

Attachment 9: Table 2: Reward, Priority, Focus, and Targeted Intervention Schools

The following table provides the list of schools **preliminarily** identified as Reward Schools, Priority Schools, and Focus Schools. In addition, since Oklahoma has decided to identify all schools that are in the bottom 25% of the state in student achievement. This table also includes **preliminarily** identified Targeted Intervention Schools.

If any changes to the State's ESEA Flexibility Request are required, the following list could change.

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 303.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
BARTLESVILLE	BARTLESVILLE MHS	29827	A		
BARTLESVILLE	CENTRAL MS	29824	A		
BARTLESVILLE	HOOVER ES	29818	A		
BARTLESVILLE	WAYSIDE ES	29822	A		
BETHANY	BETHANY HS	00130	A		
BETHANY	BETHANY MS	29723	A		
BETHANY	EARL HARRIS ES	00131	A		
BLANCHARD	BLANCHARD HS	00160	A		
CHATTANOOGA	CHATTANOOGA HS	00287	A		
CHISHOLM	CHISHOLM HS	01088	A		
CHISHOLM	CHISHOLM MS	02105	A		
DEER CREEK	DEER CREEK ES	00412	A		
DEER CREEK	DEER CREEK HS	00413	A		
DEER CREEK	DEER CREEK MS	00414	A		
DEER CREEK	PRAIRIE VALE ES	02243	A		
DEER CREEK	ROSE UNION ES	02384	A		
DUNCAN	PLATO ES	00452	A		
EDMOND	ANGIE DEBO ES	01864	A		
EDMOND	CENTENNIAL ES	02396	A		
EDMOND	CHEYENNE MS	02303	A		
EDMOND	CHISHOLM ES	00471	A		

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
EDMOND	CIMARRON MS	00475	A		
EDMOND	CLEGERN ES	00472	A		
EDMOND	CROSS TIMBERS ES	00484	A		
EDMOND	JOHN ROSS ES	01946	A		
EDMOND	MEMORIAL HS	00474	A		
EDMOND	NORTH HS	01979	A		
EDMOND	NORTHERN HILLS ES	00478	A		
EDMOND	RUSSELL DOUGHERTY ES	00638	A		
EDMOND	SANTA FE HS	01360	A		
EDMOND	SEQUOYAH MS	00481	A		
EDMOND	WASHINGTON IRVING ES	00485	A		
EDMOND	WEST FIELD ES	02402	A		
FAIRVIEW	FAIRVIEW HS	00539	A		
FORT GIBSON	FORT GIBSON INTERMEDIATE ES	00557	A		
FORT GIBSON	FORT GIBSON MS	00559	A		
JENKS	JENKS WEST INTERMEDIATE ES	02251	A		
JENKS	SOUTHEAST ES	29850	A		
KINGFISHER	KINGFISHER HS	00771	A		
LONE GROVE	LONE GROVE HS	00871	A		
MCCORD	MCCORD PUBLIC SCHOOL	00928	A		
MIAMI	ROCKDALE ES	00944	A		
MIDWEST CITY-DEL CITY	CARL ALBERT HS	00952	A		
MIDWEST CITY-DEL CITY	SCHWARTZ ES	01408	A		
MINCO	MINCO HS	29671	A		
MOORE	BRIARWOOD ES	01966	A		
MOORE	BRINK JHS	02214	A		
MOORE	EARLYWINE ES	01122	A		

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
MOORE	EASTLAKE ES	01945	A		
MOORE	FISHER ES	29642	A		
MOORE	MOORE HS	00998	A		
MOORE	NORTHMOOR ES	00999	A		
MOORE	WAYLAND BONDS ES	02363	A		
MOORE	WESTMOORE HS	02070	A		
MOUNTAIN VIEW-GOTEBO	MOUNTAIN VIEW-GOTEBO ES	02106	A		
MULHALL-ORLANDO	MULHALL-ORLANDO ES	01029	A		
NAVAJO	NAVAJO JHS	01889	A		
NORMAN	ALCOTT MS	02117	A		
NORMAN	CLEVELAND ES	01071	A		
NORMAN	MCKINLEY ES	01080	A		
NORMAN	NORMAN HS	01082	A		
NORMAN	NORMAN NORTH HS	02118	A		
NORMAN	ROOSEVELT ES	01127	A		
NORMAN	WASHINGTON ES	29644	A		
NORMAN	WHITTIER MS	01085	A		
OKLAHOMA CITY	BELLE ISLE MS	02275	A		
OKLAHOMA CITY	CLASSEN HS OF ADVANCED STUDIES	01885	A		
OKLAHOMA CITY	CLASSEN MS OF ADVANCED STUDIES	01877	A		
OKLAHOMA CITY	HARDING CHARTER PREPARATORY HS	02376	A		
OKLAHOMA CITY	NICHOLS HILLS ES	01872	A		
OKLAHOMA CITY	QUAIL CREEK ES	01177	A		
OKLAHOMA CITY	WILSON ES	01208	A		
OWASSO	ATOR ES	01233	A		
OWASSO	HAYWARD SMITH ES	02003	A		
OWASSO	LARKIN BAILEY ES	01907	A		

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
PIEDMONT	PIEDMONT HS	01272	A		
PLAINVIEW	PLAINVIEW HS	01278	A		
PLAINVIEW	PLAINVIEW INTERMEDIATE ES	02104	A		
PLAINVIEW	PLAINVIEW MS	01279	A		
PRYOR	LINCOLN ES	01321	A		
RIPLEY	RIPLEY HS	01378	A		
ROCKY MOUNTAIN	ROCKY MOUNTAIN PUBLIC SCHOOL	01381	A		
STILLWATER	SANGRE RIDGE ES	29735	A		
STILLWATER	STILLWATER HS	29742	A		
STILLWATER	STILLWATER JHS	29741	A		
TULSA	BOOKER T. WASHINGTON HS	01583	A		
TULSA	CARNEGIE ES	29769	A		
TULSA	CARVER MS	01594	A		
TULSA	EISENHOWER INTERNATIONAL ES	00989	A		
TULSA	HENRY ZARROW INTERNATIONAL SCH	02352	A		
TULSA	TULSA SCHL OF ARTS & SCIENCES	02333	A		
UNION	DARNABY ES	01911	A		
WEATHERFORD	WEATHERFORD MS	29848	A		
YUKON	PARKLAND ES	01886	A		
YUKON	YUKON HS	01849	A		
ARDMORE	JEFFERSON ES	29631	B		
ATOKA	ATOKA HS	00084	B		
CLINTON	SOUTHWEST ES	00337	B		
CUSHING	HARRISON ES	00391	B		
DEPEW	DEPEW ES	00418	B		
ENID	HOOVER ES	00518	B		
FORT SUPPLY	FORT SUPPLY ES	00560	B		

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
FOYIL	FOYIL JHS	00847	B		
FRIEND	FRIEND PUBLIC SCHOOL	00575	B		
GRANDVIEW	GRANDVIEW PUBLIC SCHOOL	00615	B		
HARRAH	CLARA REYNOLDS ES	01916	B		
HARRAH	HARRAH JHS	02324	B		
HULBERT	HULBERT ES	00717	B		
LAWTON	LAWTON HS	00819	B		
LE FLORE	LEFLORE ES	00840	B		
LIBERTY	LIBERTY PUBLIC SCHOOL	00857	B		
MARIETTA	MARIETTA MS	00901	B		
NASHOBA	NASHOBA PUBLIC SCHOOL	01051	B		
OKLAHOMA CITY	EDGEMERE ES	01132	B		
OKLAHOMA CITY	EDWARDS ES	01133	B		
OKLAHOMA CITY	RANCHO VILLAGE ES	01178	B		
PANAMA	PANAMA LOWER ES	01239	B		
PECKHAM	PECKHAM PUBLIC SCHOOL	01257	B		
QUINTON	QUINTON ES	01353	B		
RATTAN	RATTAN JHS	01363	B		
RINGLING	RINGLING JHS	01374	B		
SPAVINAW	SPAVINAW PUBLIC SCHOOL	01488	B		
STONEWALL	STONEWALL ES	01514	B		
SWEETWATER	SWEETWATER ES	01538	B		
SWINK	SWINK PUBLIC SCHOOL	01540	B		
TULSA	MEMORIAL HS	01650	B		
TULSA	TULSA MET./FRANKLIN	02662	B		
ACHILLE	ACHILLE HS	00002		C	
BOKOSHE	BOKOSHE ES	00170		C	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
BOKOSHE	BOKOSHE JHS	00422		C	
BUTNER	BUTNER ES	00227		C	
CANEY	CANEY ES	00250		C	
CLAYTON	CLAYTON HS	00328		C	
CRUTCHO	CRUTCHO PUBLIC SCHOOL	00386		E	
DUSTIN	DUSTIN ES	00462		C	
EL RENO	WEBSTER ES	00490		C	
FARRIS	FARRIS PUBLIC SCHOOL	00544		C	
GERONIMO	GERONIMO HS	00590		C	
GRANT	GRANT PUBLIC SCHOOL	02116		C	
GREASY	GREASY PUBLIC SCHOOL	01091		C	
HANNA	HANNA ES	00649		C	
KENWOOD	KENWOOD PUBLIC SCHOOL	00756		C	
KEYES	KEYES ES	00763		C	
LEACH	LEACH PUBLIC SCHOOL	00843		C	
LONE WOLF	LONE WOLF ES	00873		C	
MANNSVILLE	MANNSVILLE PUBLIC SCHOOL	00896		C	
MARBLE CITY	MARBLE CITY PUBLIC SCHOOL	00898		C	
MASON	MASON ES	00909		C	
MAUD	MAUD ES	00911		C	
MILL CREEK	MILL CREEK ES	00979		C	
OKAY	OKAY HS	01107		C	
OKLAHOMA CITY	ASTECHARTER MS	02308		C	
OKLAHOMA CITY	BODINE ES	01115		C	
OKLAHOMA CITY	CAPITOL HILL HS	01119		C	
OKLAHOMA CITY	DOVE SCIENCE ACADEMY ES (OKC)	02684		C	
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (MS)	02326		C	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
OKLAHOMA CITY	F.D. MOON ES	01126		E	
OKLAHOMA CITY	HUPFELD ACAD./WESTERN VILLAGE	02307		C	
OKLAHOMA CITY	JACKSON MS	01149		C	
OKLAHOMA CITY	JEFFERSON MS	01150		C	
OKLAHOMA CITY	JOHN MARSHALL MS	02394		C	
OKLAHOMA CITY	LEE ES	01154		C	
OKLAHOMA CITY	M.L. KING JR. ES	01161		C	
OKLAHOMA CITY	MARCUS GARVEY LEADERSHIP CS	02377		C	
OKLAHOMA CITY	ROGERS MS	01182		C	
OKLAHOMA CITY	ROOSEVELT MS	01183		C	
OKLAHOMA CITY	SANTA FE SOUTH MS	02386		C	
OKLAHOMA CITY	SHIDLER ES	01186		C	
OKLAHOMA CITY	STAR SPENCER HS	01192		C	
OKLAHOMA CITY	THELMA R. PARKS ES	02245		C	
OKLAHOMA CITY	WHEELER ES	01205		C	
RYAL	RYAL PUBLIC SCHOOL	01392		C	
SCHULTER	SCHULTER ES	01434		C	
SKELLY	SKELLY PUBLIC SCHOOL	00698		C	
THACKERVILLE	THACKERVILLE ES	01564		C	
THACKERVILLE	THACKERVILLE HS	01565		C	
TULSA	ANDERSON ES	01581		C	
TULSA	BURROUGHS ES	29768		C	
TULSA	CELIA CLINTON ES	29770		C	
TULSA	CLINTON MS	01601		C	
TULSA	DANIEL WEBSTER HS	01675		C	
TULSA	GREELEY ES	01619		C	
TULSA	LINDBERGH ES	29786		C	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
TULSA	MACARTHUR ES	29787		C	
TULSA	MARSHALL ES	29788		C	
TULSA	MCCLURE ES	29789		C	
TULSA	MCKINLEY ES	29790		C	
TULSA	MCLAIN HS FOR SCI./TECHNOLOGY	01649		C	
TULSA	SEQUOYAH ES	29796		C	
TULSA	SPRINGDALE ES	01672		C	
TULSA	WHITMAN ES	01676		C	
TURNER	TURNER HS	01687		C	
TUSKAHOMA	TUSKAHOMA PUBLIC SCHOOL	01692		C	
WESTERN HEIGHTS	COUNCIL GROVE ES	01789		C	
WESTERN HEIGHTS	JOHN GLENN ES	29717		C	
OKLAHOMA CITY	DOUGLASS MS	02354		C/E	
OKLAHOMA CITY	JUSTICE A.W. SEEWORTH ACADEMY	02306		C/D/E	
OKLAHOMA CITY	OKLAHOMA CENTENNIAL MS	02405		C/E	
OKLAHOMA CITY	U. S. GRANT HS	01139		C/D/E	
GRAHAM	GRAHAM HS	00609		D	
TULSA	NATHAN HALE HS	01653		D/E	
OKLAHOMA CITY	OKLAHOMA CENTENNIAL HS	02397		E	
TULSA	CENTRAL HS	01596		E	
TULSA	EAST CENTRAL HS	01607		E	
ACHILLE	ACHILLE ES	00001		I	
ALBION	ALBION PUBLIC SCHOOL	00017		I	
ALEX	ALEX MS	02699		I	
ANADARKO	ANADARKO EAST ES	00051		I	
ANADARKO	MISSION ES	00055		I	
AVANT	AVANT PUBLIC SCHOOL	00088		I	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
BILLINGS	BILLINGS ES	00140		I	
BOSWELL	BOSWELL HS	29640		I	
BOWLEGS	BOWLEGS ES	00179		I	
BRAGGS	BRAGGS ES	00185		I	
CAMERON	CAMERON ES	00246		I	
CATOOSA	WELLS MS	00811		I	
CAVE SPRINGS	CAVE SPRINGS ES	00274		I	
CROOKED OAK	CROOKED OAK HS	00381		I	
CROOKED OAK	CROOKED OAK MS	00382		I	
DAVIDSON	DAVIDSON ES	00407		I	
DEWAR	DEWAR HS	29725		I	
EARLSBORO	EARLSBORO ES	00469		I	
EL RENO	LESLIE F. ROBLYER MS	02103		I	
ELDORADO	ELDORADO ES	00491		I	
FOREST GROVE	FOREST GROVE PUBLIC SCHOOL	00552		I	
FORT COBB-BROXTON	FORT COBB-BROXTON LOWER ES	29842		I	
FORT TOWSON	FORT TOWSON HS	00578		I	
FREDERICK	FREDERICK HS	00569		I	
GAGE	GAGE ES	00579		I	
GANS	GANS HS	00582		I	
GRAHAM	GRAHAM ES	00608		I	
GRANDFIELD	GRANDFIELD ES	00612		I	
GYPSY	GYPSY PUBLIC SCHOOL	00643		I	
HASKELL	HASKELL HS	29705		I	
HOWE	HOWE HS	00709		I	
HULBERT	HULBERT JR-SR HS (JR)	00101		I	
JAY	JAY HS	00736		I	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
KEOTA	KEOTA HS	00758		I	
KINTA	KINTA ES	00775		I	
MAYSVILLE	MAYSVILLE ES	00913		I	
MAYSVILLE	MAYSVILLE HS	29669		I	
MIDWEST CITY-DEL CITY	PLEASANT HILL EC CTR	00966		I	
MOYERS	MOYERS ES	02091		I	
OKAY	OKAY ES	01106		I	
OKLAHOMA CITY	DOUGLASS HS	01130		I	
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (HS)	01928		I	
OKLAHOMA CITY	GREEN PASTURES ES	01140		I	
OKLAHOMA CITY	HERONVILLE ES	01145		I	
OKLAHOMA CITY	JOHNSON ES	01151		I	
OKLAHOMA CITY	OAKRIDGE ES	01169		I	
OKLAHOMA CITY	SANTA FE SOUTH HS	02330		I	
OKLAHOMA UNION	OKLAHOMA UNION MS	02290		I	
OKMULGEE	OKMULGEE HS	01212		I	
OKMULGEE	OKMULGEE MS	01213		I	
OPTIMA	OPTIMA PUBLIC SCHOOL	01230		I	
PANAMA	PANAMA MS	01987		I	
PANOLA	PANOLA ES	01242		I	
PITTSBURG	PITTSBURG ES	01275		I	
POCOLA	POCOLA HS	01288		I	
POCOLA	POCOLA MS	01289		I	
PORTER CONSOLIDATED	PORTER CONSOLIDATED HS	01305		I	
QUAPAW	QUAPAW MS	01352		I	
SHADY GROVE	SHADY GROVE PUBLIC SCHOOL	01448		I	
SOUTH COFFEYVILLE	SOUTH COFFEYVILLE ES	01395		I	

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
STIDHAM	STIDHAM PUBLIC SCHOOL	01501		I	
TERRAL	TERRAL PUBLIC SCHOOL	02008		I	
TIPTON	TIPTON ES	01570		I	
TULSA	ACADEMY CENTRAL ES	29854		I	
TULSA	BARNARD ES	29766		I	
TULSA	MITCHELL ES	29791		I	
TURPIN	TURPIN HS	01689		I	
UNION CITY	UNION CITY HS	01707		I	
WATTS	WATTS HS	01762		I	
WAURIKA	WAURIKA MS	02366		I	
WAYNE	WAYNE ES	01769		I	
WAYNE	WAYNE MS	29699		I	
WEBBERS FALLS	WEBBERS FALLS ES	01779		I	
WELEETKA	SPENCE MEMORIAL ES	29714		I	
WELEETKA	WELEETKA HS	01784		I	
WELLSTON	WELLSTON MS	29696		I	
WESTERN HEIGHTS	WINDS WEST ES	29719		I	
WESTVILLE	WESTVILLE JHS	01795		I	
WETUMKA	WETUMKA HS	01797		I	
WHITE OAK	WHITE OAK PUBLIC SCHOOL	Null		I	
WHITEFIELD	WHITEFIELD PUBLIC SCHOOL	01806		I	
WILSON	WILSON ES	01813		I	
YALE	YALE JHS	01839		I	
YARBROUGH	YARBROUGH ES	01840		I	
ACHILLE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00001			F
ADA PUBLIC SCHOOLS	WILLARD ELEMENTARY SCHOOL	00008			F
AFTON PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00013			F

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
ANADARKO PUBLIC SCHOOLS	ANADARKO HIGH SCHOOL	00050			F
ANADARKO PUBLIC SCHOOLS	ANADARKO MIDDLE SCHOOL	02101			F
ANDERSON PUBLIC SCHOOL	ELEMENTARY SCHOOL	00056			F
ANTLERS PUBLIC SCHOOLS	OBUCH MIDDLE SCHOOL	00762			F
ARKOMA PUBLIC SCHOOLS	SINGLETON ELEMENTARY SCHOOL	00075			F
ATOKA PUBLIC SCHOOLS	ELEMENTARY SCHOOL	02110			F
BARTLESVILLE PUBLIC SCHOOLS	JANE PHILLIPS ELEMENTARY SCHOOL	29819			F
BEGGS PUBLIC SCHOOLS	BEGGS ELEMENTARY SCHOOL	00118			F
BEGGS PUBLIC SCHOOLS	BEGGS UPPER ELEMENTARY SCHOOL	02704			F
BENNINGTON PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00123			F
BINGER-ONEY PUBLIC SCHOOLS	ELEMENTARY SCHOOL	29845			F
BROKEN ARROW PUBLIC SCHOOLS	WESTWOOD ELEMENTARY SCHOOL	29805			F
BURNS FLAT-DILL CITY PUBLIC SCHOOLS	WILL ROGERS ELEMENTARY SCHOOL	01566			F
CACHE PUBLIC SCHOOLS	CACHE MIDDLE SCHOOL	29646			F
CANTON PUBLIC SCHOOLS	CANTON ELEMENTARY SCHOOL	00253			F
CARNEY PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00261			F
CHELSEA PUBLIC SCHOOLS	ART GOAD INTERMEDIATE ELEMENTARY SC	01913			F
CLEVELAND PUBLIC SCHOOLS	CLEVELAND PUBLIC HIGH SCHOOL	00332			F
COMANCHE PUBLIC SCHOOLS	MIDDLE SCHOOL	02279			F
COYLE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00375			F
CRESCENT PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00378			F
CROOKED OAK PUBLIC SCHOOLS	CENTRAL OAK ELEMENTARY SCHOOL	00380			F
CUSHING PUBLIC SCHOOLS	HARMONY ELEMENTARY SCHOOL	00390			F
CUSHING PUBLIC SCHOOLS	SUNNYSIDE ELEMENTARY SCHOOL	00392			F
DALE PUBLIC SCHOOLS	DALE ELEMENTARY SCHOOL	00402			F
DAVIS PUBLIC SCHOOLS	DAVIS ELEMENTARY SCHOOL	00409			F

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
DRUMRIGHT PUBLIC SCHOOLS	BRADLEY ELEMENTARY SCHOOL	00440			F
DRUMRIGHT PUBLIC SCHOOLS	VIRGIL COOPER MIDDLE SCHOOL	Null			F
DUNCAN PUBLIC SCHOOLS	WOODROW WILSON ELEMENTARY SCHOOL	00455			F
EDMOND PUBLIC SCHOOLS	ORVIS RISNER ELEMENTARY SCHOOL	00479			F
EL RENO PUBLIC SCHOOLS	ETTA DALE JUNIOR HIGH SCHOOL	00485			F
EL RENO PUBLIC SCHOOLS	LINCOLN ELEMENTARY SCHOOL	00488			F
ENID PUBLIC SCHOOLS	ENID PUBLIC HIGH SCHOOL	00513			F
FORT TOWSON PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00577			F
FOX PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00562			F
GRAND VIEW PUBLIC SCHOOL	GRAND VIEW ELEMENTARY SCHOOL	00614			F
GUTHRIE PUBLIC SCHOOLS	GUTHRIE HIGH SCHOOL	00633			F
GUYMON PUBLIC SCHOOLS	NORTH PARK ELEMENTARY SCHOOL	02108			F
HAILEYVILLE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00644			F
HASKELL PUBLIC SCHOOLS	MARY WHITE ELEMENTARY SCHOOL	00660			F
HASKELL PUBLIC SCHOOLS	MIDDLE SCHOOL	00572			F
HEALDTON PUBLIC SCHOOLS	HEALDTON ELEMENTARY SCHOOL	00667			F
HENNESSEY PUBLIC SCHOOLS	UPPER ELEMENTARY SCHOOL	01917			F
HENRYETTA PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00679			F
HILDDALE PUBLIC SCHOOLS	HILDDALE PUBLIC HIGH SCHOOL	01898			F
HOBART PUBLIC SCHOOLS	KENNETH ONEAL MIDDLE SCHOOL	00692			F
HOMINY PUBLIC SCHOOLS	HORACE MANN ELEMENTARY SCHOOL	00705			F
HUGO PUBLIC SCHOOLS	HUGO PUBLIC HIGH SCHOOL	00713			F
HUGO PUBLIC SCHOOLS	INTERMEDIATE SCHOOL	00711			F
IDABEL PUBLIC SCHOOLS	IDABEL PUBLIC HIGH SCHOOL	00723			F
JENKS PUBLIC SCHOOLS	EAST INTERMEDIATE ELEMENTARY SCHOOL	02314			F

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LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
KANSAS PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00750			F
KELLYVILLE PUBLIC SCHOOLS	KELLYVILLE MIDDLE SCHOOL	00154			F
KETCHUM PUBLIC SCHOOLS	KETCHUM ELEMENTARY SCHOOL	00760			F
KINGSTON PUBLIC SCHOOLS	KINGSTON ELEMENTARY SCHOOL	00773			F
KIOWA PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00777			F
LAVERNE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00795			F
LAWTON	COUNTRY CLUB HEIGHTS ELEMENTARY SCH	00804			F
LAWTON	EISENHOWER ELEMENTARY SCHOOL	00808			F
LAWTON	JACKSON ELEMENTARY SCHOOL	00816			F
LEXINGTON PUBLIC SCHOOLS	LEXINGTON JHS	02678			F
LOCUST GROVE PUBLIC SCHOOLS	LOCUST GROVE PUBLIC HIGH SCHOOL	00867			F
LUTHER PUBLIC SCHOOLS	LUTHER MIDDLE SCHOOL	01949			F
MACOMB PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00884			F
MADILL PUBLIC SCHOOLS	MADILL ELEMENTARY SCHOOL	00886			F
MARIETTA PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00899			F
MARLOW PUBLIC SCHOOLS	MIDDLE SCHOOL	00906			F
MCCURTAIN PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00915			F
MEEKER PUBLIC SCHOOLS	MIDDLE SCHOOL	00939			F
MIDWEST CITY-DEL CITY PUBLIC SCHOOL	DEL CITY ELEMENTARY SCHOOL	00956			F
MIDWEST CITY-DEL CITY PUBLIC SCHOOL	TRAUB ELEMENTARY SCHOOL	00973			F
MILLWOOD PUBLIC SCHOOLS	ELEMENTARY SCHOOL	00981			F
MOSELEY PUBLIC SCHOOL	ELEMENTARY SCHOOL	01012			F
MOUNDS PUBLIC SCHOOLS	LOWER ELEMENTARY SCHOOL	01018			F
MUSKOGEE PUBLIC SCHOOLS	CHEROKEE ELEMENTARY SCHOOL	01033			F
MUSKOGEE PUBLIC SCHOOLS	GRANT-FOREMAN ELEMENTARY SCHOOL	01036			F

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 303.

LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
NINNEKAH PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01061			F
OKEMAH PUBLIC SCHOOLS	MIDDLE SCHOOL	01901			F
OKLAHOMA CITY PUBLIC SCHOOLS	ASTECC HS	02399			F
OKLAHOMA CITY PUBLIC SCHOOLS	CAPTOL HILL ELEMENTARY SCHOOL	01971			F
OKLAHOMA CITY PUBLIC SCHOOLS	COOLIDGE ELEMENTARY SCHOOL	01125			F
OKLAHOMA CITY PUBLIC SCHOOLS	JOHN MARSHALL HS	02407			F
OKLAHOMA CITY PUBLIC SCHOOLS	KAISER ELEMENTARY SCHOOL	01152			F
OKLAHOMA CITY PUBLIC SCHOOLS	MARK TWAIN ELEMENTARY SCHOOL	01159			F
OKLAHOMA CITY PUBLIC SCHOOLS	MONROE ELEMENTARY SCHOOL	01163			F
OKLAHOMA CITY PUBLIC SCHOOLS	PARMELEE ELEMENTARY SCHOOL	01172			F
OKLAHOMA CITY PUBLIC SCHOOLS	PRAIRIE QUEEN ELEMENTARY SCHOOL	01175			F
OKLAHOMA CITY PUBLIC SCHOOLS	PUTNAM HEIGHTS ELEMENTARY SCHOOL	01176			F
OKLAHOMA CITY PUBLIC SCHOOLS	ROCKWOOD ELEMENTARY SCHOOL	01181			F
OKLAHOMA CITY PUBLIC SCHOOLS	SOUTHEAST HIGH SCHOOL	01895			F
OKLAHOMA CITY PUBLIC SCHOOLS	SOUTHERN HILLS ELEMENTARY SCHOOL	01193			F
OKLAHOMA CITY PUBLIC SCHOOLS	TELSTAR ELEMENTARY SCHOOL	01197			F
OKLAHOMA CITY PUBLIC SCHOOLS	VAN BUREN ELEMENTARY SCHOOL	02304			F
OKLAHOMA CITY PUBLIC SCHOOLS	WEBSTER MIDDLE SCHOOL	01202			F
OKLAHOMA CITY PUBLIC SCHOOLS	WILLOW BROOK ELEMENTARY SCHOOL	01207			F
OKTAHA PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01215			F
OSAGE PUBLIC SCHOOL	ELEMENTARY SCHOOL	01231			F
PADEN PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01237			F
PAOLI PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01244			F
PAULS VALLEY PUBLIC SCHOOLS	LEE ELEMENTARY SCHOOL	01248			F
PAWHUSKA PUBLIC SCHOOLS	PAWHUSKA ELEMENTARY SCHOOL	00145			F
PAWNEE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01254			F
PEAVINE PUBLIC SCHOOL	ELEMENTARY SCHOOL	00470			F

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 303.

LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
PERKINS-TRYON PUBLIC SCHOOLS	JUNIOR HIGH SCHOOL	02379			F
PONCA CITY PUBLIC SCHOOLS	LINCOLN ELEMENTARY SCHOOL	01295			F
PORTER CONSOLIDATED PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01304			F
PORUM PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01306			F
PRUE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01318			F
PUTNAM CITY PUBLIC SCHOOLS	CENTRAL ELEMENTARY SCHOOL	01331			F
PUTNAM CITY PUBLIC SCHOOLS	HILDALE ELEMENTARY SCHOOL	01337			F
PUTNAM CITY PUBLIC SCHOOLS	MAYFIELD MIDDLE SCHOOL	01250			F
RATTAN PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01361			F
ROLAND PUBLIC SCHOOLS	ROLAND JUNIOR HIGH SCHOOL	01386			F
RUSH SPRINGS PUBLIC SCHOOLS	RUSH SPRINGS MIDDLE SCHOOL	01391			F
RYAN PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01393			F
SANTA FE SOUTH	SANTA FE SOUTH ELEMENTARY SCHOOL	02688			F
SASAKWA PUBLIC SCHOOLS	SASAKWA ELEMENTARY SCHOOL	01426			F
SEMINOLE PUBLIC SCHOOLS	NORTHWOOD ELEMENTARY SCHOOL	01440			F
SILO PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01472			F
SPIRO PUBLIC SCHOOLS	MIDDLE SCHOOL	01494			F
STIGLER PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01502			F
STILLWATER PUBLIC SCHOOLS	HIGHLAND PARK ELEMENTARY SCHOOL	29734			F
STILWELL PUBLIC SCHOOLS	STILWELL ELEMENTARY SCHOOL	01511			F
STILWELL PUBLIC SCHOOLS	STILWELL MIDDLE SCHOOL	01513			F
STILWELL PUBLIC SCHOOLS	STILWELL PUBLIC HIGH SCHOOL	01512			F
STROTHER PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01523			F
TALIHINA PUBLIC SCHOOLS	TALIHINA ELEMENTARY SCHOOL	01546			F
TANNEHILL PUBLIC SCHOOL	ELEMENTARY SCHOOL	01551			F
TIMBERLAKE PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01028			F

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 303.

LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
TISHOMINGO PUBLIC SCHOOLS	GRADE SCHOOL	01572			F
TULSA PUBLIC SCHOOLS	EMERSON ELEMENTARY SCHOOL	29775			F
TULSA PUBLIC SCHOOLS	HAWTHORNE ELEMENTARY SCHOOL	29777			F
TULSA PUBLIC SCHOOLS	JACKSON ELEMENTARY SCHOOL	29780			F
TULSA PUBLIC SCHOOLS	KERR ELEMENTARY SCHOOL	29782			F
TULSA PUBLIC SCHOOLS	KEY ELEMENTARY SCHOOL	29783			F
TULSA PUBLIC SCHOOLS	MARK TWAIN ELEMENTARY SCHOOL	01644			F
TULSA PUBLIC SCHOOLS	PHILLIPS ELEMENTARY SCHOOL	29793			F
TULSA PUBLIC SCHOOLS	SKELLY ELEMENTARY SCHOOL	29797			F
TUPELO PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01683			F
TURNER PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01686			F
UNION PUBLIC SCHOOLS	BRIARGLEN ELEMENTARY SCHOOL	01701			F
UNION PUBLIC SCHOOLS	GROVE ELEMENTARY SCHOOL	01702			F
UNION PUBLIC SCHOOLS	MCAULIFFE ELEMENTARY SCHOOL	29810			F
WAGONER PUBLIC SCHOOLS	CENTRAL INTERMEDIATE ELEMENTARY SCH	01909			F
WAGONER PUBLIC SCHOOLS	MIDDLE SCHOOL	01536			F
WAGONER PUBLIC SCHOOLS	WAGONER PUBLIC HIGH SCHOOL	01737			F
WESTERN HEIGHTS PUBLIC SCHOOLS	GREENVALE ELEMENTARY SCHOOL	29718			F
WESTERN HEIGHTS PUBLIC SCHOOLS	MIDDLE SCHOOL	02244			F
WESTVILLE PUBLIC SCHOOLS	WESTVILLE ELEMENTARY SCHOOL	01794			F
WEWOKA PUBLIC SCHOOLS	WEWOKA ELEMENTARY SCHOOL	01800			F
WILSON PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01815			F
WISTER PUBLIC SCHOOLS	WISTER ELEMENTARY SCHOOL	01817			F
WOODALL PUBLIC SCHOOL	WOODALL SCHOOL	01819			F
WRIGHT CITY PUBLIC SCHOOLS	ELEMENTARY SCHOOL	01829			F
WYNNEWOOD PUBLIC SCHOOLS	MIDDLE SCHOOL	01835			F

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 303.

LEA Name	School Name	School 1 NCES ID #	Reward School	Priority School	Focus School
WESTERN HEIGHTS	WESTERN HEIGHTS HS	29721			F/G
CHICKASHA	CHICKASHA HS	00301			G
LAWTON	EISENHOWER HS	00809			G

Total # of Reward Schools: 127

Total # of Priority Schools: 77

Total # of Focus Schools: 161

Total # of Targeted Intervention Schools: 84

Total # of Title I schools in the State: 1208

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

Key

<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school <p><u>Targeted Intervention School Criteria:</u></p> <ul style="list-style-type: none"> I. Is in the bottom 25% of the state in achievement.
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Attachment 10: Request for Public Comment, including the Preliminary Recommendations for the TLE

Attached is a copy of the guidelines that the TLE Commission has preliminarily recommended for adoption for the local teacher and principal evaluation and support system. These recommendations will be finalized on December 5, 2011, and submitted for State Board of Education approval. The State Board of Education will review the recommendations, make any desired changes, and adopt the TLE System on December 15, 2011.

**Request for Public Comment
Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE)
Preliminary Recommendations of the TLE Commission**

The TLE Commission is requesting public comment on their first and second set of preliminary recommendations (September 12, 2011 and November 7, 2011, respectively). Final recommendations of the TLE Commission will be submitted to the Oklahoma State Board of Education prior to December 15, 2011, based on feedback received from a wide representation of stakeholders, including teachers, administrators, students, parents, community members, and policymakers.

You may submit public comments via an online survey, email, or written communication. These comments will be reviewed by the TLE Commission at their regularly scheduled meeting on December 5, 2011, as well as at any special meetings that might be called.

Preliminary Recommendations 1 and 2:

Online Survey Link: <http://www.surveymonkey.com/s/TLErecommendations1>

Email to: Alicia_Currin-Moore@sde.state.ok.us

Written communications to: Alicia Currin-Moore, Executive Director of TLE
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, Oklahoma 73105

Preliminary Recommendations 3, 4, and 5:

Email to: Alicia_Currin-Moore@sde.state.ok.us

Written communications to: Alicia Currin-Moore, Executive Director of TLE
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, Oklahoma 73105

General Information About TLE

Oklahoma state law (70 O.S. § 6-101.16) established the Oklahoma TLE, a new evaluation system for teachers and leaders designed to encourage continuous professional growth leading toward improved student achievement for all Oklahoma children. The law requires that the new system be comprised of multiple measures of teacher and administrator effectiveness:

- 50% Qualitative Measures (observable characteristics of teacher and leader performance that are correlated to student achievement)
- 35% Quantitative Measures of Student Academic Growth
- 15% Quantitative Measures of Other Academic Factors

The TLE Commission continues to review several qualitative measures that meet state criteria and are reflective of national best practices. The criteria checklist for qualitative portions of the teacher evaluation system and the leader evaluation system can be found on the TLE page of the Oklahoma State Department of Education Website.

(<http://www.sde.state.ok.us/Teacher/Commission>).

Preliminary Recommendations of the TLE Commission (September 12, 2011)

Based on their review of the qualitative measures, the TLE Commission has established two preliminary recommendations for public comment.

Preliminary Recommendation #1: For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.

Teacher Framework: The default for the teacher framework should be named after public comment from the list of: Danielson’s Framework for Teaching (pending correlation to statutory criteria), Marzano’s Causal Teacher Evaluation Model, and Tulsa’s TLE Observation and Evaluation System (pending correlation to statutory criteria).

(Note: The TLE Commission plans to make a final recommendation that would include naming a recommended default framework.)

A limited number of frameworks that meet specific criteria, including all statutory requirements, may also be approved by the Oklahoma State Board of Education for district selection supported by local funds.

(Note: At this time, the TLE Commission is making a preliminary recommendation that Danielson’s Framework for Teaching, Marzano’s Causal Teacher Evaluation Model, and Tulsa’s Teacher and Leader Evaluation Observation and Evaluation System be approved for district selection.)

Leader Framework: The default for the leader framework should be named after public comment from the list of: Marzano’s Leadership Evaluation System (pending correlation to statutory criteria), McREL’s Principal Evaluation System (pending correlation to statutory criteria), and Reeves’s Leadership Performance Matrix (pending correlation to statutory criteria).

(Note: The TLE Commission plans to make a final recommendation that would include naming a recommended default framework.)

A limited number of frameworks that meet specific criteria, including all statutory requirements, may also be approved by the Oklahoma State Board of Education for district selection supported by local funds.

(Note: At this time, the TLE Commission is making a preliminary recommendation that Marzano’s Leadership Evaluation System, McREL’s Principal Evaluation System, and Reeves’s Leadership Performance Matrix be approved for district selection.)

Preliminary Recommendation #2: For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

Preliminary Recommendations of the TLE Commission (November 7, 2011)

Based on their review of the quantitative measures, the TLE Commission has established three preliminary recommendations for public comment.

Preliminary Recommendation # 3: In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.

Preliminary Recommendation #4: In addressing those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the TLE Commission recommends conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher and specialist input.

Preliminary Recommendation #5: In regards to the fifteen percentage points based on other academic measures, the TLE Commission recommends conducting further study of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

TLE Website Information

You may also obtain more information about the preliminary recommendations and the work of the TLE Commission on the TLE page of the Oklahoma State Department of Education Website (<http://www.sde.state.ok.us/Teacher/Commission>).

Attachment 11: Oklahoma Statutes Regarding TLE

Attached is a copy of the state law that provides the framework for the TLE System. This serves as evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems.

- O.S. 70 § 5-141
- O.S. 70 § 5-141.2
- O.S. 70 § 5-141.4
- O.S. 70 § 6-101.3
- O.S. 70 § 6-101.10
- O.S. 70 § 6-101.13
- O.S. 70 § 6-101.16
- O.S. 70 § 6-101.17
- O.S. 70 § 6-101.22
- O.S. 70 § 6-101.24
- O.S. 70 § 6-101.31

**2010 SCHOOL LAWS OF OKLAHOMA
CHAPTER 1 – OKLAHOMA SCHOOL CODE
ARTICLE V: SCHOOL DISTRICTS AND BOARDS OF EDUCATION**

Section 105. Minimum Salary Schedules.

A. Each school district of this state shall adopt a minimum salary schedule and shall transmit a copy of it to the State Board of Education within thirty (30) days after adoption. A school district shall not calculate salaries of teachers solely as a proportion of the salaries of the administrators of the district.

B. Districts shall be encouraged to provide compensation schedules to reflect district policies and circumstances, including differential pay for different subject areas and special incentives for teachers in districts with specific geographical attributes. Districts may also adopt a salary schedule that provides additional compensation for achieving certain ratings under the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act. Any salary schedule adopted by a district pursuant to this section shall not set salaries at amounts less than those set pursuant to Section 18-114.12 of this title.

C. The State Department of Education shall compile a report of the minimum salary schedules for every school district in the state and shall submit the report to the Governor, Speaker of the House of Representatives, and President Pro Tempore of the Senate no later than December 15 of each year.

D. Each school district shall file within fifteen (15) days of signing the contract, the employment contract of the superintendent of the school district with the State Department of Education. The Department shall keep all contracts available for inspection by the public. The school district shall not be authorized to pay any salary, benefits or other compensation to a superintendent which are not specified in the contract on file and shall not pay administrators any amounts for accumulated sick leave that are not calculated on the same formula used for determining payment for accumulated sick leave benefits for other full-time employees of that school district and shall not pay administrators any amounts for accumulated vacation leave benefits that are not calculated on the same formula used for determining payment for accumulated vacation leave benefits for other twelve-month full-time employees of that school district.

E. By October 1 of each year each district board of education shall prepare a schedule of salaries and fringe benefits paid administrators employed by the district, including a description of the fringe benefits. The schedule shall be a public record and shall be disclosed as required by the Oklahoma Open Records Act board shall file a copy of the schedule with the State Department of Education within one week of completion.

F. For purposes of this section the term “administrator” shall include employees who are employed and certified as superintendents, assistant superintendents, principals, and assistant principals and who have responsibilities for supervising classroom teachers. **(70-5-141)**

Note: Amended by SB 2033, Sec. 2 of the 2010 Reg. Sess. Effective July 1, 2010.

Section 106. Incentive Pay Plans.

A. In addition to incentive pay plans authorized pursuant to Section 4 of this act, the State Board of Education shall develop not fewer than five different model incentive pay plans and shall distribute information about each plan to every school district board of education. No plan developed by the Board or implemented by a school district board of education shall permit payment in any one (1) year of incentives to any one teacher amounting to more than fifty percent (50%) of the regular salary of the teacher, exclusive of fringe benefits or extra duty pay. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract of a teacher. Any incentive pay awards received shall be excluded from the compensation of a teacher for purposes of calculating retirement

pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent an exemption is provided by federal law.

B. A school district board of education may adopt an academically based, district incentive pay plan for the classroom teachers in the district. The district may adopt any incentive pay plan consistent with the requirements of this section, which may include any incentive pay plan developed by the State Board of Education pursuant to this section. The school district board of education shall appoint an advisory committee consisting of teachers, parents, business persons or farmers and other local citizens to advise the board in formulating an incentive pay plan. Prior to the adoption of a plan, the board of education shall place the plan on the school board agenda for public comment and shall submit the plan to the State Board of Education for final approval on or before March 1 prior to implementation of the plan during the succeeding school year. The board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

C. A school district shall be required to adopt and implement an academically based, district incentive pay plan for any school year following the receipt by the school district board of education, of a petition signed by twenty percent (20%) of the classroom teachers employed in the district which calls for the adoption of an incentive pay plan for the district.

D. Student test scores shall not be the sole criterion for allocation of incentive pay under any plan developed or approved by the Board.

E. For the purposes of this section only, "classroom teacher" shall mean any employee who holds certification and assignment outside the classification of administrator.

F. The State Board of Education shall promulgate rules necessary for the effective implementation and administration of this section.

G. Each school district board of education shall provide for a local evaluation committee which shall advise the board on which teachers are to receive incentive pay awards and the amount of each incentive pay award according to the plan.

H. Nothing herein shall preclude a school district from supplementing any monies appropriated to the district for the purposes of funding the incentive pay plan of the district with monies from the general fund for the district. **(70-5-141.2)**

Note: Amended by SB 2033, Sec. 3 of the 2010 Reg. Sess. Effective July 1, 2010.

Section 107.1. Evaluation-Based Incentive Pay.

A. 1. In addition to incentive pay plans authorized pursuant to Section 5-141.2 of Title 70 of the Oklahoma Statutes, beginning with the 2012-13 school year, a school district may implement an incentive pay plan that rewards teachers who are increasing student and school growth in achievement.

2. Teacher performance shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

3. Individual teacher incentive pay awards shall be based upon:

- a. achieving either a "superior" or "highly effective" rating under the TLE, and
- b. grade level, subject area, or school level performance success.

B. 1. Beginning with the 2012-13 school year, a school district may implement an incentive pay plan as authorized pursuant to this section.

2. For purposes of this section, “leader” means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

3. School leader effectiveness shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

4. Individual school leader incentive pay awards shall be based upon:

- a. achieving either a “superior” or “highly effective” rating under the TLE, and
- b. grade level, subject area, or school level performance success.

C. Incentive pay plans implemented pursuant to subsections A and B of this section shall be developed through a collaborative planning process involving stakeholders, including teachers and school leaders.

D. In addition to individual teacher and leader incentive pay plans, as authorized pursuant to this section, districts may develop and implement incentive pay systems for:

1. Teaching in critical shortage subject areas including, but not limited to, foreign language;
2. Teachers and leaders who work in low-performing schools as determined by the State Board of Education;
3. Teaching in the subject areas of Science, Technology, Engineering, and Math (STEM); or
4. Teachers and leaders who work in schools or school districts designated by the State Board of Education as hard-to-staff.

E. 1. Prior to implementation of any incentive pay plan developed pursuant to this section, the school district board of education shall place the plan on the agenda for public comment at a meeting of the district board of education.

2. After approval of the incentive pay plan, the school district board of education shall submit the plan to the State Board of Education for final approval. Within sixty (60) days of receipt of the plan, the State Board shall review and approve or reject the plan. If it is determined that the plan meets the requirements of this section, the State Board shall approve the plan. If the plan does not meet the requirements of this section, the State Board shall reject the plan and provide written notification to the school district board of education along with the grounds for rejection.

3. The district board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

F. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract for an employee. Any incentive pay award to any teacher or leader shall not exceed more than fifty percent (50%) of the regular salary of the teacher or leader, exclusive of fringe benefits or extra duty pay. Any incentive pay awards received shall be excluded from compensation for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent such exemption is provided by federal law. **(70-5-141.4)**

Note: Enacted by SB 2033, Sec. 4 of the 2010 Reg. Sess. Effective July 1, 2010.

**OKLAHOMA SCHOOL LAW BOOK
CHAPTER 1 – OKLAHOMA SCHOOL CODE
ARTICLE VI: TEACHERS**

Section 115. Definitions.

Text reflects amendments from both the 52nd Legislature (2010) and the 53rd Legislature (2011)

As used in Section 6-101 et seq. of this title:

1. “Administrator” means a duly certified person who devotes a majority of time to service as a superintendent, elementary superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district;

2. “Dismissal” means the discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by law;

3. “Nonreemployment” means the nonrenewal of the contract of an administrator or teacher upon expiration of the contract;

4. “Career teacher” means a teacher who:

a. for teachers employed by a school district during the 2011-12 school year, has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teacher contract, or

b. for teacher employed for the first time by a school district under a written continuing or temporary teaching contract on or after July 1, 2012:

(1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a rating of “superior” as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for at least two (2) of the three (3) school years, with no rating below “effective”,

(2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a rating of at least “effective” as measured pursuant to the TLE for the four-year period, and has received a rating of at least “effective” for the last two (2) years of the four-year period, or

(3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

5. “Teacher hearing” means the hearing before a local board of education after a recommendation for dismissal or nonreemployment of a teacher has been made but before any final action is taken on the recommendation, held for the purpose of affording the teacher all rights guaranteed by the United States Constitution and the Constitution

of Oklahoma under such circumstances and for enabling the board to determine whether to approve or disapprove the recommendation;

6. "Probationary teacher" means a teacher who has completed fewer than three (3) consecutive complete school years in such capacity in one school district under a written teaching contract;

- a. for teachers employed by a school district during the 2011-12 school year, has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or
- b. for teachers employed for the first time by a school district under a written teaching contract on or after July 1, 2012, has not met the requirements for career teacher as provided in paragraph 4 of this section;

7. "Suspension" or "suspended" means the temporary discontinuance of the services of an administrator or teacher, as provided by law; and

8. "Teacher" means a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity. An administrator shall be considered a teacher only with regard to service in an instructional, nonadministrative capacity. **(70-6-101.3)**

Section 118. Evaluation of Teachers and Administrators.

A. Each school district board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education shall be negotiable items. Nothing in this section shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy of evaluation adopted by a board of education shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education, which by no later than the 2013-14 school year, shall be revised and based upon the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) developed by the State Board of Education as provided in Section 6 of this act;

2. Be prescribed in writing at the time of adoption and at all times when amendments to the policy are adopted. The original policy and all amendments to the policy shall be promptly made available to all persons subject to the policy;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto be maintained in a personnel file for each evaluated person;

4. Provide that every probationary teacher be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;

5. Provide that every teacher be evaluated once every year, except as otherwise provided by law; and

6. Provide that, except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the school district board of education, all certified personnel shall be evaluated by a principal, assistant principal, or other trained certified individual designated by the school district board of education.

B. All individuals designated by the school district board of education to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education or training provided by the school district using guidelines and materials developed by the State Department of Education prior to conducting evaluations.

C. The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train individuals in conducting evaluations.

D. The State Board of Education shall monitor compliance with the provisions of this section by school districts.

E. Refusal by a school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until compliance occurs. **(70-6-101.10)**

Note: Amended by SB 2033, Sec. 5 of the 2010 Reg. Sess. Effective July 1, 2010.

Section 120. Dismissal or Nonreemployment of Administrator Procedure.

Text reflects amendments from the 52nd Legislature (2010)

Section 6-101.13 A. Whenever the school district board of education or the administration of a school district shall determine that the dismissal or nonreemployment of a full-time certified administrator from the administrative position within the school district should be effected, the administrator shall be entitled to the following due process procedures:

1. A statement shall be submitted to the administrator in writing prior to the dismissal or nonreemployment which states the proposed action, lists the reasons for effecting the action, and notifies the administrator of his right to a hearing before the school district board of education prior to the action; and

2. A hearing before the school district board of education shall be granted upon the request of the administrator prior to the dismissal or nonreemployment. A request for a hearing shall be submitted to the board of education not later than ten (10) days after the administrator has been notified of the proposed action.

B. Failure of the administrator to request a hearing before the school district board of education within ten (10) days after receiving the written statement shall constitute a waiver of the right to a hearing. No decision of the board of education concerning the dismissal or nonreemployment of a full-time certified administrator shall be effective until the administrator has been afforded due process as specified in this section. The decision of the school district board of education concerning the dismissal or nonreemployment, following the hearing, shall be final.

C. A principal who has received a rating of "ineffective" as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section. **(70-6-101.13)**

Section 122.1. Teacher and Leader Effectiveness Evaluation System – Implementation.

Text reflects amendments from the 53rd Legislature (2011)

A. By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE).

B. The TLE shall include the following components:

1. A five-tier rating system as follows:

- a. superior,
- b. highly effective,
- c. effective,
- d. needs improvement, and
- e. ineffective;

2. Annual evaluations that provide feedback to improve student learning and outcomes;

3. Comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective;

4. Quantitative and qualitative assessment components measured as follows:

a. fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components which shall be divided as follows:

- (1) thirty-five percentage points based on student academic growth using multiple years of standardized test data, as available, and
- (2) fifteen percentage points based on other academic measurements, and

b. fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components;

5. An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:

- a. organizational and classroom management skills,
- b. ability to provide effective instruction,
- c. focus on continuous improvement and professional growth,
- d. interpersonal skills, and
- e. leadership skills;

6. An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:

- a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,
- b. instructional leadership,
- c. professional growth and responsibility,
- d. interpersonal skills,
- e. leadership skills, and
- f. stakeholder perceptions; and

7. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.

C. The Teacher and Leader Effectiveness Commission shall provide oversight and advise the State Board of Education on the development and implementation of the TLE.

D. The State Department of Education shall provide to the Oklahoma State Regents for Higher Education and the Oklahoma Commission for Teacher Preparation timely electronic data linked to teachers and leaders derived from the TLE for purposes of providing a basis for the development of accountability and quality improvements of the teacher preparation system. The data shall be provided in a manner and at such times as agreed upon between the Department, the State Regents and the Commission.

E. For purposes of this section, “leader” means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers. **(70-6-101.16)**

Note: Enacted by SB 2033, Sec. 6 of the 2010 Reg. Sess. Effective July 1, 2010.

Section 122.2. Teacher and Leader Effectiveness Commission.

Text reflects amendments from the 53rd Legislature (2011)

A. There is hereby created to continue until July 1, 2016, in accordance with the provisions of the Oklahoma Sunset Law, the Teacher and Leader Effectiveness Commission.

B. The membership of the Commission shall consist of:

1. The Superintendent of Public Instruction, or designee;
2. A member of the Senate, appointed by the President Pro Tempore of the Senate;
3. A member of the House of Representatives, appointed by the Speaker of the House of Representatives;
4. A member of the Senate, appointed by the Minority Leader of the Senate;

5. A member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;

6. A representative from the Office of the Governor or the executive cabinet, appointed by the Governor;

7. The Executive Director of the Oklahoma Commission for Teacher Preparation, or designee;

8. A representative of a technology center school district, appointed by the Director of the Oklahoma Department of Career and Technology Education;

9. A representative of an institution within The Oklahoma State System of Higher Education, appointed by the Chancellor of Higher Education;

10. A representative of a statewide organization representing school district boards of education, appointed by the President Pro Tempore of the Senate;

11. A representative of a statewide organization representing public school superintendents, appointed by the Speaker of the House of Representatives;

12. A representative of a statewide organization representing business and education, appointed by the President Pro Tempore of the Senate;

13. An individual employed by a business or company located in this state, appointed by the Speaker of the House of Representatives;

14. Three (3) representatives, one (1) from each of the three (3) largest statewide organizations representing active public school teachers, appointed by the Governor;

15. A representative of a statewide parent-teacher organization, appointed by the Governor;

16. A representative of a philanthropic organization involved in education, appointed by the Governor; and

17. An individual involved in Science, Technology, Engineering and Mathematics (STEM) education, appointed by the Governor.

C. Initial appointments pursuant to the provisions of this section shall be made no later than August 1, 2010. Members shall serve at the pleasure of the appointing authority. Vacancies shall be filled by the original appointing authority. The State Superintendent of Public Instruction, or designee, shall serve as chair of the Commission. Members of the Commission shall select a vice-chair from the membership of the Commission. Meetings of the Commission shall be held at the call of the chair. A majority of the members of the Commission shall constitute a quorum for the transaction of any business.

D. Members of the Commission shall receive no compensation for serving on the Commission, but shall receive travel reimbursement as follows:

1. State employees who are members of the Commission shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act;

2. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes; and

3. All other members of the Commission shall be reimbursed by the State Department of Education for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Staff support for the Commission shall be provided by the State Department of Education and the Oklahoma Commission for Teacher Preparation.

F. Members who serve on the Commission shall be exempt from the dual-office-holding prohibitions of Section 6 of Title 51 of the Oklahoma Statutes.

G. The Commission shall comply with the provisions of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

H. The duties of the Commission, as specified in subsection I of this section, shall not be contingent upon the state being selected to receive or the state actually receiving any federal Race to the Top funding.

I. The Commission shall provide oversight and advise the State Board of Education on the development and implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as created in Section 6-101.16 of this title, including:

1. Making recommendations to the State Board regarding the development and implementation of the TLE prior to adoption of any permanent rules or policies by the State Board;
2. Regularly reviewing progress toward development and implementation of the quantitative and qualitative measures that comprise the TLE;
3. Regularly reviewing progress toward timely access to student growth data;
4. Regularly reviewing the correlation between the quantitative and qualitative scores and other data to ensure that the TLE is being implemented with validity and that evaluations of individuals conducted by school districts are meaningful and demonstrate that reasonable distinctions are being made relating to performance;
5. Assuring input and participation from teachers and leaders on the development and implementation of the TLE;
6. Gathering public comment on the development and effectiveness of the TLE; and
7. Assuring that the TLE is based on research-based national best practices and methodology.

J. The Commission shall issue a report by December 31 of each year and submit a copy of the report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. **(70-6-101.17)**

Note: Enacted by SB 2033, Sec. 7 of the 2010 Reg. Sess. Effective July 1, 2010.

Section 125. Grounds for Dismissal or Nonreemployment of Teachers.

Text reflects amendments from the 52nd Legislature (2010)

A. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;
6. Unsatisfactory teaching performance; or
7. Commission of an act of moral turpitude; or
8. Abandonment of contract.

B. Subject to the provisions of the Teacher Due Process Act of 1990, a probationary teacher may be dismissed or not reemployed for cause.

C. 1. A career teacher who has been rated as “ineffective” as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

2. A career teacher who has been rated as “needs improvement” or lower pursuant to the TLE for three (3) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

3. A career teacher who has not averaged a rating of at least “effective” as measured pursuant to the TLE over a five-year period shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due process Act of 1990.

D. 1. A probationary teacher who has been rated as “ineffective” as measured pursuant to the TLE for two (2) consecutive school years shall be dismissed or not reemployed by the school district subject to the provisions of the Teacher Due Process Act of 1990.

2. A probationary teacher who has not attained career teacher status within a four-year period shall be dismissed or not reemployed by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

E. A teacher shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States or another state of:

1. Any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or

2. Any felony offense.

F. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and

2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

G. As used in this section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment. **(70-6-101.22)**

Section 127. Procedures for Administrator to Follow for Admonishment of Teacher.

Text reflects amendments from the 52nd Legislature (2010)

A. When a teacher receives a rating as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act that may lead to a recommendation for the dismissal or nonreemployment of the teacher or when an administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the dismissal or nonreemployment of the teacher, the administrator shall:

1. Admonish the teacher, in writing, and make a reasonable effort to assist the teacher in correcting the poor performance or conduct; and

2. Establish a reasonable time for improvement, not to exceed two (2) months, taking into consideration the nature and gravity of the teacher's performance or conduct.

B. If the teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher.

C. Whenever a member of the board of education, superintendent, or other administrator identifies poor performance or conduct that may lead to a recommendation for dismissal or nonreemployment of a teacher within the district, the administrator who has responsibility for evaluation of the teacher shall be informed, and that administrator shall comply with the procedures set forth in this section. If the administrator fails or refuses to admonish the teacher within ten (10) day after being so informed by the board, superintendent, or other administrator, such board, superintendent or other administrator shall admonish the teacher pursuant to the provisions of this section.

D. Repeated negligence in performance of duty, willful neglect of duty, incompetency, instructional ineffectiveness or unsatisfactory teaching performance, for a career teacher, or any cause related to inadequate teaching performance for a probationary teacher, shall not be a basis for a recommendation to dismiss or not reemploy a teacher unless and until the provisions of this section have been complied with. **(70-6-101.24)**

ADDITIONAL SECTIONS NOT PLACED IN 2010 SCHOOL LAWS OF OKLAHOMA

SECTION 14. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-101.31 of Title 70, unless there is created a duplication in numbering, reads as follows:

The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction-in-force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

SECTION 17. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

The State Board of Education may delay implementation of Sections 8 through 14 of this act for school districts which have not adopted a revised policy of evaluation as required pursuant to the provisions of Section 6-101.10 of Title 70 of the Oklahoma Statutes; provided, all school districts shall be required to implement the provisions of Sections 8 through 14 of this act no later than July 1, 2013.

Menu of Interventions and Supports for School Improvement

- Public School Choice
- Supplemental Educational Services
- Instructional Leadership Training for Administrators
- Mandatory Research-Based Professional Development for Teachers and Leaders
- Job-Embedded Professional Development Informed by Oklahoma’s Teacher and Leader Effectiveness Evaluation System (TLE)
- English Learner Instructional Strategies and Resources
- Students with Disabilities Instructional Strategies and Resources
- Teacher Collaboration Time
- Extended School Day, Week, or Year
- Instructional Coaches
- Leadership Coaches
- Regular Data Reviews and Student Work Analysis Training
- Teacher Leaders, Master Teachers, Teacher Experts
- High Quality Instructional Materials
- Curriculum Development and Evaluation
- Professional Libraries and Book Studies
- Parent and Community Engagement Initiatives
- Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)
- Parent Classes
- Partnerships with Institutions of Higher Education and Career and Technical Education
- School Culture Enrichment
- Community School Strategies (for example, On-site Nurse Practitioners)
- Student College, Career, and Citizenship Plans
- School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)
- Attendance Advocate Programs
- Graduation Coach Programs
- School-Based Social Worker Programs in Partnership with Department of Human Services
- Early College High School Programs
- Career Pathways/Career Ladders Programs
- High Quality Alternatives to Suspension
- Response to Intervention
- Positive Behavior Intervention and Supports
- Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts)
- Implementation of Oklahoma’s Nine Essential Elements Indicators, Rubrics, and Strategies, a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership
- School Support Consultants

Attachment 13: Oklahoma's Nine Essential Elements and 90 Performance Indicators

Oklahoma's research based Nine Essential Elements and 90 Performance Indicators serve as the foundation for comprehensive needs assessments and school improvement planning. The Ways to Improve School Effectiveness (WISE) Online Planning Tool is established on the 90 Performance Indicators.



Oklahoma WISE Planning Tool

Oklahoma Nine Essential Elements Performance Indicators

*Italics = Rapid Improvement Indicators (identified in red as **Key Indicators** in WISE)*

Academic Learning and Performance – CURRICULUM	
EE1A-1.01	<i>Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.</i>
EE1A-1.02	Instructional teams articulate the learning standards through grade level objectives.
EE1A.1.03	<i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>
EE1A.1.04	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.
EE1A.1.05	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
EE1A.1.06	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
EE1A.1.07	<i>School leadership and instructional teams ensure all students have access to the common academic core curriculum.</i>

Academic Learning and Performance – CLASSROOM EVALUATION AND ASSESSMENT	
EE1B-2.01	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
EE1B-2.02	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
EE1B-2.03	<i>All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.</i>
EE1B-2.04	All students can articulate expectations in each class and know what is required to be proficient.
EE1B-2.05	<i>All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.</i>
EE1B-2.06	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
EE1B-2.07	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
EE1B-2.08	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
EE1B-2.09	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

Academic Learning and Performance – INSTRUCTION

EE1C-3.01	<i>All teachers use varied instructional strategies that are scientifically research based.</i>
EE1C-3.02	<i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>
EE1C-3.03	<i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>
EE1C-3.04	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
EE1C-3.05	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
EE1C-3.06	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
EE1C-3.07	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
EE1C-3.08	<i>All teachers assign purposeful homework and provide timely feedback to students.</i>
EE1C-3.09	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

Effective Learning Environment – Effective Teachers – SCHOOL CULTURE

EEIIA-4.01	<i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>
EEIIA-4.02	School leadership implements practices that focus on high achievement for all students.
EEIIA-4.03	<i>All teachers hold high academic and behavioral expectations for all students.</i>
EEIIA-4.04	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
EEIIA-4.05	<i>All teachers recognize and accept their professional role in student successes and failures.</i>
EEIIA-4.06	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
EEIIA-4.07	<i>All teachers communicate regularly with families about individual student progress.</i>
EEIIA-4.08	All teachers and staff provide time and resources to support students' best efforts.
EEIIA-4.09	School leadership and all teachers celebrate student achievement publicly.
EEIIA-4.10	All school staff and students practice equity and demonstrate respect for diversity.
EEIIA-4.11	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

**Effective Learning Environment – Effective Teachers –
STUDENT, FAMILY, AND COMMUNITY SUPPORT**

EEIIB-5.01	<i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>
EEIIB-5.02	<i>All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).</i>
EEIIB-5.03	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
EEIIB-5.04	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
EEIIB-5.05	<i>All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</i>
EEIIB-5.06	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.
EEIIB-5.07	School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.
EEIIB-5.08	School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.

**Effective Learning Environment – Effective Teachers –
PROFESSIONAL GROWTH, DEVELOPMENT, EVALUATION**

EEIIC-6.01	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
EEIIC-6.02	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
EEIIC-6.03	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
EEIIC-6.04	<i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>
EEIIC-6.05	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
EEIIC-6.06	<i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>
EEIIC-6.07	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
EEIIC-6.08	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
EEIIC-6.09	School leadership provides adequate time and appropriate fiscal resources for professional development.
EEIIC-6.10	All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.

EEIIC-6.11	<i>School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.</i>
EEIIC-6.12	School planning team designs professional development that promotes effective classroom management skills.
EEIIC-6.13	<i>School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.</i>

Collaborative Leadership – EFFECTIVE LEADERS

EEIIIA-7.01	<i>School leadership develops and sustains a shared vision.</i>
EEIIIA-7.02	<i>School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.</i>
EEIIIA-7.03	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
EEIIIA-7.04	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
EEIIIA-7.05	School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.
EEIIIA-7.06	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.
EEIIIA-7.07	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
EEIIIA-7.08	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
EEIIIA-7.09	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
EEIIIA-7.10	<i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>
EEIIIA-7.11	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
EEIIIA-7.12	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
EEIIIA-7.13	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
EEIIIA-7.14	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

**Collaborative Leadership – Effective Leaders –
ORGANIZATIONAL STRUCTURE AND RESOURCES**

EEIIB-8.01	School leadership supports high quality performance of students and staff at their assigned site.
EEIIB-8.02	School leadership designs the master schedule to provide all students access to the entire curriculum.
EEIIB-8.03	<i>School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.</i>
EEIIB-8.04	<i>School leadership ensures efficient use of instructional time to maximize student learning.</i>
EEIIB-8.05	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
EEIIB-8.06	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
EEIIB-8.07	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
EEIIB-8.08	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
EEIIB-8.09	<i>School leadership directs funds based on an assessment of needs aligned to the school improvement plan.</i>
EEIIB-8.10	School leadership allocates and integrates state and federal program resources to address identified student needs.

**Collaborative Leadership – Effective Leaders –
COMPREHENSIVE AND EFFECTIVE PLANNING**

EEIIC-9.01	<i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>
EEIIC-9.02	School planning team collects, manages, and analyzes data from multiple data sources.
EEIIC-9.03	School planning team incorporates scientifically based research for student learning in school improvement plans.
EEIIC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIIC-9.05	<i>School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>
EEIIC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIIC-9.07	<i>School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.</i>
EEIIC-9.08	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
EEIIC-9.09	School leadership and all staff document the continuous improvement through a regular data review process.

Attachment 14: Teacher and Leader Qualitative Assessment Models

The Teacher and Leader Effectiveness (TLE) Commission has reviewed several models of teacher and leader qualitative assessments using a criteria checklist based on state law and national best practices. The following are descriptions of the models of teacher and principal assessment that have been reviewed and preliminarily recommended for adoption by the TLE Commission. Inclusion in this document does not guarantee final recommendation by the TLE Commission or adoption by the Oklahoma State Board of Education.

Danielson's Framework for Teaching

(From <http://charlottedanielson.com/theframeteach.htm>)

The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The *Framework* may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Read more: [The Danielson Group](#) and [The ASCD Teacher Effectiveness Suite, powered by iObservation, offers a powerful online fusion of Charlotte Danielson's research-based Framework for Teaching, professional development, and supporting technology to increase teacher growth and raise student achievement.](#)

Marzano's Causal Teacher Evaluation Model

(From <http://www.marzanoevaluation.com/>)

Bridging the gap between teacher evaluation and student achievement – After nearly five decades of study around effective teaching and learning practices, Dr. Robert Marzano expands his acclaimed work by releasing the Art and Science of Teaching Causal Teacher Evaluation Model. The first of its kind, this teacher evaluation model identifies the direct cause and effect relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students. With the Marzano Model, districts can transform your teacher evaluation system from an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance.

Read more: [Marzano Research Laboratory](#) and [Research Base and Validation Studies on the Marzano Evaluation Model](#)

Tulsa's Teacher/Leader Effectiveness Initiative

(From http://www8.tulsaschools.org/4_About_District/employee_standards_main.asp)

Tulsa Public Schools has embarked on a TEACHER and LEADER EFFECTIVENESS initiative that supports the core of our mission to raise achievement and provides the best possible education for our students. Research has shown that the key to advancing student learning rests most prominently with the teacher. The TPS Teacher Evaluation System recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Teaching practice can and will grow in an individual school and in a school system that values constant feedback, analysis and refinement of the quality of teaching. Paralleling the teacher effectiveness effort is the leader effectiveness effort that mirrors the components and emphasis of the former. The TPS Teacher Evaluation System is a collaborative effort between the Tulsa Classroom Teachers' Association (TCTA) and the Tulsa Public Schools' administration. The system is part of the overall Teacher Effectiveness Initiative begun in 2009 and incorporates the views of teachers, principals, Education Service Center staff and association leadership.

Read more: [Rubrics, Manuals, Presentations, and Explanations](#)

Marzano's Leadership Evaluation System

Currently in pilot phase.

McREL's Principal Evaluation Systems

(From <http://www.mcrel.org/evalsystems/>)

Measure what matters most – Focus on what matters, measuring performance on teaching & leadership practices linked to student success; Ensure fairness, gauging educator performance on multiple indicators, including student achievement; Improve performance, differentiating and focusing professional development **according to individual staff needs**; Streamline reviews, providing a web-based system for storing, tracking, and reporting results.

Read more: [Teacher and Principal Evaluations](#)

Reeves' Leadership Performance Matrix

(From <http://www.iobservation.com/Reeves-Leadership-Matrix/>)

Consistent with national and international research and standards, Dr. Douglas Reeves, founder of The Leadership and Learning Center, developed the Leadership Performance Matrix as an educational leadership **assessment** tool that facilitates growth and effectiveness in order to support teaching excellence and student learning.

Read more: [Dimensions of Leadership](#) and [The Leadership and Learning Center](#)

ATTACHMENT 15: GLOSSARY OF TERMS

ACRONYMS AND ABBREVIATIONS

21st CCLC: 21st Century Community Learning Centers

ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACE: Achieving Classroom Excellence Act of 2005 (as amended)

ADP: American Diploma Project

AMO: Annual Measurable Objectives

AP: Advanced Placement

AVID: Advancement Via Individual Determination

C³: College, Career, and Citizen Ready

C3S: C3 Schools

CareerTech: Oklahoma's Career and Technical Education System

CCR: College- and Career- Ready

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

CII: Center on Innovation and Improvement

CTE: Career and Technical Education

ELA: English language arts

ELP: English Language Proficiency

EMO: Educational Management Organization

ESEA: Elementary and Secondary Education Act

FAY: Full Academic Year

GED: General Educational Development

IB: International Baccalaureate

ICCS: Implementing Common Core Systems

IDEA: Individuals with Disabilities Education Act

LEA: Local Education Agency (school district or charter school district)

MRL: Marzano Research Laboratory

MTP: Master Teachers Project

NAEP: National Association of Educational Progress

OAAP: Oklahoma Alternate Assessment Program

OBEC: Oklahoma Business and Education Coalition

OCCT: Oklahoma Core Curriculum Tests

OCTP: Oklahoma Commission for Teacher Preparation

OMAAP: Oklahoma Modified Alternate Assessment Program

OSDE: Oklahoma State Department of Education

OSTP: Oklahoma School Testing Program

PASS: *Priority Academic Student Skills*

PARCC: Partnership for Assessment of Readiness for College and Careers

PBIS: Positive Behavior Interventions and Supports

PLC: Professional Learning Community

RAO: Regional Accreditation Officer

REAC³H: Regional Educators Advancing College, Career, and Citizen Readiness Higher

Regents: Oklahoma State Regents for Higher Education

RtI: Response to Intervention

SEA: State Education Agency – Oklahoma State Department of Education

SIG: School Improvement Grant

SISR: School Improvement Status Report

SPDG: State Professional Development Grant

SSOS: Statewide System of Support

SST: School Support Team

STEM: Science, Technology, Engineering, and Mathematics

TLE: Teacher and Leader Effectiveness Evaluation System

USDE: United States Department of Education

WIDA: World-Class Instructional Design and Assessment

WISE: Ways to Improve School Effectiveness

WOC: Windows on Curriculum

DEFINITIONS

C3 Schools: A theoretical, geographically-unbound group of schools in which the operations and management of the schools, directly or indirectly related to student achievement, are controlled by the State Board of Education and the State Superintendent of Public Instruction.

College- and Career-Ready Standards (as defined by *ESEA Flexibility*): Content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. A State's college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

Common Core State Standards: K-12 academic standards in mathematics and English language arts, including literacy in multiple content areas, designed by a collaborative of states to prepare students for college and careers.

Differentiated Recognition, Accountability, and Support System: Newly developed state system designed to provide incentives and consequences that will motivate continuous school improvement in all schools and for all students in the state.

***ESEA Flexibility*:** The document provided by USDE to SEAs with the regulations and requirements for applying for the ESEA waiver package.

***ESEA Flexibility Request*:** The document submitted by the Oklahoma State Department of Education on behalf of the districts and schools in the state in order to request the ESEA waiver package.

Focus School (as modified from *ESEA Flexibility for Oklahoma*): A Title I or non-Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of Title I focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates; or beginning in 2012, is a school with a School Grade of D. These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

High-Quality Assessment (as defined by *ESEA Flexibility*): An assessment or a system of assessments that is valid, reliable, and fair for its intended purposes; and measures student knowledge and skills against college- and career-ready standards in a way that—

- covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;

- as appropriate, elicits complex student demonstrations or applications of knowledge and skills;
- provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students;
- provides an accurate measure of student growth over a full academic year or course;
- produces student achievement data and student growth data that can be used to determine whether individual students are college and career ready or on track to being college and career ready;
- assesses all students, including English Learners and students with disabilities;
- provides for alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and
- produces data, including student achievement data and student growth data, that can be used to inform: determinations of school effectiveness for purposes of accountability under Title I; determinations of individual principal and teacher effectiveness for purposes of evaluation; determinations of principal and teacher professional development and support needs; and teaching, learning, and program improvement.

Principle 1 – College- and Career-Ready Expectations for All Students (as defined by ESEA

Flexibility: Over the past few years, Governors and Chief State School Officers have developed and adopted rigorous academic content standards to prepare all students for success in college and careers in the 21st century. States are also coming together to develop the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge. To support States in continuing the work of transitioning students, teachers, and schools to a system aligned to college and career ready expectations, this flexibility would remove obstacles that hinder that work. To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments. To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.

Principle 2 – State-Developed Differentiated Recognition, Accountability, and Support (as defined by ESEA Flexibility)

Fair, flexible, and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. Based on the principles for accountability developed by the Council of Chief State School Officers, many States are already moving forward with next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the largest achievement gaps. This flexibility would give SEAs and LEAs relief from the school and LEA improvement requirements of NCLB so they can implement these new systems. To receive this flexibility, an SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and all subgroups;

and school performance and progress over time, including the performance and progress of all subgroups. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth. An SEA's system of differentiated recognition, accountability, and support must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and to close achievement gaps for all subgroups, including interventions specifically focused on improving the performance of English Learners and students with disabilities. More specifically, the SEA's system must, at a minimum:

- Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as “reward schools.”
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying “priority schools” and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status.
- Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools” and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.
- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. The SEA must provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools, and must hold LEAs accountable for improving school and student performance, particularly for turning around their priority schools. The SEA and its LEAs must also ensure sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Principle 3 – Supporting Effective Instruction and Leadership (as defined by *ESEA Flexibility*): In recent years, many SEAs and LEAs have begun to develop evaluation systems that go beyond NCLB's minimum HQT standards, provide more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. High-quality systems, informed by research that affirms that educators have significant and lasting effects on student learning, draw on multiple measures of instructional and leadership practices to evaluate and support teacher and principal effectiveness. This flexibility will give SEAs and LEAs the ability to continue this work designed to increase the quality of instruction for all students by building fair, rigorous evaluation and support systems and developing innovative strategies for using them. To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: (1) will be used for continual improvement of instruction; (2)

meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines. To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs. Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

Principle 4 – Reducing Duplication and Unnecessary Burden (as defined by ESEA Flexibility): In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

Priority Academic Student Skills: Oklahoma's PK-12 academic content standards.

Priority School (as modified from ESEA Flexibility for Oklahoma): A school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—

- a Title I school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a school among the lowest five percent of all schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a Title I-participating, Title I-eligible, or non-Title I high school with a graduation rate less than 60 percent over a number of years; or
- a Tier I school under the SIG program that is using SIG funds to implement a school intervention model.

Regional Educators Advancing College, Career, and Citizen Readiness Higher: 70 volunteer districts throughout Oklahoma who have agreed to serve as coordinating agents for professional development, capacity-building efforts, and feedback from parents and local community members related to statewide initiative implementation.

Reward School (as modified from *ESEA Flexibility* for Oklahoma): A Title I or non-Title I school that, based on the most recent data available, is—

- a “**highest-performing school,**” which is a school among schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups, on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the schools with the highest graduation rates. A highest-performing school must be making AYP for the “all students” group and all of its subgroups. A school may not be classified as a “highest-performing school” if there are significant achievement gaps across subgroups that are not closing in the school; or
- a “**high-progress school,**” which is a school among the ten percent of schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, and, at the high school level, is also among the schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a “high-progress school” if there are significant achievement gaps across subgroups that are not closing in the school.

Standards that are Common to a Significant Number of States (as defined by *ESEA Flexibility*):

Standards that are substantially identical across all States in a consortium that includes a significant number of States. A State may supplement such standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for a content area.

State Network of Institutions of Higher Education (IHEs; as defined by *ESEA Flexibility*): A system of four-year public IHEs that, collectively, enroll at least 50 percent of the students in the State who attend the State’s four-year public IHEs.

Student Growth (as defined by *ESEA Flexibility*): The change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Turnaround Principles (as defined by *ESEA Flexibility*): Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these

- schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
 - providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.