

**Minutes of the Meeting of the**  
**STATE BOARD OF EDUCATION**  
**FORT SILL ARMY BASE**  
**500 UPTON ROAD, PATRIOT CLUB**  
**ARTILLERY ROOM, SECOND FLOOR**  
**LAWTON, OKLAHOMA**

The State Board of Education began its regular session at 4:05 p.m., January 15, 2012, at the Fort Sill Army Base, 500 Upton Road, Patriot Club, Artillery Room, Lawton, Oklahoma. The final Agenda was posted at 3:50 p.m., Wednesday, January 11, 2012, in accordance with 25 O.S. 2001 § 311(9).

The following were present:

Ms. Connie Holland, Chief Executive Secretary to the Board  
Ms. Terrie Cheadle, Administrative Assistant

Members of the State Board of Education present:

Dr. Janet Barresi, State Superintendent of Public Instruction and  
Chairman of the Board  
MG (R) Lee Baxter, Lawton  
Ms. Amy Ford, Durant  
Brian Hayden, Enid  
Joy Hofmeister, Tulsa  
Bill Price, Oklahoma City  
Bill Shdeed, Oklahoma City

Attendees from the Oklahoma Department of Education and other guests:

See Attachment A.

### **CALL TO ORDER**

Superintendent Barresi called the meeting to order at 4:05 p.m. Ms. Holland called the roll and ascertained there was a quorum.

Superintendent Barresi welcomed Ms. Joy Hofmeister as the newest member of the Board, and everyone in attendance. Members of the State Department of Education (SDE) staff were introduced.

Superintendent Barresi said in order to frame the conversation we want to revisit the concept discussed in previous Board meetings, which is the C<sup>3</sup> Plan for Oklahoma, to ensure every Oklahoma student is college, career, and citizen ready by 2020. Because of the comprehensive reforms passed by the Legislature last year, the SDE now has an empowerment agenda for teachers, parents, and citizens. Oklahoma has been recognized as a leader as we move forward in terms of reform. Superintendent Barresi reviewed SDE strategies in the areas of leadership and empowerment of teachers and parents, the flexibility request and waiver request under NCLB, early childhood education, and training teachers to teach reading to children with all different learning styles. The strategy for accountability and rigor means Oklahoma will stay the course with Achieving Classroom Excellence (ACE), which requires seniors to pass four of seven examinations.

### **PRESENTATION ON ROLE AND RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION**

Ms. Lisa Endres, General Counsel reviewed her role and duties as the general counsel for the Board and SDE.

Ms. Endres said the organizational structure of the State Board of Education and the State Department of Education is outlined in statute. The roles of the Board and SDE are as two separate and distinct legal entities housed within each other charged with the responsibility of determining the policies and directing the administration and supervision of the public school system of the state of Oklahoma.

Ms. Endres gave an overview of the role and responsibilities of the Board, which is the governing Board of the public school system. The State Superintendent has control of and directs the SDE, and serves as Chair of this Board. The State Superintendent's role is to give advice and make recommendations to the Board on all matters pertaining to the policies and administration of the public school system. State Board members must complete the 12-hour workshop requirements of new school board members within 13 months.

Ms. Endres reviewed Board responsibilities found at 70 O. S. 3-104 and common information, reports, and requests for Board approval found on Board meeting agendas. The Board and SDE are under the leadership and direction of the State Superintendent and must work together to approve policy and goals for common education and fulfill all statutory obligations as outlined the school code.

Ms. Endres gave a brief presentation on the Open Records Act and Open Meetings Act. Confidential or privileged information discussed outside of the Board, can be considered an open record. Due Process hearings and Executive Session guidelines were reviewed. Board members were cautioned to limit email communications and telephone communications to less than a majority of the Board. The Board follows Robert's Rules of Order. The Board was given a review of those rules and Board rules regarding Board meetings.

Board Member Price said regarding the Open Meeting act would agenda language stating discussion of educational approved legislative actions or Board actions be appropriate.

Ms. Endres said if the public cannot read the agenda item and determine what will be discussed; an agenda item would not be considered efficient enough public notice.

Board Member Price said maybe the Board can seek an Attorney General's Opinion on this issue and requested an agenda item for open discussion be included each month on the Board meeting agendas.

Board Member Baxter said regarding the Open Meetings Act, he would like to know what the statute states and the interpretation of the statute, instead of the other way around.

#### **PRESENTATION ON THE RULEMAKING PROCESS AND PROCEDURES**

Ms. Kim Richey, Assistant General Counsel presented an overview of the rulemaking process and procedures. Typically, rulemaking is a six-month process. Rules determine how an agency will implement statutes. Because rulemaking is a legislative function, the Legislature does not grant full, unrestrained, unlimited authority to promulgate rules. The Legislature retains the right to approve, delay, suspend, veto, or amend the implementation of any rule or proposed rule. When proposed rules are submitted to the Legislature for approval, they will review the rules to determine if the rules are within statutory authority and if the proposed rules are consistent with the intent of the law.

Board Member Baxter said Board members will be presented a rule and asked to approve at the same meeting, which allows no time for the Board to review.

Ms. Richey said the rules can be presented to the Board for review only before the 30-day public comment period expires.

Board Member Ford agreed with Board Member Baxter and said rulemaking is one of the most fundamental responsibilities and important responsibilities of the Board. Receiving rules the week before a Board meeting for review is a short period to digest all the information.

Board Member Shdeed suggested the rules be presented to the Board for discussion only the month before approval will be requested.

Ms. Richey said there will be a discussion and review agenda item on the January 26, 2012 Board meeting agenda regarding the rules that will be brought before the Board for approval at the February 23, 2012, Board meeting.

Superintendent Barresi suggested forming Board subcommittees that would consider different issues regarding rule writing or issues that relate to policy.

Board Member Baxter said it is very helpful when the Board receives material to review well in advance of the Board meeting.

Ms. Endres said Board subcommittees can submit information to SDE staff, which can be presented to the entire Board at a Board meeting.

Mr. Hayden asked would the Board be informed in January and February of proposed legislation.

Ms. Jessica Russell, Director, Legislation and Policy said there would probably not be a legislative update at the January 26, 2012, Board meeting, but the Board will receive updates throughout the legislative process.

Ms. Richey said it was important to know that typically, when agency rules are challenged or an agency is sued, it is because the agency either is outside of its statutory authority, or is not applying the rule in an equitable manner. When the Legislature allows a rule to pass and does not deny it is a presumption it is a valid rule and would be important to a review of the court. The Board's rules are entitled to a presumption that they are lawful and valid and in cases of uncertainty or ambiguity, the interpretation of a statute by the agency charged with this enforcement is entitled to the highest respect from courts.

## **RECESS**

Superintendent Barresi called a recess from approximately 7:40 p.m. to 8:20 p.m.

## **LEGISLATIVE UPDATE, OVERVIEW AND PROCESS**

Mr. Joel Robison, Chief of Staff said an area of focus has always been the Legislature. Mr. Robison said he has been fulltime at the Capitol since the mid-90s, which gives him an appreciation for what is required in order to assist Superintendent Barresi and the Board be successful at the Capitol because that is the goal. He reviewed the Legislative leadership.

Ms. Jessica Russell, Legislative Director said no legislative deadlines will have passed by the February 23, 2012, Board meeting so she will probably not have a legislative update at that time. Board members will receive a legislative update at the March 29, 2012, Board meeting. To date, four bills have been pre-filed. Ms. Russell gave an overview of education reform measures passed during the last Legislative Session. The majority of the bills this year will be clean-up bills. One bill that the SDE will be working on this year is changes to the alternative education system. Currently alternative education is funded based on 1995 numbers, and we cannot fully fund at those numbers. We are working to determine how we want the alternative education system to look. The Superintendent and SDE would oppose any attempt to roll back reforms put in place over the last two years.

Board Member Price said he would appreciate input regarding legislative deregulation for schools.

Ms. Russell updated Board members on the recent Senate Budget Committee hearing and the upcoming budget hearing before the House Budget Committee at the Capitol. Topics discussed were funding for professional development and the flexible benefit allowance.

Superintendent Barresi said the budget presented to the Legislature asked for a \$157,000,000 increase for state aid to schools and funding to implement education reforms.

Board Member Ford requested the Board be provided information and talking points on education legislative topics.

### **RECESS**

Superintendent Barresi called a recess from approximately 9:40 p.m.

### **RECONVENE**

Superintendent Barresi reconvened the meeting at 9:10 a.m., Monday, January 16, 2012.

Superintendent Barresi introduced Mr. Tony Bennett, State Superintendent, State of Indiana who gave an overview of Indiana education reform legislation, implementation, and the Indiana Board of Education.

### **PRESENTATIONS ON COMMON CORE STATE STANDARDS AND OKLAHOMA C<sup>3</sup> STANDARDS**

Board Member Baxter introduced Representative Ann Coody and Dr. Linda Dzialo, Director, Great Expectations, present at the meeting.

Ms. Kerri White, Assistant State Superintendent, Office of Educational Support overviewed the Oklahoma C<sup>3</sup> standards that include the common core. In 1990, the Priority Academic Student Skills (*PASS*) was adopted as the states standards. The standards focused on required knowledge skills and abilities students needed in order to be successful as they progressed forward. Not only are there *PASS* skills in language arts and mathematics but also health, safety, and physical education, information literacy, and technology education. The transition to the Oklahoma C<sup>3</sup> standards is a transition to those expectations that ensure all students are college, career, and citizen ready. In order the make the changes, pieces of the *PASS* standards will be replaced with more rigorous standards and higher expectations for students. The language arts and mathematics *PASS* standards are the first to be replaced with the common core language arts and mathematics standards. Officially school districts have a few years to make the transition but work has begun and districts are well on their way to implementing the standards. The transition to common core has been discussed with college of education deans in order for teachers coming out their programs are ready to teach at school districts. Science standards were revised in 2011 to include the literacy components of the common core and will transition to the C3 standards. Revisions to the social studies standards will be presented to the Board as part of the rule making process. Standards were developed according to state law in 1990 devised primarily by state and higher educators, and over time business and legislators, and were built on a general framework that is accepted on a multi-state level. The common core standards are a multi-state take on the multi-state expectation. She reviewed impact of the C<sup>3</sup> standards transition, examples, content areas, and implementation timelines.

Ms. Marsha Thompson, Assistant State Superintendent, Office of Instruction overviewed the implementation of the academic standards in Oklahoma. The goal is for a graduating senior to be responsible a citizen who possesses the knowledge and skills to be successful in college and/or a career.

Ms. White said 45 states have now adopted the common core standards at some level of implementation. What was expected from Oklahoma students was not that different from what is expected by the common core standards. One of the major differences is how the standards were assessed. Feedback from school districts is varied. The vast majority of the schools districts are making the transition.

Superintendent Barresi said the SDE is using multiple strategies to assist schools districts with implementation of the common core standards.

Ms. White said the number of school districts doing nothing with the common core standards is very small, but they have written a transition plan.

### **PRESENTATION ON THE READING SUFFICIENCY THIRD GRADE GRADUATION AND EARLY CHILDHOOD INITIATIVES**

Ms. Teri Brecheen, Executive Director of Literacy made a presentation on early childhood education. The marriage between early childhood education and third-grade graduation is a melding that is needed. Compared to other states, Oklahoma leads the way in the number of 4-year-old students enrolled in public school. Ninety-eight percent of school districts offer a 4-year-old program.

Ms. Brecheen said it is great that Oklahoma believes that students being able to read are a must and not just a subject that is offered in schools. There does need to be accountability and standards if 4-year-old programs are offered.

Regarding the Reading Sufficiency Act data, Oklahoma has three tests that are used. In 2012 data indicated that 37 percent of kindergarten students entered school already behind. In 2012, 36 percent of first grade students were behind, 34 percent of second grade students were behind, and 36 percent of third grade students were behind.

Based on the new reading initiative, first grade students this year will be the third grade students that must pass the reading test. English language learners that have not English training for two years and special education students who have an IEP that states the state test is not appropriated are two good cause exemptions. Early intervention is the key. Oklahoma's goal is that 95 percent of students will read at grade level.

### **PRESENTATION ON A-F IMPLEMENTATION, ACCOUNTABILITY AND ASSESSMENTS, AND PARTNERSHIP FOR ASSESSMENT OF READINESS OF COLLEGE AND CAREERS (PARCC)**

Ms. Maridyth McBee, Assistant State Superintendent, Accountability and Assessments presented an overview of the purpose of the Office of Accountability and Assessments. The goal is to take meaningful information and present it in a way that parents, teachers, other educators, and the community can use to make good instruction. Research supports that if data is used to

drive instructional decisions changes can occur in educator practice, school culture, and student achievement.

Ms. McBee presented an overview of the new Partnership for Assessment of Readiness of College and Careers (PARCC) assessments and timeline for those assessments. To be a good measure of the common core standards in English and math, Oklahoma is working with 23 other states to develop the PARCC tests that will have two components given at the end of instruction. One will be all performance tasks and the other will be a test a computer can score. There will also be two PARCC tests given throughout the year. Beginning with the 2012-13 school year some of the items written will be a pilot with the goal of implementing the tests in the 2014-15 school year. The science and social studies tests will also be revised to reflect the new curriculum.

Ms. McBee made a presentation on implementation of the accountability A-F report card for school districts and sites. SDE staff is working on simulations of how to make a report card, based on the criteria that everyone can understand.

### **RECESS**

Superintendent Barresi called a lunch recess from approximately 12:00-1:00 p.m.

### **PRESENTATION ON TEACHER AND LEADER EFFECTIVENESS (TLE)**

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness gave a presentation regarding training, implementation, and the pilot year of the Teacher and Leader Effectiveness System (TLE). Timelines of TLE were reviewed. The success of this project is ongoing communication and information. When a district determines which framework will be used, the SDE will be able to provide them with a funding source so they can immediately begin the training. Webinars will be available for schools districts to watch to assist them in making a decision regarding which framework to choose. Any district that has not made a decision by the deadline will use the default model which is Tulsa's model.

Leader effectiveness will be determined by the leader skills that a principal or assistant principal has in guiding their teachers to become more efficient, stakeholder perceptions of how stakeholders believe a school is being run, and school-wide test results.

Board Member Price asked who is evaluating the superintendents.

Ms. Currin-Moore said this piece has not made to the superintendent level. The ultimate goal is for the 2013-14 school to be year of full implementation of TLE.

### **PRESENTATION ON THE STATE LONGITUDINAL DATA SYSTEM (SLDS)**

Mr. John Kraman, Executive Director, Student Information said Oklahoma is data rich, but unfortunately much of the data is disconnected. With a few simple steps we are trying to change the dynamic. The SLDS contains early warning system data that will indicate if a student has missed too many days of schools, their grades are suffering, how they did on the assessments, and if they are at-risk. There is a SLDS Committee made up of 15 REAC<sup>3</sup>H superintendents.

Board Member Baxter asked at what level this information would be used.

Mr. Kraman said the information would be available live to teachers and principals.

Board Member Hofmeister asked about security and confidentiality measures.

Mr. Kraman said there would be boundaries in place. There are many moving parts to the SLDS and the SDE General Counsel's office and the federal government is providing guidance on this issue. We will bring in a national consultant aspect on governance to help the SDE map out these and tailor these issues to Oklahoma. The goal is to collect the least amount of information with the highest degree of accuracy and certification.

### **OVERVIEW OF ACCREDITATION**

Mr. Bob Neel, Executive Director, Office of Accreditation and Standards said there are 14 Regional Accreditation Officers (RAOs). The state is divided into 14 different sections and each RAO is responsible for a section. Also, in the Office of Accreditation is the office of School Personnel Records. The School Personnel Records office receives all teacher/personnel records and those records are inter-related to the accreditation process. The RAOs visit almost every school site each year. During the accreditation visit, the RAO completes a Compliance Report and based on information included in that report, makes an accreditation recommendation. At different meetings and conferences around the state, the Office of Accreditation will discuss new laws and legislation.

Board Member Baxter asked if there is enough change that requires the accreditation of schools every year.

Mr. Neel said it is his opinion no there is not. The accreditation process could probably be reduced to an every other year basis. There is enough change in the law, that less than every other year would not be appropriate, and to change the accreditation process would require legislative action.

Ms. Endres said that in the next couple of months we would present a list of rules that are cumbersome to the districts and duplicative in nature to the Board.

Board Member Ford said the Board would like to have that information so the Board can help in removing roadblocks to make the accreditation process better.

### **PRESENTATION ON ACHIEVING CLASSROOM EXCELLENCE (ACE), ESEA FLEXIBILITY REQUEST (WAIVER), AND REAC<sup>3</sup>H NETWORK**

Kerri White, Assistant State Superintendent, Office of Educational Support said Achieving Classroom Excellence (ACE) was signed into law June 7, 2005. Original legislation established an ACE Task Force and guiding principles. Since 2009, there have been no amendments to ACE. There are four categories to ACE.

Ms. White said the Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC<sup>3</sup>H) Network is a vision of Superintendent Barresi to help not only with communication but to facilitate collaboration among districts. The stated purpose of the REAC<sup>3</sup>H Network is to provide leadership to the state through professional development,



technical assistance, resources, and collaboration during transition to full implementation of the Oklahoma C<sup>3</sup> standards and the PARCC assessments including implementation of related statewide reforms. Approximately 70 coordinating school districts are in the REAC<sup>3</sup>H Network that will meet three times a year in summits and throughout the year through videoconferences and webinars. Those coordinating districts meet with all the school districts, technology centers, higher education institutions, and community organizations in their area.

Ms. White said the purpose the ESEA flexibility was to allow states to lead reform. The USDE is offering flexibility for not only the state, but for the state to be able to grant flexibility to school districts and schools to be better able to focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction.

Ms. White summarized the 11 waivers with three points. The Adequate Yearly Progress (AYP) will requirements and consequences for not meeting AYP requirements. There will be flexibility in how funds are allocated, how districts can pool federal funds and how federal funds can be used. The Highly Qualified Teacher requirements will be removed which will allow focus to be on the development of the TLE. In order to receive the waiver Oklahoma will need to increase rigor and hold schools more accountable and that will be accomplished by using four principles: having college and career ready expectations for all students, developing a new differentiated recognition accountability and support system, supporting effective instruction and leadership, and reducing duplication and unnecessary burden.

Board Member Baxter suggested having Board meetings at a location other than the SDE.

Superintendent Barresi said that would be possible. We will look into having meetings at different locations.

## **ADJOURNMENT**

There being no further business to come before the Board, Mr. Price made a motion to adjourn at 5:00 p.m. and General Baxter seconded the motion. The motion carried with the following votes: General Baxter, yes; Ms. Ford, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; Mr. Shdeed, yes; and Mr. Price, yes.

The next regular meeting of the State Board of Education will be held on Thursday, January 26, at 9:30 a.m. The meeting will convene at the Hodge Education Building, 2500 North Lincoln, Suite 1-20, Oklahoma City, Oklahoma.

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Janet Barresi, Chairman of the Board

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Connie Holland, Chief Executive Secretary