The State of Oklahoma

Application for Funding
Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program

January 11, 2010
CFDA Number: 84.394

U.S. Department of Education
Washington, D.C. 20202

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STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Governor Brad Henry	2300 North Lincoln Boulevard, Suite 212 Oklahoma City, OK 73105

State Contact for the Education Stabilization Fund

Name: Michael Clingman

Position and Office: Director of State Finance

Contact's Mailing Address: 2300 North Lincoln Boulevard, Suite 122

Oklahoma City, OK 73105

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E-mail address: Michael.clingman@osf.ok.gov

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

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Governor Brad Henry	405 522 8853
Signature of Governor or Authorized Representative of the Governor: x Brad Henry	Date: 8/30/2010

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Sandy Garrett	405-521-3301
Signature of the Chief State School Officer: x Sandy Garrett	Date: 8-18-10

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.[1]
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort.*

[1] Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	**$2,128,907,088**
FY 2009	**$2,500,524,361**
FY 2010*	**$2,307,397,332**
FY 2011*	**$2,207,536,585**

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	**$812,714,766**
FY 2009	**$996,772,303**
FY 2010*	**$989,665,922**
FY 2011*	**$907,442,345**

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009
(check all that apply):

☑ for elementary and secondary education.

☑ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Click here to enter text. GOVERNOR BRAD HENRY	
Signature:	Date: 8/30/2010

<u>If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:</u>

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING
PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] [X] Yes, the data are correct.

[2] [ ] No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]

Please respond (check only one):

[4] [X] The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:[5] http://www.sde.state.ok.us/NCLB/TitleIIPartA.html See: *Highly Qualified Data from Consolidated State Performance Report,* mid-page

[6] [ ] The State makes the data *publicly available* on a website but updates it *less than annually.*

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1] [X] Yes, the information is correct.

[2] [ ] No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] [X] The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5] http://www.sde.state.ok.us/NCLB/TitleIIPartA.html

See: (Highly Qualified Data from the Consolidated State Performance Report (pdf))

[6] [ ] The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] **Yes, the State collects this information.**

If Yes, please respond (check one):

[9] **The State makes the information *publicly available* and updates the information *at least annually* on a website.**

➔ **Provide the State website where the information is collected and publicly available:**[10]

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:

[12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting column.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Teacher/ResidentTeach/criteria.html

[4] [ ] The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system. whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level? reported for each school in the LEA?

[1] Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

[1] Yes, the State collects this information.

If Yes, please respond (check one):

[2] The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[9] [X] The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10]
http://www.sde.state.ok.us/Teacher/ProfDev/default.html

[11] [ ] The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
[12] Click here to enter text.

[13] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Teacher/ResidentTeach/criteria.html

[4] [ ] The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K

through postsecondary education programs?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element
Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

[ ] Yes.
[X] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element
Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element
Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element
Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element
Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element
Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

[ ] Yes.
[X] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element
Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

[X] Yes.
[ ] No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element
Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element
Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element
Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

[] Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

X No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?

[1] [X] Yes, the status is correct.

[2] [ ] No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] [X] The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the status is provided by the State to the public:[5] http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[6] [ ] The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] [ ] The State does not make the status information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] [X] Yes, the status is correct.

[2] [ ] No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] [X] The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:[5] http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html; http://www.sde.state.ok.us/AcctAssess/default.html

[6] [ ] The State makes the status information *publicly available* on a website and *does not keep it up-to-date.*

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] [ ] The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] [X] Yes, the information is correct.

[2] [ ] No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] [X] The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:

[5] The Oklahoma Alternate Assessment Program (OAAP) and the Oklahoma Modified Alternate Assessment Program (OMAAP)are yet to be fully approved by the USDE. The OAAP is based on alternate achievement standards found in the *Curriculum Access Resource Guide-Alternate (CARG-A)*. The OMAAP is based on modified academic achievement standards found in the *Curriculum Access Resource Guide -Modified (CARG-M)*. Both curriculum guides are posted at the following URL. http://sde.state.ok.us/Curriculum/SpecEd/Assessment.html, Approval status is found at http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[6] [ ] The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☒ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] [X] Yes, the data are correct.

[2] [ ] No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[3] Click here to enter text.

Please respond (check one):

[4] The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:[5]

[6] [ ] The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] **X** The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ The State reports the inclusion rate on State Report Cards but does not include the number enrolled at time of testing.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] [X] Yes, the data are correct.
[10] [ ] No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12] [X] The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
http://sde.state.ok.us/AcctAssess/pdf/API/StateNCLB09.pdf

[14] [ ] The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] [ ] The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this was completed within the last two years.
[2] ☒ No, this was completed more than two years ago.
[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
- ➔ Provide the State website where the information is collected and publicly available:[5] http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.
- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] [X] Yes, the information is correct.

[2] [ ] No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[3] Click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] [X] The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] http://sde.state.ok.us/AcctAssess/default.html

[6] [ ] The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] [X] Yes, the data are correct.

[2] [ ] No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[3] Click here to enter text.

Please respond (check one):

[4] The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] http://sde.state.ok.us/AcctAssess/pdf/API/StateNCLB09.pdf

[6] [ ] The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ The State reports the inclusion rate on State Report Cards but does not include the number enrolled at time of testing.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] [X] Yes, the data are correct.

[10] No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[11] Click here to enter text.

Please respond (check one):

[12] [X] The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available: [13] http://sde.state.ok.us/AcctAssess/pdf/API/StateNCLB09.pdf

[14] [ ] The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] [ ] The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

[X] Yes, the State Report Card includes this information.

[ ] No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://sde.state.ok.us/AcctAssess/pdf/API/StateNCLB09.pdf

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

If Yes, please respond (check one):

[2] [X] The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available: http://www.sde.state.ok.us/AcctAssess/pdf/GraduationRates/2008.pdf
- ➔ The Graduation rates, reported by the State, lag a year behind from when students graduate. Students who graduate in 2008 are reported in October of 2009. The graduation rate for 2009 will be reported in October of 2010.

[4] [ ] The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:

[6] [ ] The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] .

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element

Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element

Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

[1] [X] Yes, the State collects these data.

If Yes, please respond (check one):

[2] [X] The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[3] http://sde.state.ok.us/AcctAssess/API.html Report Cards found at: http://sde.state.ok.us/AcctAssess
- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated data are provided by the State to the public: http://sde.state.ok.us/AcctAssess/API.html Report Cards found at: http://sde.state.ok.us/AcctAssess

[6] [ ] The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite

"Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

X Yes, the State collects these data.

If Yes, please respond (check one):

[X] The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]
http://sde.state.ok.us/AcctAssess/API.html

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: http://sde.state.ok.us/AcctAssess.

[6] [ ] The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the definition here:[2] Persistently lowest-achieving schools means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent in reading and mathematics of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the Sate that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

If Yes, please respond (check one):

[3] ☒ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4] http://sde.state.ok.us/NCLB/pdf/improvement/SIG/DefPLASchools.pdf.

[5] ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3) **Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**

Race to the Top

Please respond (check one): Does the State collect this information?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[4] [ ] The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	**Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

Please respond (check one): Does the State collect this information?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

➔ http://sde.state.ok.us/NCLB/Improvement.html

The Oklahoma State Department of Education has made available to the public each year through the agency Website a listing of all schools in school improvement, corrective action, or restructuring. Title I status has not been included in these postings. All school and district report cards, along with state reports regarding the schools in improvement, corrective action, or restructuring will include Title I participation and/or eligibility status beginning with the 2010-2011 school year.

[4] [ ] The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B.

Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5)	Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:[3] There are no secondary schools that are eligible but do not receive Title I funds, that are identified as persistently lowest-achieving schools. http://sde.state.ok.us/NCLB/pdf/Improvement/SIG/DefPLASchools.pdf

[4] [ ] The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.
http://sde.state.ok.us/NCLB/pdf/Improvement/SIG/DefPLASchools.pdf

While the Oklahoma State Department of Education reports some of this data, the OSDE will make available to the public each year through the agency Website a listing of all schools who both participate in or qualify and do not participate in the Title I program. This will become a part of the school Report Card. The Oklahoma State Department of Education will include Title I status as a part of the status report of Oklahoma public secondary schools in improvement, corrective action, restructuring, or closure for the 2010-2011 school year.

[5] The State makes the data *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:

[6] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) **Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Schools/CharterSch/default.html

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) **Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] http://www.sde.state.ok.us/Schools/CharterSch/default.html

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5]
http://www.sde.state.ok.us/Schools/CharterSch/default.html

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/*acctassess*/API.html (See Site Report Cards)

[4] ☒ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
http://www.sde.state.ok.us/*acctassess*/API.html (See Site Report Cards).

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] [X] The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/AcctAssess/API.html

[4] [ ] The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] [X] Yes, the State collects this information.

If Yes, please respond (check one):

[2] **X** The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

[4] [ ] The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] [ ] The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] [ ] No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

I. ASSURANCES (a), (c), AND (d)

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

II. ASSURANCES (a), (c), AND (d)

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan.

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per

the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	Collection (check if applies)	Public Reporting (check if applies)
Indicator (a) 1 and (2)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Indicator (a)(7)	X	X
Indicator (b)(3)	X	X
Indicator (c)(7)	X	X
Indicator (c) (10)	X	X
Indicator (c)(11)	X	X
Indicator (c)(12)	X	X
Indicator (d)(1) and (d)(2)	X	X
Indicator (d) (9) and (10)	X	X

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage

(including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

The Oklahoma State Department of Education currently provides to LEAs the Oklahoma *Criteria for Effective Teaching and Administrative Performance.* Oklahoma schools must use these criteria as the common core of standards for evaluation of teachers and principals. Oklahoma's State Board of Education, in collaboration with the Oklahoma State Department of Education, upon recommendations of the Oklahoma Race to the Top Commission, as established by Senate Bill 2033 (2010 Legislative Session) will establish a rigorous and uniform rubric-based evaluation system for teachers and principals, using best practice research as well as significant input from teachers and principals. The common rubric to be used in all Oklahoma LEAs will require uniform application of the evaluation system across the state.

Current Oklahoma Teacher Evaluation

Teacher Development	Low performing teachers would be placed on a plan of improvement based on the results of the evaluation. Other teachers may have a professional development plan as determined by the principal.
Compensation	Currently compensation in Oklahoma is not tied to evaluations. There is, however, legislation from the most recent legislative session that requires a tie between teacher performance to teacher pay. Compensation currently is based on experience.
Promotion	Evaluations are not currently used as sources for promotion of teachers in Oklahoma. A school district and or supervisor may choose to use the required teacher evaluation for promotion.

Retention	Educators in Oklahoma are offered contracts for the next school year primarily based on their evaluations.
Removal	The evaluation is the basis of recommendation that would ultimately end with an ineffective teacher being removed from the classroom.

Senate Bill 2033 and The Oklahoma Race to the Top Commission

During the 2010 session, the Oklahoma legislature passed Senate Bill 2033 known as the Oklahoma Race to the Top Act. The act contains several components related to teacher pay; teacher salary schedule; teacher incentive pay, incentive pay plans, and specifies interventions for low performing schools. A significant component of the act modifies the Oklahoma teacher performance evaluation process and, for the first time, places Oklahoma public school principals under a standardized system of performance evaluation. Furthermore, this new system, as envisioned in this act, will significantly modify the concept of "teacher tenure" and traditional teacher job security.

Under this new system, to be known as the Oklahoma Teacher Leader Effectiveness Evaluation System (TLEES), Oklahoma teachers and principals will be evaluated using both quantitative and qualitative assessment components. Fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components that shall be divided as follows:

> (1) Thirty-five percent (35%) based on student academic growth using multiple years of standardized test data; and (2) Fifteen percent (15%) based on other academic measurements, and fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components.

This act further creates the Oklahoma Race to the Top Commission, who shall provide oversight and advise the State Board of Education on the development of the components of the TLEES system and provide support for the implementation of TLEES. The act instructs the Oklahoma State Board of Education to adopt and deploy for the public school within the state the components of this new system no later than the 2012-2013 school year.

The Oklahoma State Department of Education will use the opportunity provided by the second State Fiscal Stabilization Fund program to move the Oklahoma teacher and principal evaluation

system toward the goals established Senate Bill 2033. The activities and timelines of the Oklahoma State Department of Education, as listed within this plan, reflect our attempt to meet the requirements of both SFSF II and the statutory requirements of SB 2033.

Current Data Reporting by School District of Teacher and Principal Performance

The Oklahoma State Department of Education (OSDE)is not aware of any school district in the state reporting teacher or principal evaluation data to the public in any format.

Interim Data Collection

New legislation mandates that all school districts use the same evaluation instrument by the 2013-2014 school year. Through the implementation of a survey of school district teacher and principal evaluation systems and evaluation outcomes during the 2010-2011 school year would both meet the requirements of the SFSF II program, and support the efforts of the yet to be named commission with the transition to the new evaluation instrument.

OSDE will survey our school districts and collect from them information on the evaluations that were conducted for the 2010-2011 school year. This information would be collected and report on the OSDE Web site by aggregate the number of teachers and principals at each "performance level". These performance levels will be varied until the implementation of the new law in 2013-2014.

Evaluating Teacher Effectiveness

In order to inform the Oklahoma Race to the Top Commission in their initial efforts to develop a new Oklahoma Teacher and Principal Evaluation system, as mandated by Senate Bill 2033, the OSDE will survey all public schools within the state by means of the agency School District Reporting Website, during the Spring semester (February 2011) using the following survey teacher evaluation survey instrument:

Evaluation Systems Currently Utilized by Local Districts

Please read and respond to the following questions regarding your School District's system used to evaluate the performance of teachers. Check the appropriate answer in the box.

1. Does your District use your current evaluation system to make decisions regarding teacher development?

YES	
NO	

2. Does evaluation influence compensation for teachers in your District?

YES	
NO	

3. Does evaluation influence promotion of teachers in your District?

YES	
NO	

4. Does evaluation make a difference in determining which teachers to retain?

YES	
NO	

5. Does evaluation influence removal of a teacher?

YES	
NO	

6. What rating scale does your current evaluation system use (For example, effective, satisfactory, unacceptable, etc.)?

7. Does your District examine evaluation scores across your District in order to determine which areas are receiving the highest number of ratings? For example, if your District uses a 3-tier rating scale (exemplary, satisfactory, and unsatisfactory), would your district be able to tell how many individuals fall into each category (8 exemplary, 7 satisfactory, etc.).

YES	
NO	

8. Has your District added Criteria to the Minimum Criteria currently in place in Oklahoma law?

YES	
NO	

9. Please include in the table provided the number of teachers at each performance within your school district, by school site. Please provide a duplicate table for each school site within your district.

Performance Level	Descriptor	Number of Teachers
1. Highest)		
2.		
3.		
4.		
5.		
6.		
7. (Lowest)		

Evaluating Principal Effectiveness

In order to inform the Oklahoma Race to the Top Commission in their initial efforts to develop a new Oklahoma Teacher and Principal Evaluation system, as mandated by Senate Bill 2033, the

Oklahoma State Department of Education will survey all public schools within the state by means of the agency School District Reporting Website, during the Spring semester (February 2011) using the following survey Principal Effectiveness instrument:

Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

Evaluation Systems Currently Utilized by Local Districts

Please read and respond to the following questions regarding your School District's system used to evaluate the performance of principals. Check the appropriate answer in the box.

1. Does your District use your current evaluation system to make decisions regarding Principal development?

YES	
NO	

2. Does evaluation influence compensation for Principals in your District?

YES	
NO	

3. Does evaluation influence promotion of Principals in your District?

YES	
NO	

4. Does evaluation make a difference in determining which Principals to retain?

YES	

NO	

5. Does evaluation influence removal of Principals?

YES	
NO	

6. What rating scale does your current evaluation system use (For example, effective, satisfactory, unacceptable, etc.)?

7. Does your District examine evaluation scores across your District in order to determine which areas are receiving the highest number of ratings? For example, if your District uses a 3-tier rating scale (exemplary, satisfactory, and unsatisfactory), would your district be able to tell how many individuals fall into each category (8 exemplary, 7 satisfactory, etc.).

YES	
NO	

8. Has your District added Criteria to the Minimum Criteria currently in place in Oklahoma law?

9. Please include in the table provided the number of principals at each performance within your school district.

Performance Level	Descriptor	Number of Principals
1. Highest)		
2.		
3.		
4.		
5.		

6.		
7. (Lowest)		

Milestones and Timelines

Milestone 1: Collect baseline data from school districts regarding present teacher and principal evaluation system.			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop and deploy a survey of school districts within the state in order to collect the number of teachers and principals at each rating on the present system of teacher evaluation	February 2011	March 2011	Oklahoma State Department of Education
Milestone 2: Report by LEA the number and percentage of teachers and principals rated at each performance rating or level			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Obtain results for each LEA of the completed rubric evaluations using the state performance management systems	March, 2011	April 2011	Oklahoma State Department of Education
Publish the results of the evaluations by district and school site to the state website: http://www.sde.state.ok.us/Default	May, 2011	May, 2011	Oklahoma State Department of Education

Potential Obstacles

The State of Oklahoma will use the existing School District Reporting Website to conduct the surveys, and will post the results on the Oklahoma State Department of Education Website. These data will inform the Race to the Top Commission in their efforts to develop a new teacher and principal evaluation system. The only obstacle in this process are the potential complications the OSDE may have to deal with in coordination any discrepancies between the requirements of the SFSF II program and Oklahoma state statutory requirements.

Since Oklahoma's teacher and principal evaluation system is presently based in state-mandated criteria, and not a standardized state instrument, we may find some discrepancies between districts regarding a lack of consistency amongst districts evaluation instruments. These issues will be soon resolved through the development of a new standard instrument to be developed and implemented by the Race to the Top Commission.

Nature and Frequency of Reporting

For the purposes of the SFSF II program, these surveys will be conducted and reported only once. Beginning in 2012, the Oklahoma Race to the Top Commission is charged with the development and publication of an annual survey of teacher effectiveness and publication of teacher and principal evaluation results. The results of this new survey will be reported through the Oklahoma State Department of Education Website.

Development and Implementation Funding

Since this data will be collected through the existing password-protected School District Reporting Website, staff time will be the only cost associated with this effort. It is estimated that this effort will cost the OSDE a total of 16 hours two existing staff FTE at $25 per hour for a total coat of approximately $400.

Responsible Agency/Unit & Cooperative Agency

The initial survey will be conducted by the Oklahoma State Department of Education for 2011. The statutory authority for all future surveys of teacher and principal effectiveness will be within

the purview of the Oklahoma Race to the Top Commission. While the legal authority will rest with this yet to be named commission, the members of this new body will be informed of the requirements of the SFSF II program.

Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.
Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

The State provides the number of students participating in the state assessments on the STATE Report Card. For the 2008-2009 school year the percent participation in state assessments was included as well and the number participating in the state assessments. The Report Card did not provide the number of students enrolled at the time of testing. Following is the number of students enrolled at the time of testing for students with disabilities in math and reading. These numbers will be included in future Report Cards.

Students with Disabilities		
Grade	Total Enrolled Reading	Total Enrolled Math
3	7882	7838
4	7961	7953
5	8114	8083
6	7298	7297
7	7154	7180
8	7401	7388
*EOI	7154	7419
Total:	52964	53169

English Language Learners

Grade	Total Enrolled Reading	Total Enrolled Math
3	3787	3879
4	2640	2753
5	2088	2185
6	1931	2022
7	1681	1743
8	1707	1773
*EOI	1821	1433
Total:	15655	15788

*EOI – Grade reported for End-of-Instruction tests in Algebra I and English II.

Milestones and Timelines

Beginning in October of the 2009-2010 school year Oklahoma will report school gains on the Annual Report Cards Web site <http://sde.state.ok.us/AcctAssess>

Potential Obstacles

None

Public Reporting

Information will be reported on the State Report Card

Funding

No additional funding is necessary. The reporting requirements have been provided in the past.

Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

The State provides the number of students participating in the state assessments on the STATE Report Card. For the 2008-2009 school year the percent participation in state assessments was included as well and the number participating in the state assessments. The Report Card did not

provide the number of students enrolled at the time of testing. Following is the number of students enrolled at the time of testing for students with disabilities in math and reading. These numbers will be included in future Report Cards.

Grade	Total Enrolled Reading	Total Enrolled Math
3	7884	7840
4	7978	7970
5	8125	8093
6	7316	7315
7	7180	7207
8	7428	7415
EOI	7221	7521
Total:	53132	53361

Milestones and Timelines

Beginning in the 2009-2010 school year Oklahoma will report school gains on the Annual Report Cards Web site <http://sde.state.ok.us/AcctAssess>

Potential Obstacles

None

Public Reporting

Information will be reported on the State Report Card

Funding

No additional funding is necessary. The reporting requirements have been provided in the past.

Indicator (c) (11): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)).within 16 months of receiving a regular high school diploma.

Overview of State Plan

As of January 2010, the Oklahoma State Regents of Higher Education (OSRHE) publish the number and percentage of students who enroll in Oklahoma colleges and universities. The reports are currently provided at the site, http://www.okhighered.org/oeis/archives/. Further, OSRHE currently collects and reports this data through their Website at: http://www.okhighered.org/studies-reports/. The State Regents' effort to provide measures or indicators of educational performance include: (1) Mean ACT Composite Scores, (2) High School to College-Going Rates, (3) Headcount, Semester Hours and GPA (and (4) Remediation Rates. The OSRHE are the cooperating agency for this information.

The OSRHE have been gathering and reporting this data since the establishment of the Brain Gain 2010 Plan in 1999. The Oklahoma State Department of Education, in cooperation with the Oklahoma State Regents Higher Education will partner with the National Student Clearinghouse to obtain information on students attending institutions of higher education outside Oklahoma. This information and/or progress toward this goal will be made available to the OSHRE for inclusion in High School Indicators Project Report, which is issued each September.

In development for the SFSF funds, the state will have created the means to provide the college-going rates by the student subgroups of the following subgroups, if the data received from OSRHE provides a student record that can be matched with the Wave student record system by student last name, first name, middle initial, date-of-birth, and gender.

- Economically disadvantaged students;
- Students from major racial and ethnic groups;
- Students with disabilities; and
- Students with limited English proficiency

The OSRHE will provide to the Wave the student records for those who have enrolled in higher education, including college credit information and other pertinent student information. Once received by the Wave, the Wave will process the students through the Wave Unique ID System to identify students who had been enrolled and graduated from a public or charter school in Oklahoma. After the matching process, the Wave will calculate the number and percentage of public education students who enrolled in an institution of higher education after receiving a regular high school diploma.

Obstacles

Difficulties will be encountered in the effort to match students using different first and last names, accurate student reporting of high school attended and other data matching based on validation issues of OSDHE data and names changes from high school to college. Duration of time between a student's high school graduation and college enrollment may increase the difficulty.

Development and Implementation of Funding

In 2009 the Oklahoma State Legislature established the P-20 Data Council to coordinate issues regarding student data and integration of data systems for the Oklahoma State Department of Education, the Oklahoma Regents for Higher Education, and the Oklahoma Department of Career and Technology Education. The staff of the Oklahoma State Department of education will work with the staff of the OSRHE and the P-20 Data Council to seek funding for this effort. The funding for this project will be sought through this council.

Time Line

The Oklahoma State Department of Education will bring this issue to the attention of the P-20 Data Council at their fall 2010 meeting (October-November), and will seek funding for implementation during the 2011 legislative session (January-May 2011) with planed implementation in the summer of 2011 (June-July, 2011).

Responsible Agency/Unit & Cooperating Agencies

The Oklahoma State Department of Education will work closely with the staff of the OSRHE in the effort to fund this report, and will work collaboratively with the state regents staff and the P-

20 Data Council to coordinate all student data necessary to facilitate the matching of student records.

Indicator (c)(12): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Overview of State Plan

As of January 2010, the Oklahoma State Regents of Higher Education (OSRHE) publish the number and percentage of students who enroll in Oklahoma colleges and universities. The reports are currently provided at the site, http://www.okhighered.org/oeis/archives/. Further, OSRHE currently collects and reports this data through their Website at: http://www.okhighered.org/studies-reports/. The State Regents' effort to provide measures or indicators of educational performance include: (1) Mean ACT Composite Scores, (2) High School to College-Going Rates, (3) Headcount, Semester Hours and GPA (and (4) Remediation Rates. The OSRHE are the cooperating agency for this information.

The OSRHE have been gathering and reporting this data since the establishment of the Brain Gain 2010 Plan in 1999. The Oklahoma State Department of Education, in cooperation with the Oklahoma State Regents Higher Education will partner with the National Student Clearinghouse to obtain information on students attending institutions of higher education outside Oklahoma. This information and/or progress toward this goal will be made available to the OSHRE for inclusion in High School Indicators Project Report, which is issued each September.

In development for the SFSF funds, the state will have created the means to provide the college-going rates by the student subgroups of the following subgroups, if the data received from OSRHE provides a student record that can be matched with the Wave student record system by student last name, first name, middle initial, date-of-birth, and gender.

- Economically disadvantaged students;
- Students from major racial and ethnic groups;

- Students with disabilities; and
- Students with limited English proficiency

The OSRHE will provide to the Wave the student records for those who have enrolled and completed 16 months of higher education, including college credit information and other pertinent student information. Once received by the Wave, the Wave will process the students through the Wave Unique ID System to identify students who had been enrolled and graduated from a public or charter school in Oklahoma. After the matching process, the Wave will calculate the number and percentage of public education students who complete at least one year's worth of college credit (as flagged by OSRHE) within two years of enrollment.

Obstacles

Difficulties will be encountered in the effort to match students using different first and last names, accurate student reporting of high school attended and other data matching based on validation issues of OSDHE data and names changes from high school to college. Duration of time between a student's high school graduation and college enrollment may increase the difficulty.

Time Line

As with Indicator (c) (11), the Oklahoma State Department of Education will bring this issue to the attention of the P-20 Data Council at their fall 2010 meeting (October-November), and will seek funding for implementation during the 2011 legislative session (January-May 2011) with planed implementation in the summer of 2011 (June-July, 2011) to be coordinated with the elements of Indicator (c) (11).

Development and Implementation of Funding

In 2009 the Oklahoma State Legislature established the P-20 Data Council to coordinate issues regarding student data and integration of data systems for the Oklahoma State Department of Education, the Oklahoma Regents for Higher Education, and the Oklahoma Department of Career and Technology Education. The staff of the Oklahoma State Department of Education will work with the staff of the OSRHE and the P-20 Data Council to seek funding for this effort. The funding for this project will be sought through this council

Responsible Agency/Unit & Cooperating Agencies

The Oklahoma State Department of Education will be the responsible agency, since the LDS will be house at that location. The OSDE will work closely with the staff of the OSRHE in the effort to fund this new element of this report, and will work collaboratively with the state regents staff and the P-20 Data Council to coordinate all student data necessary to facilitate the matching of student records.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

New standards were set for Grades 3-8 in Mathematics and Language Arts, and the English II End-of-Instruction (EOI) assessments during the 2008-2009 school year. School gain information is not available for those subjects and grades. Annual report cards do include trend data for all students when applicable. The Report Cards are located on the Oklahoma State Department of Education Web site <http://sde.state.ok.us/AcctAssess>. Also included are multiple years of test results. Reports specifically on school gains will be reported publicly for the 2009-2010 School year as well as Title I schools in each status and those making progress or exiting the program.

Milestones and Timelines

Beginning in October 2010 and each fall thereafter Oklahoma will report school gains on the Annual Report Cards Web site http://sde.state.ok.us/AcctAssess

Potential Obstacles

None

Public Reporting

Information will be reported on the State Report Card

Example of Reporting:

Percent of Schools making gains in Mathematics:

	Number	Percent
All Schools	50	75%
Charter Schools	1	10%

Funding

No additional funding is necessary. The reporting requirements have been provided in the past.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

New standards were set for Grades 3-8 in Mathematics and Language Arts, and the English II End-of-Course instruction and assessments during the 2008-2009 school year. School gain information is not available for those subjects and grades. Annual report cards do include trend data for all students when applicable. The Report Cards are located on the Oklahoma State Department of Education Web site http://sde.state.ok.us/AcctAssess. Also included are multiple years of test results. Reports specifically on school gains will be reported publicly for the 2009-2010 School.

Milestones and Timelines

Beginning in October 2010 and each fall thereafter, Oklahoma will report school gains on the Annual Report Cards Web site <http://sde.state.ok.us/AcctAssess>

Potential Obstacles

None

Public Reporting

Information will be reported on the State Report Cards. Separate report of just charter schools will be posted in the same area.

Example of how data will be reported:

Percent of Schools making gains in Mathematics:

	Number	Percent
All Schools	50	75%
Charter Schools	1	10%

Funding

No additional funding is necessary. The reporting requirements have been provided in the past.

II.

III. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II)

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in	Does not need to be

	plan	addressed in plan
1		X
2		X
3		X
4	X	
5		X
6		X
7		X
8		X
9	X	
10		X
11	X	X
12	X	

INDICATOR (b)(1) Plan Element Verification

Oklahoma does have a PK-12 statewide longitudinal data system that includes the Elements 1-3, 5-8 and 10 of the America COMPETES Act, as addressed in indicator **(b)(1).** The following plan provides the process and timeline for developing and implementing an initial process for obtaining Elements 4, 9, 11, and 12 of the America COMPETES Act to meet the requirements of SFSF in moving toward a statewide longitudinal data system.

Element (4): Capacity to communicate with higher education data systems

The Wave will process the Higher Education data so that students attending higher education are identified by a unique identifier (Wave assigned STN). Higher Education students that did not attend public education in Oklahoma will be provided an STN so that longitudinal tracking can be managed across all systems. New incoming freshmen will have these unique ID's, but students that were not part of the Wave deployment will need to be associated with an ID for tracking purposes.

The larger data amount that will be required for the P-20 LDS requires enhancements and upgrades to the current Higher Education LDS. A keystone component of the statewide longitudinal data system in the quality assurance design is the upgrade and expansion of the Higher Education data system. The system must be upgraded for larger capacity and better data handling.

The Higher Education data system must also be expanded to provide the ability to submit current students for unique ID's so that longitudinal data can be managed across all systems. New incoming freshmen will have these ID's, but students that were not part of the Wave deployment will need to be associated with an ID for tracking purposes

Since a large amount of toolsets are currently licensed by the OSDE expanding the models of data collection may easily include: a) PESC standard data transmitted over web services; and b) NEDM data transmitted over web services. The data collection methods will provide real-time data validation and feedback to each of the institutions using those methods. In the enhanced Higher Education data system, the data transmitted via batch files will be converted centrally into a standardized object model, such as PESC, and stored in the enhanced centralized ODS. Validation Rules (all levels) will be run against this data and the stakeholders will be notified via e-mail and through a web interface.

In the future it will be important that the higher education business rules be expanded to allow postsecondary institutions to detect, analyze, and correct their data errors before certifying their data to the Higher Education Commission. This ensures reliable, compliant data on which the Commission can apply level 3 business rules that analyze across submitting institutions, years, and programs' databases. The next objective would be to develop the Higher Education data mart component, which will be housed as part of the P-20 LDS. The Higher Education data mart component will be managed and controlled by Higher Education. Access to the data will be decided upon by the OSDE statewide longitudinal data system management group.

Milestones and Timelines

Milestone 1: Expand and Enhance the Current Longitudinal Data System			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**

Develop State Plan on Implementation	Immediately upon receipt of grant funds	September, 2011	Oklahoma State Department of Education
Milestone 2: Expand and Enhance the Current Longitudinal Data System			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop Enhancements to and expand OSDE LDS. Acquire additional hardware if needed.	January 2011	March 2011	Oklahoma State Department of Education, CPSI
Milestone 3: Process Unique ID's			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Assign New UID's for Current Students	June 2011, week 2	June 2011, week 3	Oklahoma State Department of Education (OSDE)
Match Students with UID's	June 2011, week 2	June 2011, week 3	OSDE

Milestone 4: Enhance Current LDS Business Rules			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Update Higher Education Business Rules	September 2010	December 2010	OSDE, Oklahoma State Regents for Higher Education (OSRHE)
Implement Expanded Higher Education Business Rules	September, 2010	May, 2011	OSDE, OSRHE

Milestone 5: Enhance Methods of Data Collection			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop Additional Methods for Data Collection – Phase I Matching	May 2011	July 2011	OSDE, OSRHE
Deploy Additional Methods for Data Collection	July 2011	July 2011	OSDE

Milestone 6: Build the Higher Education Data Marts			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Design the Data Marts – Phase I	May 2011	Sept 2011	OSDE, CPSI
Integrate Data Marts – Phase I	May 2011	Sept 2011	OSDE, CPSI

Potential Obstacles

Without the resources requested in the Longitudinal Data System application and the coordination achieved through the grant's focus on the Longitudinal Data System' common data standards, the progress toward these electronic records exchange goals will continue to be at a very slow pace. Another obstacle will be the willingness for private institutions to participate, and students who participate on a very short time frame, or not at all in institutions of higher learning. Connection with Career Tech will also need to be enhanced. Utilization of Matching Technique with OSRHE data which is not processed via OSDE validation rules.

Public Reporting

Status reports will be made public and posted on the Oklahoma State Department of Education web site: http://www.sde.state.ok.us.

Funding

The amount of funds that Oklahoma will use to develop and implement Element 4 is listed below. These funds will come from federal sources.

Funding Source	Amount	Justification
Other federal and state allocated funds.	$1.6 million for three year development, maintenance, and operational components.	Hardware purchases for linking; software licensing expansion with current Wave system

Element (9): Student-level transcript information, including on courses completed and grades earned.

Electronic Records and Transcripts Exchange will provide the opportunity for Oklahoma to add Element 9 to the state's longitudinal data system. The purpose of establishing a statewide system will enable electronic exchanges of student records and transcripts for PK-12 mobile students, high school to postsecondary applicants, and postsecondary transcripts reported back to high schools. SFSF Funds may provide districts with the financial resources to establish the student record exchange (SRE) model.

Currently Oklahoma's higher education institutions can receive images of transcripts from some local school district student information systems. The need, however, is for all high schools to be capable of sending not just images, but electronic records that can be directly imported into the postsecondary institution's system, and can be incorporated into the longitudinal data system as appropriate. In addition, the capacity to exchange electronic records allows for exchanges for mobile students across PK-12 schools and districts using the SIF SRE object and the existing SIF infrastructure built by the state's current longitudinal data system, the Wave.

Milestones and Timelines

The Longitudinal Data System Grant outlines the procedures to reach the following milestones by the timelines shown.

Milestone 1: Expand and Enhance the Current Longitudinal Data System			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop State Plan on Implementation	Immediately upon receipt of grant funds	September, 2011	Oklahoma State Department of Education (OSDE)

Milestone 2: Analyze and design a system for electronic records and transcript exchange.			
Subtask	Initiation Date	Completion Date	Responsible Party
Analysis and Design	August 2010	March 2011	OSDE; Docufide
Procurement	August 2010	March 2011	OSDE

Milestone 3: Implement a system for electronic records and transcript exchange.			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Analysis and Design	March 2011	Sept 2011	OSDE; Docufide
Procurement	March 2011	Sept 2011	OSDE; Docufide

Potential Obstacles

Without the resources requested in the Longitudinal Data System application and the coordination achieved through the grant's focus on the LDS' common data standards, the progress toward these electronic records exchange goals will continue to be at a very slow pace. Other obstacles are the governance regarding the amount of information necessary to reside at the state and to transfer to connecting agencies. Obstacles may include mobility, participation, archived student records.

Public Reporting

Status reports will be made public and posted on the Oklahoma State Department of Education web site: http://www.sde.state.ok.us.

Funding

The amount of funds that Oklahoma will use to develop and implement Element 9 is listed below. These funds will come from federal and state sources.

Funding Source	Amount	Justification
Year 1–Other Federal Program Funds and State Allocated Funds	$350,000 Provided by districts to fund the statewide effort of electronic student record exchange. Statewide Contractor: Docufide	**Electronic Records and Transcript Exchange--Analysis:** Analyze and design the K-12 to K-12, the high school to postsecondary, and the postsecondary to postsecondary exchange process and system requirements. Procure the system components as needed.
Year 2– Other Federal Program Funds and State Allocated Funds	$600,000	**Electronic Records and Transcript Exchange--Implementation:** Full implementation
Year 3– Other Federal Program Funds and State Allocated Funds	$600,000	**Electronic Records and Transcript Exchange--Implementation:** Full implementation

Element (11): Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

As of January 2010, the Oklahoma Regents of Higher Education publish the number and percentage of students who enroll in Oklahoma colleges and universities. However, this report is not based on Oklahoma high school graduates. The reports are currently provided at the site, http://www.okhighered.org/oeis/archives/.

The Oklahoma Regents for Higher Education (ORHE) will provide to the Wave the student records for those who have enrolled in institutions of higher education, including college credit information and other pertinent student information. Once received by the Wave, the Wave will process the students through the Wave Unique ID System to identify students who had been enrolled and graduated from a public or charter school in Oklahoma. After the matching process, the Wave will calculate the number and percentage of public education students who enrolled in an institution of higher education after receiving a regular high school diploma.

Milestones and Timelines

The Longitudinal Data System should include expansion capabilities as determined to address adequate preparation for future success.

Milestone 1: Expand and Enhance the Current Longitudinal Data System			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop State Plan on Implementation	Immediately upon receipt of grant funds	September, 2011	Oklahoma State Department of Education (OSDE)
Milestone 2: Expand The Wave Data Warehouse			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**

Identify Data Objects and Elements	March 2011	June 2011	OSDE
Design and Build the Data Collection	January 2011	June 2011	OSDE, CPSI
Deploy Data Collection	January 2011	June 2011	OSDE, CPSI
Milestone 3: Design and Deploy SDE Wave LDS Data Marts			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Data Mart Design	January 2011	June 2011	OSDE, CPSI
Deploy Data Marts	January 2011	June 2011	OSDE, CPSI
Milestone 4: Design the Data Marts for Organizations Represented in the P-20 LDS			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Link with approved data elements from student transcripts	August 2011	Sept 2011	OSDE, CPSI, OSRHE
Milestone 5: Integrate and Centralize Data Marts to Create P-20 LDS			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Integrate Data Marts	August 2011	Sept 2011	OSDE, CPSI, OSRHE
Centralize Data Marts	August 2011	Sept 2011	OSDE, CPSI, OSRHE
Milestone 6: Expand Decision Support System Licensing			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**

Extend the Licensing of xDTools and xDAdHoc to LEA's and Agencies; Stakeholders	August 2011	Sept 2011	OSDE, CPSI

Develop Decision Support Cubes	August 2011	Sept 2011	OSDE, CPSI
Milestone 7: Implement Security			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Define Roles and Access	January 2011	Sept 2011	OSDE, CPSI
Implement Roles and Access	January 2011	Sept 2011	OSDE, CPSI
Add Users	January 2011	Sept 2011	OSDE, CPSI

Potential Obstacles

Without the dedicated state-level funding, the progress toward these goals will continue to be at a slow pace. However, the State of Oklahoma will continue to move toward full compliance with the America Competes Act, using funds from all possible sources.

Public Reporting

An external evaluator will be hired to document progress toward reaching these goals. The evaluator will provide monthly status reports, quarterly reviews and annual evaluation reports. The status reports and the evaluation reports will be made public and posted on the Oklahoma State Department of Education web site: http://www.sde.state.ok.us.

Funding

The amount of funds that Oklahoma will use to develop and implement Element 11 is listed below. These funds will come from federal sources.

Funding Source	Amount	Justification
Other Federal Program Funds and State Allocated Funds	$150,000.00	• Expand The Wave Data Warehouse • Expand the Wave LDS with Additional Internal SDE Data Sources • Design and Deploy SDE Wave LDS Data Marts • Design the Data Marts for Organizations Represented in the P-20 LDS • Integrate and Centralize Data Marts to Create P-20 LDS • Expand Decision Support System Licensing • Implement Security

Element (12): Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

The Oklahoma State Department of Education is committed to establishing a statewide longitudinal data system that is robust, expandable, dynamic and user-managed so that all agencies adequately prepare and educate their customers based on trends, research, and best practices. This system will be developed so the other information determined necessary will be able to be added into the system.

Milestones and Timelines

The Longitudinal Data System should include expansion capabilities as determined to address

adequate preparation for future success.

Milestone 1: Expand and Enhance the Current Longitudinal Data System			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Develop State Plan on Implementation	Immediately upon receipt of grant funds	September, 2011	Oklahoma State Department of Education (OSDE)

Milestone 2: Expand The Wave Data Warehouse based on need for "other" information determined necessary by OSDE for alignment and adequate preparation.			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Identify Data Objects and Elements	March 2011	June 2011	OSDE
Design and Build the Data Collection	January 2011	June 2011	OSDE, CPSI

Potential Obstacles

Clarification issues associated with identification of issues as they arise in the development of the data system.

Public Reporting

The status reports and the evaluation reports will be made public and posted on the Oklahoma State Department of Education web site: http://www.sde.state.ok.us.

Funding

The amount of funds that Oklahoma will use to develop and implement Element 12 is listed below. These funds will come from federal sources, and will vary in nature of the "Other Information" stated in this element.

Funding Source	Amount	Justification
Other Federal Program Funds and State Allocated Funds	$100,000.00	• Expand The Wave Data Warehouse • Design and Deploy SDE Wave LDS Data Marts • Design the Data Marts for Organizations Represented in the P-20 LDS approved to receive "other information" • Integrate and Centralize Data Marts to Create P-20 LDS • Implement Security

INDICATOR (b)(2)

Indicator (b)(2): Indicate whether the state provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in the manner that is timely and informs instruction.

Oklahoma does not as yet provide student academic growth data to teachers. However, the state is moving quickly in that direction. Several of the initial requirements for growth reporting are in place. Oklahoma has developed unique number identifiers for each student. Student identification numbers are collected at the time of testing. The WAVE generates a pre-code file for each district with the student identifier number for Grades 3-8. Additionally, the state collects teacher identification for each student at the time of testing.
Oklahoma is posed to provide student academic growth data to all teachers of reading/language arts and of mathematics during the 2010-11 school year. The milestones and timelines for these reports are provided below.

Milestones and Timelines

Milestone 1: Report Student Achievement Growth results to reading language arts and mathematics teachers.			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Contract with National Expert on Student Achievement Growth Models	March 2010	April 2010	Oklahoma State Department of Education
Develop methodology for calculation of Student Achievement Growth	May 2010	July 2010	Oklahoma State Department of Education; National Expert on Growth Models
Contract with Vendor for work related to generation of reports for student growth	August 2010	January 2011	Oklahoma State Department of Education
Distribute Reports to Districts	February 2011	February 2011	Oklahoma State Department of Education
Distribution of Reports in subsequent years	August of each year	August of each year	Oklahoma State Department of Education

Potential Obstacles

There are not state funds available to allow for the development and implementation of Student achievement growth reporting without federal assistance.

Public Reporting

Oklahoma will report the results of Student Achievement Growth on an annual basis. The reporting will occur in the summer of each year on the Student Accountability and Assessment

page of the Oklahoma Department of Education website. Progress toward the development and distribution of the student academic growth reports will be reported quarterly on the website, http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

Funding

Oklahoma will use federal funds to finance the implementation of Indicator (b)(2). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Other Federal Program Funds and State Allocated Funds	2,500,000	Generation and Distribution of Student Achievement Growth Reports

Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Although the state does not provide student growth measures, Oklahoma has provided class level reports for teachers on the current standards and objectives for Mathematics and Reading/Language Arts. These reports provide teachers with diagnostic information on the overall strengths and weaknesses within their class. The state is in the development of a growth model that will provide the measures of student growth and measures that will provide impact of teacher effectiveness in terms of growth for students

Several of the initial requirements for growth reporting are in place. Oklahoma has developed unique number identifiers for each student. Student identification numbers are collected at the time of testing. A pre-code file for each district with the student identifier number is generated for Grades 3-8 by the WAVE. Additionally, the state collects teacher identification for each student at the time of testing.

New standards were set for Grades 3-8 in Mathematics and Language Arts, and the English II End-of-Instruction (EOI) assessments during the 2008-2009 school year. School gain information is not available for those subjects and grades. Annual report cards do include trend data for all students when applicable. Also included are multiple years of test results. Reports specifically on school gains will be reported publicly for the 2009-2010 School year.

Oklahoma is posed to provide student academic growth data to all teachers of reading/language arts and of mathematics during the 2011-12 school year. The milestones and timelines for these reports are provided below.

Milestones and Timelines

Milestone 1: Report Student Achievement Growth results to reading language arts and mathematics teachers.			
Subtask	**Initiation Date**	**Completion Date**	**Responsible Party**
Contract with National Expert on Student Achievement Growth Models.	August 2010	October 2010	Oklahoma State Department of Education
Evaluate feasibility and data conditions of different growth models.	October 2010	February 2011	Oklahoma State Department of Education; National Expert on Growth Models
Develop methodology for calculation of Student Achievement Growth	February 2011	May 2011	Oklahoma State Department of Education; National Expert on Growth Models
Contract with Vendor for	August 2011	September 2011	Oklahoma State

work related to generation of reports for student growth			Department of Education
Distribute Reports to Districts	November 2011	November 2011	Oklahoma State Department of Education
Distribution of Reports in subsequent years	August of each year	August of each year	Oklahoma State Department of Education

Potential Obstacles

There are not state funds available to allow for the development and implementation of Student achievement growth reporting without federal assistance.

Public Reporting

Oklahoma will report the results of Student Achievement Growth on an annual basis. The reporting will occur in the summer of each year on the Student Accountability and Assessment page of the Oklahoma Department of Education website. Progress toward the development and distribution of the student academic growth reports will be reported quarterly on the website, http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html

Funding

Oklahoma will use federal funds to finance the implementation of Indicator (b)(2). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Other federal program funds.	2,500,000	Generation and Distribution of Student Achievement Growth Reports

INDICATORS (c) (11) AND (c)(12)

Important note regarding this section:
In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.
If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:

- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the	Applicable: The State will develop but not implement the

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)	X	

Indicator (d) (9) and (10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Under Oklahoma state statute, charter schools have operated as school sites within their respective school districts, and we reported as such through the OSDE School Report Card Reporting site. As of the 2010 Oklahoma legislative session, charter school will now enjoy the legal benefits, and shoulder the legal responsibilities of independent LEAs. With this statutory change, the Oklahoma State Department of Education will begin reporting through their Website, as a part of their school report cards, charter schools as LEAs. This will include their academic progress, and their operating status.

Please attach the following information—

(1) **Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.**

The Oklahoma State Department of Education employs standard procedures to ensure that the data published about teachers, administrators, students, LEAs and schools is accurate. Each department follows specified steps for data review and accuracy.

Each object and element collected in the Statewide Longitudinal Data System (currently the Wave) is checked through rigorous procedures at multiple levels before it is accepted into the database. In validation Level I, elements are processed via Schools Interoperability Framework (SIF) validation standards. Level II validation includes Wave business rules for each element. For example, Gender: SIF validation level I verifies the element is F (female), M (male) or X (unknown). Level II Wave validation indicates X (unknown) as "Not Valid for Oklahoma". On all elements not passing validation – the information is sent back to the district indicating what business rule was not met, requiring the data be corrected at the data source.

Likewise, accountability and assessment reports are thoroughly checked before being made public. The Assessment and Accountability Office cross checks data in each report and provides draft assessment reports to LEAs to be verified before reports are made final and published. Additionally, all publications are verified and approved by the State Superintendent's editorial staff before being made public.

The systematic review for accuracy allows for confidence that the data provided for Oklahoma students, teachers, administrators, LEAs and schools is correct.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

The Oklahoma State Department of Education employs processes to ensure that personally identifiable student information is kept secure. The Security Officer manages the confidentiality of all information collected via the State Longitudinal Data System, the WAVE. The system is built utilizing security roles, in that each individual accessing data is assigned a username and password with security roles defined. The Wave assigns administrator rights to each district superintendent after a confidentiality agreement is signed.

To further protect student information, the state does not publish group data when there are five or fewer students in a category. The State Superintendent's Editorial Staff confirms that confidential information is repressed from all public documents before they are made public.

PART 2A: MAINTENANCE-OF-EFFORT BASELINE DATA

Additional Submission Requirements: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

After further consideration of the methodology used to calculate MOE for elementary and secondary education, Oklahoma came to the conclusion that including all appropriated state support, beyond formula dollars, is a better representation of overall State Support for elementary and secondary education. In addition to formula dollars, the funds included in the new calculation contain dollars for Flexible Benefit Allowance for teachers and support staff, among other expenditures essential for the success of Oklahoma public education. The sources used in determining levels of State support for elementary and secondary education include appropriation bills for each pertinent fiscal year, including supplemental appropriations when applicable (FY-2006: HB 1020; FY-2009: HB 2276; FY-2010: SB 216, HB 1137, HB 2352; FY-2011: HB 2375, SB 1409, SB 1561, SB 1586).

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

The source used in determining levels of State support for public IHEs is the attached spreadsheet of institutional formula appropriations by fiscal year from the Oklahoma State Regents for Higher Education. The data in this spreadsheet do not include support for capital projects, research and development, or tuition and fees paid by students; these data do include only State dollars allocated to public IHEs through the funding formula administered by the Oklahoma State Regents for Higher Education.

ALLOCATION ANALYSIS FOR
REVISED MOE FEDERAL STIMULUS FUNDS (ARRA)
(August 17, 2010)

	Column 1	Revised	Column 3	Revised	Column 5	Revised	Column 5	Revised	Column 6	Revised
	Total State	2006 Allocations	Total State	2008 Allocations	Total State	2009 Allocations	Total State	2010 Allocations	Total State	2011 Allocations
	Appropriated Funds - 2006	Eligible for Stimulus Funds	Appropriated Funds - 2008	Eligible for Stimulus Funds	Appropriated Funds - 2009	Eligible for Stimulus Funds	Appropriated Funds - 2010	Eligible for Stimulus Funds	Appropriated Funds - 2011	Eligible for Stimulus Funds
University of Oklahoma:										
OU, Norman	113,612,723	113,612,723	134,191,640	134,191,640	135,995,653	135,995,653	130,459,293	130,459,293	123,455,493	123,455,493
Mesonet	1,588,487	1,588,487	1,595,639	1,595,639	1,598,977	1,598,977	1,477,504	1,477,504	1,449,177	1,449,177
Technology Transfer Office	355,823	355,823	355,823	355,823	355,823	355,823	328,791	328,791	322,488	322,488
OU Initiatives	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,310,077	2,310,077	2,265,787	2,265,787
Oklahoma Museum of Natural History	3,171,091	3,171,091	3,171,091	3,171,091	3,171,091	3,171,091	2,930,186	2,930,186	2,874,007	2,874,007
Sutton Aviary Research Center	501,307	501,307	501,307	501,307	501,307	501,307	463,223	463,223	454,342	454,342
Center of Educational Excellence	0	0	246,429	246,429	246,429	246,429	227,708	227,708	223,342	223,342
OU Capital One-Time Funds	0	0	5,339,286	0	0	0	0	0	0	0
Subtotal, OU:	**121,729,431**	**121,729,431**	**147,901,215**	**142,561,929**	**144,369,280**	**144,369,280**	**138,196,782**	**138,196,782**	**131,044,636**	**131,044,636**
OU Health Sciences Center	75,612,758	75,612,758	91,827,411	91,827,411	93,101,794	93,101,794	90,067,218	90,067,218	84,572,043	84,572,043
Nursing & Allied Health - Tulsa	1,598,981	1,598,981	2,044,172	2,044,172	2,044,172	2,044,172	1,888,878	1,888,878	1,852,663	1,852,663
Nursing - OKC	0	0	579,619	579,619	579,619	579,619	535,586	535,586	525,317	525,317
Nursing Lawton	0	0	207,334	207,334	207,334	207,334	191,583	191,583	187,910	187,910
Allied Health	0	0	505,240	505,240	505,240	505,240	466,857	466,857	457,907	457,907
Geriatrics Matching Funds	544,779	544,779	544,779	544,779	544,779	544,779	503,393	503,393	493,741	493,741
Pharmacy - Distance Learning	949,302	949,302	949,302	949,302	949,302	949,302	877,184	877,184	860,367	860,367
George Nigh Rehabilitation Center Salary Support	365,947	365,947	365,947	365,947	365,947	365,947	338,146	338,146	331,663	331,663
Subtotal, OUHSC:	**79,071,767**	**79,071,767**	**97,023,804**	**97,023,804**	**98,298,187**	**98,298,187**	**94,868,845**	**94,868,845**	**89,281,611**	**89,281,611**
OU Tulsa	7,498,677	7,498,677	9,024,272	9,024,272	9,024,272	9,024,272	8,414,064	8,414,064	7,903,376	7,903,376
OU Law Center	5,486,796	5,486,796	6,308,205	6,308,205	6,362,641	6,362,641	6,102,390	6,102,390	5,732,254	5,732,254
TOTAL, OU:	**213,786,671**	**213,786,671**	**260,257,497**	**254,918,211**	**258,054,380**	**258,054,380**	**247,582,081**	**247,582,081**	**233,961,876**	**233,961,876**
Oklahoma State University:										
OSU, Stillwater	110,367,718	110,367,718	125,779,934	125,779,934	127,575,394	127,575,394	122,119,628	122,119,628	115,576,350	115,576,350
Technology Transfer Office	355,823	355,823	355,823	355,823	355,823	355,823	328,791	328,791	322,488	322,488
Fire Service Training Program	981,782	981,782	1,803,211	1,803,211	1,803,211	1,803,211	1,666,222	1,666,222	1,634,277	1,634,277
OSU Capital One-Time Funds	0	0	4,517,857	0	0	0	0	0	0	0
Subtotal, OSU:	**111,705,323**	**111,705,323**	**132,456,825**	**127,938,968**	**129,734,428**	**129,734,428**	**124,114,641**	**124,114,641**	**117,533,114**	**117,533,114**
OSU Agriculture Experiment Station	**24,906,420**	**24,906,420**	**29,635,879**	**29,635,879**	29,818,928	29,818,928	27,229,189	27,229,189	25,577,406	25,577,406
Cooperative Extension Division	**25,269,166**	**25,269,166**	**29,792,416**	**29,792,416**	30,017,859	30,017,859	29,755,007	29,755,007	27,949,884	27,949,884
OSU Center for Health Sciences	**12,684,835**	**12,684,835**	**14,827,128**	**14,827,128**	14,991,461	14,991,461	14,448,536	14,448,536	13,572,268	13,572,268
School of Veterinary Medicine	**10,244,467**	**10,244,467**	**11,559,909**	**11,559,909**	11,649,928	11,649,928	11,120,425	11,120,425	10,445,850	10,445,850
OSU, Oklahoma City	**8,795,345**	**8,795,345**	**11,573,349**	**11,573,349**	11,684,601	11,684,601	11,404,027	11,404,027	10,705,429	10,705,429
OSU Technical Branch, Okmulgee	13,204,574	13,204,574	15,191,072	15,191,072	15,310,476	15,310,476	14,702,312	14,702,312	13,805,122	13,805,122
Mid-America Industrial Park-Pryor	88,956	88,956	88,956	88,956	88,956	0	82,198	82,198	80,622	80,622
Subtotal, TB-OKM	**13,293,530**	**13,293,530**	**15,280,028**	**15,280,028**	**15,399,432**	**15,310,476**	**14,784,510**	**14,784,510**	**13,885,744**	**13,885,744**
OSU-Tulsa	11,620,225	11,620,225	13,166,553	13,166,553	12,219,153	12,219,153	11,311,807	11,311,807	10,906,866	10,906,866
Subtotal, OSU-Tulsa:	**11,620,225**	**11,620,225**	**13,166,553**	**13,166,553**	**12,219,153**	**12,219,153**	**11,311,807**	**11,311,807**	**10,906,866**	**10,906,866**
TOTAL, OSU:	**218,519,311**	**218,519,311**	**258,292,087**	**253,774,230**	**255,515,788**	**255,426,832**	**244,168,142**	**244,168,142**	**230,576,562**	**230,576,562**
University of Central Oklahoma	45,408,297	45,408,297	56,474,847	56,474,847	56,426,203	56,426,203	54,052,605	54,052,605	51,042,853	51,042,853
Forsenic Science Capital One-Time Funds	0	0	3,285,714	0	0	0	0	0	0	0
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, UCO:	**45,408,297**	**45,408,297**	**59,956,990**	**56,474,847**	**56,426,203**	**56,426,203**	**54,052,605**	**54,052,605**	**51,042,853**	**51,042,853**
East Central University	15,787,815	15,787,815	18,461,479	18,461,479	18,479,711	18,479,711	17,704,610	17,704,610	16,615,755	16,615,755
McAlester Learning Site	88,956	88,956	88,956	88,956	88,956	88,956	82,198	82,198	80,622	80,622
Nursing Program - Durant	222,390	222,390	222,390	222,390	222,390	222,390	205,495	205,495	201,555	201,555
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, ECU:	**16,099,161**	**16,099,161**	**18,969,254**	**18,772,825**	**18,791,057**	**18,791,057**	**17,992,303**	**17,992,303**	**16,897,932**	**16,897,932**
Northeastern State University	29,138,864	29,138,864	34,279,051	34,279,051	34,295,104	34,295,104	32,903,293	32,903,293	31,073,566	31,073,566
Broken Arrow campus	4,525,923	4,525,923	4,975,923	4,975,923	4,975,923	4,975,923	4,597,906	4,597,906	4,509,753	4,509,753
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, NSU:	**33,664,787**	**33,664,787**	**39,451,403**	**39,254,974**	**39,271,027**	**39,271,027**	**37,501,199**	**37,501,199**	**35,583,319**	**35,583,319**
Southeastern Oklahoma State University	16,292,256	16,292,256	18,548,090	18,548,090	18,578,013	18,578,013	17,714,199	17,714,199	16,568,369	16,568,369
McCurtain County Branch	1,032,304	1,032,304	1,491,754	1,491,754	1,486,714	1,486,714	1,373,769	1,373,769	1,347,431	1,347,431
McAlester Learning Site	177,911	177,911	177,911	177,911	177,911	177,911	164,395	164,395	161,243	161,243
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	18,077,044	18,077,044
TOTAL, SOSU:	**17,502,471**	**17,502,471**	**20,414,184**	**20,217,755**	**20,242,638**	**20,242,638**	**19,252,363**	**19,252,363**		
Southwestern Oklahoma State University	20,805,973	20,805,973	24,131,749	24,131,749	24,144,635	24,144,635	23,100,481	23,100,481	21,685,965	21,685,965
Business Research/Econ Development Center	133,434	133,434	133,434	133,434	133,434	133,434	123,297	123,297	120,933	120,933
Sayre Branch Funding	80,060	80,060	80,060	80,060	80,060	80,060	73,978	73,978	72,560	72,560
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, SWOSU:	**21,019,467**	**21,019,467**	**24,541,672**	**24,345,243**	**24,358,129**	**24,358,129**	**23,297,756**	**23,297,756**	**21,879,458**	**21,879,458**
Cameron University	19,270,801	19,270,801	22,578,208	22,578,208	22,692,127	22,692,127	21,739,670	21,739,670	20,516,316	20,516,316
Duncan branch campus	427,200	427,200	427,200	427,200	427,200	427,200	394,746	394,746	387,178	387,178
CRTES grant	300,000	300,000	0	0	0	0	0	0	0	0
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, CU:	**19,998,001**	**19,998,001**	**23,201,837**	**23,005,408**	**23,119,327**	**23,119,327**	**22,134,416**	**22,134,416**	**20,903,494**	**20,903,494**
Langston University	10,685,069	10,685,069	13,059,386	13,059,386	13,106,887	13,106,887	12,708,907	12,708,907	11,674,113	11,674,113
Langston Endowment	1,779,115	0	1,779,115	0	1,779,115	0	1,779,115	0	1,747,596	0
Langston Statewide Plan	1,339,858	1,339,858	1,339,858	1,339,858	1,339,858	1,339,858	1,238,070	1,238,070	1,214,333	1,214,333
Federal Langston Research Match	813,141	0	2,291,712	0	2,313,141	0	2,313,141	0	2,272,162	0
LU-Tulsa Branch	2,411,892	2,411,892	2,559,492	2,559,492	2,559,492	2,559,492	2,365,049	2,365,049	2,319,706	2,319,706

	Total State Appropriated Funds - 2006	2006 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2008	2008 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2009	2009 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2010	2010 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2011	2011 Allocations Eligible for Stimulus Funds
Agricultural Exper Station Funds	366,004	366,004	366,004	366,004	366,004	366,004	338,199	338,199	331,715	331,715
Langston Honors Scholarship Program	235,732	0	235,732	0	235,732	0	217,824	0	213,647	0
Langston Honors Program Admin	131,634	131,634	131,634	131,634	131,634	131,634	121,634	121,634	119,302	119,302
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, LU:	**17,762,445**	**14,934,457**	**21,959,362**	**17,456,374**	**21,831,863**	**17,503,875**	**21,081,939**	**21,081,939**	**19,892,574**	**15,659,169**
NW Okla State University										
Alva	8,337,881	8,337,881	10,238,101	10,238,101	10,225,621	10,225,621	9,841,548	9,841,548	9,219,022	9,219,022
Enid	621,800	621,800	621,800	621,800	621,800	621,800	574,562	574,562	563,547	563,547
One-Time Capital Funds	0	0	196,429	0	725,000	0	0	0	0	0
TOTAL, NWOSU:	**8,959,681**	**8,959,681**	**11,056,330**	**10,859,901**	**11,572,421**	**10,847,421**	**10,416,110**	**10,416,110**	**9,782,569**	**9,782,569**
Oklahoma Panhandle State University	6,666,783	6,666,783	7,613,274	7,613,274	7,621,213	7,621,213	7,278,860	7,278,860	6,968,443	6,968,443
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, OPSU:	**6,666,783**	**6,666,783**	**7,809,703**	**7,613,274**	**7,621,213**	**7,621,213**	**7,278,860**	**7,278,860**	**6,968,443**	**6,968,443**
Rogers State University	12,352,510	12,352,510	14,843,112	14,843,112	14,860,639	14,860,639	14,276,551	14,276,551	13,403,044	13,403,044
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, RSU:	**12,352,510**	**12,352,510**	**15,039,541**	**14,843,112**	**14,860,639**	**14,860,639**	**14,276,551**	**14,276,551**	**13,403,044**	**13,403,044**
University of Science & Arts of Okla	6,382,730	6,382,730	7,430,224	7,430,224	7,438,960	7,438,960	7,124,489	7,124,489	7,129,989	7,129,989
3rd Trimester Waivers	50,582	50,582	50,582	50,582	50,582	50,582	46,739	46,739	45,843	45,843
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, USAO:	**6,433,312**	**6,433,312**	**7,677,235**	**7,480,806**	**7,489,542**	**7,489,542**	**7,171,228**	**7,171,228**	**7,175,832**	**7,175,832**
Carl Albert State College	5,063,452	5,063,452	6,635,144	6,635,144	6,674,526	6,674,526	6,469,833	6,469,833	6,074,251	6,074,251
Kerr Conference Center	100,348	100,348	100,348	100,348	100,348	100,348	100,348	100,348	98,570	98,570
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, CASC:	**5,163,800**	**5,163,800**	**6,931,921**	**6,735,492**	**6,774,874**	**6,774,874**	**6,570,181**	**6,570,181**	**6,172,821**	**6,172,821**
Connors State College	5,708,080	5,708,080	7,083,283	7,083,283	7,101,006	7,101,006	6,827,858	6,827,858	6,405,058	6,405,058
Muskogee Branch Campus	0	0	150,000	150,000	150,000	150,000	138,605	138,605	135,947	135,947
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, CSC:	**5,708,080**	**5,708,080**	**7,429,712**	**7,233,283**	**7,251,006**	**7,251,006**	**6,966,463**	**6,966,463**	**6,541,005**	**6,541,005**
Eastern Oklahoma State College	5,940,806	5,940,806	6,933,083	6,933,083	6,961,325	6,961,325	6,662,105	6,662,105	6,256,820	6,256,820
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, EOSC:	**5,940,806**	**5,940,806**	**7,129,512**	**6,933,083**	**6,961,325**	**6,961,325**	**6,662,105**	**6,662,105**	**6,256,820**	**6,256,820**
Murray State College	4,727,886	4,727,886	6,065,473	6,065,473	6,083,143	6,083,143	5,892,808	5,892,808	5,527,961	5,527,961
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, MSC:	**4,727,886**	**4,727,886**	**6,261,902**	**6,065,473**	**6,083,143**	**6,083,143**	**5,892,808**	**5,892,808**	**5,527,961**	**5,527,961**
Northeastern Oklahoma A&M College	8,242,094	8,242,094	9,560,101	9,560,101	9,582,358	9,582,358	9,141,095	9,141,095	8,585,002	8,585,002
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, NEOAMC:	**8,242,094**	**8,242,094**	**9,756,530**	**9,560,101**	**9,582,358**	**9,582,358**	**9,141,095**	**9,141,095**	**8,585,002**	**8,585,002**
Northern Oklahoma College			0	0	0	0	0	0		
Tonkawa	5,967,096	5,967,096	9,096,924	9,096,924	9,118,655	9,118,655	8,998,382	8,998,382	8,362,750	8,362,750
Enid	1,402,829	1,402,829	1,402,829	1,402,829	1,402,829	1,402,829	1,296,257	1,296,257	1,271,405	1,271,405
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
TOTAL, NOC:	**7,369,925**	**7,369,925**	**10,696,182**	**10,499,753**	**10,521,484**	**10,521,484**	**10,294,639**	**10,294,639**	**9,634,155**	**9,634,155**
Redlands Community College	4,296,903	4,296,903	5,774,985	5,774,985	5,798,543	5,798,543	5,599,780	5,599,780	5,731,414	5,731,414
One-Time Capital Funds	0	0	196,429	0	500,000	0	500,000	0	491,142	0
Total, Redlands:	**4,296,903**	**4,296,903**	**5,971,414**	**5,774,985**	**6,298,543**	**5,798,543**	**6,099,780**	**6,099,780**	**6,222,556**	**5,731,414**
Seminole State College - Campus Operations	4,962,845	4,962,845	6,344,189	6,344,189	6,356,902	6,356,902	6,122,559	6,122,559	5,748,928	5,748,928
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
Total, SSC:	**4,962,845**	**4,962,845**	**6,540,618**	**6,344,189**	**6,356,902**	**6,356,902**	**6,122,559**	**6,122,559**	**5,748,928**	**5,748,928**
Western Oklahoma State College	4,580,202	4,580,202	5,746,060	5,746,060	5,761,451	5,761,451	5,556,026	5,556,026	5,535,661	5,535,661
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
Total, WOSC:	**4,580,202**	**4,580,202**	**5,942,489**	**5,746,060**	**5,761,451**	**5,761,451**	**5,556,026**	**5,556,026**	**5,535,661**	**5,535,661**
Oklahoma City Community College	19,012,248	19,012,248	26,231,631	26,231,631	26,271,561	26,271,561	25,459,475	25,459,475	23,905,734	23,905,734
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
Total, OCCC:	**19,012,248**	**19,012,248**	**26,428,060**	**26,231,631**	**26,271,561**	**26,271,561**	**25,459,475**	**25,459,475**	**23,905,734**	**23,905,734**
Rose State College - Campus Operations	18,940,700	18,940,700	22,191,829	22,191,829	22,271,412	22,271,412	21,329,814	21,329,814	20,028,609	20,028,609
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
Total, Rose:	**18,940,700**	**18,940,700**	**22,388,258**	**22,191,829**	**22,271,412**	**22,271,412**	**21,329,814**	**21,329,814**	**20,028,609**	**20,028,609**
Tulsa Community College - Campus Operations	30,935,396	30,935,396	37,521,459	37,521,459	37,659,540	37,659,540	36,418,422	36,418,422	34,898,895	34,898,895
One-Time Capital Funds	0	0	196,429	0	0	0	0	0	0	0
Total, TCC:	**30,935,396**	**30,935,396**	**37,717,888**	**37,521,459**	**37,659,540**	**37,659,540**	**36,418,422**	**36,418,422**	**34,898,895**	**34,898,895**
Ardmore Higher Education Program	617,739	0	729,022	0	723,982	0	723,982	0	680,063	0
Total, Ardmore HEC:	**617,739**	**0**	**729,022**	**0**	**723,982**	**0**	**723,982**	**0**	**680,063**	**0**
Section 13 Offset Funds (see attached schedule)	**10,036,945**	**0**	**10,036,945**	**0**	10,036,945	0	10,036,945	0	9,859,132	0
OSF Charges	**1,427,350**	**0**	**149,565**	0	149,565	0	149,565	0	146,915	0
Teacher Residency Program	**1,377,309**	**0**	**1,877,309**	**0**	1,877,309	0	1,877,309	0	1,844,051	0
Quartz Mountain	**1,584,934**	**0**	**1,268,448**	**0**	1,250,944	0	1,251,975	0	1,177,794	0
Ponca City Learning Site	**451,305**	**451,305**	**500,000**	**5,000,000**	500,000	500,000	700,000	700,000	687,599	687,599
Institutions, Constituent Agencies, Centers & Learning Sites Subtotal	**773,549,363**	**755,677,098**	**936,382,869**	**904,854,297**	**925,486,573**	**905,805,884**	**887,458,696**	**887,458,696**	**821,521,655**	**803,089,153**
Governance & Operations Support:										
State Regents' Core Operations	5,573,602	0	6,504,108	0	7,223,421	0	7,313,548	7,313,548	7,183,982	7,183,982
Regents' IT	1,632,401	0	1,632,401	0	1,632,401	0	1,632,401	1,632,401	1,603,482	1,603,482
OneNet	919,271	0	1,219,271	0	1,219,271	0	1,219,271	1,219,271	1,197,671	1,197,671
Minority Teacher Recruitment Center	418,372	0	418,372	0	418,372	0	418,372	418,372	410,960	410,960

	Total State Appropriated Funds - 2006	2006 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2008	2008 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2009	2009 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2010	2010 Allocations Eligible for Stimulus Funds	Total State Appropriated Funds - 2011	2011 Allocations Eligible for Stimulus Funds
Scholarship Administration	657,215	0	657,215	0	657,215	0	657,215	657,215	645,572	645,572
Governance & Operations Support Subtotal	**9,200,861**	**0**	**10,431,367**	**0**	**11,150,680**	**0**	**11,240,807**	**11,240,807**	**11,041,666**	**11,041,666**
Financial Aid Programs:										
Academic Scholars Program	7,904,500	7,904,500	8,604,500	8,604,500	8,604,500	8,604,500	8,604,500	8,604,500	7,852,802	7,852,802
Chiropractic Scholarships	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	39,291	39,291
Concurrent Enrollment Tuition Waiver for HS Seniors		0	2,500,000	2,300,000	2,500,000	2,500,000	2,500,000	2,500,000	2,455,710	2,455,710
George & Donna Nigh Scholarships	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	68,760	68,760
National Guard Tuition Waiver Program	2,045,612	2,045,612	2,045,612	2,045,612	2,045,612	2,045,612	2,045,612	2,045,612	2,009,372	2,009,372
Okla Higher Learning Access Program	27,100,000	27,100,000	48,100,000	48,100,000	54,000,000	54,000,000	54,000,000	54,000,000	57,000,000	57,000,000
Oklahoma Tuition Aid Grant Program	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327	18,927,327
Oklahoma Tuition Equalization Program (Private Schools)	2,185,894	0	3,828,751	0	3,828,751	3,828,751	3,828,751	3,828,751	3,760,921	3,760,921
Prospective Teacher Scholarships	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	98,228	98,228
Regional University Scholarships	800,229	800,229	800,229	800,229	800,229	800,229	800,229	800,229	1,050,000	1,050,000
Tulsa Reconciliation Scholarships	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	49,114	49,114
Sub-Total Financial Aid Programs	**59,223,562**	**57,037,668**	**85,066,419**	**81,237,668**	**90,966,419**	**90,966,419**	**90,966,419**	**90,966,419**	**93,311,526**	**93,311,526**
Other Special Programs:										
Adult Degree Completion Program (new)	0	0	500,000	0	500,000	0	500,000	0	491,142	0
Brain Gain 2010/Targeted Program Enhancements	4,000,000	0	3,750,000	0	3,750,000	0	3,750,000	0	2,184,291	0
Endowed Chairs Program	7,500,000	0	7,500,000	0	7,500,000	0	7,500,000	0	12,179,798	0
EPSCoR/Research	3,449,647	0	3,449,647	0	3,449,647	0	3,449,647	0	3,388,534	0
Grant Programs/Economic Dev/ORIS	3,181,628	0	1,047,523	0	442,050	0	442,050	0	434,219	0
Jane Brooks School - USAO	27,038	0	27,038	0	27,038	0	27,038	0	26,559	0
Debt Service	20,454,869	0	41,284,949	0	41,001,078	0	41,001,078	0	19,601,613	0
Office of Accountability	758,520	0	770,520	0	770,520	0	770,520	0	724,866	0
Scholar-Leadership Program	280,882	0	305,882	0	305,882	0	305,882	0	300,463	0
Statewide Literacy Program	73,229	0	73,229	0	73,229	0	73,229	0	71,932	0
Student Preparation Program	1,174,710	0	1,174,710	0	1,174,710	0	1,174,710	0	1,153,899	0
Summer Academies Program	300,000	0	600,000	0	600,000	0	600,000	0	589,370	0
System Shared Resources					0		0	0	0	0
OneNet Higher Education User Fees	2,145,116	0	3,145,116	0	3,145,116	0	3,145,116	0	3,089,398	0
Academic Library Databases	350,000	0	410,000	0	410,000	0	410,000	0	402,736	0
System Legal services	50,152	0	52,660	0	52,660	0	52,660	0	51,727	0
System Safety, Health & Environmental Resource Center	67,870	0	67,870	0	67,870	0	67,870	0	66,668	0
Internet/NLR	1,529,250	0	1,529,250	0	1,529,250	0	1,529,250	0	1,502,158	0
Teacher Shortage Incentive Program	402,692	0	402,692	0	402,692	0	402,692	0	395,558	0
Sub-Total Other Special Programs	**45,745,603**	**0**	**66,091,086**	**0**	**65,201,742**	**0**	**65,201,742**	**0**	46,654,929	0
Capital and Master Lease	1,714,491	**0**	**1,098,929**	0	1,080,867	**0**	1,080,867	0	1,061,718	0
TOTAL Allocation	**889,433,880**	**812,714,766**	**1,099,070,669**	**986,091,965**	**1,093,886,280**	**996,772,303**	**1,055,948,530**	**989,665,922**	**973,591,495**	**907,442,345**