

OPERATION MANUAL



ADVANCING STUDENT ACHIEVEMENT

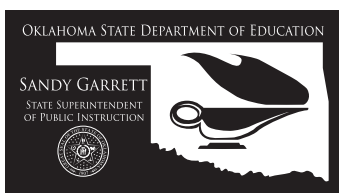
OKLAHOMA STATEWIDE SYSTEM OF
SUPPORT FOR DISTRICTS & SCHOOLS



OFFICE OF STANDARDS AND CURRICULUM

SANDY GARRETT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

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REPRINT

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ADVANCING STUDENT ACHIEVEMENT

OKLAHOMA STATEWIDE SYSTEM OF
SUPPORT FOR DISTRICTS & SCHOOLS



Table of Contents

Purpose, Mission, and Objectives of Statewide System of Support

Overview of Statewide System of Support

Phase 1: Identify

Phase 2: Assess and Review

Phase 3: Plan

Phase 4: Support

Academic Learning and Performance

- Curriculum
- Classroom Evaluation and Assessment
- Instruction

Professional Learning Environment

- School Culture
- Student, Family, and Community Support
- Professional Growth, Development, and Evaluation

Collaborative Leadership

- Leadership, Organizational Structure and Resources, and Comprehensive and Effective Planning

Phase 5: Monitor

Appendix A: Glossary of Terms

Appendix B: State and Federal Laws Related to Statewide System of Support

Appendix C: Web Resources

Appendix D: School Support

Appendix E: Oklahoma Nine Essential Elements Performance Indicators

Appendix F: Academy of Pacesetting States



■ Purpose of the Statewide System of Support

The purpose of the Statewide System of Support is to improve teaching and learning in order to prepare all students for college or career. The ultimate goal of the statewide system of support is for the people attached to each school to drive its continuous improvement for the sake of their own children and students by candidly and continuously examining data about their own performance and that of students, and, changing the way they operate to get better results.

■ Mission of Oklahoma’s Statewide System of Support (SSOS)

Oklahoma’s statewide system of support (SSOS) has one goal: improved student achievement. The mission is to create and maintain a statewide system of intensive and sustained support and improvement designed to increase the opportunity for all students to meet Oklahoma’s challenging academic content and achievement standards, eliminate achievement gaps, and prepare students to be contributing citizens.

Authority for developing and implementing a system of support for districts and schools comes from both state and federal law (see Appendix B). Oklahoma’s SSOS provides intensive and coordinated capacity building frameworks that support districts and schools so that they can provide a high quality education that meets the diverse needs of all students.

■ State Department of Education System of Support (as required by Public Law 107-110 Section 1117)

Establish required statewide system of support and improvement

- ① Establish school support teams.
- ② Designate and use distinguished teachers and principals.
- ③ Designate additional team members to provide assistance as needed, such as institutions of higher education.

■ Priorities for Technical Assistance (as required by Public Law 107-110 Section 1117)

The first priority is local educational agencies (LEAs) with schools in corrective action and schools for which an LEA has not carried out its statutory and regulatory responsibilities regarding corrective action or restructuring.

The second priority is LEAs with schools identified as in need of improvement.

■ Objectives of Statewide System of Support

The objectives of the SSOS are to build the capacity of districts and schools in each of the areas of the Oklahoma Nine Essential Elements to ensure that educators:

- ❶ Align Curriculum with *Oklahoma Priority Academic Student Skills (PASS)*, mapped across grade spans to eliminate gaps and overlaps, and made available to all students.
- ❷ Provide multiple assessments which are frequent, rigorous and aligned to *PASS*, and assessment data is analyzed to inform instruction.
- ❸ Provide varied instructional strategies that accommodate all learning styles and require students to use higher-order thinking skills in all classrooms.
- ❹ Provide a learning environment that is safe, orderly, and focused on high achievement for all students.
- ❺ Engage families and communities as active partners in student learning.
- ❻ Provide faculty and staff with ongoing and job-embedded professional development that is aligned with a comprehensive needs assessment.
- ❼ Develop a shared vision and makes decisions that are collaborative and data driven with leadership team and all staff.
- ❽ Maximize instructional time, organizational resources, and state and federal funds for improved student achievement as facilitated by leadership team.
- ❾ Develop a planning process that engages representatives from all stakeholder groups, involves collecting and analyzing data, and is evaluated effectively at least annually.

■ Overview of the Statewide System of Support

The SSOS uses a tiered model of delivery built on the framework of Oklahoma's Nine Essential Elements. Designed to build the capacity of districts and schools in their effort to meet the goal of student achievement, placement in the tiers determines the extent to which the SSOS provides support and resources to meet the individualized needs of schools and districts. The Oklahoma Nine Essential Elements provide a comprehensive framework based on current research and best practice and defines high quality initiatives that support student achievement in our schools.

The Oklahoma Nine Essential Elements

Academic Performance and Learning

- ❶ Curriculum
- ❷ Classroom evaluation and assessment
- ❸ Instruction

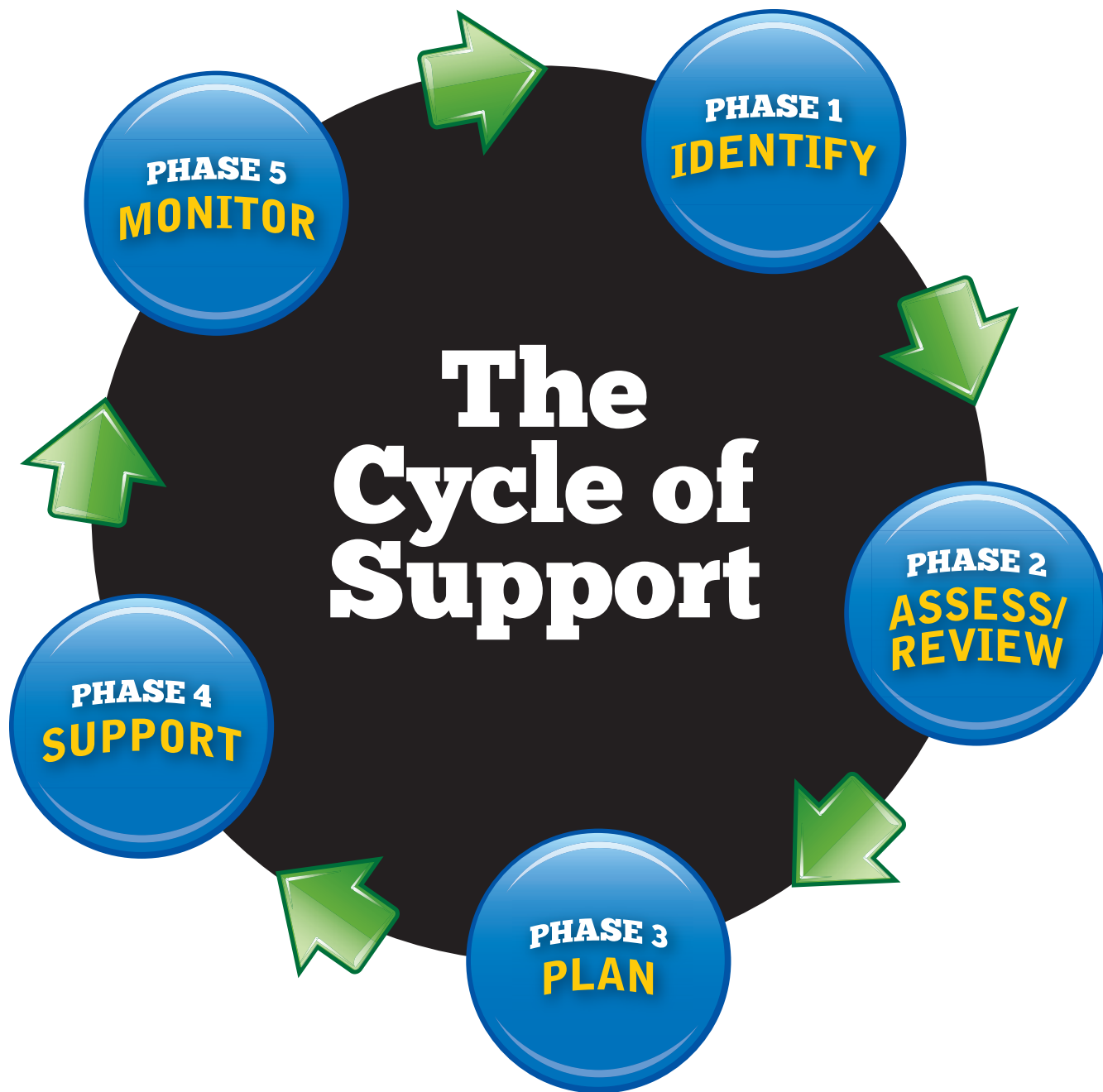
Professional Learning Environment

- ❹ School culture
- ❺ Student, family and community support
- ❻ Professional growth, development, evaluation

Collaborative Leadership

- ❼ Effective leaders
- ❽ Organizational structure and resources
- ❾ Comprehensive and effective planning

While all districts and schools have access to the SSOS, schools and districts designated at higher tiers have access to more individualized support. At the level in which all schools receive support, Tier 1, information related to the Oklahoma Nine Essential Elements is provided. Schools and districts designated at higher levels due to school improvement status, Tiers 2-3, have access to more targeted and intensive technical assistance and professional development. Schools in higher tiers also receive, based on availability, support from one of Oklahoma's School Support Teams (SST) which consists of a School Support Team Leader (SSTL) and a team of professional educators.

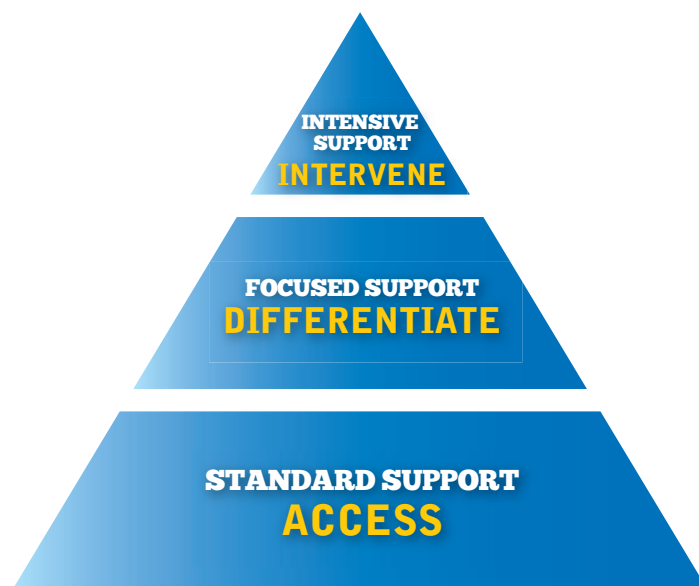


➡ Phase 1. Identify

How Do We Identify Schools To Receive Assistance?

In Oklahoma, schools and districts are identified for support using a multilevel approach as shown in the diagram at right.

- **Standard School Support provided for all Oklahoma students** to receive standards-based learning aligned to the state academic content standards, the *Priority Academic Student Skills*. Universal access to the Statewide System of Support exists for professional development and technical assistance in the areas of curriculum, assessment, special education, and English language learning. Oklahoma Nine Essential Elements framework identifies performance indicators for each element, suggested strategies for planning and implementation and resources to support student learning.



- **Focused School Support for Schools in Need of Improvement in Year 1 and Year 2** includes standard and differentiated support as identified by specific needs of students in school improvement schools. For example, schools identified based on English language learners not meeting a reading performance benchmark would have the opportunity for English language learner coaches and professional development in Sheltered Instruction Observation Protocol and reading strategies. A school in need of improvement for attendance may want to hire a parent liaison to communicate with parents the importance of attendance and a counselor may work with students to identify attendance needs.

- **Intensive and Comprehensive School Support for Schools in Need of Improvement in Corrective Action, and Restructuring Planning, and Restructuring Implementation** includes standard and differentiated support. Educational Leadership Coaches are provided to work one-on-one with building principal. School Support Teams work with each School Team on needs assessment, consultation with stakeholders, planning and implementation of research-based practices and strategies. Intensive and comprehensive professional development and technical assistance is provided.

Target Benchmarks for Statewide System of Support

Adequate Yearly Progress (AYP) for Oklahoma Schools and Districts

Timeline for Statewide Performance Targets in Math and Reading

Pursuant to the No Child Left Behind Act of 2001

	Baseline 2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Math Api	648	648	790	790	790	932	932	932	1074	1074	1216	1358	1500
Reading Api	622	622	768	768	768	914	914	914	1060	1060	1206	1352	1500

With the assistance of the SSOS, districts and schools will demonstrate yearly increases in student achievement in all subgroups, will show improvement in the State's Academic Performance Index (*api*), and will meet the performance targets in math and reading, 1074 and 1060 respectively in 2010, with the eventual goal of meeting Adequate Yearly Progress (AYP) for consecutive years.

Phase 2. Assess/Review

Comprehensive Needs

In Oklahoma, districts and schools use several methods for their comprehensive needs assessment. The needs assessment tools include but are not limited to: Ways to Improve School Effectiveness (WISE) an online planning and coaching tool that assesses Oklahoma Nine Essential Elements Performance Indicators; Quality Time Analysis online tool to determine effective use of instructional time; and Parent Involvement Analysis online tool to determine current parent and community engagement and provide resources to expand and improve current parent involvement.



These needs assessment tools provide a comprehensive evaluation of the strengths and needs of the school, with the goal of determining how the school can build on its strengths and address areas of need in order to improve teaching and learning.

Ways to Improve School Effectiveness (WISE) change is made and sustained through focus, sequence, and shared accountability. The WISE Tool provides the focus and sequence while accommodating flexibility in approach.

The WISE Tool is a Web-based planning tool for navigating effective and efficient school improvement's sometimes broad and unsteady course. It unites people within and across systems, aligns them in the effort, deploys them in partnership, and guides them to success.

The WISE planning tool functions similarly to a global positioning system (GPS) in that it uses Performance Indicators to:

- Determine current position relative to the destination. (Assess performance indicators.)
- Provide detailed routes for achieving it. (Create action plans.)
- Adjust to variations and even accommodate diversions along the way. (Add tasks to meet objectives of action plans.)
- Without losing sight of the destination: systemic and lasting improvement in teaching and learning.

However, results do not improve unless performance improves. In order for performance to improve, people must know what good performance looks like and have a clear path for achieving it. The WISE Tool provides the “what” but leaves the “how” to district and site leadership teams.

Oklahoma uses the Performance Indicator Improvement track of the WISE Tool. Rapid Improvement Indicators are used to anchor the work of the school or district team in progressing towards rapid improvement of student learning and achievement.

School and district teams assess their current position relative to each Oklahoma Nine Essential Elements Performance Indicator. Using the WISE Tool, schools plan, implement, and monitor improvement measures prompted by the Performance Indicators.

Phase 3. Plan

As required by the Elementary and Secondary Schools Act (ESEA) each school identified for improvement, corrective action, or restructuring must develop a two-year comprehensive plan for achievement. Oklahoma's School Accountability System calls for continuous improvement in student achievement in mathematics and reading/language arts, participation, attendance, and graduation rate. The focus on school improvement at the OSDE is moving from a compliance approach to an OSDE focus on building capacity of districts and schools to improve academic achievement. The OSDE provides the following support and technical assistance to schools identified for school improvement, corrective action and restructuring.



■ Oklahoma Statewide System of Support Action Plan

- Provide information and assistance to schools planning schoolwide programs or in school improvement.
- Provide school support with a team or a single consultant based upon the school's needs.
- Provide high quality professional development and technical assistance related to planning, alignment of curriculum and assessments, and instructional strategies based on scientifically based research.
- Provide school support teams that have a balance of viewpoints and educational backgrounds with each comprised of a team leader, retired educator, practicing educator, a member of the Oklahoma State Department of Education staff and when possible a representative from an institution of higher education.
- Use Oklahoma's Nine Essential Elements Guide, an effective planning and diagnostic tool for all schools, throughout the planning process.
- Review and analyze all facets of a school's operation including the design and operation of instructional programs.
- Provide in-depth information to administrators, teachers, other school staff, parents, and students about scientifically based research strategies aligned to the state's core curriculum, the *Priority Academic Student Skills*.
- Review and guide the implementation of the school improvement plan and schoolwide plan, with additional assistance coming from the local educational agency and/or the Oklahoma State Department of Education, as appropriate.

The School Improvement process has three overlapping phases: assessing indicators; creating action plans; and monitoring the implementation. The OSDE supports continuous improvement with its Ways to Improve School Effectiveness (WISE) coaching and planning online tool and information available on the OSDE Web site including Schoolwide resources; Professional Development Toolkit; and School Improvement resources.

WISE Planning Tool Features

Wise Ways™ technology links each indicator to a succinct synthesis of the related research, examples, and resources.

Oklahoma Nine Essential Elements Rubrics provide a tool for site and district self-assessment.

Coaching Comments feature allows an external coach to offer feedback to the team. The system maintains a thread of the dialogue between the coach and the team, and the comments can be saved or printed as a report.

Parental Involvement Analysis (PIA) is a five-step process by which the school team conducts a needs assessment of parent involvement, checks Title I compliance, and develops objectives for improvement. The system provides a huge library of downloadable materials for parent involvement.

Electronic Reporting provided with an administrative page, allows for convenient monitoring of each district and school's progress and access to electronically submitted reports. Reporting may include electronic submission of required documents to satisfy federal and state requirements.

Progress Tracking Report displays progress for identified performance indicators assessed and the specific action plans.

Built-in Documentation mechanisms provide practical ways for creating agendas, recording minutes, assigning responsibility, setting timelines, allocating resources, coaching, and monitoring the degree of implementation.

Schools identified for improvement, corrective action, or restructuring must include in the plan the requirements of the ESEA. These requirements can be met by assessing specific indicators in the WISE Planning Tool. Corrective Action Plan Addendums are required of schools in Year 3 of improvement. Restructuring Plan Addendums are required of schools in Year 4 and above of improvement.

■ Revised School Improvement Plan

Required for all School Improvement schools

(Public Law 107-110 Section 1116)

■ Must include ten required components found in Section 1116, *No Child Left Behind Act of 2001* (NCLB).

- ① Incorporate scientifically based research strategies that will strengthen the core academic subjects based on state academic content standards
- ② Provide an assurance the school will spend not less than ten percent of Title I funds for high-quality professional development as defined in Section 9101 (34) of NCLB Act of 2001.
- ③ Specify how funds described in number two will be used to remove the school from school improvement status.
- ④ Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students in accordance with adequate yearly progress, meet the state's proficient level of achievement on state academic assessments aligned to state academic content standards.
- ⑤ Describe how the school will provide written notice about the identification as a school improvement school to parents.
- ⑥ Include strategies to promote effective parental involvement in the school.
- ⑦ Specify the responsibilities of the school site, the local educational agency (LEA), and the state educational agency including the technical assistance to be provided by the LEA.
- ⑧ Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
- ⑨ Incorporate a program to assist and support teachers.
- ⑩ Adopt policies and practices concerning the school's core academic subjects that will ensure all groups of students will meet the state's proficient level of achievement on the state academic assessments aligned to the state academic content standards (Priority Academic Student Skills).

■ Must be written within three months of identification as school improvement school.

■ Must be written in consultation with parents, school staff, local educational agency serving the school, and outside experts.

■ Must cover a two-year time period.

■ Must address school improvement deficiencies with intense scientifically based research strategies.

■ Must be approved by the local educational agency.



■ Corrective Action Plan Addendum

Required for all School Improvement Year 3 schools

(Public Law 107-110 Section 1116)

- Must be written collaboratively by the local educational agency and the school.
- Must indicate local educational agency's choice of one or more of six corrective action options found in Section 1116, NCLB.
- Must be approved by the local educational agency.
- Must be implemented in the same year written.

■ Restructuring Plan Addendum

Required for all School Improvement Year 4 schools

(Public Law 107-110 Section 1116)

- Must be written collaboratively by the local educational agency and the school, in accordance with Section 1116, NCLB.
- Must be a two-year plan.
- Must be written while the school continues the implementation of School Improvement and Corrective Action Plans.
- Must indicate local educational agency's choice of one or more of the five restructuring options in Section 1116, NCLB.
- Must be approved by the local educational agency and the Oklahoma State Department of Education.
- Must be fully implemented in the following year if the school does not make adequate yearly progress.

➡ Phase 4. Support

The Oklahoma State Department of Education (OSDE) provides differentiated support to all schools. The Oklahoma Statewide System of Support provides technical assistance and professional development in several areas based on the Oklahoma Nine Essential Elements to provide services for continuous school improvement.

Phase 4: Support

Based on the Nine Essential Elements

Academic Learning and Performance

- ✓ Curriculum
- ✓ Classroom Evaluation and Assessment
- ✓ Instruction

Professional Learning Environment

- ✓ School Culture
- ✓ Student, Family, and Community Support
- ✓ Professional Growth, Development, and Evaluation

Collaborative Leadership

- ✓ Leadership, Organizational Structure and Resources, and Comprehensive and Effective Planning

Curriculum

Common Core State Standards

Oklahoma is one of 48 members of a state-led, nationwide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society.

Curriculum Access Resource Guides (CARG – Alternate and CARG – Modified)

Curriculum Access Resource Guide–Modified (CARG-M) takes grade level *Priority Academic Student Skills (PASS)*, modifies the objectives, and provides classroom activities to assist students on Individualized Educational Programs in accessing the curriculum. Curriculum Access Resource Guide–Alternate (CARG-A) takes grade level PASS skills, identifies the essence of the skill, identifies an alternate achievement expectation, and provides classroom activities that are functional applications of that academic skill. The CARG-A is appropriate only for students with the most significant cognitive disabilities.

Early Childhood Education

The National Institute for Early Education Research at Rutgers University again has named Oklahoma No. 1 in providing access to quality programs for all four-year-olds. The system is based on having a quality curriculum and certified teachers in every early childhood classroom. Oklahoma is recognized for having the wisdom and foresight to provide a healthy, positive start for four-year-olds whose families voluntarily enroll them in a public school program.

Oklahoma’s *Priority Academic Student Skills (PASS)* – State Academic Standards

The Oklahoma Priority Academic Student Skills (PASS) define the essential academic content standards students must achieve. Core curriculum includes language arts, mathematics, science, social studies, the arts, world languages, and personal financial literacy. Teachers, schools, and school districts should use PASS standards when planning curriculum and instruction. PASS for all Core Curriculum areas is available online and in Pocket*PASS* booklets.

Parent’s Guide to *PASS*

Parent guides summarize Oklahoma’s PASS in friendly language, explaining essential skills and concepts students will learn at each grade level. Parents are encouraged to use these guides as a reference in conversations with their student’s teachers and principals.

Classroom Evaluation and Assessments

Arts Assessment

“Teachers Helping Teachers” is an online sharing tool for teachers assessing the arts. This Web site is a growing compilation of arts instruction and assessment ideas designed to assist teachers, schools and districts as they determine the most effective way to evaluate arts achievement, grades 3-8, in compliance with (70 O.S. § 1210.508).

Classroom Assessments Knowledge Base

Online access to toolkit for utilizing research-based classroom assessments, developed in partnership with Mid-Continent Comprehensive Center. <<http://www.mc3edsupport.org>>

Oklahoma Educational Planning and Assessment System (EPAS)

Oklahoma EPAS is based on ACT's Educational Planning and Assessment System, an integrated series of assessments and reporting services that supports educators as they help students set and reach goals for life after high school. The components of OK EPAS are EXPLORE, PLAN and the ACT Assessment.

Released Tests and Sample Test Items

Released Oklahoma Core Curriculum Tests and sample test items are available online for classroom teachers to use for assessment purposes. The test questions provide clarity for what is expected of each student in the state.

Test Blueprints

Test blueprints provide classroom teachers with the approximate number of items included for each standard and objective on the Oklahoma Core Curriculum Tests.

Instruction

Adolescent Literacy

Online access to toolkit for implementing successful literacy strategies for adolescents, developed in partnership with Mid-Continent Comprehensive Center.

<<http://www.mc3edsupport.org>>

Advanced Placement (AP)/Advanced Placement Summer Institutes

Oklahoma provides AP training and incentives so that high schools can offer courses designed to prepare students for college while earning college credits.

Alternative Education

Students served in alternative education programs are at risk for high school failure for a variety of reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems, or juvenile justice involvement.

American Indian Education

The Indian Education Office serves as an ambassador for Indian Education across the state by providing guidance and leadership to the Native American tribes recognized as sovereign nations. Services include technical assistance information and appropriate professional development, as well as collaborative efforts to bridge the gap between the state, tribal nations, and schools.

American Indian Education Knowledge Base

Online access to toolkit to implement programs in support of Indian Education, developed in partnership with Mid-Continent Comprehensive Center. <<http://www.mc3edsupport.org>>

Building Academic Vocabulary®

Oklahoma educators worked with Dr. Robert Marzano to generate terms and phrases that are important to student understanding of mathematics, science, language arts, and social studies. Through a six-step process, teachers can provide students with an opportunity to learn academic vocabulary critical to student achievement.

Career and Technology Education

The Oklahoma Department of Career and Technology Education provides numerous pathways for high school students to earn credit toward graduation while preparing for a career.

English Language Learners

Oklahoma State Department of Education (OSDE), through the Title III office, provides training in strategic ways to make subject matter concepts comprehensible, while promoting students' English language development.

English Language Learners Knowledge Base

Online access to toolkit for developing programs to assist English language learners developed in partnership with Mid-Continent Comprehensive Center. <<http://www.mc3edsupport.org>>

Instructional Planning Podcasts

Through the Center on Innovation and Improvement (CII), Oklahoma is able to offer professional development podcasts with accompanying workbooks related to several topics. The Instructional Planning Podcasts include sessions on building instructional teams, aligning instruction, differentiating instruction, and preparing for instructional delivery. The podcasts are available at <<http://www.centerii.org/action>>.

Instructional Delivery Podcasts

Through the Center on Innovation and Improvement (CII), Oklahoma is able to offer professional development podcasts with accompanying workbooks related to several topics. The Instructional Delivery Podcasts include sessions on teacher-directed instruction with more sessions to be available soon. The podcasts are available at <<http://www.centerii.org/action>>.

Instructional Technology

The Instructional Technology/Telecommunications section of the Oklahoma State Department of Education strives to meet district needs by providing services including technical support, professional development, and Web-based tools to help integrate instructional technologies in the teaching and learning process.

Response to Intervention (RtI)

Leadership on effective implementation of RtI in Oklahoma is a collaborative effort of OSDE personnel from Curriculum, Reading First, Title I Reading, Office of High School Reform, Early Childhood, and Special Education Services. Oklahoma has collaborated with the National Center to develop a State Response to Intervention (RtI) Technical Assistance Guide and provides direct support to pilot sites as well as any school implementing RtI.

School Culture

A+ Schools

The Oklahoma A+ Schools® network delivers whole school reform through ongoing professional development that focuses on collaborative, research-based practices. A+ schools adhere to a set of commitments that include daily arts instruction, experiential learning, and enriched assessment. The schools collaborate around curriculum, mapping the instruction so that interdisciplinary concepts emerge that encourage cross-curricular integration, and the use of multiple intelligences to structure learning opportunities for students. Ongoing research documents changes in the climate of A+ schools that foster an engaging learning environment. The infrastructure in A+ schools supports common planning time, shared vision, and faculty commitment to the goal of schools that work for everyone.

Classroom Management Podcasts

Through the Center on Innovation and Improvement (CII), Oklahoma is able to offer professional development podcasts with accompanying workbooks related to several topics. The Classroom Management Podcasts include sessions on organizing the classroom, work schedules, and rules and procedures. The podcasts are available at <<http://www.centerii.org/action>>.

Great Expectations

Great Expectations® (GE) is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. With a focus on the human quality of teaching and learning, GE provides renewal and inspiration for teachers who may have lost their way and forgotten why they became teachers in the beginning.

Learn and Serve Oklahoma

The mission of *Oklahoma Learn and Serve* is to incorporate service-learning into Oklahoma schools as a teaching strategy that enriches academic achievement and develops civic responsibility in the students.

Positive Learning Climates Knowledge Base

Online access to toolkit for utilizing research-based strategies to improve school climate, developed in partnership with Mid-Continent Comprehensive Center.
<<http://www.mc3edsupport.org>>

Quality Time Analysis Tool

A time analysis is *a process* used to collect, define, and analyze how the time in each school day is used during the school year. The data gathered during the course of the school year will be reported online to the Oklahoma State Department of Education and included in the district Comprehensive Local Education Plan (CLEP).

Safe and Drug-Free Schools and Communities

In order to foster a safe and drug-free learning environment that supports student academic achievement, the Oklahoma State Department of Education supports programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources.

Schools Attuned

The Schools Attuned Program in Oklahoma provides participants with the opportunity to learn about eight neurodevelopmental constructs that affect learning. In addition to focusing on how the brain is “wired,” the program examines various ways students learn, patterns of students’ differences in learning, and how students’ passions and strengths can be used to overcome weaknesses within the regular classroom.

Student, Family, and Community Support

Dropout Prevention

OK Graduation: DO IT and ABC123 Challenge – Local teams recognize early warning signs (Attendance, Behavior, and Course performance) and deploy targeted interventions that can prevent students from dropping out of school.

Parental Involvement Analysis Tool

The Parental Involvement Analysis online tool guides a school-based team through an inventory and self-assessment of policies and practices, resulting in objectives for improvement that can become part of the school improvement plan.

Positive Behavior Interventions and Supports (PBIS)

It is the goal of the Special Education Services Division to improve educational results for children with disabilities through the implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is also effective for students who do not have disabilities but require additional behavioral supports.

Prevention Education

The HIV/AIDS Prevention Education section of the Oklahoma State Department of Education provides services including technical support, professional development, and scientifically based and medically accurate information to integrate HIV/AIDS prevention education into the teaching and learning process. Activities are supported through the Improving Health and Education Outcomes of Young People grant from the Centers for Disease Control and Prevention.

☑ Professional Growth, Development, and Evaluation

Consortia and Listservs

The Office of Standards and Curriculum offers professional development through content-specific consortia and e-mail listservs. Consortium meetings are held periodically throughout the school year to provide members with collaborative experiences with their colleagues across the state. E-mail listservs communicate regular updates including information about state standards, assessments, and professional development opportunities. The following content/topic areas are available:

- Curriculum
- High School Reform and Redesign
- Language Arts
- Mathematics
- Science
- Social Studies
- The Arts
- Title I
- World Languages

Curriculum Mapping

The Office of Standards and Curriculum assists schools by aligning, or “mapping,” district curriculum to the *Priority Academic Student Skills* and giving teachers a collective compass for student instruction. Through on-site training and videoconferences content specialists conduct professional development for educators. Quarterly curriculum meetings facilitate Oklahoma districts implementation of the curriculum mapping process.

Curriculum Mapping Knowledge Base

Online access to toolkit for implementing curriculum maps at the site and district level, developed in partnership with Mid-Continent Comprehensive Center.

<<http://www.mc3edsupport.org>>

Master Teachers Project

Teachers in each region of the state are trained and serve as mentors for other teachers. Master teachers conduct 12 hours of study group sessions for their peers. Participants in the Master Teachers 2 Project attend professional development training at a summer institute and make presentations at one of six regional curriculum conferences held each summer.

Master Teachers Project 2

Participants in the State Superintendent's Master Teachers 2 Project have been selected based upon their outstanding past performance as a member of the Master Teachers Project. Members of Master Teachers 2 continue to develop leadership capacities by conducting a needs assessment, then planning and implementing a school improvement project.

Mentoring for New Special Education Teachers

The First-Year Special Education Teachers Academy includes recent graduates, special education teachers new to Oklahoma, and special education teachers who came from general education classrooms. Through the academy, participants receive personnel development, resources and materials, and technical assistance from the Oklahoma State Department of Education-Special Education Services (OSDE-SES) staff and contracted professionals. Interested first-year teachers are paired with a mentor. Active mentorship continues during the second and third years of teaching for the teacher new to the field of special education.

Professional Development Toolkit

Provides research-based framework for planning high quality, sustained professional development for Oklahoma educators.

Regional Curriculum Conferences

Each June, six one-day conferences “for teachers, by teachers” offer sessions in implementing core curriculum and best instructional practices. Conferences are held in Oklahoma City, Tulsa, Northeast, Northwest, Southeast, and Southwest regions.

School Improvement Advisory Committee (SIAC)

The School Improvement Advisory Committee (SIAC) serves as an advising body for the Office of Standards and Curriculum in matters of proposed curriculum and practices, as well as implementation of policy and law. Office of Standards and Curriculum hosts monthly meetings of SIAC at the Oklahoma State Department of Education during the academic year.

Special EDition

Special EDition is a newsletter of the Special Education Services Division published three times per year and available online. Each newsletter discusses pertinent issues in Special Education and includes resources for further study.

State Superintendent's Math Academies

Math Academies are designed for teachers from across the state to train and collaborate with other teachers in their grade. The purpose is to provide high-quality professional development, time to collaborate with other professionals, and PASS-aligned lesson resources to PreK-12 teachers. A toolkit Web page containing all lessons is on the state Mathematics Education Web site.

State Superintendent's Science Inquiry Institute

Using hands-on experiences and focused reflection, the Science Institute for Inquiry provides the opportunity for teachers to explore the process of inquiry. Participants examine different ways of teaching hands-on science, explore the process skills as designated in the Oklahoma Priority Academic Student Skills (PASS), engage in a full scientific inquiry, and consider ways to include inquiry in the science classroom.

Statewide Videoconference System

The two-way audio and video communication between and among ten sites provides technical assistance and professional development for teachers and administrators across the state. Monthly calendars of upcoming videoconferences are available online. In addition, specialists are available to provide individualized technical and professional assistance through “point-to-point” conferences with one school, or even one teacher.

Collaborative Leadership

Oklahoma First-Year Superintendents

To assist first-year superintendents in the state, trainings are provided to ensure maximum leadership, efficient management, and strong educational programs.

Principal Leadership Academy

The Oklahoma State Department of Education supports the Cooperative Council of Oklahoma School Administrators (CCOSA) Principal Leadership Academy with federal funds and with presentations from OSDE staff related to the Oklahoma Nine Essential Elements system.

Program Evaluation Knowledge Base

Online access to toolkit for developing processes to evaluate any school program, developed in partnership with Mid-Continent Comprehensive Center. <<http://www.mc3edsupport.org>>

School Improvement, Corrective Action, and Restructuring Plans

The OSDE Web site provides templates, guiding questions, and checklists to assist districts and sites in the preparation of required plans.

School Improvement Knowledge Base

Online access to toolkit for developing processes that lead toward school improvement, developed in partnership with Mid-Continent Comprehensive Center.
<<http://www.mc3edsupport.org>>

School Support Teams

Led by expert retired educators, Oklahoma School Support Teams provide technical assistance and support to school improvement, corrective action, and restructuring schools. Based on the Oklahoma Nine Essential Elements, three reports are provided to sites with recommendations and documentation of strengths for each site.

Special Education Personnel Development and Support for Administrators

Research demonstrates that many special education teachers who leave the field document lack of administrative support as one of the factors for their decision to leave. In collaboration with the Cooperative Council for Oklahoma School Administration (CCOSA), the Special Education Services Division provides three trainings per year for administrators on topics that help to support and retain special education teachers and related service providers.

Superintendent’s Advisory Committee

State Superintendent communicates with the State Superintendent’s Advisory Committee monthly to inform and to seek feedback on current state and federal fiscal and programmatic issues effecting schools.

Title I, Part A Schoolwide Program Support

The OSDE Web site provides templates, guiding questions, and checklists to assist districts and sites in preparation for schoolwide plans. In addition, a series of videoconferences are available to districts to ensure the process is efficient and effective.

Ways to Improve School Effectiveness (WISE) Planning and Coaching Tool

The WISE Tool is a Web-based planning and coaching tool for navigating effective and efficient school improvement. It unites people within and across systems, aligns them in the effort, deploys them in partnership, and guides them to success.

What Works In Schools Institutes

Each year, two What Works In Schools Institutes are provided to sites identified for improvement. Dr. Robert Marzano and staff lead the general sessions as well as providing face-to-face coaching with building principals. The follow-up sessions provide strategies for next steps for these schools.

Windows on Curriculum

Windows on Curriculum (WOC) is designed as a systemic change process. Windows on Curriculum provides:

- A brief classroom visit structure designed to collect data on teaching and learning.
- Effective data-gathering tools.
- Skills to analyze high-quality curriculum, teaching and learning as identified in the Oklahoma Nine Essential Elements.
- Means for aligning instruction with state standards.
- Use of techniques and strategies for increasing reflection on classroom practices.

Writing Successful Grants Knowledge Base

Online access to toolkit for guidance on grant writing, developed in partnership with Mid-Continent Comprehensive Center. <<http://www.mc3edsupport.org>>

Phase 5. Monitor

Key to the OSDE's school improvement efforts is ensuring districts and schools implement effective monitoring practices. Schools in improvement have been trained in utilizing the Data Retreat® process, which includes an ongoing review of goals, analysis of relevant data, and periodic monitoring checkpoints to ensure progress. The What Works in Oklahoma Schools study will determine which of Oklahoma's Nine Essential Elements are most important and will provide tools to districts in order to monitor their own progress. The Oklahoma Educator Credentialing System provides detailed teacher data, such as Highly Qualified Status and equitable distribution of teachers throughout districts. The Oklahoma District Professional Development Report provides evidence of activities related to identified needs and goals. Finally, the WISE planning and coaching tool allows districts and schools to assess indicators and to continually monitor progress toward goals.

Oklahoma Accreditation Process

Regional Accreditation Officers (RAO) Monitor Data Oklahoma field-based Regional Accreditation Officers, employed by the OSDE, make on-site visits to every district and site. Verification of all district and site data is reviewed throughout the year by the 13 full-time Regional Accreditation Officers (RAOs). The RAOs monitor local schools to determine if they meet state standards and to conduct regular accreditation reviews for each district and school site statewide. These reviews focus on physical facilities, properly certified and assigned teachers, curriculum, attendance, budgets, class size and other legal and regulatory policies. Each RAO serves approximately 8 out of 77 counties. The RAOs have frequent training for updates related to state and federal legislation.

Data Retreat® Process

- The Data Retreat® Process involves a full year cycle of continuous improvement. A three-day data retreat in the summer begins the process with the site leadership team. The annual school improvement plan is then developed based on clarifying, planning and committing to specifications at the summer data retreat. Throughout the year there are monitoring checkpoints, student assessments, mini-data retreats, and leadership team meetings. During the year the staff is a professional learning community (collaborative teams, shared understandings, collective inquiry, working the work, continued improvement, results orientation, and celebration of successes). The process includes **Assessment OF Learning** (Annual Data Retreats for systems analysis and systems change to include summative – teacher-directed; state directed assessments); **Assessments FOR Learning** (Mini-retreats for learning analysis and instructional change to include formative assessments; teacher-directed and student involved and during teaching where students rethink, revise, resubmit, and teachers reteach differently); and **Assessments AS Learning** for learning analysis and instructional change (formative assessments; student-led; teacher guided; during learning; students self-assess, self-monitor and “own” the assessment process an progress including the loop of: set goal, work, self-assess, self-adjust, continue the process).
- **The building blocks of this improvement process – the “HOW” is providing a curriculum that is guaranteed and viable for all learners based on the Oklahoma Nine Essential Elements of Effective Practice.**
- **The Data Retreat® Process included several data analysis modules to differentiate the process:** Literacy; Math and Science; Safe and Healthy Schools; High School; Special Education; Early Learning; and English language learning.
- **The Data Retreat® Process is an 8-step process:**

❶ Team Readiness	❷ Data Collection	❸ Data Analysis (7 modules)
❹ Hypotheses and issues	❺ Improvement Goals	❻ Objectives and Strategies
❼ Progress Monitoring and Evaluation	❽ Roll Out and Sustainability	

Oklahoma Nine Essential Elements Research Study

What Works in Oklahoma Schools? is a comprehensive needs assessment and accompanying study of Oklahoma Schools conducted by the Marzano Research Laboratory (MRL) to be conducted during the 2010 calendar year. The OSDE has identified the nine essential elements that form the blueprint for school improvement in Oklahoma schools. The Marzano Research Laboratory will conduct this study in three phases. Through district, site, teacher, student and parent surveys, **Phase I** will determine the importance of each of the nine essential elements (and their performance indicators) related to a school being classified as needing improvement. The study will include approximately 35 schools classified as needing improvement and 35 matched schools for a total of 70 schools. **Phase II** will provide a more detailed examination of classroom variables important to achievement in Oklahoma schools. Phase II will focus on what occurs in Oklahoma classrooms primarily using data from videotapes and classroom observations. The reason for this focus is the well-established fact that what occurs in the classroom is probably the most important alterable variable relative to student academic achievement (McKinsey & Company, 2007). That is, focusing on improving the quality of classroom instruction is probably the most powerful reform effort in which a school or district can engage. Teacher data will be anonymous and only viewed by MRL researchers involved in the study. **Phase III** will be a documented process and supporting materials that will allow any school in Oklahoma to conduct an audit on their own regarding the factors they should focus on to improve student achievement and to decrease their chances of being classified as needing improvement.

Oklahoma Web-based Educator Credentialing System (OECS)

A contract issued in June 2006 for the 2006-07 development of an Oklahoma Web-based Educator Credentialing System (OECS), which currently provides essential data on teachers (areas of certification, subject test results, and National Board Certification), in a relational database that is easily linked with other teacher systems that provide key information affecting equality: systems such as School Personnel Records (location and type of school), Teacher Class Schedules (subject and number of students taught), and Accreditation (demographics of student population). Oklahoma's improved capacity to accurately assess the highly qualified status of teachers in each school provides a solid foundation for the identification, analyses and plan for correction, of the distribution inequity of quality teachers between high-poverty/high-minority schools vs. low-poverty/low-minority schools.

Oklahoma District Professional Development Report

Each district shall annually submit a report to the Oklahoma State Department of Education on the district level professional development needs, activities completed, expenditures, and results achieved for each school year by each goal.

Oklahoma state law mandates:

In developing program recommendations, each professional development committee shall annually utilize a data-driven approach to analyze student data and determine district and school professional development needs. The professional development programs adopted shall be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:

- ❶ Increasing the academic performance index scores for the district and each school site.
- ❷ Closing achievement gaps among student subgroups.
- ❸ Increasing student achievement as demonstrated on state-mandated test and the ACT.
- ❹ Increasing high school graduation rates.
- ❺ Decreasing college remediation rates. (70 O.S. § 6-194)

Each district shall annually submit a report for the previous school year to the State Department of Education on the:

- ❶ District level professional development needs.
- ❷ Activities completed.
- ❸ Expenditures and results achieved for each school year by each goal listed above.

WISE (Ways to Improve School Effectiveness) planning and coaching tool

Partnering with the National Center on Innovation and Improvement (NCII), the Oklahoma State Department of Education has a Web-based system that uses the OK9EE framework. WISE was fully operational in Spring 2010. This Web-based system uses indicators appropriate for all districts and schools, including indicators developed specifically for rapid improvement sites based on the National Center on Innovation and Improvement research.

Oklahoma is one of nine participating states in the NCII Academy of Pacesetter states. This new Web-based system—WISE (Ways to Improve School Effectiveness) provides district and/or school improvement teams opportunities to inform, coach, sustain, track, and report improvement activities. Similar to a global positioning system (GPS), WISE tells you where you are and helps you get to where you want to be—every child learning and every school improving. WISE is stocked with performance indicators of evidence-based practices at the district, school and classroom levels to improve student learning. Oklahoma is using its OK9EE as the system indicators of effective practice. In addition, the system accommodates rubrics for assessment of the indicators. The WISE planning and coaching tool allows for differentiation to accommodate “zones” of districts or schools. For example, WISE allows for a “rapid improvement” or turnaround track that includes different indicators than a “continuous improvement” track. The bottom line is that this Oklahoma Web-based system will guide improvement teams—whether district, school, or both—through a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities assigned, efforts synchronized.

■ Calendar

DATE	TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT
August 2010	<p>School Improvement Grant (SIG) 1003(g) Initial Implementation Meeting For LEAs and sites awarded 1003(g) funds. Provide important information regarding SIG requirements, approved applications and budgets, and intervention models. Provide guidance on reporting requirements, implementation strategies and consequences for not making progress toward goals.</p> <p>Parent Notification Letter mailed to parents no later than 14 days before school starts See http://sde.state.ok.us/NCLB/pdf/PSC/ParentNotReq.pdf for Parent Notification Letter Requirements.</p> <p>SIG 1003(g) Baseline Data Due to OSDE</p>
September 2010	<p>School Improvement Plan Writing Workshop Provide two-hour videoconference session to assist administrators in using the WISE Planning Tool to create the school improvement plan. Provide a review of the School Improvement Guidance, a tutorial, and overview of the School Improvement Status Report and answers to site specific questions.</p>
October 2010	<p>School Improvement Plan Writing Workshop <i>Repeat of September 2010</i></p> <p>School Improvement Informational Meeting Provide administrators and school leaders from schools identified as in need of improvement important information regarding federal guidance and requirements, School Support Teams, and resources provided by the Oklahoma State Department of Education.</p> <p>SIG School Data Reviews</p>
November 2010	<p>SIG 1003(g) Status Report Due to OSDE</p> <p>School Improvement Plans due to OSDE Submit plan on WISE Planning Tool</p> <p>What Works in Schools Phase I</p> <p>2009-2010 School Improvement and Supplemental School Improvement Grant Status Reports due to OSDE</p>

■ Calendar

DATE	TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT
December 2010	OSDE Status Check of WISE Planning Tool Implementation
January 2011	SIG School Data Review
February 2011	SIG 1003(g) Status Report Due to OSDE SIG 1003(g) Interim Implementation Meeting For LEAs and sites awarded 1003(g) funds. Conduct a detailed review of the progress toward established goals and the fidelity to which the intervention is being implemented. What Works in Schools Phase II
March 2011	OSDE Status Check of WISE Planning Tool Implementation SIG School Data Reviews
April 2011	SIG 1003(g) Status Reports due to OSDE
May 2011	OSDE Status Check of WISE Planning Tool Implementation
June 2011	SIG 1003(g) End-of-Year Implementation Meeting For LEAs and sites awarded 1003(g) funds. Analyze SST Reports, the comprehensive needs assessment done by the Marzano Research Laboratory, and relevant school data to determine progress being made toward meeting the established goals and the fidelity to which the intervention model has been implemented. Discuss successes, challenges, and opportunities to improve. Principals' Academy Adolescent Literacy Conference Technology Integration Conference

■ Differentiating Supports and Interventions

The OSDE Statewide System of Support applies a tiered approach in categorizing districts and schools based on their performance, then diagnosing their operations to align (differentiate) supports with operational needs. Diagnosis may be through self-assessment by a district or school team, state team, or external review using Oklahoma Nine Essential Elements Performance Indicators.

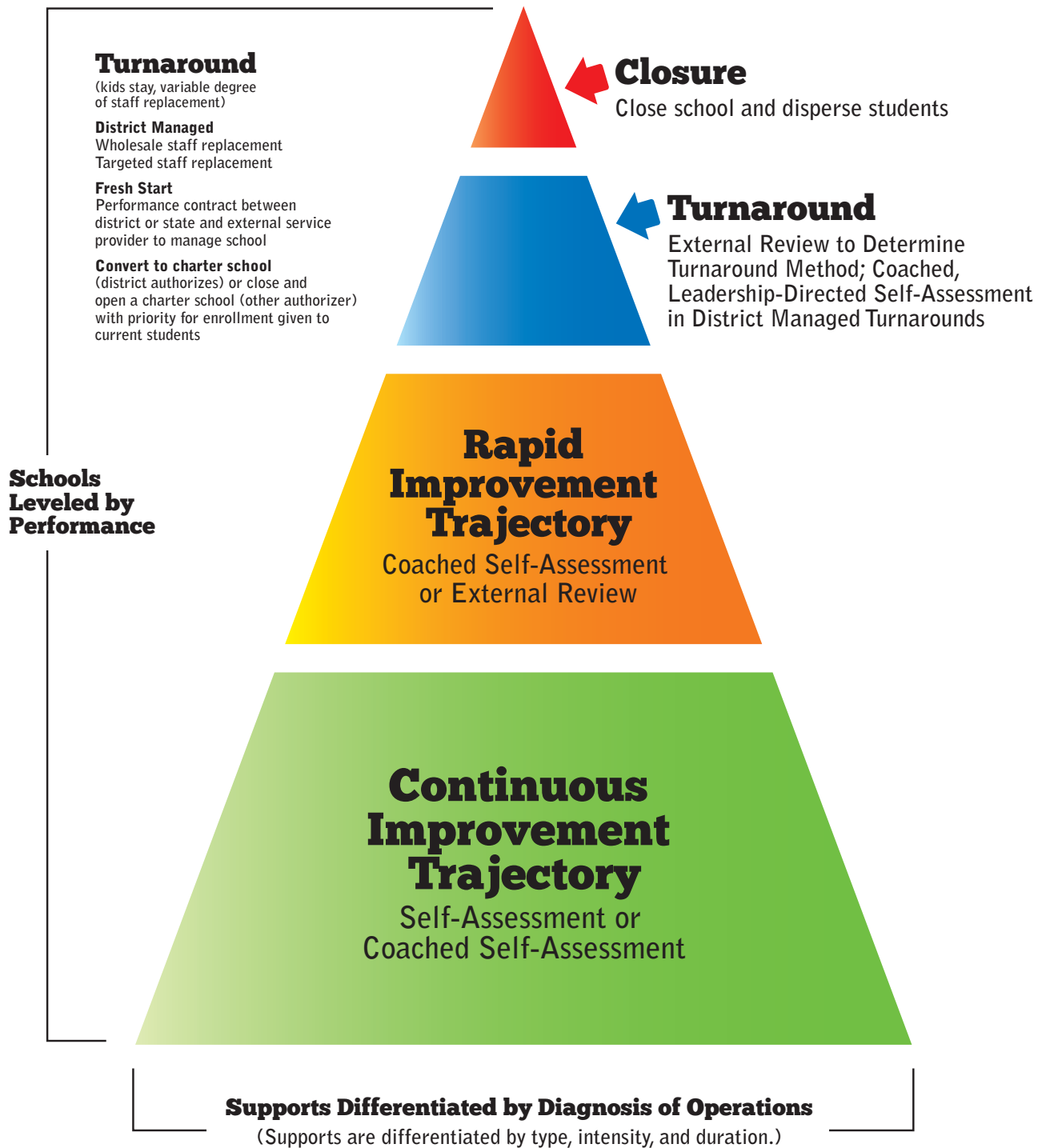
The ultimate goal of the OSDE's system of support for school improvement is for schools to drive the continuous improvement and to focus on improved student achievement.

A tiered approach to building local capacity while turning around low-performing schools is illustrated in the chart for ways to target supports and interventions. For more on rapid improvement, turnarounds, and closures, see: *Handbook on Restructuring and Substantial School Improvement*; *School Turnaround: A Review of the Cross-Sector Evidence on Dramatic Organizational Improvement*; *School Turnaround: Actions and Results*; *Tough Decisions: Closing Persistently Low-Performing Schools*; *Performance-Based Dismissals: Cross-Sector Lessons for School Turnarounds*; *Breaking the Habit of Low Performance: Successful School Restructuring Stories*.



Center on Innovation and Improvement

Diagnostic Methods to Target Supports and Interventions



■ Appendix A: Glossary of Terms

Academic Performance Index (API) - Created in law, Oklahoma's API measures the performance and progress of a school district based on several factors, primarily state assessment scores, which contribute to overall educational success. 70 O.S. § 3-151

Adequate Yearly Progress (AYP) - Federal Regulations under No Child Left Behind (NCLB) require all states to develop a school accountability system that determines AYP for all schools and districts. Oklahoma uses components of the state-mandated Academic Performance Index (API) to measure AYP, focusing primarily on the academic achievement of students in mathematics and reading, but also includes other educational measures. Statewide performance targets are set for each indicator to determine whether a school or district meets AYP, which can result in rewards or sanctions.

Corrective Action - Schools not meeting AYP for four (4) consecutive years are identified for corrective action; corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate yearly progress.

Educational Leadership Coaching (ELC) - Intensive and targeted leadership support provided by School Support Team Leaders to schools in restructuring.

Local Educational Agency (LEA) - In Oklahoma, LEA refers to the school districts.

No Child Left Behind Act (NCLB) - NCLB is the latest version of the federal Elementary and Secondary Education Act (ESEA) reauthorization signed into law in 2001.

OECS - Oklahoma Educator Credentialing System documenting Highly Qualified Teacher status, class assignments, teacher testing, and National Board Certified Teacher credential.

Oklahoma Nine Essential Elements - Provides a comprehensive framework based on current research and best practice. The elements define performance indicators, high quality initiatives that support student achievement in our schools.

OSDE - Oklahoma State Department of Education.

Priority Academic Student Skills (PASS) - Oklahoma's set of specific academic content standards.

Restart Model - A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Restructuring - A school that does not meet AYP for five (5) consecutive years, must develop a plan to restructure the school. A school that does not meet AYP for six (6) or more consecutive years must implement this plan. Restructuring requires major changes in a school's operation. The LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of a school in restructuring.

School Closure Model - School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

School Improvement - A school that does not meet AYP for two consecutive years is identified as in need of improvement. Each year of improvement carries with it consequences and responsibilities for the school, LEA and SEA.

School Improvement Plan (SIP) - Schools identified for improvement are required to write a school improvement plan in accordance with Section 1116 of NCLB. Plans must be developed and submitted no later than three (3) months from notification of school improvement status.

School Support Team (SST) - Assists schools in improvement in strengthening the instructional program of the school to improve student achievement.

School Support Team Leader (SSTL) - A retired administrator or educator who leads the school support team on its visits to school improvement schools; provides Educational Leadership Coaching to site principals of schools in restructuring.

SSOS - Statewide System of Support.

State Educational Agency (SEA) - In Oklahoma, SEA refers to the Oklahoma State Department of Education.

Supplemental Educational Services (SES) - Additional academic instruction designed to increase academic achievement of students in schools in Years 2 and above of school improvement.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.

Tier II schools are a State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and secondary schools that have had a graduation rate below 60 percent over a number of years.

Tier II schools are any Title I school in improvement, corrective action, or restructuring that have not been identified as a Tier I school.

Title I - A component of the federal *No Child Left Behind Act of 2001* which provides federal funding to schools with high poverty to improve the basic programs of disadvantaged children or those most at risk of failing.

Transformation Model

A transformation model is one in which an LEA implements each of the following strategies:

① Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must -

- (A) Replace the principal who led the school prior to commencement of the transformation model;
- (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - (2) Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

-
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 - (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as -
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

2 Comprehensive instructional reform strategies.

- (i) Required activities. The LEA must -
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- (ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as -
 - (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implementing a schoolwide "response-to-intervention" model;
 - (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools -
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

③ Increasing learning time and creating community-oriented schools.

- (i) Required activities. The LEA must -
 - (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
 - (B) Provide ongoing mechanisms for family and community engagement.
- (ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
 - (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

④ Providing operational flexibility and sustained support.

- (i) Required activities. The LEA must -
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- (ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as -
 - (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Turnaround Model

① A turnaround model is one in which an LEA must -

- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

-
- (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

② **A turnaround model may also implement other strategies such as -**

- (i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

Ways to Improve School Effectiveness (WISE) - a Web-based planning and coaching tool to assess indicators, create plans, and monitor school improvement progress.

■ Appendix B: State and Federal Laws Related to Statewide System of Support

Oklahoma State Law

70 O.S. § 1210.521	<i>Achieving Classroom Excellence Act</i> (ACE) – Curriculum, Assessment, and Remediation Requirements for Secondary Schools
70 O.S. § 1210.544	Annual Report of District Improvement Plans, including Requirements for Alternative Governance and creation of Oklahoma School Principal Training Task Force
70 O.S. § 3-129.2 – 3-129.10	Empowered Schools and School District Act
70 O.S. § 6-194	Professional Development Goals and Requirements
70 O.S. § 1210.541	School Support Team Assistance Requirements

Federal Law: No Child Left Behind

Public Law 107-110 – Section 1116 – Academic Assessment and Local Educational Agency and School Improvement
Public Law 107-110 – Section 1117 – School Support and Recognition

■ Appendix C

WEB RESOURCES

**Assessment & Accountability –
Comprehensive Center**

<http://www.aacompcenter.org>

Center on Innovation and Improvement

<http://centerii.org>

Center on Instruction

<http://centeroninstruction.org>

Indicators In Action

www.centerii.org/Action

**Mass Insight Education –
School Turnaround**

<http://www.massinsight.org/stg>

**National Comprehensive
Center for Teacher Quality**

<http://www.tqsource.org>

National High School Center

<http://www.betterhighschools.org>

Oklahoma State Department of Education

www.sde.state.ok.us

School Turnarounds

<http://www.publicimpact.com/schoolturnarounds>

United States Department of Education

www.ed.gov

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc>



■ Appendix D

Oklahoma State System of Support School Support Team Member Roles and Responsibilities

School Support Team (SST) members require a high degree of integrity and diplomacy, an in-depth knowledge of school improvement processes relating to education reform, demonstrated skills and successful experience in implementing change processes along with strong interpersonal skills. SST members have demonstrated the ability to work with diverse groups to craft creative solutions, and to communicate complex issues to a variety of educational stakeholders. SST members are educators who are recognized as leaders, have experience in implementing successful school-based reform, have shown high levels of professional competence and represent Oklahoma's diverse workforce.

Oklahoma's SST program provides on-site assistance to schools identified as needing support in areas of reading/language arts, mathematics, attendance, graduation rate, and for identified subgroups. SST members are directly involved in facilitating school improvement processes in identified schools. In collaboration with school and district staff, parents and community members, and with the assistance of a team of experts, the SST members facilitate an educational needs assessment of each school based on Oklahoma's Nine Essential Elements Performance Indicators and provide guidance for the development and implementation of a comprehensive school improvement plan to build on the school's strengths and address the identified needs.

Duties of the SST member include:

- Travel to SST sites as required by the Oklahoma State Department of Education (OSDE).
- Review development and implementation of the School Improvement plan.
- Utilize Oklahoma's Nine Essential Elements Performance Indicators to examine school and classroom practices in three areas: Academic Learning, Learning Environment and Efficiency.
- Conduct brief classroom walk-throughs during each SST visit to ensure student engagement, implementation of *Priority Academic Student Skills* (PASS), varied instructional strategies, and a positive learning environment.
- Examine and analyze most recent benchmark data (if available) to ensure the needs of all students are being met.
- Advise schools in scientifically researched based (SBR) strategies that are proven to promote improved practices. Examples include Dr. Robert Marzano's What Works in Schools and Building Academic Vocabulary, and the Data Retreat® process.
- Maintain confidentiality in interviewing administrators, teachers, parents, and students.



Oklahoma State System of Support

School Support Team Leader

Roles and Responsibilities

(No Child Left Behind Act of 2001, Section 1117)

School Support Team Responsibilities

The school support team has one primary responsibility: assisting the school in strengthening its instructional program to improve student achievement. Specifically, the school support team must:

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance.
- Collaborate with school staff, local educational agency (LEA) staff, and parents to design, implement, and monitor a meaningful and realistic school improvement plan that can be expected to help the school meet its improvement goals, if implemented.
- Review the implementation of the school improvement plan and request additional assistance from the LEA or the state educational agency (SEA) that either the school or the support team needs.
- Provide feedback at least twice a year to the LEA and to the SEA, when appropriate.

Clearly, the overall charge of the support team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective support team members shall be knowledgeable about scientifically based research and practice on teaching and learning; and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students. The SST recommends best practices and SBR to lead the school in adopting more effective practices.

School Support Team Leader

As a part of the No Child Left Behind (NCLB) direction to "provide technical assistance to the school," the Oklahoma State Department of Education (OSDE) provides School Support Team Leaders (SSTLs) to lead Title I schools in school improvement. These SSTLs are assigned to the schools by the OSDE based on need and/or beginning in year 2 of improvement and above.

Criteria to Become a School Support Team Leader:

- Experience as a successful educator.
- Record of effectiveness in assisting schools with the school improvement planning process.
- Ability to communicate well with school, district and OSDE personnel.
- Evidence of exceptional writing skills.
- Evidence of organizational skills.
- Timeliness and follow through to completion of required tasks.

Duties of a School Support Team Leader:

- Schedules, coordinates and facilitates all SST meetings.
- Completes all paperwork and creates all required reports in a timely manner.
- Attends SSTL meetings as scheduled by the OSDE.
- Reports to the Executive Director of Title I School Support at the OSDE.
- Assists with planning and attends professional development as required by the OSDE.
- Assist and facilitate School Improvement sites during the professional development.
- Travels to SST sites as required by the OSDE.

It is recommended that the SSTL contact and meet with the principal as early as possible. This meeting provides an opportunity to outline the responsibilities of the SSTL and SST process. The principal will provide the SSTL with a list of data needed the first SST visit. This pre-SST meeting is intended to serve as an opportunity to build rapport with the principal and staff.

- Create an introductory letter for School Improvement site principal requesting School Improvement plan, copy of master schedule with list of teachers, discipline data, attendance data, benchmark data, budgets and other relevant data. (Schools are encouraged to create one notebook with requested information for the SSTL.)
- Create an introductory letter for SST members detailing information about SST visit.
- Meet with principal and school staff.
- Schedule an exit meeting with the principal at each SST visit.
- Create an agenda for the first meeting (and subsequent SST visits) and provide a schedule for SST members of interviews and classroom visits.
- Schedule potential dates for SST visits with principal that will be confirmed with the SST members.
- Schedule, plan, and organize first SST meeting.
- Meet with School Improvement Team.
- Conduct interviews with school personnel, parents, and students.
- Create a completed School Support Team report within 2 weeks after visit.
- Provide technical assistance to school site throughout the year.

Oklahoma State System of Support

Title I School Support Coordinator

Roles and Responsibilities

Title I School Support Coordinator Responsibilities

Under general supervision of the School Support (SS) Director and Local Educational Agency (LEA) Title I Director, the School Support Coordinator will coordinate both technical- and videoconference-based activities to provide intensive and sustained support to Title I schoolwide programs (SWP), schools in need of school improvement, and other Oklahoma State Department of Education activities designed to increase the opportunity for all students to meet the state's content standards.

- Work cooperatively and collaboratively with Oklahoma State Department of Education staff to provide ongoing support to specific schools and districts needing assistance.
- Provide customer service to regional school staffs in identifying categories of needs and scheduling videoconferencing workshops to address these needs, including training for School Support Teams.
- Identify and schedule needed training including working with appropriate people to provide videoconference training both on-site and from remote sites at state and national levels.
- Identify, Recruit, and Organize a network of business partners, institutes of higher education, consultants and practitioners, to provide schools with professional development, technical assistance, or special expertise/facilities in an area of need and develop and maintain schedules.
- Organize Regional School Support Teams which are responsible for assisting schools in the development of SWP or School Improvement (SI) plans, reviewing plans, making recommendations to the school and/or LEAs.
- Review progress of SWP and SI plans focused on enabling students to meet the state standards, and make recommendations for improvement.
- Identify and organize regional demonstration sites and Distinguished Schools where successful instructional models may be observed.

Oklahoma State Department of Education
Office of Standards and Curriculum
School Support Team Leader Survey

Please circle: Strongly disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) for the following statements.

① Communication with school districts related to federal requirements for planning and implementation are effective.	SD	D	A	SA
② Ways To Improve School Effectiveness (WISE) Planning Tool is an effective tool for school improvement sites.	SD	D	A	SA
③ Data Retreat Process is not an effective tool for School improvement sites.	SD	D	A	SA
④ What Works In Schools strategies are effective tools for school improvement sites.	SD	D	A	SA
⑤ Building Academic Vocabulary is used effectively in school improvement sites.	SD	D	A	SA
⑥ Professional Learning Communities are used effectively in school improvement sites.	SD	D	A	SA
⑦ Roles and responsibilities of school support team leaders are clearly defined.	SD	D	A	SA
⑧ Roles and responsibilities of school support team members are clearly defined.	SD	D	A	SA
⑨ Technical assistance provided to schools is differentiated.	SD	D	A	SA
⑩ Adequate resources are available to school support teams to support school improvement sites.	SD	D	A	SA
⑪ Adequate resources are available to school improvement sites to support selected interventions.	SD	D	A	SA
⑫ Educational Leadership Coaching process is effective for principals in restructuring.	SD	D	A	SA
⑬ Educational Leadership Coaching process should be expanded to all school improvement site principals.	SD	D	A	SA

14 School support team leaders receive adequate support from OSDE.	SD	D	A	SA
15 The rubrics used for data collection during school support team visits clearly match the Oklahoma Nine Essential Elements Performance Indicators the team members are reviewing during each visit.	SD	D	A	SA
16 The data collection activities during each school support team visit are congruent with the Oklahoma Nine Essential Elements Performance Indicators targeted for observation during that visit.	SD	D	A	SA
17 <i>Windows on Curriculum</i> procedures are being implemented by school improvement sites to gather whole-school data and build reflective practice.	SD	D	A	SA

What OSDE professional development is helpful to you as a School Support Team Leader?

What OSDE technical assistance is helpful to you as a School Support Team Leader?

What additional support would you like from the OSDE?

Other comments or suggestions:

■ Appendix E

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.
EEIB-2.03	<i>All teachers design units of instruction to include pre- and post-tests 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 post-test 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.

✖ Professional 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. |

✖ Professional 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.

Professional 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** *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.*
-
- EEIIC-6.12** School planning team designs professional development that promotes effective classroom management skills.
-
- EEIIC-6.13** *School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.*
-

Collaborative Leadership – EFFECTIVE LEADERS

- EEIIIA-7.01** *School leadership develops and sustains a shared vision.*
-
- EEIIIA-7.02** *School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.*
-
- 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** *School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.*
-
- 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

EEIIIB-8.01 School leadership supports high quality performance of students and staff at their assigned site.

EEIIIB-8.02 School leadership designs the master schedule to provide all students access to the entire curriculum.

EEIIIB-8.03 *School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.*

EEIIIB-8.04 *School leadership ensures efficient use of instructional time to maximize student learning.*

EEIIIB-8.05 School leadership uses effective strategies to attract highly qualified and highly effective teachers.

EEIIIB-8.06 School leadership provides time for vertical and horizontal planning across content areas and grade configurations.

EEIIIB-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.

EEIIIB-8.08 School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.

EEIIIB-8.09 *School leadership directs funds based on an assessment of needs aligned to the school improvement plan.*

EEIIIB-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

EEIIIC-9.01 *School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.*

EEIIIC-9.02 School planning team collects, manages, and analyzes data from multiple data sources.

EEIIIC-9.03 School planning team incorporates scientifically based research for student learning in school improvement plans.

EEIHC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIHC-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>
EEIHC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIHC-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>
EEIHC-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.
EEIHC-9.09	School leadership and all staff document the continuous improvement through a regular data review process.

■ Appendix F

Academy of Pacesetting States Overview

Selected States and Regional Centers

Alaska, Alaska Comprehensive Center
Arkansas, Mid-Continent Comprehensive Center
Idaho, Northwest Comprehensive Center
Illinois, Great Lakes West Comprehensive Center
Louisiana, Southeast Comprehensive Center
Michigan, Great Lakes East Comprehensive Center
Montana, Northwest Comprehensive Center
Oklahoma, Mid-Continent Comprehensive Center
Virginia, Appalachia Regional Comprehensive Center

Description of the Academy of Pacesetting States

The Academy of Pacesetting States provides:

1. A learning community for state teams from states intent upon leading the way to rapid improvement of districts and schools.
2. Training, consultation, and support to enable states to reach their goals for high quality Statewide Systems of Support that build local capacity to initiate and sustain rapid improvement that brings all classrooms to an optimal level of performance.
3. Training, consultation, and support for state teams to develop skilled experts in three critical areas:
 - a. System Leaders who administer the Statewide System of Support and coordinate its components.
 - b. Change Agents who understand not only effective operational practices, but also the dynamics of change in an educational setting.
 - c. Instructional Specialists who understand effective classroom instruction and how it can be cultivated in districts and school systems to reach a critical mass of instructional excellence.

Member States of the Academy of Pacesetter States take action to:

1. Share talents and experiences with other states, the Academy faculty and partners.
2. Develop and achieve bold plans of action to:
 - a. Elevate the effectiveness of the Statewide System of Support.
 - b. Build local capacity to initiate and sustain rapid improvement that brings all classrooms to an optimal level of performance.
 - c. Create strong programs of Change Agents and Instructional Specialists to serve as Catalytic Teams to rapidly improve districts and schools in ways that show substantial effects in classroom instruction and student learning.

Pacesetter Code

A pacesetter traces every action to its impact on a student in a classroom, acts with courage, proceeds with urgency, focuses on essentials, accepts no excuses, embraces candor, builds webs of trust, and holds adults to high standards of performance.

Core Principles of the Academy of Pacesetter States

- ① **Student learning** is the beginning point in designing and providing a statewide system of support.
- ② The **instructional core** of teacher, student, and content is critical for student learning and school improvement.
- ③ The **school culture** of candor, quality, collegiality, and productivity supports the instructional core.
- ④ The **principal** is the key to advancing a school culture of candor, quality, collegiality, and productivity.
- ⑤ The **district** provides a framework of support and expectation for continuous school improvement.
- ⑥ **Incentives, opportunity, and capacity building** are the levers of change applied by a statewide system of support.
- ⑦ **Leadership, change agency, and instructional expertise** are coherently utilized in a statewide system of support.
- ⑧ **Change** requires courage, leadership, and relentless pursuit of high levels of performance by adults.
- ⑨ **Indicators of effective practice**, candidly assessed, planned, and monitored, provide guideposts for continuous improvement.
- ⑩ **Human capital, trust, and mutual respect** form the necessary foundation for school improvement.



Statewide System of Support (SSOS) Staff

Accreditation/Standards

Dr. Sharon Lease
Assistant State Superintendent
(405) 521-3333

Professional Services

Dr. Ramona Paul
Assistant State Superintendent
(405) 521-4311

School Improvement

Office of Standards and Curriculum

Dr. Cindy Koss
Assistant State Superintendent
(405) 521-4514

Ms. Kerri White
Executive Director High School Reform
(405) 522-8618

Dr. Jennifer Watson
Team Leader – Curriculum/Effective Schools
(405) 522-3521

Title I, II, VI, X

Ms. Ramona Coats
Team Leader - Title I, II, VI, X
(405) 522-0217

Ms. Andrea Wheeler
Executive Director - Title I, IIA, VI
(405) 522-5310

Ms. Mary Pearson
Executive Director - Title I School Support/ARRA
(405) 522-3253

Ms. Jackie Mania
Director - Turnaround
(405) 522-3263

Dr. Gloria Bayouth
Senior Grants Consultant – Title I, II, BR, MSP
(405) 522-3249

Office of Innovation, Support, and Alternative Education

Ms. Lisa Pryor
Assistant State Superintendent
(405) 522-0276

Ms. Laura Buxton
Director - Alternative Education
(405) 522-0276

Dr. Perri Applegate
Executive Director - Instructional Support
(405) 522-3219

Office of Accountability and Assessments

Ms. Jennifer Stegman
Assistant State Superintendent
(405) 521-3341

Special Education Services

Ms. Misty Kimbrough
Assistant State Superintendent
(405) 521-4873



ADVANCING STUDENT ACHIEVEMENT

OKLAHOMA STATEWIDE SYSTEM OF
SUPPORT FOR DISTRICTS & SCHOOLS