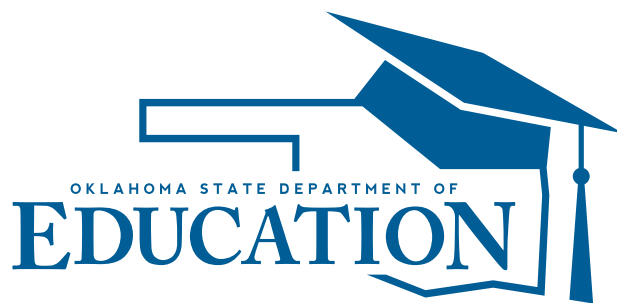


REWARD SCHOOL GRANT

REQUEST FOR APPLICATIONS
AND INFORMATION PACKET



OKLAHOMA STATE DEPARTMENT OF EDUCATION
OKLAHOMA STATE BOARD OF EDUCATION

REWARD SCHOOL GRANT

REQUEST FOR APPLICATIONS AND INFORMATION PACKET

■ PROGRAM OVERVIEW

Purpose: The purpose of the Reward School Grant is to offer a financial reward to schools designated as High-Performing and High-Progress Reward Schools, while incentivizing partnerships between Reward Schools and Priority Schools.

Vision: School will collaborate to seek continuous improvement in student learning, school culture, and professional growth, with the ultimate goal of seeing schools removed from the Priority School list and additional schools included on the Reward School list.

Theory of Action: The Oklahoma State Department of Education (OSDE) and Oklahoma State Board of Education (OSBE) believe that recognizing excellence and encouraging collaboration between peers is a highly effective methodology for school improvement; thus, the Reward School Grant is one component of Oklahoma's Raise the Grade Together Initiative.

Description: The Reward School Grant is a statewide program that simultaneously recognizes excellence and establishes mentors for Priority Schools via partnerships with Reward Schools through a competitive grant process. Seventeen-month grants will be awarded to Reward Schools that: (1) develop innovative plans to honor the hard work and excellence of school faculty and staff; and (2) partner with a Priority School to assist with specific improvement efforts in the Priority School. Implementation will begin in Spring 2013 and continue through Spring/Summer 2014. Applying schools will be required to establish Celebration of Excellence Activities that honor the successes of the Reward School and Partnership Activities that are likely to benefit both the Reward School and the Priority School. Suggested and required Celebration of Excellence Activities and Partnership Activities are included in this grant information and application packet.

Definitions: The following definitions were adopted by the OSBE on August 23, 2012. For additional information, please see Appendix G.

A High-Performing Reward School is:

- Any Title I or non-Title I school that is identified as an A school based on the State's A-F School Report Card System and did not miss more than two annual measurable objectives (AMOs) as discussed in Section 2.B of Oklahoma's approved ESEA Flexibility Request; or
- Any school in the top 10% of Title I and non-Title I schools in each of the previous three years based on the detailed criteria in Section 2.C of Oklahoma's approved ESEA Flexibility Request.

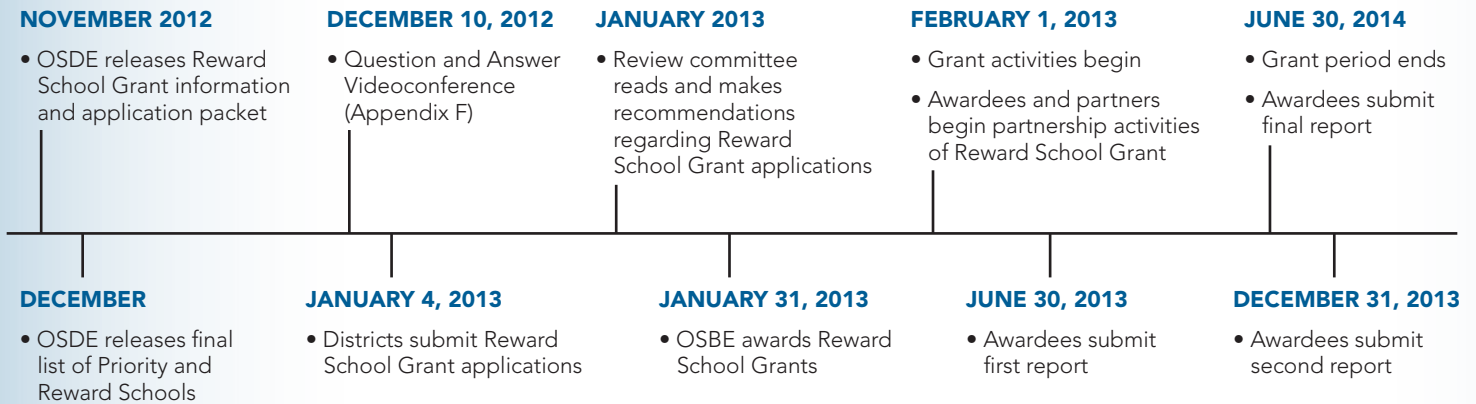
A High-Progress Reward School is:

- Any school in the top 10% of Title I and non-Title I schools in improvement of mathematics and reading achievement between the prior year and three years prior based on the detailed criteria in Section 2.C of Oklahoma's approved ESEA Flexibility Request, unless the school is currently implementing a School Improvement Grant (SIG) or is a C³ Partnership School.

A Priority School is:

- Any Title I or non-Title I school that is identified as an F school based on the A-F School Report Card System; or
- Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span (elementary, PK-8, middle/junior high, and high school) for reading and mathematics that has demonstrated a lack of progress over three years based on the detailed criteria in Section 2.D of Oklahoma's approved ESEA Flexibility Request; or
- Any Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years; or
- Any school receiving School Improvement Grant (SIG) funds to implement a school intervention model.

TIMELINE



FUNDING

Reward School Grants will be awarded on a competitive basis to individual school sites that have been designated as High-Performance or High-Progress Reward Schools. Applicants will partner with individual school sites that have been designated as Priority Schools. At least 80% of awarded funds should be used at the Reward School, either to support Celebration of Excellence Activities or to support Reward School expenses related to Partnership Activities. The remaining 20% of awarded funds should be used to support Priority School expenses related to Partnership Activities.

While LEAs are encouraged to assist individual school sites with the development of the application, they are not required to do so, but LEAs must sign Partnership Agreements and will facilitate implementation of the grant if awarded.

Reward Schools may apply for Reward School Grant funds in proportion to the number of certified staff employed in the applying Reward School and partnering Priority School combined. Applicants should add the number of certified employees in the applying Reward School and the partnering Priority School. Then, using the chart to the right, the applicant may determine the maximum amount of funding for which the Reward School may apply.

The OSBE has provided \$400,000 for Reward School Grants; therefore, we are anticipating awarding approximately 4-10 grants, depending on the size of schools that apply and the quality of the applications.

Grant funds will be deposited in district accounts per state funding laws and procedures. Expenditures must be tracked at the local level using the Oklahoma Cost Accounting System (OCAS), and all funds must be expended by June 30, 2014. Funds may be used for travel expenses, professional development activities, stipends, instructional supplies, whole school rewards, or other innovative supports approved in the grant application.

Monitoring of the funded grants will occur through the following documents and activities:

- Three reports that include both qualitative and quantitative components (submitted by June 30, 2013; December 31, 2013; and June 30, 2014);

Total Combined Certified Employees in the Applying Reward School and Partnering Priority School	Maximum Amount of Grant
Less than 50	\$50,000
51-125	\$75,000
126-200	\$100,000
More than 200	\$125,000

- Detailed Expenditure Reports (within 30 days of June 30, 2013; December 31, 2013; and June 30, 2014);
- Presentations which may be requested for Vision 2020 Conferences, REAC³H Summits, local REAC³H Network meetings, or other state and regional meetings that highlight the successes of schools; and

- On-site visits and technical assistance provided throughout the duration of the grant.

The OSBE reserves the right to reclaim grant funds from Reward Schools that do not use the funds as approved in the grant application and/or do not submit reports as required.

■ ELIGIBILITY

Only schools designated as High-Performing Reward Schools or High-Progress Reward Schools for the 2012-2013 school year based on data from 2011-2012 may apply. Additional eligibility requirements include:

1. Establishing a partnership with a school designated as a Priority School for the 2012-2013 school year based on data from 2011-2012;
2. Developing a Partnership Agreement between the LEAs and Sites involved in the partnership; and
3. Submitting a completed application to the OSDE by 4:30 p.m. on Friday, January 4, 2013.

Partnerships may also include institutions of higher education, CareerTech centers, businesses, non-profit organizations, community-based organizations, parent organizations, and other entities that are likely to contribute to the improvement of all schools involved in the grant. A Partnership Agreement should be established with each entity that is participating in the partnership. (Partnership Agreements do not need to be pre-established with businesses that are providing goods and services to the partnership.)

■ GRANT ACTIVITIES

Celebration of Excellence Activities: All Reward School Grant applications must include non-partnership activities that celebrate the successes of the students, faculty, and staff in the Reward School. Celebration of Excellence Activities should recognize the hard work that is evidenced by student learning, school culture, and professional growth within the school. Applications will be awarded points for innovative approaches to honoring success. The following are examples of suggested Celebration of Excellence Activities that might be considered if they support the innovative goals of the application:

- Professional growth opportunities.
- Instructional resources.
- Activities to enhance school culture.
- Awards, scholarships, and ceremonies.
- Competitive grants for faculty members.

Partnership Activities: All Reward School Grant applications must include Partnership Activities that are developed by the applying Reward School in consultation with the partnering Priority School. The Partnership Activities may focus on a narrow scope of school improvement strategies, or they may cover a broader range of topics designed to assist the Priority School in demonstrating improvement.

Required Partnership Activities: Partnership Activities must incorporate the following:

- Establishing goals and monitoring implementation – Each grant application must include goals for both partnering schools. Additionally, opportunities throughout the grant must be established for review of the goals and determination of progress toward those goals.
- Research-based, job-embedded professional development based on the goals established for both partnering schools.
- Exploration of innovative approaches to teaching and learning.
- Peer-to-peer mentoring – Examples include: math teachers from both partnering schools collaboratively developing lessons aligned to the Oklahoma C³ Standards and PARCC assessments; counselors from both partnering schools observing group academic advising sessions with at-risk students; and principals from both partnering schools shadowing one another and discussing the challenges of leadership that are encountered.
- Site visit exchanges of partnership schools – The Reward School must host staff members from the Priority School, and the Priority School must host staff members from the Reward School for site visit exchanges. It is recommended that each staff member have the opportunity to visit the other school at least once; however, site visit exchanges should be determined based on the scope of the school improvement strategies included in the goals of the grant.

Suggested Partnership Activities: Applications will be awarded points for innovative approaches to continuous improvement in student learning, school culture, and professional growth. The following are examples of suggested partnership activities that might be considered if they support the innovative goals of the application:

- Collaborative Professional Learning Communities (PLCs) and/or distance PLCs that bridge the partnering schools;
- Piloting instructional materials and learning technologies;
- Career-based internships for classroom teachers in STEM-related fields;
- Professional development institutes and academies;
- In-depth training in literacy instruction across grade levels and subject matters;
- Enrichment programs for students; and
- Extended learning opportunities for students and educators.

Use of Funds to Support Celebration of Excellence and Partnership Activities: Funds may be used for travel expenses, professional development activities, stipends, instructional supplies, whole school rewards, or other innovative supports approved in the grant application.

Expected Outcomes: The activities proposed in the application should be designed so that they are likely to lead to improved student learning, school culture, and professional growth, either through recognition of success or through collaborative improvement processes. The outcomes of the grant will be monitored through reports and presentations completed by the awardees. In addition to regular expenditure reports, three reports of grant activities and outcomes will be completed during the period of the grant. In addition, awardees that are requested to present the activities and outcomes of their Reward School Grant Partnership must be willing to do so. Presentations may be requested for Vision 2020 Conferences, REAC³H Summits, local REAC³H Network meetings, or other state and regional meetings that highlight the successes of schools.

APPLICATION REQUIREMENTS

In order to be considered, applications must be complete. Complete applications will include all of the components listed in the table below, in accordance with their descriptors that follow.

Application Components	Page Limits and Locations
1.0 Introduction	
1.1 Cover Page	Form Found in Appendix A
1.2 Table of Contents	No page limitations
1.3 Abstract	Not to exceed one page
2.0 Partnership	
2.1 Partnership Agreement	Form Found in Appendix B
2.2 Explanation of the Partnership	Not to exceed two pages
3.0 Grant Activities	
3.1 Explanation of Celebration of Excellence Activities	Not to exceed three pages
3.2 Explanation of Partnership Activities	Not to exceed six pages
3.3 Sustainability Plan	Not to exceed two pages
4.0 Budget	
4.1 Budget Summary	Form Found in Appendix C
4.2 Budget Justification	Form Found in Appendix D

Application packets must be submitted in the order shown below. Please use the indicated number for each section when referring to a component in your application. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. Narrative sections should be on letter-sized paper (8.5" x 11") with no less than 1" margins. Applicants must adhere to the page limitations on the narrative sections.

SECTION 1: INTRODUCTION

1.1 – Cover Page (Appendix A): A completed cover page must be used as the cover of the application.

1.2 – Table of Contents: Please include an easy-to-follow table of contents with page numbers for each component of the application.

1.3 – Abstract: This narrative should provide a brief and concise overview of the grant proposal, summarize the intended results, and set the stage for the remainder of the application components.

SECTION 2: PARTNERSHIP

2.1 – Partnership Agreement (Appendix B): A completed partnership agreement will include a brief description of how the partnership was established and how the partners will benefit from participation; assurances that all requirements of the grant will be followed, including use of funds for approved activities; agreement to participate in and support all activities approved in the grant application; signatures of site principals for both the Reward School and the Priority School; and signatures of the LEAs authorized representatives for both the Reward School's LEA and the Priority School's LEA.

2.2 – Explanation of the Partnership: This narrative should include the relationship between the Reward School and the Priority School. The description should include any prior activity between the schools, any existing partnership between the schools, and similarity of the two schools involved. Points will be awarded for partnerships within existing REAC³H Networks, partnerships that cross district lines, partnerships with schools of similar race/ethnic/economic demographics, partnerships in similar communities (rural/suburban/urban), and partnerships with schools of similar size.

SECTION 3: GRANT ACTIVITIES

3.1 – Explanation of Celebration of Excellence Activities: This narrative must include a detailed description of the activities that will celebrate the success of the Reward School. The description should include how the suggested celebrations will contribute to a culture of continuous improvement. Suggested Celebration of Excellence Activities are described in the Grant Activities section of this information and application packet.

3.2 – Explanation of the Partnership Activities: This narrative must include a detailed description of the activities that will occur as part of this partnership that will benefit both the Reward School and the Priority School. Required and suggested Partnership Activities are described in the Grant Activities section of this information and application packet.

3.3 – Sustainability Plan: This narrative should include the plans, strategies, and resources for sustainability of appropriate Celebration of Excellence and Partnership Activities beyond the length of the grant period. Although it is expected that some Grant Activities will not be able to continue beyond the length of the grant period without additional funding, this narrative should explain the actions that will be taken to secure resources as needed to sustain appropriate Grant Activities.

SECTION 4: BUDGET

4.1 – Budget Summary (Appendix C): A completed budget page must be included using the proper OCAS codes.

4.2 – Budget Justification (Appendix D): Provide an explanation for each budgeted item and how the dollar values were derived. Applicants may want to include references to the explanation of Celebration of Excellence and Partnership Activities for clarification and to avoid repeating information.

■ APPLICATION SUBMISSION, REVIEW, SELECTION, AND NOTIFICATION

SUBMISSION

Applicants must submit their applications in electronic format.

- The preferred format is .pdf, but the following will also be accepted: .doc, .docx, .xls, or .xlsx
- Applications must be e-mailed to RewardSchoolGrant@sde.ok.gov
- Applications must be received by 4:30 p.m. on Friday, January 4, 2013.
- An electronic return receipt will be provided.
- Submissions must include all required components, including required signatures.

REVIEW

As proposals are received, they will be reviewed by OSDE staff for completeness and compliance with the requirements set forth in this request to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the contact person named in the application. If, in the judgment of the OSDE, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. Decisions made by the OSDE are final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified.

SELECTION

Grant readers will evaluate eligible applications based on the required application components and the established criteria. The grant readers will review each eligible application and make recommendations to the OSDE in the areas of program, budget, and efficacy. Applications will be reviewed and awarded based on the point system detailed in the rubric found in Appendix E.

Following the review, the contact person named in the application will be contacted by the OSDE staff to discuss any modifications of the project plan that may be required. The OSDE will seek to fund those proposals that show the most promise for improved student learning, school culture, and professional growth. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the proposed budget and/or scope of grant activities.

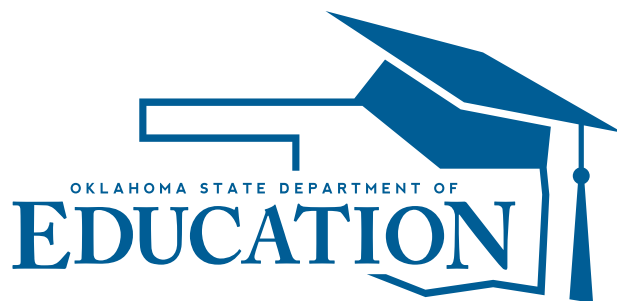
The OSBE is tentatively scheduled to make final grant awards at their regularly scheduled meeting on January 31, 2013.

NOTIFICATION

After completion of the review process and OSBE approval of recommendations, the contact person named in the application will be notified of the status of their proposal.

REWARD SCHOOL GRANT

REQUEST FOR APPLICATIONS AND INFORMATION PACKET



OKLAHOMA STATE DEPARTMENT OF EDUCATION
OKLAHOMA STATE BOARD OF EDUCATION

Reward School Grant 1.1 – Cover Page

Applying Reward School and District: _____

Partnering Priority School and District: _____

Partnership Title: _____

Contact Person & Job Title: _____

Address: _____

Phone Number: _____ **Fax Number:** _____

E-mail address: _____

Amount of Reward School Grant funds requested: _____

Number of Certified Employees in the Partnering Reward School and Priority School: _____

Partnerships may also include institutions of higher education, CareerTech centers, businesses, non-profit organizations, community-based organizations, parent organizations, and other entities that are likely to contribute to the improvement of all schools involved in the grant.

Additional Partners, if any: _____

Certification by Authorized or Institutional Official

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the assurances included in the Partnership Agreement included in this proposal.

Typed or Printed Name of Authorized Official
(Superintendent of Reward School or Designee)

Title

Signature of Authorized Official
(Superintendent of Reward School or Designee)

Date

Reward School Grant

2.1 – Partnership Agreement

A Partnership Agreement must be developed between the Reward School, Priority School, and their respective LEAs.

Partnerships may also include institutions of higher education, CareerTech centers, businesses, non-profit organizations, community-based organizations, parent organizations, and other entities that are likely to contribute to the improvement of all schools involved in the grant. A Partnership Agreement should be established with each entity that is participating in the partnership. (Partnership Agreements do not need to be pre-established with businesses that are providing goods and services to the partnership.)

Applying Reward School: _____

Applying Reward School's LEA: _____

Partnering Priority School: _____

Partnering Priority School's LEA: _____

Additional Partners, if any: _____

Please provide a brief description of how the partnership was established and how the partners will benefit from participation. (500 word maximum)

Assurances

To assure that a quality Reward School Grant program is developed and implemented in the funded local educational agency, the superintendent (or designee) and principal of both the applying Reward School and the partnering Priority School are required to sign the following agreement.

1. Celebration of Excellence Activities were developed by the applying Reward School. Partnership Activities were developed by the applying Reward School in consultation with the partnering Priority School. Partnership activities will benefit both schools.
2. Celebration of Excellence and Partnership Activities for which the grant was awarded will be implemented with fidelity and in full support of all partners.
3. The activities for which the grant was awarded must begin in Spring/Summer 2013.
4. Funds will be utilized in the manner described in the application selected for funding under the Reward School Grant Program.
5. Any requests to change the budget must be made in writing to the Office of Educational Support of the Oklahoma State Department of Education. Approval is required before budget changes are made.
6. Grant funds awarded in Spring 2013 will be expended by June 30, 2014. There can be no carryover of funds beyond FY14.
7. Three qualitative and quantitative reports will be submitted to the Office of Educational Support of the Oklahoma State Department of Education by June 30, 2013; December 31, 2013; and June 30, 2014, as directed.
8. An expenditure detail report using appropriate Oklahoma Cost Accounting System (OCAS) codes (Project Code: 309; Source of Revenue code: 3690 – Other Misc. Sources of State Revenue) showing proper expenditure of funds will be submitted to the Office of Educational Support of the Oklahoma State Department of Education within 30 days of June 30, 2013; December 31, 2013; and June 30, 2014, as directed.

APPLYING REWARD SCHOOL

Print Superintendent's Name: _____

Superintendent's or Designee's Signature: _____

Print Principal's Name: _____

Principal's Signature: _____

PARTNERING PRIORITY SCHOOL

Print Superintendent's Name: _____

Superintendent's or Designee's Signature: _____

Print Principal's Name: _____

Principal's Signature: _____

ALL ADDITIONAL PARTNERS, IF ANY

Partner: _____

Print Authorized Representative's Name: _____

Authorized Representative's Signature: _____

Partner: _____

Print Authorized Representative's Name: _____

Authorized Representative's Signature: _____

Partner: _____

Print Authorized Representative's Name: _____

Authorized Representative's Signature: _____

Partner: _____

Print Authorized Representative's Name: _____

Authorized Representative's Signature: _____

Reward School Grant 4.2 – Budget Detailed Narrative/Justification

Total Requested Funds for
Grant Period (FY13-FY14) \$ _____

Reward School
District (LEA): _____

County-District Code
(e.g., 55C006) _____

Itemize and explain each amount budgeted in the Summary Budget. (Use additional pages as necessary.)

Function	Object	Narrative: Detailed Item Description	Narrative: Item Justification/Usage (explanation for need of item)	Cost

Reward School Grant Selection Rubric

1 Introduction

1.1 Cover Page

No Points Awarded

1.2 Table of Contents

No Points Awarded

1.3 Abstract

Up to 5 points will be awarded for the abstract according to the scale provided below.

Points Possible: 5

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)
The abstract is missing or does not provide an overview of the grant proposal.	The abstract provides a limited or unclear overview of the grant proposal, summary of the intended results, and/or preface to the remainder of the application components.	The abstract provides an overview of the grant proposal, summarizes the intended results, and/or sets the stage for the remainder of the application components, but the abstract does not include all three components in a brief and concise manner.	The abstract provides a brief and concise overview of the grant proposal, summarizes the intended results, and sets the stage for the remainder of the application components.
Comments:			

2 Partnership

2.1 Partnership Agreement

Up to 5 points will be awarded for the partnership description according to the scale provided below.

Points Possible: 5

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)
The partnership agreement is missing or does not include a description of how the partnership was established.	The partnership agreement includes a limited or unclear description of how the partnership was established and/or how the partners will benefit from participation.	The partnership agreement includes a brief description of how the partnership was established and how the partners will benefit from participation.	The partnership agreement includes a brief description of how the partnership was established and thoroughly explains how each of the partners will benefit from participation.
Comments: 			

2.2 Explanation of the Partnership

Up to 10 points will be awarded for the partnership explanation according to the scale provided below.

Points Possible: 10

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-4 points)	Sufficient Evidence (5-8 points)	Outstanding Evidence (9-10 points)
The explanation of the partnership is missing or does not describe the relationship between the Reward School and the Priority School.	The explanation of the partnership includes a limited or unclear description of the relationship between the Reward School and the Priority School.	The explanation of the partnership describes the relationship between the Reward School and the Priority School.	The explanation of the partnership describes the relationship between the Reward School and the Priority School. The schools have an existing relationship with prior activities.
Comments:			

Up to 5 additional points will be awarded for specific relationships as shown below.

Points Possible: 5

Points Awarded: _____

- +1 **point:** Within an existing REAC³H Network
- +1 **point:** Partnership crosses district lines
- +1 **point:** Schools of similar race/ethnic/economic demographics
- +1 **point:** Schools from similar communities (rural/suburban/urban)
- +1 **point:** Schools of similar size

Comments:

3 Grant Activities

3.1 Explanation of Celebration of Excellence Activities

Up to 20 points will be awarded for the explanation of Celebration of Excellence Activities according to the scale provided below.

Points Possible: 20

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-9 points)	Sufficient Evidence (10-17 points)	Outstanding Evidence (18-20 points)
The explanation of Celebration of Excellence Activities is missing or does not provide an explanation of how the success of the Reward School will be celebrated.	The narrative includes a limited or unclear description of the Celebration of Excellence Activities.	The narrative includes a detailed description of the Celebration of Excellence Activities.	The narrative includes a detailed description of the Celebration of Excellence Activities.
	Activities described are unlikely to lead to continuous improvement in student learning, school culture, and/or professional growth.	Activities described are likely to lead to continuous improvement in student learning, school culture, and/or professional growth.	Activities described are likely to lead to continuous improvement in student learning, school culture, and/or professional growth as evidenced by research or prior experience
			Activities described are innovative and connect to innovative goals.
Comments: 			

3.2 Explanation of the Partnership Activities

Up to 30 points will be awarded for the explanation of partnership activities according to the scale provided below.

Points Possible: 30

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-14 points)	Sufficient Evidence (15-26 points)	Outstanding Evidence (27-30 points)
The narrative of Partnership Activities is missing or does not include any of the required components: establishing goals and monitoring implementation; research-based, job-embedded professional development; exploration of innovative approaches to teaching and learning; peer-to-peer mentoring; and site visit exchanges.	The narrative includes a limited or unclear description of the Partnership Activities.	The narrative includes a detailed description of the Partnership Activities.	The narrative includes a detailed description of the Partnership Activities.
	Activities described are not connected to goals, do not include monitoring of goals, and/or are not likely to benefit both the Reward School and the Priority School.	Activities described are connected to stated goals for both schools, include monitoring of goals, and are likely to benefit both the Reward School and the Priority School.	Activities described are connected to stated goals for both schools, include monitoring of goals, and are likely to benefit both the Reward School and the Priority School.
	Activities do not include research-based, job-embedded professional development; exploration of innovative approaches to teaching and learning; peer-to-peer mentoring; and/or site visit exchanges.	Activities include research-based, job-embedded professional development; exploration of innovative approaches to teaching and learning; peer-to-peer mentoring; and site visit exchanges.	Activities include research-based, job-embedded professional development; exploration of innovative approaches to teaching and learning; peer-to-peer mentoring; and site visit exchanges.
	Activities described are unlikely to lead to continuous improvement in student learning, school culture, and/or professional growth.	Activities described are likely to lead to continuous improvement in student learning, school culture, and/or professional growth.	Activities described are likely to lead to continuous improvement in student learning, school culture, and/or professional growth as evidenced by research or prior experience cited in the narrative. Activities described are innovative and connect to innovative goals.
Comments:			

3.3 Sustainability Plan

Up to 5 points will be awarded for the sustainability plan according to the scale provided below.

Points Possible: 5

Points Awarded: _____

<p align="center">No Evidence (0 points)</p>	<p align="center">Limited or Unclear Evidence (1-2 points)</p>	<p align="center">Sufficient Evidence (3-4 points)</p>	<p align="center">Outstanding Evidence (5 points)</p>
<p>Sustainability plan is missing or does not include appropriate Grant Activities that should continue beyond the length of the grant period.</p>	<p>The narrative includes limited or unclear plans, strategies, and resources for sustainability of appropriate Grant Activities beyond the length of the grant period.</p>	<p>The narrative includes the plans, strategies, and resources for sustainability of appropriate Grant Activities beyond the length of the grant period. Although it is expected that some Grant Activities will not be able to continue beyond the length of the grant period without additional funding, this narrative explains the actions that will be taken to secure resources as needed to sustain those Grant Activities that will continue.</p>	<p>The narrative includes the plans, strategies, and resources for sustainability of appropriate Grant Activities beyond the length of the grant period. The narrative provides justification for those activities that will not continue beyond the length of the grant period and explains the actions that will be taken to secure resources as needed to sustain those Grant Activities that will continue.</p>
<p>Comments:</p>			

4 Budget

4.1 Budget Summary

Up to 5 points will be awarded for the budget summary according to the scale provided below.

Points Possible: 5

Points Awarded: _____

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)
The budget summary is missing or includes inappropriately coded and/or unallowable expenditures.	The budget summary includes appropriately coded allowable expenditures. The total requested funds do not represent the best value for the State in that the total funds requested are not appropriate for planned activities.	The budget summary includes appropriately coded allowable expenditures. The total requested funds represent a good value for the State in that the total funds requested are appropriate for the planned activities.	The budget summary includes appropriately coded allowable expenditures. The total requested funds represent outstanding value for the State in that the planned activities and intended outcomes are greater than the funds requested.
Comments: 			

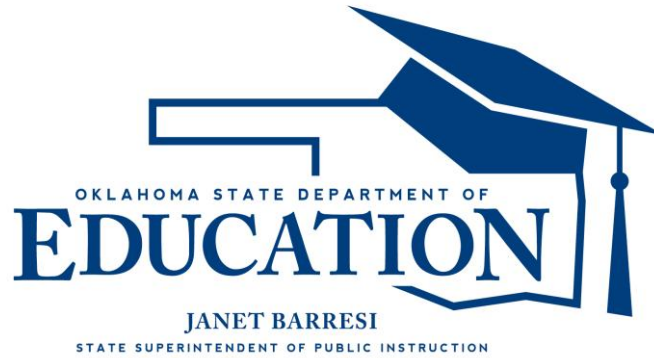
4.2 Budget Justification

Up to 15 points will be awarded for the budget justification according to the scale provided below.

Points Possible: 15

Points Awarded: _____

<p align="center">No Evidence (0 points)</p>	<p align="center">Limited or Unclear Evidence (1-6 points)</p>	<p align="center">Sufficient Evidence (7-12 points)</p>	<p align="center">Outstanding Evidence (13-15 points)</p>
<p>The budget justification is missing or does not include justifications for requested expenditures.</p>	<p>The budget justification includes limited or unclear evidence of how the requested budget amounts were derived and/or particular expenditures requested do not represent the best value for the State in that the dollar values derived are not appropriate for the planned activities.</p>	<p>The budget justification includes details of how the requested budget amounts were derived. Particular expenditures requested represent a good value for the State in that the dollar values derived are appropriate for the planned activities.</p>	<p>The budget justification includes details of how the requested budget amounts were derived. Particular expenditures requested represent an outstanding value for the State in that the planned activities and intended outcomes are greater than the funds requested.</p>
<p>Comments:</p>			



Reward School Grant: Questions & Answers from Potential Applicants or Their Partners

**Monday, December 10, 2012
1:30 – 3:30 p.m.
Statewide Videoconference Sites**

Presenters: Kerri White, Assistant State Superintendent, Office of Educational Support

Purpose: To provide a brief overview of the Reward School Grant and answer questions from potential applicants or their partners about the details of the application process, grant components, funding, or other questions.

Participants: Superintendents, principals, other administrators, and teachers of applying Reward Schools and/or partnering Priority Schools; other potential grant partners

AGENDA

Welcome and Introductions

Overview of Reward School Grant

(The full grant Information and Application Packet, including editable versions of the forms in the appendices can be found at <http://ok.gov/sde/school-improvement>.)

Questions & Answers from Potential Applicants or Their Partners

Reward School Grant Definitions

Definitions of Reward Schools and Priority Schools were adopted by the Oklahoma State Board of Education (OSBE) on August 23, 2012. The definitions reference sections of Oklahoma's Approved ESEA Flexibility Request. The following pages include the definitions adopted by the OSBE as well as relevant sections from Oklahoma's Approved ESEA Flexibility Request, specifically portions of Sections 2.B, 2.C, and 2.D.

Definition of High-Performing Reward Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as an A school based on the State's A-F School Report Card System and did not miss more than two annual measurable objectives (AMOs) as discussed in Section 2.B of Oklahoma's approved [ESEA Flexibility Request](#)
- Any school in the top 10% of Title I and non-Title I schools in each of the previous three years based on the detailed criteria in Section 2.C of Oklahoma's approved [ESEA Flexibility Request](#)

Definition of High-Progress Reward Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any school in the top 10% of Title I and non-Title I schools in improvement of mathematics and reading achievement between the prior year and three years prior based on the detailed criteria in Section 2.C of Oklahoma's approved [ESEA Flexibility Request](#), unless the school is currently implementing a School Improvement Grant (SIG) or is a C³ Partnership School

Definition of Focus Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- The 10% of Title I and non-Title I schools in the State that either:
 - Have the lowest performance for any of the three lowest achieving subgroups in the State within each grade span (elementary, PK-8, middle/junior high, and high school) for reading and mathematics based on the detailed criteria in Section 2.E of Oklahoma's approved [ESEA Flexibility Request](#) and has not been designated as a High-Progress Reward School; or
 - Have the lowest graduation rate for either of the two subgroups with the lowest graduation rates in the State based on the detailed criteria in Section 2.E of Oklahoma's approved [ESEA Flexibility Request](#)

Definition of Targeted Intervention Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as a D school based on the State's A-F School Report Card System that has not been identified as a Priority School

Definition of Priority Schools as submitted in Oklahoma's ESEA Flexibility Request and Subsequent Amendment

- Any Title I or non-Title I school that is identified as an F school based on the State's A-F School Report Card System
- Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span (elementary, PK-8, middle/junior high, and high school) for reading and mathematics based on the detailed criteria in Section 2.D of Oklahoma's approved [ESEA Flexibility Request](#) and has not been designated as a High-Progress Reward School
- Any Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years
- Any Tier I school receiving School Improvement Grant (SIG) funds to implement a school intervention model

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (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. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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The AMOs will consist of three major components: a Mathematics Index (including Participation Index), a Reading Index (including Participation Index), and a School Indicator Index. The factors that contribute to each index will differ by school level.

High Schools and K-12 District AMOs will consist of the following factors:

- Mathematics Index, including Participation Index
- Reading Index, including Participation Index
- Graduation Index

Elementary, Middle School, and K-8 District AMOs will consist of the following factors:

- Mathematics Index, including Participation Index
- Reading Index, including Participation Index
- Attendance Index

Definitions

FAY: Oklahoma defines students as Full Academic Year (FAY) if they enroll within the first 10 days of the beginning of the school year and do not have a lapse of ten or more consecutive days during the school year. Students are included in the performance calculations if they are FAY students. Students are included in the growth calculations if they are FAY students for the current school year. The students do not need to be FAY students at the site or LEA during the previous school year to be included in the growth measures.

Assessments for Students with Disabilities: The results of the Oklahoma Alternate Assessment Program (OAAP), the Oklahoma Modified Alternate Assessment Program (OMAAP), and the Oklahoma Core Curriculum Tests (OCCT) are combined and included in the calculation of the Annual Measureable Objectives (AMO's), and in the identification of the Priority Schools, the Focus Schools, the Targeted Intervention Schools, and the Reward Schools. The use of the performance levels in the calculations for each accountability system allowed for the results of all three tests to be used together. Therefore, the scores of Special Education students who take the portfolio assessment (OAAP) and of Special Education students who take the modified assessment (OMAAP) are included in the accountability system calculations. As a result, all of Oklahoma's students are reflected in the AMOs and the identification of Priority, Focus, Targeted Intervention and Reward schools. Note: Oklahoma will continue to use all current processes for determining what percentage of all students tested can count as proficient based on results from the OAAP and OMAPP, including the general rule as defined in the Accountability Workbook that only 1% of all students assessed may count as proficient on the OAAP and only 2% of all students assessed may count as proficient on the OMAAP. As explained in Oklahoma's approved Accountability Workbook, the 1% and 2% calculations will be made at a district level and applied proportionally to all schools within the district.

Mathematics Index: The Mathematics Index is calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the State Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index. Only Full Academic Year (FAY) students are included in the computation of the Index. Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing below grade level. Schools will be awarded additional points

in the A-F School Grading System for students scoring advanced on state assessments. The Mathematics Index is calculated for Grades 3-8 Mathematics OCCT, OMAAP, or OAAP or Algebra I OCCT, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

The total growth component is calculated by comparing the previous year's OCCT, OMAAP, or OAAP math score to the current year's OCCT, OMAAP, or OAAP math score for all FAY students. At the high school level, the 8th Grade OCCT, OMAAP, or OAAP math score is compared to the Algebra I EOI, OMAAP, or OAAP score for all FAY students. Students receive one point if they remain proficient in both years or advanced in both years. Students receive one point if they move from Unsatisfactory to Limited Knowledge, if they move from Limited Knowledge to Proficient, or if they move from Proficient to Advanced. Students receive 2 points if they move from Unsatisfactory to Proficient or if they move from Limited Knowledge to Advanced. Students receive 3 points if they move from Unsatisfactory to Advanced. See the Table below. The total number of math points received for a site or district is summed and divided by the total number of students with two years of math test scores. This number is converted to a standard score ranging from 20 to 80 points.

The bottom 25% growth component is calculated in the same manner as the total growth component for those students who are ranked in the lowest 25% of the Oklahoma Performance Index (OPI) scores in the previous year's mathematics OSTP score. This number is converted to a standard score ranging from 20 to 80 points.

		Current Year's Test Score			
		Unsatisfactory	Limited Knowledge	Satisfactory/ Proficient	Advanced
Previous Year's Test Score	Unsatisfactory	0	1	2	3
	Limited Knowledge	0	0	1	2
	Satisfactory/ Proficient	0	0	1	1
	Advanced	0	0	0	1

The Math Index is calculated using the formula below. The Math Index is a standard score ranging from 80 to 320.

$$\text{Index} = 2 (\text{Performance Component}) + (\text{Total Growth Component}) + (\text{Bottom 25\% Growth Component})$$

Reading Index: In a similar manner as the Mathematics Index, the Reading Index is calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the Site Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index. Only Full Academic Year (FAY) students are included in the computation of the Index. Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing below grade level. Schools will be

awarded additional points in the A-F School Grading System for students scoring advanced on state assessments. The Reading Index is calculated for Grades 3-8 Reading OCCT, OMAAP, or OAAP or English II EOI, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

The total growth component is calculated by comparing the previous year's OCCT, OMAAP, or OAAP reading score to the current year's OCCT, OMAAP, or OAAP reading score for all FAY students. At the high school level, the 8th Grade OCCT, OMAAP, or OAAP reading score is compared to the English II EOI, OMAAP, or OAAP score for all FAY students. Students receive one point if they remain proficient in both years or advanced in both years. Students receive one point if they move from Unsatisfactory to Limited Knowledge, if they move from Limited Knowledge to Proficient, or if they move from Proficient to Advanced. Students receive 2 points if they move from Unsatisfactory to Proficient or if they move from Limited Knowledge to Advanced. Students receive 3 points if they move from Unsatisfactory to Advanced. See the Table above. The total number of reading points received for a school or district is summed and divided by the total number of students with two years of reading test scores. This number is converted to a standard score ranging from 20-80 points.

The bottom 25% growth component is calculated in the same manner as the total growth component for those students who are ranked in the lowest 25% of the OPI scores in the previous year's reading OSTP scores. This number is converted to a standard score ranging from 20-80 points.

The Reading Index is calculated using the formula below. The Reading Index is a standard score ranging from 80 to 320.

$$\text{Index} = 2 (\text{Performance Component}) + (\text{Total Growth Component}) + (\text{Bottom 25\% Growth Component})$$

The improvement or Growth Component is calculated by comparing the previous year's proficiency level to the current year's proficiency level. An LEA could earn up to 80 on each of two growth components. If every FAY student at an LEA earned one growth point then the LEA would earn an 80 on the Total Growth Component and an 80 on the Bottom 25% Growth Component, 80 being a perfect score on each Growth Index. Points are earned by increasing from Proficient to Advanced, from Unsatisfactory to Limited Knowledge, from Limited Knowledge to Proficient, from Unsatisfactory to Proficient, from Limited Knowledge to Advanced, or from Unsatisfactory to Advanced. Points are also earned by maintaining a Proficient score in both years or by maintaining an Advanced score in both years. Likewise, if **no** FAY student improved proficiency levels or maintained a Proficient or Advanced score for two years, the LEA or school would earn a 20 on each Growth Index. A 20 is the lowest score.

Each Growth Component (Total Growth and Bottom 25% Growth) is calculated by converting the percent of students earning growth points to z-scores. The z-scores are then transformed into standard scores with a mean of 50 and a standard deviation of 10. The z-scores are transformed so that no LEA will receive a negative number index score. An LEA score of 50 is the average amount of growth for the state.

The Performance Index is based on the number of students who score at each proficiency level in a given year. If **all** FAY students scored proficient or advanced, the LEA would receive an Index score of 80. The performance component is calculated by summing the proficiency level of each FAY student (Advanced=3, Proficient=3, Limited Knowledge=2, Unsatisfactory=1) and dividing by the number of FAY students. This rate is converted to a z-score. The z-scores are transformed into a standard score with a mean of 50 and a standard deviation of 10.

Therefore, an LEA would obtain a Reading Index score of 320 if all students scored Proficient or

Advanced on the Reading test giving the LEA an 80 on the Performance Component and all students scored a one on each Growth Component giving the LEA an 80 on both Total Growth and Bottom 25% Growth Components. The formula for obtaining a 320 is:

$$\text{Reading Index} = 2 (80 \text{ on Performance Component}) + (80 \text{ on Total Growth Component}) + (80 \text{ on Bottom 25\% Growth Component})$$

The Mathematics Index is calculated in the same manner.

Participation Index: The Participation Index is calculated as a ratio of students who took the OCCT/EOI, OMAAP, or OAAP over the number of students enrolled during the time of testing. The calculation will be done separately for reading assessment participation and mathematics assessment participation.

Graduation Index: The Graduation Index is calculated using the currently approved graduation rate as shown below because Oklahoma cannot use the 4 year adjusted cohort rate until information is collected in the State's longitudinal data system (see Oklahoma's Accountability Workbook at http://www.sde.state.ok.us/NCLB/pdf/API_AYP/AcctWork.pdf). Once the data is available, the Graduation Index will be calculated using a 4 year adjusted cohort rate.

Beginning in 2005-2006, the graduation rate will be calculated using an estimated cohort group rate which is a recommended method by the National Center of Educational Statistics. The calculation is listed below:

$$\frac{\text{Number of Students Graduating in the standard number of years (4) with a Regular Diploma including summer graduates in (current year - 1)}}{\begin{array}{l} \text{*Total number of Students Graduating with a Regular Diploma including} \\ \text{summer graduates in (current year - 1)} \\ + \\ \text{Number of Grade 12 Dropouts in (current year - 1)} \\ + \\ \text{Number of Grade 11 Dropouts in (current year - 2)} \\ + \\ \text{Number of Grade 10 Dropouts in (current year - 3)} \\ + \\ \text{Number of Grade 9 Dropouts in (current year - 4)} \\ + \\ \text{Number Receiving GEDs} \end{array}} \times 100$$

*Total number of graduates includes those students who have continued in school beyond the standard number of years and graduated.
Also, the graduation rate will be disaggregated by student group by 2005-2006.

Attendance Index: The Attendance Index is calculated by taking the average daily attendance divided by the average daily membership.

Criteria for AMOs

Each AMO will be applied to the achievement of the “all students” group and each of following subgroups when there are 25 or more students in the group: EL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students.

Mathematics AMO: Districts or sites will achieve the Mathematics AMO if they receive a Mathematics Index score of 300, or if they increase their score by 15% of the difference between their previous year's score and 320, and if they meet the Mathematics Participation Index of 95% or above.

Reading AMO: Districts or sites will achieve the Reading AMO if they receive a Reading Index score of 300, or if they increase their score by 15% of the difference between their previous year’s score and 320, and if they meet the Reading Participation Index of 95% or above.

Graduation AMO: For the 2010-2011 school year, districts and sites achieved the Graduation Index AMO if their graduation rate met or exceeded 67.8%. Districts or sites will achieve the Graduation Index AMO if their graduation rate reaches or exceeds 82% in 2011-2012, 85% in 2012-2013, and 87% in 2013-2014; or if their graduation rate improves by 10% of the difference between 100% and the previous year’s rate.

Attendance Index AMO: For the 2010-2011 school year, districts and sites achieved the Attendance Index AMO if their attendance rate met or exceeded 91.2%. Districts or sites will achieve the Attendance Index if their attendance rate meets or exceeds 92% in 2011-2012, 94% in 2012-2013, and 95% in 2013-2014. Attendance can also include proficiency on online courses as measured by completed course work and test results.

Rationale for the new AMOs

Oklahoma’s new AMOs set achievable and ambitious goals for the State’s districts and sites. The Performance Components of both the Mathematics and Reading Indices focus efforts to increase the number of students who are proficient in reading and mathematics until all students meet this high standard of readiness for college, careers, and citizenship (C³). The Growth Components allow for recognition for districts and sites that are helping students increase their learning. Combining both performance and growth for the “all students” group and for all subgroups provides the needed information to see how well each subgroup is progressing and allows supports to be offered to target the areas and students in most need of assistance. The Graduation Index and Attendance Index AMOs require districts and schools to push for continually higher expectations. The Participation Index remains the same as the current AYP criteria.

The new AMOs reflect Oklahoma’s new state reporting system that provides each district and site with a grade of A-F. By using the same kind of criteria for AMOs as well as the state accountability system, a consistent message is given to all educators in the State.

Oklahoma has chosen Option C of the ESEA Waiver for setting new AMOs. The criteria for meeting the proposed AMOs requires LEAS and school sites to meet or exceed the criteria set in Options A and B of the *ESEA Waiver*. To obtain a score of 300, the site or LEA must have almost all students and students in each subgroup both at proficient or advanced levels and improving their proficiency level. Option A requires SEAs to reduce by half the percentage of students in the “all” category and in each subgroup not proficient in six years. The Oklahoma AMOs requires nearly all students and students in each subgroup to be proficient each year. Option B requires annual increases in students reaching the proficient level until all students reach proficiency by 2019-20. The Oklahoma AMOs requires nearly all students to obtain proficiency or improvement each year. Oklahoma’s AMOs definitely meet the intention and the criteria set forth in Options A and B.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

At the time of submission of this ESEA Flexibility Request, the State’s newly adopted A-F School Grading System has not been implemented. Implementation will begin with the 2012-2013 school year; therefore, initial identification of Reward Schools will be based on the methodology described below. Identification of Reward Schools in future years will be based on the A-F School Grading System as well as the following methodologies as explained at the end of this section.

Initial Year (In 2011): In order to identify schools as highest-performing Reward Schools, the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading, mathematics, science, social studies, and writing. These include assessments of Grades 3-8 reading and mathematics, Grades 5 and 8 writing, Grades 5 and 8 science, Grade 5 social studies, Grade 7 geography, Grade 8 U.S. History, and at the high school level, Algebra I, Algebra II, Biology I, English II, English III, Geometry, and U.S. History for the “all students” group and for all subgroups, including students with disabilities and English Learners, administered during the 2010-2011 school year and prior school years as identified below. In order to identify schools as high-progress Reward Schools, the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading, mathematics, Algebra I, and English II for the “all students” group and for all subgroups.

Highest-Performing (See Table 2, Key A): In Oklahoma, all Title I and all non-Title I schools will have an opportunity to be named as highest-performing Reward Schools. All schools in the State will be rank-ordered based on the following criteria for each school year listed:

- For the 2010-2011 school year, for each of the assessments listed above, all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. Each school’s total score will be determined by:
 - 30% coming from mathematics assessments used in the prior accountability system (Grades 3-8 mathematics and Algebra I) – the total number of points received will be divided by the number of mathematics assessments given in that year.
 - 30% coming from reading assessments used in the prior accountability system (Grades 3-8 reading and English II) – the total number of points received will be divided by the number of reading assessments given in that year.
 - 40% coming from all other assessments listed above – the total number of points received will be divided by the number of all of the other assessments given in that year.
 - If the grade configuration of the school does not include assessments other than reading and mathematics, the school’s total score will be determined by weighting mathematics as 50% and reading as 50% of the score.
 - In both cases a total score between 1 and 4 will be calculated for each school being ranked.
- For the 2009-2010 and 2008-2009 school years, the same process will be followed.

To ensure compliance with the *ESEA Flexibility* definition of Reward Schools, schools in the top 10% of Title I and non-Title I schools in each of the three years will be named as Reward Schools if the following conditions are also met:

- For high schools, the school has a graduation rate for the 2009-2010 school year (reported in the 2010-2011 school year) of 82.4% or higher.
- The school made AYP in 2010-2011 in the “all students” group and all of its subgroups.

- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Priority School or a Focus School under any criteria.

High-Progress (See Table 2, Key B): In Oklahoma, all Title I and non-Title I schools will have an opportunity to be named as a high-progress Reward School. All schools in the State will be considered based on the following criteria:

- For the 2010-2011 school year, based only on the assessments used in the prior accountability system (Grades 3-8 reading and mathematics, Algebra I, and English II), all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school.
- For the 2009-2010 and 2008-2009 school years, the same process will be followed. (The 2008-2009 assessment data will serve as a baseline to show progress over two years ending in 2010-2011.)
- Schools will be rank-ordered based on the difference between the 2008-2009 data and the 2010-2011 data.

To ensure compliance with the *ESEA Flexibility* definition of Reward Schools, schools in the top 10% of Title I and non-Title I schools will be named as Reward Schools if the following conditions are also met:

- The school's progress is consistent in growth over the time period.
- The school has not declined from its highest performance during the two-year period.
- For high schools, the school is in the top 20% of schools with the largest gains in graduation rate between 2007-2008 and 2009-2010.
- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Reward School if it has received a School Improvement Grant (SIG). Oklahoma made a policy decision to identify SIG schools as Priority Schools rather than Reward Schools so that the SEA could continue to provide support and resources needed to assist the schools to continue to improve. Once a SIG school has completed SIG implementation, it would become eligible to serve as a high-progress Reward School.

Definition of Terms

The gains for the High Progress Reward Schools were initially calculated differently from the gains calculated for the AMOs and proposed for the A-F School Grading System. The High Progress Reward School gains were calculated at the school level instead of the student level based on 2011 data. Students received 4 for Advanced, 3 for Proficient, 2 for Limited Knowledge, and 1 for Unsatisfactory Scores in each of Grades 3-8 OSTP Reading and Mathematics, Algebra I EOI, and English II EOI assessments. The points were summed and divided by the number of students taking each assessment to produce an index score. The index scores for each assessment given at the site were summed and divided by the number of content areas assessed. For example, if a site gave Algebra I and English II EOIs, the index scores from each of these two assessments were summed and divided by two. If a site gave all four assessments, the four index scores were summed and divided by four.

These index scores were calculated for the most recent three years for all of the sites in Oklahoma. The index score from three years ago was subtracted from the index score of the most recent year. These differences were rank ordered by gains. The top 10% were identified to be Reward Schools if there were positive gains between each of the years; the school had not received a School

Improvement Grant; the school did not have achievement gaps between subgroups that were not closing; and, if a high school, the school was in the top 20% of schools with the largest gains in graduation rate over the last three years.

The SEA made a policy decision to provide recognition to Title I and non-Title I schools as part of the Differentiated Recognition, Accountability, and Support System. The SEA chose to set stringent criteria for these rewards, within the definitions of the *ESEA Flexibility* document. A significant number of Title I schools met these criteria. Of the 129 Reward Schools, 49 were Title I schools; therefore, Title I sites comprise 39% of all Reward Schools.

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as an A or A+ school based on the State's A-F Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a highest-performing Reward School. In addition, any school that would be identified as a highest-performing or high-progress Reward School using the same methodologies outlined for 2011 but using the most current data available will also be named as a Reward School.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

At the time of submission of this ESEA Flexibility Request, the State’s newly adopted A-F School Grading System has not been implemented. Implementation will begin in the 2012-2013 school year; therefore, initial identification of Priority Schools will be based on the methodology described below. Identification of Priority Schools in future years will be based on the A-F School Grading System as well as the following methodologies as explained at the end of this section.

Initial Year (In 2011): In order to identify schools as lowest-performing (i.e., Priority Schools), the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system. These include assessments of Grades 3-8 reading and mathematics, and at the high school level, Algebra I and English II for the “all students” group, which includes students with disabilities and English Learners, administered during the 2010-2011 school year and prior years as defined in the high-progress Reward School identification.

The SEA chose not to include science, social studies, and writing in the initial identification of Priority Schools based on feedback from LEAs that it would be unfair to identify schools and require interventions aligned with the Turnaround Principles based on 2010-2011 assessment data in subjects that were not used in the Accountability System that was in place for the 2010-2011 school year. (See the end of this section for how this identification will differ beginning in 2012-2013.)

In 2010-2011, the State had 1208 Title I schools; therefore, the State will identify at least 60 Title I schools (5%) as Priority Schools. In addition, Oklahoma will identify non-Title I schools with student achievement that is comparable to the Title I schools identified.

Category 1 (See Table 2, Key C): All Title I and non-Title I schools in the State will be rank-ordered based on the following criterion:

- For the 2010-2011 school year, based only on the assessments used in the prior accountability system (Grades 3-8 reading and mathematics OCCT, OMAAP, and OAAP; Algebra I OCCT, OMAAP, and OAAP; and English II OCCT, OMAAP, and OAAP), all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school.

Schools will be ranked by grade span served: elementary, middle/junior high, or high school. Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span for the 2010-2011 school year will be named as a Priority School unless the school has been named as a high-progress Reward School, which would indicate that the school has *not* demonstrated a lack of progress on those assessments over a number of years in the “all students” group.

Category 2 (See Table 2, Key D): Each Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years (2007-2008, 2008-2009, and 2009-2010) will be named as a Priority School. If the total number of these schools exceeds 25% of the Priority School identifications, the schools with the lowest graduation rate average for these three years will be identified as Priority Schools. The remainder of the high schools with a graduation rate below 60% for three consecutive years will be identified as Focus Schools as described in Section 2.E.

Category 3 (See Table 2, Key E): All Tier I schools receiving School Improvement Grant (SIG) funds to implement a school intervention model will be named as Priority Schools.

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as an F school based on the State's A-F School Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a Priority School. This identification will include student achievement on all state assessments as well as other school and student achievement factors related to college, career, and citizen readiness (C³). In addition, any school that would be identified as a Priority School using the same methodologies outlined for 2011 (Category 1, Category 2, and Category 3) but using the most current data available will also be named as a Priority School. This will ensure that at least 5% of Title I schools and 5% of all schools in the state will be identified as Priority Schools.

Beginning in 2012, LEAs will have 30 days to submit corrections or appeals to identification on the preliminary Priority School List, which will be closely connected to the 30 days to submit corrections or appeals as defined in the administrative rules for the A-F School Grading System (See Attachment 19).