race to the Top Project Director to be employed by the State Department of Education	1.0	\$97,500 per year	\$390,000
Race to the Top Program Monitor to be employed by the State Department of Education	1.0	\$61,000 per year	\$244,000
Teacher and Leader Effectiveness (TLE) Director to be employed by the State Department of Education	1.0	\$93,700 per year	\$374,800
Personnel: Other			Total
Substitute teachers will be hired for those teachers Participating in the state’s Race to the Top Kick-Off Conference.	\$40 per substitute	250 teachers	\$10,000

2) Fringe Benefits

Fringe Benefits	Benefits	Total
Fringe Benefits for the Race to the Top Project Director, including contribution to the Teachers’ Retirement System and FICA (33.3%)	\$32,468 per year	\$129,872
Fringe Benefits for the Race to the Top Program Monitor, including contribution to the Teachers’ Retirement System and FICA (33.3%)	\$20,313 per year	\$81,252
Fringe Benefits for the Teacher and Leader Effectiveness (TLE) Director, including contribution to the Teachers’ Retirement System and FICA (33.3%)	\$31,203 per year	\$124,812

3) Travel

\$0

4) Equipment

\$0

5) Supplies

Supplies: The following supplies are estimated needs for the Race to the Top Kick-Off Conference described in the narrative for selection criterion (A)(2).	Per Participant	Total
Conference bags, name badges, general supplies		\$2,000
District resource library containing books relating to school reform and implementing change.	\$12,000	
Supplies: The following supplies are estimated needs for the Race to the Top Annual Conferences and Standards Summits described in the narrative for selection criterion (A)(2) and (B)(3).		
Conference bags, name badges, general supplies		\$8,500
District resource library containing materials relating to school reform and implementing change.	\$32,500	

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	Per Year	Total
Facility rental for kick-off conference.	\$20,000	\$20,000
Facility rentals for Race to the Top Annual Conferences and Standards Summits	\$20,000	\$80,000

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.				
Project Year 1	Project Year 2	Project Year 3	Project Year 4	
\$411,184	\$366,184	\$366,184	\$366,184	

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.				
Project Year 1	Project Year 2	Project Year 3	Project Year 4	
\$24,260	\$21,605	\$21,605	\$21,605	

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs
 \$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.

Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$435,444	\$387,789	\$387,789	\$387,789

**STEM Project
BUDGET NARRATIVE**

1) Personnel

\$0

2) Fringe Benefits

\$0

3) Travel

\$0

4) Equipment

\$0

5) Supplies

\$0

6) Contractual

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	Project Year	Cost	Total
Create a STEM Coordinating Council that will be responsible for connecting, sharing, and building on the work of existing STEM initiatives, creating a common vision with aggressive goals that will support a state-wide, regional and local strategy to build STEM capacity and STEM literacy for all students. Focused targets for the council will be to enhance STEM teaching and learning capacity and increase the number of underrepresented student groups and female students' completing STEM programs of study.	Year 1	\$100,000	\$200,000
	Year 2	\$100,000	
Expand Summer Academy opportunities in the STEM disciplines for students in grades 8-12 with 5-7 new grants. Offered on college campuses, these summer enrichment opportunities will be focused on educationally at-risk and economically challenged school districts in urban and rural areas. These new career exploration activities will be developed in consultation with key STEM focused industry groups such as Aerospace, Energy, Health Care, and Advanced Manufacturing.	Year 1	\$150,000	\$300,000
	Year 2	\$150,000	

Expand high school STEM academies offered through Career and Technology Education focused on engineering, bioscience and biotechnology with 3-4 new sites per year. Strategic placement of additional academies will be focused on serving underrepresented groups of students, female students, and both urban and rural sites. Strategic talent pipeline development for Oklahoma’s targeted industry sectors, Aerospace, Energy, Health Care, and Advanced Manufacturing.	Year 1	\$150,000	\$300,000
	Year 2	\$150,000	

7) Training Stipends

\$0

8) Other

\$0

9) Total Direct Costs

Total Direct Costs: The following is the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$400,000	\$400,000	\$0	\$0

10) Indirect Costs

Indirect Costs: The following are the indirect costs that can be claimed for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$7,375	\$7,375	\$0	\$0

11) Funding for Involved LEAs

\$0

12) Supplemental Funding for Participating LEAs

\$0

13) Total Costs

Total Costs: The following is the sum of expenditures, across all budget categories for each year of the budget.			
Project Year 1	Project Year 2	Project Year 3	Project Year 4
\$407,375	\$407,375	\$0	\$0

