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<table>
<thead>
<tr>
<th>District</th>
<th>Achille</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>250-500</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.95</td>
<td>19.5%</td>
<td>21.9%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.46</td>
<td>16.4%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.25</td>
<td>15.0%</td>
<td>13.5%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
<td>13.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>69%</td>
<td>3.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>59%</td>
<td>2.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>72.5%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Anderson Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>( \text{CAPACITY REVIEW (90%)} )</th>
<th>( \text{ASSESSMENT RESULTS (10%)} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
<td>Average Ratings:</td>
<td></td>
</tr>
<tr>
<td>( \text{Historical Data Analysis (30%)} )</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>( \text{Academic Support (20%)} )</td>
<td>2.52</td>
<td>16.8%</td>
<td>16.8%</td>
</tr>
<tr>
<td>( \text{Organizational Support (20%)} )</td>
<td>2.61</td>
<td>17.4%</td>
<td>18.0%</td>
</tr>
<tr>
<td>( \text{District Expectations (20%)} )</td>
<td>2.75</td>
<td>18.3%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

\( \text{ASSESSMENT RESULTS (10%)} \)

| \( \text{Reading Proficiency (5%)} \) | 39% | 2.0% | 2.4% |
| \( \text{Mathematics Proficiency (5%)} \) | 35% | 1.8% | 2.4% |

\( \text{FINAL RATING} \)

| | | | |
| | | 77.8% | 78.0% |
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Astec Charter M.S.

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>250-500</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Middle School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.81</td>
<td>28.1%</td>
<td>23.5%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.52</td>
<td>16.8%</td>
<td>13.6%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>3.00</td>
<td>20.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.83</td>
<td>18.9%</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>59%</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>60%</td>
<td>3.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td></td>
<td>89.8%</td>
</tr>
</tbody>
</table>

1
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- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
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    - Suspensions and behavioral records
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    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

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  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Bodine Elementary

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<table>
<thead>
<tr>
<th>District</th>
<th>OKC</th>
<th>District Size Category</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LRG Urban</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.17</td>
<td>21.7%</td>
<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.52</td>
<td>16.8%</td>
<td>16.8%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.0%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>44%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>38%</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>78.1%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Bokoshe ES

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<table>
<thead>
<tr>
<th>District</th>
<th>Bokoshe</th>
<th>District Size Category</th>
<th>&lt;250</th>
<th>School Level Category</th>
<th>Elementary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.00</td>
<td>20.0%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.70</td>
<td>11.3%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>51%</td>
<td>2.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>54%</td>
<td>2.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>65.2%</td>
<td>67.4%</td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Bokoshe District Size Category</th>
<th>&lt;250</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level Category</td>
<td>&lt;250</td>
<td>Middle School</td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.00</td>
<td>20.0%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.70</td>
<td>11.3%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.00</td>
<td>13.3%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>52%</td>
<td>2.6%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>36%</td>
<td>1.8%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>64.3%</td>
</tr>
</tbody>
</table>

Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Bokoshe JHS
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Burroughs Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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The SDE developed a review process through which multiple independent reviewers evaluated the response and support documentation for each area of the capacity review. Each question was evaluated on a three-point scale (1=low capacity, 2=partial capacity, and 3=high capacity), and the results were averaged together within each area. SDE staff compiled the results of the evaluations and produced an overall score for each Priority School.

Forty percent of the overall score came from the Historical Data Analysis area, including 30 percent for the responses to the review questions related to the capacity to use data to drive improvement and the remaining 10 percent based on three years of assessment data in reading and mathematics. The other three areas contributed 20 percent each to the overall score.

The SDE then categorized each Priority School in two ways: the size of its district (<250, 250-500, mid-sized/suburban, large urban), and the level of each school based on grades taught (elementary, K-8, middle and high school). Eleven of the sixteen categories (four district sizes x four school levels) has a Priority School, and the SDE identified the lowest scoring school within each of these eleven categories.

<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>District Size Category</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LRG Urban</td>
<td>Elementary</td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.27</td>
<td>15.2%</td>
<td>16.8%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.27</td>
<td>15.2%</td>
<td>18.0%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
<td>18.3%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>62%</td>
<td>3.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>48%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>75.7%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Butner Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Butner</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.36</td>
<td>23.6%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.14</td>
<td>14.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.03</td>
<td>13.5%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.83</td>
<td>12.2%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>38%</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>41%</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>67.6%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Caney Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Caney</th>
<th>School Level Category</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-500</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.24</td>
<td>12.4%</td>
<td>21.8%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.38</td>
<td>15.9%</td>
<td>15.3%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.17</td>
<td>14.4%</td>
<td>14.7%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>48%</td>
<td>2.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>44%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>57.6%</td>
<td>70.4%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education

“Priority School” District Capacity Review Profile

School Profile: Capitol Hill HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>OKC</th>
<th>District Size Category</th>
<th>LRG Urban</th>
<th>School Level Category</th>
<th>High School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.14</td>
<td>21.4%</td>
<td>21.7%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.55</td>
<td>17.0%</td>
<td>17.3%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>17.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.46</td>
<td>16.4%</td>
<td>17.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>47%</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>45%</td>
<td>2.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>78.1%</td>
<td>79.4%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
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  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Central HS

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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>District Size Category</th>
<th>School Level Category</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>LRG Urban</td>
<td>High School</td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.18</td>
<td>21.8%</td>
<td>21.7%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.68</td>
<td>17.9%</td>
<td>17.3%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.55</td>
<td>17.0%</td>
<td>17.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.83</td>
<td>18.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>89%</td>
<td>4.4%</td>
<td>2.8%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>83%</td>
<td>4.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>84.2%</td>
<td>79.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Clayton HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Clayton</th>
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<tbody>
<tr>
<td>District Size Category</td>
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<tr>
<td>School Level Category</td>
<td>High School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.18</td>
<td>21.8%</td>
<td>21.9%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.79</td>
<td>11.9%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.59</td>
<td>10.6%</td>
<td>13.5%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.83</td>
<td>12.2%</td>
<td>13.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>68%</td>
<td>3.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

FINAL RATING

| | 62.3% | 68.4% |
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>District Size Category</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRG Urban</td>
<td>LRG Urban</td>
<td>Middle School</td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>20.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.09</td>
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<td>15.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.64</td>
<td>17.6%</td>
<td>18.6%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.83</td>
<td>18.9%</td>
<td>16.3%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>75%</td>
<td>3.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>76%</td>
<td>3.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>79.5%</td>
<td>75.6%</td>
<td></td>
</tr>
</tbody>
</table>
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Council Grove Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<tr>
<th>District Size Category</th>
<th>Western Heights</th>
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<tr>
<td>School Level Category</td>
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<table>
<thead>
<tr>
<th></th>
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<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.70</td>
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<td>24.3%</td>
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<tr>
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<td>17.2%</td>
<td></td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.91</td>
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<td>17.8%</td>
<td></td>
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<tr>
<td>• District Expectations (20%)</td>
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<td>13.9%</td>
<td>14.4%</td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>45%</td>
<td>2.3%</td>
<td>2.4%</td>
<td></td>
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<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>42%</td>
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<td>2.3%</td>
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<tr>
<td><strong>FINAL RATING</strong></td>
<td>83.4%</td>
<td></td>
<td>78.4%</td>
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</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
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    - Family and Community Engagement

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  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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<table>
<thead>
<tr>
<th>District</th>
<th>Crutcho</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>Mid/Sub</td>
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<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
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<table>
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<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.43</td>
<td>24.3%</td>
<td>24.3%</td>
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<td>• Academic Support (20%)</td>
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<td>16.4%</td>
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<td>• Organizational Support (20%)</td>
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<td>18.2%</td>
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<tr>
<td>• District Expectations (20%)</td>
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<td>17.8%</td>
<td>17.8%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>47%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>43%</td>
<td>2.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>81.1%</td>
<td>81.1%</td>
</tr>
</tbody>
</table>
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    - Suspensions and behavioral records
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  - Plan for using data to develop interventions

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  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
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  - Effective human resource policies
  - Resource allocation aligned to goals
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    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
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    - Extended Learning Time
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    - Family and Community Engagement

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“Priority School” District Capacity Review Profile

School Profile: Douglass MS

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>OKC</th>
<th>School Level Category</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Ratings:</strong></td>
<td></td>
<td><strong>School Ratings:</strong></td>
<td><strong>Weighted Ratings:</strong></td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.95</td>
<td>19.5%</td>
<td>20.3%</td>
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<tr>
<td>• Academic Support (20%)</td>
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<td>15.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
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<td>18.8%</td>
<td>18.6%</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>2.42</td>
<td>16.1%</td>
<td>16.3%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>41%</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>40%</td>
<td>2.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>76.5%</td>
<td>75.6%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/ language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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<table>
<thead>
<tr>
<th>District</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.45</td>
<td>24.5%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>3.00</td>
<td>20.0%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>3.00</td>
<td>20.0%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>68%</td>
<td>3.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>68%</td>
<td>3.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>87.9%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education

“Priority School” District Capacity Review Profile

School Profile: Dustin ES

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<table>
<thead>
<tr>
<th>District</th>
<th>Dustin</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
<tr>
<td><strong>Average Ratings:</strong></td>
<td><strong>School Ratings:</strong></td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.68</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.18</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.88</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>46%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>44%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>64.2%</td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
</tr>
<tr>
<td><strong>Average Ratings:</strong></td>
<td><strong>School Ratings:</strong></td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.18</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.75</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.57</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.83</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>56%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>47%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td><strong>81.3%</strong></td>
</tr>
</tbody>
</table>
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- **Historical Data Analysis [30%]**
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    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: F.D. Moon ES

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>OKC School Level Category</th>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRG Urban</td>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPACITY REVIEW (90%)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Data Analysis (30%)</td>
<td>2.19</td>
<td>21.9%</td>
<td>21.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Support (20%)</td>
<td>2.27</td>
<td>15.2%</td>
<td>16.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Expectations (20%)</td>
<td>2.42</td>
<td>16.1%</td>
<td>17.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT RESULTS (10%)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Proficiency (5%)</td>
<td>47%</td>
<td>2.4%</td>
<td>2.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Proficiency (5%)</td>
<td>45%</td>
<td>2.3%</td>
<td>2.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| FINAL RATING                      | 76.6%                 | 78.0%            |                |                  |                |
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
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  - Plan for using data to develop interventions

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  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
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Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Farris Elem.

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<table>
<thead>
<tr>
<th>District</th>
<th>Farris</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

### Average Ratings:

<table>
<thead>
<tr>
<th>CAPACITY REVIEW (90%)</th>
<th>School Ratings</th>
<th>Weighted Ratings</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.00</td>
<td>10.0%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.64</td>
<td>10.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.23</td>
<td>8.2%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.83</td>
<td>12.2%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

### ASSESSMENT RESULTS (10%)

| • Reading Proficiency (5%) | 54% | 2.7% | 2.5% |
| • Mathematics Proficiency (5%) | 35% | 1.8% | 2.0% |

### FINAL RATING

45.8% 61.3%
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
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  - Plan for using data to develop interventions

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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Geronimo HS

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<table>
<thead>
<tr>
<th>District</th>
<th>Geronimo</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>250-500</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.36</td>
<td>23.6%</td>
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</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.59</td>
<td>17.3%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.71</td>
<td>18.1%</td>
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</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>82%</td>
<td>4.1%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>78.8%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Graham High School

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<tr>
<th>District</th>
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<td>School Level Category</td>
<td>High School</td>
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<table>
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<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.05</td>
<td>20.5%</td>
<td>20.5%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.81</td>
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<td>12.1%</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>2.04</td>
<td>13.6%</td>
<td>13.6%</td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>75%</td>
<td>3.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>64%</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td><strong>63.4%</strong></td>
<td><strong>63.4%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Grant Public School

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<thead>
<tr>
<th>District</th>
<th>Grant</th>
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<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Historical Data Analysis (30%)</td>
<td>1.67</td>
<td>16.7%</td>
<td>19.3%</td>
</tr>
<tr>
<td>- Academic Support (20%)</td>
<td>1.82</td>
<td>12.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>- Organizational Support (20%)</td>
<td>1.67</td>
<td>11.1%</td>
<td>12.4%</td>
</tr>
<tr>
<td>- District Expectations (20%)</td>
<td>1.58</td>
<td>10.6%</td>
<td>12.2%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading Proficiency (5%)</td>
<td>45%</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>- Mathematics Proficiency (5%)</td>
<td>34%</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>54.4%</td>
<td>61.3%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
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  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Greasy Public School

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<thead>
<tr>
<th>District</th>
<th>Greasy</th>
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<tr>
<td>District Size Category</td>
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<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
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<table>
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<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.70</td>
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<td>• Academic Support (20%)</td>
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<td>13.9%</td>
<td>12.4%</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>1.94</td>
<td>13.0%</td>
<td>12.2%</td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>42%</td>
<td>2.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>32%</td>
<td>1.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>63.1%</td>
<td>61.3%</td>
</tr>
</tbody>
</table>
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- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
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    - Use of Data
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- **Reading and mathematics results**
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School Profile: Greeley ES

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<tr>
<th>District</th>
<th>TPS</th>
<th>District Size Category</th>
<th>School Level Category</th>
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<tbody>
<tr>
<td></td>
<td>LRG Urban</td>
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<tr>
<td></td>
<td>Elementary</td>
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<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
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<th>Similar Schools</th>
</tr>
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<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td>2.09</td>
<td>20.9%</td>
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<tr>
<td>• Historical Data Analysis (30%)</td>
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<tr>
<td>• District Expectations (20%)</td>
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<td>18.3%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td>47%</td>
<td>2.4%</td>
<td>2.4%</td>
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<tr>
<td>• Reading Proficiency (5%)</td>
<td>49%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>49%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>77.9%</td>
<td>78.0%</td>
<td></td>
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</table>
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<thead>
<tr>
<th>District Size Category</th>
<th>Hanna District</th>
<th>School Level Category</th>
<th>Hanna Elementary</th>
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<tbody>
<tr>
<td>&lt;250</td>
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<td>Elementary</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.25</td>
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<td>22.3%</td>
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<td>• Academic Support (20%)</td>
<td>1.82</td>
<td>12.1%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.81</td>
<td>12.1%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.88</td>
<td>12.5%</td>
<td>13.4%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>36%</td>
<td>1.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>49%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>63.4%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Hupfield Academy / Western Village

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Charter Size</th>
<th>School Level Category</th>
<th>Average Ratings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250-500</td>
<td>Elementary</td>
<td>School Ratings:</td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td>Weighted Ratings:</td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.78</td>
<td>27.8%</td>
<td>21.8%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.24</td>
<td>14.9%</td>
<td>13.7%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.27</td>
<td>15.2%</td>
<td>15.3%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.25</td>
<td>15.0%</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>62%</td>
<td>3.1%</td>
<td>2.6%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>64%</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td></td>
<td>79.2%</td>
</tr>
</tbody>
</table>

70.4%
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Jackson Middle School

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<thead>
<tr>
<th>District</th>
<th>OKC</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Middle School</td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>Average Ratings:</td>
</tr>
<tr>
<td></td>
<td>School Ratings:</td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.17</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.32</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>2.38</td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>39%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>41%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>75.7%</td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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  - Plan for using data to develop interventions

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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Jefferson Middle School

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<tr>
<th>District</th>
<th>OKC</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Middle School</td>
</tr>
<tr>
<td><strong>Average Ratings:</strong></td>
<td><strong>School Ratings:</strong></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.10</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.27</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>2.46</td>
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<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>43%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>44%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td><strong>75.7%</strong></td>
</tr>
</tbody>
</table>
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    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: John Glenn ES

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<table>
<thead>
<tr>
<th>District</th>
<th>Western Heights</th>
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</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>Mid/Sub</td>
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<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.70</td>
<td>27.0%</td>
<td>24.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>17.2%</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.64</td>
<td>17.6%</td>
<td>17.8%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.08</td>
<td>13.9%</td>
<td>14.4%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>50%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>51%</td>
<td>2.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>82.3%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>
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  - Plan for using data to develop interventions

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  - Progress monitoring
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  - Resource allocation aligned to goals
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    - English Language Learners
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    - Information technology
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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
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    - Use of Data
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Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: John Marshall MS

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<tr>
<th>District</th>
<th>OKC</th>
<th>School Level Category</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.03</td>
<td>20.3%</td>
<td>20.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.48</td>
<td>16.5%</td>
<td>15.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.6%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.42</td>
<td>16.1%</td>
<td>16.3%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>49%</td>
<td>2.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>39%</td>
<td>2.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>76.2%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>
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  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

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  - Effective human resource policies
  - Resource allocation aligned to goals
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    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
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- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
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    - Use of Data
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    - Family and Community Engagement

- **Reading and mathematics results**
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School Profile: Kenwood Public School

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<table>
<thead>
<tr>
<th>District</th>
<th>Kenwood</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPACITY REVIEW (90%)</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Data Analysis (30%)</td>
<td>2.35</td>
<td>23.5%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Academic Support (20%)</td>
<td>1.73</td>
<td>11.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Organizational Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>12.4%</td>
</tr>
<tr>
<td>District Expectations (20%)</td>
<td>1.42</td>
<td>9.4%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT RESULTS (10%)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Proficiency (5%)</td>
<td>43%</td>
<td>2.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Mathematics Proficiency (5%)</td>
<td>34%</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

| FINAL RATING | 58.6% | 61.3% |
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Keyes Elementary School

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Keyes</th>
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<tbody>
<tr>
<td>District Size Category</td>
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</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.94</td>
<td>19.4%</td>
<td>22.3%</td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.46</td>
<td>9.7%</td>
<td>12.1%</td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>14.7%</td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.63</td>
<td>10.8%</td>
<td>13.4%</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>52%</td>
<td>2.6%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>55%</td>
<td>2.7%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>55.6%</td>
<td>67.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Leach ES

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Leach</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.80</td>
<td>28.0%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.27</td>
<td>15.2%</td>
<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.68</td>
<td>17.9%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.21</td>
<td>14.7%</td>
<td>12.2%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>54%</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>48%</td>
<td>2.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>80.8%</td>
<td>61.3%</td>
</tr>
</tbody>
</table>


Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Lee Elementary

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>OKC LRG Urban</th>
<th>School Level Category</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.01</td>
<td>20.1%</td>
<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.61</td>
<td>17.4%</td>
<td>16.8%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.0%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>68%</td>
<td>3.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>62%</td>
<td>3.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td></td>
<td>79.5%</td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Lindbergh Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.43</td>
<td>16.2%</td>
<td>16.8%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.73</td>
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<td>18.0%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
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<td>17.5%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>52%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>51%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>79.4%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

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  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Lone Wolf ES

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Lone Wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;250</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.55</td>
<td>25.5%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.32</td>
<td>8.8%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.21</td>
<td>8.1%</td>
<td>13.4%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>53%</td>
<td>2.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>52%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>60.9%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
<td></td>
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<tr>
<td>School Level Category</td>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.48</td>
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</tr>
<tr>
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<td>18.0%</td>
<td>18.0%</td>
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</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
<td>18.3%</td>
<td>17.5%</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>54%</td>
<td>2.7%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>50%</td>
<td>2.5%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>79.5%</td>
<td>78.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Mannsville ES

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Mannsville</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.78</td>
<td>17.8%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.41</td>
<td>16.1%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>41%</td>
<td>2.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>27%</td>
<td>1.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>63.9%</td>
<td>61.3%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Marble City Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Marble City</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.24</td>
<td>22.4%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.59</td>
<td>10.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.88</td>
<td>12.5%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>51%</td>
<td>2.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>63.7%</td>
<td>61.3%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Marcus Garvey Charter

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Charter</th>
<th>School Level Category</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.65</td>
<td>26.5%</td>
<td>22.3%</td>
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<tr>
<td>• Academic Support (20%)</td>
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<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
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<td>14.7%</td>
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<tr>
<td>• District Expectations (20%)</td>
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<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>40%</td>
<td>2.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>36%</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>83.0%</td>
<td>67.4%</td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
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Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Marshall Elementary

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>TPS</th>
<th>School Level Category</th>
<th>Average Ratings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CAPACITY REVIEW (90%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Ratings:</td>
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<td></td>
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<td></td>
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<td></td>
<td>2.75</td>
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<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td>Reading Proficiency (5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics Proficiency (5%)</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td></td>
<td>82.2%</td>
</tr>
</tbody>
</table>
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

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  - Progress monitoring
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  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
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    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Martin Luther King ES

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>OKC</th>
<th>School Level Category</th>
<th>Average Ratings</th>
<th>School Ratings</th>
<th>Weighted Ratings</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.10</td>
<td>21.0%</td>
<td>21.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.82</td>
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</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
<td>17.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>44%</td>
<td>2.2%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.4%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td></td>
<td></td>
<td>78.4%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **DistrictExpectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

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  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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### District Profile: Mason Elementary Schools

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<thead>
<tr>
<th>District</th>
<th>Mason</th>
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<tbody>
<tr>
<td>District Size Category</td>
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<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.90</td>
<td>19.0%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.06</td>
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<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.75</td>
<td>11.7%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>57%</td>
<td>2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>43%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>62.7%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/ language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Maud Elementary School

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<table>
<thead>
<tr>
<th>District</th>
<th>Maud</th>
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<tbody>
<tr>
<td>District Size Category</td>
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<tr>
<td>School Level Category</td>
<td>Elementary</td>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.25</td>
<td>22.5%</td>
<td>21.8%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.91</td>
<td>12.7%</td>
<td>13.7%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.90</td>
<td>12.7%</td>
<td>15.3%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>55%</td>
<td>2.8%</td>
<td>2.6%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>41%</td>
<td>2.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td><strong>68.0%</strong></td>
<td><strong>70.4%</strong></td>
<td></td>
</tr>
</tbody>
</table>
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  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
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  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
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  - School Board unified behind vision for school improvement

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  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
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    - Family and Community Engagement

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    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: McKinley Elementary

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<table>
<thead>
<tr>
<th>District</th>
<th>TPS</th>
<th>District Size Category</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>LRG Urban</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
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<th>Average Ratings:</th>
<th>School Ratings:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
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<tr>
<td>• Academic Support (20%)</td>
<td>2.48</td>
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<td>• Organizational Support (20%)</td>
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<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
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<tr>
<td>• Reading Proficiency (5%)</td>
<td>52%</td>
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<td>2.4%</td>
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<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>48%</td>
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<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>78.8%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Benchmark assessments
  - Timely and effective interventions
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  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

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  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: McLain HS

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<thead>
<tr>
<th>District</th>
<th>TPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
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</table>

<table>
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<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.14</td>
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<tr>
<td>• Academic Support (20%)</td>
<td>2.55</td>
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<td>• District Expectations (20%)</td>
<td>2.83</td>
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<td>ASSESSMENT RESULTS (10%)</td>
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<tr>
<td>• Reading Proficiency (5%)</td>
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<tr>
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<td>2.5%</td>
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<tr>
<td>FINAL RATING</td>
<td>77.6%</td>
<td>79.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/ language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Mill Creek Elementary

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Nathan Hale HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<tr>
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<th>TPS</th>
<th>Average Ratings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
<td>School Ratings:</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
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<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
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<td>• Historical Data Analysis (30%)</td>
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<td>• Academic Support (20%)</td>
<td></td>
<td>2.83</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td><strong>FINAL RATING</strong></td>
</tr>
</tbody>
</table>
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    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
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    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Okay HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<thead>
<tr>
<th>District Size Category</th>
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<th>School Level Category</th>
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<tr>
<td>250-500</td>
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<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>做到</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.14</td>
<td>21.4%</td>
<td>21.9%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.29</td>
<td>8.6%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.48</td>
<td>9.9%</td>
<td>13.5%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.67</td>
<td>11.1%</td>
<td>13.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>做到</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>69%</td>
<td>3.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>56.7%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>
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- **Historical Data Analysis [30%]**
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Oklahoma Centennial HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<thead>
<tr>
<th>District</th>
<th>OKC</th>
<th>District Size Category</th>
<th>LRG Urban</th>
<th>School Level Category</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.05</td>
<td>20.5%</td>
<td>21.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.42</td>
<td>16.2%</td>
<td>17.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>17.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.46</td>
<td>16.4%</td>
<td>17.4%</td>
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<td></td>
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<tr>
<td>ASSESSMENT RESULTS (10%)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>• Reading Proficiency (5%)</td>
<td>42%</td>
<td>2.1%</td>
<td>2.8%</td>
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<td></td>
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<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>38%</td>
<td>1.9%</td>
<td>2.5%</td>
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<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>75.8%</td>
<td>79.4%</td>
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</tr>
</tbody>
</table>
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  - Plan for using data to develop interventions

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  - Progress monitoring
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<th>OKC</th>
<th>District Size Category</th>
<th>LRG Urban</th>
<th>School Level Category</th>
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<tbody>
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<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
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<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
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<td>20.3%</td>
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<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>15.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.42</td>
<td>16.1%</td>
<td>16.3%</td>
<td></td>
<td></td>
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<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>40%</td>
<td>2.0%</td>
<td>2.3%</td>
<td></td>
<td></td>
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<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>40%</td>
<td>2.0%</td>
<td>2.2%</td>
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<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td><strong>75.9%</strong></td>
<td><strong>75.6%</strong></td>
<td></td>
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<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Middle School</td>
</tr>
<tr>
<td><strong>Average Ratings:</strong></td>
<td><strong>School Ratings:</strong></td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
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<tr>
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<tr>
<td>• Academic Support (20%)</td>
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<td>• Organizational Support (20%)</td>
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<tr>
<td>• District Expectations (20%)</td>
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</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>44%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>43%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>73.2%</td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/ language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Roosevelt MS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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Forty percent of the overall score came from the Historical Data Analysis area, including 30 percent for the responses to the review questions related to the capacity to use data to drive improvement and the remaining 10 percent based on three years of assessment data in reading and mathematics. The other three areas contributed 20 percent each to the overall score.

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<table>
<thead>
<tr>
<th>District</th>
<th>OKC</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Middle School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.77</td>
<td>17.7%</td>
<td>20.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.6%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.42</td>
<td>16.1%</td>
<td>16.3%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>32%</td>
<td>1.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>34%</td>
<td>1.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>72.5%</td>
<td>75.6%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Ryal PS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Ryal</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.05</td>
<td>20.5%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.32</td>
<td>15.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.65</td>
<td>11.0%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.79</td>
<td>11.9%</td>
<td>12.2%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>48%</td>
<td>2.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>50%</td>
<td>2.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>63.8%</td>
<td>61.3%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations[20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Santa Fe South MS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level Category</td>
<td>250-500</td>
</tr>
<tr>
<td></td>
<td>Middle School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.90</td>
<td>18.9%</td>
<td>23.5%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.56</td>
<td>10.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.76</td>
<td>11.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.08</td>
<td>13.9%</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>56%</td>
<td>2.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>62%</td>
<td>3.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td>60.8%</td>
<td>75.3%</td>
</tr>
</tbody>
</table>
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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Schulter ES

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>Schulter</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>&lt;250</td>
</tr>
<tr>
<td>School Level Category</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.20</td>
<td>22.0%</td>
<td>22.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.68</td>
<td>11.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.43</td>
<td>16.2%</td>
<td>14.7%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.65</td>
<td>11.0%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>55%</td>
<td>2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>49%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>65.6%</td>
<td>67.4%</td>
<td></td>
</tr>
</tbody>
</table>
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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
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  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: SeeWorth Academy

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Charter</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Sized/Suburban 250-500</td>
<td>High School</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Data Analysis (30%)</td>
<td>2.50</td>
<td>25.0%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Academic Support (20%)</td>
<td>1.98</td>
<td>13.2%</td>
<td>13.9%</td>
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<tr>
<td>Organizational Support (20%)</td>
<td>2.46</td>
<td>16.4%</td>
<td>13.5%</td>
</tr>
<tr>
<td>District Expectations (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>13.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Proficiency (5%)</td>
<td>28%</td>
<td>1.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Mathematics Proficiency (5%)</td>
<td>30%</td>
<td>1.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>70.8%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

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  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
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  - School Board unified behind vision for school improvement

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  - Effective human resource policies
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    - Highly qualified and effective teachers
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    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Sequoyah ES

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<thead>
<tr>
<th>District Size Category</th>
<th>TPS</th>
<th>School Level Category</th>
<th>Average Ratings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Ratings:</td>
</tr>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.22</td>
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<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.57</td>
<td>17.1%</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.64</td>
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</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
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</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>41%</td>
<td>2.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td></td>
<td></td>
<td>79.6%</td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Shidler ES

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<tr>
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<th>OKC</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRG Urban</td>
<td>Elementary</td>
<td></td>
</tr>
</tbody>
</table>

## CAPACITY REVIEW (90%)

- Historical Data Analysis (30%): 1.89 18.9% 21.1%
- Academic Support (20%): 2.66 17.7% 16.8%
- Organizational Support (20%): 2.82 18.8% 18.0%
- District Expectations (20%): 2.25 15.0% 17.5%

## ASSESSMENT RESULTS (10%)

- Reading Proficiency (5%): 34% 1.7% 2.4%
- Mathematics Proficiency (5%): 41% 2.0% 2.4%

## FINAL RATING

74.1% 78.0%
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

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  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

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<thead>
<tr>
<th>District</th>
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<tbody>
<tr>
<td>District Size Category</td>
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<tr>
<td>School Level Category</td>
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<table>
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<th>Average Ratings:</th>
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<th>Similar Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.59</td>
<td>15.9%</td>
<td>19.3%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.00</td>
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<td>13.0%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.94</td>
<td>12.9%</td>
<td>12.4%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.00</td>
<td>13.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>51%</td>
<td>2.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>38%</td>
<td>1.9%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59.9%</td>
<td>61.3%</td>
<td></td>
</tr>
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  - Progress monitoring
  - Benchmark assessments
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  - Local student Information System
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  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
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    - English Language Learners
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    - Information technology
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- **Reading and mathematics results**
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Oklahoma State Department of Education
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School Profile: Springdale ES

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<th>Average Ratings:</th>
</tr>
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<td>Weighted Ratings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Similar Schools</td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
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<tr>
<td>• Academic Support (20%)</td>
<td>2.48</td>
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<td>• Organizational Support (20%)</td>
<td>2.67</td>
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<td>• District Expectations (20%)</td>
<td>2.75</td>
<td>18.3%</td>
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<tr>
<td>ASSESSMENT RESULTS (10%)</td>
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<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>44%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td></td>
<td>78.6%</td>
</tr>
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    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
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- **Reading and mathematics results**
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Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Star Spencer HS

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<th>OKC</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>LRG Urban</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
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</tbody>
</table>

<table>
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<th>Average Ratings:</th>
<th>School Ratings:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.33</td>
<td>23.3%</td>
<td>21.7%</td>
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<tr>
<td>• Academic Support (20%)</td>
<td>2.49</td>
<td>16.6%</td>
<td>17.3%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
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<td>17.7%</td>
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<tr>
<td>• District Expectations (20%)</td>
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<tr>
<td>ASSESSMENT RESULTS (10%)</td>
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<tr>
<td>• Reading Proficiency (5%)</td>
<td>52%</td>
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<td>2.8%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>36%</td>
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<td>2.5%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>78.4%</td>
<td>79.4%</td>
<td></td>
</tr>
</tbody>
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School Profile: Thackerville ES

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<table>
<thead>
<tr>
<th>District</th>
<th>Thackerville</th>
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<tbody>
<tr>
<td>District Size Category</td>
<td>250-500</td>
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<tr>
<td>School Level Category</td>
<td>Elementary</td>
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</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.45</td>
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<td>• Academic Support (20%)</td>
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<td>13.7%</td>
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<tr>
<td>• Organizational Support (20%)</td>
<td>2.60</td>
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<td>15.3%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.08</td>
<td>13.9%</td>
<td>14.7%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>46%</td>
<td>2.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>43%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>76.8%</td>
<td>70.4%</td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Thackerville HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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Forty percent of the overall score came from the Historical Data Analysis area, including 30 percent for the responses to the review questions related to the capacity to use data to drive improvement and the remaining 10 percent based on three years of assessment data in reading and mathematics. The other three areas contributed 20 percent each to the overall score.

The SDE then categorized each Priority School in two ways: the size of its district (<250, 250-500, mid-sized/suburban, large urban), and the level of each school based on grades taught (elementary, K-8, middle and high school). Eleven of the sixteen categories (four district sizes x four school levels) has a Priority School, and the SDE identified the lowest scoring school within each of these eleven categories.

<table>
<thead>
<tr>
<th>District</th>
<th>Thackerville</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Size Category</td>
<td>250-500</td>
</tr>
<tr>
<td>School Level Category</td>
<td>High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.41</td>
<td>24.1%</td>
<td>21.9%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.18</td>
<td>14.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.54</td>
<td>16.9%</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>57%</td>
<td>2.9%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>56%</td>
<td>2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td>77.9%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>

1
Topics included with each of the four areas of the capacity review:

- **Historical Data Analysis [30%]**
  - Multi-year analysis of test results for reading/language arts and mathematics*
  - Analysis of other critical factors:
    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
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### District OKC

<table>
<thead>
<tr>
<th>District Size Category</th>
<th>School Level Category</th>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OKC</td>
<td>LRG Urban Elementary</td>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical Data Analysis (30%)</td>
<td>1.93</td>
<td>19.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Support (20%)</td>
<td>2.32</td>
<td>15.5%</td>
<td>16.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>18.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Expectations (20%)</td>
<td>2.50</td>
<td>16.7%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td>Reading Proficiency (5%)</td>
<td>48%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Proficiency (5%)</td>
<td>47%</td>
<td>2.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>75.0%</td>
<td>78.0%</td>
<td></td>
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</tr>
</tbody>
</table>

1
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Turner HS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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### District Turner

<table>
<thead>
<tr>
<th>District Size Category</th>
<th>250-500</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level Category</td>
<td>High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPACITY REVIEW (90%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.82</td>
<td>18.2%</td>
<td>21.9%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>1.96</td>
<td>13.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>13.5%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>1.79</td>
<td>11.9%</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>ASSESSMENT RESULTS (10%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>73%</td>
<td>3.7%</td>
<td>3.2%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>62%</td>
<td>3.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>FINAL RATING</strong></td>
<td><strong>60.2%</strong></td>
<td><strong>68.4%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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  - Multi-year analysis of test results for reading/language arts and mathematics*
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    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
School Profile: Tuskahoma PS

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>Tuskahoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;250</td>
<td>Kindergarten-8th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPACITY REVIEW (90%)</th>
<th>School Ratings</th>
<th>Weighted Ratings</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Data Analysis (30%)</td>
<td>2.09</td>
<td>20.9%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Academic Support (20%)</td>
<td>1.76</td>
<td>11.7%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Organizational Support (20%)</td>
<td>1.55</td>
<td>10.3%</td>
<td>12.4%</td>
</tr>
<tr>
<td>District Expectations (20%)</td>
<td>1.58</td>
<td>10.6%</td>
<td>12.2%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ASSESSMENT RESULTS (10%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Proficiency (5%)</td>
<td>67%</td>
</tr>
<tr>
<td>Mathematics Proficiency (5%)</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL RATING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59.4%</td>
<td>61.3%</td>
</tr>
</tbody>
</table>
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    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
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- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
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    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
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- **Reading and mathematics results**
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Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: US Grant HS

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<table>
<thead>
<tr>
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<th>OKC</th>
<th>District Size Category</th>
<th>LRG Urban</th>
<th>School Level Category</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.64</td>
<td>17.6%</td>
<td>17.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.82</td>
<td>18.8%</td>
<td>17.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.38</td>
<td>15.8%</td>
<td>17.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>43%</td>
<td>2.1%</td>
<td>2.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>31%</td>
<td>1.6%</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>77.4%</td>
<td>79.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

- **District Expectations [20%]**
  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
  - School level results on state assessments for all Full Academic Year (FAY) students from 2009, 2010 and 2011.
Oklahoma State Department of Education
“Priority School” District Capacity Review Profile

School Profile: Webster ES

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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The SDE developed a review process through which multiple independent reviewers evaluated the response and support documentation for each area of the capacity review. Each question was evaluated on a three-point scale (1=low capacity, 2=partial capacity, and 3=high capacity), and the results were averaged together within each area. SDE staff compiled the results of the evaluations and produced an overall score for each Priority School.

Forty percent of the overall score came from the Historical Data Analysis area, including 30 percent for the responses to the review questions related to the capacity to use data to drive improvement and the remaining 10 percent based on three years of assessment data in reading and mathematics. The other three areas contributed 20 percent each to the overall score.

The SDE then categorized each Priority School in two ways: the size of its district (<250, 250-500, mid-sized/suburban, large urban), and the level of each school based on grades taught (elementary, K-8, middle and high school). Eleven of the sixteen categories (four district sizes x four school levels) has a Priority School, and the SDE identified the lowest scoring school within each of these eleven categories.

<table>
<thead>
<tr>
<th>District</th>
<th>El Reno</th>
<th>District Size Category</th>
<th>Mid/Sub</th>
<th>School Level Category</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>1.90</td>
<td>19.0%</td>
<td>24.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.09</td>
<td>13.9%</td>
<td>17.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.49</td>
<td>16.6%</td>
<td>17.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.29</td>
<td>15.3%</td>
<td>14.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>50%</td>
<td>2.5%</td>
<td>2.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>45%</td>
<td>2.2%</td>
<td>2.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>69.5%</td>
<td>78.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topics included with each of the four areas of the capacity review:

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    - Graduation and drop-out rates
    - Suspensions and behavioral records
    - Student mobility and teacher/principal attrition
    - Subgroup enrollment and performance
  - Evidence of using data to develop interventions
  - Plan for using data to develop interventions

- **Academic Support [20%]**
  - Curriculum alignment
  - Progress monitoring
  - Benchmark assessments
  - Timely and effective interventions
  - Local student Information System
  - Equitable distribution of quality instructional tools
  - School Board unified behind vision for school improvement

- **Organizational Support [20%]**
  - Effective human resource policies
  - Resource allocation aligned to goals
    - Highly qualified and effective teachers
    - Special Education
    - English Language Learners
    - Local, state, and federal funds
    - Information technology
  - Safe and orderly environment

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  - Expectations Communicated to All Stakeholders
  - Capacity Specific to Turnaround Principles
    - Strong Leadership
    - Effective Teachers
    - Extended Learning Time
    - Research-Based Instruction
    - Use of Data
    - School Environment
    - Family and Community Engagement

- **Reading and mathematics results**
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Oklahoma State Department of Education

“Priority School” District Capacity Review Profile

School Profile: Wheeler ES

As part of Oklahoma’s ESEA Waiver application – to transition the state from the federal system of accountability to an Oklahoma-defined system – the State Department of Education identified the five percent of schools facing the greatest challenges in meeting the requirements of the federal accountability system. Oklahoma designated these schools as “Priority Schools.” The SDE asked each Priority School and its district to complete a capacity review in order to determine which schools would benefit most from a collaborative partnership with the SDE.

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<table>
<thead>
<tr>
<th>District</th>
<th>District Size Category</th>
<th>OKC</th>
<th>School Level Category</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>Average Ratings:</td>
<td>School Ratings:</td>
<td>Weighted Ratings:</td>
<td>Similar Schools</td>
<td></td>
</tr>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td>1.95</td>
<td>19.5%</td>
<td>21.1%</td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>19.5%</td>
<td>21.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>19.5%</td>
<td>21.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>19.5%</td>
<td>21.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>19.5%</td>
<td>21.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td>35%</td>
<td>1.7%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>35%</td>
<td>1.7%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>50%</td>
<td>2.5%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>FINAL RATING</td>
<td>75.2%</td>
<td>78.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1
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<table>
<thead>
<tr>
<th>District Size Category</th>
<th>TPS</th>
<th>School Level Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRG Urban</td>
<td>LRG</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Ratings:</th>
<th>School Ratings:</th>
<th>Weighted Ratings:</th>
<th>Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPACITY REVIEW (90%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Historical Data Analysis (30%)</td>
<td>2.15</td>
<td>21.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>• Academic Support (20%)</td>
<td>2.46</td>
<td>16.4%</td>
<td>16.8%</td>
</tr>
<tr>
<td>• Organizational Support (20%)</td>
<td>2.67</td>
<td>17.8%</td>
<td>18.0%</td>
</tr>
<tr>
<td>• District Expectations (20%)</td>
<td>2.75</td>
<td>18.3%</td>
<td>17.5%</td>
</tr>
<tr>
<td>ASSESSMENT RESULTS (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Proficiency (5%)</td>
<td>41%</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>• Mathematics Proficiency (5%)</td>
<td>40%</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>FINAL RATING</td>
<td></td>
<td>78.0%</td>
<td>78.0%</td>
</tr>
</tbody>
</table>

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