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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Janet Barresi

DATE: August 23, 2012

SUBJECT: Adoption of the Definitions of High-Performing Reward, High-Progress Reward, Focus, Targeted Intervention, and Priority Schools

On February 9, 2012, the US Department of Education (USDE) granted Oklahoma a number of waivers from specific requirements of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). These waivers allowed for changes to the definitions of school designations. In place of schools identified for School Improvement, Corrective Action, or Restructuring under the provisions of NCLB, Oklahoma may now identify schools in the categories of Priority, Targeted Intervention, and Focus. In place of schools identified for Academic Achievement Awards under the provisions of NCLB, Oklahoma may now identify high-performing and high-progress schools in the category of Reward Schools.

On August 16, 2012, Oklahoma received notification that USDE has approved an amendment to Oklahoma's ESEA Flexibility Request, which modifies the definitions of certain designations to align with Oklahoma's recently adopted A-F School Report Card System in response to feedback from Oklahoma public school administrators and other members of the public.

State Board of Education approval is requested of the definition of High-Performing Reward, High-Progress Reward, Focus, Targeted Intervention, and Priority Schools.

Oklahoma Statutes (O.S.) and Oklahoma Administrative Code (OAC) reference many terms and phrases such as "Low-Performing School," "High Challenge School," "School on the School Improvement List," "School Identified for School Improvement," "School In Need of Improvement," and "Low-Achieving School." The definitions of Priority, Targeted Intervention, and Focus Schools adopted by the State Board of Education will apply to each of these references in statute and rule. These definitions will not necessarily apply to references of "Persistently Lowest Achieving School," which has a specific definition for the purpose of Race to the Top and School Improvement Grant Competitions.

The definitions of Priority, Targeted Intervention, and Focus Schools adopted by the State Board of Education will apply to the following statutes:

Topic Referenced in Law	Citation	Key Terms and Phrases Used in Statute
Identification of High Challenge Schools	70 O.S. § 1210.541	identified for school improvement, in need of improvement, high challenge schools
Alternative Governance Arrangements	70 O.S. § 1210.544	identified for school improvement by SBE, identification for school improvement
Intervention – Developmental Research Schools	70 O.S. §§ 1210.572-578	high challenge school
Charter Schools	70 O.S. §§ 3-132 and 3-140	school improvement list, high challenge
Exemptions from Reporting Requirements	70 O.S. § 3-153	identified for school improvement as defined by SBE pursuant to NCLB
Incentive Pay Plans	70 O.S. § 5-141.4	low-performing schools as determined by SBE
Great Expectations Scholarships	70 O.S. § 6-194.2	high challenge school
Professional Development Institutes	70 O.S. § 6-200	schools in need of improvement
Education Leadership Oklahoma Act	70 O.S. § 6-204.2	low-achieving schools, school improvement list
Inner City Schools Rescue Program	70 O.S. § 6-210	school improvement list defined by OCTP pursuant to NCLB
Arts-in-Education Program	70 O.S. § 11-109.1	high challenge school

This definition and the related sanctions approved by USDE in Oklahoma’s ESEA Flexibility Request and subsequent approved amendments will supersede sanctions identified in OAC 210:10-13-18, which references sections of Public Law 107-110, from which Oklahoma has been granted waivers.

The attached document provides the definitions for all categories.

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Attachment

Definition of High-Performing Reward Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as an A school based on the State's A-F School Report Card System and did not miss more than annual measurable objectives (AMOs) as discussed in Section 2.B of Oklahoma's approved ESEA Flexibility Request
- Any school in the top 10% of Title I and non-Title I schools in each of the previous three years based on the detailed criteria in Section 2.C of Oklahoma's approved ESEA Flexibility Request

Definition of High-Progress Reward Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any school in the top 10% of Title I and non-Title I schools in improvement of mathematics and reading achievement between the prior year and three years prior based on the detailed criteria in Section 2.C of Oklahoma's approved ESEA Flexibility Request, unless the school is currently implementing a School Improvement Grant (SIG) or is a C³ Partnership School

Definition of Focus Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I school in the bottom 30% of the Title I schools within each grade span (elementary, PK-8, middle/junior high, and high school) as well as any school in the bottom 30% of all schools (Title I and non-Title I) in each grade span for reading and mathematics for any of the three lowest achieving subgroups in the State that has demonstrated a lack of progress over three years based on the detailed criteria in Section 2.E of Oklahoma's approved ESEA Flexibility Request
- Any Title I school that is in the bottom 10% of Title I schools as well as any Title I or non-Title I school that is in the bottom 10% of all schools for graduation rate for either of the two subgroups with the lowest graduation rates in the State

Definition of Targeted Intervention Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as a D school based on the State's A-F School Report Card System that has not been identified as a Priority School

Definition of Priority Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as an F school based on the State's A-F School Report Card System
- Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span (elementary, PK-8, middle/junior high, and high school) for reading and mathematics that has demonstrated a lack of progress over three years based on the detailed criteria in Section 2.D of Oklahoma's approved ESEA Flexibility Request
- Any Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years
- Any Tier I school receiving School Improvement Grant (SIG) funds to implement a school intervention model