

**State Board of Education
Achievement Committee**

**July 8, 2013
Meeting Summary**

1. **Career Connections.** The Committee approved proposed changes to a portion of the Career Connections Learning Strategies for English Language Arts Grade 5. The Committee carried a motion revising the original text from “Students will research these careers and create multimedia presentations, of an argumentative nature, that encourages boys and girls to consider non-traditional careers” to “Students will research these careers and create multimedia presentations supported by facts and details that either inform or present an opinion of traditional and/or non-traditional careers.”
2. **Operating Standards for Children with Disabilities.** The Committee discussed proposed amendments to Rules 3301-51-01 to -11 and 3301-51-21. The intent of these operating standards is to ensure children with disabilities have equal access to and the opportunity for full participation in education, independent living and economic self-sufficiency. This rule is now under review as part of JCARR’s five year review process. Revisions have been made to reflect changes in Federal law as well as to more closely align Ohio’s standards for special education with Federal law.

The Committee will continue their discussion on the amendments at their October 2013 meeting. The Committee is expected to move forward to the full State Board of Education a Resolution of Intent to adopt the amended rules at the November meeting.

3. **Operating Standards for Gifted Rule.** The Committee discussed proposed amendments to Rule 3301-51-15. The rules encompass all aspects of gifted education in Ohio including: identification, placement, written education plans, continuum of services, coordinators, funding and accountability. This rule is now under review as part of JCARR’s five year review process. Revisions have been made to provide further clarification on gifted education in the State of Ohio.

The Committee will continue their discussion on the amendments at their September 2013 meeting. The Committee is expected to move forward to the full State Board of Education a Resolution of Intent to adopt the amended rule at the October meeting.

4. **Restraint and Seclusion.** The Committee received an update on the development of tools and resources to support districts in the implementation of the new rule and policy. The Restraint and Seclusion policy was adopted by the State Board in January 2013, and the Restraint and Seclusion rule was adopted by the State Board in April 2013 following the JCARR process. Guidance documents include a sample policy that districts can chose to adopt, a resource guide and sample reporting forms.
5. **Committee Discussion.** The committee engaged in a discussion on cursive writing and its presence in Ohio's and other state standards. The committee discussed different approaches to expose students to cursive writing. The Committee will continue their discussion at the September 2013 meeting.

**State Board of Education
Capacity Committee
July 8, 2013 Report Out**

Discuss Score Setting Recommendations for the Reading Instruction Test Required by the Third Grade Reading Guarantee Law as an Option to Establish Teacher Qualifications

The State Board is required by the Third Grade Reading Guarantee Law (Ohio Revised Code section 3313.608) to approve a reading instruction test, along with an associated passing score, for the purpose of establishing the passing of this test as one option for teachers to demonstrate that they meet the teacher qualification provisions of this law in order to teach reading to third grade students who are not on track in reading or who have been retained pursuant to the law. The State Board has received a recommendation from the Ohio Educator Standards Board regarding which test to use for this purpose (Praxis test #5203, Teaching Reading: Elementary Education), as well as a recommended passing score (162 on a 100-200 scale). Educational Testing Service gave a presentation to the Committee providing information about the development of the test and the score setting process. The Committee voted to recommend to the full Board approval of the passing score recommended by the Educator Standards Board at their June 18, 2013 meeting. There is an adopt resolution for this test and associated passing score on the State Board voting agenda this month.

Discuss rule 3301-57-01, Administering the Child Abuse Detection Training Program

Staff presented the Committee with proposed changes to Ohio Administrative Code rule 3301-57-01, Rules for Administering the Child Abuse Detection In-Service Training Program, which is scheduled for a five-year review. The underlying statute, 3319.073, has been changed four times since the last rule review, thus ODE is recommending that the rule be amended to reflect these changes. Changes have included the addition of the following topics to the training program: Teen Dating Violence Prevention Education, Cyber-Bullying, Youth Suicide Awareness & Prevention, and Human Trafficking. This month the proposed amended rule was brought back to the Capacity Committee for discussion. The Committee voted to recommend approval of the proposed amended rule to the Full Board. There is an intent resolution for this rule on the consent agenda this month.

Presentation by the Ohio Education Research Center (OERC) on External Evaluation of the Ohio Teacher Evaluation System (OTES) and Student Growth Measures

The Ohio Education Research Center is leading a comprehensive effort to study the implementation and impact of the OTES (Ohio Teacher Evaluation) and OPES (Ohio Principal Evaluation) Systems. Several studies are underway that provide both formative and summative findings. This includes the overall implementation study of student growth measures. Separate, but related, studies include the evaluation of the Linkage process, the evaluation of Student Learning Objectives implementation, the study of the mini-grant expansion of Value-Added into non-tested grades and subjects, as well as separate related case studies including one focusing on “The Impact of the Relationship between OTES and OPES on Principal and Teacher Evaluations”.

Researchers from Ohio University and Wright State University presented their preliminary findings from year one of the studies on student growth measures and the impact of the OTES and OPES systems. They indicated that feedback from Local Education Agencies (LEAs) has been positive, as they feel that OTES and OPES are helpful for growth while allowing for increased collaboration between teachers and administrators. However, many LEAs still believe that time demands are unrealistic and that time is taken from students.

OERC researchers will provide the Committee with an additional report utilizing data obtained through the Electronic Teacher and Principal Evaluation System soon.

Discuss the Resident Educator Summative Assessment (RESA)

Staff presented the Committee with information regarding the Resident Educator Summative Assessment (RESA) which is proposed to be the required performance-based assessment for teachers who are participating in the Resident Educator Program (Ohio’s beginning teacher residency program). According to Ohio Administrative Code rule 3301-24-04, Teacher Residency, passing a resident educator performance-based assessment is one requirement to qualify for a professional educator license at the conclusion of the Resident Educator Program. The Committee will again discuss this matter in September and make a recommendation to the full Board regarding the adoption of the RESA as the required performance-based assessment for resident educators, along with a completion standard, and there will be an adopt resolution on the voting agenda in September. The setting of an official passing score will be deferred until there is data to analyze regarding the performance of resident educators on the RESA.

Discuss Operating Standards Revisions (OAC chapter 3301-35)

Staff presented an overview of the operating standards (Ohio Administrative Code chapter 3301-35). The overview included a discussion of the purpose of the operating standards, historical context, relationship to statute and recent changes by the budget bill (HB 59). The discussion also provided an introduction to each rule and how the rules apply to different types of schools (traditional public schools, community schools, chartered nonpublic schools, and nonchartered nonpublic schools). Chairman Gunlock advised the Committee that a hearing will be held at the September State Board meeting where members will hear testimony from the public regarding the pros and cons of revising and in some cases eliminating parts of the operating standards in order to give traditional public school districts increased flexibility in their operations.

Accountability Committee Meeting

July 8, 2013

Report Card Review

Chair Gunlock called the meeting to order at 8:30 a.m. The Chairman then called for a motion to approve the June 10th Accountability Committee meeting minutes. Mrs. Terhar motioned, Dr. Smith seconded the motion, and all committee members voted in agreement to accept the June 10th minutes.

Tina Thomas-Manning announced that ODE staff will present the K-3 Literacy component and supporting data to the committee in August.

Mike Carmack and Chris Woolard presented the 2013-14 report card. Beginning with the Progress page, Chris pointed out the narrative text, the addition of a brief description about each student group, and a bubble chart indicating where each grade is in relation to the other. Mrs. Terhar noted that a light grid would be helpful under the bubble chart. The Gap Closing page provides a high-level overview, looking at Reading, Math and Graduation Rate. Colored bar charts indicate how each group is performing against others. Mrs. Terhar inquired as to simplifying the color-coding in order to make the page more user-friendly. The Achievement page shows performance indexes and indicators, with district comparison data going back five years, with the ability to drill down by grade level and review trends over time. The Graduation Rate component will allow comparisons with similar districts and the capability to analyze trends over time. A district overview page shows demographics, superintendent information, and other important data such as enrollment, student mobility, teacher data, and other information that does not fit naturally somewhere else. Chris explained that this year's report card will include a link for more information on the measures that are not on this report card. A clickable button for financial data will be included in next year's report card. Parent focus groups have expressed approval of the design, and educator feedback from the field points to excitement with data-comparison capabilities. Tina Thomas-Manning and committee members commended Chris, Mike and their teams for the work they have done.

Chair Gunlock adjourned the meeting at 9:00 a.m. with a motion from Mr. Collins and second by Mrs. Terhar.

**State Board of Education
Meeting Summary of the
Committee on Urban Education
July 8, 2013**

Chair Bennett began the meeting with a review of the June 2013 meeting minutes. The Committee members approved the minutes (summary) as printed.

Ms. Thompson reviewed the ESEA Waiver and HB555 recommendations chart which outlines Ohio's System of Differentiated Interventions and Supports. The chart, including comprehensive definitions, will be presented as documentation for the Resolution and will serve as the document for submission to the General Assembly. The Committee members were in agreement.

Dr. Michael Corso, Chief Academic Officer at the Quaglia Institute for Student Aspirations (QISA) was the guest presenter at the meeting to share the status of the implementation of the Ohio My Voice™ Initiative and the connection of this work to the continued work of the Committee relative to HB555 and non-academic barriers to student learning and achievement.

The Ohio My Voice Initiative is a partnership of the QISA, the Pearson Foundation (PF), the charitable division of Pearson, and the Ohio Department of Education (ODE) as part of Race to the Top (RtT). Grounded in QISA's work helping schools improve the conditions that support students' aspirations, the partnership seeks to advance the future hopes and dreams of all Ohio students while inspiring them in the present to reach those dreams. Dr. Corso presented the Aspirations/My Voice framework, including an overview of the My Voice™ surveys, the Guiding Principles and Conditions. The 2012-2013 SY was the second year of a three-year effort.

Michael referenced a recent quantitative survey that Gallup conducted on behalf of Microsoft Partners in Learning and the Pearson Foundation, [*21st Century Skills and the Workplace*](#). While the complete report will be provided to the Committee and Full Board, Gallup cited the work of the Quaglia Institute through Aspirations/My Voice: *"...In addition to developing sound 21st century skills, research spearheaded by the Quaglia Institute finds that student aspirations are key indicators of student success. Student self-worth, engaged learning, and a sense of purpose are critical components for student success in reaching their potential. Several of these conditions were measured in this study to determine if student aspirations are indeed correlated with the development of 21st century skills and higher work quality later in life."*

Consistent with the findings in the Gallup report, the Committee discussed their desire to consider multiple measures of determining student achievement and success.

Dr. Corso shared the work of Peter Senge on Systems Theory/systemic change to emphasize the importance of changing the *structural level* of the school system to truly realize school improvement. The work of changing systems is occurring in the seven (7) Ohio My Voice Demonstration Sites. He also shared the connection of the Aspirations/My Voice framework with the OTES and how the Demonstration Sites are using the i Know My Class survey to improve teaching and learning. Finally, Michael shared data from Ohio's students; the data will be provided to the Committee and Full Board.

The meeting concluded with a discussion of next steps, including a follow up with Dr. Corso.

Chair Bennett adjourned the meeting.

**State Board of Education
Graduation Committee Meeting**

July 8th, 2013

Graduation Requirements: The committee began with a report from Ms. Thomas-Manning and Dr. Ross providing an overview of the current state of Ohio's graduation requirements and assessments to obtain diplomas. Chairman Jones established the goals and expectations of the Graduation committee and stated the committee would create a proposal that would outline the graduation requirements which includes the assessments. Ms. Phillips provided an overview of cross-state efforts with regards to graduation requirements. Ms. Phillips then discussed specific efforts in Ohio and outlined a proposed plan developed by ODE. Finally, Ms. Jones opened up the discussion to any and all committee members and interested stakeholders for suggestions and ideas with regards to the issue of impending changes to graduation requirements. The next meeting was set for July 23rd, 2013.