

The information in the following slides is accurate as of February 9, 2012; however, an amendment submitted to USDE on April 13, 2012 is pending, which **could change some of the requirements.**

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# REQUIREMENTS FOR FOCUS SCHOOLS

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School Support/School Improvement



## **ESEA Flexibility Waiver Education and Secondary Education Act**

- Principle 1: Improving student achievement and quality of instruction
- Principle 2: College and career-ready expectations for all students
- Principle 3: Supporting effective instruction and leadership

## **PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION**

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

## Principle 1: College- and Career-Ready Expectations for All Students

To support States in continuing the work of transitioning students, teachers, and schools to higher standards

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics
- Transition to and implement CCR standards
- Develop and administer Statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards corresponding to the State's new CCR standards and develop aligned assessments

## **Principle 1: College- and Career-Ready Expectations for All Students**

- Common Core State Standards
- PARCC assessments
- Pre-AP/AP and AVID professional development
- 60 REAC<sup>3</sup>H coaches
- Statewide Longitudinal Data System
- Focus on IEP, ELL, and struggling learners

## Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

To support states' efforts to move forward with next-generation accountability systems

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with the **turnaround principles**
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in schools with the greatest achievement gaps or low graduation rates
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning in all schools

## A-F GRADING SYSTEM

- Comprised of three main sections each worth one-third of the overall grade:
  - Student Achievement
  - Student Growth
  - Whole School Performance

# STUDENT ACHIEVEMENT SECTION

- Includes all Oklahoma State Testing Program (OSTP) exams administered during the most recent school year
  - Oklahoma Core Curriculum Tests (OCCT)
  - End-of-Instructions Exams (EOI)
  - Oklahoma Modified Alternative Assessment Program (OMAAP)
  - Oklahoma Alternative Assessment Program (OAAP).

## STUDENT PERFORMANCE CONTENT AREAS

- Reading
- Math
- Science
- Social Studies
- History
- Geography
- Writing
- Algebra I
- Geometry
- Algebra 2
- English II
- English III
- Biology
- US History

# PERFORMANCE INDEX

- An overall index of
  - 90 or above = “A”
  - 80-89 = “B”
  - 70-79 = “C”
  - 60-69 = “D”
  - below 60 = “F”

# STUDENT GROWTH SECTION

- Growth is divided into two sub-categories;
- All students in a school worth seventeen percent (17%) of the final grade
- Bottom twenty-five percent of students in a school worth seventeen percent (17%) of the final grade

## **GROWTH INDEX: BOTTOM 25%**

- Only students with a pre-score proficiency level of “Unsatisfactory” or “Limited Knowledge” are included.
- The bottom twenty-five percent growth index will be calculated the same way as the overall growth index.

# GROWTH INDEX

- An overall growth index of
  - 90 or above = “A”
  - 80-89 = “B”
  - 70-79 = “C”
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## WHOLE SCHOOL PERFORMANCE SECTION

- Student attendance rate
- Dropout rate
- Graduation rate
- Advanced course participation and performance
- College entrance exam participation and performance
- Cohort graduation rate for low-performing eighth grade students
- Five plus year graduation rate
- Participation in ACE graduation criteria curriculum
- Staff and patron survey data
- College remediation rates
- Parent/community volunteer hours

# ELEMENTARY WHOLE SCHOOL PERFORMANCE

- For next year, attendance will carry 100% of the base grade for Whole School Improvement.
- Elementary sites can earn bonus points for Climate Survey results, Parent/Community volunteers and middle school course enrollment.

# MIDDLE SCHOOL WHOLE SCHOOL PERFORMANCE

- Attendance accounts for 90% of the base grade
- Dropout rate accounts for 4% of the base grade
- Advanced coursework accounts for 6% of the base grade
- Bonus points are available for Climate Survey results and parent/community volunteer hours

# HIGH SCHOOL WHOLE SCHOOL PERFORMANCE

- The base grade contains scores from:
  - 1) Graduation rate;
  - 2) Participation in advanced coursework (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses);
  - 3) Performance on AP and IB exams;
  - 4) Performance in concurrent enrollment, AICE, and industry certification courses;
  - 5) College entrance exam participation (ACT or SAT);
  - 6) College entrance exam performance;
  - 7) High school graduation rate of low achieving eighth grade students; and
  - 8) Five or more year graduation rate.

# HIGH SCHOOL WHOLE SCHOOL BONUS POINTS

- High schools can earn bonus points for:
  - Climate survey results
  - Parent/community volunteers
  - Percent of students following the C<sup>3</sup> curriculum
  - Percent of graduates who need remediation in college

## Principle 3: Supporting Effective Instruction and Leadership

To support SEA and LEA development of evaluation systems that go beyond NCLB's minimum HQT standards

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines

## **Principle 3: Supporting Effective Instruction and Leadership**

- Focus on continuous growth for all educators
- Qualitative components in pilot status for 2012-2013
- Additional research and educator input on quantitative components
- Use of TLE evaluations for hiring, firing, professional growth, teacher/administrator assignment, and compensation decisions

# REQUIREMENTS CHART

Differentiated Intervention Requirements for Targeted Intervention, Focus, Priority, and C <sup>3</sup> Schools			
Targeted Intervention School	Focus School	Priority School	C <sup>3</sup> /Priority School
<p>■ <b>Targeted Intervention Schools</b> are in the bottom 25 percent of achievement in reading and mathematics.</p>	<p>■ <b>Focus Schools</b> 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>■ <b>Priority Schools</b> 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>■ <b>C<sup>3</sup> Schools</b> are Priority Schools with a more intensive partnership of shared leadership with the OSDE.</p>
		District Capacity Review	District Capacity Review
			Intensive partnership approved by the State Board of Education
		Work closely with the State Director of C <sup>3</sup> Schools to include regular site visits	Work closely with the State Director of C <sup>3</sup> 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
	Submit Semi-Annual Status Reports	Submit Quarterly Status Reports	Submit Quarterly Status Reports
		Annual review of progress by C <sup>3</sup> Schools Advisory Board	Annual review of progress by C <sup>3</sup> Schools Advisory Board
WISE Plan Optional	Complete WISE Plan	Complete WISE Plan	Complete WISE Plan
		Utilize Family Engagement Tool	Utilize Family Engagement Tool
Complete Language Instruction Educational Plan	Complete Language Instruction Educational Plan	Complete Language Instruction Educational Plan	Complete Language Instruction Educational Plan
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

# Focus Schools

- **Focus school (Title I and non-Title I) is**
  - a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates;
  - a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.
  - a high school with a graduation rate less than 60 percent over a number of years that is not identified as a Priority school.

# Funding: Focus Schools

- Each LEA with at least one Title I Focus school will be required to set-aside a percentage, not to exceed 20%, of its Title I, Part A allocation to implement appropriate and rigorous interventions in the Focus schools and to provide school choice options for parents/guardians of students in the school. This percentage will be determined on a sliding scale and will take the following into consideration:
  - the number of schools in the LEA that are identified as Priority schools,
  - the number of schools in the LEA that are identified as Reward schools,
  - the number of schools in the LEA that did not make AMOs or otherwise are in need of intervention as defined by the State’s Differentiated Recognition, Accountability, and Support System, and
  - the percentage of the student population that is performing below grade level or at risk of not graduating.

# Funding: Focus Schools

- At least 5% of the LEA's Title I, Part A allocation must be available to provide school choice options to parents/guardians of students in Title I Focus schools. These funds will provide transportation from the Focus schools to higher-performing schools in the LEA and/or neighboring districts that are able to accept additional students.
- The remainder of the LEA's Title I, Part A set-aside as described above must be spent on interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). Selection of interventions that will be paid for with Title I, Part A funds must be done in consultation with SEA leadership, SEA staff, or a representative on behalf of the SEA and must align with the school's improvement plan developed through WISE.

# Menu of Interventions and Supports

1. Schoolwide Interventions & Supports
2. Leadership Interventions & Supports
3. Teacher Interventions & Supports
4. Classroom Interventions & Supports
5. Parent and Community Interventions & Supports

## PARENT NOTIFICATION REQUIREMENTS

- Reason for Focus school identification
- Explanation of what the school/district is doing to address the problem of low achievement
- Explanation of how parents can become involved in addressing academic issues
- Explanation of the parent's option to transfer their child to another school with transportation provided

## Focus Schools

- In order to exit Focus School status, a school must do the following:
  - Make AMOs in all student groups based on the State’s new Differentiated Accountability Recognition and Support System; and
  - Earn an A, B, or C on the State’s A-F Grading System

# REQUIREMENTS

- Utilize the WISE (Ways to Improve School Effectiveness) online planning tool
- Conduct a comprehensive needs assessment
- Conduct quarterly data reviews using the Oklahoma Data Review model
- Complete semi-annual School Improvement Status Reports (SISRs)

## WHAT IS THE WISE TOOL?

- WISE, **W**ays to **I**mprove **S**chool **E**ffectiveness, online planning tool is a Web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. The Oklahoma State Department of Education provides a framework for the process.

## WHAT ARE THE FEATURES OF WISE?

- WISE Ways™
- Oklahoma Nine Essential Elements rubrics
- Family Engagement Tool
- Indicators in Action

## **DOES THE WISE PLAN MEET ALL REQUIREMENTS?**

- The WISE plan meets all requirements for Title I Schoolwide/Targeted Assistance plans as well as Priority and Focus school plans.

## WHEN WILL WISE TRAINING BE CONDUCTED?

- WISE overview training begins this month with videoconferences and Webinars.
- Summer training will include completing a plan for pre-approval.

## WHEN IS THE WISE PLAN DUE?

- After preliminary identification of school status, plan due dates will be established.

## WHAT IS THE OKLAHOMA DATA REVIEW MODEL?

- The Oklahoma Data Review model allows for the quarterly review of school/district academic, discipline, attendance, and other relevant data.

## WHAT IS THE PURPOSE OF THE OKLAHOMA DATA REVIEWS (ODR)?

- The purpose of the ODR is to analyze student achievement and other relevant data in a timely manner to ensure effective and timely student interventions in order to improve student achievement.

## HOW DOES A SCHOOL/DISTRICT BEGIN?

- Designate a teacher/leader responsible for facilitating quarterly data reviews and ensuring data is organized in a format that is easy to use
- Agree on the data to review
- Define the parameters for the data
- Determine who will attend the ODRs
- Determine a full staff rollout plan to summarize the results of the ODR

## **WHEN WILL SCHOOLS BE REQUIRED TO BEGIN THE ODR PROCESS?**

- The Oklahoma Data Review process is designed to be used with State testing data and with district benchmark data throughout the year. An ODR should be conducted at the beginning of the year and quarterly as data is available.

## **WHEN WILL ODR TRAINING BE AVAILABLE?**

- Oklahoma Data Review training will begin summer 2012.

## WHAT IS A COMPREHENSIVE NEEDS ASSESSMENT?

- A comprehensive needs assessment is the beginning of the initial year-long planning process, which will determine the needs of the school and the direction the school needs in order to improve student achievement.

## WHAT TOOLS ARE AVAILABLE?

- What Works in Oklahoma Schools (WWIOS) surveys
- WISE Performance Indicators aligned with the Oklahoma Nine Essential Elements
- School data which may include Oklahoma Core Curriculum Tests, benchmarks, attendance, discipline, dropout, graduation, and parent surveys.

## WHAT ARE THE NEXT STEPS?

- Summarize results of WWIOS surveys
- Summarize results after assessing WISE Indicators
- Summarize results after analyzing school data

*Determine strengths and weaknesses and  
prioritize areas for improvement.*

## WHAT ARE THE SCHOOL IMPROVEMENT STATUS REPORTS (SISR)?

- SISRs are reports that are submitted semi-annually. The reports must include:
  - Information on use of funds for reform efforts
  - Professional development activities aligned with reform efforts from the menu of interventions
  - Parent involvement activities
  - Student data from available test data, which may include benchmarks, attendance, discipline, and other relevant data

# REQUIREMENTS

- Utilize School Support Teams, if available
- Participate in professional development
  - Principals' Academy
  - What Works in Oklahoma Schools
  - REAC<sup>3</sup>H Network
  - Pre-AP and Advanced Placement

# REQUIREMENTS

- All districts that have a Priority, Focus, or Targeted Intervention school and that have ELL students must have an LEA Language Instruction Delivery Plan in place. In addition, each ELL student must have a Language Instruction Educational Plan, which is called LIEP. For more information have districts contact Melissa McGavock at (405) 521-3196.

# PROFESSIONAL DEVELOPMENT

- WISE online planning tool training
- Comprehensive needs assessment training
- Data Review training
- What Works in Oklahoma Schools conference
- Vision 2020: Adolescent Literacy training with Janet Allen-Wednesday, June 13 and Thursday, June 14 (optional)

# OPPORTUNITY KNOCKS

- “A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”

Winston S. Churchill

# CONTACT INFORMATION

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