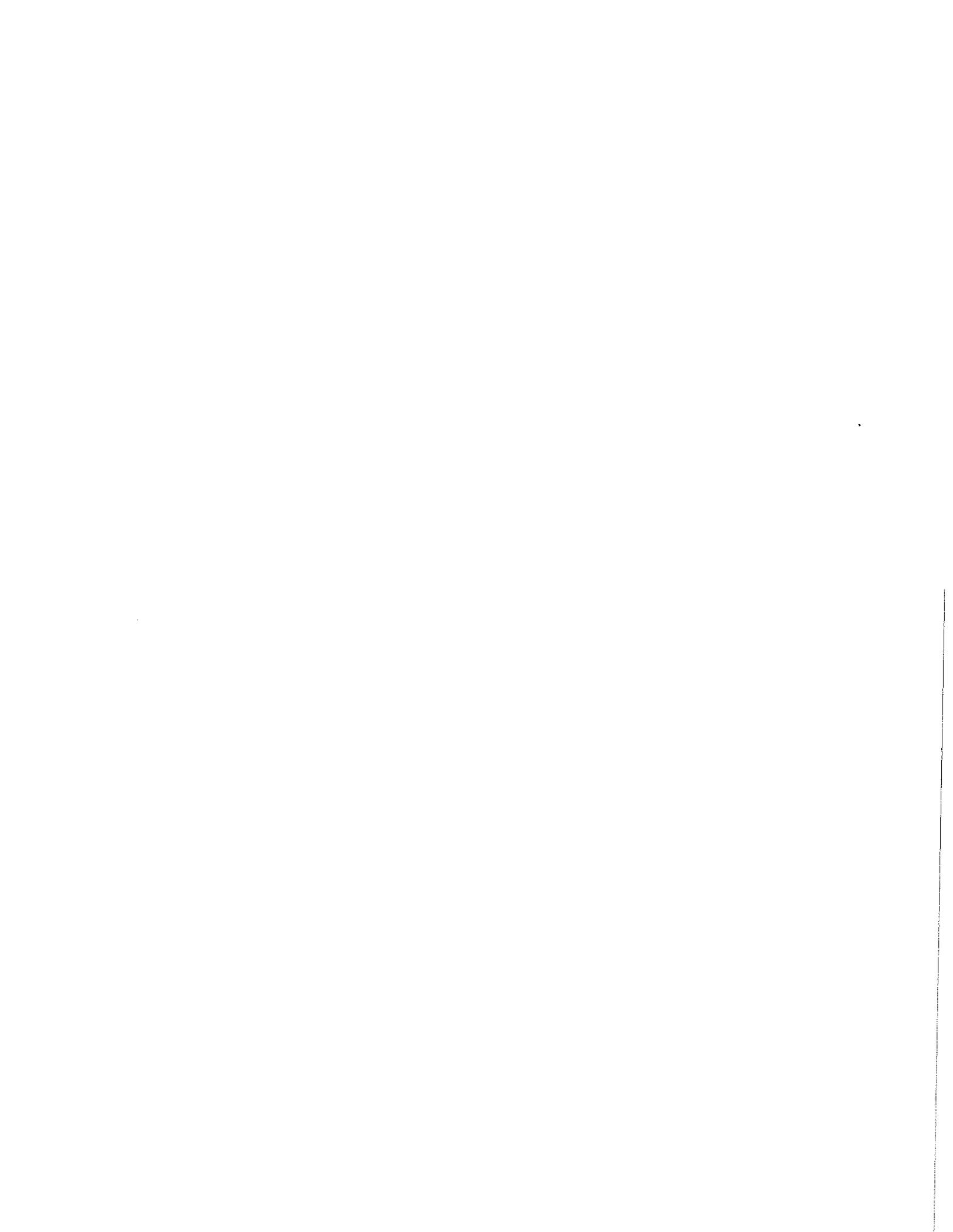




Minutes of the
Special Meeting of the State
Board of Education

October 8, 2012



STATE BOARD OF EDUCATION

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

October 8, 2012

The State Board of Education met in special session at 9:35 a.m. on Monday, October 8, 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 8:50 a.m. on Friday October 5, 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.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the State Board of Education special 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.

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Barresi – Thank you Board Members for attending the special meeting. Your time is valuable, and I appreciate your dedication to the ongoing work at the SDE. Today two major items will be presented that include the proposed budget, a non-action item, for your information and input. It will be an agenda item presented at the October 25, 2012, regular State Board meeting. During the interim between now and January 2013 when we have budget hearings after the SBE approves at the October meeting, we will be visiting with educators from around the state and constituent organizations to talk about how we will go forth with the budget proposal. More details will be given at the appropriate time in the agenda today. You will also be taking up considerations on the final report of the A through F Report Cards in the state. We have been through a lengthy review period beginning with the passage of the state law, which many folks were at the table helping to write, the writing of the rules, the 60-day period of public comment, public hearings, the 30-days review period when the data was originally released, and the review process. Ms. Maridyth McBee, Assistant State Superintendent, Office of Accountability and Assessments, and her staff have talked quite a long time to individual districts, spent personal counseling time with districts, put on webinars, seminars, and roundtables throughout the state discussing the A through F system. There have been many great suggestions from around the state, and we continue to work with educators from across the state. Great input and comments were received from legislators. Some very practical applications need adjustment. Some of those adjustments are in the law and some in the rules. Once the grades are released and the designations completed, we plan to step back and look at the A through F law again, take time before session begins to take into account all of the comments, and see how we can continue to make this system better.

PUBLIC COMMENT

Superintendent Barresi advised those signed up to speak would be allowed a three-minute time limit only.

Board Member Baxter – Just as a comment to the group participating in public comment - if you are opposed to the law, go somewhere else. If you are opposed to the rules, we cannot help you. If there is an issue that involves rule interpretation, those sorts of thing are useful to

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the SBE. If your complaint is with the law or the A through F, it is not going to resonate because we cannot help with that. Enough said.

Ms. Melissa Abdo, PLAC-Parent Legislative Group, Tulsa, - I emailed my concerns to each SBE member on Friday. I felt it was important to visit with the Board today and appreciate the time. I represent a parent group out of Tulsa. The A through F grading system, I understand, is or the idea behind it is for parents to have an easy way to understand how their schools are performing. I am all about parental involvement, parental engagement, and giving parents the tools they need. But my concern is the doubt that seems to still be lingering regarding the system. The tool A through F system will not be as beneficial to parents if they do not have the confidence and the grade. I hear that these are easy and that everybody understands the grade, which they do. I would not just go into a parent conference and have them say your child earned a D and I say okay great, thanks, that helps me a lot. I would want to know how this happened and how did the teacher arrive at this conclusion. The same thing is going to happen to the school grade, and to suggest, which is not intentional on your part, this can simply be boiled down to the parents only wanting the letter grade diminishes their role or maybe limits their involvement, as far as understanding they are going to want to ask questions. If the school district cannot explain it adequately to them, then I am afraid all this hard work and all of this effort so many people have put into this is not going to be as effective as what you are intending it to be. Thanks very much for any consideration you might give today to the certification of the grades. It will be more valuable for parents in the long run to have trust and confidence.

Ms. Julia Seay, ROPE, Yukon – We have done a report previously about the A through F and will read into the record our conclusion. We would be more than happy to send the SBE our more extensive report. The A through F is required for an NCLB waiver, and we are questioning whether a majority of parents and districts approved the necessity of even gaining the waiver. Only five out of the 15 solicitations applied with the waiver were for the waiver. Results of the A through F grading system could result in communities losing administrative access to schools. The federal Department of Education prescribed much of the framework for the A-F system. Issues that applied to one local Oklahoma school district may not apply to another. One size fits all from Woodward to Poteau. Ambiguity in the grading system has already caused schools to be labeled as C³ schools, and most are probably not in that category, such as Santa Fe High School in Oklahoma City. Schools deemed unsatisfactory due to this grading model will be forced to use the turnaround strategy which has been proven ineffective in several cities, including Arne Duncan's hometown of Chicago. But nearly \$6 million in the SIGs have been granted to Oklahoma, and we are wondering is this about money or about kids. Schools should be accountable to their communities and tax payers. The SDE should not usurp the authority of administrators hired by local school boards accountable to parents. Thank You.

Mr. Marlow Sipes, "49th is Not OK"-Parent Group, Tulsa – Thank you for the time to speak with you today. I am here as a representative of a group of parents who have signed a petition to delay the certification of the A through F grades. The petition states that Dr. Janet Barresi was recently quoted as needing to listen to Oklahoma's parents regarding the A through F grading system. Oklahoma's parents may appreciate the idea of a grading system; however, they need to be confident in the method and the data used to calculate the grade for districts and schools. Without this confidence a school grade means little.

We requested that parents across the state of Oklahoma sign this petition, and this petition was released at 11:00 p.m. on Friday night. It already has over 550 signatures as of this morning. Some of the comments that were made on this petition are: "The implementation of a school and in a sense a district grading system is an important goal, but one that must be tested and proven before it is relied upon to communicate accurate information to parents. The State

Department of Educating is doing a disservice to both parents and students by releasing data that is skewed and unbalanced. Please take the time to get it right.”

Comments made by parents include: “Please consider the demoralizing impact of a single grade upon an entire school family. I feel this process is too simplistic. Let’s spend more time on a better solution.”; “We all need to be on the same page. Parents and teachers deserve a system that makes sense to all.”; “We strive to evaluate our students with accuracy and should only expect the same time for us from our Oklahoma State Department of Education. Please delay this type of evaluation until it is designed to accurately reflect Oklahoma’s schools true achievement in order to communicate with our parents. A true picture of our individual Oklahoma schools.”; “There are too many questions about the scores and the SDE’s handling of the information. Their 28 page PDF files with its 48 charts only complicate their claim of simplicity and transparency. Delay the certification, please.”

I represent these parents and my request is that you will delay the certification until we are sure that this is the right thing that needs to be taken care of for our parents and for our students. Thank you.

Ms. Lisa Mueller, Assistant Superintendent, Jenks Public Schools – Many in recent days have expressed a variety of concerns regarding the new A through F report card system. I am here today to speak to an issue which is not clearly outlined in either the enacted legislation or the A through F rules, the method used to determine state average growth for purposes of calculating the growth index for schools across Oklahoma. Though I hope other issues will be addressed as General Baxter mentioned through the rules revision process or future legislation, the state average growth calculation is the one area that I ask you consider today as you determine whether or not to approve the release of A through F report cards. During the 30-day data review period, school districts were surprised to learn that the state average growth was calculated not by using the commonly understood meaning of the word average, which is to add all scores together and divide by the total number of scores, but instead by adding and averaging only scores of students who showed increases in their OPI scores. This would be an analogist to figuring average yardage for a running back by using only the plays in which he gained yardage and not those in which he lost yardage. The A through F rules do speak to the use of increased standardized achievement scores in relation to calculating the growth index in determining which students are eligible for inclusion in the growth index. However, in each instance this language references individual students and the method of calculating a schools growth grade not the methodology which should be used to determine the state average growth. When addressing which students are eligible for receiving a growth point, the rules indicate that any student who exceeds the state average growth shall receive a point. There is no further elaboration in the A through F rules that would lead the reader to believe the state average growth will be calculating using the scores of only those students whose OPI scores improved. If as officials of the SDE recently have indicated the plan always was to use only positive growth to determine the average, why was this not made clear in the rules language, in the ESEA waiver document, in the presentations given to the SBE and to superintendents or in the A through F guide? School districts across the state had no opportunity to provide public comment regarding this unusual method of calculating state average growth since no one was privy to the information that the average would not be calculated in the traditional way. There was no printed or verbal explanation of this process, and the only way district personnel learned of the new methodology was by doing our on calculations and speaking with other administrators struggling to determine how the SDE arrived at its significantly inflated growth numbers. Finally, when questioned by multiple districts that are unable to independently verify the growth calculations the SDE shared the way in which state average growth figures were derived. Sherri Fair from Union Public

Schools and Larry Smith from Tulsa Public Schools will share further details regarding our concerns with this method of calculating state average growth.

Superintendent Barresi reminded the public there was a timeline and time limit.

Ms. Sherri Fair, Director, Student Data and Assessment, Union Public Schools, Tulsa - Thank you, Superintendent and SBE, for allowing me the opportunity and hearing my concerns about the release of the A through F report card. Before the SDE published our preliminary report cards, I had projected report cards for all of our seventeen sites. I expected my projections to be lower than the actual state report cards because I had no way of estimating the state average growth rate for the 14 exams. Never would I have predicted students in the limited knowledge band would be given the opportunity to earn a credit for their growth because the state calculated average makes it impossible for them to earn a growth point. A huge number of students were eliminated from being included in the state average growth, which is not a representative average at all. The way they calculated average, therefore, makes it impossible for many of our students in limited knowledge to even be able to earn their growth point. Ms. Fair referred to the table in the handout she provided the SBE and said the growth point for exceeding the state's average growth is only needed to be applied to the limited knowledge or to the unsatisfactory performance level. The SDE calculated the state average growth requires 44 points for the math, 46 points for reading, 45 points for algebra, and 49 points for the English exam. If you are a student in any of these highlighted areas in limited knowledge, that range of points is smaller than the state calculated average growth. Therefore, those students have no opportunity to even earn the growth point because the range is smaller than what the state has calculated as a state average growth. You can see how unfair this is for the students who are in these six highlighted areas. On face value we all know how to calculate an average, but this state formula has misrepresented the term yielding grades that undervalue student performance and cause distress for the entire system. I sincerely request that you withhold the release of the A-F report cards today until the actual state average growth can be calculated and be applied to the growth section of the report card. This correction will more accurately portray the quality information that we want to provide to all of our parents and stakeholders. I would also like to request an opportunity for input into reviewing the rule changes for the 2012-2013 school year, to provide additional clarity and accurate information to all of our patrons. Thank you.

Mr. Larry Smith, Assistant Superintendent, Accountability, Tulsa Public Schools – Mr. Smith provided SBE members a table for review and said I want to piggyback on Ms. Mueller and Ms. Fair in that the first table is in fact, if the school districts were able to use the state average growth as we felt, how it would be calculated and what kind of impact would that on a school. The impact on one of our elementary schools would be noticeable, and it would increase their letter grade by a grade but not move them from a very low performing school to a high performing school. It does have a residual impact on their letter grade. A more important piece to it is this is a school that under their current designation, realizing we are not doing designation today and will be updated, would be listed as a targeted intervention school. There will be mandates to go along with targeted intervention, but parents will not have a choice. They are not a part of the parent choice option. If they were in fact applied as the state average growth, as we believed it is intended or we read that it was intended, the status would probably, if they move to a C, move to a focus category. At that point, those children would have the same mandates or nearly the same mandates, but they would have an opportunity for parent choice. The reason that is important is right now we have schools that have been identified for focus designation that perform at a much high level than the schools at the targeted intervention level. It gives an opportunity for school choice to be available for students from schools that are in the lower performing area. The second table is related to the comments Ms. Fair made earlier regarding the students that are limited knowledge, remain limited knowledge but not eligible to receive a

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point, even though they cannot receive a point, they are part of the divisor. In other words they are counted into the calculation for determining the growth score for that area, therefore, moving that score down and impacting the letter grade. You will see at one of our middle schools that by removing those students in that limited knowledge to limited knowledge category we are not eligible for a point; however, they were still in the divisor. It actually increased the school score by five percentage points and changed the category. Finally, I want to point out a statistical anomaly that has occurred in Tulsa under this system where we currently have 60 students where the performance went down...

Superintendent Barresi - Mr. Smith, your time is up; thank you very much.

Ms. Wendy Hardwick, Broken Arrow - I am a parent concerned about the A through F grading system and the way they were calculated. I am supportive of the A through F grading system itself but want to be sure that grades are a fair and accurate representation of our schools. When the superintendents express their concerns, I read the responses and dismissal of them in the papers. I was very disappointed. As a parent I want to support the concerns of the superintendents who are representatives of our schools, students, and our parents. I request a delay until these issues have been addressed. Thank you.

Superintendent Barresi asked that speakers contain comments around the A through F grading system and that it was not about the federal designations.

Ms. Julie Garrett, Putnam City – I am an involved, informed, and educated parent. However, I feel the A through F guidelines seem to be very technical and difficult for even the superintendents to understand. I have a concern that maybe the parents might have some difficulty understanding them as well. We are conducting open forums in Putnam City to understand them and discuss with parents. If we had a delay and little more time to go over them, it would make it a little easier for everyone to understand. Thank you.

Ms. Anna King, State President, Parent Teacher Association (PTA), Oklahoma City - I am a parent, and I speak for 65,000 parents in Oklahoma, and we are the voice for the students. We applaud your effort in making the grade system because in the state of Oklahoma we are lacking. Every effort that all of you put forth we appreciate. I am standing behind, I have a long speech I wanted to say, but I am listening to people from districts, superintendents, and teachers with calculations. If they do not understand the calculations, then how can we? When you become a member of PTA, our mission and motto is "Every child one voice." So that means I am speaking actually for over 600,000 students in the Oklahoma, and their voice needs to be heard. I am listening to someone say that students in this calculation will be left behind. That is huge. I do not want any kid to be left behind. I do not know any parent that would want their child left behind. If they cannot understand the calculations, then how can we, and it is supposed to be parent friendly. I know what an A and F looks like and all of the letters in between. I have had three kids graduated from high school and go on to college, so I am pretty aware of each grade, how they got there, how the teacher explained to me the caliber of what was needed in order for them to upgrade their grade. How is that being successful in our districts and in the state? We are not here to argue or fuss, but we do want to be included on everything. Teach us, help us. If the superintendents all get together and have concerns that they have no idea what is going on, how in the world are we. How could they explain to us the caliber and calculations they have put forth? We are asking the SBE to delay this, take it back, give it some time and come back so that when you come and talk with parents it can be explained that this is what an A looks like, and there is no calculations of it. Either you have an A and this is how you work to get an A or here is an F. We are asking for a delay because we are concerned for all of our students. I appreciate the time for letting me speak.

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Ms. Ronda Boston, Putnam City – I am a parent of five but during the school year I have 659. I am a very involved parent who is all for the grading system, but it has been very unclear. It is supposed to be for the parents, and I can tell you right now it is not. I consider myself an educated parent, but every question I have asked has been met with the response, “We are not sure we will get back to you.” I was always the kid that had to ask “why” and expected to be told why. Right now it is very unclear, and when we went to our school board with every question we were given, “I believe it’s this way.” I want to be able to help my parents understand what is going on and right now, I do not feel that we can. Saying we have an A or B is great, I understand A or B, but tell me how you got this. As I was listening, one of my kids could possibly be one of those children that do not get included in the calculations because of math or reading. Not because she cannot do it but because she does not meet the expectations that have been set right now. She has had a lot of struggles but has come a long way. That is unacceptable to me. If my school gets a B and she’s calculated it, I want to know how it can be fixed and with the education of our children A’s should be accepted or as a parent it is the way I feel in my school. I am a transfer into my school because I believe in what they do. I believe in my district, also, and I know we can make this work if we just delay it and get it right. Thank you.

Dr. John Cox, Superintendent, Peggs School - Peggs is located in Cherokee County and where I have been superintendent for 19 years, a 27 year educator, and an adjunct professor of educational administration at Northeastern State University. I appreciate the work Ms. McBee has put into this grade card, and it is a great tool for us to use if we can maneuver the calculations to best describe the performance of our schools. There are a few items that are specific to me, and the hard part is until you get the scores in you really cannot see how the calculations would affect you. Our school performs well on the tests and expecting a B level grade. But when you perform well, in our case, half those kids are satisfactory scores in the bottom 25 percent. This means we are doing a great job, but when calculating bottom growth you are not allowed to use those kids for that calculation. What happens is, even though we are doing a great job on testing, in the bottom 25 percent we have an F in one category and B in another giving us a D overall in that 17 percent. This means although we are testing great at the end on the final report that 17 percent of the kids, which is only half of the bottom 25 percent, will pull our grade down to a B. I have concerns in this area and it is specific to us. But in talking to superintendents across the state or those in our category that score, the bottom quartile hurts us on the grade card. It will be hard to explain to a parent why we received an F in that lower quartile based on 11 kids, and then pulls our grade down to a B. The other thing is in our situation we are around 25-26 percent special needs kids. These kids are required to take tests at the same level as their grade level and not what their Individualized Education Program (IEP) says. One thing I would like to see in the system is that it looks at the demographics. Currently the system assumes that all schools are identical for student populations. The band of confidence range is another concern where you can have a B, but then also if you look at the band of confidence around the true test scores, you could also be in the range of a C to an A. Therefore, there is really no direct score, which you could say, “I am a B” because there is such a range in there. I would like to know what the band of confidence is in there. Lastly, one thing we have talked about a lot is regarding the growth model when a student stays in limited knowledge on a third grade test in reading and a fourth grade test in reading, both years. They had to have grown to be able to stay at the same level on the fourth grade test, unless, the fourth grade test is at the same level as the third grade test. I think if they are given a third grade test the second year you would see a significant progress in our system. Thank you.

Dr. Keith Ballard, Superintendent, Tulsa Public Schools – I appreciate Superintendent Barresi and members of the SBE for their Boardmanship and service on this particular board. I appreciate General Baxter’s comments regarding what this is not about; it is not about a bunch of

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disgruntled superintendents who are trying to hide from scores, as I have been portrayed. That is not the case. It is not about opposition to A through F; in fact, whenever I saw A through F, having lived for over a decade of designations under No Child Left Behind, I thought this was going to be a better system. Let me tell you what this is about. It is about students who are going to have a grade on their school and about schools that are going to have a grade that is not easily understood. Last week a group of superintendents, knowing that we had not had the kind of input we want, although there had been opportunities for input but not meaningful input of being listened to, were saying we really need to speak up, and because this was going to be approved at a Monday board meeting, we needed the opportunity to be heard. It was a small group from all over the state who said this. As of this morning, that group has risen to right at 300 who represent over 75 percent of the students in the state of Oklahoma. Are we all wrong? We are not all wrong, and we are not opposed to A through F., In fact, it is all about the calculations that are in A through F and in particular, as has been explained this morning and I want go back into details because you heard it, about the growth factor. As I was standing outside talking to my dear friend Dr. David Goin, Superintendent, Edmond Public Schools, who gave me permission to use his name, said the growth factor is going to impact Edmond which is on an opposite end of the scale from where Tulsa Public Schools is. It is not about trying to hide. In fact, I find it insulting for people to say that we are trying to hide behind low scores. A week ago today I posted, at a board meeting for the world to see televised, all of the reading scores since 2008 in Tulsa Public Schools. You know what, they are not where we want to be, and we are working diligently on reform measures in order to correct that. It is about fairness, and that is what we are asking that we have a fair system that is easily understood. I think it speaks to the fact whenever you have parents speaking hear today and 300 schools represented saying to just let us slow down, take a look at this and is this fair. Two points, one we actually have a school that will have a D grade in graduation, and that school does not have 11th and 12th graders. There were 11th graders this year but not last year. This is in no way a criticism of the people who have worked diligently on this. I have the utmost respect for Maridyth McBee and her very small staff. I think more people could have been utilized in this effort because of the great importance that it has. We have a school that will have a D designation in advanced coursework and that very school has been named as the best micro society school in the United States of America, a very high achieving school, and it is going to be because of advanced coursework. I urge you take a look at an extension on this to make sure we get it right. Thank You.

Mr. Bill Hickman, Epic Charter School, Oklahoma City - As a charter school in the digital age, we are supportive of the reform measures of this administration. However, we recently learned just last week that the formula as applied to Epic One-on-One Charter School was amended, and as a result the entire whole school performance which by rule is required to comprise 33 percent of the formula was removed. Epic had received an A in that portion of our formula, and now that it has been removed, it has severely affected our letter grade that we will be receiving. We are speaking here today because we would like to request delaying the release of Epic's school report until we can get the matter addressed. Because releasing a grade that does not include 33 percent of the formula, as required by the rules, would be a violation of the rules from our perspective and an unfair representation of the performance of Epic. We understand that there are other schools that may be having their grade delayed to review issues like this that were last minute matters. We request the same consideration for Epic considering that it was October 3 when our school report card was amended. I have copies for Board Members, and as you can clearly see on here, the whole school performance has a "0" percent assigned to it, versus an August 31, preliminary report card that shows whole school performance 33 percent as required by the state rules. We think it is very important for the credibility of this system that it is consistent and is compliant with the rules and the law. We are not clear exactly because we have raised a question with SDE representatives as to why there was this change to Epic formula, and we have not received an answer to that question. We do

not know this because of the unique nature of Epic being a virtual charter school or not. We are willing to work with the SDE, but we do think it inappropriate to release Epic's official scores until that matter can be discussed and further reviewed. Additionally, we do have some concerns when there is a component, if you will, that would result in a school receiving an F automatically. In particular in the rules, there is provision if you do not have 90 percent of your student population taking the tests that you will automatically receive an F. As a matter of trying to ensure that the purpose and intent for which the law was passed and for the information to parents, if you have a trigger that automatically results in an F, that seems to shield the actual performance of the school. For a school like Epic, where we had 89 percent, we respectfully request that be part of the consideration of our grading process. Finally, it is unclear whether or not there will be due process pursuant to the Administrative Procedures Act allowance in the event our grade is released if there would be an appeals process. We would respectfully request your consideration of an appeal process be put in place if it is to be interpreted as there is not one to ensure compliance with the Administrative Procedures Act. Thank You.

FINANCIAL SERVICES

Presentation and Discussion of the FY 2014 Budget Request

Superintendent Barresi presented an update of the Oklahoma C³ goals. There is a great deal of work within the SDE and around the state implementing the goals. The ultimate goal is that by 2020 every child graduating from an Oklahoma high school be college, career, and citizen ready. To that point, the SDE has worked with educators throughout the state and developed a series of goals that fold in all of the reform implementation that will allow us to reach the ultimate goal. The first and most important one, because without it we cannot do anything else, is to assure that we have an effective teacher in every classroom and effective leader in every single building within the state. This is critical and is job one. The next is to focus on science, technology, engineering and mathematics (STEM), and to increase the number of students in the state that are interested in those career fields and related career fields. After that, there are stair step goals. We call those goals "readiness goals" assuring that every child is ready for kindergarten or ready for the rigor of fourth grade, sixth grade, the middle school years, ready for high school, and finally that these student are fully prepared and are indeed C³ ready.

As we looked at those goals, we looked at implementation strategies around those goals and created four large groups of implementation strategies. The first is effective teachers in every classroom and principals that are actually academic leaders focused on being academic leaders within their schools. Underneath that, Board Members, you will see a list of all of the different strategies currently in place that we service districts and districts are undertaking right now. We are working to assure we have great teachers in our classrooms that have the tools they need, have advanced training over and above their training coming out of college, and are aware of instructional techniques for kids that learn in a different way. We are doing work throughout the state around literacy, particularly in reading, and our focus this year is the lower grades. The work our REAC³H coaches are doing gets nothing but positive feedback.

The next strategy is around rigorous standards and curricula. We are implementing the Oklahoma C³ standards, which include the common core, new social studies standards, and ongoing work in mathematics. Next year science standards will go under major review and revision. We are increasing the work in advanced placement (AP) and pre-AP training because again that augments the implementation in grades 6 through 12 on instructional strategies around the common core emphasizing and supporting districts in our community colleges and current college enrollments. The K-20 Alt Center is doing some fantastic work with kids in alternative

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education that learn differently and helping those students to be successful on the end-of-instruction exams. Kahn Academy is taking hold within the state and districts are using that in different ways. The "Think through Math" opportunity is going out to districts and is available to the entire state. The SDE appreciates the relationship with CareerTech making sure we continue to find new pathways that are available to students who want to pursue studies in the CareerTech system, which will help them be fully prepared particularly in the area involving industry certification. I thank Dr. Berkenbile and the CareerTech system for doing so many things, and number one is putting out a welcome mat for the REAC³H coaches and constantly working with us on ways we can provide more opportunities to students.

The third strategy is around accountability, transparency, and school choice. We finally have an A through F grade card and the federal designations under No Child Left Behind, which our ongoing work with districts will be around. A Reward School Recognition program particularly, a competitive grant, will be available soon to reward schools. The Teacher of the Year competition is fantastic. Communications are going out around the teacher, parent, and Leadership Post Newsletters, opportunities for parents to take advantage of their right to choose for their child, including charter schools, the Oklahoma Opportunity Scholarships, and the Lindsey Nicole Henry Scholarships.

The fourth strategy used to implement these goals is around digital learning initiatives, which are very important and an added benefit for students in the state with the greatest benefit for students in rural areas. We are working with districts on digital learning opportunities within their classes, giving teachers another tool in their toolbox on learning how to use virtual information.

This is information for the Board to have when considering the budget request later in the month. We looked at the dollar amount awarded to us by the legislature last year, and to be very frank, I was very frustrated. Why did some agencies receive a raise and we received a stand still budget even after all of our efforts? I read an article by Gary Ridley and listened to his speech earlier in the year about the Department of Transportation where he talked about asphalt, steel, concrete and the objectives needed within the state to have great roads and bridges. He talked about his objectives, which were very clear-cut for two years, in a very concise way, and he was ready to stand accountable and have the public take a look at the goals that he set and to be accountable to the public. Mr. Ridley was given \$5.2 billion over a five-year period to produce great roads and great bridges. We are going to take a lesson from his playbook. It is time that we go to the legislature with a performance-based budget. We now have the tools and accountability, a teacher and leader evaluation system, an A through F grading system, federal designations, and a student information system that will be very mature by this spring. We have the tools we need to stand up and show the results we have achieved in education. This is not a final list because between the time that you vote on this budget later this month and the time we have hearings, we are going to be meeting with constituent groups of teachers, superintendents, principals, parents, and community people to discuss what the metrics are that we want to stand for and be held accountable for. It can be 10 or 15 but it needs to be something we all together agree on and take to the legislature stating this is what we stand for and what we stand accountable for. For example, if we hit seven, then next year we expect to continue to get improvement based on the growth of the number of students in the state and for the funding level to remain in a positive stand forth. However, if we fall short of whatever we decide to stand for, then we will be ready to take the consequences with either a stand still budget or a lowering with the amount of money that comes to our schools. This is a tall order. I put together a few performance metrics that is by no means a final list. This is simply a sample list to give the Board an idea of what we are thinking. I am very troubled and concerned about the lack of rate of implementation of the Oklahoma C³ Standards.

This state is going through a happy problem. Oklahoma is growing quickly and growing quickly in the number of students. We had a record year this year in the growth of the number of students. We are anticipating a minimum growth per year for the next two years of approximately 16,592 students, per year. By 2014, the weighted average daily membership (ADM) will be 1,086,251 students, and that is not the total number of students, but when anticipating the number of students in the state to increase by over 35,000 students, that is another Oklahoma City.

Board Member Ford – Is the 16,000 the actual students or is that weighted?

Superintendent Barresi - We anticipate an increase of 16,000 students to the weighted ADM. The weighted ADM will increase by that much every year. That is really where we fund schools on the weighted ADM. We have to go back and look at per pupil funding through the years and the varying amounts in terms of that funding. Certainly the ARRA funding was utilized in 2010-2011, and Governor Fallin backfilled the ARRA money in 2011. But if you take the year 2010 at a weighted ADM with ARRA funding of \$3,210 per student, just state funding not taking into account federal dollars, that number multiplied by the new weighted ADM is one million students. When you back out of that number, you have to back out the local dollars that come in or ad valorem numbers would come up with an increase in aid to schools of approximately \$234,733,000.

Superintendent Barresi presented the draft of the FY 2014 Budget Request and directed the Board's attention to the FY2014 Total Request column in red and the Financial Support of Schools column under the Activity column. It is over \$2 billion and with that reflects an increase of \$234 million. We have moved around some categories. Under the Activity column, under the Public School Activities fund is listed what we call Reform Implementation. This is all of the work we are doing at the SDE around the state. The Flexible Benefit Allowance also reflects a growth in the number of certified and support personnel and reflects a six percent increase for health insurance costs. We also added a new element called School Activities Competitive Grants Pool. As you know when considering the activity fund, various types of groups come and ask for dollar bills and ask the legislature for those dollars too. It is important they continue to be considered, and it is important that others have the opportunity to be considered as well. We are proposing that the legislature set aside \$2.7 million for a competitive grant pool. The SDE would set guidelines for the legislature to use when constituent organization(s) request consideration to be included in the competitive grant pool. A particular legislator would have the guidelines under which they could add them to the numbers. The SDE would develop a rubric, and if the legislature wants an independent organization to award the grants, that would be great, or if they want Board Members to award the grants, that would be great. We will go to legislators for guidance and visit with the Board about the grants. These grants can be awarded on a competitive basis much like the Race to the Top competition that is available. It is an opportunity for these long-standing programs to show their efficacy, perhaps to grow, and expand their reach throughout the state, but be able to stand for their results. An increase is requested in the area of assessments that reflects the benchmark in assessments and the performance items around writing, which are very, very expensive. The benchmark test will be a real service to districts and keep them from having to spend their money on benchmarks if they would like to use the state assessment.

I would like to emphasize once again that this number of course is a big number, and I think the only way we can support getting there with this number is if all of us, together, are willing to say that we will stand behind our results. This is what we need to attract the best and brightest among teachers. The amount for aid that goes out to schools, we are hoping districts will award pay raises to their teachers. However, we will work to help develop four to five

different teacher incentive models that districts can choose from to use to be able to attract the best and brightest. It should be up to the districts as to what type incentive plan they use. Since June 1, I have received phone calls from superintendents saying that for the first time in their careers they are having a hard time filling spots in elementary schools. We need to take that issue and be serious about it and assure that we have an opportunity to put the best, brightest, and most capable in every single classroom. As a state it is time that we stand up and get ready to do that.

Superintendent Barresi – I would entertain questions for the Board and from now until the end of October will be happy to visit and answer any questions and determine how we can go forward.

Board Member Baxter - The School Activities Competitive Grants Pool contains activities that were previously in the category of Reform Implementation. What is the intent here in terms of the process? Who is going to make the determination to give these grants? I would not favor the SBE losing control of that process.

Superintendent Barresi - Throughout the year I and members of the legislature are contacted by private organizations, constituent organizations that are privately funded organizations asking to augment their operating funds by dollar bills that come from the state. Every year they lobby for that money, but other organizations say, hey look at how we are helping our students. It is up to the legislature to add them but most often with the language that states as funds are available. What we are proposing is that legislators determine if anyone is added to this, by whatever criteria they want to set up, and then whatever board takes a look at the competitive grant that makes the decisions based on a rubric that would be developed to evaluate these grant proposals. It is much like Race to the Top where you have a very strict set of requirements, would have to show their efficacy numbers, the number of students being served, if they want to expand what their performance goals would be, and should the legislature decide the SBE would make the decision, or a separate organization look at this to make the decisions on awarding the grants. Every year there are more and more who want to get into this pool and lobby for it, and every year the money becomes more and more constrained. So it is a last minute flurry the last two days of session to be added into the number. As you know, this Board has less and less discretion on how to spend that money, and so we thought to make it as fair as possible and to do a competitive grant pool.

Board Member Baxter – I think that is fine. I do not understand why you would want somebody other than this Board making that adjudication. It does not make any sense to me. Why would we take \$2.6 million and turn it over to somebody else to make the decision on how it is going to be spent toward common education? The grant process is fine, but I think we would want to be the judicators of that on this Board.

Superintendent Barresi - Noted.

Board Member Price - There are other initiatives that you have been a part of that are going to make a difference in terms of funding. The two initiatives I am thinking of are the Midwest City-Lawton STEM programs that provide an incentive for teachers and for students to have more students in AP. At the superintendent's advisory meeting, the Midwest City superintendent said that it made a huge difference. Our hope remains it is beginning to gain steam with many businesses getting involved and adding money to that process because it is something incredibly attractive to businesses, and they can see discernible results. It does not affect elementary as much but is an area in which we are having a real lack of teachers and that could have a huge impact. Secondly, the House Education Committee was reviewing recently

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the proposal by Superintendent Barresi regarding what was done in Indiana on a voluntary basis, and he was excited. The Office of Accountability is doing about 10 school districts a year, and that is just barely scratching the surface at 500 plus. What they are really looking at now is having a team of retired businessmen and women who can go out to the school districts, do a fiscal review, and show school districts places in which they may be able to save tremendous amounts of money. What they found in Indiana was sometimes up to an 18 percent cost savings. People were skeptical at the beginning and thought they had gotten every dime out of their budget, but they found out there were many areas from lighting to group purchasing that could change that around. There are other sources of money out there, both private money that comes in and also in cost savings administratively, that could have a huge impact on this budget.

Superintendent Barresi – Thank you. It is very important that we continue to pursue public and private partnerships with committed foundations, organizations and new organizations coming into the state. It is very important we continue to pursue those opportunities, which we will actively do. Districts are doing that as well, and I applaud them for that effort. This is targeted and focused and not about just taking a large pot of money and putting it in education. There is a proviso that we stand accountable for the results and hit our goals.

Board Member Hofmeister – I really appreciate seeing the itemization of these reforms and measures to try to fund the reforms because this is a part of having success. This is very good, and other states that have been successful have been able to fund reforms in a way that is adequate for success. It is something that I appreciate. For clarification, under Reform Implementation, in the 2013 budget there was no funding, but the recommendation is \$5 million for REAC³H coaches. I want want to understand what that is about.

Superintendent Barresi - The entire salary and benefits, all the employee-related costs for that is right now being funded with federal dollars. We had a little bit of \$4.1 million that came from EDJobs money, thanks to Governor Fallin. A state did not use their EDJobs money. The USDE called and asked if we wanted extra EDJobs money, and we said yes. Two weeks prior, there was no chance to fund this, and all of a sudden we had the money. With the savings from reorganizing the SDE, we were able to come up with the rest of the dollars for the training of the teachers. All the savings from reorganizing the SDE and the work done on efficiencies within is now gone. We are asking the legislature for the funding because this is a very successful program. We are gathering metrics to show the legislature about the success of doing job imbedded training around literacy and its positive effects. We would like to continue for a minimum of three years if not longer, and this is next year funding.

Board Member Hofmeister - Thank you.

Superintendent Barresi - We look forward to your input and to working with educators throughout the state on this issue.

ACADEMIC AFFAIRS

Office of Accountability and Assessments

Discussion and Possible Action to Issue Annual Reports (A-F Report Cards) Pursuant to 70 O.C. § 1210.545 and State Board of Education Rules

Ms. Maridyth McBee, Assistant State Superintendent, Office of Accountability and Assessments, introduced Mr. Bernie Shefstal and Mr. Michael Flory who have spent numerous hours talking with districts and making corrections to the report cards. She recognized staff members in the Office of Accountability who also worked long hours/days.

Ms. McBee presented the A through F annual report card. As you all know, it has been no secret that we have had quite an accomplishment and achievement. Based on the requirements of the law and the specifications of the rule we released the preliminary report cards to districts on August 27, 2012. Since then the districts have had an opportunity to give data verification forms in order to look at their preliminary report cards and they have. With a brand new accountability system, there have been many people that wanted to know exactly how this works and how they can get all the pieces together. This is what the staff has spent many hours going forth. As of last Friday at 9:00 p.m., we were able to make all the corrections based on the data verification forms for those districts that sent in data verification forms with information. A few districts sent their forms stating they wanted something changed but did not give any data

Board Member Hayden - How many forms were received?

Ms. McBee - There were 834 forms that represented 604 sites. Some sites sent in forms that dealt with more than one particular topic.

Superintendent Barresi - How many total sites do we have in the state?

Ms. McBee - 1,752 sites and 834 represents roughly half of the sites. From categories for which districts were asking for data updates, data confirmations, or changes to their data, 20 percent were the climate survey. The climate survey is a category for bonus points the districts were required to submit in mid-May. In 20 percent of the cases, when they turned in the information, it just did not take or we did not get it, so the data verification allowed them to get credit for the climate surveys and be a part of their report card.

Parent and community engagement was something districts turned in to the SDE that was not off our data system, and we needed to make some corrections on that. We had 12 percent that expressed their opinion and refused to verify. We had to go through and make sure that those were something we would not make any difference. Districts wanted to know they were not saying the data was accurate which was noted.

Advanced coursework, at 30 percent, counted for the actual grade for the whole school improvement for high school and middle school. Districts submitted that data. We were not able to get that from our longitudinal data system. We are going to work to make sure that in the future it will be easier for districts to be able to either use our data system or submit data in a way that works better for them and us. That was a challenge for us all.

On student demographic changes, the report card you see only reflects students who were in the district or site for the entire year. They are called full academic year (FAY) students who

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were not absent for 10 consecutive days or came to school 10 consecutive days after the beginning of school. Most of the student demographic changes were because when we did data corrections for the assessment company we did not get the corrections made for students who were not a full academic or no longer enrolled in the site; they still were accredited to that site. The demographic changes were issues like that where we made sure that those were deleted, and it certainly did change grades for a number of sites. There were others like graduation rates districts had submitted in the past and had somehow not been done accurately, and we wanted to make sure they were correct. In the future, we are going to make sure that all of that is right in the 30-days. We are going to start doing the report card that will give pieces of data out as we go along. Graduation rates that reflect the most recent year are not turned in until the end of October, but we are going to make sure that districts know this is their time to correct data. If a change were needed, we would not have to wait until September when looking at everything else. We will do that with every piece of data as soon as we can get to it so that the process will be easier as we go forth.

Ms. McBee reviewed the grades earned after the changes as of the weekend. You will see that nine percent of sites earned an A, 48 percent a B, 34 percent a C, 8 percent a D, and one percent earned an F grade. She reviewed how the report card looks. The top part of the report card is performance and is all the content areas a school gives a state assessment such as reading, math, science, social studies, writing and the growth for all students, math and reading. In the bottom quartile, or as was mentioned by Dr. Cox from Peggs, the bottom students, it might be less than 25 percent if the school does not receive 25 percent of students who come them limited knowledge or unsatisfactory. The bottom third is whole school performance.

There are many footnotes, but the thought was to elaborate on exactly what each of the categories mean, at least to some degree. There is a pie chart to show the percent of each category that corresponds to each grade. The people in technology were able to customize that because the percent differed somewhat if there are not enough students in the bottom 25 percent then the entire growth grade is by all students. If there are not enough students in a particular category, then a school does not get a grade in that particular category, and their pie chart is modified to show that.

There is a wide band between the lowest B and the highest B, or the lowest C and the highest C. Please note that the grade point average is listed right underneath the grade so that gives context to whether or not this grade is a low grade or particular high grade. The next steps, as you know, have not been without controversy as we go through. My sincere hope is that we can take this report card, that follows the law and the rule as we have it right now, and take it for what we have to offer, collaborate with educators, parents, community members and, others to help celebrate success where we see that. But also to help support children as we can see the grade may not be where we want it to be, and this would include all students, students born into families that are loved, adored, and given everything that they need and the students that for whatever reason are dealing with poverty, neglect, and violence in their home. We have the "Raise the Grade Together" resource guide and hope we can move our conversation from the details here to how we can raise the grade. How can we make it better for all of the students as we go forth? Along those same lines, making the law and the rule better as we go forth, too, so that we can follow a law and rule that will be the best that it can be. Right now, I would ask that you would certify these grade cards so that we can move on to the next step and then make things better as we go forth.

Board Member Baxter - I thought there was a consistent message during public comment, but one in particular was regarding the apparent perception, at least by the Epic One-on-One

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Virtual Charter School, that something might not have been addressed for them. Can you or a staff member explain what occurred?

Ms. McBee - There were three schools in the state that qualified to be high schools based on our rule, but they did not have 12th graders, therefore, were not able to have graduates. Those schools were Tulsa Will Rogers and two virtual charter schools. Because they were not able to have the college entrance exam or many of the other criteria, then it seemed like it was the best fit for those particular sites to not give them a grade on the bottom part because there was not anything that really applied. Because of the three schools in that category I could not find another way that was fair and right at equal...

Board Member Baxter - I am not criticizing that part, but rather the question of how it was scored in August 1st way then in October eliminated. According to Mr. Hickman that had not been addressed with the administration of that school. How could that happen in the process? It went from one score to another, we changed the data, questions were asked and not answered, and here we are today saying we are going to approve that grade, and the school does not understand why they are being graded the way they are.

Ms. McBee - Early on we thought they did not have a graduation rate, and they could not meet any of the other criteria maybe attendance would be the right thing. As we walked through it, that seemed like it really was arbitrary and did not follow the rule. Based on conversations with other schools, we agreed to apply universally to those three schools. You might want to consider that we hold those off and look at it as we go forth. We did it on one school, but on Epic they had a large number of students that were no longer enrolled or were NFAY meaning they did not meet the fulltime year, and so we made all those changes. Afterwards they still did not meet the 90 percent assessed rate, so their grade automatically went to an F. So it seemed to not matter one way or the other.

Board Member Baxter - What matters to me is that Mr. Hickman is here today waiting to get his grade. He did not know what schools you talked to about those three schools, but if it was not Epic One-on-One you were talking to, why not? They were the ones impacted by this.

Ms. McBee - We did talk to Epic One-on-One. I might strongly disagree with the comments made that we did not talk to him about exactly what had occurred and that we did not make all the data verifications he asked us to make. He did disagree with the way that we made the decision to handle the whole school improvement part.

Board Member Baxter – Okay, I understand what Ms. McBee is saying, so there is something disingenuous about all of this. I am not quite sure what it is.

Ms. McBee - When we put together the A through F guide, there were a few exceptions. We wrote down rules and guidance for almost all schools to determine how schools would be defined based on their highest grade. We could have probably elaborated more on a school that was three through eleven. In the future we will make sure that is written out specifically so that everybody knows ahead of time and as we are going in. That is something we will do better next time as we go forth.

Board Member Baxter – Just so I understand, because they do not have a 12th grade they get an F?

Ms. McBee – No, they just do not get a grade for that portion.

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Board Member Ford - That drops them to the F because of the 89 percent testing. So we had three schools and you looked at this. Was KIPP the only one that had that substantial grade change between August and October?

Ms. McBee - The two virtual academies and Tulsa Will Rogers High School had a change. Tulsa asked for the change, and they were happy with not giving them a grade because there was not a way to measure their whole school improvement given their student population. We have not been able to make the many changes to students in the other virtual school, and that is why we wanted to hold them out.

Board Member Ford - The 89 percentile gave them the automatic.

Ms. McBee - Correct, not their whole school improvement grade.

Board Member Hofmeister - How many schools are not going to receive a grade? Is that a possibility?

Ms. McBee - Seven. These are not those seven. We had pre-K school that does not have a feeder; they go to all the schools in Tulsa, and therefore, no receiver school for which to give them a grade. There were six high schools that by the time we took out all the students that were not FAY did not have enough students to get a grade in any of the three categories, so they have no grade.

Board Member Hofmeister - How large is that school to begin with?

Ms. McBee - I do not know, but obviously, they cannot be very large if they do not have 30 test scores in any category.

Board Member Hofmeister - I am curious because I have seen some numbers where some rather big schools came down to a very small percentage of students whose scores are earning the grade for the whole school.

Ms. McBee - The whole school performance normally would measure the size of the school. If it is a large school, they are going to have grades. If they are a small school and just have 30 test scores, they will have a grade. For the overall growth, occasionally, it happened there were not enough students for whole school growth. There were a number of schools that did not have 30 students in their bottom 25 percent. Therefore, their whole growth grade was based on all their students and not the bottom 25 percent.

Board Member Baxter - Do you understand how complicated what you just said sounded?

Ms. McBee - That is why we changed the pie chart so that those schools, parents, and educators that get it... We wanted it to reflect the actual report card so that it would not be complicated. It is complicated if you hear it in detail but not if you are looking at that school because you see a third, a third, and they know how their grade is calculated.

Board Member Price - At the superintendent's advisory meeting, one thing press-wise one of the superintendents said at the recent press conference was they sought an audience with state department officials and could not have input. That is just incorrect. At that meeting I saw the same superintendent plus other superintendents who posed questions, some of which no one else would have thought of, and I found Ms. McBee very accommodating to the changes that needed

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to be made. The people who attended had many opportunities to present their case or whatever and I heard almost no criticism.

Board Member Baxter - The question is not whether people are allowed to speak in the room and express their views. I do not understand the measure of what was said being accepted and changes incorporated based on that input. Do you know the answer to that, or do you only know that superintendents expressed input at the meeting?

Board Member Shdeed - Nobody knows, but it sounds as though changes were made right up to the last minute. This is a beginning, and you have to have a point and place at the beginning and improve from there. I am impressed with what Ms. McBee is saying.

Board Member Baxter - I do not have any argument with Ms. McBee and she knows that. I said I did not know what to make of it. You got people coming in here from parent organizations, superintendents, and PhDs, and it seems that the biggest sticking point, if there is any, is it is too hard for parents to understand it. Someone referred to a 28 page PDF with 48 tables, and I think that is an issue for our communities, and most of it seems to revolve around average state growth. I am just concerned about whether or not it is right. It is not easy, and we said it would be. We said it would be something everybody could understand. Frankly, the subject of average student growth is a mystery to me. People have told him that it was in the law, and he does not find it in the law. They have told me it is in the rules, but I do not find it in the rules. People say, including people in this room, that it has been interpreted and is a subject of interpretation. It is not clear in the rules and the law, and it ought to be. Do we know the difference if we computed average growth using a true average rather than just average of those folks that gain yards every time, what would we find?

Ms. McBee - We actually did compute that just recently because it has been such a point of contention, and we completely understand that it is a point of contention. It is very clear in the rule that it is positive change; otherwise, we would have been so happy to change it and would have made our life much easier.

Board Member Baxter - I do not find it clear in the rule, and I am one of the people that approved the rule which it is probably our responsibility. But I do not find it to be clear.

Ms. McBee - We did look at the growth. In one case, it was minus two, so a student who exceeded a negative gain of two would have received a growth point. In some cases it was five or seven points. There is nothing wrong with the math of an average, and that is not the point of contention. The point of contention is what we were required to do based on the rule, and that is what we understood was the case.

Board Member Baxter - But if you made that computation how would that affect the grades earned?

Ms. McBee - We ran that, and I recall it increased, and there were fewer Cs, a little bit more Bs, and 12 percent As.

Board Member Shdeed - If Epic does not have a twelfth grade, they are an automatic F. Should that be . . .

Ms. McBee - That is not right. It is for all of their students Grades 3 through 11 they did not test with the state test 90 percent of their students. They tested 89 percent of their students. It is required they test all of the students, and I cannot tell you why they only tested 89 percent.

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That stipulation is in the rule, and the purpose was because you cannot inflate your grade by not testing students, for whatever reason, you do not want their scores.

Board Member Price - It does bother me a little when you are so close with 89 versus 90. It is one of the problems generally in doing this; the more fairness is introduced, the more you increase complexity. It is the nature of it, and if you had it so that 89 did not count as much but is just a rigid number, then it is a little more complex. Some of these rigid guidelines concern and worry me. What is interesting is we have had Academic Performance Index (API) scores, and there is going to be amazing correlation, not perfect but incredibly correlating, between the API scores for the last five to ten years and these A through F scores. The difference was nobody was coming to the Board about the API scores because nobody understood whether 1400 was good or whether 600 was good. It would be beneficial to go back, maybe five years or more on the API scores and do a similar percentage cutoff of A, B, C, and D and post that to the Web site. The advantage of that is if a school was getting a poor score before and a poor score now, or a good score before and a good one now, it helps in terms of parents knowing a school had not been a good school for a long time. I am concerned the A through F was a better judge, but it is more complicated. When you get fairness, you get complication because it includes progress and things like that. The API was more purely how your school stood in terms of testing, etcetera. Having a little bit of history for the parents and the schools will help in terms of motivating change. Secondly, and Board Member Baxter disagrees with this on the gradations, even though you have a grade point underneath again there was a number on API, and nobody paid any attention. Having a B plus or B minus or whatever so you can talk about the improvement or the lack of improvement in a school is good.

Board Member Baxter - I could come around to that way of thinking, so do not categorize me as against that.

Board Member Price - The gradations are not necessary, but they are good a thing to have next year. I said the 89 percent bothers me because to go from no grade to a substantial grade based on one percentage seems rigid.

Board Member Ford - We wrote it that way. We were very clear in writing the rule. It was 90 percent or above.

Ms. McBee - I understand what Board Member Price was saying. It might help to know that the requirement in the past was always schools had to test 95 percent or above, otherwise a school would be on school improvement. As you were pointing out in the rule, if a school does not test 95 but test something lower, the grade is only lowered by one. By the time you get down to 90 that is fairly low.

Board Member Ford - Will there be an appeals process?

Superintendent Barresi - Appeals of the designations.

Board Member Baxter - But not the grade?

Board Member Ford - I would like to note and want everybody to listen to me, 57 percent of these school sites will receive an A or B. That is all because of you and your teachers, and they deserve a great round of applause for that. Please go back and tell them. We are missing the message here; we have 57 percent that are going to get an A or B. Do not let that get lost. This is a tool to tell you how you are doing. Do not get that lost to the great things that this state is doing to raise the expectations of the students. Month after month we come here and hear of

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everything we are doing wrong, and it gets frustrating. We are not against making schools better, but we are here to try to make them better. Can this A through F system be better? Absolutely, but work with us. The quotes in the press get a little disheartening on how we are somehow against you. We are not. I do not want that message to get lost because it is something we need to celebrate in this state. We need to recognize that.

Board Member Hayden - I want to come back to the OPI state average. We have legislation, we developed rules and go through a process of reviewing the draft rules, public comment, a couple of changes were made based off of public comment, and we had spirited debate prior to approving the rules, but the rules are the rules the Board decided on. If it was 90 percent when you make a cut and have a rule that is the rule. The part that I had trouble with was wrapping myself around the OPI state average growth because it was not very clear to me in the rule. I can understand where the superintendents are coming from that it is not a true average across all the students. Maybe the intent was to only get the average of growth, and I can see that. So, going back to the rules and legislation it is not clear to me. I talked to the authors of the legislation, and they said their intent was only to count the growth and then get the average of that growth. This section is only dealing with limited knowledge students and unsatisfactory who did not have enough growth to move up into a category, but they have had some level of growth within their same category limited knowledge. Miss Fair's chart shows that if you count only the growth students and then average that growth, it is physically impossible for anybody in the limited knowledge or unsatisfactory to get a one point because if they had that much growth, they would have moved into a whole other category. Is that correct?

Ms. McBee - It differs by content area and grade level because there is a different average for Grades 3 through 8 math, Grades 3 through 8 reading, then EOI, algebra I and II, then the OMAAPS are different, yet again for each of those four categories.

Board Member Hayden - In generality is it fair to say that really that section where you can earn points is really almost impossible based off the calculation of just using the average across all the growth?

Board Member Baxter -The answer to that has to be yes.

Ms. McBee - Yes, that is the case. We did not start out in the rule with having that caveat. We started out with having to move from unsatisfactory to limited knowledge or limited knowledge to proficient to get a point. The districts, very rightly so, said what if I am at the very bottom of unsatisfactory and I move quite a bit of the way through or I start at the very bottom limited knowledge and move all the way through. We wanted to have something in the rule that gave them the opportunity to show that they had moved that student by quite a bit. Apparently this definition is leaving something to be desired. The definition that people are hoping to have of average growth at all that would lead to a negative growth getting gains is not the answer either. As we review the A through F rules for next year, we want to get that right and find a way that is fair that demonstrates substantial growth but maybe communicates in a way that nobody can say they thought it was this, even though it is something else.

Board Member Hayden - I would contend that if the state average was negative growth, but a limited knowledge person had positive growth that means something to me.

Board Member Hofmeister - That also means something to their parent, teacher, principal, and community.

Ms. McBee - One point of growth is one point of growth. I want to celebrate every movement for every student but would also contend that if a student makes one or two points of growth or even five points of growth on a 550-point scale that in essence means a student stays the same. That does not really indicate that the student moved if a student was unsatisfactory in the third grade, unsatisfactory in the fourth grade; you are not where we want you to be.

Board Member Hayden – I understand. However, getting back to how the rule was written, was it clear, and did we, as Board Members really understand that? What was in our minds when we said we approve the rules? What was in the minds of the public comment period where they were thinking we were only going to have the average of positive growth or was there more the mindset of people thinking it was going to be how you would normally calculate a true average across all? When the Governor signed the rule was the Governor knowledgeable that it was only going to count positive growth as average. That is the part I feel bad about because I do not have clear-cut evidence that I can wrap myself around. Maybe you can point something that...

Ms. McBee - I understand. What we were trying to accomplish at that time was how to give growth for students that made substantial growth. It was not one point or two, or minus two points, it was substantial growth, and that was what everyone thought they were signing off on was a way to measure that. Was it possibly imperfect? Yes, but it was not the intention to give somebody a growth that just did not decline or decline by much. That was never at the table in the discussion during those time periods.

Board Member Hayden - But we said substantial growth compared to whatever the state average is, and then the state went backwards as a whole, but it still comes back to the unlimited knowledge person that has positive growth. I can understand where the schools are coming from about the fairness around that because it is not clear in the rule. In fairness or lack of clarity it seems to be the right thing to do because we are going to come back and visit all of this again anyway, and I would like to see the list calculated the way the SDE did calculate it, and what the difference would be if calculated the way the superintendents and everybody was thinking of as a true average and see what that looks like.

Board Member Baxter - We tend to nationalize our views on this. The numbers are not going to change very much you say. Okay, fair enough, but they are going to change, and change in a way that is going to make difference to somebody. It is going to make a difference to a school, teacher, parent or kid. I disagree. You keep saying we are going to change the rules, but what has to happen is we have to clarify, and it is not clear this year, right now today, what is in that rule. I would like to see the list as well. I do not see any damage in doing so. These numbers are going to adjust a little bit.

Board Member Hayden - They will adjust up a little bit to what you said but...

Board Member Hofmeister – It is my understanding if the state average growth was measured in the way that was expected was actually part of the reason school districts were for the first two weeks of the 30-day period doing their own calculations, inundated with lots of figures to go through, working with the SDE trying to figure out their own school by school site, and then all of a sudden they began to have problems. They began to talk and ask questions such as our school that is a real top performing district only had nine points of growth when we look at our whole district. Then they looked, and it states that the state average growth is 44 points, 46 points, 45 points, and 49. It was not adding up. I attended a meeting of accountability folks. Two superintendents were there because they are the accountability people in their districts. They began that meeting by stating they were not opposed to A through F and actually thought

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this an improvement over what we have been dealing with before. It has the right potential to do what we need, but we cannot figure out how these numbers are coming together. So in an effort to meet the deadline, to be able to verify the data, they began working together because they could not get some of the information they needed. As they put together their information, they began to realize the state average growth was done the way they all assumed it would be in a very best practices interpretation of average. As more information came out, superintendents brought this to the attention of the SDE. There was actually discussion at the superintendent's advisory council meeting Board Member Price and I attended. The superintendents said they needed to address the elephant in the room and did make comments about frustration, asked about wanting to have those answers and clarification on how that was actually measured, then later tried handling it discreetly to work and collaborate. We really were not told about that, and information has been kept from us, perhaps by accident. We were not able to see the list of questions. If we had got those questions that needed to be answered and were signed by originally maybe 18 school districts that represented most of the districts that are the largest districts throughout the state.

Board Member Ford - Are you talking about the 15 questions that we got?

Board Member Hofmeister - That we finally got. Yes.

Board Member Hofmeister - How did you get those?

Board Member Ford - They were emailed to me immediately after that Board meeting when Connie emailed them to me.

Board Member Hofmeister - Connie how did you email those? You emailed them to us, right?

Ms. Connie Holland, Chief Executive Secretary, State Board - Yes ma'am.

Board Member Hofmeister - What was the direction for you to email them? Was it after a superintendent asked for you to do that?

Ms. Holland - Yes. I received an email from a district superintendent who asked that I forward that information on to the Board Members.

Board Member Hofmeister - And the reason was that he did not think we had the information. He realized we didn't get it...

Board Member Ford - I got emails all week that were concerns and comments that were given to, I believe Connie, or somebody up here that were subsequently forwarded to me. So I don't....

Superintendent Barresi - For clarification, we had a meeting with several districts. I attended an hour and a-half of that nearly three-hour meeting. The questions were done or nearly done during that period, and we told them that they were released that day or they would be forthcoming. There were a couple of points we wanted to clarify, and then we would get those out. I remember saying this needs to go out to Board Members and everybody because this is important and needs to be part of the legislative packet that goes, FAQs, and all of that. I have no idea why they did not come to Board members, and I apologize. It was my impression they were in the Board packets at the last Board meeting. I will take the blame, but it was never

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intended for Board members not to get the information, which were straightforward questions and straightforward answers.

Board Member Baxter - Let me say I did indeed get that email from Ms. Holland. The email was generated by Kevin Burr out of Sapulpa, and he asked do you not have this, and my answer to him was no I do not. Then that was followed somewhat later by the email that contained the questions.

Superintendent Barresi - To imply this was an attempt to keep it from you is not accurate.

Board Member Baxter - I am just telling you what happened. I am not suggesting that.

Superintendent Barresi - As soon as I found out you did not have it, I said get it out to them. How did we miss this?"

Board Member Hofmeister - But this then makes it appear that districts all of a sudden at the eleventh hour decided to have some complaints, and that is not the case. They took time to try to figure out these numbers and how the average state growth was 44 points. That is amazing compared to what each district and high performing district was seeing as they calculated for themselves. So then this is the root to the issue of why 300 school districts out of 500, over half, are saying hold on and please get this right before you release it because this is an issue that is not in the statute, the rules left vague, and they are now in a situation of public trust in their confidence in what is put out today. You cannot un-ring the bell. There will certainly be information, that without restored public trust on this issue, what good the grade is going to be.

Board Member Ford - I have a general question because I have not quite gotten on this, but there was a list via that email and via the press of concerns. It was not just the growth questions it was the 92 to 100, and all those things that we hashed out when we did the original rules. Do you want to just look at the growth issue or address all the concerns or go back and redo?

Board Member Baxter - No, I did not hear anybody asking for that today. Every one of these folks talked about state average growth. I am not opposed to approving the grades. I am opposed to releasing them until we have had a chance to review what it would look like with the state average computed as a true average. What is unreasonable about that? We can approve the grades, take a month, a week, or however long it takes to look at the two comparisons, see what makes sense in terms of proper execution of this reform, and then move forward. Now why could you be against that?

Board Member Ford - I just want to make sure that we are not then moving the argument to the next issue on the list.

Board Member Baxter - We are not going to do that if we approve the grades based on that contingency so it does not come back.

Board Member Ford - I want assurances from this Board and superintendents that we are not in front of the media in a month right before we get ready to do something, and then it would be well it should be 90 to 100.

Board Member Hofmeister - No, this is the one issue that did not have an opportunity for public comment. This is an interpretation of what is in the rules and not clearly defined in the rules or in the statute. If the legislative intent was a certain way, then there should have been an opportunity to have that discussed. It is not addressed in the ESEA waiver. Some of the things

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Dr. Mueller brought up are missing pieces for me, and what I want to separate out. What are the rules? What are the statutes? This is a different issue on interpretation. There is a point that is very important to remember and that is if this is done, it will broaden and widen the focus school list. I talked with the superintendent accountability folks about that one thing. It means there will be more professional development opportunities for schools, greater school choice for parents who are in a widened, expanded group of schools included on that focus list, and federal funds made available for more schools. The bottom line is the neediest students are going to be able to receive the benefit that they would not receive if we kept this interpretation as it stands.

Ms. McBee - It would still be the exact same number of focus schools. They may be different focus schools, but we have a finite number of which we will identify. It will be the same number regardless of how we do this. Please consider that I understand there are many people that would really hope to use an average for the OPI growth, and I understand what an average is. If we do that, these first report cards will set such a low bar; they would miscommunicate to well-intentioned people what it actually means to have growth. To say someone can have negative growth and meet that is a decision the SBE would make but please consider that.

Board Member Baxter - I do not understand. Because Ms. McBee just said that this would shift a bit, going from nine percent to 12 percent A grades and maybe a few more B grades. Why is that a miserably low standard?

Ms. McBee - For the actual line item of growth, it would not communicate as well as if you had a reasonable standard for growth.

Board Member Ford - I wrangle where we give credit for those that are moving backwards in essence.

Board Member Hofmeister - No, we are not.

Board Member Baxter - We are just counting...

Board Member Ford - Right, but you are lowering the marker, lowering the state average.

Board Member Hofmeister - No, we are not. It is inflated right now.

Board Member Ford - If you bring in those that have negative growth, then you are lowering the bar.

Superintendent Barresi - Assistant Superintendent Kerri White has indicated the number of focus schools will remain the same. There might be some changes.

Board Member Hofmeister - The pool from which they will be drawn from would expand. That is the key.

Superintendent Barresi - The number of schools would remain the same.

Board Member Hofmeister - There was a set number of schools that are going to be classified this way. The pool of potential focus schools would expand to include more schools. If I understand correctly, those schools then will be able to give the school choice option to their parents. Is that right, even if they are?

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Ms. McBee - But I know the actual numbers.

Ms. White - Ms. McBee does have the actual numbers. For clarification, yes, the pool may increase but only if there are schools that move from the current D to a C or higher. Ms. McBee can address that, but even if the pool were to increase that would not change the amount of funds that are available for choice, professional development, or any of the other interventions. The comment was made a moment ago that more federal funding would be made available if there were more schools in that pool for focus. That is not correct. There may be more schools that would be in the pool, but there are none because no schools moved from a D to a C under that calculation. Even if the pool were to increase, it would not affect the federal funds that are available. Therefore, it would affect not how many parents have choice options nor would it affect the amount of professional development provided to teachers.

Board Member Hayden - Calculating the average the other way is not going to make that much of a difference. The integrity around the whole report card system remains in place.

Superintendent Barresi - We constantly struggled, always went back to the author asking what is the intent, and they were emphatic it had to be positive growth.

Board Member Baxter - So it is just an administrative mistake that none of this showed up in any of the guides, ESEAs or any of that?

Superintendent Barresi – Respectfully, General, I believe it is clear in the rules.

Board Member Baxter and Hofmeister said they respectively they did not think so.

Superintendent Barresi - I know we have gone throughout the state, and in this very, very long period of public comment, the amount of private consultations that Ms. McBee and her staff have had with individuals within districts, the phone calls answered, and we have received wonderful suggestions that are absolutely right. Regarding the issues of our really high performing districts that do not have 25 percent low performing kids superintendents are right; we need to take a look at that and correct it. That is something we need to do in an informed fashion going forward. This is, and she respectfully disagreed, about positive growth. How we will figure in someone that has negative growth or stays the same. If you have a student that is unsatisfactory in one year and remains unsatisfactory in the next year, how is that child going to be helped to be prepared to be successful in life? How is that going to happen? That is what this is really about. It is about helping districts. We are going to do a “Raise the Grade Together” campaign. We have information for parents and community folks to be able to have more information because of this, and then to be able to visit with administrators and teachers about real ways that they can be part of the answer for their school. Parents are going to look at this, but they are going to look at everything else that is going on in the school. It is amazing the amount of attention that we have had on a tiny calculation. What is this really about? Look at those percentages. Congratulations, Oklahoma. That is fantastic.

Board Member Hayden - Agreed, but if it is such a minor component and has caused this much uproar in the state of Oklahoma, and the rule was not clear, why not err on the side of the schools?

Board Member Baxter - It is only 300-plus districts. If you are unwilling to make such a minor adjustment, what is it telling us?

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Board Member Hayden - We know there are things that the Legislature would like to improve; schools want to improve; the SDE and we as a Board would like to improve. We are going to get that opportunity, and we can come back and revisit that growth section. In my business if I make a mistake, the employee wins all ties. I look at this as kind of a tie. We have the SDE interpretation, some schools, and the rules are not clear. It gives the tie to the schools. Let's clear it up, clean it up the next time, and maybe between now and next year that component totally goes away because sounds like it was an added piece anyway. It is not going to take away from the reform efforts we are doing. Yes, it will move a few more schools up. We only have 57 percent in As and Bs, but I do not think any of us accept that 57 percent are going to be As or Bs. We want all of them to reach up into higher levels. That is how I feel about it.

Superintendent Barresi – If you had any perception that we are not open to discussing all of this, please do not hold that perception. What we are talking constantly about is what we need to focus on and what the common complaints are. This is new, and we are doing everything to improve. We are improving on this, and this is what we are focused on this year, and please do not think we are not. It is unfortunate the perception is out there that we are unresponsive. It is simply not true, and I reject that. It is not helpful.

Board Member Hayden - I appreciate Superintendent Barresi saying that because up until she did, I had not felt that the SDE was even willing to entertain that idea. To what Board Member Baxter said, let us look at both lists and then make a decision.

Superintendent Barresi - Ms. McBee showed me the list she already has ready.

Board Member Baxter - Which was interesting because two days ago I was told it would take at least two weeks to calculate that list. I am interested that you are able to do it overnight.

Superintendent Barresi - I was talking about the suggestions for improvements that we need to do going forward.

Board Member Hayden - I was not talking about the improvements. I was talking about...

Ms. McBee – That does not mean we have changed every schools grade yet. That was just the summary of what...

Superintendent Barresi – No, it was how can we make this system, how can we design policy...

Ms. McBee - Right.

Board Member Hayden - I was actually talking about the way the SDE did the average growth and looking at what the grade list would be if we did average growth using with the other method because the rule, to him, was not clear.

Board Member Ford –Are we clear on what that other method would be? I do not want to have to come back and you say “we really didn’t mean it that way...” and that we are all on the same page if that is what we are doing.

Board Member Shdeed - We do not want to come back in two weeks and have a fight over what we are doing. If it is that one issue, run it down and look at it both ways without bringing something new into it. Would that be satisfactory?

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Board Member Hofmeister - Absolutely.

Board Member Baxter - Yes.

Board Member Hayden - Yes, that is what I was asking for.

Superintendent Barresi - You are bringing this up, but the rule is clear that the 17 percent... This is how you figure the full 17 percent...

Ms. Kimberly Richey, General Counsel - The specific term "state average growth" is not mentioned in this rule. We did not mention specifically how it would be calculated because we addressed the broader issue of how the 17 percent would be calculated based on growth. The rule states, "The score shall be calculated in full and by subject matter by assigning points for a positive change in proficiency score." When we used that positive change language, we were referring to that entire section, both OPI and changing from unsatisfactory to limited knowledge. What we were saying was for that entire 17 percent only positive changes would be considered for purposes of calculating that section.

Board Member Price - I was not sure which way I will go on this, but the one point I want to make abundantly clear was about perception. I really have a real problem with the perception being structured on a myth. The myth was not on this issue but on all the issues at that press conference saying from the very beginning we sought to have an audience with the SDE officials so we could have input and that this was designed to unfairly embarrass schools. I have a real problem with trying to create a public perception. I saw at the superintendents meeting all day they were having an audience with SDE officials, with Maridyth, both publicly and privately. To attack the entire way the rules were done, the way it was applied, to create a public perception that the SDE could care less and did not want to listen to anybody does an injustice to people like Ms. McBee. That is my point regardless of how we come out on this.

Board Member Ford - Agreed. It is a little disheartening. I was here in the public comment throughout the rules process. I came to those meetings, and a number of superintendents did also. Could it be better, absolutely? The opportunity for input has been there; that does not necessarily mean we stopped taking input.

Board Member Baxter - An element of this, quite frankly I take badly, is I approved a rule that was not clear.

Board Member Shdeed - I am comfortable that Ms. McBee has done a great job and uncomfortable with the cloud on this deal.

Board Member Shdeed made a motion the Board pass this until October 25 for one issue only. We are going to vote that date if it is right, wrong or indifferent, as far as I am concerned. I do not want to hear complaints three days before we need to pass it again.

Board Member Baxter clarified Board Member Shdeed's motion that we move this to October 25, and we will look at both sets of scores, then make a vote to approve release of one set of grades or the other, based on what the SBE decides at that time.

Board Member Shdeed - That is exactly what I am saying.

Board Member Baxter seconded the motion.

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Board Member Ford asked to repeat the motion.

Board Member Shdeed – I am saying exactly what Board Member Baxter said. There is one issue only that is in question and made a motion to pass the A through F vote to our regular meeting of October 25, 2012, suggesting and saying for one purpose only, to see both sides of the issue that was brought to us today. You can be a little more eloquent as to how you want to express that issue, but that is the only thing on the table.

Board Member Ford - We are tabling the motion, correct?

Superintendent Barresi - There has been no motion.

Board Member Baxter - Board Member Shdeed made a motion.

Superintendent Barresi - I mean there is no motion to accept. So you want to move approval?

Board Member Shdeed – Move until October 25.

Superintendent Barresi - I just want to be sure because there was no original motion to accept or decline.

Board Member Baxter asked Ms. Holland to read the motion.

Ms. Holland - The motion is to pass this to the October 25th meeting on the one issue only, discussed today, and at that point in time, vote on the report cards.

Board Member Ford - Can I get a nod from people that this is going to...? My fear is that we are going to be attacked for something else.

Board Member Shdeed - I want to make it very clear, start the attack and I am not going to listen.

Board Member Hofmeister - In between that time, I would hope that this means that there will be collaboration.

Board Member Ford - While sitting here I went back and looked and our September Board meeting was on the 27th. The email from Dr. Burr came October 3 at 9:47 a.m., and it came to me at 3:47 p.m. that afternoon.

Board Member Hofmeister - Did you look at the date for the original information?

Board Member Ford - I looked at the date, and this is what I have. Dr. Burr's email was the morning of... He spoke to us at the September meeting, five to four days later I got the email. I do not like the implication that there was some sort of a conspiracy. I agree that we could all sit down and work this out keeping it confined to this one subject. I do not want to open up the rules again, and I want to be very clear on that. This department has done an excellent job, and I think superintendents have done an excellent job bringing us those concerns. The SBE and Superintendent Barresi appreciate that.

Superintendent Barresi said the motion and second was to place the consideration for the A through F report card annual report to the October 25, 2012 regular Board meeting.

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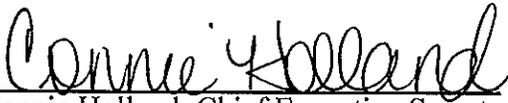
The motion carried with following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; General Baxter, yes; Mr. Shdeed, yes, and Mr. Price, yes.

ADJOURNMENT

There being no further business the meeting adjourned at 12:05 p.m. Board Member Shdeed 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, October 25, 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

OKLAHOMA STATE BOARD OF EDUCATION SPECIAL MEETING
 OCTOBER 8, 2012

Sign In Sheet
 (please print)

Name	Business-School-Agency	Address
JACK HERRON	POE	NORMAN
Scott Farmer	Sallisaw Schools	701 S IT STATES Blvd Sallisaw, OK WEST
Doyle BATES	Wagoner Public	WAGONER
Cathy Burden	Union	Union
Sherrill Payne	Brown	
Uler Bridges	Pleasant Grove Schools	2800 A. Bryan, Shawnee, OK
Wendy Nimbueck	Broken Arrow	1927 E Walnut, Shawnee, OK
Bernie Rogers	JENKS	3706 S 201 E Ave Broken Arrow
Paula Garnett	Putnam Educ	5145 N Sapulpa OKC OK
Dul & Sheri	Crooked Oak Schools	OKC.
Josh Sumrall	Coyle Schools	Po Box 287 Coyle ok. 73027
Lewetta Hefley	Felt Public School	101 S. Lincoln, Felt, OK 73937
LISA Presley	Tablequah Public Schools	225 Miller Street, Tablequah, OK 74464
Teresa	Catoche Public Schools	2401 N. Air Depot Blvd OKC OK
Julie Miller	OSSBA	8801 N Lincoln OKC OK
Randa Boston	Putnam County Parent	4116 N. Westridge OKC
Jenny Johnston	Butte Public Schools	8000 Clear Peak Rd Shawnee
Steve Shanks	Yale Public Schools	YALE OKLAHOMA
Raul Font	Santa Fe South Suburban	301 S C 38th St, OKC 73129
Ryan Owens	USSA CCOSA	
Denise Egan	Supt Wagoner School	205 west 1st st Wagoner Okla -
Rob Long	Supt Wagoner HESchool	575 1st st Wagoner Okla -

OKLAHOMA STATE BOARD OF EDUCATION SPECIAL MEETING
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 Sign In Sheet
 (please print)

Name	Business-School-Agency	Address
Ron Fanagan	Muldrow Schools	P.O. Box 660 Muldrow Ok
Clayton Edwards	Stigler Schools	309 NW 'E' Street, Stigler OK
Winston Adams	Bugando School	Box 130 Bugando OK
Kesler Bill	Robbitt Schools	P.O. Box 890 Hobart, OK
Monte Thompson	Chattanooga School	P.O. Box 105 Chattanooga OK
Jim Beckham	Waynes School	
Lee Harris	Blanchard School	411 W. Harris
Billie Jordan	Alva	418 Feynman Alva
Robert Killian	Alva	19 Barnes Alva
Terry Fraloe	Boise City PS	P.O. Box 1116 Boise City
Chris H. Johnson	Keys School	26623 S 520 Rd, Fairview, OK
Susan Simerall	CRITCH	2401 N. Air Depot Blvd
Saud Sarani	OKEPS	900 N. Klammer Ave 73106
Aaren Laposa	TPS	Tulsa OK
Alana Moore	Durant	1323 Wilcox St. Durant, OK 74701
John Cox	OSRHE	OKC
Dan J. Jarek	Monroe Public School	P.O. Box 10 Monroe, OK 74947
Tony Dear	Shawnee Public School	326 N. Union, Shawnee OK 74801
Phil Hatfield	Pagers School	P.O. Box 119 Pagers, OK 74452
	Walters Schools	P.O. Box 278 Walters, OK 74882
	Okemuh School	107 W. White Okemuh, OK 74859
	Ringling Schools	P.O. Box 1116 Ringling OK 73456

