

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

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



Oklahoma WISE Planning Tool

Oklahoma Nine Essential Elements Performance Indicators

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

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

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

Academic Learning and Performance – INSTRUCTION

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

Effective Learning Environment – Effective Teachers – SCHOOL CULTURE

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

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

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

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

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

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

Collaborative Leadership – EFFECTIVE LEADERS

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

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

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

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

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

Attachment 14: Teacher and Leader Qualitative Assessment Models

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

Danielson’s Framework for Teaching

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

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

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

Marzano’s Causal Teacher Evaluation Model

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

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

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

Tulsa's Teacher/Leader Effectiveness Initiative

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

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

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

Marzano's Leadership Evaluation System

Currently in pilot phase.

McREL's Principal Evaluation Systems

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

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

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

Reeves' Leadership Performance Matrix

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

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

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

ATTACHMENT 15: GLOSSARY OF TERMS

ACRONYMS AND ABBREVIATIONS

21st CCLC: 21st Century Community Learning Centers

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

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

ADP: American Diploma Project

AMO: Annual Measurable Objectives

AP: Advanced Placement

AVID: Advancement Via Individual Determination

C³: College, Career, and Citizen Ready

C3S: C3 Schools

CareerTech: Oklahoma's Career and Technical Education System

CCR: College- and Career- Ready

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

CII: Center on Innovation and Improvement

CTE: Career and Technical Education

ELA: English language arts

ELP: English Language Proficiency

EMO: Educational Management Organization

ESEA: Elementary and Secondary Education Act

FAY: Full Academic Year

GED: General Educational Development

IB: International Baccalaureate

ICCS: Implementing Common Core Systems

IDEA: Individuals with Disabilities Education Act

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

MRL: Marzano Research Laboratory

MTP: Master Teachers Project

NAEP: National Association of Educational Progress

OAAP: Oklahoma Alternate Assessment Program

OBEC: Oklahoma Business and Education Coalition

OCCT: Oklahoma Core Curriculum Tests

OCTP: Oklahoma Commission for Teacher Preparation

OMAAP: Oklahoma Modified Alternate Assessment Program

OSDE: Oklahoma State Department of Education

OSTP: Oklahoma School Testing Program

PASS: *Priority Academic Student Skills*

PARCC: Partnership for Assessment of Readiness for College and Careers

PBIS: Positive Behavior Interventions and Supports

PLC: Professional Learning Community

RAO: Regional Accreditation Officer

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

Regents: Oklahoma State Regents for Higher Education

RtI: Response to Intervention

SEA: State Education Agency – Oklahoma State Department of Education

SIG: School Improvement Grant

SISR: School Improvement Status Report

SPDG: State Professional Development Grant

SSOS: Statewide System of Support

SST: School Support Team

STEM: Science, Technology, Engineering, and Mathematics

TLE: Teacher and Leader Effectiveness Evaluation System

USDE: United States Department of Education

WIDA: World-Class Instructional Design and Assessment

WISE: Ways to Improve School Effectiveness

WOC: Windows on Curriculum

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attachment 16: Oklahoma Statutes Related to the TLE

Attached is a copy of the state law that provides the general framework for the TLE System.

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

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

Section 105. Minimum Salary Schedules.

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

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

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

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

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

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

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

Section 106. Incentive Pay Plans.

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

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

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

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

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

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

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

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

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

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

Section 107.1. Evaluation-Based Incentive Pay.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 115. Definitions.

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

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

1. “Administrator” means a duly certified person who devotes a majority of time to service as a superintendent, elementary superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district;
2. “Dismissal” means the discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by law;
3. “Nonreemployment” means the nonrenewal of the contract of an administrator or teacher upon expiration of the contract;
4. “Career teacher” means a teacher who:
 - a. for teachers employed by a school district during the 2011-12 school year, has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teacher contact, or
 - b. for teacher employed for the first time by a school district under a written continuing or temporary teaching contract on or after July 1, 2012:
 - (1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a rating of “superior” as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for at least two (2) of the three (3) school years, with no rating below “effective”,
 - (2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a rating of at least “effective” as measured pursuant to the TLE for the four-year period, and has received a rating of at least “effective” for the last two (2) years of the four-year period, or
 - (3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;
5. “Teacher hearing” means the hearing before a local board of education after a recommendation for dismissal or nonreemployment of a teacher has been made but before any final action is taken on the recommendation, held for the purpose of affording the teacher all rights guaranteed by the United States Constitution and the Constitution

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

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

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

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

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

Section 118. Evaluation of Teachers and Administrators.

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

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

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

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

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

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

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

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

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

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

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

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

Section 120. Dismissal or Nonreemployment of Administrator Procedure.

Text reflects amendments from the 52nd Legislature (2010)

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

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

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

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

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

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

Text reflects amendments from the 53rd Legislature (2011)

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

B. The TLE shall include the following components:

1. A five-tier rating system as follows:

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

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

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

4. Quantitative and qualitative assessment components measured as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Section 122.2. Teacher and Leader Effectiveness Commission.

Text reflects amendments from the 53rd Legislature (2011)

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

B. The membership of the Commission shall consist of:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 125. Grounds for Dismissal or Nonreemployment of Teachers.

Text reflects amendments from the 52nd Legislature (2010)

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

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

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

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

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

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

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

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

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

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

2. Any felony offense.

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

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

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

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

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

Text reflects amendments from the 52nd Legislature (2010)

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

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

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

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

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

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

ADDITIONAL SECTIONS NOT PLACED IN 2010 SCHOOL LAWS OF OKLAHOMA

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

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

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

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

Attachment 17: Preliminary and Final Recommendations of the TLE Commission

Attachment 17A: Preliminary Recommendations of the TLE Commission on September 12, 2011 and
November 7, 2011

Attachment 17B: Final Recommendations of the TLE Commission on December 5, 2011

Teacher and Leader Effectiveness (TLE) Commission
Preliminary Recommendations
September 12, 2011

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

Teacher Framework

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

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

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

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

Leader Framework

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

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

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

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

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

Teacher and Leader Effectiveness (TLE) Commission
Preliminary Recommendations
November 7, 2011

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

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

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

Teacher and Leader Effectiveness Commission Permanent Recommendations
Pursuant to 70 O.S. § 6-101.17
December 5, 2011

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

Permanent Recommendation #1b: The TLE Commission recommends that the Teacher Evaluation default framework be Tulsa's TLE Observation and Evaluation System.

Permanent Recommendation #1c: The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. Frameworks other than the default will be supported by local funds and twenty-five percent (25%) of available state training funds. The following frameworks should be included in the list of approved options: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System.

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

Permanent Recommendation #1e: The TLE Commission recommends that the Leader Evaluation default framework be McREL's Principal Evaluation System.

Permanent Recommendation #1f: The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. Frameworks other than the default will be supported by local funds or at the discretion of the Oklahoma State Department of Education through a formula based on the district's Average Daily Attendance. The following frameworks should be included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

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

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

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

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

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

Attachment 18:
**Oklahoma's Support of Minority and Poverty Students
in Schools Not Identified as Focus or Priority Schools**

Oklahoma is committed to ensuring that each child meet College, Career, and Citizen Ready (C³) expectations, regardless of race, ethnicity, socio-economic status, native language, disability, giftedness, or any other qualifier. We are approaching the needs of minority and poverty students through a multi-pronged approach, beginning with a change in the culture of the Oklahoma State Department of Education. A number of reforms targeted toward meeting these needs are discussed in Oklahoma's *ESEA Flexibility Request* and others are independent of the waiver package. These reforms will assist schools in aligning priorities for all students, including all subgroups, regardless of school level N-size.

Reforms addressed by Oklahoma's *ESEA Flexibility Request* (See Section 2.E)

Oklahoma is confident that its process of identifying Focus Schools (in addition to Priority Schools and Targeted Intervention Schools) will serve more students with more appropriate interventions than the previous accountability systems under No Child Left Behind allowed.

- Oklahoma identified 161 Focus Schools, which is 40 more schools than necessary according to the USDE ESEA Flexibility Request requirements. Identification of additional schools allowed Oklahoma to serve a larger number of students with Focus School intensity.
- Oklahoma set a threshold equal to the State's population percentage when determining which schools to identify as Focus Schools. At any point that those schools meet improvement expectations and exit Focus School status, the population percentage threshold for identification of Focus Schools will lower. This will allow the State to serve students in underperforming subgroups in the most efficient manner.
 - Based on the threshold set in the *ESEA Flexibility Request*, Oklahoma will begin by supporting 10% of all schools in the State – identified as Focus Schools – that serve 21% of all African American students, 22% of all English Language Learners, and 11% of all students with disabilities in the State. These students are among the lowest performing students within their respective subgroups. As success is achieved in these schools, additional schools will be added; therefore, Oklahoma will expand the number of students in each subgroup that we serve through Focus School interventions.
- Oklahoma also chose to identify and serve a group of schools in addition to Priority and Focus Schools. These schools, known as Targeted Intervention schools, are those schools in the bottom 25% of the state in academic performance of the All Students group. Identification of these additional schools allowed Oklahoma to serve even more students with specific interventions than required under the ESEA Flexibility Request.
- Schools not identified as Focus Schools with low performance among their various subgroups will be identified through the AMO process. Pressure to improve, inherent in the publicly reported grading systems and AMO identifiers, is amplified by the heavy emphasis on individual student growth, especially growth of students performing in the bottom 25%. In addition, schools that struggle to meet their AMOs will be incentivized to show rapid improvement through the High Progress Reward School recognitions.

Reforms independent of the waiver package

Beyond those reforms addressed in Oklahoma's *ESEA Flexibility Request*, the Oklahoma State Department of Education is committed to ensuring each child's success by establishing a culture of promise that all students will be college, career, and citizen ready.

- In 2011, Oklahoma lowered the N-size requirements for each school and subgroup in order to hold schools accountable for the learning of struggling students. Previously, schools had been able to escape the attention of the Oklahoma State Department of Education and the public because of inflated N-sizes.
- The Oklahoma State Department of Education has begun improvements of its student information system in order to highlight the needs of each student and to provide access to targeted resources for schools that align with the needs of students in the school.
 - This student information system includes an Early Warning Indicators System, identifying students at risk of dropping out of school, that will be piloted in the spring of 2012 and fully implemented in school year 2012-2013.
- Oklahoma has increased school choice options through legislation, rules, and procedures allowing children to attend the most appropriate school to meet their needs or to take advantage of online learning opportunities.
 - School choice options include charter schools that currently serve a disproportionate number of minority and poverty students.
- Schools with low performance among their various subgroups – regardless of Focus School status – will be supported by the State through professional development and “closing the gap” initiatives implemented for all students.
- Oklahoma uses an application approval process for all Title I schools that requires a comprehensive needs assessment annually that is directly linked to each budgeted activity/resource included in the site/district's Consolidated Application (Titles I, II, and VI) and to each claim submitted for reimbursement. Schools with low performance in any student group will identify those needs and align Title I, II, and VI budgetary priorities to meet those needs.

CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES
SUBCHAPTER 13. STUDENT ASSESSMENT

210: 10-13-22. Implementation of a System of School Improvement and Accountability

(a) Purpose. Accountability for student learning is the key focus of school improvement. Results from the statewide assessment program shall form the basis of the system of school improvement and accountability. Student achievement data from the State's annual standardized assessments in grades three (3) through eight (8) and end-of-instruction tests administered under Section 1210.508 of Title 70 shall be used to establish both proficiency levels and annual progress for individual students, school sites, school districts, and the State. Results shall further be used as the primary criteria in calculating school performance grades as specified in subsection (f) of this rule and shall be annually reported. Results may further be used by the Legislature in calculating any performance-based funding policy that is provided to public school districts. The statewide assessment program shall be used to measure the annual learning gains of each student toward achievement of the State standards appropriate for the student's grade level and to inform parents of the educational progress of their public school children.

(b) Implementation. The A-F school accountability system will be implemented in the year 2012, based on data from the 2011-2012 school year, and shall be reported annually thereafter. The school accountability system will be considered to be fully implemented with the following accountability elements:

(1) Designation of school performance grades shall be based on a combination of the following:

(A) Thirty-three percent (33%) on student test scores, based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12);

(B) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests;

(C) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest twenty-five percent (25%) of students in the school, unless the students so designated are exhibiting satisfactory performance;

(D) Thirty-three percent (33%) on whole school improvement, based on the factors listed in sub-section (f)(4) of this rule.

(2) Schools shall earn individual performance grades measuring the individual criteria listed in sub-sections (b)(1) and (f) of this rule. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in sub-sections (b)(1) and (f) of this rule.

(3) To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students will result in a letter grade reduction in the school's overall school performance grade. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

(c) School Accountability for Student Performance. All schools shall be accountable for performance. Each school is accountable for the performance of its entire student population. Student achievement data from the State's annual standardized assessment and end-of-instruction tests administered in this State shall be used to measure a school's student performance for the subject areas of reading, mathematics, social studies, science and writing.

(d) Reporting Student Achievement Data for School Accountability. Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State.

(1) The scores will be computed from the number of eligible students of enrolled in the school. Eligible students shall include all students enrolled for the full academic year in the school and taking the State's annual standardized assessments or end-of-instruction tests.

(A) Only first opportunity students are included in the calculation of eligible students.

(2) All eligible students, regardless of disability or limited English proficiency classification, with valid state standardized assessment scores in reading and math in both the current school year and the previous school year are included in paragraphs (f)(2) and (f)(3) of this rule regarding the determination of student learning gains. In addition, the inclusion of these students shall be applied to sub-section (b)(3) of this rule, regarding the percentage of students assessed. Current and previous school years reading and math scores for students with disabilities assessed on the State's annual standardized alternate assessment shall be included in the determination of test scores, including achievement and improvement addressed in sub-sections (f)(1) and (f)(4) of this rule.

(3) The Superintendent of Public Instruction is authorized to designate a single school performance grade for schools that serve multiple levels: elementary and/or middle and/or high school grade levels.

(4) The State Department of Education will verify that each school is appropriately classified by type before the issuance of school grades. School type is defined as the school level designation of a school based on the grade levels served: elementary, middle, high, or a combination across levels.

(e) School Performance Grades. The measure of school accountability shall be the school performance grade. The Oklahoma State Board of Education is authorized to designate a school performance grade for each school that:

(1) Has at least thirty (30) eligible students with valid state standardized assessment scores or end-of-instruction tests in reading in both the current and the previous school years, and

(2) Has at least thirty (30) eligible students scores with from valid state standardized assessment scores in math in the current and previous school years or end-of-instruction tests. Performance designations shall be made using School Performance Grades A, B, C, D, and F. School performance grades shall be based on the assessments and criteria as specified in subsection (f) of this rule. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) Criteria for Designating School Performance Grades. School performance grades shall be based on a combination of the four components outlined in sub-section (b)(1) of this rule: (1)

student achievement scores; (2) annual learning gains; (3) improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.

(1) Student achievement scores are represented through a performance index, aggregated for each school, calculated based on all state standardized assessments and/or end-of-instruction tests collectively, and by each subject area. A point value shall be given to each exam based on proficiency score. Points shall be summed and divided by the number of exams administered to eligible students.

(A) Points shall be assigned based on the following criteria:

- (i) Unsatisfactory = 0
- (ii) Limited Knowledge = 0.2
- (iii) Proficient = 1.0
- (iv) Advanced = 1.2

(B) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(2) Annual learning gains are represented through a growth index, aggregated for each school.

(A) This calculation represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Maintained their proficient or satisfactory achievement level on the state standardized assessment or state standardized alternate assessment, as applicable, from the previous school year to the current school year.

(B) The growth index shall be calculated based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. The growth index shall be calculated by subject-matter and by assigning a point value to the change in proficiency score from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. Points shall be assigned based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Remain Proficient from Previous to Current Year = 1.0
- (vii) Change from Proficient or Satisfactory to Advanced = 1.0
- (viii) Remain Advanced from Year 1 to Year 2 = 1.0
- (ix) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A

- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(3) Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated unless the students in this category are exhibiting satisfactory performance, as defined by scoring Satisfactory, Proficient or Advanced. The score shall be calculated in whole and by subject-matter by assigning points for a positive change in proficiency score for eligible students from the previous school year to the current school year or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State’s average growth.

(A) The calculation of a positive change in OPI score that meets or exceeds the State’s average growth represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Remained within a not proficient achievement level, but who demonstrated state average growth.

(B) The score shall be based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. The growth of the lowest twenty-five percent (25%) shall be calculated based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(4) The criteria listed in sub-sections (4)(A) and (4)(B) shall be used to calculate whole school improvement for high schools, middle schools, and elementary grade schools. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula and the projected availability of valid data used for computing whole school improvement. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(A) For schools comprised of high school grades, the whole school improvement grade shall include:

- (i) Four-year high school graduation rate. For this component, a letter grade shall be earned based on the calculation of a graduation rate, only including students counted as on-time graduates as defined by federal regulations.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(ii) Participation in accelerated coursework. Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For this component, a student must earn a passing grade in the course in order to be counted as a participant. A letter grade for accelerated coursework shall be earned based on percentage of participation:

(a) 70% - 100% = A

(b) 60% - 69% = B

(c) 50% - 59% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iii) Performance in Advanced Placement (AP) and International Baccalaureate (IB). For this component, a letter grade shall be earned based on the percent of students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams:

(a) 75% - 100% = A

(b) 65% - 74% = B

(c) 50% - 64% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iv) Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, the denominator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher in a concurrent enrollment course for college credit. For industry certification, successful completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:

(a) 90% - 100% = A

(b) 80% – 89% = B

(c) 70% – 79% = C

(d) 60% – 69% = D

(e) 59% or Below = F

(v) ACT and SAT participation. For this component, schools will earn a grade based on the calculated percent of students taking the ACT and/or SAT. The percent is calculated by dividing the number of twelfth (12th) grade students who have taken the ACT and/or SAT tests, divided by the number of students enrolled in grade twelve (12). Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT participation shall be earned based on the following criteria:

(a) 75% - 100% = A

(b) 65% – 74% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(vi) ACT and SAT performance. For this component, schools will earn a grade based on the percentage of students scoring an ACT composite score of 20 or greater, and/or an SAT score of 1410 or greater. Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT performance shall be earned based on the following criteria:

(a) 75% - 100% = A

(b) 65% – 74% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(vii) High school graduation rate of eighth (8th) graders. For this component, schools shall earn a grade based on the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth (8th) grade reading and mathematics criterion-referenced test administered pursuant to the Oklahoma State Testing Program (OSTP). For this component, schools shall earn a grade based on the calculation of the graduation rate of this population of eighth (8th) graders, regardless of where the student attended the eighth (8th) grade.) This component shall only include students counted as on-time graduates.

(a) 85% - 100% = A

(b) 75% – 84% = B

(c) 65% – 74% = C

(d) 55% – 64% = D

(e) 54% or Below = F

(viii) Graduation rate, including students taking four (4) or more years to graduate. For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the

amount of time required to meet graduation requirements.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(B) For schools comprised of middle school grades, the whole school improvement grade shall include:

(i) The percentage of students who are taking higher level coursework at a satisfactory or higher level in middle school. For this component, schools shall earn a grade based on the percentage of students taking traditional high school courses in the middle school grades, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. A letter grade will be earned based on the following criteria:

(a) 30% or Higher = A

(b) 25% - 29% = B

(c) 20% - 24% = C

(d) 15% - 19% = D

(e) 14% or Below = F

(ii) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(iii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(C) For schools comprised of elementary school grades, the whole school improvement grade shall include:

(i) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(ii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(g) In addition to the criteria listed in sub-section (f)(4) of this rule, schools may earn additional points that will be factored into the school's whole school improvement grade. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula used for computing additional points into the whole school improvement grade. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(1) For all schools comprised of high school, middle school, and elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) School climate indicators. For this component, schools shall earn additional points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey shall be administered online and results submitted directly to the Oklahoma State Department of Education.

(B) Parent and community engagement factors. For this component, schools shall

earn additional points based on the number of volunteer hours performed during the school year by parents and/or community members.

(2) In addition to the factors outlined in sub-section (g)(1), for schools comprised of elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) Higher Level Coursework. The percentage of students who are taking higher level coursework at a satisfactory or higher level in elementary school. For this component, schools shall earn points based on the percentage of students taking traditional middle school courses in the elementary school grades or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment.

(3) In addition to the factors outlined in sub-section (g)(1), for schools comprised of high school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) College preparatory coursework. For this component, high schools serving students in grades nine (9) through twelve (12) shall earn points based on the percentage of students completing the State's college and career preparatory curriculum. This shall be calculated based on a sum of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework divided by the total number of students enrolled in the school in grades nine (9) through twelve (12).

(B) College remediation. For this component, a college remediation rate shall be calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university.

(h) School Performance Grading Scale. The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) of this rule and detailed in sub-section (f) of this rule. Thirty-three percent (33%) shall be based on student test scores; seventeen percent (17%) on student learning gains; seventeen percent (17%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics; and thirty-three percent (33%) on whole school improvement. Letter grades will be converted based on the following point distribution: A's will be converted to 4 points; B's will be converted to 3 points; C's will be converted to 2 points; D's will be converted to 1 point; and F's will be converted to 0 points. The grades for each factor described in sub-section (b)(1) will be averaged to compute an overall grade.

(1) A grade point average of 3.75- 4.0 shall be required for a School Performance Grade of A.

(2) A grade point average of 2.75- 3.74 shall be required for a School Performance Grade of B.

(3) A grade point average of 1.75- 2.74 shall be required for a School Performance Grade of C.

(4) A grade point average of 0.75- 1.74 shall be required for a School Performance Grade of D.

(5) If a school's grade point average is lower than 0.74, it shall be assigned a School Performance Grade of F.

(i) Accuracy and Representativeness of Performance Data. The Oklahoma State Department of Education shall review all information submitted by school districts to represent the performance of schools receiving a school performance grade.

(1) Each school district superintendent shall designate a school accountability contact person to be responsible for verifying accuracy of data.

(2) The Superintendent of Public Instruction shall withhold the designation of a school's performance grade if he or she determines that the performance data does not accurately represent the progress of the school.

(A) Circumstances under which a school's performance data may be considered to not accurately represent the progress of the school include:

(i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.

(ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the Department.

(B) After the initial issuance of school performance grades, the school district shall have at least thirty (30) calendar days to review the data on which the performance grade was based. If the school district determines that a different performance grade should be assigned because of the omission of student data, a data miscalculation, or special circumstances that might have affected the grade assigned, a request for a review of the data can be submitted to the State Department of Education. Changes to the criteria or process shall not be considered as part of this review. Documentation of all elements and data to be reviewed by the Department must be submitted within the time limits specified in this sub-section. No changes to data shall be made after the expiration of the thirty (30) calendar day review period.

(j) The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

(1) Planned System Enhancements. As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education for approval as necessary to ensure that continuous improvements are made in the educational programs of the State.

(A) Performance data shall be reviewed annually to determine whether to adjust the school grading scale for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.



A-F

Report Card Guide



APRIL, 2012

Attachment 20: A-F Report Card Guide

It is the policy of the Oklahoma State Department of Education (OSDE) not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Civil rights compliance inquiries related to the OSDE may be directed to the Affirmative Action Officer, Room 111, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599, telephone number (405) 522-4930; or, the United States Department of Education's Assistant Secretary for Civil Rights. Inquiries or concerns regarding compliance with Title IX by local school districts should be presented to the local school district Title IX coordinator.

This publication, printed by the State Department of Education Printing Services, is issued by the Oklahoma State Department of Education as authorized by 70 O.S. § 3-104. Two-hundred copies have been prepared using Title I, A, School Improvement funds at a cost of \$200. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. APRIL 2012.



A-F

Report Card Guide

OKLAHOMA STATE DEPARTMENT OF EDUCATION
APRIL, 2012

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION



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A Message From State Superintendent **Janet Barresi**

Dear Education Stakeholder,

I'm excited to introduce this comprehensive guide to our new A-F School Grading System on school performance. This guide walks administrators and educators through the major components that determine a school's letter grade — student performance, student growth and whole school performance. The guide also includes a number of in-depth items, such as calculation scenarios, information on bonus items and more. At the back of this guide, you'll also find three sample report cards that show simulations for how an elementary school, a middle school and a high school might be graded.

In 2011, the Oklahoma Legislature adopted an A-F School Grading System to provide incentives to schools for challenging all students to reach high levels of college and career readiness. I advocated for this reform because I believe that new A-F report cards will make school performance clear in a transparent manner easily communicated to the public.

The new report cards will also give schools a tool to encourage more parental and community involvement. It's just common sense that schools with higher levels of parent and community involvement have a better chance of succeeding. When parents and community members have a clear understanding of school performance, they can also help in tangible ways.

When my sons were in school, we celebrated when they came home with A's on their report card. If they came home with C's, they knew we'd have to talk. But we both knew what these grades meant. Their teachers didn't send home a complicated formula for me to decipher before I could determine whether my sons were reaching their full academic potential.

We can now apply the same straightforward idea to school performance. Schools will still be examined for helping their children meet grade-level performance standards, but the grading system also adds the dimension of allowing a school to show academic growth. A school's grade also will include factors such as graduation and dropout rates, and attendance rates for elementary schools.

Perhaps most importantly, the new A-F grading system will replace past systems that were too complicated for most parents to understand. With this important reform, we're empowering everyone — whether school administrators, parents, classroom teachers or citizens — to make informed choices and to identify ways to strengthen and improve all of our schools for the benefit of each student in Oklahoma.

Sincerely,

A handwritten signature in black ink that reads "Janet C. Barresi". The signature is written in a cursive, flowing style.

Janet C. Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education



■ Calculation of Overall School Letter Grade

(SEE TABLES 1–5)

The A-F Report Card is comprised of three sections each worth one-third of the overall grade: Student Achievement, Student Growth, and Whole School Performance. A brief description of each section is followed by an explanation of how each section will contribute to the overall grade point average (GPA) and letter grade for each district and site. Last, a detailed description for determining the letter grade is provided.

The Student Achievement section includes performance on the Oklahoma State Testing Program (OSTP) exams administered during the most recent school year including the Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alternative Assessment Program (OMAAP) and the Oklahoma Alternative Assessment Program (OAAP). The OMAAP and OAAP scores are subject to the two percent (2%) and one percent (1%) cap on proficiency level, respectively. Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only “First Opportunity EOI Test Takers” and/or students designated as “Full

Academic Year (FAY)” will be included. Additionally, students identified as “Other Placement” will be excluded. Students taking high school courses at the middle school will be included in both the current year middle school and the following year high school scores.

The Student Growth section is divided into two sub-categories; growth of all students in a school and growth of the bottom twenty-five percent of students in a school. The student growth section includes OSTP Reading and Math exams only (Grades 3-8 OCCT Reading and Mathematics, Algebra I EOI, English 2 EOI). Students identified in the first section will be paired with a previous reading or math score to evaluate growth. The paired scores must come from similar versions of the exam. For example, a modified exam must be compared with a modified exam, a regular exam compared to a regular exam, and a portfolio assessment compared to a portfolio assessment. If one of the sub-categories cannot be calculated, the remaining category will carry a full third of the weight in the final grade.

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma.

TABLE 1: Section Weights in Final Grade

Section	Weight
Student Achievement	33%
Overall Student Growth	17%
Bottom 25% Growth	17%
Whole School Performance	33%

TABLE 3: Overall GPA Calculation

(Student Achievement Point * .33) +
Overall Student Growth * .17) +
Bottom 25% Growth * .17) +
Whole School Performance * .33) =
Overall School Grade Point Average

TABLE 2: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 4: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
0 – .74	F

Items included in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available.

A letter grade of A, B, C, D, or F will be awarded for each category (Student Performance, Overall Growth, Bottom 25% Growth, and Whole School Improvement) and subsequently combined to award a final letter grade for a school. The Overall GPA will be calculated by assigning a point value to each letter grade, multiplying the point by the weight of the section it represents, and summing the weighted points for the overall GPA. A letter grade of "A" is worth 4 points, "B" is worth 3 points, "C" is worth 2 points, "D" is worth 1 point, and "F" is worth 0 points. An overall GPA of 3.75 or above will be awarded a letter grade of "A", 2.75 to 3.74 a "B", 1.75 to 2.74 a "C", .75 to 1.74 a "D", and anything below a 0.75 is an "F".

Tables are provided (see page 9) indicating the weight each section will carry (Table 1), the point value assigned to each letter grade (Table 2), how the overall grade point average will be calculated (Table 3), and the GPA to Letter

Grade Conversion (Table 4). Table 5 provides an example of the calculation for a school's overall grade. Because the overall GPA for the school is 2.5, the school's overall grade would be a "C". The calculation example shows the basic calculation used for most schools in the state.

An exception occurs when a school has less than 30 data points in a group. When there are less than 30 scores, the weights will change. For example, if a school has less than 30 in the bottom twenty-five percent category, the total school growth is the sole determining factor in the growth component of the final grade.

Additionally, if a school does not have tested grades, the achievement score grade of the feeder school contributing the most students or receiving the most students will provide the information for the school grade. Therefore, every school will have at a minimum a student achievement grade and whole school grade worth fifty percent (50%) each toward their overall final GPA and letter grade. Schools will also be evaluated on the percent of students tested. If a school does not test 95% of eligible students, regardless of FAY status, the school's overall letter grade will be reduced by one whole letter grade. For example, if a school gets an "A" in every area discussed above to receive an overall GPA of 4.0 (A); but, only tests 94% of the students, the overall letter grade of "A" will be reduced to a "B".

TABLE 5: Example Calculation

Section	Letter Grade	Point Value	Multiplier	Weighted Points
Student Achievement	C	2	.33	.66
Overall Student Growth	C	2	.17	.34
Bottom 25% Growth	B	3	.17	.51
Whole School Performance	B	3	.33	.99
			Overall Calculated GPA	2.5
			Overall Letter Grade	C

■ Section 1: Student Performance

(SEE TABLES 6–12)

Each school will receive a letter grade of “A”, “B”, “C”, “D”, or “F” based on student performance on the exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The Student Performance letter grade will be worth 33% of the calculation of the final letter grade. Content areas included are those assessed on the OCCT, EOI, OMAAP, and OAAP (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only “First Opportunity EOI Test Takers” and/or students designated as “Full Academic Year (FAY)” are included. Additionally, students identified as “Other Placement” are excluded. As stated before, OMAAP and OAAP are subject to the two percent (2%) and one percent (1%) cap on proficiency level.

The letter grade will be assigned based on a Performance Index (PI) calculation. The index will be calculated by awarding a point value to a student test score based on the proficiency level achieved. A point value of 0.2 for “Limited Knowledge”, 1 point for a proficiency level of “Satisfactory” or “Proficient”, and a point value of 1.2 for a proficiency level of “Advanced” will be awarded for every test administered. The points will be summed and divided by the total number of exams to create a performance index. All calculations will be rounded to the nearest whole number. The formula for calculating the performance index (PI) is:

$$\begin{array}{l}
 \text{PI} = \\
 \text{Number of Limited Knowledge} * 0.2 \\
 + \text{Number of Proficient} * 1 \\
 + \text{Number of Advanced} * 1.2 \\
 \hline
 \text{Total Number Tested}
 \end{array}$$

There must be at least thirty (30) test scores before a performance index is calculated.

The performance index has a range of 0 to 120. If every student tested has a proficiency level of “Unsatisfactory”, the index will be equal to zero (0). If every student tested has a proficiency level of “Advanced”, the performance index would be equal to 120. Letter grades will be assigned as follows: any school with an index of above 90 will be assigned a letter grade of “A”, 80 - 89 will be assigned a “B”, 70 - 79 will be assigned a “C”, 60 - 69 will be assigned a “D”, and a performance index below 60 will be assigned an “F”.

TABLE 6: Performance Index

PI	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Table 7 provides an example of how the performance index (PI) will be calculated for a traditional elementary school. A performance index (PI) calculation is based on the total numbers from all subject areas combined displayed on the last line of the table. In addition, a letter grade for each content area will be displayed on the report card so strengths and weaknesses can be highlighted. Only Full Academic Year students are included in this calculation.

Based on the performance of students in all academic areas tested, the school earns a performance index (PI) of 90 which translates to a letter grade of “A”. The letter grade is worth 33% of the school’s overall grade. The individual subject area grades are calculated to highlight strengths and weaknesses. In this example, Social Studies had the lowest performance index. Reading and Writing had the highest calculated performance index. (Note: the formula is displayed for the purpose of this discussion and will not be visible on the actual report card.)

Table 9 provides an example of how the performance index will be calculated for a traditional middle school. The subject area grades will be displayed for informational purposes to highlight strengths and weaknesses.

In the example in Table 10, the school received a performance index of ninety (90) which equates to the letter grade of "A". The highest performing areas were in Math, Science, and Writing. US History has the lowest performing subject areas. Middle school students taking high school courses with a corresponding End-of-Instruction Exam (EOI) will be included in the calculation of the middle

school. Again, only FAY students and/or first opportunity EOI exams will be included in the calculation.

Table 11 provides an example of how the performance index will be calculated for a traditional high school. As previously stated, the performance index calculated on the last line of the table is the grade that will be worth 33% of the final school grade. The subject area grades will be displayed to highlight strengths and weaknesses. In this example, the high school has a calculated performance index of eighty (80) which translates to a letter grade of "B".

TABLE 7: Example Distribution of Scores for an Elementary School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	3	18	93	15	129
Reading	3	13	93	20	129
Science	0	8	28	8	44
Social Studies	3	9	22	10	44
Writing	0	4	34	8	46
Total	9	52	270	61	392

TABLE 8: Example of Elementary Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	129	18	93	15	$((18 * 0.2) + (93 * 1) + (15 * 1.2)) / 129$	89 = B
Reading	129	13	93	20	$((13 * 0.2) + (93 * 1) + (20 * 1.2)) / 129$	93 = A
Science	44	8	28	8	$((8 * 0.2) + (28 * 1) + (8 * 1.2)) / 44$	89 = B
Social Studies	44	9	22	10	$((9 * 0.2) + (22 * 1) + (10 * 1.2)) / 44$	81 = B
Writing	46	4	34	8	$((4 * 0.2) + (34 * 1) + (8 * 1.2)) / 46$	97 = A
Performance Index	392	52	270	61	$((52 * 0.2) + (270 * 1) + (61 * 1.2)) / 392$	90 = A

TABLE 9: Example Distribution of Scores for a Middle School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	5	15	220	60	300
Reading	20	45	195	40	300
Science	0	5	75	10	90
US History	7	20	60	3	90
Geography	5	15	80	10	110
Writing	0	5	80	5	90
Algebra I	0	5	23	2	30
Total	37	110	733	130	1010

TABLE 10: Example of Middle School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	300	15	220	60	$((15 * 0.2) + (220 * 1) + (60 * 1.2)) / 300$	98 = A
Reading	300	45	195	40	$((45 * 0.2) + (195 * 1) + (40 * 1.2)) / 300$	84 = B
Science	90	5	75	10	$((5 * 0.2) + (75 * 1) + (10 * 1.2)) / 90$	98 = A
US History	90	20	60	3	$((20 * 0.2) + (60 * 1) + (3 * 1.2)) / 90$	75 = C
Geography	110	15	80	10	$((15 * 0.2) + (80 * 1) + (10 * 1.2)) / 110$	86 = B
Writing	90	5	80	5	$((5 * 0.2) + (80 * 1) + (5 * 1.2)) / 90$	97 = A
Algebra I	30	5	23	2	$((5 * 0.2) + (23 * 1) + (2 * 1.2)) / 30$	88 = B
Performance Index	1010	110	733	130	$((110 * 0.2) + (733 * 1) + (130 * 1.2)) / 1010$	90 = A

TABLE 11: Example Distribution of Scores for a High School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Algebra I	6	20	30	4	60
Geometry	2	6	36	6	50
Algebra II	4	10	20	2	36
English II	8	8	30	8	54
English III	0	4	36	0	40
Biology	4	6	32	8	50
US History	2	6	40	4	52
Total	26	60	224	32	342

TABLE 12: Example of High School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Algebra I	60	20	30	4	$((20 * 0.2) + (30 * 1) + (4 * 1.2)) / 60$	65 = D
Geometry	50	6	36	6	$((6 * 0.2) + (36 * 1) + (6 * 1.2)) / 50$	89 = B
Algebra II	36	10	20	2	$((10 * 0.2) + (20 * 1) + (2 * 1.2)) / 36$	68 = D
English II	54	8	30	8	$((8 * 0.2) + (30 * 1) + (8 * 1.2)) / 54$	76 = C
English III	40	4	36	0	$((4 * 0.2) + (36 * 1) + (0 * 1.2)) / 40$	92 = A
Biology	50	6	32	8	$((6 * 0.2) + (32 * 1) + (8 * 1.2)) / 50$	86 = B
US History	52	6	40	4	$((6 * 0.2) + (40 * 1) + (4 * 1.2)) / 52$	88 = B
Performance Index	342	60	224	32	$((60 * 0.2) + (224 * 1) + (32 * 1.2)) / 342$	80 = B

Section 2: Student Growth (SEE TABLES 13–25)

Schools will be assigned a grade based on individual student growth in math and reading. The growth indexes will be based on math and reading only, not all exams. Students will be paired to previous scores on comparable exams. For example, a OCCT math score will be paired to a previous OCCT math score, OMAAP math score to a previous OMAAP math score, and OAAP math score to a previous OAAP math score. For high schools, Algebra I exams will be compared to the most recent eighth grade math score and English 2 will be compared to the most recent eighth grade reading score. In some cases, the 8th grade scores will be from a testing session several years removed from the EOI test year.

The previous test scores can come from any school in the state. Students do not need to be in the same school two consecutive years to be included in the growth calculations. For example, sixth grade students at a middle school will be matched to their fifth grade scores regardless of the school they attended. Students must have both a pre-score and a post-score to be included in the calculation. Only Full Academic Year (FAY) students in the current year will be included in the growth calculations. The previous year FAY status will not be considered. Additionally, for End-of-Instruction Exams, only first opportunity students will be included. The student growth component is divided into two sub-categories: 1) student growth for all students in a school and 2) student growth for the bottom twenty-five percent of students in a school. Each sub-category is worth seventeen percent (17%) of the overall final grade for a school.

If the number of exams for math and reading is less than 30, then the Overall Growth and the Bottom Twenty-five Percent Growth will not be calculated. In that situation, the student achievement performance grade is worth fifty percent (50%) of the final grade and the Whole School Measure is worth the remaining fifty percent (50%) of the grade.

Overall Student Growth

Overall student growth is measured by comparing proficiency level from one testing occasion to the next. In a similar manner as the performance index (PI), a growth index (GI) will be calculated for each subject by assigning a point value to students who meet the criteria for growth. The points will be awarded based on the following criteria: Students who previously scored at the proficient or advanced level whom maintained a proficient or advanced level will be awarded a point; any student who previously scored below proficiency and increased their proficiency level will be awarded points (multiple points will be awarded for students who increase by more than one proficiency level). Additionally, any “Unsatisfactory” or “Limited Knowledge” students making Oklahoma Performance Index (OPI) higher than the state average increase will receive a point. The number of points awarded is provided in Table 13.

Growth Index (GI)	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

PREVIOUS PROFICIENCY LEVEL	CURRENT PROFICIENCY LEVEL				
	Increase OPI > State Average	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Unsatisfactory	1	0	1	2	3
Limited Knowledge	1	0	0	1	2
Proficient	0	0	0	1	1
Advanced	0	0	0	1	1

Once the point value for each student has been determined, the points will be summed and divided by the number of cases (**Points ÷ Exams = Growth Index (GI)**). The product will be a Growth Index (GI) between 0 – 300. If all students were unsatisfactory and none of them increased in proficiency level, the calculation would result in an index of zero (0). Alternatively, if all students were unsatisfactory and they all improved to advanced, the calculation would result in an index of 300.

Any school with a Growth Index (GI) of 90 or above will be assigned a letter grade of "A", 80-89 will be a "B", 70-79 will be a "C", 60-69 will be a "D", and below 60 will be an "F".

Tables 15 and 16 represent a matched group of students summarizing the student's math or reading pre-score compared to the post-score. Note the points assigned to calculate a growth index. The students in the blue boxes

TABLE 15: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

TABLE 16: Summary of Reading Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

TABLE 17: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Point Value	Calculation	Points
Number Proficient or Advanced Remaining Proficient or Above	150	1	150 x 1	150
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10 x 1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6 x 2	12
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	20	1	20 x 1	20
Number of Limited Knowledge Improving to Advanced	4	2	4 x 2	8
Number with OPI Growth Greater than State Average	8	1	8 x 1	8
Total Points				208
Total Number of Students	246			

are awarded points based on proficiency level. The students in the green boxes may be awarded a point if their OPI increases more than the state average.

An example of how the overall growth index is calculated from Tables 15 and 16 is provided in Table 17. The overall growth index of eighty-seven (87) earns the school a letter grade of "B" worth seventeen percent (17%) of the final grade.

Bottom 25% Student Growth

The bottom twenty-five percent growth index (B25GI) is calculated in the same way as the overall growth index (GI) with one exception: students with pre-scores of proficient or advanced are not included in the calculations. If the number of students in the bottom twenty-five percent category for math or reading is less than 30 students, the subject area will not be reported. If the exams for both math and reading are combined and total

less than 30, then the bottom twenty-five percent growth index (B25GI) is not included in the final grade and the overall growth index (GI) grade is worth thirty-three percent (33%) of the final grade.

Students included in the bottom 25% growth are those with a pre-score and post-score and those with a pre-score proficiency level of "Unsatisfactory" or "Limited Knowledge". So, the bottom twenty-five percent category represents the lowest achieving students up to twenty-five percent (25%) of the students identified for the overall growth calculation. Therefore, schools with ninety percent (90%) of their students scoring proficient or better have only ten percent (10%) of the students included in the bottom twenty-five percent growth calculations. Likewise, schools with only sixty percent (60%) of the students scoring proficient or better will have the lowest twenty-five percent (25%) of students included in the bottom twenty-five percent growth calculations.

TABLE 18: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number Remaining Proficient or Above	184	1	184 x 1	184
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8 x 1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4 x 2	8
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10 x 1	10
Number of Limited Knowledge Improving to Advanced	0	2	0 x 2	0
Number with OPI Growth Greater than State Average	4	1	4 x 1	4
Total Points				214
Total Number of Students	240			

TABLE 19: Calculation of Overall Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	246	208	208 ÷ 246 = .845	85 = B
Reading	240	214	214 ÷ 240 = .891	89 = B
Total	486	422	422 ÷ 486 = .868	87 = B

Table 20 provides the Reading data from the previous Overall Growth discussion. Forty-six (46) of the 240 students had a previous reading proficiency level below proficient which equates to nineteen percent (19%) of the matched group. All forty-six students will be included in the bottom twenty-five percent category for reading.

Table 21 shows 78 of the 246 students had a previous mathematics proficiency level of "Unsatisfactory" or "Limited Knowledge" which equates to thirty-two percent (32%) of the matched group. Twenty five percent of the total number of students is 61. Therefore, only 61 of the lowest performing students will be included in the bottom twenty-five percent category for mathematics ($246 * .25 = 61.5$).

In order to select the lowest students when more than 25% qualify, students are first sorted lowest to highest by proficiency level. This will group all the unsatisfactory scores at the bottom followed by the limited knowledge students. In the example described above, only 61 of the

78 low performing students would be included in the bottom 25% calculation. As you can see, 30 students previously scored "Unsatisfactory" on the state assessment so all of them would be included. That means the lowest 31 students from the 48 who previously scored "Limited Knowledge" will also be included.

OCCT, EOI and OMAAP exams are on different scales. Therefore, scores will be converted to a state percentile which will be used to sort students within each proficiency level. Table 22 provides the results of the 61 lowest performing students' progress at the end of the subsequent year.

Using the example data given earlier, the Tables 23-25 illustrate the calculation of the bottom twenty-five percent growth index.

The school illustrated in Table 25 has a calculated Bottom Twenty-five Growth Index of 67) which translate to a letter grade of "D". This grade contributes 17% of the weight of the school's final grade.

TABLE 20: Summary of Reading Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

TABLE 21: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

TABLE 22: Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	15	12	0	31

TABLE 23: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10×1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6×2	12
Number of Unsatisfactory Improving to Advanced	0	3	0×3	0
Number of Limited Knowledge Improving to Satisfactory	12	1	12×1	12
Number of Limited Knowledge Improving to Advanced	0	2	0×2	0
Number with OPI Growth Greater than State Average	8	1	8×1	8
Total Points				42
Total Number of Students	61			

TABLE 24: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8×1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4×2	8
Number of Unsatisfactory Improving to Advanced	0	3	0×3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10×1	10
Number of Limited Knowledge Improving to Advanced	0	2	0×2	0
Number with OPI Growth Greater than State Average	4	1	4×1	4
Total Points				30
Total Number of Students	46			

TABLE 25: Calculation of Bottom 25% Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	61	42	$42 \div 61 = .688$	69 = D
Reading	46	30	$30 \div 46 = .652$	65 = D
Total	107	72	$72 \div 107 = .672$	67 = D

Section 3: Whole School Improvement

(SEE TABLES 26–48)

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma. Items incorporated in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available. Each item is carry weighted and combined for a whole school performance grade. An explanation of the manner in which each indicator is calculated and assigned a letter grade follows.

Each school will be assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on the indicators appropriate for the grade level of the site. Each indicator receives a letter grade of A-F. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

TABLE 26: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

The point values are averaged based on the weights assigned to each indicator to compute a Whole School Improvement GPA. Additionally, some indicators will be assigned a point value and included in the calculation as bonus points. The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade.

For grade card reporting, each school will be classified as elementary, middle, or high school based on the highest grade served in the school. For example, if a school serves students in grades 2-6, the school will be classified as an elementary school. If the school serves students in grades 7-9, the school will be classified as a middle/junior high school. If a school serves grade 10 or above, they will be classified as a high school. For schools with grade 10 as the highest grade served, the letter grade earned by the high school it feeds is used in the school's final overall grade. Table 27 serves as a guide for classification.

TABLE 27: Classification Guide

Highest Grade Served	Elementary	Middle/Junior High	High
Kindergarten	Yes		
First	Yes		
Second	Yes		
Third	Yes		
Fourth	Yes		
Fifth	Yes		
Sixth	Yes		
Seventh		Yes	
Eighth		Yes	
Ninth		Yes	
Tenth			Yes
Eleventh			Yes
Twelfth			Yes

Elementary Schools

For elementary, the indicators to determine the grade are Student Attendance Rate, and Dropout Rate. In future years, student attendance will account for 96% of the grade and dropout rate will account for 4% of the grade, plus bonus points for advanced course work, school climate survey and parent and community engagement. The formula for computing the elementary whole school improvement GPA is:

$$\begin{aligned} \text{Whole School Improvement GPA} = & \\ & \text{Student Attendance Point Value} * .96 \\ & + \text{Dropout Rate} * .04 \\ & + \text{Bonus Points} \end{aligned}$$

There are no tracked dropouts at the elementary level during 2011-12. Therefore, the elementary Whole School Component for the report card issued in August/September 2012 will use the Student Attendance Rate as 100% of the component.

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 29 demonstrates two scenarios of the elementary school calculation.

TABLE 28: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 29: Elementary Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Student Attendance	B	(3 x .96)	2.88	C	(2 x .96)	1.92
Dropout Rate	A	(4 x .04)	.16	A	(4 x .04)	.16
Subtotal			3.04			2.08
Bonus			B			C
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.06	N		.00
Advanced Coursework	N		.00	N		.00
Total Bonus			.12			.00
Total GPA			3.16			2.08
Whole School Letter Grade			B			C

Middle Schools

The indicators used to determine the grade for Middle/JR High Schools are Student Attendance Rate, Advanced Coursework and Dropout Rate, plus bonus points for school climate survey and parent and community engagement. Student attendance will account for 90% of the grade, Advanced Coursework will carry 6% and dropout rate will carry 4% of the grade. The formula for computing the middle school whole school improvement GPA is:

$$\begin{aligned} \text{Whole School Improvement GPA} = & \text{Attendance Point Value} * .90 \\ & + \text{Advanced Coursework Point Value} * .06 \\ & + \text{Dropout Rate} * .04 \\ & + \text{Bonus Points} \end{aligned}$$

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75.0 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 31 demonstrates two scenarios of the middle school calculation.

TABLE 30: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 31: Middle School Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Student Attendance	A	(4 x .90)	3.6	B	(3 x .90)	2.7
Dropout Rate	A	(1 x .04)	.04	A	(4 x .04)	.16
Advanced Coursework	D	(1 X .06)	.06	D	(1 X .06)	.06
Subtotal			3.7			2.92
Bonus			B			B
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.00	N		.00
Total Bonus			.06			.00
Total GPA			3.76			2.92
Whole School Letter Grade			A			B

High Schools

Each high school is assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on several indicators. The indicators include: 1) Graduation Rate; 2) Participation in advanced coursework (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses); 3) Performance on AP and IB exams; 4) Performance in concurrent enrollment, AICE, and industry certification courses; 5) college entrance exam participation (ACT or SAT); 6) college entrance exam performance; 7) high school graduation rate of low achieving eighth grade students; and 8) five or more year graduation rate.

Each indicator receives a letter grade of A-F. The indicators are combined to create a weighted grade point average. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

Additionally, four indicators can provide bonus points in the calculation of the Whole School Improvement grade: (School Climate Survey, parent and community engage-

ment, college preparatory coursework, and college remediation). The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade. Graduation Rate is worth 79% of the Whole School Improvement Grade, and each of the other seven indicators is worth 3% of the component. The Bonus Point items are each worth .06 in the grade calculation. The formula for computing the Whole School Improvement GPA for a high school is:

$$\begin{aligned}
 \text{Whole School Improvement GPA} = & \text{Graduation Rate Point Value} * .79 \\
 & + \text{Advanced Coursework Participation} * .03 \\
 & + \text{AP/IB Exam Performance} * .03 \\
 & + \text{Advanced Course Performance} * .03 \\
 & + \text{College Entrance Exam Participation} * .03 \\
 & + \text{College Entrance Exam Performance} * .03 \\
 & + \text{Eighth Grade Graduation} * .03 \\
 & + \text{Five Year Graduation Rate} * .03 \\
 & + \text{Bonus Points}
 \end{aligned}$$

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F".

TABLE 32: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 33: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

The example in Table 34 demonstrates the effect the additional indicators have on the calculations for a high school with a graduation rate of "B". In Scenario 1, the high school receives an "A" on every other indicator; and, in Scenario 2, the school receives "D's".

In Scenario 1, the school achieved a Whole School Improvement letter grade of "B" even though they earned an "A" in each of the other seven indicators plus earned all the bonus indicators. In Scenario 2, the school was able to maintain a subtotal grade of "B" even though the

school received a letter grade of "D" in the remaining indicators because of the bonus points awarded in three of the four items.

Initially, the eighth grade graduation rate will not be available for FY2012. The three percent weight associated with it will be split between College Entrance Exam Participation and College Entrance Exam Performance giving them a .045 weight in the calculation.

TABLE 34: High School Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Graduation Rate	B	(3 x .79)	2.37	B	(3 x .79)	2.37
Advanced Coursework Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
AP/IB Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Advanced Courses Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Eighth Grade Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Five Year Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Subtotal			3.21			2.58
Bonus			B			C
School Climate Survey	Y		.06	Y		.06
Parent & Community Engagement	Y		.06	Y		.06
ACE Graduation Participation	Y		.06	Y		.06
College Remediation	Y		.06	N		.00
Total Bonus			.24			.18
Total GPA			3.45			2.76
Whole School Letter Grade			B			B

Description of Each Indicator

This section explains how each indicator is calculated and assigned a letter grade.

Student Attendance (Elementary and Middle)

Student attendance is calculated as the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. A student attendance rate from 94% to 100% will receive an "A", 92% to 93.9% will receive a "B", 90% to 91.9% will receive a "C", 88% to 89.9% will receive a "D", and a student attendance rate below 88% = F.

Advanced Coursework (Middle)

Advanced coursework is defined as the percentage of students who are taking higher level coursework and completing the course successfully. Middle schools earn a grade based on the percentage of students taking traditional high school courses, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment in the middle school grades, and who achieve a grade of "C" or better in the course.

A letter grade will be earned for the percentage of students in the school who are taking higher level coursework, based on the following criteria: 30% or Higher = A, 25% – 29% = B, 20% – 24% = C, 15% – 19% = D, 14% or below = F.

Dropout Rate (Elementary and Middle)

For this component, schools shall earn a grade based on the number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. Currently, dropout data is only collected for grade 7-12. This will be expanded to include K-12 beginning in SY2012-13. For elementary and middle schools, the calculation of dropout rate will use the same methodology as the high school dropout rate which is calculated according to criteria set by the National Center for Educational Statistics (NCES) for Common Core Data [OAC 210:10-13-20 (iii)] and reflects the number of students in Grades 9-12 and under the age of 19 who dropped out of school during the most recent

federal fiscal year - October 1 through September 30. State law (70 O.S. § 35E) defines a dropout as "any student who is under the age of 19 and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term the schools of the school district in which he/she resides are in session."

NCES further defines a dropout as an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private

**TABLE 35:
Attendance (Elementary & Middle)**

Attendance Rate	Letter Grade
94% – 100%	A
92% – 93.9%	B
90% – 91.9%	C
88% – 89.9%	D
Below 88%	F

**TABLE 36:
Advanced Coursework (Middle)**

Advanced Coursework	Letter Grade
30% or Above	A
25% – 29%	B
20% – 24%	C
15% – 19%	D
Below 15%	F

**TABLE 37:
Dropout Rate (Elementary & Middle)**

Dropout Rate	Letter Grade
0% – .09%	A
1% – 1.9%	B
2% – 2.9%	C
3% – 3.9%	D
Above 3.9%	F

school, or state- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

Although high school dropout rate is not listed as a separate line item on the high school report card, it is included in the calculation of the high school graduation rate discussed in the next section. Because the dropout window follows the federal fiscal year, the dropout rate included on the A-F report card will be from the previous school year. The rate is calculated using the following formula:

$$\text{Dropout Rate} = \frac{\text{Number of reported dropouts}}{\text{October 1 Enrollment}}$$

A dropout rate from 0% to 0.9% will receive an "A", 1% to 1.9% a "B", 2% to 2.9% a "C", 3% to 3.9% a "D", and dropout rate above 3.9% will receive an "F".

Four Year High School Graduation Rate (High School Only)

A four-year high school graduation rate is calculated with the following formula:

$$\text{Graduation Rate} = \frac{\text{Number of Students who Graduated in 4 Years or Less}}{\text{Total Number of Graduates in Current Year} + \text{Number of GED's in Current Year} + \text{12th Grade Dropouts in Current Year} + \text{11th Grade Dropouts Last Year} + \text{10th Grade Dropouts in Two Years ago} + \text{9th Grade Dropouts in Three Years ago}}$$

Table 39 provides an example of the Four Year High School Graduation Rate calculation.

TABLE 38: Graduation Rate

Graduation Rate	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

TABLE 39: Four Year High School Graduation Rate Calculation

Number of Students who Graduated in 4 Years or Less	80
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	102
High School 4 Year Graduation Rate	80/102 = .784 (78.4%)

**Advanced Coursework Participation
(High School Only)**

Advanced Coursework Participation is defined as successful completion of Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) by the count of all students enrolled in grades eleven (11) and twelve (12) on the Accreditation Report. A student must earn a passing grade of "A", "B", "C", or "D" in the course in order to be counted as a participant.

Schools with 75% to 100% of eligible students participating in advanced coursework will receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and below 30% will receive an "F".

AP/IB Exam Performance (High School Only)

Schools receive a letter grade for student performance on the Advanced Placement (AP) and International Baccalaureate (IB) subject area exams. Students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams shall be considered passing the exam.

Schools with 75% to 100% of test takers passing the exam shall receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", below 30% will receive an "F". Schools with students enrolled in AP or IB course that do not attempt the exam will be given an "F".

**Advanced Coursework Performance
(High School Only)**

Schools receive a letter grade for student performance in concurrent enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, the denominator of the performance calculation shall include all students who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher. For industry certification, successful

completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above.

Schools with 90% to 100% of students successfully completing advance coursework will receive a letter grade of "A", 80% to 89% a "B", 70% to 79% a "C", 60% to 69% a "D", and below 60% will receive an "F".

TABLE 40: Advanced Coursework Participation (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 41: AP/IB Exam Performance (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 42: Advanced Coursework Performance (High School)

Advanced Coursework	Letter Grade
90% or Above	A
80% – 89%	B
70% – 79%	C
60% – 69%	D
Below 60%	F

**College Entrance Exam Participation
(High School Only)**

Schools receive a letter grade for the percent of students taking a college entrance exam: (ACT and SAT). The percent is calculated by dividing the number of seniors ever taking an exam by the number in grade twelve (12) on the Accreditation Report. Students will be counted one time for taking the ACT and one time for taking the SAT, regardless of the number of times the ACT and SAT are taken. Schools with 75% to 100% of the senior class tested receive an "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and less than 30% will receive an "F".

TABLE 43: College Entrance Exam Participation (High School)	
Exam Participation	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

**College Entrance Exam Performance
(High School Only)**

For this component, schools will earn a grade based on the percentage of seniors scoring an ACT composite score of 20 or greater, or an SAT score of 1410 or greater. Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. The most recent test score on file will be used. Schools with 75% to 100% of tested students achieving the levels above will receive a letter grade of "A", 65% to 74% will receive a "B", 50% to 64% will receive a "C", 30% to 49% will receive a "D", and below 30% will receive an "F".

TABLE 44: College Entrance Exam Performance (High School)	
Exam Performance	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

**Low Performing Eighth Grade Cohort
Graduation Rate (High School Only)**

Schools will receive a letter grade for helping low achieving eighth grade students graduate from high school in four years. Low achieving students are defined as those scoring limited knowledge or unsatisfactory on the eighth (8th) grade reading or mathematics OSTP assessments. The formula for computing a graduation rate for 2011-12 is:

Low Performing Eighth Grade Cohort Graduation Rate =

The number of seniors who earned a regular high school diploma by the end of the 2011- 2012 school year who scored Unsatisfactory or Limited Knowledge on the 8th Grade Reading or Math State Assessment

Number of low performing first-time 9th graders in fall 2008 (starting cohort) plus low-performing students who transfer in, minus low performing students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012

A graduation rate from 85% to 100% will receive an "A", 75% to 84% a "B", 65% to 74% a "C", 55% to 64% a "D", and a graduation rate below 55% will receive an "F".

TABLE 45: Low Performing Graduation Rate (High School)	
Graduation Rate	Letter Grade
85% or Above	A
75% – 84%	B
65% – 74%	C
55% – 64%	D
Below 55%	F

Table 46 provides an example of the Low Performing Eighth Grade Cohort Graduation Rate.

TABLE 46: Low Performing Eighth Grade Cohort Graduation Rate Example	
Number of Low Performing Students who Graduated in 2011-12	40
Number of Low Performing Students in 9th Grade Fall 2008-09	50
Plus	
Low Performing 9th Grade transfers In during 2008-09	8
Low Performing 10th Grade transfers In during 2009-10	6
Low Performing 11th Grade transfers In during 2010-11	4
Low Performing 12th Grade transfers In during 2011-12	2
Minus	
Low Performing 9th Grade transfers Out during 2008-09	12
Low Performing 10th Grade transfers Out during 2009-10	4
Low Performing 11th Grade transfers Out during 2010-11	6
Low Performing 12th Grade transfers Out during 2011-12	0
Total Cohort	48
High School 5+ Year Graduation Rate	40/48 = .833 (83.3%)

High School 5+ Year Graduation Rate (High School)

Schools will be given a letter grade on a graduation rate that includes students who took more than four years to graduate. A 5+ year high school graduation rate is calculated with the following formula:

$$\text{Graduation Rate} = \frac{\text{Total Number of Students who Graduated in Current Year}}{\text{Total Number of Graduates in Current Year} + \text{Number of GED's in Current Year} + \text{12th Grade Dropouts in Current Year} + \text{11th Grade Dropouts Last Year} + \text{10th Grade Dropouts in Two Years ago} + \text{9th Grade Dropouts in Three Years ago}}$$

A graduation rate from 90% to 100% will receive an "A", 80% to 90% a "B", 70% to 80% a "C", 60% to 70% a "D", and a graduation rate below 60% will receive an "F".

Table 48 provides an example of the 5+ Year High School Graduation Rate calculation.

TABLE 47: Low Performing Graduation Rate (High School)	
Graduation Rate	Letter Grade
85% or Above	A
75% – 84%	B
65% – 74%	C
55% – 64%	D
Below 55%	F

TABLE 48: Five + Year High School Graduation Rate Calculation	
Number of Students who Graduated in Current Year	86
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	102
High School 5+ Year Graduation Rate	86/102 = .843 (84.3%)

■ Bonus Items

Advanced Coursework (Elementary Only)

Elementary schools can earn bonus points for the percent of students who are taking middle school coursework. If 3% or more fifth grade students are taking middle school coursework, the school will receive bonus points.

School Climate Survey

Schools can earn bonus points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey will be administered online and results submitted directly to the Oklahoma State Department of Education. An average rating of 4 on a 5 point scales will qualify for the bonus points.

Parent & Community Engagement

Schools can earn bonus points based on the number of volunteer hours performed during the school year by parents or community members. Schools receiving one volunteer hour for each student enrolled as found on the October Accreditation Report will receive the bonus points.

ACE Graduation Plan Participation

High schools serving students in grades nine (9) through twelve (12) can earn bonus points based on the percentage of students completing the State's College and Career Preparatory Curriculum. Participation is calculated by summing of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework, and dividing by the total number of students enrolled in the school in grades nine (9) through twelve (12). Schools having 90% or more students taking the College and Career Preparatory Curriculum will receive the bonus points.

College Remediation Rates

The college remediation rate is calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university. Schools with 25% or less graduates enrolled in college remedial classes will receive the bonus points.



Simulated A-F Report Card Grades K-5

District: EXAMPLE DISTRICT School: EXAMPLE ELEMENTARY SCHOOL

2011 Performance (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	177	77	C
Mathematics	175	88	B
Science	61	77	C
Social Studies/History/Geography	61	59	F
Writing	57	83	B
Overall 2011 Student Performance Grade	531	79	C

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	120	80	B
Mathematics	120	87	B
Overall 2011 Student Growth Grade	240	83	B

Bottom Quartile Student Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	30	64	D
Mathematics	30	79	C
Overall Bottom Quartile Growth Grade	60	72	C

Community School Participation (33%) ****

Student Attendance Rate		95%	A
Dropout Rate		0%	A
Advanced Coursework		***	***
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
Total Community School Participation Grade			A
FINAL GRADE			B

B

Possible Steps to Improve Grade

- This school could focus on social studies/history and geography.
- This school could also focus on language arts remediation, acceleration and improvement of the most struggling students.
- This school is showing strength in encouraging school attendance.

About the A-F Report Card for Schools Reform

In 2011, the Oklahoma Legislature adopted an *A-F School Grading System* to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The A-F report cards make school performance clear in a transparent manner easily communicated to the public.



*2011 Performance: 33% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12).

**Overall Student Growth: 17% of the grade is based on annual student learning gains as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests.

***Bottom Quartile Student Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.

Simulated A-F Report Card

Grades 6–8

District: EXAMPLE DISTRICT School: EXAMPLE MIDDLE SCHOOL

2011 Performance (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	353	88	B
Mathematics	389	88	B
Science	115	98	A
Social Studies/History/Geography	171	94	A
Writing	111	94	A
Overall 2011 Student Performance Grade	1,139	90	A

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	283	84	B
Mathematics	319	81	B
Overall 2011 Student Growth Grade	602	82	B

Bottom Quartile Student Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	53	51	F
Mathematics	48	38	F
Overall Bottom Quartile Growth Grade	101	45	F

Community School Participation (33%) ****

Student Attendance Rate		97%	A
Dropout Rate		0%	A
Advanced Coursework		27%	B
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	N		
Total Community School Participation Grade			A
FINAL GRADE			B

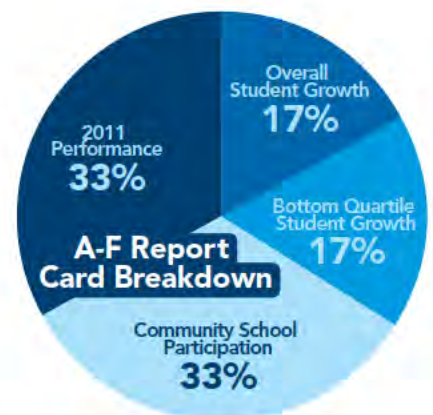
B

Possible Steps to Improve Grade

This area to be used for possible points of improvement.

About the A-F Report Card for Schools Reform

In 2011, the Oklahoma Legislature adopted an *A-F School Grading System* to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The A-F report cards make school performance clear in a transparent manner easily communicated to the public.



*2011 Performance: 33% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12).

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***Bottom Quartile Student Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.

Simulated A-F Report Card

Grades 9–12

District: EXAMPLE DISTRICT School: EXAMPLE HIGH SCHOOL

2011 Performance (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	717	94	A
Mathematics	979	83	B
Science	428	86	B
History	369	91	A
Overall 2011 Student Performance Grade	2,493	88	B

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	312	107	A
Mathematics	313	106	A
Overall 2011 Student Growth Grade	625	106	A

Bottom Quartile Student Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	86	90	A
Mathematics	83	95	A
Overall Bottom Quartile Growth Grade	169	92	A

Community School Participation (33%) ****

Graduation Rate		84.5%	B
Advanced Coursework Participation		78.2%	C
AP/IB Exam Performance		58.9%	C
Advanced Courses Performance		86.3%	B
College Entrance Exam Participation		73.7%	B
College Entrance Exam Performance		60.4%	C
Eighth Grade Graduation Rate		***	***
Five Year Graduation Rate		***	**
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
ACE Graduation Participation	Y		
College Remediation	Y		
Total Community School Participation Grade			B
FINAL GRADE			B

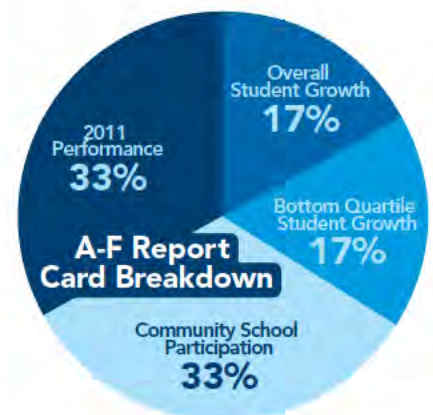
B

Possible Steps to Improve Grade

This area to be used for possible points of improvement.

About the A-F Report Card for Schools Reform

In 2011, the Oklahoma Legislature adopted an *A-F School Grading System* to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The A-F report cards make school performance clear in a transparent manner easily communicated to the public.



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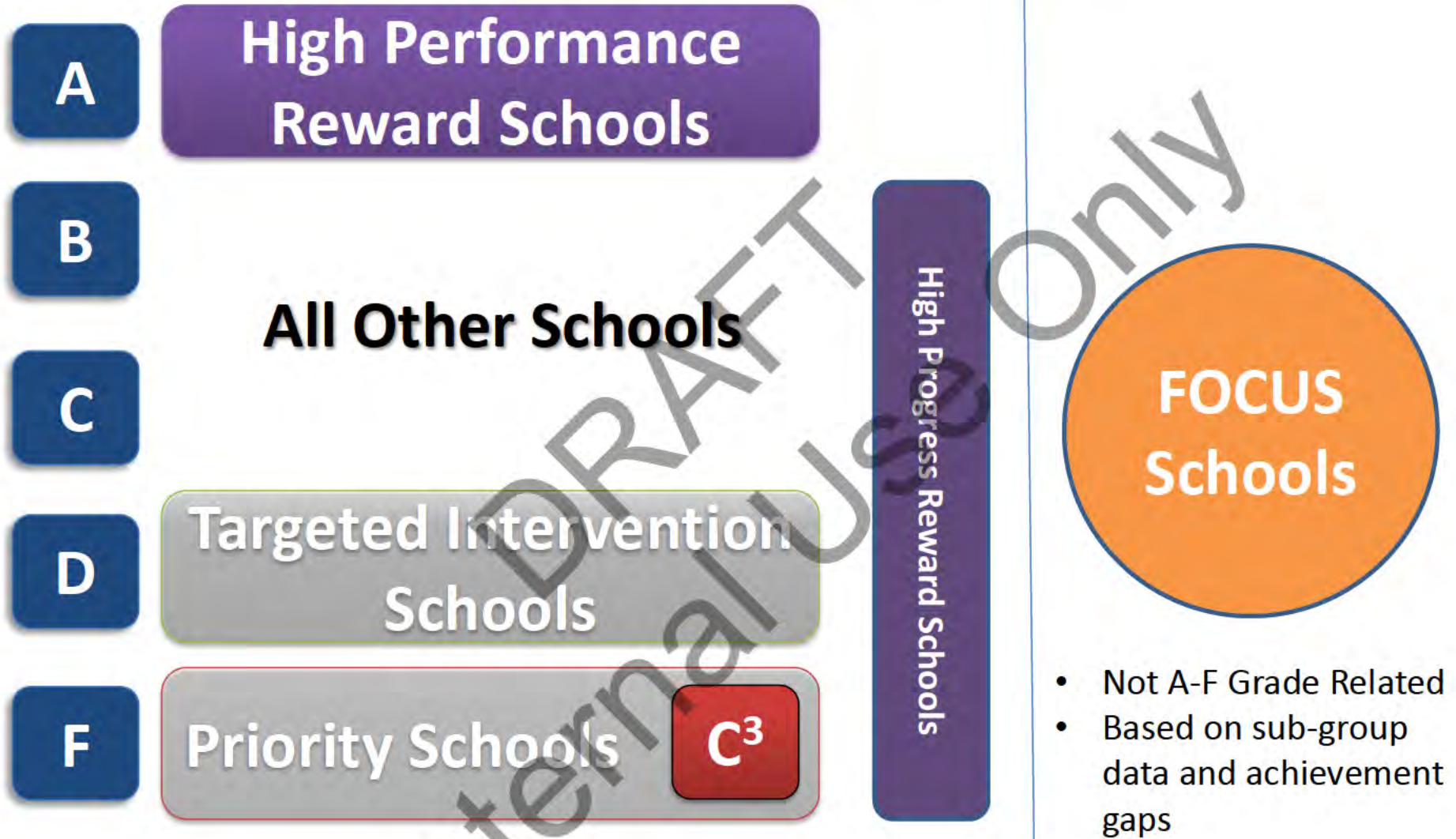
****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.



A-F

Report Card Guide





Please note that this graphic is a simplified representation of the Oklahoma A-F Grading System, and represents possible changes or additions to the current ESEA Waiver, which received contingent approval on February 8th, pending further legislation, rules, and specificity of the Oklahoma A-F Grading System.

Oklahoma's ESEA Flexibility Request
Public Comment on Amendment Request Submitted July 27, 2012

Documentation of Public Notice and Notice to LEAs

Memorandum
Committee of Practitioners
Title I Listserv
Website

Public Comments Received

June 4, 2012

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local educational agencies (LEAs) and the public regarding amendments to Oklahoma's approved ESEA Flexibility Request. Oklahoma's ESEA Flexibility Request was approved by the U.S. Department of Education (USDE) on February 9, 2012. Since that time, rules for implementation of the State's A-F Report Card have been developed and approved. These rules and public comment LEAs, schools, professional organizations, and the public have resulted in needed amendments to the approved ESEA Flexibility Request. A summary of the proposed amendments and a draft of the changes are provided as attachments to this notice. The OSDE believes that these amendments would be beneficial to LEAs and schools upon approval by USDE.

Comments received will be forwarded to the USDE with the requested amendments. OSDE will accept comments between Monday, June 4, 2012, and Monday, June 18, 2012, via electronic submission or U.S. mail.

Comment Submissions:

Please submit your comments in writing to Kerri White, Assistant State Superintendent of Educational Support, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105 or electronically to Kerri.White@sde.ok.gov.

Kerri White

From: Donna Chisholm
Sent: Tuesday, June 05, 2012 9:10 AM
To: aewing@nobleps.com; ajbrewer@washington.k12.ok.us; alehnert@turpinps.org; amoyer@skiatookschools.org; andersonm@adapss.com; ashelite@hps.k12.ok.us; bayletr@tulsaschools.org; bcore@sperry.k12.ok.us; bsmith@westville.k12.ok.us; cbuckmaster@itlnet.net; ccawyer@norman.k12.ok.us; ccawyer@norman.k12.ok.us; christina@kansaspss.com; cmcollough@porter.k12.ok.us; cmoore@newcastle.k12.ok.us; Courtney Lockridge; cshero@jay.k12.ok.us; cthomas@ardmore.k12.ok.us; cwberry@okcps.org; dawsonj@tecumseh.k12.ok.us; dfaulkner@hookerps.k12.ok.us; dhuckabaa@paulsvalley.k12.ok.us; director@okpta.org; dnichols@wagonerps.org; dowell_w@woodwardps.net; dthompson@catoosa.k12.ok.us; eajohnson@stillwaterschools.com; ebschellenger@okcps.org; ekgodard@glenpool.k12.ok.us; ereyes@altusschools.k12.ok.us; eric.smith@mail.texhoma61.net; ewebb@blackwell.k12.ok.us; ewebb@blackwell.k12.ok.us; faye_garrison@hilldale.k12.ok.us; fmccawley@talihina.k12.ok.us; fred.rhodes@yukonps.com; gailsteelman@mooreschools.com; glenda.cobb@duncanps.org; greentd@bps-ok.org; greentd@bps-ok.org; grissla@tulsaschools.org; harrish@admin.poteau.k12.ok.us; hendrji@tulsaschools.org; iharris@boisecity.k12.ok.us; ira.harris@bcpsd.org; jason.james@clintonokschools.org; jbell@tyrone.k12.ok.us; jburch@geary.k12.ok.us; jcocannouer@wpsok.org; jcrume@frederickbombers.net; jday@ardmore.k12.ok.us; jennifer.daves@jenkps.org; jennifermankins@mooreschools.com; jgillock@dover.k12.ok.us; jhairrell@heavenerschools.org; jhastings@lawtonps.org; jhogan@cache.k12.ok.us; jlaine@putnamcityschools.org; jlayne@byngschools.com; jmcqueen@hollis.k12.ok.us; jritchie@peavinepanthers.net; jtaliaferro@crookedoak.org; julieedenborough@guymon.k12.ok.us; jwaugh@buffalo.k12.ok.us; jwiggin@yarbrough.k12.ok.us; kathy.curtis@owasso.k12.ok.us; kathygw58@yahoo.com; kchilds@ringwood.k12.ok.us; kdunn@mid-del.net; kdunn@mid-del.net; kelli.a.calingasan@westernheights.k12.ok.us; kevin@vanmeterlawfirm.com; kjohnson@claremore.k12.ok.us; knichols@mid-del.net; ldecker@welchwildcats.net; lightcapa@tahlequah.k12.ok.us; lomegahs@lomega.k12.ok.us; mahern@elreno.k12.ok.us; martink@canton.k12.ok.us; mbroyles@braggs.k12.ok.us; mcarlile@rockymtn.k12.ok.us; mgore@mcalester.k12.ok.us; migert@okayschool.k12.ok.us; mlcagle@sstelco.com; mlss_newman@yahoo.com; mmoore@shawnee.k12.ok.us; mnichols@forgan.k12.ok.us; mroff@watonga.k12.ok.us; mstevens@bps.k12.ok.us; mwigley@paulsvalley.k12.ok.us; mwomack@madillok.com; nevans@altusschools.k12.ok.us; nneff@maryetta.k12.ok.us; nryan@coweta.k12.ok.us; Optima@ptsi.net; panderson@marietta.k12.ok.us; Peggy-Jones@mpsi20.org; penny.gooch@guthrie.k12.ok.us; pgr@davidsen.k12.ok.us; pmaples@ryan.k12.ok.us; pmccart@sapulpaps.org; pwood@stilwellk12.org; Rebeca.King@edmondschools.net; rfont@santafesouth.org; ronal.flanagan@staff.muldrowps.org; rummaged@purcellps.k12.ok.us; schiffelbein.tara@unionps.org; sfarmer@sallisaw.k12.ok.us; sherry.durkee@sandites.org; sipet@pcps.us; sjhall@ou.edu; smcmillan@bixbyps.org; smoss@commercetigers.net; smturner@baschools.org; sthomasen@mcloudschools.us; sthompson@wbead.k12.ok.us; tbrock@oaksschools.com; tlbelle@okcps.org; tlfraley@okcps.org; tpayne@kingfisher.k12.ok.us; tphelan@snyder.k12.ok.us; tsouthard@lexington.k12.ok.us; vlbunch@enidk12.org; vlbunch@enidk12.org; white.jackie@unionps.org; woodc@mustangps.org; woodc@mustangps.org
Cc: Ramona Coats; Kerri White

Subject: [SDE] - New Attachment - Notice of ESEA Flexibility Amendment Request
Attachments: Notice of ESEA Flexibility Amendment Request.pdf

June 4, 2012

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local educational agencies (LEAs) and the public regarding amendments to Oklahoma's approved ESEA Flexibility Request. Oklahoma's ESEA Flexibility Request was approved by the U.S. Department of Education (USDE) on February 9, 2012. Since that time, rules for implementation of the State's A-F Report Card have been developed and approved. These rules and public comment LEAs, schools, professional organizations, and the public have resulted in needed amendments to the approved ESEA Flexibility Request. A summary of the proposed amendments and a draft of the changes are provided as attachments to this notice. The OSDE believes that these amendments would be beneficial to LEAs and schools upon approval by USDE.

Comments received will be forwarded to the USDE with the requested amendments. OSDE will accept comments between Monday, June 4, 2012, and Monday, June 18, 2012, via electronic submission or U.S. mail.

Comment Submissions:

Please submit your comments in writing to Kerri White, Assistant State Superintendent of Educational Support, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105, or electronically to Kerri.White@sde.ok.gov.

Thank you,

Donna Chisholm
Division Coordinator
Titles I, IIA, VI & X
Oklahoma State Department of Education
2500 North Lincoln Blvd, Room 315
Oklahoma City, OK 73105
Phone: (405) 521-2893
Email: Donna.Chisholm@sde.ok.gov

Kerri White

From: Kay Townsend
Sent: Friday, June 08, 2012 2:52 PM
To: Kerri White; Ramona Coats; Gloria Bayouth; Doris Marks; Tina Dewey; Rose Carlson; Melissa McGavock; Laura Jester; Becky Nixon; Vickie Stewart; Alice Byrd; Corina Ene; Rex Wall; Laura Meissner; Bo Merritt; Autumn Daves; Daniel Fryar; Kristi Kretchmar; Denise Bethke; Nora Neunlist; Kathy Padilla; Debbie Pham; BJ Salsman
Cc: Debbie King; Donna Chisholm
Subject: FW: SDE- ESEA Flexibility Amendment Public Notice

Follow Up Flag: Follow up
Flag Status: Flagged

FYI

From: Kay Townsend
Sent: Friday, June 08, 2012 2:41 PM
To: Titlei@listserv.sde.state.ok.us
Subject: SDE- ESEA Flexibility Amendment Public Notice

For more information regarding a Public Notice to solicit comments regarding amending the ESEA Flexibility Waiver, click on the link below.

<http://ok.gov/sde/sites/ok.gov.sde/files/ESEA-FlexAmendReq.pdf>

The screenshot shows the Oklahoma State Department of Education (OSDE) website. The main banner features the text "VISION 2020 CONFERENCE SESSIONS" with a "Now available on iTunes U" button. Below the banner are navigation tabs for "About", "Services", "News & Blogs", and "Resources". A horizontal menu lists "PARENTS", "EDUCATORS", "LEADERSHIP", "COMMUNITY", and "STUDENTS".

School District Reporting Site (SDRS) - Resource available only for administrators - online reporting and exchanging information. A secured Web site, username and password required.

SDE Contact Information
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105
SDE Service Desk: (405) 521-3301
Email: sdemr@osde.ok.gov
SDE Service Desk Webpage
Fax: (405) 521-6938
Staff Directory

Announcements
The Oklahoma State Department of Education, along with all other State agencies, including SoonerStart offices will be closed Wednesday, July 4 in observance of Independence Day.

Latest News ...
McLoud, Broken Arrow Educators Awarded Presidential Excellence in Math, Science Teaching
Thursday, June 14, 2012
The White House this week announced 97 mathematics and science teachers as recipients of the prestigious Presidential Award for Excellence in Mathematics and Science Teaching. Oklahoma winners are: Ashley Moody, from McLoud Public Schools, for math; and Rebecca Morales, from Broken Arrow Public Schools, for science.

- Jun 06, 2012 Counselors of the Year, School Advocate of the Year Named
- Jun 05, 2012 State Board of Education Approves \$437 Million Activities Fund Budget
- Jun 05, 2012 Board Highlights June 2, 2012
- Jun 05, 2012 Top Minds in Education to Speak at Vision 2020 Conference
- Jun 04, 2012 Special State Board of Education Meeting
- May 25, 2012 Oklahoma Academic Scholars Named

Public Notice
Public comments requested for ESEA Flexibility Amendment. - June 4, 2012

Videos
Special Message: Teacher Appreciation Week by OK Dept. of Education

Upcoming Events

- Wed, 07/04/2012 - 00:00 | State Offices Closed - Holiday
- Sat, 07/07/2012 - 08:00 | School Bus Driver Class (1 of 3)
- Mon, 07/09/2012 - 18:00 | School Bus Driver Course (part 2 of 3)
- Mon, 07/09/2012 - 18:00 | Bus Driver Course - Burns Flat
- Mon, 07/09/2012 - 18:00 | CDE Training for School Bus Drivers - Ponca City

Mission
Mission and Title IX Policy

Footer: About OK.gov | OK.gov Policies | Accessibility
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Social media icons for Twitter and Facebook.

Kerri White

From: Muller, Lisa <Lisa.Muller@jenksps.org>
Sent: Friday, June 08, 2012 12:15 PM
To: Kerri White
Subject: Public Comment Re: ESEA Flexibility Request

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Dear Ms. White,

I have reviewed the proposed changes to the ESEA Waiver approved earlier this year. My comments are directed primarily toward the changes proposed for determining Focus school status contained in the new request document.

Many of the proposed changes help clarify the process for schools and districts. I support the proposed change in the method for exiting Focus school status. Meeting AMOs for the affected subgroup and not entering Focus status for any other subgroup is a much fairer process for schools than requiring all AMOs to be met. This change will truly allow the Focus schools to focus their improvement efforts on the subgroups demonstrating the greatest need. I also appreciate the clarification regarding provision of school choice in Focus schools.

I continue to question the methodology for determining Focus schools based on number of students in a subgroup. The new flexibility request, like its predecessor, identifies Focus schools as those schools which have a higher percentage of students in a subgroup than the state average for that subgroup and whose scores for that subgroup are in the bottom 30 percent of state scores. However, all schools who have fewer than 30 students in the subgroup are excluded from the ranking process BEFORE the bottom 30 percent of performance is determined. Therefore, large schools are unduly categorized as Focus schools when their performance may actually be higher than many other schools. My suggestion is that the 30 percent determination should be made prior to removing schools that do not meet the 30-student threshold. This would provide the SDE the opportunity to truly work with those schools who have the lowest student performance, whether through the Focus school designation or through the other methods delineated in the flexibility request for smaller schools.

In addition, the flexibility request document is silent as to which EL students will be considered when determining a school's performance for this subgroup. Federal policy allows for the consideration on EL students who are in their first and second years of proficiency. The State of Oklahoma reports scores for these newly-proficient students as well as for EL students who are not yet proficient. However, in 2011, the scores for newly-proficient students were not included in the EL subgroup calculations for purposes of determining Focus schools. Including these students provides a much better indication of a school's ability to educate English Language Learners over time. Please amend the new flexibility request to specifically include first and second year proficient EL students in the calculations for the EL subgroup.

Thank you for the opportunity to provide feedback on the proposed changes to the ESEA Flexibility Request.

Sincerely,

Lisa S. Muller
Assistant Superintendent, Curriculum and School Improvement
Jenks Public Schools

[205 E. B Street](#)
[Tulsa, OK 74037](#)
[\(918\) 299-4411 ext. 2259](#)

Kerri White

From: Scott Farmer <sfarmer@sallisaw.k12.ok.us>
Sent: Monday, June 11, 2012 4:17 PM
To: Kerri White
Subject: Public Comment ESEA Waiver

Follow Up Flag: Follow Up
Flag Status: Flagged

ESEA Public Comments:

- A) **Timeliness of future reports:** Dropout rates are to be figured off federal fiscal year thus making release time after September 30th. If this is going to be 79% of the "bottom 35%" we need it to be accurate, current, and on time (July) so true substantive changes can be made based on real time data, not one, two or three year old data.
- B) **Calculations of Advanced Course Participation and Performance:** The formula for calculating these two elements are contradictory. Statistically, the higher participation rate the lower the aggregate test results. This is evident in ACT participation amongst the various states in the union. It is fearful that students will be encouraged to enroll in AP courses but discouraged to take the AP test. This is not beneficial to Oklahoma students and schools should not be forced to scrutinize who gets to take the ACT and AP exams.
- C) **The GPA calculation for an "A":** Currently the aggregate calculation to receive an "A" must be a total "GPA" of 3.75. If the purpose of the legislation was to create a grading system that is universally understood why not use a universal understanding of how "GPA" is figured. The minimum criteria to receive an "A" should be 3.5.
- D) **College Remediation:** Our LEA is at a disadvantage geographically in regard to college remediation rates. According to our latest Accountability Report we have 10% of our students attending colleges and universities outside the state. We are located just minutes away from two highly reputable institutions that reside just beyond the Oklahoma border. The students that attend this institution rarely are in need of remedial courses, they are historically our highest achieving students. Conversely, we have a junior college in our community that serves a large volume of students and some do need the occasional remedial course. This leaves our district in the following predicament: 1) We have a high college going rate. 2) We have a high out of state college going rate 3) We have a very high college remediation rate of in state students due to the State of Oklahoma's inability to track out of state student performance. Our students should not be given a substandard or inaccurate letter grade due to the State of Oklahoma's deficiency and lack of capability to create a more advanced longitudinal data system.
- E) **Little communication has been disseminated to building and district leaders:** Having public comment periods does not suffice as adequate communication. Those who work with kids daily need to be given avenues to share ideas.
- F) **No clear plan exists for the transition to Next Generation Assessments:** We need guidance on how this will look in two years when Common Core is fully implemented. What happens if ESEA is reauthorized....does the waiver cease to exist?
- G) **Pre-AP Should Count:** Pre-AP courses do not count as Advanced Coursework Participation for high school students. The curriculum is more rigorous and ties into AP curriculum. It would be in the best interest of students to create a course code for Pre-AP courses and use it in the calculation for Advanced Coursework Participation.

Thank you in advance for taking the time to read our concerns.
Best Regards,

Scott Farmer
Sallisaw Public Schools

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

February 23, 2012

The State Board of Education met in regular session at 9:35 a.m. on Thursday, February 23, 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 9:30 a.m. on Wednesday, February 22, 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
MG (R) Lee Baxter, Lawton
Ms. Amy Ford, Durant
Mr. Brian Hayden, Enid
Ms. Joy Hofmeister, Tulsa
Mr. William "Bill" Price, Oklahoma City
Mr. William "Bill" Shdeed, Oklahoma City

Others in attendance are shown as an attachment.

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**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the State Board of Education regular meeting to order at 9:35 a.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, and a salute to the Oklahoma Flag, and a moment of silence.

**JANUARY 15-16, 2012, STATE BOARD OF EDUCATION
RETREAT MEETING APPROVED**

Board Member Baxter made a motion to approve the minutes of the January 15-16, 2012, State Board Retreat meeting and Board Member Price seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Gen. Baxter, yes; Mr. Shdeed, yes; and Mr. Price, yes.

**JANUARY 26, 2012, REGULAR STATE BOARD
OF EDUCATION MEETING APPROVED**

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

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Barresi said the legislative session was opened by Governor Fallin with her State of the State address, and her kind comments regarding the progress being made in education are greatly appreciated. The Governor has always been an advocate for quality education in Oklahoma and the State Department of Education (SDE) looks forward to continue working with her. Productive REAC³H Network meetings were held in Oklahoma City and Tulsa, and the effort is moving forward well regarding transitioning to the Oklahoma C³ Standards, and teacher and leader effectiveness. Ms. Cara Cusick is the new Director of the REACH³H Network and is working with member districts to continue to strengthen the network. The United States Department of Education granted the No Child Left Behind waiver in January. Superintendent Barresi thanked educators throughout the REAC³H Network for their contributions in the input and writing of the waiver. She complemented SDE staff for their hard work on writing the waiver in conjunction with state educators and during the approval process.

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The SDE has been focused in the past weeks on reaching and notifying individual school sites and districts that have been ranked as priority, focus, differentiated intervention schools, and reward schools.

Superintendent Barresi asked Ms. Ashley Hahn, Events Coordinator to update Board members on their request for remote State Board meeting, throughout the state.

Ms. Hahn presented Board members for their consideration a list of school districts and sites to hold three to four State Board of Education (SBE) meetings in the 2012 calendar year. At this time we are in discussions with Tulsa Public Schools to be the first district location, and to host the April 26, 2012, SBE meeting. The venue(s) is still to be determined but the Board will receive progress updates. Ms. Hahn said most of the schools were rural school districts and sites of which several extended an invite to the SBE. Board members were asked to contact Ms. Hahn on their preferences and opinions and she would report back the various schools sizes and members concerns/wishes.

Board Member Hayden said during the visit he would like to see and know what the schools are doing to be proactive, the areas where they are struggling , and not just the 'crown jewels'.

Superintendent Barresi said she is in agreement. There is nothing like being on site to hear the challenges and see the successes. She said visitation during and after the school year had been discussed instructed Board members to contact Ms. Hahn with their preferences.

Board Member Price said in addition to SBE site visits he encourages Board members to visit school districts/sites within their congressional districts on a monthly basis. It is important Board members get a feel for and be able to ask how various legislation and rules impact school districts.

CONSENT DOCKET APPROVED

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2011-2012 school years, and other requests:

- (a) **Allow Two School Days in a 24-Hour Period – 70 O. S. § 1-111**
Mill Creek Public Schools, Johnston County
Porter Consolidated Schools, Wagoner County
- (b) **Cooperative Agreements for Alternative Education Programs – 70 O. S. § 1210.568**
Pocola Public Schools, LeFlore County
- (c) **Noncertified Substitute Teachers – 70 O. S. § 6-105**
Strother Public Schools, Seminole County
- (d) Request approval of exceptions to State Board of Education regulations concerning teacher certification – 70 O. S. § 6-187
- (e) Request approval of recommendations from the Teacher Competency Review Panel for applicants to receive a license - 70 O. S. § 6-202

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

TEACHER CERTIFICATION

Report on Alternative Placement Certification and Troops to Teachers Professional Standards 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

Oklahoma Elementary Mathematics Specialist Certification Program Approved

Mr. Jeff Downs, Director, Science, Technology, Engineering, and Math (STEM), presented a request for a certification program for Oklahoma elementary mathematics specialist (OEMS). Ms. Courtney Lockridge, Director, Mathematics was very instrumental in the project and process along with Mr. Jeff Smith and Mr. Saeed Sarani, Oklahoma State Regents for Higher Education.

This initiative is a crucial building block for improving the rigor of mathematics in Oklahoma. The OEMS is a process that allows elementary and early childhood teachers to earn an elementary mathematics specialist certification in grades PK-5. These teachers are required to have the knowledge and understanding of elementary school mathematics, and mathematics concepts and skills developed through the secondary level. This also includes having specialized knowledge to understand and support student learning of elementary mathematics; as a OEMS professional be prepared to take on collegial non-evaluative leadership roles within their schools and districts; and to have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

Mr. Sarani reviewed the areas of national data/outlook, the need for national and local OEMS, competency processes, statewide data/statistics, mathematics consortium timelines, partnerships, competencies, reviews and studies.

Mr. Smith reviewed the OEMS program prerequisites, requirements and credentials; pedagogical content and standards alignment, coursework proficiency and leadership; certification requirements, qualifications, restrictions, application and recommendations; SDE fee and certificate issuance. The benefit of having an OEMS certification in place, as several other states do, makes Oklahoma more marketable for out-of-state teachers that have this type certification. If we do not have an equivalent certificate then we cannot offer one. This will make us more equitable.

Board Member Price said he was pleased the group utilized the teachers and leader evaluation system. He asked if an internship had been considered as a prerequisite or as a

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requirement? Being mentored by a great teacher makes a huge difference in terms of the quality of the teaching that comes from the person going through the system.

Mr. Downs said a prerequisite is an excellent suggestion in the process to increase rigor in mathematics and would be further investigated. He agreed that mentoring is crucial especially in the elementary levels because sometimes teachers are not as confident as they need to be, to be effective. This is the right step to get us to that point.

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

**Focused Field of Career Study in Biomedical Sciences
at Central Technology Center Approved**

Mr. Downs presented a request recommending a course of study which was reviewed and approved by SDE staff and aligned to the C³ standards.

Ms. Tina Fugate, STEM and Academic Coordinator, Oklahoma Department of Career and Technology Education, said the focused field of career study in biomedical sciences is an existing program for eleventh and twelfth grade students. The request is to enroll tenth grade students, especially those students in highly rural areas. Impacting them with science and math in the younger grade will better help them to be more successful post secondarily.

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; Gen. Baxter, yes; Mr. Shdeed, yes; and Mr. Price, yes.

Office of Educational Support

**Add TerraNova as an Alternate Test for the Oklahoma Achieving Classroom
Excellence (ACE) End-of-Instruction (EOI) Exams Approved**

Ms. Melissa White, Executive Director, Counseling/ACE presented a request to add TerraNova as an alternate test for the Oklahoma Achieving Classroom (ACE) end-of-instruction examinations. The Department of Defense schools us the TerraNova assessment, but does not use end-of-course instruction assessments. Ms. White said she received numerous calls from relocated military families with high performing students that who performed well on the TerraNova but had no other assessment equal to the Oklahoma EOI. The TerraNova is a Norm Referenced Test and it was determined a 670 cut score was the same proficiency as the EOI scores in all subjects. The TerraNova alternate test meets ACE graduation requirements for military students that have not met the testing requirement by another form of assessment and have not taken and/or failed the PSAT.

Board Member Baxter asked was a test conducted of the population of such students to get a sense of whether the 670 cut score was right?

Ms. White said we used the TerraNova with students that have taken EOI's and looked at what was a proficient score and then compared it to the TerraNova to get the 670 cut score.

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Board Member Baxter 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; Gen. Baxter, yes; Mr. Shdeed, yes; and Mr. Price, yes.

**2011 Edition of the Danielson's Framework for
Teaching Evaluation Instrument to Replace the Previous
Version of this Model Approved and Adopted by the
State Board of Education Approved**

Dr. Chris Caram, Deputy Superintendent, Academic Affairs, presented a request for the Danielson Framework for Teaching Evaluation Instrument 2011 edition model. The Board approved the Danielson's 2007 Framework for Teaching Edition model, but the model did not include an evaluation instrument. The 2011 edition model upgrades the 2007 edition model which can be used by Oklahoma.

Dr. Stefni Hite, Chief Operating Officer, The Danielson Group, overviewed the 2007 and 2011 editions for clarification, history, and differences; framework domains, components and elements; Measures of Effective Teacher (MET) research project study, professional development learning and evaluation instruments; and teaching proficiency system framework tool, evaluators and online observer credentialing.

Board Member Price said when you referred to observers you were talking about people going in to watch a part of a class?

Dr. Hite said absolutely. It is a fundamental piece of observing teacher practice. Agreeing with Board Member Price, she said videotaping is absolutely encouraged, because even the MET research project study was all video hours of instruction. A blended approach is definitely the way forward, by having qualified observers watching video as well as in class observation.

Superintendent Barresi said the MET analysis is a powerful analysis performed across all the selected frameworks by the state. She asked was this your first MET analysis?

Dr. Hite said this is the 2009 MET analysis and is part of the preliminary findings just recently released. The framework was found to be validated and a reliable instrument in terms of correlating levels of instruction assessed by multiple evaluators against the student achievement.

Superintendent Barresi asked do you anticipate continuing to participate in future MET analysis?

Dr. Hite said yes.

Superintendent Barresi said the Marzano, Danielson and Tulsa models are participating in the process and she anticipates requiring certification for all observers with all three models. It will be based on successfully completing both the cognitive test, showing depth of knowledge about framework, displaying competency of their evaluation abilities by observing tapes of teachers in order to establish that all-important inter-rater reliability critical in all three frameworks.

Board Member Hofmeister asked is the device format similar to an ipad?

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Dr. Hite said yes. This model can be used on paper and is also available on multiple hand held devices.

Board Member Hofmeister asked if it was an app that is downloaded to a variety of things already existing or something that is purchased?

Dr. Hite said there are multiple tools from which schools can choose and not any one process is recommended.

Board Member Hayden asked was the Teacher and Leader Effectiveness (TLE) Commission aware this was in the works at the time they made a recommendation to the Board.

Dr. Caram said when presented there was not a choice of which one did or did not have an instrument. Earlier this week a Webinar with Ms. Charlotte Danielson was conducted with the TLE Commission and the differences in the two models were presented. A TLE meeting had been scheduled but there was no quorum for voting therefore the information was posted on the SDE Website for access.

Superintendent Barresi said as this progresses over the next several years there will be occasions when the Board will be presented upgrades, updates, and TLE recommendations to each of the frameworks. We are anxious for the training to be developed and begin statewide for school districts that choose this particular framework.

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

FIRST-YEAR SUPERINTENDENTS

First-year superintendent(s) attending the meeting were Mr. Ty Harman, Superintendent, Bowlegs Public Schools; Mr. Christopher Karch, Superintendent, Calvin Public Schools; Mr. Rob Armstrong, Superintendent, Oologah-Talala Public Schools; and Mr. Joe Van Tuyl, Superintendent, Stroud Public Schools.

LEGAL SERVICES

Revocation of Superintendent Certificate and Number of Shelbie J. Williams Approved

Superintendent Barresi informed Board members this was a due process hearing procedure. The matter before the State Board of Education is the Complaint filed for the SDE against Dr. Shelbie J. Williams, the former superintendent of Boynton-Moton Schools. She advised Board members of the Oklahoma Administrative Code Rules 210:1-5-1 and as Chairperson of the Board will rule on the evidence, competency of witnesses, and questions of law during the proceedings. After all presentations, evidence and witnesses are heard, the State Board of Education will be given the opportunity to deliberate in open meeting and issue a ruling on this matter. The Board's decision will be considered final.

Superintendent Barresi asked if parties were present and ready to proceed. Ms. Lisa Endres, General Counsel, was present on behalf of the State Department of Education.

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Dr. Shelbie J. Williams, former superintendent, Boyton-Moton Public School and her witnesses were present.

Superintendent Barresi said Ms. Endres would present the SDE Complaint and evidence to the SBE.

Ms. Endres said Board members were presented the revocation request action item at the January 19, 2012, State Board meeting. At the request of Dr. Williams the item was moved to this meeting. Board members received in the original Board material packet a Complaint filed against Dr. Williams on behalf of the State Department of Education. The Complaint is based upon the January 1, 2010-May 27, 2011 Oklahoma State Auditor and Inspector's special audit findings of Boynton-Moton Public School, an extensive review of the records, and Boynton-Moton School Board meeting minutes. In Dr. Williams role as a school superintendent, having sworn an oath of office to abide by the Constitution of Oklahoma and other states, violated the Constitution of Oklahoma when she presented a 151 percent contract increase, as the school district's chief leading financial officer, to the Boynton-Moton School Board which they approved for the following 2011 fiscal year. This resulted in the district violating the Constitution of Oklahoma because Dr. Williams allowed herself, in the written contract terms, to obtain a \$20,000 payment in the month of August. The State Auditor and Inspector's Office indicated this is a violation of the Constitution of Oklahoma because services must be paid as they are rendered and no services are paid in advance. Dr. Williams received an advanced payment at the beginning of the school year, August 2010, before services were rendered. This also constitutes a violation of the Constitution of Oklahoma and violation of her oath of office as a school superintendent.

The second finding and reason for presentation to the Board, is Dr. Williams gave herself a 151 percent pay increase for the first year of her superintendent contract with Boynton-Moton Public Schools and was paid \$36,000 per year. The school district had an enrollment of less than 50 students. Dr. Williams' contract increased to \$88,000 a year during the 2010 fiscal year. She received other stipends that resulted in compensation totaling \$90,400 for that contract year. The school district at this time was unable to hire teachers in order to maintain state accreditation. Additionally, per state statutes, Dr. Williams violated the Oklahoma Cost Accounting System (OCAS) rules and procedures by the presentation of the contract. The OCAS rules state a school district cannot exceed ten percent of its budget for the purpose of all administrative cost and not just the salary of the superintendent. Dr. Williams' salary for the 2010 fiscal year exceeded the ten percent OCAS rule on its own, and did not include any other administrative costs for the school district. It is for these reasons we believe Dr. Williams was derelict in her duties either willfully or negligently by not informing the Boynton-Moton School Board in a timely manner, during a time when district enrollment was decreasing and had decreased to 49 percent from 2008 through 2010. Dr. Williams benefitted at the expense of her students personally by giving herself the pay increase, which was one of the contributing factors why the school district loss accreditation.

Ms. Endres submitted into evidence the State Auditor and Inspector's January 1, 2010 through May 27, 2011, special audit report of Boynton-Moton Public School as the basis and reason for the Findings of Fact and Conclusions of Law for the State Board of Education to revoke Dr. Shelbie Williams' superintendent certificate.

Superintendent Barresi asked was there any objections to the admission of the Department's evidence into the record? There were no objections and evidence was admitted. Dr. Williams, as the Defendant, was sworn in for her admission of testimony.

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Dr. Williams in presenting her position to the Board said her first day at Boynton-Moton Public School was September 8th, 53 days after the start of the school year. The school district did not have any applicants for the superintendent position and was unable to hire one prior to the start of school. The school secretary at that time made the contract with her that offered \$36,000. Dr. Williams informed the school secretary the salary offer was low for a superintendent salary and agreed on the \$36,000 salary. She agreed partly because she knew of the school successes in various state athletic championships, and the parents wanting to retain children at the school.

Dr. Williams called her witnesses Dr. Henry Petree, Deputy, Muskogee County Sheriff Department; and Mr. Herbert Adkins, former Boynton-Moton School Board President and resident.

Dr. Petree upon sworn testimony affirmed he was not sure what all had taken place. He met Dr. Williams shortly after she began working at the school and confronted him regarding an embezzlement situation she had found. He advised Dr. Williams to contact the District Attorney's (DA) office and the DA advised her to file a case. Dr. Petree had no knowledge of the laws regarding school salaries, school board and/or State Board of Education authorities pertaining to embezzlement issues. He knew Dr. Williams over a two year period when he worked as a school resource officer and sheriff deputy for schools in Muskogee County. During that time he attended school board meetings and was concerned for her safety because of her relationship with the school board and the volatile board meetings.

Ms. Endres made an objection to Dr. Williams' questions and asked that her questions refer to only the allegations brought against her.

Superintendent Barresi was in agreement and said Dr. Williams and student safety issues were not a part of the allegations. Dr. Williams was asked to direct questions specifically to the allegations.

Dr. Williams questioned if Dr. Petree was knowledgeable of her days/hours worked; aware of her concerns of the school finances; present when school board members voted to rehire and increase her salary; and present when State Department of Education staff came to provide extra safety at school.

Dr. Petree said Dr. Williams worked many times when she was not on the schedule and he knew she was very concerned about the schools finances. He was not present at that school board meeting. The Sheriff's Department was requested to provide a deputy on duty.

Ms. Endres questioned was Dr. Petree a member of the Boynton-Moton School Board; aware of anything discussed today regarding Dr. Williams' salary increases and/or approval; aware of the financial situation of Boynton-Moton Public School during its last year of operation and how long the financial problems had existed?

Dr. Petree responded no he was not a board member and was not at that particular board meeting. Dr. Williams' salary probably would have been discussed in an executive session which he could not attend. He was aware of the school's financial situation and concerned about having the money to keep school open. The two years he was there a finance problem did exist.

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Board Member Price asked if a deputy sheriff was charging the Sheriff's Department a monthly travel allowance: In addition to charging \$1000 to \$2000 for mileage, what would you do in the sheriff's department? Is that double billing?

Dr. Petree said it would appear to him it is.

Board Member Price asked what action would he probably take?

Dr. Petree said not understanding the circumstances; there certainly would be an investigation.

Board Member Price asked if the investigation proved it was accurate would they probably be terminated?

Dr. Petree said it would depend on whether or not the board had, in this case, approved it, and looking at it from the outside, the sheriff's office could not to do anything. Had it not been approved it would be a more serious situation.

Board Member Price asked does the school board have the power to override state law and to allow double billing?

Dr. Petree said he did not understand nor could address state law governing schools.

Dr. Williams questioned what Mr. Hubert Adkins considered the schools situation was the first year she came to the school district; was she given access to the bank by the Board; was access given to any documents in the secretary's room; present when secretary returned safe file that held accreditation and financial documents and if so what did they find; aware that because of the secretary she could not present any information to school board; made board aware from the beginning there were financial problems; during first year of employment did he observe times she worked; did community want the school open; school received approximately \$250,000 in federal funds; during board meeting voted to give her a raise when she presented superintendent fair market value salary payment versus the lesser amount she was making; board did not know the depth of the cuts when school came into the black June 28th school?

Mr. Hubert Adkins upon sworn testimony affirmed he was a former president of the Boynton-Moton School Board and when Dr. Williams was first hired by the school they could not tell her how much money the school had. He was not Board member at that time. The board did not give her access to the bank; no access was given to any documents and the file cabinet was empty, but should have had everything Dr. Williams had control over. Mr. Adkins was aware she could not present to board and she told the board there were financial problems. Dr. Williams did a lot of work around school, kept everything going, and was blind to most the things she should have known about. The community wanted the school open and when the community realized the school was in the red the alumni association raised funds to pay schools bills. Federal funds were received. On an average Dr. Williams made \$20,000 less than an average school the size of Boynton-Moton. The board knew there would be cuts but did not know what they would be. Mr. Adkins said he wasn't a board member when Dr. Williams was hired but he knew her when she was at another school. He did know she was responsible with money. At the time she was hired he wasn't a board member nor did he know her salary. He did know once she found out what was going on and brought the school out of the red back into black, he felt she deserved a raise.

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Ms. Endres questioned Mr. Adkins about when he was a board member voting to give Dr. Williams a pay raise; as a board member felt it important to be aware of budget cuts prior to voting a pay raise and was aware the pay raise was a 151 percent increase; was the pay raise approved on June 28 and did he agree; Dr. Williams made board the aware the state sends allocation notices in July; board presented the fiscal year budget cuts in July, August, and September; aware the approved contract contained a pre-payment clause; aware the total compensation as superintendent the last year was \$90,400; during the school's last year of operation how many students were in the district; the drop in enrollment occurred after the pay increase; prior to the increase was there less than 50 students; was he familiar with school finance laws regarding budget preparation and yearly estimations; board aware school district was operating in the black at the end of fiscal year for 2009 due to the help of the community; was the reason school district lost accreditation due having less than \$75,000 in the budget, unable to hire two certified teachers and the superintendent's pay raise; board members made aware of the ten percent cap on superintendent pay raises and that her pay raise would exceed the administrative cap for the upcoming school year; was it not her responsibility to provide projections/estimates to board; as a board member was he concerned that she presented a contract requesting a 151 percent pay increase on June 28th, she received the state budget cuts in July, but did not inform the board it was operating in the red until September.

Mr. Adkins responded he voted to give Dr. Williams a pay raise; he did know there would be budget cuts but not how much; the raise was approved in June; yes board knew about the allocation notices; yes the board received some budget cuts information in those months; he was not aware of the prepayment clause; was not aware of the compensation; at one time there was over 100 students and at one board meeting approximately 30 students transferred and also the girls basketball coach left and students followed; enrollment dropped after the board approved the pay increase; there were approximately 100 students prior to the pay increase; yes he was familiar with state aid which was cut after the big transfer of students; yes with the help of the community the district was operating in the black; no to losing accreditation because of the budget, no to being unable to hire teachers or no because of the pay raise; yes board was aware of pay cap and she did not know how many students would be there the next year; she did provide board with all information she knew about; yes the timeline of events would concern him.

Dr. Williams asked witness Mr. Bruce Reed, a resident of the Boynton community, to tell what condition the school was in on her first day as Superintendent of Boynton which was to September 8.

Mr. Bruce Reed upon sworn testimony affirmed when he became involved he wasn't sure it was Dr. Williams first day but it was after his wife was hired at the school cafeteria. At one time he was a board member and became dissatisfied with how the school was being run. He decided to transfer his children to Morris but returned a daughter until the eleventh grade. Dr. Williams spent a lot of her money for the school and he was glad she had taken over. Today he did not know the reason why Dr. Williams was present and could only speak on what he saw at the school. Boynton was falling down years prior to Dr. Williams coming. She worked hard and many hours trying to help hold Boynton together and the amount of money she received was not what closed the school.

Superintendent Barresi said the past financial difficulty of the district under other leadership was not in question today. What was needed are questions directly relating towards the allegations being considered today.

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Dr. Williams questioned if Mr. Reed was aware during the year when she earned \$36,000, that she put fuel in vehicles for basketball games.

Mr. Reed responded most everything he knew was hearsay. He did hear she bought the diesel but did not see her fuel any vehicles.

Superintendent Barresi asked Dr. Williams to direct question towards the allegations.

Board Member Ford said Mr. Reed was concerned about the condition of the school when Dr. Williams came in. What was the school condition in March 2011 after the two years?

Mr. Reed said he was concerned about the condition of the school before she came to the school, several years before. He said he did not know why Dr. Williams was here and could not speak to that. He could only speak on what he knew and was instructed to speak only on certain things. He had nothing further to say.

Dr. Williams' evidence was submitted with no objections. Upon her sworn testimony she provided her teaching, principal and superintendent credentials and transcripts. She said she was devastated about the allegations and never had any performance questions in 20 years of teaching. The SDE advised against taking the position at Boynton, but she knew the school would close without a superintendent and wanted to help keep staff employed. Boynton's problems were severe and several safety issues occurred against board members and herself. Her time at Boynton was spent working day and night getting the school in the black with the help of the community raising money, alumni donations and her donations. Boynton experienced success that year and the girls won state basketball championship. She was underpaid as a superintendent according to the superintendent salaries schedule in Oklahoma and she has a Doctorate of Education.

Board Member Baxter asked had Dr. Williams performed a comparison of superintendent salaries of schools with less than 50 students in a district? He said the salary schedule she provided indicates at a small school in Cyril, Oklahoma the superintendent salary is \$38,425.

Dr. Williams said she thought the superintendent was a part-time principal and part-time superintendent.

Board Member Baxter said it was disingenuous to compare the superintendent salary of a school with 50 students with a major school district with considerably more students.

Dr. Williams said the information may be accurate for that superintendent's salary but may not reflect everything they get paid for. In June of that year, no bank would work with the school; therefore she personally paid to have lawn care or other things done. This was the reason she requested money up front or in advance.

Board Member Ford said no one would argue there are challenges for superintendents. The first year worked Dr. Williams was paid \$36,000 and brought the school into the black with donations and federal money. Knowing there would be budget cuts how did you justify, regardless of your out of pocket expenses, the increase you received? Did you think raising community funds would offset that amount?

Dr. Williams said no. She did not see the appropriations until July which were \$726,000. The district had already spent \$1,060,000. At that time they were not concerned because ARRA

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federal money would be provided which would pay one teacher salary. The job was too difficult for that amount of money, but had she not continued the school would have closed immediately.

Board Member Ford said the school ultimately closed as the audit indicates because of the salary increase.

Dr. Williams said the audit reasons were not her view. There had to be a superintendent. Large cuts in the budget came in September that year and two years prior which are reflected in the board minutes. Part-time math and English teachers had been hired at the high school even with the budget cuts.

Board Member Hayden said in September you knew about the budget cuts. What action did you take in response to the cuts with your income?

Dr. Williams said yes she knew about the budget cuts and watched every dollar. When the math and English teacher walked out she knew they could not afford to hire the...

Board Member Hayden said to be more specific, what did you do in response to your income? You presented a contract which was a significant wage increase for you. In September you knew there was a budget cut. Did you come back to the school board to retract what you presented for your compensation?

Dr. Williams said she acted on the advice from the SDE which was because the two teachers had quit and let the school board allow students to transfer. She did not think of cutting her salary but probably would have in March.

Board Member Hayden asked would you have cut your salary in March even knowing in September there were significant budget decreases?

Dr. Williams said no. She was still looking at the budget every minute and thought the school could make it. What happened to the budget was the \$34,000 attorney fee and a \$26,000 fee for audit reports.

Board Member Hayden said constitutionally you cannot take cash up front and your administrative expenses cannot exceed ten percent. What is your response to that?

Dr. Williams said at the time she did not think it was a problem. There was \$980,000 along with federal funds collected, and compared to only spending \$1,060,000 the year before. She hoped that would have gotten the school through the next year.

Board Member Price asked how many administrators versus teachers were there and their pay in this small school district?

Dr. Williams said she was superintendent and had a part-time principal who was paid \$25,000.

Board Member Price said the ten percent applies to all administrators including yourself. You were even further beyond the ten percent when the salaries were combined.

Dr. Williams said that is what kills rural schools.

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Board Member Baxter asked where does responsibility for this lie? Is the superintendent of schools responsible or the school board who approves the contracts, makes agreements, and agrees to pay employee this amount of money responsible?

Dr. Williams said the responsibility is 100 percent with the school board.

Board Member Shdeed said it is the school board's ultimate responsibility but obviously you had a school board that did not understand information what they were provided. In many areas this can be found throughout the state but it does not mean they should be taken advantage of.

Superintendent Barresi said it is the responsibility of the superintendent to provide accurate information to the board for their deliberation in terms of their capacity as superintendent. While they have a specific fiduciary responsibility to the district as elected board members they must rely on their superintendents to give them accurate information.

Board Member Price and Hayden asked if the alleged violates are components that are included in superintendents' training/certification requirements?

Ms. Endres said page 8 of the Boynton-Moton audit report references and cites the Oklahoma Administrative Code provision as to the requirements and duties of the superintendent. New school board member training does consist of a school finance section for new members as well as for superintendents.

Ms. Endres questioned if Dr. Williams set the board agendas; if she gave financial reports to the board; and as a superintendent was she aware the SDE annually releases school district state aid figures every July?

Dr. Williams responded yes to the questions.

Ms. Endres questioned in June 2010, did Dr. Williams present the board her contract before the figures were known to her. Is that correct?

Dr. Williams responded yes. She had to return to work July 1 since she was rehired.

Ms. Endres questioned if Dr. Williams was able to project the budget amount from one fiscal year to the next and did she personally examine the budget for 2009 when determining her salary, or was it based only on market figures. In looking at the 2009 budget did she determine an \$88,000 salary would fit within the ten percent when she presented it to the school board; are you familiar with the Oklahoma Cost Accounting System (OCAS) statutes that indicated the size of Boynton-Moton School district should not exceed ten percent. Is your testimony today that based upon your projected income for fiscal year 2011 you were meeting the ten percent mark when you contracted for \$88,000 and when reviewing the temporary appropriations did she account for all administrative personnel, was the \$88,000 fiscal year 2011 contract purely for superintendent services? The contract is not comparable to superintendent contracts with services broken down making \$100,000. All superintendent services were not in the contract to justify the salary.

Dr. Williams responded she knew there would be a decrease and yes she looked at the 2009 budget. She did know the budget at all times. She was aware of the OCAS statutes and thought she was meeting the ten percent based on the temporary appropriation papers she received. She did not take into account that half the principal's salary but no one knew the cut

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would be \$200,000. She performed other duties but they were not broken down in the contract. Yes the contract was for superintendent services only; it would have been more comparable because she performed everything.

Superintendent Barresi instructed Dr. Williams to answer were her duties included in the contract.

Ms. Endres questioned was it in your contract that you were doing all these other jobs, the salary was justification for other positions or did your contract simply state that this was the salary you would receive for superintendent services; who wrote the contract and did she consult with legal counsel when the contract was presented to the board; was Mr. Moyer asked specifically to review your contract and did he talk with you; was Mr. Moyer contacted to be present today; would it have been easier to have waited until the July board meeting to present the figures; at the July board meeting did you present the figures; in July or August she knew the budget decreased and it did not occur to her to adjust the contract; was the contract to repay all the things she did for the school and donated that she keeps referencing; was there a process of reimbursement for expenditures; was the contract and pay raise her way of equaling all her expenditures and did you base your contract in your examination of what superintendents make and not on districts with the same number of students and salaries. There is a ten percent cap on administrative costs which is based upon the number of students in the districts. It is obvious to stay within the cap superintendents at smaller schools will have smaller salaries than those at larger schools.

Dr. Williams in response to questions said yes, she wrote the contract and it was presented to John Moyer the school attorney as were all other contracts; Mr. Moyer talked with us but she did not request him to be present today because she could not afford to; she would not have had a job had she waited for the July board meeting; she presented the figures in August before school began; she did not adjust the contract at the earlier time and had donated \$43,365 worth of books; the contract was not a repayment but was the fair market value for a superintendent in Oklahoma; the first year she did receive hardly any reimbursements in order to keep the school open; the contract amount is what she believes a superintendent should make; the law does not state with a certain numbers of students enrolled you can only receive a certain amount of money as superintendent; yes there is the ten percent cap; there's not much salary difference only if the superintendent has other duties or its considered part of the contract.

Board Member Price said claiming a \$200 car allowance and \$1003.40 mileage expense is disturbing when the law states one or the other can be claimed. How do you justify, especially with school district that is having a hard time, double billing them for mileage and car allowance?

Dr. Williams said the first year she traveled to Oklahoma City and Tulsa several times but did not claim the expense. She claimed mileage the second year because there were many trips to the Tulsa based school attorney and Oklahoma City but that her contract states "...car allowance, mileage." Dr. Williams said she was not double billing in order to catch up for the previous year, she was not that kind of person. Only claiming car allowance would not have been enough and she could have done better by claiming the mileage.

Board Member Price said her explanation for claiming both did sound like she was catching up for the first year.

Dr. Williams said that was conjecture. She did her best.

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Board Member Ford said the audit referenced that Dr. Williams had been at a school district previously closed. Was the school closed due to financial issues?

Dr. Williams said yes, for some reason that had an effect on why she only received \$1.00 on the settlement. It was another school she was trying to help.

Board Member Price said you are claiming \$72,000 severance pay from Boynton-Moton. How much severance did she receive from the other school closing?

Dr. Williams said \$24,000 take home/after taxes of the 80 percent or \$44,000.

Board Member Ford said the audit states she received \$44,000 in severance from the state school consolidation assistance fund on the closure of the Liberty School District in fiscal year 2011. To clarify, according to the audit, your salary was \$50,000 with a bonus clause of \$5,000 if you got in the black. It also states you did receive \$44,000 in severance pay.

Superintendent Barresi asked for closing statements

Ms. Endres referred Board Members to page 8 of the Boynton-Moton School District audit exhibit. She said Dr. Williams' fiscal year 2010 contract was not attached to the audit and asked it be admitted to the record.

Superintendent Barresi asked for objections, there was none. The fiscal year contract was admitted as evidence.

Ms. Endres said the Oklahoma Administrative Code carries the same weight and authority as state statute. There is sufficient evidence presented today based upon the State Auditor and Inspector's findings, a review of the records, and the testimony of Dr. Shelbie Williams, that she may have considered part but not all of the administrative costs that go into the ten percent makeup. As a superintendent, she is charged with the duty to make sure the numbers are accurate. As superintendent and leader of the school board she is able to estimate and project her budget and expenditures. What has been presented is a contract that was presented in June with a significant pay increase when there had been reports by the SDE and throughout the state budget cuts would be coming for fiscal year 2010. At that time instead of waiting a month, and maybe on a month-to-month contract, which many teachers at the school district did per the audit report, including the basketball coach/teacher for the entire year, the one person who did have a contract and did not have to take any pay cut was the superintendent. Dr. Williams wrote the contract, presented it to her board, and presented information regarding the budget to ensure she received the money she was requesting. Once the information was in her possession that she had exceeded the OCAS rule requirements, it was then her obligation to make the necessary adjustments needed. She indicated she had hired some teachers but had they quit or were terminated. The audit report findings indicated the teachers could not be hired because there was no money. It would have taken \$52,000 of Dr. Williams' pay raise to pay the \$75,000 necessary for teachers but instead the money went to the superintendent's salary. At no time, pursuant to her own testimony, did she indicate that she ever thought of adjusting her salary down in order to meet the cost accounting reporting which is a dereliction of duty. Whether intentional or simply negligent, it still amounts to a dereliction of duty, as well as, the Constitution prohibition against „front paying“ which is something that all state governmental agencies know not to do.

These two reasons alone justify revoking the superintendent certificate so that this does not happen to a third school district in Oklahoma.

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Dr. Williams thanked Board Members for listening and said Boynton-Moton School District was a hard place to work. At no time did she ever make a plan to try to recoup something but just wanted superintendent's pay for a superintendent's job. This is the most embarrassing thing to ever happen to her. She said I am 61 years old and have worked since I was 20 years old in education. Take your votes seriously. I did not mean to cause harm. That is all.

Superintendent Barresi reminded the Board this is a matter related to revocation of Dr. Williams's superintendent certificate not her teaching certificate. She advised it is the Board's decision to vote on the matter or to continue the matter at a later date for decision.

Board Member Ford made a motion to approve the request to revoke the superintendent certificate and number of Dr. Shelbie J. Williams. Board Member Hofmeister seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; Gen. Baxter, yes; Mr. Shdeed yes; and Mr. Price, yes.

ACADEMIC AFFAIRS

Office of Instruction

ESEA Waiver Overview as it Relates to Reward, Targeted Intervention, Focus, Priority and C³ Schools, Procedures and Timelines Regarding C³ and Priority Schools, and the District Determination Review Process

Superintendent Barresi said the SDE was granted the ESEA waiver because of the reforms passed by the Oklahoma Legislature and signed into law by Governor Fallin. We must stay the course on the reforms going forward. Oklahoma law is very clear and as a requirement the State Board of Education shall take action on chronically failing schools. Action would have been taken and should have been taken regardless whether or not the waiver was granted. The advantage of the waiver is it gives the SDE more flexibility to work with all districts. The process presented today is one that was carefully developed to be both objective, fair, and to be judicious. Oklahomans have shown their strong commitment to establishing a quality education system in the state of Oklahoma. There is no reason Oklahoma cannot rank first in the quality of the education we are providing to our students. If we are to meet this commitment we must take action on multiple fronts. A large amount of work is being done at school districts towards economies and efficiencies, and assuring more dollars get into their classrooms. The system of accountability and flexibility that is being extended to districts is part of this effort. This information will be presented in a more deliberative fashion because we think it is critical to celebrate the reward schools. It is important to work with them to identify their successes and to find ways to celebrate and reward schools, and to also duplicate their best practices and transmit that to all other districts.

Ms. Kerri White, Assistant State Superintendent, Office of Educational Support, via video recording, presented an update on Oklahoma's *Elementary and Secondary Education Act* (ESEA) flexibility request approved by the United States Department of Education on February 8, 2012.

Mr. Richard Caram, Director of C³ Schools, presented the C³ school district capacity determination (DCD) review process that included the review team selection, representation and criteria, focus areas for DCD, reviewers, district recommendations/reporting, school

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identification and intervention options, state monitoring and partnerships, plan and progress implementation, DCD deadlines/timelines, C³ school recommendations to SBE and turnaround principles implemented 2012-2013 school year. Mr. Caram said review teams were collaborative efforts assigned to sections.

Superintendent Barresi clarified that the March 29th timeline was established prior to the Board members our discussion. We want to be sure everything is fully evaluated and we are looking at a possible special board meeting the first week and no later than the second week of April to assure all information is in, discussions had, and to be ready to bring recommendations to the Board in a timely fashion.

Board Member Baxter asked where does the district superintendent participate in this process beyond submitting the initial capability documentation and the district reform plan. Can the district superintendent indicate concurrence or agreement with a recommended course of action to the Board? How do we envision that will work?

Mr. Caram said the course of action takes place when they are reviewed with the individual schools and district prior to the SBE meeting. There is input which is where the partnership begins of creating a workable plan.

Board Member Hayden commented he is aware the process has caused some angst with different groups. He said the former school board member at Boynton-Moton School that removed his children from there asked "where was the SDE to help this failing school". This resonated with him and that it is what the SBE is trying to do. The word „takeover“ has been said but it is not „taker over“ it is how can we, the SBE, provide additional help and resources to schools that in need.

Mr. Caram said some school superintendents have expressed their angst which is understandable. Now that they have reviewed the process it has given them ideas of what they can do. There are districts doing great things so it is not about takeover, it is about partnership and what the SDE can do to get all districts driving in the same direction.

Board Member Baxter said the whole process will be judged in the light of not what we are doing today or decide in April, but what the result is two years down the road.

Board Members expressed the need for SDE/SBE and school districts to dialog and work in partnership for what is best for Oklahoma students. None of the school districts are surprised about where they are not meeting state criteria. These are not adversarial acts of the SBE nor aggression against the school districts but simply trying to find ways to help the school districts. Hopefully the rhetoric will allow the opportunity to do that. The rhetoric begins the dialog and stars the conversation.

This was a report only and no action was required.

Report on Current Rule Promulgation Tabled

Superintendent Barresi said the item would be presented at the Special SBE meeting, March 5, 2012.

Ms. Kim Richey, Assistant General Counsel, said the public comment period for the rules released in January 2012, has been extended through Thursday, March 1, 2012. Those rules include reading sufficiency, supplemental online, transfer, transportation, and all emergency

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rules previously passed last fall. On Friday, March 2, 2012 a new public comment period opens for the rules, including the A-F rules. Comment period for rules just released on Monday will end March 19, 2012, with a public hearing at 10 a.m.

Office of Educational Support

Report on Teacher and Leader Effectiveness Evaluation System (TLE)

Dr. Caram presented an update report on the Teacher and Leader Effectiveness evaluation system (TLE). The three teacher effectiveness and two leader effectiveness models will be presented throughout the state on February 28, 29 and March 1, 2012. Representatives of each model will provide training to school district participants. Prior to the trainings school districts must notify SDE of their selections by April 16, 2012. Dates and times will be provided to Board members.

Superintendent Barresi said multiple platforms and different ways are being sought to transmit accurate information to districts and it is critical they review each model. The system when finalized and active should have a direct correlate to improve academic achievement, and effective classroom teachers will result in improved academic achievement. It should not be dismissed as a something easy to do, it is part of the very critical foundation for schools to use as they continuously improve and move forward. All three models will be available. There is confusion regarding presumptive defaults and defaults. It does not mean after the SBE decides the other frameworks will go away. The word „default“ relates to the SBE decisions regarding the distribution of funds for continuing education for professional development should the funds continue to be available in the future with legislative appropriations.

Board Member Baxter asked if the recommendation of the Commission only had to do with the appropriation of dollars to the models?

Superintendent Barresi said the Commission’s recommendation and SBE approval had to do with how those dollars are distributed regarding the professional development of all the models. The initial recommendation to the SBE was a \$75/\$25 split and the SBE voted to equally distribute the dollars for the pilot year. The SBE agreed at the end of the fiscal year 2012-2013, to reconsider the decision, review the model and system and make a decision. All the models, to clarify, will remain and be available for districts to use. The term presumptive default relates to how the dollars in the future for professional will be distributed.

Board Member Price said to clarify it is not divided three ways between the three systems, it is proportionate to the number of school districts that choose each of the models.

Superintendent Barresi said yes, thank you for the clarification. Funds are distributed based on the average daily attendance (ADM) of each district.

This was a report only and no action was required.

PUBLIC COMMENT

Superintendent Barresi recognized Ms. Ginger Tinney, Professional Oklahoma Educators (POE).

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Ms. Tinney's said if the SDE takes over a school do the companies that will manage school(s) have a proven success record at turning schools around and will the contracts, terms, and amounts for the companies be made public?

One part of the waiver states that a school, without prior notice, will be shut down and the students will be sent to surrounding schools that are not on a needs improvement list. Parents are concerned about the "without prior notice part". This would cause a traumatic stop and start into an entirely new environment.

Teachers are concerned if they are in a needs improvement school and doing a good job, but the state takes it over, that they can never work there again and cannot work at a school on the needs improvement list. Will any school not on a needs improvement list hire them, or not hire them because they were at a needs improvement school? This is a career killer. Will teachers being in by the management company be Oklahoma state certified teachers or just teachers they will hire?

Board Member Price said closing a school is a last option.

Ms. Tinney said language within the waiver is "taking over". This is why there are questions of where did „local control“ go.

Superintendent Barresi said the state law passed in 2009 that speaks to this specifically states "the State Board shall". This will take effect whether or not the waiver was in place. The draconian actions described by Ms. Tinney are not part of our philosophy. The lists of options were listed by the United State Department of Education but it is certainly last resort options.

Board Member Ford asked did today's conversation and comments give a level of comfort that the SBE is working towards a partnership to determine what is best for the student.

Ms. Tinney apologized she did not hear the SBE concerns/comments. Teachers feel the climate is very anti-teacher, and anti-throw us under the bus attitude.

Board Member Shdeed said this is not the message the SBE is trying to send.

Board Member Ford said the paper does not convey the SBE commitment and she believes it is the SDE's commitment to determine the best learning path for students.

Board Member Baxter asked said teachers to give us a little time. We are at the front end of a very interesting and thoughtful process, and hopes we are worthy of that for the students, teachers and parents. If we are not, he was sure it would be brought to the Board's attention.

Ms. Tinney said Professional Oklahoma Educators is very committed to what is best for students. We do not want to see local control taken away.

Board Member Hofmeister said as a Board member she is very committed to local control. Every conversation she has had has made her more convinced that there is a desire to have open conversations. She is very interested in hearing from teachers and superintendents, because that helps her know better how to make a decision.

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ADJOURNMENT

There being no further business the meeting adjourned at 12:40 p.m. Board Member Baxter made a motion to adjourn and Board Member Ford seconded the motion. The motion carried unanimously.

The next regular meeting of the State Board of Education will be held on Thursday, March 29, 2012, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

Janet Barresi, Chairperson of the Board

Connie Holland, Chief Executive Secretary

*** 1. Please list your district's name and complete address, including county.**

District Name

Address:

City/Town:

State

ZIP:

County:

Email Address:

Phone Number:

*** 2. Please list the name of the district's superintendent and his/her contact information.**

Name

Phone Number

Alternate Number (for contact during the summer)

Email

Alternate Email (for contact during the summer)

*** 3. Please list the name and contact information for 1-2 district employees who will be responsible for overseeing district implementation of the TLE.**

Name

Title

Summer Phone Number

Summer Email

Name

Title

Summer Phone Number

Summer Email

*** 4. Please list three Career Tech centers that are nearest to your district. (beginning with the closest)**

1.

2.

3.

*** 5. Please state the number of building principals, assistant principals, and other administrators responsible for evaluating teachers employed by your district.**

***6. Please state which teacher framework your district has selected for TLE implementation.**

- Danielson's Framework for Teaching
- Marzano's Causal Teacher Evaluation
- Tulsa's TLE Observation and Evaluation System

***7. 70 O.S. section 6-101.10 states, "except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the school district board of education, all certified personnel shall be evaluated by a principal, assistant principal, or other trained certified individual designated by the school district board of education."**

If your district is an independent school district, an elementary school district, or an area school district, AND no other district employee meets the definition of "leader" then your district is not required to select a leader evaluation system at this time. (a leader is defined as "a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers." 70 O.S. section 6-101.16)

If you meet the above criteria, please complete this section. If you do not meet these criteria, please go to question 8.

- This district is an independent school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district is an elementary school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district is an area school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district does not meet this criteria.

8. Please state the number of administrators responsible for evaluating leaders employed by your district. By statute, a leader is defined as "a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers." (70 O.S. section 6-101.16)

9. Please state which leader framework your district has selected for TLE implementation.

- McREL's Principal Evaluation System
- Reeves Leadership Performance Matrix

*** 10. Are any of your district's administrators who are responsible for evaluating teachers or leaders on a 10-month or 11-month contract?**

- Yes
- No

11. If you answered yes to question 10, please answer the following:

What is the end date for the administrator's 10-month contract for the 2011-2012 school year?

What is the start date for the administrator's 10-month contract for the 2012-2013 school year?

What is the end date for the administrator's 11-month contract for the 2011-2012 school year?

What is the start date for the administrator's 11-month contract for the 2012-2013 school year?

12. If you answered no to question 10, please answer the following:

For the 2011-2012 school year, what is your district's last contractual day for administrators?

*** 13. What is your district's last day of instruction for the 2011-2012 school year?**

*** 14. For the 2012-2013 school year, what is your district's first contractual day for administrators?**

*** 15. What is your district's first day of instruction for the 2012-2013 school year?**

Value Added and Teacher Evaluation Rubric Correlations for Tulsa Public Schools, 2010-2011 School Year

The Value Added Research Center at the University of Wisconsin performed correlation analysis on Tulsa Public Schools' teacher evaluation scores and value added scores for the 2010-2011 school year as a validity check for both measures. Value-added scores were provided by VARC's project with the District, and were identified by teacher ID, grade, and subject. Teacher evaluation scores, based on the District's evaluation rubric, were provided by the school district and were identified by teacher ID. The evaluation scores contained the score for each individual item on the evaluation rubric. Value-added scores were merged with teacher evaluation scores by teacher ID.

The value-added file contained 1255 teacher/grade/subject value-added scores and the evaluation rubric file contained 2274 teacher/grade/subject evaluation scores. The greater number of evaluation score results is due to the limited number of grade/subject combinations that are associated with a state exam. After merging, the file contained value-added and evaluation scores for 729 teacher/grade/subject combinations. There are several reasons why the merged sample is smaller than either of the individual measures. For example, a teacher might teach multiple grades and subjects that are associated with value-added scores, but might have only been evaluated in some of those grade/subject combinations. Unmerged evaluations are assumed to be missing at random with respect to the relationship with the other metric, so missing evaluations will not bias the results, but will reduce the precision of the correlations due to reduced sample size.

After merging, value-added scores and evaluation scores were correlated by grade and subject. Class-size was used as a weight for correlations to reflect the increased precision of value-added scores for larger class sizes. After correlating at the grade/subject level, correlations were summarized using a weighted average by number of teachers across grades and subjects. Individual grades/subject level correlations are sometimes imprecise due to low sample sizes, so the results summarized across grade and subject were reported.

The overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, is 0.23. This correlation is consistent with past correlational studies of prominent national models that measured the relationship between value-added scores and teacher observation scores, such as the 2010 study by Kane et. al. using Cincinnati data¹. The full set of Tulsa's correlations is included in the attached spreadsheet.

¹ Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2010). Identifying effective classroom practices using student achievement data. NBER working paper no. 15803. Cambridge, MA: National Bureau of Economic Research.

Content Area	Level: Elementary/ Middle or High School	N	Overall weighted average	Preparation: Plans for delivery of the lesson	Discipline: Clearly defines expected student behavior	Climate: Enforces orderly behavior throughout the school	Climate: Follows procedures to protect student safety	Lesson Plans: Develops daily lesson plans to achieve identified objectives	Assessment Patterns: Administers fair and objective-based assessments	Involves All Learners: Engages learners in active learning 80% or more of the time	Involves All Learners: Uses teaching strategies to address learning styles / multiple intelligences	Involves All Learners: Asks critical thinking questions and uses questioning techniques	Involves All Learners: Uses language that increases student awareness of learning	Involves All Learners: Requires participation of all students	Explains Content: Teaches the objectives through a variety of methods	Explains Directions: Clearly states directions that relate to the learning objectives	Models: Demonstrates the desired skill or process	Monitors: Moves around the room during guided practice
Math	E / M	174	0.33	0.35	0.28	0.22	0.11	0.28	0.36	0.31	0.30	0.29	0.18	0.26	0.24	0.25	0.24	0.35
Reading	E / M	187	0.15	0.21	0.20	0.02	0.05	0.13	0.12	0.15	0.16	0.19	0.19	0.15	0.09	0.13	0.18	0.03
Science	E / M	77	0.27	0.08	0.18	0.31	0.30	0.21	0.18	0.10	0.20	0.18	0.13	0.32	0.23	0.11	0.11	0.22
Social Studies	E / M	80	0.27	0.15	0.22	-0.12	0.21	0.20	0.13	0.19	0.05	0.37	0.28	0.29	0.20	0.20	0.31	0.35
Writing	E / M	86	0.01	0.10	0.10	-0.12	0.08	0.13	-0.04	0.02	0.23	0.10	0.04	0.13	0.05	0.25	0.02	0.00
English	HS	38	0.29	0.06	0.05	0.33	0.42	0.29	0.42	0.23	0.46	0.27	0.04	0.07	0.57	0.05	-0.03	0.19
Math	HS	49	0.39	0.39	0.38	0.44	0.29	0.19	0.35	0.20	0.42	0.27	0.43	0.17	0.36	0.50	0.32	0.28
Science	HS	18	0.36	0.47	0.18	0.02	0.21	0.39	0.25	0.51	0.35	0.75	0.25	0.32	0.30	0.20	0.11	0.19
Social Studies	HS	16	0.42	0.54	0.48	0.49	0.17	0.29	0.28	0.51	0.52	0.35	0.49	0.25	0.46	0.27	0.52	0.54
Math Overall		223	0.34	0.36	0.30	0.27	0.15	0.26	0.36	0.28	0.33	0.29	0.24	0.24	0.27	0.30	0.26	0.33
Reading / English Overall		225	0.17	0.19	0.18	0.07	0.11	0.15	0.17	0.16	0.21	0.20	0.16	0.14	0.17	0.12	0.14	0.05
Elementary / Middle Overall		608	0.21	0.21	0.20	0.07	0.12	0.19	0.17	0.17	0.19	0.23	0.17	0.21	0.16	0.18	0.18	0.18
High School Overall		121	0.36	0.32	0.26	0.35	0.30	0.27	0.35	0.30	0.43	0.35	0.29	0.17	0.43	0.29	0.20	0.27
Overall		729	0.23	0.22	0.21	0.12	0.15	0.20	0.20	0.19	0.23	0.25	0.19	0.21	0.20	0.20	0.18	0.20

Monitors: Uses different types of student response techniques	Monitors: Uses appropriate wait-time in questioning	Adjusts Based Upon Monitoring: Reinforces student effort with feedback	Adjusts Based Upon Monitoring: Has students to track effort / achievement	Adjusts Based Upon Monitoring: Provides feedback on instructional involvements	Adjusts Based Upon Monitoring: Responds to students' answers appropriately	Adjusts Based Upon Monitoring: Responds to students' questions appropriately	Adjusts Based Upon Monitoring: Primarily provides constructive feedback	Adjusts Based Upon Monitoring: Re-teaches unmastered content in different ways	Establishes Closure: Summarizes or teaches students to summarize new learning	Establishes Closure: Assesses mastery to determine if independent practice is appropriate	Student Achievement: Uses data to modify instruction and guide intervention strategies	Student Achievement: Recognizes student progress and achievement regularly	Student Achievement: Consistently adheres to IEPs and modifies assessments as needed	Professional Growth: Develops professionally to continuously improve instruction	Effective Communications: Interacts with families in a positive and professional manner	Effective Communications: Uses effective communication skills with students	Effective Communications: Collaborates with peers	Leadership: Engages in service to the school	Leadership: Participates in school and district projects	Leadership: Engages in service to the profession	Leadership: Advocates for students
0.28	0.20	0.25	0.29	0.34	0.25	0.21	0.33	0.26	0.24	0.30	0.28	0.21	0.09	0.09	0.11	0.21	0.15	0.24	0.20	0.13	0.13
0.08	0.15	0.07	0.05	0.11	0.17	0.17	0.17	0.13	-0.02	0.03	0.01	0.17	0.08	-0.05	0.08	0.21	0.02	0.03	-0.04	-0.06	0.02
0.37	0.01	0.17	0.23	0.23	0.18	0.21	0.21	0.15	0.00	0.03	0.22	0.34	-0.07	0.18	0.22	0.29	0.25	0.24	0.28	0.17	0.31
0.10	0.15	0.28	0.04	0.14	0.36	0.30	0.10	0.12	0.17	0.25	0.10	0.18	0.17	0.26	0.19	0.20	0.30	0.20	-0.03	0.08	0.22
0.09	0.13	0.02	-0.11	-0.12	-0.04	0.08	0.05	0.15	0.10	-0.06	-0.03	0.08	0.02	-0.23	-0.09	0.01	-0.16	-0.16	-0.25	-0.25	-0.13
0.32	0.21	0.27	0.23	0.13	0.08	0.25	0.09	0.18	0.15	0.16	0.14	0.21	-0.02	0.30	0.28	-0.02	0.19	0.40	0.41	0.41	0.38
0.35	0.27	0.17	0.27	0.31	0.38	0.33	0.34	0.21	0.44	0.17	0.39	0.38	0.33	0.18	0.19	0.11	0.43	0.21	0.12	0.34	0.22
0.49	0.23	0.47	0.27	0.44	0.17	0.64	0.17	0.45	0.52	0.17	0.55	0.23	0.19	0.14	0.13	0.07	0.40	0.15	0.01	-0.28	0.31
0.23	0.48	0.28	0.27	0.26	0.28	0.28	0.25	0.27	0.27	0.21	0.26	0.26	0.46	0.50	0.34	0.31	0.49	0.48	0.49	0.27	0.27
0.30	0.22	0.23	0.29	0.33	0.28	0.24	0.33	0.25	0.29	0.27	0.30	0.25	0.13	0.11	0.13	0.19	0.21	0.23	0.18	0.18	0.15
0.12	0.16	0.10	0.08	0.12	0.15	0.18	0.16	0.14	0.01	0.06	0.03	0.18	0.07	0.01	0.11	0.17	0.05	0.09	0.03	0.02	0.08
0.17	0.14	0.16	0.12	0.16	0.18	0.18	0.19	0.17	0.10	0.12	0.12	0.19	0.07	0.03	0.10	0.19	0.10	0.12	0.04	0.01	0.09
0.34	0.28	0.26	0.26	0.26	0.24	0.35	0.22	0.24	0.34	0.17	0.32	0.29	0.20	0.25	0.23	0.09	0.36	0.30	0.24	0.26	0.29
0.20	0.16	0.17	0.14	0.18	0.19	0.21	0.20	0.18	0.14	0.13	0.15	0.21	0.09	0.07	0.12	0.17	0.15	0.15	0.07	0.06	0.12

**Minutes of the Regular Meeting of the
STATE BOARD OF EDUCATION
WILL ROGERS COLLEGE HIGH/JR HIGH SCHOOL
3909 EAST 5TH PLACE
TULSA, OKLAHOMA**

April 26, 2012

The State Board of Education met in regular session at 9:45 p.m. on Thursday, April 26, 2012, in the Will Rogers College High/JR High School Auditorium at 3909 East 5th Place, Tulsa, Oklahoma. The final agenda was posted at 9:30 p.m. on Thursday, April 25, 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
MG (R) Lee Baxter, Lawton
Ms. Amy Ford, Durant
Mr. Brian Hayden, Enid
Ms. Joy Hofmeister, Tulsa
Mr. William "Bill" Price, Oklahoma City
Mr. William "Bill" Shdeed, Oklahoma City

Others in attendance are shown as an attachment.

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**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the State Board of Education regular meeting to order at 9:45 a.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**

The Will Rogers College High/JR High School ROTC Color Guard led Superintendent Barresi, 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. Students of Will Rogers led the singing of the National Anthem and provided entertainment.

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

Superintendent Barresi tabled the minutes of the March 29, 2012, regular meeting until the May 24, 2012, Board meeting.

STATE SUPERINTENDENT

Welcome

Dr. Keith Ballard, Superintendent, Tulsa Public Schools, welcomed Superintendent Barresi, State Board of Education members and guests to a school that is emblematic of so many things going on today and greatness of the past. The school was built in 1936 and is a national historical registry location. Will Rogers School has produced many authors, musicians, and military leaders and continues to experience its greatness today. The school was a low performing school, became a part of the Project Schoolhouse initiative, and now has affiliation with college programs.

Dr. Ballard introduced Mr. Gary Percefull, President, Tulsa Public School Board of Education; Ms. Paula Wood, Tulsa Public Schools; and Mr. John Gaberino, Tulsa Metro Chamber.

Mr. Gaberino said on behalf of the Tulsa Metro Chamber and the entire business community, he welcomed Superintendent Barresi, Board members, and guests. Tulsa is proud of the public schools in Tulsa and proud the State Board is meeting in a very special place. Since 1996, Tulsa has invested over \$800 million in bond funds in Tulsa school buildings. Mr. Gaberino said he was at the meeting because the business community cares about what happens in public education. Approximately 1,600 members of the business community and partners in education are in different Tulsa school buildings throughout the area. The business community supports programs such as Oklahoma Scholars and the college access career readiness coaches program. Tulsa employers have also stepped up to financially support the Teach for America Program and the Tulsa Teacher and Leader Effectiveness initiative to ensure every child has a highly effective teacher every day. We are pleased about the support the Tulsa Teacher and

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Leader Effectiveness evaluation framework has received from districts across the state. Mr. Gaberino said on the behalf of the Tulsa Metro Chamber and the 3,000 members we pledge to work with the State Department and Dr. Ballard, his administration, and the McLain educators and families to implement the C³ collaboration. Everyone wants to help make this partnership work to improve the education offered to Tulsa students. There is room for improvement, and the Chamber will work with the McLain partners in education to offer any assistance possible. We are selfish in this effort. We know we do it because it is the right thing to do, but also because we know that businesses cannot survive much less strive to succeed without an educated workforce. He thanked everyone for being at the meeting.

Dr. Ballard said we continue to be a part of eight schools in the Bill and Melinda Gates Teacher Effectiveness initiative. We were not winners of the big dollars, but we do receive substantial support from the Bill and Melinda Gates Foundation. A group of community supporters for Tulsa Public Schools banded together and pays all the salaries in the Teacher and Leader Effectiveness department and helps to bring various consultants to the district. Dr. Ballard introduced Ken Levit and Annie Van Hanken, from the George Kaiser Family Foundation.

Dr. Ballard introduced Ms. Stacy Vernon, Principal, Will Rogers College High/JR High School. Ms. Vernon began as a Spanish teacher in Tulsa Public Schools and rose through the ranks to head Edison High School. She certainly embraced the new evaluation system and tied professional development to that system. She did not hesitate to come to Will Rogers. Ms. Vernon has undertaken the challenge in an exemplary manner.

Ms. Vernon thanked the SBE for taking the opportunity to see school in action on a regular day. Board Members will be provided facility tours by students and were encouraged to ask questions about their school, academics, and future plans. We have students in Grades 6-10 this year. The middle school students have finished their state testing and are beginning to work on their year-end activities and their final exams. The high school students are in the middle of end-of-instruction testing. She encouraged Board members to talk to the students about what is happening at Will Rogers. The students know the importance of testing. All students have a seven-year plan regardless of which grade they are in so that they know where they are going and they know what they need to do to get there. Students play a big part in their academic experience and that is new for many of the students. The majority of the students came from two middle schools that were closed as part of Project Schoolhouse and consolidated at Will Rogers. Many students that have never thought about attending college or having any kind of education beyond high school are now considering that opportunity. The school is very proud of the fact that quite a few sophomores have been accepted into the tech programs for next year. When we talk about college and career ready, we are talking about the students getting that right now. We are very concerned about our students knowing what college is actually like. We have been fortunate this year to have some partners in the business community and have been able to take the entire sophomore class to visit three college campuses throughout the state.

Information from the State Superintendent

Superintendent Barresi thanked Dr. Ballard for hosting the State Board of Education meeting and Ms. Vernon and her staff for their hospitality at the beautiful historic location.

Superintendent Barresi reviewed Department activities that included: the SDE Digital Learning Summit; future remote SBE meetings at Howe Public Schools and two other school sites; Web-based Civics Education promoted by Justice Sandra Day O'Connor; Tulsa REAC³H network meetings; State Superintendent's Roundtable; 20-member Leadership Advisory

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Council/Board; Classroom Teacher Advisory Board; the SDE budget request; C³ Schools meetings/MOUs rollout; REAC³H coaches; State Superintendent's listening tour/school site visits; and SDE rule approvals.

FIRST-YEAR SUPERINTENDENTS

First-year superintendent(s) attending the meeting were Ms. Lori Boehme, Superintendent, Caney Public Schools, and Mr. Scott Chenoweth, Superintendent, Perry Public Schools.

CONSENT DOCKET

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2011-2012 and 2012-2013 school years and other requests:

- (a) **Adjunct Teachers – 70 O. S. § 6-122.3**
Weatherford Public Schools, High School, Custer County
- (b) **Allow Two School Days in a 24-Hour Period – 70 O. S. § 1-111**
Calera Public Schools, Bryan County
- (c) **Cooperative Agreements for Alternative Education Programs – 70 O. S. § 1210.568**
Reydon Public Schools, High Schools, Roger Mills County
- (d) **Library Media Services – OAC 210:35-5-71 and 210:35-9-71**
Jones Public Schools, Jones Elementary School, Oklahoma County
Panola Public Schools, Latimer County
- (e) Request approval of recommendations from the Teacher Competency Review Panel for applicants to receive a license - 70 O. S. § 6-202

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

TEACHER CERTIFICATION

Exceptions to Certain Alternative Certification Requirements for University of Tulsa Graduates Approved

Mr. Joel Robison, Chief of Staff, presented an exception request for alternative certification for June 2012 graduate students in math, science, English, history and foreign languages teacher education programs at the University of Tulsa (UT). The Oklahoma Commission for Teacher Preparation (OCTP) does not currently approve these teacher education programs.

Board Member Ford said once the certification is in place this brings those that have already graduated in. . . .

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Dr. Diane Beals, Associate Professor, School of Urban Education-UT, said because of exigencies of both state certification and UT staffing issues, UT teacher education program graduates were allowed to apply for certification through the alternative placement program and be exempt from the work experience statutory requirement and Teacher Competency Review Panel (TCRP) by the previous SDE administration. The teacher education graduates must apply for alternative certification, complete a nationally approved full teacher education program, and pass required competency examinations. Future graduates will be approved by UT as staff increases.

Board Member Ford made a motion to approve the exception request waiving the alternative certification requirement. Board Member Hayden seconded the motion.

Board Member Shdeed asked if this will continue or just graduates to date.

Superintendent Barresi said it is graduates to date. This is an exception and as Ms. Beals stated they are taking efforts to correct the issue.

Board Member Shdeed said that is what he understood but wanted to clarify.

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

**Waiver of Degree Major Requirement for
Alternative Certification Approved**

Mr. Robison presented an exception request from Mr. David S. Milner to waive requirement for alternative certification. Mr. Milner's degree did not meet the alternative certification requirement. The TCRP determined that Mr. Milner would be a quality teacher and recommends certification to the SBE.

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

Professional Standard Production Report

There were no questions from the Board. This was a report only and no action was required.

ACADEMIC AFFAIRS

**Santa Fe South Middle School's Status As Not
Being a C³ Partnership School Approved**

Mr. Richard Caram, Director of C³ Schools, said the SBE requested Santa Fe South Middle School resubmit the district capacity determination document on which they met the required deadline. A panel of SDE staff reviewed/discussed the document, and the group came to a consensus on the ratings. After reviewing the documentation, Santa Fe moved from 10th to 52nd. Santa Fe submitted better information that was well organized. The Santa Fe document consisted of four notebooks, and the review process took six hours to complete.

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Board Member Baxter asked how much information was actually submitted in the short period of time.

Mr. Caram said compared to the first document submitted, the second document was contained in four notebooks. An enormous amount of work was done in a very short time.

Superintendent Barresi asked how long it took the team to evaluate the information.

Mr. Caram said approximately six hours.

Board Member Baxter said he appreciated everything that has been done. It must be quite a process to review 2,500 pages of capacity determinations on all these schools. We really have that sort of great analytical capability. It must be a very rigorous effort to evaluate all the information and get the number down to half a dozen schools let alone to try to run a school district and submit the information. As we go forward in the years ahead, can we find a more efficient, economical way for this process? He said he appreciated the fact the SDE looked at this issue again, and the results are great.

Board Member Ford commended SDE staff on this effort in a very short period of time.

Mr. Caram said it was an enormous effort.

Board Member Ford asked if the SDE anticipates having a more standardized approach to the information. Some schools provided little information, and some provided much more information.

Mr. Caram said this is a learning process. There will be many alterations and changes based on what has been done. We had a model from the United States Department of Education (USDE) and other states.

Board Member Ford said she would anticipate it would make the process not only less burdensome on the districts but also on staff.

Mr. Caram said that would be his goal.

Board Member Shdeed said that is exactly what this is – a learning process. We have gone through one round, and it will become much easier and efficient as time goes by. It certainly should. Maybe the fact that Santa Fe South chose not to help initially has taught us all something.

Mr. Caram agreed. We are here to learn at all levels.

Board Member Baxter asked how to proceed. Santa Fe is not currently on the list. We did not add them to the list last time.

Superintendent Barresi said correct.

Board Member Baxter asked if any action was actually required.

Superintendent Barresi said we are advising the Board that the internal recommendation by SDE staff is to move Santa Fe South Middle School to the Priority Level II status and continue to work with the district. It is the official recommendation that the State Board decline

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the previous recommendation of moving Santa Fe South to the C³ list. At the April 9, 2012, Board meeting the recommendation was to add them to the C³ list, but the Board tabled that action.

Board Member Price made a motion to decline placing Santa Fe South Middle School on the C³ Partnership School list. Board Member Ford seconded the motion.

Board Member Hofmeister asked had Santa Fe Middle School been informed that they would move and have they had any opposed opinion of being in the Level II group. She said she had no information.

Mr. Chris Brewster, Superintendent, Santa Fe South Middle School, said what was the direct question.

Board Member Hofmeister asked if Mr. Brewster had a comment about that action.

Mr. Brewster said from the onset we have had a contention that we were not in the lowest performing five percent of middle and junior high schools in the state, as we understood the waiver to require for placement within any area on the priority schools list. We are appreciative of the SDE staff's work on the CDC evaluation and concur with the determination. They did an excellent job in a short period of time reviewing an enormous amount of information. Our original contention was that we disagreed with the placement within the list to begin with. Knowing the timeframe between now and August, where letter grades are going to be assigned to schools and that will now cause placement within the list. We do not wish to cause any great difficulties for the Board or the SDE as they work through this process. We will deal with it, as we need to. Our belief is Santa Fe is not in the lowest five percent of academic performance and if not, we would not be a priority school.

Board Member Hayden asked if Santa Fe South Middle School is not on the C³ list, does another school drop down into the list.

Mr. Caram said no.

Superintendent Barresi said at this time work will continue with the current six schools, looking into the spring test results, and a report will be made to the SBE in the future.

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

Superintendent Barresi said we would continue to work to improve this process going forward. It was based on other models, mostly from the federal government. Comments have been received from other superintendents who have submitted information that it was helpful to have an opportunity to step back and reflect with their staff, faculty and board and to look at the overall functioning of their district and they are taking specific actions to improve from there.

Board Member Ford asked if the Board would receive updates about the other partnership schools.

Mr. Caram said yes. He will meet with schools.

Superintendent Barresi said SDE staff has been visiting with community advisory boards, forming more community advisory boards, and working with superintendents. We are at various

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stages with each of these schools and working very hard to get plans under way. We will continue to provide the Board updates.

Board Member Price said that maybe the best benefit is not that certain schools were rated, but the self-evaluation of schools caused their own improvement. He asked if that had been Mr. Caram's observation.

Mr. Caram said absolutely. He had conversations with seven superintendents that went through this process this week. One topic of conversation was what the schools have implemented and been working on and how can the SDE help.

Superintendent Barresi said now that the list is set we will move forward. The Board will see an intense involvement with the C³ schools and with the Level II schools. They will have a greater presence of the SDE and be in contact with the SDE and working with them in reviewing data, specific professional development for teachers and for their leadership. Most of the Level II schools have received a School Improvement Grant, and their work is ongoing as well.

Office of Educational Support

School Improvement Grants (SIG) 1003 (g) Approved

Ms. Gina Scroggins, Director, School Turnaround, presented a request recommending School Improvement Grants (SIG) 1003(g) to three schools. The *Elementary and Education Act* authorizes the school improvement grants. This grant provides additional funding and resources to turn around schools. To date, Oklahoma has been awarded three SIG grants from the USDE and subsequently is able to award sub-grants to districts and schools. Currently there are 11 SIG schools and approximately \$56,000,000 has been awarded. Some of the benefits of the grants include increased support to schools through the school support teams, improved teacher effectiveness, job embedded professional development, increased learning time is another component of the grant, and increased teacher collaboration time. To date the impact of SIG is that 7,000 students have been impacted by the SIG funds in both elementary and secondary education schools, including one alternative charter school. The local education agencies (LEAs) try to accurately place the teaching population with the student population as well as ensure there is a diverse and appropriate curriculum for the students. In addition these teachers are being trained and educated in job embedded professional development that addresses cultural differences, learning styles, and student engagement in order to meet the diverse needs of the students. The majority of students are economically disadvantaged and within that encompasses students that are English language learners (ELL) and also students on IEPs. The SIG grant has afforded supplemental teachers to help support these students, additional ELL assistance, and increased learning time. The purpose of the data is to identify and target the needs of these students. The third competition for the SIG has been completed. According to the USDE, Oklahoma is being noted as the first to apply for SIG funds using the new priority schools definition, and USDE is very excited Oklahoma is leading this effort. The total funding award for this cohort is just over \$5,300,000. This award is being made available through remaining SIG funds. This competition began four weeks ago. Sixty-six schools were eligible, and of the 66, six actually applied for the grant. Three of those schools are recommended for the grant.

Board Member Ford asked was the low number of applicants that were eligible because of the timeframe or the time of year.

Ms. Scroggins said she could only speculate as to why the number was low. Initially, there were 30 applicants that responded and sent in a letter of intent and attended multiple

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videoconferences and webinars, but when the deadline came, there were six applicants. The reality is this grant is providing less funding than what this grant has provided in the past. The initial grant award was \$33,000,000, and this grant is \$5,000,000. From the beginning of this process, schools were aware the grant award would only be between one and three. The USDE recommended only one school be awarded. Generally, these schools receive \$6,000,000 over a three-year period, but we know there is a greater need in Oklahoma and are happy to be able to award three grants based on the funding amount provided to Oklahoma.

Board Member Baxter asked when was the SDE aware issuance of grants would be allowed.

Ms. Scroggins said a day or two within the first videoconference on March 21, 2012.

Board Member Baxter asked when were the applications due.

Ms. Scroggins said applications were due April 20, 2012, to the SDE.

Board Member Baxter asked what date the decision was made.

Ms. Scroggins said grant reviewers had three days to review.

Board Member Baxter asked what drove the date that the decision had to be made.

Ms. Scroggins said the USDE.

Board Member Baxter asked if the SDE could not have requested more time.

Ms. Scroggins said more time was requested. What is different about this competition from the previous competition is that there seems to be a sense of urgency for pre-implementation. If awarded today, the schools could begin to implement by the next Monday. The schools will receive their funding as soon as the draw down is received from the USDE, and they can begin securing external providers, securing personnel, and begin planning for their professional development this summer.

Board Member Baxter said his biggest concern is that we give the schools every minute of the time possible. Six out of 66 does not make any sense. This is free money.

Ms. Scroggins agreed. There is a lot of work involved in writing these grants. The grant readers were provided training on the requirements of the SIG grant. Grant readers were made up of SDE personnel, Title I committee practitioners, school support team leaders, and district personnel. The grants were read three times each. The applicants had to score a level three on a rubric that had a level of one to three. If all schools were determined eligible, then a second set of criteria had to be used. In addition, the LEAs must demonstrate the greatest need for funds and the strongest commitment to prioritize SIG in their school. The following LEAs have demonstrated they will use school improvement grant funds to provide adequate resources and related support to each priority school identified in the LEAs application in order to implement fully and effectively the requirements of the SIG grant. State Board approval is requested to award the schools the 1003(g) School Improvement Grant: Shidler Elementary School and Roosevelt Middle School, Oklahoma City Public Schools, and Butner Elementary School, Butner Public Schools.

Board Member Hayden asked which three were not selected.

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Ms. Scroggins said Grant, Marcus Garvey, and Clayton.

Board Member Baxter asked where is Butner located.

Ms. Scroggins said Butner is located in Seminole County.

Board Member Ford asked the size of Butner School District.

Superintendent Barresi said there are 226 students in the elementary school.

Board Member Price said he was curious about the criteria. How was this judged? Are the reforms more important than the amount of money? How successful have these grants been in turning around schools?

Ms. Scroggins said the first cohort is about to complete their second year of the grant. Most research states it takes more than the three years to see turnaround efforts. There has been tremendous improvement in the schools with external providers, with data, and the protective teacher collaboration time. Many changes are occurring. Two of today's nominees are current SIG awardees. The criteria for the rubric are very straightforward. It is specifically the requirements in the grant that had to be addressed. If the reviewers had questions about any of the information, they were asked to write comments and then follow up with the school districts for clarity.

Board Member Price said he presumes Shidler and Roosevelt had previous grants. Is that correct?

Ms. Scroggins said not those schools. The district has other schools with grants.

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

**Changes to Tulsa's Teacher and Leader Effectiveness (TLE)
Observation and Evaluation System Approved**

Ms. Kerri White, Assistant State Superintendent, Office of Educational Support, said in December 2011, the Board approved the processes for implementation of the Teacher and Leader Effectiveness (TLE) evaluation instrument. One of the components of the process was that any modification to the framework itself would be brought before the SBE and the likelihood the change would improve student achievement demonstrated.

In January, the SDE was approached by the developers of the Danielson framework with such a proposed change that was brought to the Board in February. It included a two-year refereed research study that was conducted on the new instrument with the changes made to determine whether it was likely to improve student achievement. The Board did approve that change in February.

In March the SDE was approached by the developers of the Tulsa framework with a change request, so we began collecting the data on what is the research base behind that decision and what led the developers to make that decision. The SBE has received information regarding the request from Tulsa Public Schools to make changes to the Tulsa TLE observation and evaluation system.

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Ms. White said she wanted to draw the Board's attention to the implications of the modification to any framework. Particularly a few calls were received from districts after today's agenda was posted wanting to know what this meant for them because they just selected this model, and they asked what is the change. Those districts have been assured that the change that is being proposed is a change that would not drastically modify the overall model in such a way it might change a district's decision. However, we have also encouraged districts to understand that if they do change their decision on what model they want to use based on a modification, that would be possible, but we do not expect that to be likely.

Ms. White reviewed the proposed changes to the Tulsa rubric and an explanation of those change and the research brief provided by Tulsa Public Schools regarding the validation studies. When those two attachments were received at the SDE, there were questions about the two studies that were referenced since the studies themselves were not included in the packet. We requested those two studies. There was some confusion in the conversation, and Ms. White apologized for any misunderstanding she had regarding what the research base was. We believed that we were directed to the Gathering Feedback for Teaching Study, which was part of the Measure of Effective Teaching Study (METS). This particular study was not the research base behind the decision, but information was gleaned from the particular study that informed the general practices of fair assessment.

Board Member Ford asked if the Gathering Feedback for Teaching Study was used as an outline.

Ms. White said her understanding was that it was for general background information but was not the basis of this particular decision. We could not find the direct connection between this study and the proposed change, which is why additional information was requested in trying to determine the rationale or research base for this proposed change. Board members also had for review general background information, a horizontal bar chart comparing some indicators from the Tulsa framework with some overall value added research from the Tulsa model, and data charts. The information that is primarily data charts is not refereed research studies, or at least we have not seen that evidence.

Board Member Baxter said did it occur to anybody at any time to stop sending emails back and forth. This information was submitted on March 28, 2012. Why did we not sit down, have a discussion, and talk about this until everyone understood this the same way? Why are we sitting here in this awkward situation when this could have been resolved early in April? Why does the process work the way it does?

Ms. White said because of several factors. This was not a contentious conversation back and forth. We were asking for information. There were many phone conversations and emails in the process. We believed what we were asking for was understood and information was being collected. It has been an ongoing conversation.

Board Member Baxter asked what does the SDE need now to be happy?

Ms. White said she wanted to make it very clear that there is no judgment being made about the quality of the research or the conclusion of Tulsa Public Schools. The information, when Danielson brought their research forward, was a nationally recognized two-year refereed research study. We are not requesting that Tulsa do a two-year study. We just want to make certain the research base is a valid research study and because we have not seen a published study. Data charts are available, but there is no determination yet that the research methodology was a solid methodology.

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Board Member Baxter said Tulsa is not able to explain that to the satisfaction of the SDE. Do you think they are making up the charts rather than based on research?

Ms. White said no, she is not a statistician nor a quantitative researcher. In looking at the information, there were connections that are probably good solid connections.

Board Member Baxter asked if this information went to an expert in the SDE that does that type of analysis. He asked Ms. White how she applied the judgments if she lacks the skill set that she believes is needed.

Ms. White said if we had a published report of the study that had been refereed, we could easily say a research committee said it was valid research. If we had the study, and it had not been refereed, it could be submitted to a university research committee to determine if it was a valid methodology for research. A quantitative researcher could determine if it was vetted and a quality research study.

Ms. White said for the Danielson framework the information was provided to the Teacher and Leader Effectiveness (TLE) Commission first. The process that was approved does not require the TLE Commission to approve a modification but for the SBE to approve a modification. The TLE Commission did not make an action on Danielson's framework.

Board Member Ford asked where does the TLE Commission stand on this issue. She said she was frustrated because the SBE received information regarding this issue on a very short timeframe. She said she would like to see information that has gone through and been vetted by the TLE Commission and then submitted to the SBE.

Ms. White said for the Danielson framework the information was provided to the TLE Commission first. The process that was approved does not require the TLE Commission to approve a modification, but for the SBE to approve a modification. The TLE Commission did not make an action on Danielson's framework, but the information was provided to them. Because they did not take action and there were no comments received from TLE Commission members, the SDE brought that to the SBE with the assumption that was moving forward in a proper direction. Since the time of this request from Tulsa, there has not been a TLE Commission meeting. The next meeting is scheduled for May 3, 2012. Some documents have been provided to the TLE Commission. The most recent documents we have received were not forwarded to the TLE Commission, but those documents could be shared.

Board Member Ford asked what is the responsibility of the TLE Commission as it relates to the SBE.

Ms. White said their primary responsibility is to make recommendations to the SBE and to give oversight to the implementation process. There are several items outlined specifically in the law. Modifications to the framework is not listed in statute as a responsibility of the TLE Commission, and that is not a responsibility the TLE Commission indicated they wanted to keep when they made that recommendation. The recommendation from December was that it would go straight to the SBE and would not necessarily need to come back to the TLE Commission.

Board Member Ford said when they are silent, is the SBE to assume the TLE Commission approves.

Board Member Hayden said he understood it was up to the SBE.

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Board Member Hofmeister asked information was submitted to whom.

Ms. White said all research universities in the state have internal review boards.

Board Member Shdeed said Tulsa wants to change their model. At the SBE meeting several months ago, the Board agreed to look at three models and give the process a year. Is that correct?

Ms. White said the SBE did approve all three models recommended by the TLE Commission.

Board Member Shdeed asked why Tulsa cannot make a tweak to their model. It is not a major change and does not affect the outcome.

Ms. White said she was not opposed to and had not made a judgment on the conclusions that Tulsa came to, but her role was to provide the SBE information regarding if the change was likely to improve student achievement. She said she did not feel she had enough information to make a recommendation to the SBE based on that factor.

Board Member Shdeed said it is still during the one-year test time and in fact Tulsa is responsible for their program that they present to the SBE.

Ms. White said the SBE is responsible for approving a modification.

Superintendent Barresi said the SBE should expect continuing requests for changes based on ongoing research for all three models. Danielson and Marzano have been established for so long they do not make many changes. Tulsa is in the second year for full implementation. She said she anticipates more of those requests in the future. That is not a judgment of good or bad. Staff was instructed to set up a process to review the requests for changes, review the research, evaluate the research, and independently validate the research if possible. We are fully aware that may not be the case for Tulsa. It is not a judgment statement. This is very high stakes. This has to do with employment and whether or not a teacher is hired, fired, promoted, or receives performance pay. She said we want to set the best standard going forward. We fully recognize this needed to be taken to the TLE Commission first. That was done with Danielson, and it was not an action item because they are not required to approve.

Board Member Baxter said the TLE Commission recommended to the SBE that the Tulsa model be adopted as the model for the state of Oklahoma. In the process, the SBE established going through the evaluation process for a year, and part of that SBE decision was that the Tulsa model is the presumptive model for Oklahoma. Unless something drastic happens, that will remain true. A large number of school districts have chosen the Tulsa model. This change is not a major change to the model. At the end of the year, we agreed we would look at all three models. The TLE has already made their recommendation, so it is up to this Board.

Board Member Ford said she agrees, but she has hesitation about approving a modification that has not been presented to the TLE Commission. The TLE Commission made a recommendation that the SBE agreed with. The information provided is a summary that we need additional data to support. Can that be done? Are we just looking at a timing issue?

Ms. White said when the SDE asked for the study, the summary of the study was submitted. She has not seen the methodology piece. Either the methodology can be submitted to

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a researcher to determine if the methodology is appropriate with appropriate conclusions. If that has been done the information could be included the study itself.

Board Member Ford asked if the methodology been requested.

Ms. White said we thought we were having that conversation and communication, and as of yesterday the actual studies had not been received, just the summaries of studies.

Board Member Baxter asked Ms. White if she is not confident that Tulsa is accurately reflecting work that has been done

Superintendent Barresi said statute requires verified research based models and that means verifying the study not just a summary of the research. We are not trying to be difficult. We have simply set a standard for approval that in the future will be brought to us by all three models. We are trying to work with Tulsa so we can fulfill the requirements of the law and meet the standard.

Board Hofmeister said she would like to hear what those changes are.

Board Member Hayden said the amount of research and the supporting data should be based on the material being changed. If it is a minor tweak, it should not take much research. If it is a major change and overhaul to the program, then it should. We need to base our request on documentation and research to the level of the decision we are trying to make.

Ms. Jana Burke, Tulsa Public Schools, presented and reviewed the requested changes to the Tulsa evaluation model. Changes include removing Indicator 6 dealing with the physical environment of the classroom that has minimal correlation to student achievement. We are replacing this one indicator. There will still be 20 indicators. One factor that had been within another element of the evaluation rubric was not given the special attention it was due. Indicator 19 focused on three types of relationships: a teacher's relationship with students, a teacher's relationship with adults, and a teacher's relationship with parents. One element in Indicator 19 was removed and made a new indicator. There are several non-substantive changes similar to those made by Danielson. We did not change the substance; we simply made improvements. Ms. Burke said she does not think the changes require a refereed research study. We have external studies compared to some evaluation systems that do not that the TLE Commission approved. Those evaluation research studies were provided to the TLE Commission. The reason for this type of process is to strengthen measures. Danielson looked to research and input from the field when making changes. Tulsa does not think Danielson was put through the same amount of scrutiny as Tulsa, especially when the change to the Tulsa model has to do with whether or not you evaluate a teacher's physical environment. Several stakeholders were involved in the update. When the link between physical environment of a classroom and student achievement was measured there was a correlation of .03. That is compared to an overall average correlation in the district of .23. Indicator 19 evaluates teacher's interaction with students, colleagues, and families had a correlation of 1.7. None of the MET validation studies have been conducted by Tulsa Public Schools, which distinguishes Tulsa from one of the three models approved by the SBE. The University of Wisconsin gave Tulsa an extra opportunity to validate their protocol. The law does not require a validation study of any provider be authorized and to have an update made. The law requires a study be research based. Wisconsin looked at Tulsa's valuation data. One is being used for information purposes and one used for high stakes setting. The district also has value added modeling. The overall correlation was at .23, which is completely in line with national models. Some non-substantive changes were made to the model

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to clarify and simplify indicators. The formatting was improved. All changes to the model have been presented to the SDE since March 28, 2012.

Board Member Baxter made a motion to approve the request and Board Member Hofmeister seconded the motion.

Board Member Ford asked if the motion was a full motion to approve the changes to the model.

Board Member Baxter said yes.

Board Member Price asked if there would be an objection to a provision that we would at least approve it today and have it presented to the TLE Commission, as it should be, and to provide any data that may be missing by the next meeting. That would be an amendment to approve it today but to have those two provisions. The TLE Commission is supposed to look at it at some stage. Mr. Price said he understood the need to approve today because the training needs to be done. We should at least try to follow the law in terms of presentation to the TLE Commission for their evaluation and thoughts.

Board Member Baxter said he did not have an objection, but as he understands, the Danielson change was presented to the TLE Commission; they did not respond, so the SBE assumed that everything was okay. He asked Mr. Price if that was what he was suggesting.

Board Member Price said he was suggesting that all of them should go back to the TLE Commission and at least have them review any changes in any of the programs.

Board Member Baxter asked Mr. Price if he thought having the TLE Commission look at all the models again would be useful now or toward the end of the one-year trial period.

Board Member Price said what is critical is by the end of the year. If they are meeting on May 3, 2012, the TLE Commission could do it then.

Board Member Ford said her fear is that if the SBE moves forward and then the Commission reviews, does not like the changes, and wants to make a change, that would put the SBE in the position of deciding whether to do that. There needs to be a protocol on how we handle these kinds of items. They should go to the TLE Commission before they come to the SBE because that is their task. No reflection on today or the Danielson model. We do need to set a protocol on going forward about how we are going to address these issues so the SBE is not caught with the TLE Commission coming behind us.

Board Member Baxter said he was under the impression that the TLE Commission declined to have that responsibility or role, and it was not required in law. He asked if that is what Ms. White said.

Ms. White said the recommendation the TLE Commission made was that all modifications would have to be approved by the SBE. That recommendation was silent on what role they would have in the process. The modification to the Danielson model was not presented as an action item to the TLE Commission because it did not require a recommendation. The TLE Commission did not meet after the SDE was contacted by Tulsa regarding this modification. The next Commission meeting is not until May 3, 2012, and we were trying to move the process through. The information was provided to the Commission on the Danielson

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framework. Information was provided by email to the Commission regarding the Tulsa modification.

Board Member Baxter said so in fact this was never considered in any way by the Commission, the Danielson model. Is that correct? It was never considered or on the agenda as a matter of open meeting. It was not an action item. What was it and did the SBE vote on this? What happened?

Ms. White said it was on the agenda as a presentation. At that meeting there was not a quorum: therefore, there are no minutes of that meeting.

Board Member Baxter said therefore, there was no meeting. The TLE Commission is subject to the Oklahoma Open Meetings Act and never met to consider the Danielson update. Is that true?

Ms. White said that was correct.

Board Member Baxter said why all of a sudden do we want the Tulsa model to be done that way? If the information could be sent to the TLE Commission by email and then report that the Commission considered it and did not have any comment. That was not what happened. The TLE Commission is subject to the Open Meetings Act. They have rules, and they have an agenda. If they do not meet, Danielson cannot be given credit for having an approved update. That is just not true.

Ms. White said with all due respect it was not her recommendation that it go to the TLE Commission. One of the Board members made that recommendation.

Board Member Baxter said he was not asking how or whether it went. It was not considered, was it? The Commission never received a briefing other than by random email. Charlotte Danielson did not brief her update to the TLE Commission.

Ms. White said Charlotte Danielson did provide a presentation. Because there was not a quorum at that meeting, the recording of that meeting was made available to the Commission members who were unable to attend the meeting.

Board Member Baxter said the TLE Commission has never met in a session governed by the Open Meetings Act and considered a briefing by Danielson or had any discussion, or have they?

Ms. White said the distinction is by definition of Open Meetings Act. She deferred to Ms. Lisa Endres, General Counsel, regarding what can be said happened in that meeting where there was not a quorum.

Superintendent Barresi said there was a membership of people within the Commission. There simply were not enough members present to establish a quorum. The information was presented.

Ms. Endres said when a meeting is called and there is no quorum present, the members that are present can hear information. It would not be considered a formal meeting. It would not be recorded as a meeting. There would be no recorded minutes. The item was not an action item, which was the only reason it was allowed to be presented. Had it been an action item at the TLE Commission meeting, it would have been a violation of the Open Meetings Act to hear.

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It was not on the agenda as an action item. It was for information only. The Webinar was provided to the TLE Commission members.

Board Member Baxter said he had confidence in the TLE Commission, but we want to change the rules in the middle of the year.

Board Member Ford said she did not think the rules were changing. She said what if the TLE Commission does not like the changes that the SBE approved. Then the SBE is in direct odds with the Commission. She said she thinks the Commission has a history and been sitting long enough to understand the models.

Board Member Baxter said but at the same time, they have not opted to take this area of responsibility. Perhaps we should ask them if they want to.

Board Member Ford said they have not opted to approve the changes. The SBE approved the model. The Commission has tasked the SBE with approving the changes. She said she understood the Commission has not declined to review and offer suggestions or comments on these changes.

Board Member Baxter said but we do not know that because there has never been a meeting of the Commission where this . . . He asked if Ms. Ford would be comfortable suggesting the Commission look at all the models and changes the SBE has approved before the one year period is over and see if there are any questions.

Board Member Ford said she was not. It is difficult to approve something and then have somebody come behind that has a depth of knowledge to say that was a mistake. She said all she was asking is in the future the Commission review the changes. It is no reflection on the change that Tulsa has asked to make and no reflection on the Danielson model. She said she was trying to lay a process out so as we move forward through the years there is a clear understanding. That understanding would be that when something is sitting before the SBE for approval, that it has been vetted through a Commission that is statutorily in place for that depth of knowledge.

Board Member Baxter said that makes sense. He said you set the process then implement the process. You do not try to implement the process before it is established. He said the Danielson update took about 40 seconds, and he did not recall any talk about the TLE Commission having to bless all that. It is the responsibility of the SBE not the TLE Commission. If they want to advise that is good.

Board Member Ford said she wants a clear understanding going forward that when something is sitting in front of the SBE that is a request on the TLE because it is such an important aspect of the reforms that we have put in place, that it has gone through the TLE Commission.

Board Member Baxter said he was going with that. He said he is also mindful of the fact that the TLE Commission does not ever meet. The last two meetings have not taken place and so he does not want to be part of a cog that slows anybody's process. Tulsa is getting ready to train right now. He said he does not want to wait and see if the TLE Commission is going to meet or has a quorum.

Board Member Ford agreed.

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Board Member Price said that is the reason why as an amendment to General Baxter's motion let the SBE approve this today so the training can move forward, let us have a provision in which all plans need to be presented to the TLE Commission sometime before the end of the year and that any data that any of the plans need to provide to the SBE, need to be provided.

Board Member Baxter said then we are signing up for a solution that could be that there could never be enough data to justify a vote.

Board Member Price said we are voting today to approve. Mr. Price's question was will General Baxter approve the amendments which is that any data needs to be provided to the SBE, and the TLE Commission should review any changes before the end of the time period.

General Baxter said he does not understand all the numbers, and he does not know who is telling the truth and who is not. Does the law require a refereed study or not? This is intuitive. Tulsa wants to throw out the part about messy classrooms and place more emphasis on teacher/student relationships. What are we arguing about?

Superintendent Barresi said she could guarantee that even after the trial year, the SBE will continue to have requests to change the model on all three. A process was set up early on for approval of those, and the TLE Commission is an advisory commission to the SBE. We believe it is important in the vetting process for them to receive the information and to bring the information to the SBE for approval. No, we do not require refereed research studies. That is simply part of the industry standard. The fact that Danielson went through a two-year process, refereed and independently evaluated is great. It was very easy to move forward and bring before the SBE. It is in no way a comment on the quality of the research for the Tulsa changes. When the data and information was received from Tulsa, most of it was in narrative form. In an attempt to be as thorough as possible and follow a process, we simply asked for the research articles. Instead of waiting for a TLE Commission meeting, but in respect for Tulsa and their model, this was brought before this decision making body. She said she did not think one way or the other the training that is about to begin will be affected.

Board Member Baxter said they said it would and they are the ones who have to do the training.

Superintendent Barresi said well, there is a difference there. Nevertheless in respect to Tulsa and their model, we bypassed the TLE Commission and brought it before the decision making body. The process used for both models will continue to be pursued. It is very important. The changes are not a minor issue because it is the way the model will look forever. We need to be as careful as possible every single model is treated as equally as possible. We will continue to move along and set high standards for the models because they matter, because this is about effective teachers in classrooms and student achievement.

Board Member Price said it is a distinction without a difference. If we approve the model today and we are not affecting the teacher training, but simply putting out a general policy that the TLE Commission should before the end of the year review this because that is their job. Any data studies should be provided. We may have violated a policy in that we did not have the TLE Commission meet and have a quorum, but we do not want that to be the norm going forward.

Board Member Hayden said he appreciated Superintendent Barresi's comments on the process. There has to be some kind of a process, but consideration given to detail and research based on what was asked to be changed/modified. He said there does need to be a process, and it is high stakes. This SBE makes decisions every Board meeting on high stakes issues that will

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affect education. Everything is high stakes, but we are appointed to make those kinds of decisions. It is fair for the SDE to request the information and give a presentation on what has been requested and what their opinion is on the materials provided, and for Tulsa to present on their model and we make a decision as a Board which is what we do regarding everything else. We may decide something presented does not have the research and as a Board, we may ask for more information and table a decision. He said he did not need the TLE Commission to make all those decisions because it is only a three-year body.

Board Member Baxter said he would accept an amendment that called for approval of the update and the review of all changes by the TLE Commission prior to the end of the one-year period prescribed by the Board for evaluation of the models. He said he would not accept an amendment that includes an undefined data call for research that is not required by the law.

Board Member Price made a motion to amend Board Member Baxter's motion to approve the modifications to the Tulsa model, and that this change and all future changes be presented to the TLE Commission for review prior to the end of the pilot year. Board Member Shdeed seconded the motion.

Board Member Hofmeister asked if it was an academic year. When does the year end? Is it the school year end or the end of . . .

Board Member Price said the end of the pilot year.

Superintendent Barresi asked if General Baxter would accept the amendment.

General Baxter accepted the amendment to the original motion.

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

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

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness, gave a brief update on the work of the TLE Commission and school districts across the state as data collection continues regarding the frameworks school districts have selected

April 16, 2012, was the deadline for districts to provide information to the SDE regarding their selection of the teacher framework and leader framework. As of April 20, 2012, 464 districts had responded to the survey and 66 non-responding districts. One district selected the Danielson model, 44 districts selected the Marzano model, and 419 districts have selected the Tulsa model. The total number of administrators that need training is 2,471.

Ms. Currin-Moore gave some background information on the leader frameworks selection. The statute provides for an exception. Superintendents of independent or elementary school districts, superintendents of area school districts who shall be evaluated by the school district board of education, will be evaluated by the board of education, and all others will use the administrator framework models. We interpreted that statute to mean the district can meet an exception therefore not needing to select a leader evaluation model. If a district has a superintendent who is also the principal of the school and there are no other leaders in the district, there is no need for that type of district to select a leader framework. Because of that, fewer districts provided information on leader models because some districts qualified for that

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exception. The total of responding districts for the leader model was 419, and of that number 404 selected the McRel framework and 15 selected the Reeves framework. There are 1,026 administrators who need training, and 1,007 need the McRel training and 19 that will need the Reeves training.

Board Member Ford asked about the districts that did not respond.

Ms. Currin-Moore said she was making phone calls to those districts. Some districts have tabled these issues until their upcoming board meetings. Information was provided through a superintendent listserv, and some districts, because of personnel changes, were not on that list.

Board Member Price asked how districts plan to implement the models. The Gates study indicated more than one session needs to be reviewed, and videotaping was emphasized. He said he was convinced that regardless of how fine the model, without videotaping multiple sessions you cannot sustain doing coaching the teachers that need to be coached, disciplinary actions cannot be done and sustained, and outstanding teachers cannot be rewarded as effectively. He said he would encourage videotaping rather than an administrator just walking in and watching part of a classroom and then having their opinion challenged.

Ms. Currin-Moore said there is actually an RFP in the process of being distributed for training for the Marzano, Danielson, and Tulsa model, as well as the McRel and Reeves model. Part of the RFP requires a certain level of training hours and certification assessment. That certification assessment will have a written examination portion to provide a basic foundational understanding of the framework, and there will be a video portion the evaluators will score using the new rubric and match that against master evaluators. The combination of the two scores will create a certification. Their framework must certify an evaluator in Oklahoma.

This was a report only and no action was required.

Update on Achieving Classroom Excellence (ACE) Graduation Survey Results

Ms. Melissa White, Executive Director, Counseling/ACE, presented an update on the Achieving Classroom Excellence (ACE) graduation survey results. The results of the survey indicate 93.3 percent of seniors are on track to graduate.

Board Member Ford asked how many have not reported.

Ms. White said 121.

Board Member Hofmeister said that seems like a large number.

Board Member Hofmeister asked if that is the number of schools or districts.

Ms. White said districts.

Board Member Hofmeister said over 100 districts have not submitted information.

Ms. White said yes.

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Superintendent Barresi said the survey is voluntary. We are trying to keep track of where we sit as a state.

Board Member Hayden said we are still at 93 percent.

Ms. White said yes.

Board Member Hayden said it is amazing the number has not moved since last meeting.

Board Member Hofmeister asked why the number has not moved.

Ms. White said because the number of students added that are graduating seniors versus the number missing has stayed consistent. The average is still 93.3 percent.

Board Member Hofmeister asked how many students are not on track to graduate.

Ms. White said 2,040 students from the reporting districts are not on track to graduate.

Board Member Hofmeister said districts have reported 2,040 students, but we do not know about the remaining 100. The number could be larger.

Board Member Ford said the number could be any number. There are a number of districts at 100 percent.

Ms. White said in November the number was 6,000 without all districts reporting. Now the number is 4,000 less with not all districts reporting.

Board Member Ford asked if there was concern there might be reporting errors.

Ms. White said an email was sent to all superintendents of districts not reporting.

Board Member Ford asked if the districts provide information about the number of students that have looked to the alternative tests and projects.

Ms. White said the actual survey asked questions about missing EOIs. There were not specific questions about alternative tests.

Board Member Hofmeister asked when does the spring testing window close.

Ms. White said May 4, 2012.

Board Member Price said people tend to wait until the last minute. How much would this number decrease, and what feedback has been received indicating a student has tried everything and it did not work, or we have not tried different things? What is a typical response from the school districts that do not have 100 percent?

Ms. White said there was an open testing window in December. From November to now, it looks as though the number has dropped significantly with the open testing window. There is currently an open testing window.

Board Member Price asked if the number would go down half.

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Ms. White said it is hard to know.

Board Member Price asked is the excuse that they have not tried the projects or the testing, or is the excuse that they have tried everything and it has failed?

Ms. White said both. Most of the time, when talking about options, there is typically an option someone has not considered, and when they do pursue an option, it is a success.

This was a report only and no action was required.

**Update on Achieving Classroom Excellence (ACE)
End-of-Course Projects**

Ms. White gave an update on the ACE end-of-course projects survey that was due April 1, 2012. It has been reported that 251 students have attempted projects, and 63 of those have completed projects, 163 are still in progress, and 25 have quit the project or showed proficiency some other way. Some students attempted more than one project.

Board Member Ford asked for clarification of the incomplete and not started categories on the survey.

Ms. White said incomplete means that a project was opened and looked at and not started means it was not even opened. The vast majority of districts have not attempted projects.

This was a report only and no action was required.

LEGISLATIVE UPDATE

Mr. Joel Robison, Chief of Staff, gave an overview of legislation including two bills that have been signed by the Governor. HJR 1125 was recently filed by Representative Shelton and is a disapproval Resolution regarding the A-F rules that will soon be reviewed by the Administrative Rules Committee. Mr. Robison reviewed other legislation dealing with the elimination of some reporting requirements, allowing school districts and other state agencies to not utilize the OSBI background check, the flexible benefit allowance, allowing school districts to maintain their current flexibility in spending, combining the Oklahoma Commission for Teacher Preparation and the Office of Accountability, changing how the SDE would address setting cut scores and performance standards, virtual schools, and National Board certified teacher stipend.

PUBLIC COMMENT

Mr. Rob Miller, Principal, Jenks Middle School, provided comment regarding his concern of the implementation of the ACE graduation requirements for the class of 2012 and respectfully requested the Board grant a one-year waiver to all students who have not already met the ACE requirements.

Mr. Keiv Brummet, Clerk, Farris School Board, presented two Open Records requests. The reason for submitting the requests is trouble with T-3 lines, email, and the internet at Farris.

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Ms. Janet Dunlop, Broken Arrow Public Schools, provided comment about concerns regarding the ACE legislation in place. Broken Arrow currently has almost 20 students who will not graduate.

ADJOURNMENT

There being no further business, the meeting adjourned at 3:00 p.m. Board Member Ford made a motion to adjourn and Board Member Price seconded the motion. The motion carried unanimously.

The next regular meeting of the State Board of Education will be held on Thursday, May 24, 2012, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

Janet Barresi, Chairperson of the Board

Connie Holland, Chief Executive Secretary

TLE Statewide Pilot Year Implementation

Background Information

*** 1. Please list your district's name and complete address, including county.**

District Name:

Address:

City/Town:

State:

ZIP:

County:

*** 2. Please list your county-district code. (eg 55-I107)**

*** 3. Please list the name of the district's Superintendent and his/her contact information.**

Name

Phone Number

Email

*** 4. Please list the name and contact information for 1-2 district employees who will be responsible for overseeing district implementation of the TLE.**

Name

Title

Phone Number

Email

Name

Title

Phone Number

Email

5. Please state the name of the person completing this survey and their contact information. (if different from #4)

Name

Title

Phone Number

Email

TLE Statewide Pilot Year Implementation

*6. Please answer the following:

Is your district considered rural, urban, or suburban?

Number of students enrolled in your district-

Number of teachers employed by your district-

Number of building principals, assistant principals, and other administrators responsible for evaluating teachers employed by your district-

Number of elementary schools-

Number of middle/Jr. high schools-

Number of high schools-

Number of alternative schools-

Level of TLE Involvement

***7. Full implementation of the TLE is not required until 2013-2014; however, all districts will participate in a pilot TLE implementation in 2012-2013. To date, what actions, if any, has your district taken to transition to the new TLE requirements? Check all that apply.**

- Followed the work of the TLE Commission
- Followed the work of the State Board of Education
- Discussions with staff regarding State Board approved frameworks
- Attend informational meetings regarding TLE requirements
- Attend informational meetings regarding TLE approved frameworks
- Very little action has been taken by the district
- Other (please specify)

***8. Is your district currently using one of the approved teacher frameworks? (Tulsa's TLE, Marzano, Danielson)**

- Yes
- No

9. If you answered yes to question 8, please answer the following:

Which teacher framework is your district using?

How long has your district used this framework?

What format does your district use to conduct the observations?
(paper/pencil, electronic device, combination)

TLE Statewide Pilot Year Implementation

***10. Is your district currently using one of the approved leader frameworks? (McREL or Reeves)**

Yes

No

11. If you answered yes to question 10, please answer the following:

Which leader framework is your district using?

How long has your district used this framework?

What format does your district use to conduct the observations?
(paper/pencil, electronic device, combination)

12. Which of the following stakeholders will be involved in the framework decision making process? Check all that apply.

The Superintendent

School board members

Key central office administration

Building level administrators throughout the district

Teacher leaders throughout the district

Teacher unions

All teachers and administrators

Community stakeholders

Other (please specify)

District Guidance

***13. The State Department of Education in conjunction with each approved framework provider will conduct an overview of the TLE process, as well as an overview of each of the frameworks and what each provider has available to offer. Please indicated the type of presentation your district needs. (check all that apply)**

Presentation regarding an overview of the TLE process

Overview of the teacher frameworks

Overview of the leader frameworks

Other (please specify)

TLE Statewide Pilot Year Implementation

14. The State Department of Education is seeking input regarding teachers and leaders in grades and subjects for which there is no state-mandated testing measure to serve on committees that will provide suggestions to the TLE Commission regarding the 35% quantitative measures of the TLE. Please provide the names and email addresses of educators in your district who may be interested in providing input.

Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>

15. The State Department of Education is seeking input regarding the 15% portion of the quantitative assessment based on other academic measures. Please provide the names and email addresses of educators in your district who may be interested in providing input.

Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>