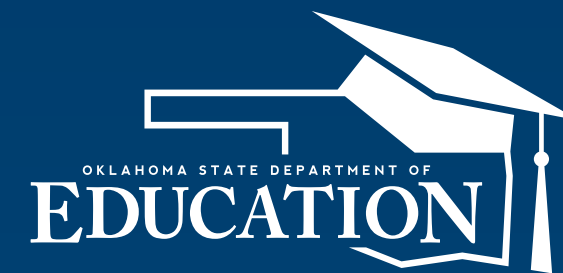


PRIORITY, C³, FOCUS, TARGETED INTERVENTION, & REWARD SCHOOLS

SUMMARY OF INFORMATION PRESENTED
TO THE STATE BOARD OF EDUCATION

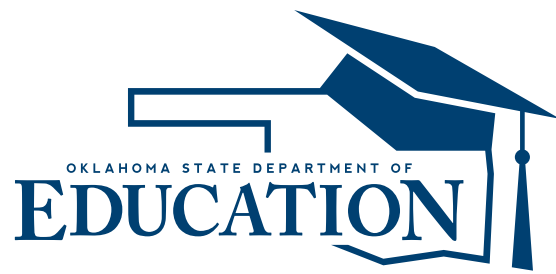
FEBRUARY 23, 2012



RECOGNITIONS FOR REWARD SCHOOLS

Reward Schools are high achieving in all state assessments or have high progress in reading and mathematics.

- Reward Schools will be honored at State Board of Education Meetings
- SDE will publish a Press Release listing all Reward Schools
- Reward Schools will be recognized through the REAC³H Network
- All Reward Schools will be included in State Superintendent's Listening Tour
- SDE will request citations, resolutions, and recognition from the Governor and State Legislators
- A "Reward School Day" at the State Capitol will be planned to honor Reward Schools.
- Ensure that all Reward Schools are represented through various advisory groups and councils,
- Reward Schools will be invited to provide training sessions at statewide conferences and regional workshops
- When funding is available, provide financial rewards to Reward Schools
- Offer grant opportunities to Reward Schools willing to partner with Priority Schools, Focus Schools, or schools earning grades of C, D, or F in the State's A-F School Grading System within the same LEA or in surrounding LEAs to assist all partner schools with continuous improvement
- Establish a School Recognition and Support Registry for businesses, community organizations, and philanthropic organizations to provide support for schools based on specific needs that promote continuous improvement



Review Team Selection

Teams will contain geographically balanced representation. Each review team will consist of at least five (5) members with at least one member from each of the following groups:

- District Superintendent, Administrator, or Teacher (not from a district with a priority school)
- Career Tech representative or Higher Education Representative (administrator or other leadership)
- Outside Community Stakeholder
- SDE staff members from School Accountability office, Federal Programs, and Academic Support
- School Improvement team members

Criteria for selecting members from each group, listed above, are as follows:

Internal SDE reviewers:

- Must have classroom experience
- Must be in an administrator or leadership position

- Must be knowledgeable about area of review
- Must be recommended for the Review Team by his or her Supervisor

External reviewers:

- Classroom experience (preferred)
- Must have peer recommendations
- Objectivity and knowledge of appropriate educational strategies

Focus Areas of the DCD Document

- Historical Data Analysis (11 sub categories)
- Academic Supports (11 sub categories)
- Organizational Supports (11 sub categories)
- District Overview (12 sub-categories total)
 - District Expectations Communicated to All Stakeholders (3)
 - Strong Leadership (2)
 - Effective Teachers (2)
 - Extended Learning Time (1)
 - Research-based Instruction (1)
 - Use of Data (1)
 - School Environment (1)
 - Family and Community Engagement (1)

INTERVENTION STRATEGIES

Schools requiring interventions will be given the option to develop their own plan in coordination with SDE or to choose from a list of statutorily approved options:

- An SDE/District Partnership Plan for turnaround, which would include customized strategies for a given district or school as determined by SDE representatives, district representatives and community stakeholders.
- A Transformation Model, in which a district makes administrative adjustments and takes steps to increase teacher and school leader effectiveness. This model calls for comprehensive instructional reforms, increased learning time, community-oriented schools and operational flexibility and sustained support.
- A Turnaround Model, in which a district makes administrative adjustments, releases the current school staff, and rehires no more than 50% of the school's staff. This plan grants the principal sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student outcomes.
- A Restart Model, in which the district converts a school into one operated by a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- School closure, in which students will be enrolled in another school in their district that is higher-achieving. This is an option of last resort.

REVIEW PROCESS

- 1 Reviewers will be selected according to the ESEA Waiver

see *Review Team Selection* on pg. 7

- 2 Review Teams will be organized and instructed on how to utilize the rubric for reviewing the DCD Document

- 3 Reviewers will be assigned (based on expertise) one of the four focus areas of the DCD document for review

see *Focus Areas of the DCD Document* on pg. 7

- 4 Reviewers will be given:
 - a. A paper copy of the District Capacity Determination document
 - b. A paper copy of the rubric for the DCD
 - c. An electronic copy of the Comments and Scoring document

- 5 All reviews, scores, and comments will be entered electronically

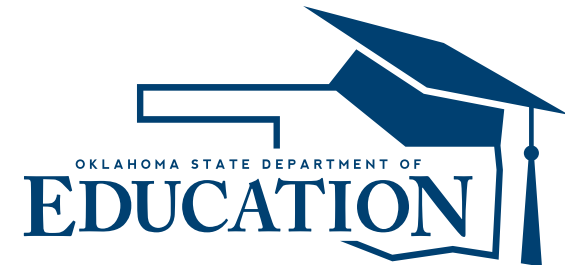
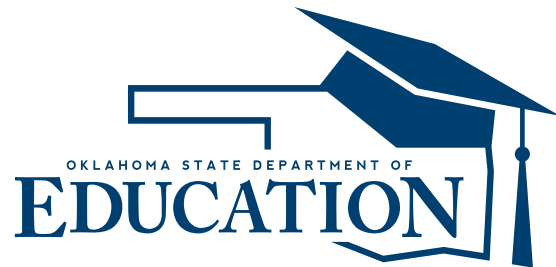
- 6 After review process is completed, all reviews and comments will be compiled into the District Recommendation Report, which will identify schools as follows:
 - i. Level 3—full capacity to change course; needs written recommendations/advice to implement turnaround principles

- ii. Level 2—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles
- iii. Level 1 (C³ Schools) —severely lacking capacity to change course; needs immediate attention; SDE must partner with school; SDE must assure through the partnership that turnaround principles are followed

Please refer to *INTERVENTION STRATEGIES* on page 7 of this brochure for details about turnaround principles

- 7 Turnaround Principles as stated in the ESEA waiver will be in place at all priority schools by the beginning of the 2012-2013 school year

- 8 SDE will perform regular monitoring to assure school turnaround
 - a. Monitoring will take place according to individual school plans
 - b. Reports will be sent to SDE from all Level 1 (C³Schools), Level 2 and Level 3 schools
 - c. For C³ schools, the SDE will continue working with the partner district to implement the C³ plan



TIMELINE

- **February 15, 2012**
District Capacity Determination (DCD) Deadline

- **February 20- 24, 2012**
Reviewers Start Reporting to the State Department of Education for Training and Review Process duties (SDE)

- **February 24-March 9, 2012**
Reviewers engage in review and score DCDs

- **March 9, 2012**
Anticipated completion date of review process

- **March 9-15, 2012**
Completion of Review of DCD and finalization of recommendations

- **March 16-27, 2012**
DCD Reviews and Reports discussed with districts

- **March 29, 2012**
State Board of Education reviews all recommended actions for C³ Schools and takes action on the recommendations

Immediately following State Board of Education action

SDE will begin working with Districts and community stakeholders to build C³ partnerships and provide appropriate resources, assistance and intervention in accordance with the District Recommendation Reports.

2012-2013 School Year

In accordance with the ESEA Waiver, Turnaround Principles recommended through the District Recommendation Report process will be implemented at all designated schools in accordance with SDE recommendations. Progress and implementation of strategies will be monitored regularly by SDE for compliance.

Differentiated Intervention Requirements for Targeted Intervention, Focus, Priority, and C³ Schools

Targeted Intervention School	Focus School	Priority School	C ³ /Priority School
<p>■ Targeted Intervention Schools are in the bottom 25 percent of achievement in reading and mathematics.</p>	<p>■ Focus Schools are low achieving in reading and mathematics in the State's lowest performing subgroups or have low graduation rates in the State's lowest graduating subgroups.</p>	<p>■ Priority Schools are in the bottom 5 percent of achievement in reading and mathematics, have a graduation rate below 60 percent for at least three years, or receive a School Improvement Grant (SIG).</p>	<p>■ C³ Schools are Priority Schools with a more intensive partnership of shared leadership with the OSDE.</p>
	District Capacity Review	District Capacity Review	District Capacity Review
		Intensive partnership approved by the State Board of Education	Intensive partnership approved by the State Board of Education
	Work closely with the State Director of C ³ Schools to include regular site visits	Work closely with the State Director of C ³ Schools to include regular site visits	Work closely with the State Director of C ³ Schools to include regular site visits
	May begin operating as Schoolwide Title I School	May begin operating as Schoolwide Title I School	May begin operating as Schoolwide Title I School
	Implementation of Turnaround Principles	Implementation of Turnaround Principles	Implementation of Turnaround Principles
	Submit Quarterly Status Reports	Submit Quarterly Status Reports	Submit Quarterly Status Reports
	Annual review of progress by C ³ Schools Advisory Board	Annual review of progress by C ³ Schools Advisory Board	Annual review of progress by C ³ Schools Advisory Board
WISE Plan Optional	Complete WISE Plan	Complete WISE Plan	Complete WISE Plan
Complete Language Instruction Educational Plan	Complete Language Instruction Educational Plan	Utilize Family Engagement Tool	Utilize Family Engagement Tool
Set-asides required for interventions (up to 10%)	Set-asides required for interventions (up to 20%)	Set-asides required for interventions (up to 20%)	Set-asides required for interventions (up to 20%)
	5% of Title I, A set-aside required for School Choice	5% of Title I, A set-aside required for School Choice	5% of Title I, A set-aside required for School Choice
	May apply for School Improvement Grant (SIG) funds	May apply for School Improvement Grant (SIG) funds	May apply for School Improvement Grant (SIG) funds
	Encouraged to implement Oklahoma's Tiered Intervention System of Support (RTI and PBIS)	Encouraged to implement Oklahoma's Tiered Intervention System of Support (RTI and PBIS)	Encouraged to implement Oklahoma's Tiered Intervention System of Support (RTI and PBIS)
Utilize the appropriate resources described in Section 2.G, including the What Works in Oklahoma Schools Needs Assessment Survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators	Utilize the appropriate resources described in Section 2.G, including the What Works in Oklahoma Schools Needs Assessment Survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators	Utilize the appropriate resources described in Section 2.G, including the What Works in Oklahoma Schools Needs Assessment Survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Priority Schools	Utilize the appropriate resources described in Section 2.G, including the What Works in Oklahoma Schools Needs Assessment Survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Priority Schools
	Attend required meetings and professional development	Attend required meetings and professional development	Attend required meetings and professional development
		Required to participate in their local REAC ³ H Network, to receive training from REAC ³ H coaches, and to implement instructional strategies aligned to the Common Core State Standards	Required to participate in their local REAC ³ H Network, to receive training from REAC ³ H coaches, and to implement instructional strategies aligned to the Common Core State Standards
		Required to participate in Advanced Placement (AP) and/or Pre-AP professional development	Required to participate in Advanced Placement (AP) and/or Pre-AP professional development
		LEAs encouraged to serve Title I eligible Priority Schools	LEAs encouraged to serve Title I eligible Priority Schools
	Utilize School Support Team Leaders, if available	Utilize School Support Team Leaders/Educational Leadership Coaches	Utilize School Support Team Leaders/Educational Leadership Coaches
	Assist with federal monitoring	Assist with federal monitoring	Assist with federal monitoring
		Participate in on-site training, summer academies for all staff and administrators, ongoing educational leadership coaching, and other interventions and supports aligned with turnaround principles	Participate in on-site training, summer academies for all staff and administrators, ongoing educational leadership coaching, and other interventions and supports aligned with turnaround principles
	Focus School interventions designed to target the specific needs of the school, its educators, and its students, including specific subgroups		
Targeted Intervention Schools with low achievement of Individual Education Plan and/or English Language Learner students must implement the interventions discussed in Section 1.B	Focus Schools with low achievement of Individual Education Plan and/or English Language Learner students must implement the interventions discussed in Section 1.B	Priority Schools with low achievement of Individual Education Plan and/or English Language Learner students must implement the interventions discussed in Section 1.B	Priority Schools with low achievement of Individual Education Plan and/or English Language Learner students must implement the interventions discussed in Section 1.B
	What Works in Oklahoma Schools Conference	What Works in Oklahoma Schools Conference	What Works in Oklahoma Schools Conference
	Principals' Academy	Principals' Academy	Principals' Academy
Receive training on conducting a comprehensive needs assessment	Receive training on conducting a comprehensive needs assessment	Receive training on conducting a comprehensive needs assessment	Receive training on conducting a comprehensive needs assessment
School with ELL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning	School with ELL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning	School with ELL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning	School with ELL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning
A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members	A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members	A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members	A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members