



Minutes of the

Regular Meeting of the

State Board of Education

June 28, 2012

STATE BOARD OF EDUCATION

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Thursday, June 28, 2012

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Minutes of the Special Meeting of the
STATE BOARD OF EDUCATION
OLIVER HODGE EDUCATION BUILDING:
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20
OKLAHOMA CITY, OKLAHOMA

June 28, 2012

The State Board of Education met in regular session at 9:35 a.m. on Thursday, June 28, 2012, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:00 a.m. on Thursday, June 27, 2012.

The following were present:

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

Members of the State Board of Education present:

State Superintendent Janet Barresi, Chairperson of the Board
Ms. Amy Ford, Durant
Mr. Brian Hayden, Enid
Ms. Joy Hofmeister, Tulsa
Mr. William "Bill" Price, Oklahoma City
Mr. William "Bill" Shdeed, Oklahoma City

Members of the State Board of Education not present:

MG (R) Lee Baxter, Lawton

Others in attendance are shown as an attachment.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the State Board of Education special meeting to order at 9:30 p.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

**PLEDGE OF ALLEGIANCE, OKLAHOMA
FLAG SALUTE, AND MOMENT OF SILENCE**

Superintendent Barresi led Board members and all present in the Pledge of Allegiance to the American Flag, a salute to the Oklahoma Flag, and a moment of silence.

**MARCH 29, 2012 REGULAR BOARD
MEETING MINUTES APPROVED**

Board Member Ford made a motion to approve the minutes of the March 29, 2012, State Board regular meeting. Board Member Hayden seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

**APRIL 9, 2012, SPECIAL STATE BOARD OF
EDUCATION MEETING MINUTES APPROVED**

Board Member Hayden made a motion to approve the minutes of the April 9, 2012, State Board special meeting. Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

**APRIL 26, 2012, REGULAR STATE BOARD
OF EDUCATION MEETING MINUTES APPROVED**

Board Member Hayden made a motion to approve the minutes of the April 26, 2012, State Board regular meeting. Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Barresi reviewed Department activity that included the VISION 2020 Conference. The conference was met with a challenges and changes due to the NBA Western Conference Finals being held at the same time in Oklahoma City, of which the Oklahoma City Thunder was the victors. The State Department of Education (SDE) staff went into overdrive within 48 hours to meet the challenges and changes. She thanked staff for their extreme efforts in making a successful conference. Approximately 5000 educators, superintendents, and teachers were in attendance and have commented it was a world class conference.

consortium. The discussions at the Chiefs for Change were regarding ESEA reauthorization, teacher recruitment, education reform opinion surveys, and Teach for America alumni. Some of the bigger items discussed at the PARCC meeting were setting performance descriptors for different levels of achievement on the PARCC examinations. They are currently available for public comment on the PARCC Web site. The goal is for higher education to accept the results of the examinations for course placements in the colleges and universities, and the student may be or may not be required to have remediation. This would be a philosophical move for Oklahoma, and other states, because the end-of-instruction (EOI) examinations are intended to show mastery of subject level and not to predict success in college.

Superintendent Barresi said there have been questions and concerns regarding reading sufficiency funds. In her first year in office reading sufficiency was not specifically funded in the previous year. She moved approximately \$6.2 million last fiscal year into reading sufficiency. The way the funds are ran, school districts have two years to expend the dollars. The discovery of the children that will need services under reading sufficiency generally takes place in October and sometimes as early as September. A plan is submitted on how the student will be remediated and assisted. The implementation of the plan for many districts does not begin full force until November 2012. Therefore, claims are low for the first semester and then in full force in the spring which carries over into the fall with new children being identified. This is basically a rolling timeline and only 40 percent of FY2012 reading sufficiency funds have been claimed, so far. We expect more claims for second semester costs but wanted to emphasize, because there was some confusion, that there is money for first semester. It is our intent to make restoration of these dollars a first priority in asking for a supplemental in February 2013. The supplement will fund reading sufficiency back to the full amount so that the rolling timeline can be continued with no interruption.

Presentation on Community Involvement/Private Partnership with Schools

Ms. Lori Dickinson, President, The Foundation for Oklahoma City Public Schools, thanked Superintendent and the State Board of Education (SBE) for the opportunity to share the importance of value and community support in a school district for students and schools no matter the size of the district. In Oklahoma City Public Schools, 90 percent of the 43,000 children qualify for free-and-reduced meals. Last year, Oklahoma City celebrated the tenth anniversary of 'Maps for Kids', where the community committed approximately \$1 million to renovate and rebuild 90 schools in the district. As you know, performance is still lacking and you cannot replace what the kids do not come to school with when they are living in poverty. Ms. Dickinson said 'RISE UP Oklahoma City' is a new effort that incorporates existing foundation programs into a grass roots effort to get citizens thinking about how they can start interacting by donating time to encourage and support kids at events and teachers. She presented The Foundation for Oklahoma City Public Schools RISE UP Oklahoma City video and Board members received the STARS magazine. Ms. Dickinson reviewed the organization's programs that included Teacher's Warehouse, donations/contributions; the Competitive Edge programs; advance in teaching excellence; National Board Certified Teachers and consortium; great idea grants; and increasing program support.

**Report on Recommendation to the Oklahoma Department
of Central Services to Award Contract for the Oklahoma
School Testing Program (OSTP)**

Superintendent Barresi presented recommendations to award a contract bid for the Oklahoma School Testing Program (OSTP) end-of-instruction examinations by the Oklahoma Department of Central Services (DCS). The recommendation of Company "A" is based on their quality product and services, transition plan to the common core state standards, addressing the United States Department of Education (USDE) peer review issues, and strong benchmark assessments. The benchmark assessments are an additional feature requested in the request for proposal (RFP) to provide two benchmark assessments per year. School districts can use them on the EOIs as another tool to assess student progress and a chance for success. Superintendent Barresi said this was a customized plan for Oklahoma and the cost is reasonable. She referred Board members to the financial table on page 2, to review alignment of the budgets. Year Four was the first year of full implementation of the PARCC examinations which is the reason for the decreased amounts. The money will shift to the PARCC examinations and implementing them within the state. The number is small for Year One because this current FY2012 is being considered as Year One, and we will be working with them to plan this. Company "A" displayed an excellent capability and capacity to deliver, are familiar with large scale assessments, and have a good record in assisting states in assessment planning. Their corporate profile, management techniques, and staff are impressive and experienced in education. A company representative will reside in Oklahoma. Once the RFP for Grades 3 through 8 tests are issued they will be reviewed and the recommendations presented to the SBE.

Board Member Price said this will be the first time we will have benchmark assessments of teachers, especially to be able to assess both teachers and schools. We will see where they start and finish. It seems benchmark testing is one of the most important ways to determine if you are successful or not.

Superintendent Barresi said agreed. This is the first year we will be able to provide benchmark testing to districts. She emphasized it is the EOIs we are asking for in the RFP, as well as, Grades 3 through 8. These will be specifically aligned to the state tests, and will give a more targeted look at where students are in respect to the Oklahoma standards.

PUBLIC COMMENT

Ms. Melissa Abdo, Volunteer Coordinator, Parent Legislative Action Committee (PLAC), Tulsa, said her concerns were regarding the current Achieving Classroom Excellence (ACE) appeals process being utilized. She was pleased case numbers were used identifying students on today's Agenda, however, she wanted to share concerns regarding the appellants from the June 5, 2012, SBE meeting. It was unimaginable for parents to see confidential records of their students placed on the SDE Web site. Originally, the information made public included the students' full name, transcripts, Individualized Education Program (IEP), EOI scores, letters detailing personal challenges, and medical conditions. The records did undergo further redacting and were reposted but it did not go far enough to protect the students. First and last initials and school name are often enough information to identify someone. In this case it was not difficult at all because the full names still appeared on the June 5, 2012, SBE meeting Agenda. Not only was this concerning for Oklahoma parents it also gained the attention of national parent groups. The FERPA waiver and the ACE appeal form, which the SBE approved May 24, 2012, contains language which was unlikely to be interpreted by any parent as permission to publish their child's records online. The Tulsa World printed the emails of some Board Members indicating they were unaware records discussed in executive session would be made public. If that were

not anticipated by Board members why would any student or parent have been expected to make that assumption? Since the Board's last meeting an additional waiver has been included with the ACE appeal form requiring students and/or parents to acknowledge their records will be published online. My question now is why is this necessary? Why must you agree to have your child's information published online to access an appeals process which is granted to you by law? On November 17, 2011, the SBE granted one student a waiver from ACE requirements. This occurred without posting records online and the student's name on the agenda suggesting it could be accomplished in a manner which protects the students. She respectfully asked the SBE to take whatever action necessary today, to remove all student records from the SDE Web site and assure the appeals process protects the privacy and dignity of all Oklahoma students.

Mr. Gart Morris, High School Principal, Union Public Schools, thanked the SBE for the opportunity to appear, and the ACE appeals committee for their time and effort in reviewing the appeals submitted by their students. He provided background information in regards to student 29 from Union High School that was not included in his narrative or available at the time he submitted his appeal. Student 29 enrolled at Union in the middle of his junior year after moving several times throughout his education even having moved to a foreign country for a portion of his time in school. He may have qualified for special services under the *Individuals with Disability Education Act* (IDEA), the federal law that governs students with special needs, had he not moved around so often. The IDEA requires that a 'lack of instruction' be ruled out in regards to the qualifications for services. Since Student 29 moved from school to school so often he was not at any single school long enough to be identified for 'lack of instruction' to be ruled out as the reason for his deficiency. Had he been able to stay in a single district for a longer period of time he would have been identified as a student in need of services for math and science. He would have met his ACE requirement had he been identified by passing his biology with a modified proficiency score due to increasing his performance by five points from his original biology test. The original biology test was given when he arrived during the spring testing window of 2011. His winter 2011 tests showed a decrease in his OPI score but on the spring 2012 biology test, which he did not have when he appealed, scored five points higher on the biology OPI score. He would have been eligible had he been identified a student in need of services, for a modified proficiency score under the ACE rules. Mr. Morris said he brought Student 29's EOI scores as they were not available for his original appeal. He has worked diligently throughout his time at Union High School to meet all the Oklahoma requirements for graduation. He requested the SBE to consider the prospective presented in making their decision regarding Student 29.

Ms. Angie Winkler, Elementary Principal, Hobart Public Schools, said Mr. Roger Hill, Superintendent, Hobart Public Schools was unable to attend the meeting due to schedule conflicts. He asked that she make remarks regarding the Teacher and Leader Effectiveness (TLE) evaluation system. As mentioned in the TLE Leadership Post on June 22, 2012, there is a considerable gap between the funds allocated by the SBE for the TLE training and the original proposed bids submitted by the trainers. Unless the issue is resolved the difference will be passed on to school districts as an unfunded state mandate. Mr. Hill is not placing the blame on anyone and is not pointing the finger at anyone for this predicament. It is what he so often says "what it is". He is pleased and encouraged to see on the SBE Agenda today an item to give consideration and possible action to modify the TLE system funding allocation. As a state policy maker, Mr. Hill urges the SBE to act responsibly and to provide the funds necessary to align the allocation for the TLE training with the proposed bids that were submitted by the trainers. Some districts cannot afford to continue to shoulder the burden of unfunded mandates when there is a tremendous strain already placed on school budgets that have limited sources of funds to start the 2012-13 fiscal years. Thank you for your consideration with this issue and for your service to the public education in the State of Oklahoma. We have placed our trust in your hands that the

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SBE will act responsibly and to allocate the funds necessary to eliminate this current unfunded state mandate. Our students deserve the best.

Mr. Lloyd Snow, Superintendent, Sands Springs Public Schools, said he seconded the comments of Ms. Winkler and Mr. Hill. Certainly it seems as though we continue to be on this path of implementing change. Some of it good and some not so good, underfunded, underprepared, but with much confusion and that bothers him. It was his intention to bring parents and students today who have done everything they could do and stand with them. The bottom line is we started out with 31 students and got them there except for two, and now they have disappeared off the radar. We cannot connect with them and they are kids in poverty with life circumstances and I grieve for them. They have passed their class and did not think it was an appropriate decision to be made at this level. Those closest to them and boards of education in the state should be in these conversations not the SBE. Mr. Snow presented a Resolution to the SBE and asked members respectfully take the time to review it. Over 500 school districts in the state of Texas passed this and there will be many more in Oklahoma that will pass it. The Resolution simply states the communities in the state, parents of children in classrooms in the state are beginning to rise up. He appreciates the presentation from the Foundation for Oklahoma City Public Schools, and it is exactly what we need. They are going to rise up and not only in support of being more engaged, we need that desperately, but also in terms of dealing with the policies, which he was not sure will help children. He is not so sure money and time could be better spent. He asked Board Members to consider the other perspectives. It is not too late, other states are beginning to turn the clock back. We will continue to work hard, follow the laws, follow the lead but the fact of the matter is more and more parents are going to be engaged and will be in this conversation, and be ready to hear them. If you visit the local community coffee shops the high stakes testing environment, personalization of kids is not what they want, not what he wants, and did not think it was what the SBE wants.

Ms. Lisa Mullers, Assistant Superintendent, Jenks Public Schools, said her comments mirrored what Ms. Winkler and Mr. Snow shared regarding the TLE and its implementation. Districts have had concern for some time about the timeline proposed for the implementation of the TLE. Many of us were surprised to learn initially that the pilot would be required of all districts, all schools across the state. Because that does not necessarily meet the definition of pilot as many of us understand it. The Attorney General of the State of Oklahoma agreed with that last week in his Opinion stating that could not be required of all schools. However, we are still in a position of funding and looking at the \$1.5 million allocated for school districts to use for training for the TLE model which is currently available. We also know it will actually cost \$4.3 million, which is approximately a \$3 million unfunded mandate that is now being pushed to the school districts across the state. She respectfully requested the SBE to consider the question "do we want to implement the reforms we are putting forward in Oklahoma quickly or do we want to implement them well?" This is an example of what happens when the time frame is so fast that we are not able to thoughtfully plan and more thoughtfully implement these reforms. We need time, planning and a time frame to issue a format for RFP and get them back to learn this information prior to the time when up against a wall in districts to implement. Because districts are now faced with having been told to please do not seek any of the trainers individually, do not seek out your own training within the district because we want to do this as a state so that districts will be able to meet the requirements of having their administrators certified. We are now in a situation going into July with many administrators on vacation or not under contract. School starts in August with new teachers to begin evaluation and we are not sure how all of those trainings are going to happen, especially when many principals will need up to 35 hours of seat time of implementation and training before teacher and administrator evaluation can begin in their buildings. This is a concern, as well as, money and timeframe. We want to do this well and thoughtfully but we have not been given the opportunity to do so at this

current time. Again she asked the SBEs consideration in both the TLE model, as well as, other reforms we are implementing. At this point we are looking at just the qualitative piece of the TLE which is still out there with the value added model. It is another piece, we know from experience and research, that takes a large amount of time, effort, energy, and money to implement, and she would like to do that well.

CONSENT DOCKET

(A) Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2012-2013 school years, and other requests:

- (i) **Cooperative Agreements for Alternative Education Programs – 70 O. S. § 1210.568**
Eldorado Public Schools, Jackson County
 - (ii) **Library Media Specialist Exemption – 70 O. S. § 3-126**
Choteau-Mazie Public Schools, High School and Elementary School,
Mayes County
Shawnee Public Schools, Jefferson Elementary School, Pottawatomie County
 - (iii) **Allow Two School Days in a 24-Hour Period – 70 O. S. § 1-111**
Bennington Public Schools, Bryan County
Braggs Public Schools, Muskogee County
Coalgate Public Schools, Coal County
Fletcher Public Schools, Comanche County
Harmony Public School, Atoka County
Hugo Public Schools, Choctaw County
Lane Public School, Atoka County
Wewoka Public Schools, Seminole County
 - (iv) **Abbreviated School Day – OAC 210:35-29-2 and OAC 210:35-3-56**
Purcell Public Schools, Alternative School, McClain County
Wewoka Public Schools, Alternative Academy, Seminole County
 - (v) **Planning Period – OAC 210:35-7-41**
Lomega Public Schools, Elementary School, Kingfisher County
 - (vi) **Library Media Services – OAC 210:35-5-71 and 210:35-9-71**
Deer Creek-Lamont Public Schools, High School, Grant County
Lomega Public Schools, High School and Elementary School,
Kingfisher County
- (B) Discussion and possible action on recommendations from the Teacher Competency Review Panel for applicants to receive a license - 70 O. S. § 6-202
- (C) Discussion and possible action on State Board of Education or Oklahoma Private School Accreditation Commission (OPSAC) accredited private school wishing to participate in the Lindsey Nicole Henry Scholarships for Students with Disabilities program: Holy Trinity Christian School, OPSAC private school – 70 § 13-101.2

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- (D) Discussion and possible action on an application from Broken Arrow Public Schools, Tulsa County, to adopt Generally Accepted Accounting Principles (GAAP) for accounting and financial reporting – OAC 210:25-5-5(d)(10)

Board Member Shdeed asked for an explanation of Agenda item 6(A) (iv) (v) (vi).

Board Member Hofmeister asked why one school's request is for one year and others ask for 15 or 16 years?

Superintendent Barresi asked Board Members to repeat their questions.

Board Member Shdeed asked why would we grant anything more than three years? A lot of things change in three years and some are asking for 15, 9, and 16 year waivers?

Superintendent Barresi said if Board members had concerns about Agenda item 6 to pull it from the Consent Docket for discussion after all other items are voted on, and flesh it out a bit.

Board Member Shdeed said that would be fine. There are several of these and it seems that three years ought to be a maximum and could be reviewed again.

Board Members Hofmeister and Shdeed asked if there was a reason.

Superintendent Barresi confirmed Board Member Shdeed's request to move Agenda item 6(A) (iv), (v), and (vi) from the Consent Docket for further discussion.

Board Member Ford said Agenda item 6(A) (iii) also has a five-year request and asked if it should also be pulled.

Board Member Shdeed said he did not know if they have to be pulled from the Consent Docket to discuss. Right now he is just asking should we be going beyond three years on any of the requests.

Superintendent Barresi said the requests are for deregulation for the 2012-2013 season. To use Lomega Public Schools as an example they requested a planning period over the past four years.

Board Member Price asked so the last four years they have requested deregulation?

Superintendent Barresi said yes. In the past four years, the deregulation has been granted. The 'years requested in the past' may need clarifying because they can only make an application one year at a time.

Board Member Ford said they are requesting approval for this year. It is the 15th year they have made the request and been granted a deregulation.

Board Member Price said this raises other kinds of questions and needs to be examined as to whether some certain ones should be deregulated.

Board Member Shdeed said his questions were answered and items could be returned to the Consent Docket.

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Board Member Hayden made a motion to approve the Consent Docket agenda items 6(A)(i), (ii), (iii), (iv), (v), and (vi), and Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Board Member Ford made a motion to approve Consent Docket agenda item 6(B) and Board Member Hayden seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

Board Member Hofmeister asked for clarification regarding Consent Docket agenda item 6(C) on the 'describe services available'. Does it mean they are just accepting students that need speech into their program or is it in addition to those who would just need a smaller class size?

Superintendent Barresi said the school has to show they are prepared to provide services to students that do request services. It requires that they provide information to the parent at the time the parent inquires as to what they are doing. The parent is then informed and can make the decision for their child regarding those services.

Board Member Hayden said he assumed by being on the Consent Docket for consideration the SDE has validated, verified, and vetted the information?

Superintendent Barresi said absolutely.

Board Member Hayden made a motion to approve Consent Docket agenda item 6(C) and Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Board Member Price asked regarding Consent Docket agenda item 6(D), why is approval required to apply GAAP standards?

Ms. Mathangi Shankar, Director, Financial Services, said typically a modified cash accounting basis is accepted but if the school chooses to switch to the GAAP accounting the Administrative Code Rule requires that it must be Board approved. Most schools follow the regulatory basis but there are 20 to 22 districts that are in GAAP accounting. Broken Arrow Public School's goal is to do the comprehensive annual financial report (CAFR) for the next school year.

Board Member Price asked is one accounting better than the other?

Ms. Shankar said the GAAP accounting and the CAFR report is a much broader presentation that benefits some external parties. The modified cash basis for the regulatory accounting is mainly to meet the SDE needs.

Board Member Hayden said based on the circumstances the districts have a choice as to which works best for them. If they move away from whatever they've been doing then it has to be approved by the SBE. Most times they start down one path and rarely change unless there is a new superintendent who for whatever circumstances decides to do something different.

Board Member Ford made a motion to approve Consent Docket agenda item 6(D) and Board Member Hofmeister seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

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- (E) Discussion and possible action on the following Achieving Classroom Excellence (ACE) Appeal petitions filed with the Secretary of the State Board of Education pursuant to 70 O. S. § 1210.523 and OAC 210:10-13-16 as recommended by the ACE Appeals committee:
- (i) **Recommendation:**
Approval based upon verified evidence the student met criteria for granting an exception to ACE graduation requirements
 - **Based on an extenuating circumstance**
Union 12-0027
Union 12-0028
 - (ii) **Recommendation:**
Approval based upon verified evidence the student has been accepted into a selective University
Oklahoma City 12-0033
 - (iii) **Recommendation:**
Denial based upon verified evidence the student did not meet the criteria for granting an exception to ACE graduation requirements
 - **No evidence of content mastery or extenuating circumstance**
Oklahoma City 12-003
Union 12-0029
Marlow 12-0030
Mannford 12-0032
Lawton 12-0036
Choctaw 12-0037
Tahlequah 12-0039
 - **No evidence of extenuating circumstance**
Norman 12-0038
 - **No evidence of content mastery**
Strother 12-0031
 - (iv) **Recommendation:**
Dismissal based upon verified evidence that diploma has not yet been denied
Schulter 12-0035
 - (v) Discussion and possible action to Convene into Executive Session for purposes of deliberating individual ACE appeals listed in Consent Docket Agenda Item 6 (E) (i), (ii), (iii), and (iv) - 25 O. S. Section 307(B)(8) and the employment, hiring, appointment, promotion, demotion, disciplining or resignation of any individual salaried public officer or employee, - General Counsel - Section 307(B)(1)
 - (a) Convene into Executive Session
 - (b) Return to Open Session
 - (c) Possible action

Convene into Executive Session Approved

Board Member Ford made a motion to Convene into Executive Session at 10:40 a.m. Board Member Hofmeister seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Return to Open Session Approved

Board Members reconvened to Open Session at 1:15 p.m.

Board Member Ford made a motion to approve the Consent Docket agenda item 6(E)(i).

Board Member Price seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Board Member Hofmeister made a motion to approve Consent Docket agenda item 6(E)(ii). Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

Board Member Ford made a motion to approve Consent Docket agenda item 6(E)(iv) and Board Member Hofmeister seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Board Member Ford made a motion to approve Consent Docket agenda item 6(E) (iii) and Board Member Hayden seconded the motion.

Board Member Shdeed said yes there was discussion, responding to Superintendent Barresi's question for discussion of Agenda item 6(E)(iii). He requested Union 12-0029 and Norman 12-0038 be pulled for discussion.

Superintendent Barresi asked Board Member Shdeed to amend the motion.

Board Member Shdeed moved to amend the motion to approve in order to discuss Union 12-0029 and Norman 12-0038.

Board Member Price said from what he heard you do not need to amend, one person can pull out agenda items for discussion..

Board Member Ford withdrew the motion to approve Consent Docket agenda item 6(E)(iii) pending discussion of the Board to remove any recommendations.

Superintendent Barresi reiterated Board Member Shdeed's request to remove Union 12-0029 and Norman 12-0038 and asked for other exceptions.

Board Member Ford made a motion to approve the remaining recommendations on Consent Docket agenda item 6(E)(iii). Board Member Hayden seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

Board Member Shdeed made a motion to approve and grant the ACE Appeal for Union 12-0029.

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Board Member Shdeed said this is a young person who came to this country in 2008, has a language barrier, and is pretty close in everything else. He does have an extenuating circumstance. Correction, it is student Norman 12-0038. After reading the school district's recommendation that the student not be a candidate for the project, the SBE should grant him a diploma.

Board Member Price said he was more sympathetic to this one than any of the others. He has done really well in all the other subjects and he apparently has an English language problem. The SBE granted some in which the student had been in the country a short period of time and this student has been for a longer period of time, but still he is sympathetic to this student.

Board Member Hofmeister seconded the motion.

Superintendent Barresi said she wished Norman Public Schools had been more thorough in explaining why they did not think a project was appropriate, when we have a student who clearly is mastering their other subjects. What did they feel the barrier was to the student being successful? He can try the project and fail. Why did they not think it was appropriate?

Board Member Ford agreed. The SBE takes hours to review the applicants and the discussion of needing additional information is what we spend most of our time doing. She requested that all information be given and everything is needed in the application. It is frustrating and she is hesitant in voting because she does not know why the student cannot complete a project. There may be valid reasons but this is a problem and instructed school districts to pass on the information.

Board Member Price concurred with the comments. Most all these are solved by having a project. He said he did not understand why in many cases the parent or student decides they do not want to do a project. In this application it is somewhat explained that maybe his ability to write and read does not work as sufficiently in English, which he is more sympathetic.

Superintendent Barresi said is it because Norman Public Schools thought that even if the student attempted, he could not be successful or that the student would not understand the project which is curious because these kids have an opportunity to take the projects home to work on independently. This is a curious recommendation considering the quality program the Norman school district has for their English Language Learners (ELL).

Board Member Ford said to be clear, she is hesitant in considering this an extenuating circumstance. She felt there was not enough information and having more would help with the answer she is struggling over. Is there a time factor of mastering the English language when one is new to the country, she did not know. The documentation shows the student has been in the country since 2008. Next month if there is someone that has been here since 2009 and I vote differently, please understand, I do not want to hear the rhetoric when I leave the room. It is a mountain of information to go through.

Board Member Hofmeister said we received information that Norman Public Schools has one of the best ELL programs and received accolades by the SDE staff. This makes it all the more compelling for her to listen to those closest to the student who understand the scenario of this particular case, and for them to write a letter identifying that it would be, perhaps, inappropriate for this student to take a project for English II and III. She would like to rely on those closest to the student and especially with a district that has such a strong ELL program.

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Superintendent Barresi said she is still left with the question that this student has been in the country since 2008, and has done so well on all the other subjects that were in English. It just does not square that this it is not appropriate because the student is taking these other courses and excelling in English.

Board Member Hofmeister said it does square to her because she reviewed that he did pass algebra I, geometry and biology. Now these would have English words in them but they would not be heavily English text. Algebra I would not have a lot of English yet he passed the EOI, as well as passing the geometry and biology EOI. The one that is in question is related to his language. He is an ELL student, has taken the tests seven times and his school is recommending that he not be a candidate for an English II or III project.

Board Member Ford said she would like to know why he would not be a candidate.

Superintendent Barresi said in effect the district then is waiving a graduation requirement by doing that. The district is making that decision and they do not have that purview. They can make a recommendation but whether or not this Board acts on it is....

Board Member Hofmeister said she believes the district is saying this is an extenuating circumstance for this ELL student and part of that extenuating circumstance is something known at the local level which they have submitted documentation to help support.

Board Member Ford said what she is saying is for them to give it to us. We are the ones voting so give it to us.

Board Member Shdeed said the school district has made the recommendation to the SBE and now it is our decision.

Board Member Price said he has stated he is sympathetic toward this student, but he is torn because as Dr. Barresi has said, why can't the student do a project and why can't they take home things and be able to

Board Member Hofmeister said the people who know that have given the SBE their recommendation on an ELL student.

Superintendent Barresi said Board Member Shdeed made a motion to approve the waiver request for Norman 12-0038 and the motion was seconded. There was no further discussion.

The motion failed with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, nay; and Ms. Ford, nay; and Superintendent Barresi nay.

Superintendent Barresi said Norman 12-0038 is back on the Consent Docket.

Board Member Shdeed said his reason to pull Union 12-0029 was because once again this was a student who moved around quite a number of times and is originally from Honduras. He felt there is a language barrier and he thought these were extenuating circumstances.

Board Member Price said he could not distinguish that much. The student has not been around for two years and the argument is that they should have had an IEP and therefore would be having this reduced criterion of only having progressed from the last course. He still has a problem with people being able to graduate with.... There are some cases in this file, of mastery of basically second grade type of stuff, not necessarily this student. He has a problem with

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people on an IEP, which he is sympathetic towards, but if they cannot do the work it comes down to, and he still sees no reason why they cannot do a project. That was never discussed even though they had plenty of time. With all the other accomplishments the student should be quite easy be able to do a project. Most all of these fall within that category and this one does too.

Board Member Hofmeister said she believes it has extenuating circumstances and part of that is related to the high mobility of the student. The student was in four different high schools. Not knowing much about what occurred prior to high school but often IEP students are identified in elementary school. This is a student that is being recommended to the SBE as someone who had they not had the extenuating circumstance, would have had an opportunity to receive a modification through an IEP. The student would have then qualified because the student was able to pass, actually exceed, what would have been the requirement on the one test that was missing, which was biology. When the student retook the test for the third time and scored five points higher this tells me it is a student who has been able to accomplish a tremendous amount of work in some very extenuating circumstances and is someone who is a candidate for being given a diploma.

Board Member Price said the SBE has made some exceptions when students moved during the senior year. This student moved in their sophomore year and is not in the same category. The key thing on all of these is the SBE is not denying anyone a diploma but what we are saying is they need to comply with the statute and complete a project. The only compelling one is when the school district stated a project could not be done and yet the student is exceptional in other ways.

Board Member Hofmeister said she would have to disagree because a really good school system has come to share new information that an additional test this child took in the spring test window and the results were received since the time this application was submitted. So there was new information provided. In light of the high mobility and the extenuating circumstances, this student was recognized as a student that would have qualified for an IEP. Had the student been in a school long enough to be able to rule out the alternatives and then try to intervene with that student would have taken time. Time was just not there and the student is not at fault. We also do not know a lot of things for example, if a parent refused to allow their child to be tested, or any of that information.

Board Member Ford agreed there is a lot the SBE does not know and that goes back to her point of needing all information. She asked Board Member Hofmeister did she want to lay over the item in order to get additional information?

Board Member Hofmeister said she did not know if that was an option.

Board Member Shdeed said the problem is do we have the time to do that if the student does not wait?

Board Member Ford said we have until July 14, and would probably need a special meeting.

Board Member Hofmeister asked for General Counsel's opinion and the SBE options.

Ms. Kimberly Richey, Assistant General Counsel said the only options are either to vote to approve the ACE appeal petition, deny the ACE appeal petition or lay it over for consideration at a later meeting. A special meeting would be needed because of the 45-day timeline requiring

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the SBE to take action on this appeal, which would expire prior to the July 28, 2012, regular meeting. The meeting needs to be scheduled prior to July 14, 2012 for consideration of this specific appeal.

Board Member Hayden said he concurs with Board Member Price.

Board Member Shdeed asked what day was July 28?

Superintendent Barresi advised the July 28 meeting date was outside the 45-day window.

Board Members Price and Hayden said the student could still do a project within plenty of time. It is hard to grant a waiver when all options to pass had not been resolved.

Board Member Hofmeister said she remembered there was a time, since coming to the Board in January, where the student could not do a project until the student had failed the EOI twice. She is wondering how that factors into this. At this point, we are at the end of the school year. The student was in remediation, took the test, and just received the test results. So it is not as if this particular student is sitting around doing nothing and their school district is not working with them. They are engaged in remediating the student...

Board Member Price said he was not criticizing the school district for that reason. Again, there will be thousands of kids in the position this student is in. They have until September to do a project and comply with the law rather than just seek the waiver from the SBE.

Superintendent Barresi asked if Board Member Shdeed's motion was to approve the waiver request for Union 12-0029.

Board Member Shdeed said yes it is his motion to approve the Union 12-0029 waiver request. Board Member Hofmeister seconded the request.

Superintendent Barresi said Point of Information the vote to deny the amended motion for Norman 12-0038 failed due to the lack of quorum vote. Any motion requires four votes to pass. It was a three-three vote and failed. A motion must have four votes to pass.

Board Member Ford asked where does Norman 12-0038 stand?

Superintendent Barresi said it failed because of a lack of a quorum....

Board Member Ford said failed to get a waiver?

Ms. Richey said Board Member Shdeed's motion was to approve the ACE appeal, the vote failed, and student Norman 12-0038 returned to the Consent Docket and action will be required today.

The motion failed with the following votes: Ms. Ford, nay, Mr. Hayden, nay, Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, nay.

Board Member Hofmeister asked do we vote again for lack of a quorum or does Superintendent Barresi need to vote due to lack of quorum?

Superintendent Barresi said it is back on the Consent Agenda and the recommendation is to deny.

Board Member Hayden made a motion to uphold the recommendation of denial of ACE appeals for Union 12-0029 and Norman 12-0038. Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, nay; Ms. Hofmeister, nay; Mr. Hayden, yes; Ms. Ford, yes; and Superintendent Barresi, yes.

TEACHER CERTIFICATION

Teacher Certification Production Report

Superintendent Barresi said Mr. Jeff Smith, Director, Teacher Certification, was present to answer questions from the Board, if needed.

These were reports only and no action was required.

ACADEMIC AFFAIRS

Office of Instruction

Focused Field of Study in Medicine and Biosciences at Tri County Technology Center, Washington County Approved

Mr. Jeff Downs, Director, Science, Technology, Engineering and Math (STEM), presented a request from Tri County Technology Center for a focused field of study in medicine and biosciences. The focused field of study is a component of the Project Lead the Way program that has become synonymous with the Oklahoma *Career*Tech System. There are both math and science standards embedded into the curriculum taught to students in these courses. The curriculum elements for science include anatomy, physiology, microbiology, AP chemistry and chemistry I. Math includes algebra II, pre-calculus and AP calculus. All areas have been reviewed by the math and science directors of the SDE Office of Instruction, and found to be in alignment with common core and *Priority Academic Student Skills (PASS)* standards. Representatives from the Tri County Technology Center were present.

Board Member Ford made a motion to approve the request and Board Member Hayden seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

Report on PK-12 World Languages Education in Oklahoma

Ms. Desa Dawson, Director, World Languages, presented a report on current world language requirements for Grades PK through 3, Grades 4 through 8, and Grades 9 through 12. World Languages requirements became effective in 1990, and schools were allowed seven years to implement the program of study. Ms. Dawson reviewed 1990-2011 data of student population, world language enrollments/averages, regulation non-compliance, lack of funding, languages offered at high school level only, and complex district reasons and factors. Ms. Dawson said world languages is a critical shortage area and recommended working closely with teacher preparation programs, a committee of stakeholders for implementation timeline, and recognition of exemplary high school programs.

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Board Member Ford asked if there was an indicator of the school districts not offering languages?

Ms. Dawson said no. There was no way of gathering the information at present.

Board Member Price asked was it a majority because languages are not offered or a majority because students are not taking a language course?

Board Member Hofmeister asked or is it because they are not funded?

Ms. Dawson said yes to all of the questions. It is a state requirement and is not contingent upon funding. It was a state mandate in 1990 and still is a one.

Board Member Ford asked how was a critical shortage area declared?

Mr. Jeff Smith said the shortage came to his attention during last year's shortage area report that is submitted to Washington. During this research it was determined Oklahoma had no statewide formula. A formula is in the process and a report will be prepared in the fall.

Ms. Hofmeister asked would there be opportunities to pursue grants if it is declared a shortage area or critical shortage?

Mr. Smith said yes. If declared a shortage area in your state they can become eligible for grants.

Superintendent Barresi said more recommendations will be presented in the future.

Board Member Price said in this area it seems the online courses will make a huge difference in terms of being able to offer different languages. In some of the literature provided to Board Members it was not just the language problem but also a lack of global competency of knowledge in social studies. This issue is close to his heart and he majored in international affairs. We are raising people that are ignorant of almost any country in the world other than the United States and not very knowledgeable of the United States. Not just traditional geography courses teach how a map looks and rivers run. He hoped the social studies curriculum is not only structured government, Constitution, U.S. History, and Oklahoma history, because it should have at least one semester of international studies, global competencies, or something that indicates the high school graduate has a general knowledge of the world. He did not think this was being taught to students and was as important as being taught a second language. It is important to know in the social studies curriculum that we are in a global economy.

Superintendent Barresi said Mr. Kelly Curtright, Director, Social Studies will be asked to provide the answers to these questions.

Mr. Smith said it also plays into the second point about the work with preparation programs, maybe not teacher preparation but all programs in general. It is being done because in teacher certification we are seeing that out of state college majors are in international studies.

Ms. Dawson said in 2010 an International Education Summit was held in Oklahoma, and social studies and languages educators came together to discuss what needed to be done. Interdisciplinary studies are one of the criteria for the high school exemplary program and we are encouraging it be done. The first high school program will be recognized this coming year and model programs at elementary and middle schools will be identified which are the first steps

taken by the Oklahoma Foreign Language Teachers Association. Other recommendations included accurate data that reflects programs utilizing certified teachers, endangered languages of federally recognized Native American Tribes, and immersion certification/program pathways. House Bill 1017 became effective in 1990, and it is even more important today that the programs are emphasized.

Board Member Ford said she knew that the Oklahoma Academy for State Goals Town Hall is on Oklahoma's Place in the World this year. Our inability to grasp what needs to be done internally to project ourselves externally is pretty telling.

Ms. Dawson said she was member of the academy and that she has been asked to write the paper.

Superintendent Barresi said Ms. Dawson will continue to work along the areas of recommendations and periodically report the plan around the recommendations. A working group of stakeholders will be assembled in all areas of education to work these out.

This was report only and no action was required.

Office of Educational Support

Inclusion of Marzano School Leadership Evaluation System to the List of Approved Oklahoma Leader Evaluation Models Approved

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness, said Mr. Lee Manly, Learning Sciences International, Marzano Group will present an additional leadership evaluation model for the TLE evaluation system. Three teacher evaluation systems and two leader evaluation systems were Board approved December 15, 2011, as options for the school districts in selecting for the pilot year and in future years for teacher and leader evaluations. The Marzano group initially began the project and has asked that it be reviewed as a leader evaluation model. Ms. Currin-Moore presented a request to include the additional model to the established leader evaluation list.

Board Member Price said he thought Marzano was on the list.

Ms. Currin-Moore said they are on the list as a teacher evaluation tool. Only McREL and Reeves were the approved leader evaluation tools.

Board Member Ford asked had the model been presented to the TLE Commission?

Ms. Currin-Moore said this has been brought to the TLE Commission twice. Once at the May 3, 2012, Commission meeting, but there was not a quorum. However, the information was presented and recordings of the meeting were provided to Commission members. On May 17, 2012, there was a quorum at the Commission meeting and members voted to approve the Marzano leader model.

Mr. Manly said the Marzano Center was opened recently in response to what is happening around the nation and as we move into the high stakes area of teaching and leadership evaluation. We support districts throughout the implementation process and ensuing year to build and sustain teacher and leadership evaluation systems. In terms of the design, student achievement is a common theme in our teacher evaluation and the same thing in the leadership evaluation. Essentially the teacher evaluation is like the other frameworks that have been

adopted by the state. If it is a requirement for a framework teacher evaluation then it should be for leadership evaluation as well. A variety of sources of data goes into an evaluation for a school leader and is key for the continual improvement because all leaders can get better each year in their practice and schools. He reviewed the works of research for the frameworks and contributors, five domains and 24 elements, student achievement data, continuous instruction improvement, viable content and instruction, and school climate.

Board Member Price said the one thing that seems to always be missing from this process is the evaluation of the superintendent. There are performance audits in other areas in which groups of U.S. attorneys go around to other districts and do performance audits. Is there any state in the country that does that for superintendents to help them in terms of not only promoting the right actions by the teachers and principals but also performance audits on the financial side? There are all types of things in which it is really important and it seems that the only person not getting input about what they should do or how they can improve the process is the people on top of the pyramid rather than those in the middle or bottom. Is there any system across the country that takes care of that? This is the only group he has heard of that does not have other equal parties evaluating performance.

Mr. Manley said good question. He has seen some states that do have something in place. He did know it was a part of the Marzano project pipe line to get something out like that.

Board Member Price said it has to probably be done by taking some of the superintendents doing a great job or their selected staff to go around periodically to other school districts and offer advice.

Superintendent Barresi said currently it is the responsibility of the local boards of education because they have the contract with the superintendent.

Board Member Hayden said good point. There is not a professionally developed system, by which each local board develops their own process and for the most part the local board relies on the superintendent's reports in the local board meetings.

Superintendent Barresi said it is a good point and once the initial work is completed with the TLE Commission it will be mentioned to them. It would be interesting to find out what systems local boards of education are using currently in reviewing the performance of superintendents. If memory served her she thought that Oklahoma City Public Schools actually had an evaluation system.

Board Member Hayden made a motion to approve the Marzano School Leadership Evaluation System. Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Update on the Teacher and Leader Effectiveness Evaluation System (TLE) Implementation

Superintendent Barresi said at the last TLE Commission meeting there was no quorum but those members in attendance focused on key issues regarding non-tested grades in subjects and forming teacher work groups.

Ms. Currin-Moore reported Dr. Laura Goe from the Teacher Quality Center discussed non-tested grades and subjects with TLE Commission members. Superficially, other states are

going to be able to account for student achievement with the non-tested grades and subjects. She reviewed activity of the SDE staff that included conducting value added models presentations to provide knowledge to administrators and teachers, the process and the meaning of what is value added, debunking the myths, the Cooperative Council for Oklahoma School Administration (CCOSA) and VISION 2020 conference presentations, Webinars, survey options/use, and continuous input of teacher groups.

This was a report only and no action was required.

**Modify the Teacher and Leader
Effectiveness Funding Allocation Approved**

Ms. Currin-Moore presented a request to modify the teacher and leader effectiveness funding allocation. She said the amount of \$250 in the Board materials is incorrect and should be \$225, to be consistent and in line with the other provided documentation. She said the RFP for teacher and leader evaluation training closed on May 31, 2012. The initial maximum amount of services the bidders offered to provide totaled \$4.3 million. It was determined it was best to proceed with negotiations with each proposed trainer before going further with the process. We were successful in getting the amount of services total down to approximately \$1.713 million. This amount is a significant drop from the \$4.3 million; however, it is over the \$1.5 million allocation for this activity. There were changes offered that may not have been as necessary for the base line training needs to become a certified evaluator for either the teacher or leader models but no changes in the quality of services. An updated budget was requested during the negotiations and the vendor submitted the reduced bid within the required 48-hour deadline. Superintendents throughout the state participated in discussions held during the VISION 2020 conference in regards to what a plan B could be if the negotiations were not as successful as we had hoped. Some suggestions were to allocate the funds directly to the districts and allow them specified amounts per administrator for teacher and leader training, and to directly contract with trainers to provide their services. A positive benefit during these discussions was that we were made aware that districts were in various stages in their TLE implementation. It was determined it would be unreasonable to pay for training for an administrator that had two years of experience allowing districts flexibility to pinpoint exactly where administrators are in the training process and be able to utilize the funds exactly where they need to go.

Board Member Hofmeister said she thought there were a set number of administrators used to calculate the amount of funding. But now it sounds like this is more at the discretion of the district to do what they want with the pool of funds they are provided.

Ms. Currin-Moore said both statements are correct. The districts completed a district selection survey, in which they informed the SDE how many administrators needed training for evaluation purposes for teacher and leader models. These numbers were based on numbers directly derived from the districts which were 2,641 in need of teacher evaluation training and approximately 1,200 in need of leader evaluation training.

Board Member Hofmeister said if you took the numbers, did some math, came up with a figure on the total amount, instead of it being \$4.3 million we are close to \$1.7 million. Are you saying it is just off \$200,000?

Ms. Currin-Moore said correct. Taking the 'just' off it is quite a bit.

Board Member Hofmeister asked would this would be spread throughout the state?

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Ms. Currin-Moore said yes but not proportionately. She referred to the TLE funding chart provided to school districts outlining the final proposed budget per participant from each one of the framework trainers. There were two trainers under the projected budget and two were over \$9.00 and \$194.00. In isolation the \$194.000 seems small; however, the training framework actually was responsible for training the bulk of the administrators. The \$194.00 would train 2,002 administrators at \$388,388.00.

Board Members Hofmeister and Hayden asked if there was a way to find the \$200,000 without having to ask the school districts to do it. Especially since it is mandated...

Superintendent Barresi said as Ms. Currin-Moore reported we became aware of the different levels of implementation by the districts. So to send this out in the way we had originally planned would have been useless to those districts because they are beyond that. The money would be wasted since other districts are also at different points. We assumed when the allocation plan was developed that everyone was at square one to only find that was not true. It is what influenced her thinking that it was better than providing equal funds to the districts. Some superintendents said if they had the money, it would help defray their cost where they are currently at in terms of training. Also, one of the providers had a cost or rather *Career*Tech is being trained on the Tulsa model at \$300.00 per evaluator.

Board Member Hofmeister said there is a difference in the cost for those that are being trained for leaders. Is it that the kind of difference?

Ms. Currin-Moore said the cost difference between teacher training and leader training has a number of factors that go into it. One difference is the number of days. Teacher training is five days and leader training is two days. The training does not take into account the significant assessment tests at the conclusion of the training. There is a written examination and video examination that are scored by a rubric and are graded. This is a significant portion of the evaluation cost associated with the certification.

Superintendent Barresi said to emphasize there may have been misunderstanding during Public Comments. This is simply a pilot year for implementation of the teacher evaluation and the leader evaluation for the qualitative, just the framework, rather the observation framework. The quantitative is not being implemented as a pilot at all, and as a matter of fact that work is ongoing with the TLE Commission. The comments regarding the Commission meeting were related to that. The comments of the Commission members are that they can see the value in a pilot year and thought it was critical. When visiting with other state chiefs they commented on Oklahoma doing a good thing by doing a pilot year and getting that input from districts because there are always large amounts of adjustment after the first year. She reminded Board Members the \$1.5 million is not a direct allocation from the Legislature but is a part of the SDE budget which are dollar that were a result from the reorganization of the department and put aside for implementation. We desire to train evaluators and to give them their tests and we fully understand that the work ongoing to receive permanent certification as an evaluator is a process that takes several years. But we had to start, and we had just this amount of money to get the initial training rolling so we could at least initiate the pilot year, get some experience, and then visit with the Legislature about the needs of the program and the need to go forward. It was very difficult to put a fine line with the Legislature on exactly what our needs were because the TLE Commission had not made a lot of its recommendations. The full program, qualitative and quantitative, has to be implemented year after next.

Board Member Hayden said one of the thoughts was to take \$1.5 million and allocate it out to the districts proportionately. But that was kind of a second thought because we do not have enough money to fund the \$1.7 million. What was the original plan?

Superintendent Barresi said we believed we did and we were assuming districts would exercise an option whether or not to additionally train on software or to get hardware and things like that. So we thought bare bones, train them to evaluate using paper/pencil and to get the critical components of this out and get folks trained. But the computations of the number of evaluators in the state came out to approximately \$1.5 million. We were very clear in our visits with all potential vendors that \$1.5 million was all we have. When we met with superintendents discussing the plan "B" it was revealed few districts were on the path already. She asked superintendents if we sent money would it help defray some of their cost no matter where they were in the process, and the response was 'yes'. Superintendent Barresi said she understood the objection that it is possibly not enough and understood the school districts objections. If we did not have the extra funds from the reorganization of the SDE we would be offering zero dollars and this would be a 100 percent unfunded mandate. The dollars were put in to defray the cost and we felt we had a good number.

Board Member Hayden said his question was more, let say we had \$1.7 million or rather the bids came in at \$1.5 million, how were we going to allocate the \$1.5? What was the initial plan? It sounds like this is option number 2 because we ended up with the shortfall. I am curious what the original plan was.

Ms. Currin-Moore said at the December 15, 2011 Board meeting the Board adopted a policy dealing specifically with funding that states, "during the pilot program the allocation of funds between the approved frameworks will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the districts average daily attendance (ADA)." The ADA during the first nine weeks of the 2011-2012 school year was 633,652. This number divided by \$1.5 million equaled \$2.38 per student. Straight Public School's ADA for example, was \$42.40 and multiplied by \$2.38 would have received \$100.91 per administrator for training which would not be sufficient for funding. Nashoba Public School's ADA of \$45.09 multiplied by \$2.38 would have received \$107.31. Approximately 35 other school districts with less than 100 ADA would be in the same position, therefore, based on this strict ADA interpretation there would not be enough funds to train one person. As was reported earlier this is the cost per participant provided to the SDE and the Department of Central Services which reflected a gap. Using Straight Public Schools \$100.91 ADA allocation as the example they would need \$493.00 for the Tulsa model, \$297.00 for Marzano, \$110.00 for McREL, and \$133.00 for the Reeves model. Administrators were asked how many administrators were responsible for evaluations because this information had not been collected and we only had a count of administrators in each building. As you are well aware the responsibility of administrators vary depending on the district and site, and there was no way for us to calculate that number. But once we did have the numbers we were able to calculate a more reasonable amount to be able to provide to districts. At this time, there are 2,641 administrators needing teacher evaluation training, and \$400.00 was estimated. This was a conservative amount so that when actual allocations are provided it will be easier to allocate more funds rather than give regrets. The total allocation for the 2,641 administrators totaled \$1 million. The leader model total allocation for the 1,127 evaluators totaled \$253,000. We are under the \$1.5 million but it will increase slightly once the actual allocations are provided.

Board Member Hayden asked out of the 2,641 administrators is Tulsa included or not?

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Ms. Currin-Moore said it includes Tulsa, Oklahoma City and all that provided district information to the SDE.

Board Member Hayden asked why would Tulsa need dollars if they have already been on their own model for a few years.

Ms. Currin-Moore said that goes back to the reason why this may be a more productive plan because the Tulsa administrators already have the initial training. This training is not a one shot situation because they will need ongoing training, refresher courses, and more in-depth courses. The Tulsa administrators will need implementation training but at a different level than the first year Tulsa model trainers. She said in reply to Board Member Ford's data questions, we have cross-referenced the district lists to assure everyone was contacted, made personal phone calls, and emailed to get data and assure accuracy. Now with the new funding distribution revamped more funding can be provided. She reviewed ADA numbers for the largest schools, administrators, estimated funding amounts, carryovers, training facilities, and the SDE calendar.

Board Member Ford said a number of districts have indicated their model choice for the pilot year, but if after receiving their funding and cost can they choose another model?

Ms. Currin-Moore said yes. There have been several inquiries regarding that and options were looked into especially in light of the fact the SBE had just approved the use of the Marzano model. Because the funding is equal regardless of which framework selected and the money can go to where they choose.

Board Member Hayden said he wanted to figure out a way so that the schools are not cut short. He does not like unfunded mandates and remembers having conversations earlier or late last year about having enough money to do all of this. We are \$200,000 short from fully funding it and he realizes the allocations are based on people needing the full level of instruction and that some districts will not need the full level of instruction. One method he would like to see is for everyone to at least get to one common level. Some districts should not be cut short and others that have programs in place get the same amount of dollars. It seems like we should put the dollars out there to bring everybody to a certain level. He does not want districts to get caught short.

Ms. Currin-Moore said it appears that Board Member Hayden was suggesting that districts that are further along in implementation may not receive the funding at the same level.

Board Member Hayden said that would be one option.

Board Members Ford and Shdeed asked how would it be determined?

Board Member Hayden said Tulsa has this model in place. Do they need the same level to get this program going as does...

Board Member Hofmeister said she was misunderstanding. When districts were surveyed who would actually be required you already had a list of who is in the building. These numbers are what the districts were asking for training for a certain number. So that was a different number than just those administrators in the building? Is that right?

Ms. Currin-Moore said correct.

Board Member Hofmeister said so what you are suggesting is already a step that has happened.

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Board Members Price and Shdeed concurred there may be a fluctuation up to \$1.5 million

Board Member Hayden said then if we need \$1.7 million he recommended that the SDE would need to find the other \$200,000.

Board Member Shdeed said Ms. Currin-Morris reported we would not need \$1.7 million.

Board Members Hayden and Hofmeister said but some are going to have more money than they need, and some less.

Ms. Currin-Moore said districts will either have \$2.00 more or \$94.00. It is not a tremendous amount that will be over, even though some will have significantly less. In addition, the \$400.00 and \$225.00 are estimated amounts, but pretty close. However, the actual amounts have not been finalized down to the penny.

Board Member Hayden said he is still a little lost.

Board Member Ford said the difference between the final proposed costs per participant is \$196.00 between Marzano and Tulsa models. What accounts for that?

Ms. Currin-Moore said each framework provider submitted a detailed budget specifying what they will offer in their training packets. It was her understanding from the negotiations that there was a significant cost with the Tulsa model for production of a manual and test calibration. The evaluation certification process at the end of the evaluation is based on a master teacher scoring are two fixed costs which were basically subcontracted out. They were able to get the price reduced for the manual production and the calibration.

Superintendent Barresi asked were those already available on the Marzano and Danielson model?

Ms. Currin-Moore said the calibration, yes. The materials cost was significantly less.

Board Member Hofmeister said she wondered about class size. Marzano is going to be dealing with a much larger group of people compared to the Tulsa training?

Ms. Currin-Moore said that is part of it for day one. On day two they have a big group session and on days three, four and five smaller group sessions are held. This is one of the ways the Tulsa model actually saved some cost because initially their participant ratio was at 40 but increased to 60 which also assisted in reducing the costs. It was asked if it could go higher but they are concerned with going much higher.

Board Member Ford said she did not want to lose the continuity of the training should a district that only has \$400 determines to only provide certain areas or levels of training.

Ms. Currin-Moore said no, it is a package deal. The SDE has asked trainers to not reduce the quality of training or content of their training. But what they have done is remove some of the extras but will provide them at an additional costs. Several districts are interested in them and are willing to participate. The base line version to be trained and to be a certified evaluator will remain the same across the board.

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Board Member Hayden clarified if district "A" is using Tulsa TLE they will receive \$400.00 per person versus they need \$594.00 and will be underfunded. District "B" uses Marzano which cost \$400.00 and will receive \$400.00, therefore, they will be fully funded.

Ms. Currin-Moore said that is correct.

Board Member Hofmeister asked what is the current total number of districts that have selected the Tulsa model out of the 524 districts.

Ms. Currin-Moore reminded Board members charter schools are also added to the number and not exactly each district. There are approximately 480 districts and 2,002 administrators needing training on the Tulsa model and approximately 630 needs training on the Marzano model.

Board Member Price said the manual cost makes sense because for a national company the production of the manual, not printing, is costly. Therefore, they are probably a lower cost than the Tulsa model. Basically, what is being done is pricing is included for school districts that chooses a model that cost more they either have to train less administrators or absorb the cost difference.

Ms. Currin-Moore said correct it would be a district option. For instance, a district needing 10 people trained, receive their cost allocation but realize the district would have to pay an additional \$2,000 and they cannot do so. The option would be to fully fund seven or eight trainers and then reallocate their responsibilities throughout the district. There are ways the proportions could still work and would not necessarily be an unfunded mandate. She explained the job responsibility allocations of the Oklahoma City school district...

Board Member Ford said school district "A" received allocations for 10 people and district "B" for 25 people and both districts are similar in size, but district "B" decides it only needed 10. How is this resolved?

Superintendent Barresi said a final report will be sent out. The numbers we have right now are based on exactly what was reported. Another census report based on the new numbers will be compiled and will best allocate funds based on that information.

Board Member Price said sounds like some districts are structured in a way in which they need to train less people. Since they applied for less people, will they receive less money?

Board Member Hayden said he did not like saying to districts "this is what you get and figure out the rest" because we do too much of that.

Board Member Hofmeister asked if there was a way to direct that we find \$200,000?

Board Member Hayden said it sounds like we will not take any action today.

Board Member Hofmeister said we do need to take action today.

Superintendent Barresi said it would be helpful if we can send this money out July 1. If this method is adopted we will very quickly correspond with the school districts, get a correct number from them, and see if they would want to move down on their numbers after they evaluate how much they would have received for the amount they originally reported. They would have the option to hold firm and supplement or decrease their trainees.

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Board Member Hofmeister said she definitely likes the new way of doing this because it seems more practical and equitable but wished we could find the \$200,000. She understood this is not a fixed number.

Board Member Price said the amount went down from \$1.7 million to \$1.4 million and an extra \$100,000 was built in.

Board Member Hofmeister asked if that was what happened. Is that how the \$1.7 million was determined, you built in a cushion?

Ms. Currin-Moore said the \$1.7 million was strictly taking the \$594.00 multiplied by 2,002 administrators, the 398 multiplied by \$632.00, and on down. Those are the actual numbers from the final proposed budget that each one of the trainers provided, multiplied by the number of administrators that said they needed training on the model.

Board Member Hofmeister asked and have you factored in ...

Board Member Price asked when you factored in the people that did not need training as much the number went down to \$1.4 million.

Ms. Currin-Moore said no. We did not factor in the number of administrators that did not need as much training because no data was collected. It was found in our conversations with the districts that several districts were in various places as far as training is concerned.

Board Member Hofmeister said when Ms. Currin-Moore described how many districts have selected the Tulsa model that is actually going to be many with smaller class sizes and higher expense. If we already know who the districts are is there a way to calculate how much it will cost?

Ms. Currin-Moore said yes, however, she did not have the exact cost for the Tulsa model at this time.

Ms. Kerri White, Assistant State Superintendent, Office of Education Support, said when Ms. Currin-Moore reported the estimated \$400.00 per administrator and the \$225 per administrator for administrator training came out to less than the \$1.5 million. The difference between \$1.5 million and \$1.7 million is exactly the \$194 multiplied by the 2,002 administrators needing to be trained and that is the \$388 she came up with. When we have the exact number of administrators needing training we will spend all of the \$1.5 million. The difference in the \$1.5 million and \$1.7 million that would be needed to fully fund really is \$200,000.

Board Member Hofmeister said she would like to see a way to come up with the \$200,000, but understood that was not on the table for today's discussion.

Superintendent Barresi said it would have to come out of her department budget.

Board Member Hayden said when going to funding on the \$400, then it gets good on the numbers.

Board Member Hofmeister said that was already done and that is how they came to the \$1.7 million.

Superintendent Barresi said it really does come down to the school district deciding if they want to supplement and keep the same number or decrease the number and use the train-the-trainer type of model with their district.

Board Members Ford and Hofmeister questioned whether districts could keep the Tulsa model but keep less. They could do the train-the-trainer and not be certified and meet other requirements?

Superintendent Barresi said we would like for them to be provisionally certified but remember it is a pilot year and it is not for accountability.

Board Member Hayden said he felt bad that there has been angst around the whole implementation of this and thought we were going to be able to fund what was needed to do an effective implementation but we are not. Now we are \$200,000 short and we are just going to say "well, let the districts find it". They will either cut the number of people that need the training, dig in their own pocket, or choose a different model. It is frustrating that we have to tighten the rope and Legislators have pushed this as extremely important to improve the education in Oklahoma and are not going to fund it.

Superintendent Barresi said she has cancelled a lot of travel and other things.

Board Member Price made a motion to adopt the modification of the TLE funding allocation. Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, nay; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

SPECIAL EDUCATION

Standard Setting Results for the Oklahoma Alternate Assessment Program (OAAP) Portfolio Grades 3 through 8 and End-of-Instruction Approved

Ms. Rene Axtell, Assistant State Superintendent, Special Education, said Dr. Michael Clark, Research Scientist, Pearson, will provide a presentation to the SBE. She said the Oklahoma Alternative Testing Program (OAAP) portfolio was done differently this year. In the past it has been a testing program where teachers collected evidence based on the standards we provided them which they would turn in. The assessment they completed through that submission of evidence would be reviewed, scored, and the information provided back to the teachers. This year everything was done online and the standard setting part of the multiple component assessment programs was one of the pieces. She introduced Ms. Jennifer Burns and Ms. Christy Stevens who work with the alternate assessment program in the SDE Special Education section.

Dr. Clark said the OAAP is the accountability program for students with severe disabilities and is referred to under the No Child Left Behind (NCLB) as a one percent assessment. He referred to the general overview power point presentation and said OAAP was a portfolio based assessment and criterion reference assessment that ties directly to the domain knowledge and skills as defined by the *Priority Academic Student Skills (PASS)* content standards. Standards are set for all 26 OAAP assessments includes Grades 3 through 8 mathematics, reading, writing, science, social studies, and high school end-of-instruction. Standard setting is process, whereby experts in the field make judgments about content that a student should know and be able to demonstrate knowledge of to be classified in a specific

performance level. Oklahoma uses four performance levels on satisfactory, limited knowledge, proficient and advanced. To break up the distribution of scores into four performance levels three cut points are required between the four levels. Every grade and subject has performance level descriptors (PLD) which are brief descriptions on concrete terms of characteristics of students at each of the four performance levels. Understanding and alignment to the PLDs is important in the execution of any standards setting meeting because these ultimately drive what decisions are made by the experts in the study. Threshold descriptors are another important concept that goes along with the PLDs which in each performance level there is a range of ability within the levels.

Three separate committees participated in the standard setting process. Committee members discussed what should the threshold level proficient student be able to do and know, possess what type of skills, and what academic behavior demonstrate that they are at that particular performance level. Mr. Clark reviewed the process of the methodology used and results of the standard settings for the OAAP assessment by the committees and recommendations/cut scores, PLDs, and student evidence. It is important to remember that cut scores were not based on an arbitrary selection of a particular desired percent correct score and impact data or pass rates were used as a reality check but it did not drive the decision making process. The goal of the committees was not to achieve a particular pass rate but rather to make sure the cut score associated with assessment is reflective of the performance level descriptors.

Mr. Clark reviewed the final recommended raw cut scores and percent correct cut points for each of the assessments as recommended by the committees and if approved by the Board would be used as the cut points for the spring 2012 students who took the OAAP assessments.

Board Member Hofmeister asked these are for the profoundly affected students that are on IEPs?

Dr. Clark said students with the most severe disabilities portfolios. They are only portfolios not modified exams, OMAAP is a separate entity.

Board Member Price said the problem he has is the simpler it is the easier it is to do. You have your special vocabulary of unsatisfactory which is basically a 'D' or 'F', limited knowledge is a 'C', proficient is a 'B', advanced is 'A' and then threshold students are a 'C minus'. The raw cut scores really do not mean anything unless you know what the exam is. It seems like there is a lot of verbiage and articulation of something that ought to be simple as can be in terms of what the standards are. Now, complexity ought to be in none of this and ought to be what are the tests that you are applying. It seems that in every profession we dream up words so that everybody is foreign to the vocabulary and we have to reteach everyone all the vocabulary. That is the reason why the A-F evaluation for schools is wonderful because everybody comprehends it. Most of this stuff is complicated verbiage so that we will be able to teach people the complicated verbiage rather than stick with regular old 'A, B, C, D, E, F.' What is the purpose on a profoundly limited, special needs student? Are you evaluating how they compare with other special need students? Are you making decisions that they need a certain kind of course? There is a whole variety of special needs kids that range all over the place and that is the important evaluation, not all of this. Mr. Price said his general view is that all this is a bunch of nonsense. The key things are evaluating the kids individually and figure out what they need to do. If you want to have a score, have it 'A, B, C, D,' is his opinion. It may serve Pearson great because it is their verbiage and so everybody has to learn their language.

Dr. Clark agreed it is jargonizing. However, the methods Pearson uses are not in any way limited to Pearson. These are industry standards methods used in all assessment programs.

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Ms. Axtell said this is a part of the NCLB accountability. Federal law requires students with disabilities that fall into the one percent population be assessed in the same way all students are assessed. The verbiage and information presented mirrors the assessments for the 100 percent of the children, as required by federal law, in Grades 3 through the EOI instruction.

Ms. Axtell said Ms. Jennifer Burns would give an example of an individual task students were required to perform. There were four different ways students could complete the one task. Depending upon the severity of the disability they had the option to choose a level which would determine part of their scoring.

Ms. Burns said in regards to the question of individualization of the students, an example would be a third grade math task adding integers where one student may be nonverbal or ambulatory but can still grasp the concept. Individualization comes into how the teacher presents it and the teacher knows their student. For this example, the highest level of student can do pencil paper and use a calculator, another may use a switch device to communicate their answer, or for a reading comprehension or characterization task some students may be able to listen to a story and verbalize character identity. The teacher determines how students that are more significantly disabled can communicate information to them and how to provide access as a teacher to where the student can show the teacher what they know.

Board Member Price agreed that was a useful evaluation. But is it judging one that learns by listening versus other ways, and one is advanced and another is satisfactory.

Ms. Burns said that goes back to the task specifications and what we want the student to know. If the task specification is adding integers to 30, that is what we want to know. How the teacher goes about accomplishing that and getting there with each individual student is where the individualization comes in. We train access and for this population access is very important. Ms. Burns said an experienced classroom teacher working with the portfolio and at the SDE for three years she has seen firsthand the difference made in the classroom of having the high expectations of our portfolio. Just by studying these expectations and helping teachers see these students can do the task goes back to providing the access to them.

Board Member Price said he agreed 100 percent in setting high standards and what they should be able to achieve. It seems like a lot to get there.

Ms. Axtell said it is a lot and is part of the components we talked about and is a requirement.

Superintendent Barresi said the framework, the general procedures presented is the same procedure used in setting all cut scores for all tests that are given. In the future, the Board will get a chance to refresh on some of this when cut scores are set coming down the line. Standard setting procedure is intricate, involved and careful, and it is an industry standard. It is now repeatable and is verifiable. It may seem arbitrary but the level of training of the evaluators and work they do may seem very arbitrate but it is very precise. The recommendations are sent directly to the SBE when they come in and the SDE does nothing with them at all, no manipulation at all. It is important this Board has the ability to set, affirm or change those cut scores.

Board Member Hofmeister said she needed to better understand what is the current method? We are currently using Pearson and this model. What is it the Board is being asked to do today?

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Superintendent Barresi said accept the cut score recommendations of the SDE based on Pearson's recommendations of the cut scores.

Ms. Axtell said Pearson was the company the SDE used to work through the process. They were there each step of the way. We actually had Oklahoma educators that went through each of these processes and the information Pearson presented to the Board today is the information the Oklahoma educators put together. The SBE is being asked to look at the information based on their recommendations, and to accept it as it is or adjust the cut scores. If for instance, something may need to be shifted from limited knowledge to proficient or proficient to advanced and the SBE could actually make the choice to adjust those particular scores.

Board Member Price said cut scores cannot be determined without knowing what the tests are. He would rather rely on what is being done throughout the country and those cut scores. If the SDE decides to raise the standards would be fine. We will not be able to independently evaluate the cut scores.

Ms. Axtell said she wished she could rely on others as well but at this time Oklahoma is the only state doing this. There are five other states looking at Oklahoma's process and wanting to duplicate our process.

Board Member Hofmeister asked how long have we used Pearson as a vendor for this particular portfolio evaluation system.

Ms. Burns said per the peer review process in March 2010, the portfolio had to be changed. Assessments were subjective and performance level descriptors were generic and not broken down by subject and grade the way they are now. Committees were brought in, PLDs were developed, began the RFP process, trainings, and manuals. Once Pearson was awarded the contract in 2011 trainings had already started and Pearson stepped in and assisted with compiling the training manuals. This is the first year Pearson has been involved in the process from beginning to end.

Ms. Axtell said Pearson has one more year, after which time the RFP process will begin again.

Board Member Hofmeister said if Oklahoma is the leader and other states are looking at Oklahoma, yet this is a federal requirement with NCLB, what are the other states doing?

Ms. Axtell said many of them are doing something similar and doing what Oklahoma did two years ago. Oklahoma was selected by USDE who said we needed to step it up a notch. As the information is received it is brought back to the Board to look at what is being done and make the adjustments and improvements suggested by the USDE Office of Special Education Programs. Other states will come on aboard to do what Oklahoma is doing and it is literally the back and forth.

Board Member Hayden asked was Oklahoma selected because we were failing more or were we leading?

Ms. Axtell said multiple states were selected including Oklahoma to look through this process. This is a federally funded through the special education funds to complete the alternative testing program she said in response to Board Member Price and Hofmeister question. It is actually not federally funded. Assessments are required for all students, but the Special Education Division uses federal funds to fund the alternative assessment program (portfolio program) for the state of Oklahoma.

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Board Member Hofmeister said the funds have come to us via the federal government and they are earmarked for portfolio assessment?

Ms. Axtell said funds are set aside.

Board Member Hofmeister said there are states that do not have this level of standardized testing. Is the key that we are trying to establish some form of standardization through the state? Are there other vendors that do this in other states?

Ms. Axtell said yes.

Board Member Hofmeister asked has another vendor ever been used before or is this the first time having something more standardized in the last couple of years.

Ms. Burns said this is the first time having a vendor for the OAAP assessment. Pearson was the only vendor who submitted a bid.

Ms. Axtell said what was done previously was done within the state of Oklahoma.

Board Member Ford asked if the concern is the cut scores are not accurate.

Board Member Hofmeister said her concern is if you want to direct the state to have to change something, yet there is only one vendor, we are forced to do some things that may be good but may not need to be done.

Ms. Axtell said there are multiple testing vendors that could have made a bid . Based on the way the SDE wrote the RFP with specific items we wanted to ensure were addressed Pearson was the only testing company that placed a bid with this particular RFP.

Board Member Price said he was concerned that even if Oklahoma is the first, why is the federal government financing every state reinventing the wheel by going through all this process. There is no difference in special needs kids in Oklahoma verses some other place else. Why go through all these committees? Special needs kids are the same in Oklahoma as they are in Ohio.

Ms. Axtell said that is why they call it the Oklahoma testing program. We get charged with determining that for our state.

Board Member Ford said this only involved Oklahoma educators and not an outside, national company determining what to do in Oklahoma.

Ms. Axtell said correct. We made those determinations.

Ms. Burns said when the peer review letter was received two and half years ago Oklahoma was assigned a technical assistance person who worked closely with us throughout the process of developing the assessment. That person helped us get through peer review which was submitted March 2012 along with technical reports, etc. Pearson was very helpful in the process.

Board Member Hayden proposed we come back to what is asked for action and then maybe at a future meeting have more discussion about this program.

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Superintendent Barresi reiterated the process is used to be as objective as possible. This is a little bit of what we are going through at PARCC. We are spending weeks talking about performances level descriptors to determine what it mean to be proficient in algebra I and at every level. Based on that the standards setting will begin the year after the test is administered in a process very similar to this and is industry wide accepted will go forward. As frustrating as it is it shows an effort to be as impartial and fair as possible to be a true assessment of ability. Superintendent Barresi said she would invite Board Members to the next standard setting to hear the process and discussion as a result of the training.

Board Member Price asked what is it costing the federal government for this assessment in Oklahoma. What is the allocation of dollars?

Ms. Axtell said she did not have an exact figure but it cost approximately \$3.1 million for the SDE to do this.

Board Member Price said if this is done in a handful of states you ought to be able to use the same standards throughout the United States and spend the money on special needs kids rather than the assessment evaluations.

Superintendent Barresi said point well taken.

Dr. Clark said these are criterion referenced cut scores, which means the cut is related to an expected level of performance. That cut is related to 150 experts' opinions regarding the difficulty of the items comprised on this unique test which is not the same as test that other states are administering. Also, it is their understanding of students in the state of Oklahoma who are not exactly the same as students in other parts of the country. There are different approaches one could take. For example, a student needs to achieve a score of 70 percent in order to be classified as proficient and that would be very cheap and easy to administer, but what does that 70 percent honestly really mean? Is the test really aligned such that a student that scored 65 is really proficient, but maybe 65 is not a more appropriate cut score? If an arbitrary cut such as that is chosen then the cut is not informed by the difficulty of the test or the ability level of the students. Another option would be, wanting 70 percent of the students to pass every year. What happens then is if the ability levels of the students fluctuate year to year, then maybe a student who took it in year one failed would have passed if they took it in year two. So what happens is your standards start to go up and down. This method is similarly adapted to this population but in spirit it is similar in every way to the methods currently used for the OCCT 3 through 8, EOI, OMAAP assessments and all of them use criterion reference cut points. All that means is panels of experts look at what is described as students should know and do in the performance level descriptors and relate that to expected levels of performance on the test. It does seem kind of mind boggling complicated when it is compressed into a half hour presentation. The 150 experts who participated in this study had a half day where we spent many hours talking it through with them and working through example programs. Dr. Clark apologized the information was overwhelming at times but this was a short snapshot of a large procedure that involved hundreds of individuals who worked very hard and came away with good feedback on their experience, understanding, and clarity of the process.

Board Member Ford said this was the first time to go in depth on this process.

Board Member Price said it sounds like a wonderful process to do once or twice, and not to do 50 times to achieve the same thing. He said he had seen a chart that was convincing of the progress on special needs students and it showed Arizona and Oklahoma were relatively flat and Florida that was doing incredible. There must have been some kind of comparative testing for

special needs kids back then. Part of the reason why he was convinced that the special needs scholarship bill would be particularly good if the special needs kids were involved in it, but then it occurred to him the people that go into the special needs scholarship bill are not public school students. Is there a way, for instance, for a catholic school to not to be forced but be able to opt it to whatever test it is, to be able to show parents that they are doing great with special needs kids?

Board Member Hayden made a motion to approve the request and Board Member Shdeed seconded the motion. The motion carried with the following votes: Mr. Price, yes; Mr. Shdeed, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

LEGAL SERVICES

Revocation of School Bus Driver Certificate and Number of Billy Don Nobles Approved

Ms. Yolanda Downing, Assistant General Counsel, presented a request to revoke the school bus driver certification and number 081708785 for Mr. Billy Don Nobles. The Petition was filed May 24, 2012. The reason for the revocation is due to the loss of Mr. Nobles' license because he was driving under the influence of alcohol. Pursuant to 70 O. S. Section 3-14 and Administrative Code 210:30-5-1 revocation of the bus driver certificate is appropriate and warranted. Mr. Nobles was served copy of the Petition, and Notice of Hearing on May 26, 2012. Mr. Nobles failed to answer, to appear, and respond to the Petition.

Board Member Price made a motion to approve the request and Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Mr. Shdeed, yes; and Mr. Price, yes.

LEGISLATIVE UPDATE

Board Members will be mailed legislative update report.

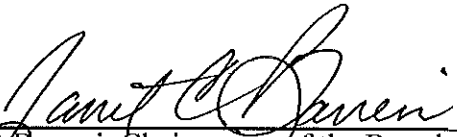
ADJOURNMENT

There being no further business the meeting adjourned at 4:10 p.m. Ms. Ford made a motion to adjourn.

The next regular meeting of the State Board of Education will be held on Thursday, July 26, 2012, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.



Connie Holland, Chief Executive Secretary



Janet Barresi, Chairperson of the Board

OKLAHOMA STATE BOARD OF EDUCATION MEETING

JUNE 28, 2012

Sign In Sheet
(please print)

Name	Business-School-Agency	Address
Melissa Abdo	PLAC Parent Legislative Action	Tulsa, OK
[Signature]	Union Public Schools	Tulsa, OK
[Signature]	Union Public Schools	Tulsa, OK
GART MORAS	Union Public Schools	Tulsa, OK
Michelle Cundy	Union Public Schools	Tulsa, OK
Peter J Ruddy	Oklahoma Watchdog	
JACK HERRON	POE	
James Murray	Oklahoma State School Boards Association	2801 N. Lincoln
Tom Pickens	UCO-EDMONT	Edmond, OK
Kori Dickinson	Foundation for OKPS	5225 N Shurtel Ste 201 OKC 73118
Christy Watson	" "	" "
Carol Everson	Rearson	
Angie Bookout	OCTP	
Lisa Reed	Foundation for OKPS	3545 NW 58th, OKC, OK 73112
Desa Dawson	OSDE	5225 N. Shurtel Ste 201, OKC, OK 73118
MIKE CLARK	PEARSON	TULSA, OK
Lisa Holder	OSRTE	OKC
Danny Blacie	Choctaw High School	14300 NE 10th St 73020
Angie Winkler	HOBART Public Schools	115 W. Irs Hobart, OK 73651
Robert Ranner	Snyder Public Schools	718 E St Snyder 73564
Carl Boeckman	eCapital	

OKLAHOMA STATE BOARD OF EDUCATION MEETING

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Sign In Sheet

(please print)

Name	Business-School-Agency	Address
Debra Jants	ODEE	
Dorothy Stobue	Tri County Tech	
Daniela Newville	OEA	
Byron Owens	LCOSA	
Steven Crawford	CCOSA	
Lee Mamb	151	
Scott D. Brown	REVIEWS DB	Gaulton
Bernice Rogers	Jenks	
Lucy Miller	Jenks	
Gibby	IPS	
Stephan Lee	OSU	
Angie Amney	Prof. OK Educ	Norman

