REVIEW TEAM SELECTION

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

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

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

**Internal SDE reviewers:**
- Must have classroom experience
- Must be in an administrator or leadership position
- Must be knowledgeable about area of review
- Must be recommended for the Review Team by his or her Supervisor

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

FOCUS AREAS OF THE DCD DOCUMENT

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

INTERVENTION STRATEGIES

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

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

RECOGNITIONS FOR REWARD SCHOOLS

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

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

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

Focus Areas of the DCD Document

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

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

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

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

All reviews, scores, and comments will be entered electronically

After review process is completed, all reviews and comments will be compiled into the District Recommendation Report, which will identify schools as follows:
- Level 3 — full capacity to change course; needs written recommendations/advice to implement turnaround principles
- Level 2 — lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles
- Level 1 (C3 Schools) — severely lacking capacity to change course; needs immediate attention; SDE must partner with school; SDE must assure through the partnership that turnaround principles are followed

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

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

Immediately following State Board of Education action
SDE will begin working with Districts and community stakeholders to build C3 partnerships and provide appropriate resources, assistance and intervention in accordance with the District Recommendation Reports.

2012-2013 School Year
In accordance with the ESEA Waiver, Turnaround Principles recommended through the District Recommendation Report process will be implemented at all designated schools in accordance with SDE recommendations. Progress and implementation of strategies will be monitored regularly by SDE for compliance.

February 15, 2012
District Capacity Determination (DCD) Deadline

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

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

March 9, 2012
Anticipated completion date of review process

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

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

March 29, 2012
State Board of Education reviews all recommended actions for C3 Schools and takes action on the recommendations
### Targeted Intervention School
- **Foci**:
  - Low achieving in reading and mathematics in the State's lowest performing subgroups or have low graduation rates in the State's lowest graduating subgroups.
- **District Capacity Review**
- **Intensive partnership approved by the State Board of Education**
- **May begin operating as Schoolwide Title I School**
- **C³ Schools Advisory Board**
- **Complete WISE Plan**
- **Utilize School Support Team Leaders/Institutional Leadership Coaches**
- **Instruction Educational Plan**
- **A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members**
- **Receive training on conducting a comprehensive needs assessment**
- **School with ELLs will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning**

### Focus School
- **District Capacity Review**
- **Work closely with the State Director of C³ Schools to include regular site visits**
- **May begin operating as Schoolwide Title I School**
- **Implementation of Tumour Principles**
- **Submit Quarterly Status Reports**
- **Annual review of progress by C³ Schools Advisory Board**
- **Complete WISE Plan**
- **Utilize Family Engagement Tool**
- **Complete Language Set-asides required for interventions (up to 10%)**
- **5% of Title I, A set-aside required for School Choice**
- **May apply for School Improvement Grant (SIG) funds**
- **Encouraged to implement Oklahoma’s Tiered Intervention System of Support (RtI and PBIS)**
- **Utilize the appropriate resources described in Section 2.G, including the What Works in Oklahoma Schools Needs Assessment Survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators**
- **Attend required meetings and professional development**
- **Required to participate in local REACH Network, to receive training from REACH coaches, and to implement instructional strategies aligned to the Common Core State Standards**
- **required to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning**
- **School with ELLs will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning**

### Priority School
- **District Capacity Review**
- **Work closely with the State Director of C³ Schools to include regular site visits**
- **May begin operating as Schoolwide Title I School**
- **Implementation of Tumour Principles**
- **Submit Quarterly Status Reports**
- **Annual review of progress by C³ Schools Advisory Board**
- **Complete WISE Plan**
- **Utilize School Support Team Leaders/Institutional Leadership Coaches**
- **Instruction Educational Plan**
- **A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members**
- **Receive training on conducting a comprehensive needs assessment**
- **School with ELLs will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning**

### C³ Schools
- **District Capacity Review**
- **Work closely with the State Director of C³ Schools to include regular site visits**
- **May begin operating as Schoolwide Title I School**
- **Implementation of Tumour Principles**
- **Submit Quarterly Status Reports**
- **Annual review of progress by C³ Schools Advisory Board**
- **Complete WISE Plan**
- **Utilize School Support Team Leaders/Institutional Leadership Coaches**
- **Instruction Educational Plan**
- **A Language Instruction Program Delivery Plan developed by each LEA with ELLs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELLs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members**
- **Receive training on conducting a comprehensive needs assessment**
- **School with ELLs will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning**