



Minutes of the

Regular Meeting
of the State

Board of Education

September 27, 2012

STATE BOARD OF EDUCATION

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

September 27, 2012

The State Board of Education met in regular session at 9:35 a.m. on Thursday, September 27, 2012, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:30 a.m. on Wednesday, September 26, 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
Mr. William "Bill" Price, Oklahoma City
Ms. Joy Hofmeister, Tulsa

Members of the State Board of Education not present:

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 regular meeting to order at 9:35 a.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

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

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

**JULY 26, 2012 REGULAR BOARD OF
EDUCATION MEETING MINUTES APPROVED**

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

**AUGUST 3, 2012, SPECIAL STATE BOARD OF
EDUCATION MEETING MINUTES APPROVED**

Board Member Hofmeister made a motion to approve the minutes of the August 3, 2012, special State Board of Education meeting. Board Member Price seconded the motion. The motion carried with the following: Mr. Price, yes; General Baxter, abstain; Ms. Hofmeister, yes; Mr. Hayden, abstain; Ms. Ford, yes; and Superintendent Barresi, yes.

**AUGUST 23, 2012, REGULAR STATE BOARD
OF EDUCATION MEETING MINUTES APPROVED**

Board Member Ford made a motion to approve the minutes of the August 23, 2012, regular State Board of Education meeting. Board Member Hayden seconded the motion: The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; General Baxter, yes; and Mr. Price, yes.

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Barresi said the work with school districts submitting their data for the A through F grade card and the federal designations has been ongoing, and we are now approaching the end of the thirty-day review period. There have been comments, reports, and confusion regarding grades versus designations. She stressed that the grades are the results of a state statute and are not to be confused with the federal designations. The grade card is something that is very straightforward and empowers parents and

communities to know more about their schools and how they are performing. The federal designations give guidance to the State Department of Education (SDE) on how to assist districts with the designations of priority, focus or targeted intervention schools. Oklahomans will receive a grade card subject to a state statute. School districts will receive designations consistent with the federal waiver under No Child Left Behind. The Office of Accountability and Assessments staff is to be commended on their hard work and long hours. Some very high quality comments, well-founded questions, and concerns have been received that will be considered going forward and included next year. Right now, this is an event of confirming this information. Next spring there will be enough of the student information system up and running to where it will turn into a process of continual review of data and feedback.

Board Member Ford said in the statute there was a date to produce the grades. Is that correct?

Ms. Kimberly Richey, General Counsel, said there is no specific date. It was always our internal deadline and intent to get information out to the school districts for this school year.

Superintendent Barresi said information will also be sent to school districts regarding "Raise the Grade Together." We are initiating this type of communication strategy that will provide information to communities, school districts, and parents of ways they could support and improve their school(s). It has been reported that some superintendents have scheduled "power coffees" which are made up of different groups speaking about how their schools can improve. Superintendent Barresi said this is the type of strong leadership we appreciate and want to support.

FIRST-YEAR SUPERINTENDENTS

First-year superintendent(s) attending the meeting were Mr. Brett Banker, Superintendent, Anderson Public School; Mr. Kevin Burr, Superintendent, Sapulpa Public Schools; and Mr. Michael Young, Superintendent, Avant Public Schools.

2013 State Board of Education Meeting Dates Approved

Board Member Ford made a motion to approve the 2013 State Board of Education meeting dates. Board Member Hayden seconded the motion. The motion carried with the following votes: Mr. Price, yes; General Baxter, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Board Member Hayden said he would like to continue with State Board of Education (SBE) school district visits, if not this year, then the spring of next year.

Superintendent Barresi said Frederick Public Schools will host the November 2012 meeting and Howe Public Schools will host the January 2013 meeting.

**Recognition of the 2013 Oklahoma Teacher of Year – Elaine Hutchison,
Fairview High School and Chamberlain
Middle School, Fairview Public Schools, and the Oklahoma
School of Science and Mathematics Regional Center**

Superintendent Barresi introduced Ms. Elaine Hutchison, Oklahoma Teacher of the Year for 2013. The Teacher of the Year ceremony was held September 20, 2012, at the Oklahoma State Fairgrounds.

Superintendent Barresi presented Ms. Hutchison; Mr. Rocky Burchfield, Superintendent, Fairview Public Schools; and Mr. Brian Hamar, Principal, Fairview High School, Resolutions from the State Board of Education.

ACADEMIC AFFAIRS

Office of Accountability and Assessments

**Update on the System of School Improvement
and Accountability – A through F Report Card**

Ms. Maridyth McBee, Assistant State Superintendent, said the draft report cards were posted August 27, 2012, for school districts to access through their secured Web sites. The 30-day time period to complete and verify their data expires on Friday, September 28, 2012. Last year challenges occurred with the SDE data system when districts used the verification form and were not able to give accurate data. That process will be made easier going forward for all districts and the SDE. District data verification forms are for making corrections, changes, or updates to their data. Currently 639 forms have been received from 315 schools, and this indicates some schools had multiple areas for which they gave a data verification or may have found another area later in the month and submitted an additional form. Districts were given a climate survey in May 2011. Even though it was late in the year and not an ideal time, we wanted to make sure districts had a chance for bonus points. Uploading their data sometimes did not occur in the way that we had hoped. Eighteen percent of the data verification forms requested the SDE review the climate survey to assure they were correct. Parental engagement was also given the same opportunity and the chance to report parent and community volunteer hours, as well as other stakeholders, for bonus points. When eleven percent of the sites reviewed their preliminary report card they saw this information was not submitted and updated their data. Approximately 60 percent of the data verification forms were about advanced coursework, which is definitely something we are working with other departments to be able to automate in the future. This time districts had to send in their advanced course work, which is part of the regular grade for high schools and middle schools. We are working closely with schools to assure that every student in an advanced course receives credit for their grade for the whole school improvement. Attendance data was not accurate because only four percent reported, and now districts have submitted the data. The student demographics data was five percent which reports whether student(s) attended a full academic year. If they did not, they could not be included in the performance or the growth for that particular year. Hopefully, by the end of the week, we will finish and every verification form will be addressed before the final report cards go out on the October 8, 2012, target date.

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Board Member Hofmeister said she saw an appeal form printed from the SDE Web site which was the first time she realized there was an actual appeal application form. How many appeals have been received? She assumes they, at this point, are in now.

Ms. McBee said the appeals for priority, focus, or reward designations go to another office. Because there are so many data verifications and not all of them had to do with student achievement, which the designations were based on, the decision was made to wait until all data verifications were made and then rerun the designation list so it would be accurate. Districts will have 10 days to appeal their designation. If they do not appeal their A through F grade, they can update data if it is not correct. They can appeal the designation by making a case that their data was invalid because of external circumstances that occurred. Thus, an appeal might be granted or at least have evidence for an appeal for their designation of priority, focus or targeted intervention.

Board Member Hofmeister asked if it was possible to provide Board Members a copy of this information because she did not understand it that way after seeing the SDE Web site downloadable appeal form. When Ms. McBee referenced the two separate issues, A through F and designations, she was confused. Is it possible then to assign a school designation without the A through F system?

Ms. McBee said a focus designation could be assigned without the A through F system. There is a way to receive a priority designation without the A through F system. One of the three ways to receive a priority designation is by making an F on the A through F report card. Targeted intervention, our own designation, is based on D schools. Reward is the same as priority, and there are two to three ways to get on the reward list. One way would be making an A+.

Board Member Hofmeister said the A through F system is going to rank the schools ultimately. Is that correct?

Superintendent Barresi and Ms. McBee said no.

Board Member Hofmeister asked Ms. McBee to help her understand that better because she was confused.

Ms. McBee said it is confusing. We provided an A through F guide with definitions and a data source for A through F. We have not yet provided information for designations. We also have a way to define exactly what the calculations are to receive any of the designations. In the waiver, the United States Department of Education (USDE) required that instead of having everybody on a low performing list to focus on the bottom five percent of schools and call them priority schools. Therefore, the bottom five percent in reading and math achievement are to be designated as priority schools, and that is the bottom five of Title I schools. There is a set number that is a rank order list because of the bottom five percent, and that is part of the USDE requirements.

Focus schools based on subpopulations that have traditionally been the lowest performing in the state for achievement are special education, English Language Learners, and Black students, and for graduation, it is Black and Hispanic students. In order to identify the number, the USDE requires ranking order for schools based on their achievement in those particular categories and picking the number, ten percent, of Title I schools given. So, in that case, there is rank order, but that is the federal government. The A through F system has no rank order and does not require giving a certain number

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of grades. It is numerically possible for every school to make an A, and no reason a school, based on someone else's performance, would have a lower or higher grade.

Board Member Hofmeister said some of the concerns of superintendents who were surprised to find they were on a focus list have been addressed. To follow-up, based on the verification of data, superintendents found they were further down on the list, which meant they became a focus school. That is where she did not see them as completely separate.

Ms. McBee said that is one thing we have learned this time around in the data verification, which she strongly believes in and wants the A through F to be accurate and reflect what districts have actually done. We also did preliminary designations that put schools on the priority, focus or targeted intervention list and in hindsight was probably not a good idea. Traditionally in school improvement, if a school was on one of the lists, the SDE had ways to help the school and key them into some of the requirements that were coming. Staff was asked not to rerun the designations until all data verifications were submitted. Districts would then have 10 days to appeal.

Board Member Ford asked when the final designation was anticipated.

Ms. McBee said the deadline for submitting data verification forms is October 12, 2012. She hoped all would be updated.

Superintendent Barresi said one issue about the waiver when working with the USDE was that this was a way we could focus on closing gaps in minority populations with the state average. Up until this time under No Child Left Behind an entire school was labeled as a failing school and many times for one subgroup. These designations are the same for other states that applied for the waiver. The federal government applied the three terms: reward, focus, and priority. We added targeted intervention to help us understand the supports we would need to be putting in place. It is now very possible for a school to have a grade of B but to be a focus school, and it does not mean they are failing. It means their work is now focused on that subpopulation and bringing them up at minimum to the state average and beyond. This is all about closing gaps and whole school improvement for those schools that are priority or targeted intervention and how can we help all populations. Our conversations with Oklahomans will be around the grade. Our conversations with the schools and districts will be about the designation. We do not see the benefit of focusing on a ranking. How does that help kids learn? This will be about closing gaps and doing what we can to assist. This is a situation where we have to focus on separating the state statute from the federal designation. The most important issue is accurate data. The same metrics and variety of metrics have been used year to year, and this year we have more accountability and transparency. It is for that reason we feel the strong obligation to focus on accuracy, making sure parents and communities have the chance to have access to as accurate of information as they possibly can.

Board Member Baxter asked if all the A through F data come from the school district(s).

Ms. McBee said no. In fact, the majority of the data for performance and growth comes from the testing company. The part the schools play is to make sure each student is labeled as full academic year or not full academic year. The score itself comes from the testing company.

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Board Member Baxter where the rub is. Why is the data in question or why is there controversy about the data? What is the basis?

Ms. McBee said the majority of the data in question tends to be in the areas of whole school improvement and for example ACT which comes from the ACT company. That is the issue. Advanced coursework, climate survey, and parent participation comes from the districts and accounts for the vast majority of the data verifications we have received.

Board Member Baxter said he is trying to understand where the disparity is. If the district has the responsibility to report a particular area of parental participation and submits that information, then how is it wrong? Where is the debate and causes of friction?

Ms. McBee said it is not so much that it is wrong. In May, a system was set up for districts to be able to give the SDE data by uploading to the Web site. A number of districts when doing their climate survey or end of course work inadvertently did not change the name of the school when they went from middle school "A" to middle school "B," and so all the data came at the district level. The uploading went just fine with the advanced coursework, but we could not allocate it to the report card until we were able to separate out which advanced coursework applied to which middle school. It is called data verification as opposed to erroneous because it is just a matter of the way it was updated.

Board Member Baxter asked if the instructions were unclear, misunderstood, administrative mistakes, or all of those together.

Ms. McBee said probably all of the above. The system was put together in May because that was when we had the chance to do it. We, of course, thought the directions were clear, but districts did not have a lot of time in which to perform this process. Many other things happened at the end of the year other than adding one more data upload that they had not done in the past. She said she would rather point fingers at the system and not districts or the SDE because we were trying to work within what we had.

Board Member Baxter said thank you.

Board Member Price said he heard criticism on the A through F system from the Tulsa area regarding how the SDE came up with the grade point average (GPA) grade that had to fit into an A, B, C, or D, which came out of the blue and arrogantly deemed being imposed. He referred to an open debate at a meeting regarding A through F where it was thoroughly discussed, and he asked Ms. McBee to comment on that meeting. If the criticism is of the process, we certainly followed the process and the way it should be done. Secondly, when attending the superintendent advisory committee meeting, generally the group was complimentary of the way it was being implemented throughout the state. Many nuances are difficult. Border districts better students might go across the line to attend school and may receive instate tuition in Oklahoma just right across the line. They are being judged on the remediation levels only if they went to instate schools and not across the state line such as Arkansas or Kansas. Ms. McBee's responses were fabulous, and if they have instate tuition or allowed instate tuition, they should be included. The remediation levels would differ significantly. It is not something one would necessarily think of when devising this system but think solely of Oklahoma colleges reporting the remediation levels of students coming out of particular school

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districts. Every question that came up the SDE staff had an answer. He asked Ms. McBee to comment on both of his comments.

Ms. McBee said the instate data available to the SDE was used for the remediation rate. We are working to be able to use information from our contiguous states for the future. As a superintendent alluded to earlier, this was a good beginning and is solid. More can be added next year if there is a way to get additional data because we want to reflect everybody and not just kids that are in state if we can find access to that data. It sounds like a good discussion point for when we revisit possibilities of refining our data system. The GPA for the A through F has been vetted, and there certainly has been other opinion other than the one that was voted on. Right now that is a policy decision and not possible to change, but could be changed in the future if needed. A comment that was brought up was to use the GPA for whole school and growth. Whole school performance would keep the A, B, C, D-3, 4, 2, 1, and used to calculate the whole grade. Therefore, if you made a high B like an 89, you would receive more credit for the overall grade than if you made an 80, the lowest possible B. It was a brilliant thought but was not put in the rule in time.

Board Member Hofmeister asked Ms. McBee to explain how the state average is calculated which seems to be a topic of the discussions she has heard. She said it was her understanding that is the core of how the grade is also determined and is closing the gap. Please explain for the subgroups trying to close that gap to the state average how that is calculated.

Ms. McBee said 90 or above in the whole school performance for each content area of reading, math, science, social studies, and writing is an A, 80-89 a B; 70-79 a C ; 60-69 a D; and below 60 an F. All of the scores in the aggregate and the overall whole school performance grade are based on the exact same scale. If the overall average were 89, it would be a B, 92 would be an A, and so on. That is how whole school is calculated. Growth is the same but overall grade...

Board Member Hofmeister said she was referring to the state average.

Superintendent Barresi asked if she referencing designations and the OPI score or the average that would determine the gap on the designations for focus schools. There is no subgroup in the grade system. Averages are in designations.

Board Member Hofmeister said perhaps. That was what she was trying to understand. The way the state's average was calculated was not the way the public would assume it was a true average of students in the state and how they perform.

Ms. Kerri White, Assistant State Superintendent, Office of Educational Support, said Board Member Hofmeister's question was referencing the state Oklahoma Performance Index (OPI) average score, or the scale score each student earns on the state assessment. That was about A through F and not designations. How many students, just on the growth component, are counted as showing growth in the A through F? Any student that moves from unsatisfactory to limited knowledge receives a point. A student that moves from unsatisfactory to proficient receives two points, unsatisfactory to advanced receives three points, and the same is true for students moving from limited knowledge to proficient who would receive one point, limited knowledge to advanced would receive two points. Students already at the proficient level receive a point for staying at that level or growing to advanced. We have some students who were

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unsatisfactory in third grade math and remained unsatisfactory in fourth grade math; however, our current system does not allow us to show a lot of growth. After the open meetings were conducted and discussion during the rules process, a component was added to the rule that would allow a point be given to a student(s) who remained in the unsatisfactory band or remained in the limited knowledge band but showed significant growth. The questions were how much growth is enough growth within the band and how do we show significant growth. These conversations led to the rule being written in such a way that we look for the students who showed growth or had improvement of some kind, and how much improvement did those students make. Statewide for all of the students who had improvement and showed growth, we averaged that number. So any student who had more than average improvement or more than average growth but still remained in the unsatisfactory range or who had more than average growth and remained in the limited knowledge range also received a point.

Board Member Hofmeister said those students who are not showing growth are not calculated in the state growth average.

Ms. White said that is correct.

Board Member Hofmeister said the schools are measured against only an average of the best of the best of growth.

Ms. McBee and Ms. White said just positive.

Board Member Hofmeister said it is not an average the way the public would understand the average of growth in our state.

Ms. White said it is the state average of improvement. Improvement implies that there is a positive change. In fact, the "positive change" wording is in the rule. It is really strong to say the best of the best because everyone who moved up at least one point was included in that calculation in that average.

Board Member Hofmeister asked for a percentage based on student enrollment for the state, and who was included, in order for her to have an idea of the actual number.

Ms. McBee said she could not give an exact percentage though approximately half made positive growth and half did not. The thought was what shows significant growth. If we averaged in the negative change with the positive, then the average growth would be around zero, one or two points and probably not enough for some people or those who voted on the rule to think that was a significant amount of growth to give a point for growth. Satisfactory to unsatisfactory where a student stayed nearly the same from year to year is a low bar for growth. She said she knows there are some misunderstandings of people thinking the average changes the average growth, and she hates that. It was just a miscommunication and never the intention to give people a point for growth when they made virtually no change or very small change from year to year.

Board Member Price said people were rightfully concerned and discussed at the superintendent advisory council meeting that if one school received an 80 and one an 89, they both got the same score. There are not enough gradations in the process. The easy way to solve the issue is to have an A- and A+, B- and B+, etc. The way A through F was written in the statute does the SBE have the option of doing that without tweaking the statute?

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Ms. McBee said that is a very important question. If a school made a B, the GPA would be right under that grade and show if it was a high B or low B. Putting the GPA right next to the letter grade takes some interpretation but would help a school communicate that they barely made a B, almost made a C, or was very close to an A.

Board Member Baxter asked what kind of point you are trying to put on this. What is the object of the system? We can drill this system until we give an 18th of a point for a school that goes from an 82 to an 83 and will be totally missing the point. The purpose of this was to show how the schools were doing and whether they are improving. State law says to give them a grade and we are. The federal government says they will be given a classification and they will. Does an 84 instead of an 86 matter? That does not matter to him. If a school was a B, then they are a B and who the hell cares. Does it really make any difference? Why are we doing all of this? We are talking this to death.

Board Member Hayden said Board Member Baxter makes a good point. But it is the accuracy of the data. It is always about what is the data, transparency between the department and the school districts so that we all share the same...

Board Member Baxter said he would agree to that but the SBE and SDE, as far as he knows, are not creating any data. The data we are receiving is from test agencies and schools. We are not making judgments on what the data is or is not, as far as he knows.

Board Member Hayden said that is true. The data is the data, but he would assume the data is being taken and through some formulas and calculations that data is used to hold schools accountable. There is the point of making sure the schools and SDE agree the data is correct.

Board Member Baxter said he thought staff was working 26 hours a day making sure the data is as accurate as it can be.

Board Member Hayden said the second part is what the SDE does with that data to produce whatever the product is, an A through F grade or designation.

Board Member Baxter said it is a system issue. If we have a system that does that and is applied equally to every school district in the state, then it is what it is. He is sure bad data has been submitted from many sources, and they are trying to accommodate all of that. What is the objective? Is it to get a high B and not a low B, or is it for a school to say we are doing okay or we need improvement? Frankly, it is terrible that we have an A through F system on this hand, a designation on the other hand, and they do not crosswalk. It is two different systems.

Board Member Hayden said to finish his comment, so you get your data, the data is correct, everybody agrees on the data, and the calculations produce something. Is the SDE calculation right, or are there flaws? The transparency to the schools would be how it was determined for the school(s). They do not need to see other schools in the rankings, but do they agree, and is there transparency? They agree it is right and then give the designations. The hiccup he hears most is about the ranking and designations. Some schools on the focus list today corrected their data, and because it is a ranking and there has to be so many on the list, then tomorrow the school comes off that list and another school is added to the list.

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Board Member Baxter said yes. It is a lesson learned. There should never have been a preliminary or tentative designation in the first place. This has certainly caused confusion, and he does not imagine we will do it again.

Board Member Hayden said that is what he sees, not an 84-86. If the data and calculations are correct, then it should produce a result that is accurate. The accuracy is the real mission to achieve.

Board Member Price agreed with the fact that there is an A through F designation, and a federal designation requirement, as stated by Board Member Baxter. Unfortunately, we are stuck in that mode. It does make a difference on gradations because the whole purpose is to both light a fire under school districts to improve and when they improve to be able to tout that to the people in their communities. They receive some positive rewards for it. When a school goes from a B- to B+, that type of motivation is needed just as much as a school going from a B to an A.

Board Member Baxter said the point is not an A or B. The point is...

Board Member Price said the point is to convey to the public and parents. We have had a system all along that told how good the schools were, but nobody could understand it. The concept behind the A, B, C, D, F system was to make it comprehensible. It is very comprehensible to know whether you have a B- or B+, etc. It is less comprehensible when you get something that says an 80 something beside it.

Board Member Baxter asked what would be the difference in resources devoted to a system that develops that kind of precise sophistication, the number of people, work hours, money, and whether there is really a return on that investment.

Board Member Price said nothing will be added because they have already determined the number. Is that right?

Ms. McBee said we have what both Board Members Price and Baxter are suggesting. A school may receive a B this year and next year, but because of the GPA, the school views it as going from a 2.95 to a 3.25. It is an increase even though the B remains the same. It helps for motivation. That would be the same from year to year.

Board Member Baxter said there are a lot of complaints and data problems from A and B schools. Is that right?

Ms. McBee said you would be surprised that they want it accurate, too, and all the points they can get. Even if they have an A already, they still want more.

This was an updated report only and no action was required.

PUBLIC COMMENT

Mr. Kevin Burr, Superintendent, Sapulpa Public Schools, said he had intended to bring a set of questions to the SBE's attention that superintendents sent to the SDE late last week, but it was quite obvious from your comments you may already be aware of those. If you are not, and would like to have the set of questions, they could be provided.

Superintendent Barresi said she thought we sent them out. She apologized and said we will get them to the SBE.

Board Member Ford said *The Tulsa World* published five of the 20 questions, and she was curious about the other 15 questions.

Mr. Burr said he would be glad to send them to the SBE and was sure Superintendent Barresi would also. It sounds like a moot issue at this point, but he wanted to point out the superintendents who sent the questions represented approximately 250,000 students in the state of Oklahoma. We still believe there are legitimate concerns with the processes that have been developed. We find ourselves throughout the 30-day period, as General Baxter mentioned, discovering many of these for the first time. Some of that was due to communication or issues surrounding that. We do support the notion of the grade card. It is something that parents will find much more beneficial and clear, but we want to make sure of what we are being held accountable. He said he was one of the A schools that still has questions about one of his A schools. He does not want the F to show up anywhere on the report card, wants the information to be accurate and to be able to clearly explain to parents and the public why our school received the grade that it did. We appreciate the efforts of the SDE. They have worked very closely with us in answering those questions. We do know they are under staffed, and that is an issue we should bring to the public's attention because it is critical for our schools. Staffing is important for such an important area. Thank you for giving me the opportunity to address you and we do appreciate your understanding of the issue.

CONSENT DOCKET APPROVED

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

- (a) **Adjunct Teachers — 70 O. S. § 6-122.3**
Oklahoma City Public Schools, Oklahoma County
Ripley Public Schools, Payne County
Wapanucka Public Schools, Johnston County

- (b) **Allow Two School Days in a 24-Hour Period – 70 O. S. § 1-111 (a)**
Achille Public Schools, Bryan County
Amber-Pocasset Public Schools, Grady County
Anadarko Public Schools, Caddo County
Antlers Public Schools, Pushmataha County
Bethel Public Schools Pottawatomie County
Boswell Public Schools, Choctaw County
Buffalo Valley Public Schools, Latimer County
Caney Public Schools, Atoka County
Checotah Public Schools, McIntosh County

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Haywood Public School, Pittsburg County
Kiowa Public Schools, Pittsburg County
Latta Public Schools, Pontotoc County
LeFlore Public Schools, LeFlore County
Mangum Public Schools, Greer County
Milburn Public Schools, Johnston County
Pocola Public Schools, LeFlore County
Stonewall Public Schools, Pontotoc County
Thackerville Public Schools, Love County
Wapanucka Public Schools, Johnston County
Wetumka Public Schools, Hughes County

(c) **Cooperative Agreements for Alternative Education Programs –70 O. S. § 1210,568**

Big Pasture Public Schools, Cotton County
Carnegie Public Schools, Caddo County
Central Public Schools, Sequoyah County
Gans Public Schools, Sequoyah County
Howe Public Schools, LeFlore County
Kinta Public Schools, Haskell County
Preston Public Schools, Okmulgee County
Ringling Public Schools, Jefferson County

(d) **Library Media Specialist Exemption – 70 O. S. § 3-126**

Bowlegs Public Schools, Seminole County
Butner Public Schools, Seminole County
Coweta Public Schools, Wagoner County
Cyril Public Schools, Caddo County
Deer Creek Public Schools, Oklahoma County
Elgin Public Schools, Comanche County
Frederick Public Schools, Tillman County
Friend Public School, Grady County
Hydro-Eakley Public Schools, Caddo County
Kellyville Public Schools, Creek County
Muskogee Public Schools, Muskogee County
Nowata Public Schools, Nowata County
Shawnee Public Schools, Pottawatomie County
Stilwell Public Schools, Adair County
Strother Public Schools, Seminole County
Tahlequah Public Schools, Cherokee County
Turner Public Schools, Love County

(e) **Length of School Day - 70 O. S. § 1-109**

Cottonwood Public School, Coal County
Crescent Public Schools, Logan County
Frederick Public Schools, Tillman County
Graham Public Schools, Okfuskee County
Stonewall Public Schools, Pontotoc County
Tulsa Public Schools, Tulsa County

(f) **Planning Period – OAC 210:35-9-41 and OAC 210:35-7-41**

Mid-Del Technology Center, Oklahoma County

Mid-Del Public Schools, Carl Albert Middle School, Oklahoma County
Ninnekah Public Schools, Grady County
Okemah Public Schools, Okfuskee County

(g) **Abbreviated School Day – OAC 210:35-29-2 and OAC 210:35-3-56**

Anadarko Public Schools, Caddo County
Bethany Public Schools, Oklahoma County
Bethel Public Schools, Pottawatomie County
Choctaw Public Schools, Oklahoma County
Clinton Public Schools, Gold Academy, Custer County
Collinsville Public Schools, High School, Tulsa County
Elk City Public Schools, Beckham County
Kinta Public Schools, Haskell County
Lexington Public Schools, Alternative Academy, Cleveland County
Luther Public Schools, Oklahoma County
Macomb Public Schools, Little River Academy, Pottawatomie County
Mid-Del Public Schools, Alternative Academy, Oklahoma County
Perry Public Schools, Noble County
Pond Creek-Hunter Public Schools, Grant County Alternative Academy,
Grant County
Putnam City Public Schools, Oklahoma County
Shawnee Public Schools, Jim Thorpe Academy, Pottawatomie County
Stilwell Public Schools, Adair County
Stroud Public Schools, Lincoln County
Valliant Public Schools, McCurtain County

(h) **Library Media Services – OAC 210:35-5-71 and 210:35-9-71**

Elgin Public Schools, Comanche County
Elk City Public Schools, Beckham County
Guymon Public Schools, Texas County
Hardesty Public Schools, Texas County
Jones Public Schools, Oklahoma County
McCurtain Public Schools, Haskell County
Stilwell Public Schools, Adair County
Turner Public Schools, Love County

- (i) Request approval for Mission Academy High School, a National Association of Recovery High School and an Associate Member of OKA+ Schools private school, to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program
- (j) Request approval for Sts. Peter & Paul Catholic School, an Oklahoma Conference of Catholic Schools Accrediting Association private school, to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program
- (k) Request approval for Oklahoma Christian Academy, an AdvancedED, National Christian School Association and Oklahoma Private School Accreditation Commission private school, to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program

- (l) Request approval on recommendations from the Teacher Competency Review Panel for applicants to receive a license - 70 O. S. § 6-202
- (m) Request approval on exceptions to State Board of Education regulations concerning teacher certification – 70 O. S. § 6-187

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

TEACHER CERTIFICATION

Teacher Certification Production Report

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

Board Member Ford said she recently read an article regarding another sexual orientated conviction of a teacher who received an eight-year sentence. Has the teacher's license been revoked? She wants to make sure that if it is something the SBE is responsible for that it is not falling through the cracks.

Mr. Smith said the SDE would receive court documents confirming when the conviction occurred and proceed with the revocation. When notification is received, the SDE tracks the cases to their conclusion unless there are stipulations or admittance to the act and the individual is awaiting sentencing. Next month five revocations will be presented to the SBE.

Superintendent Barresi said the SDE is working on a mechanism to make sure we are in contact with school districts, District Attorneys, and the Attorney General's Office in order to gain as much information possible.

Board Member Ford said she recently spoke with a Senator on this very issue because the conviction happened right down the road from her and was in the Senator's area. The Senator is exploring a notification requirement from a district. The Senator is looking at some of the statute to determine how that can be changed to make us aware.

Board Member Hofmeister asked if there was tracking of accurate, timely reporting of incidents that comes to the attention of the SDE within an accredited school in Oklahoma. Is there also a tracking of timely reporting to authorities when allegations are made?

Mr. Smith said it is not a certification issue and more of an accreditation issue. It is hard to say because if the SDE does not know about the incidents how can we track it.

Board Member Hofmeister said there is no mechanism where we are tracking when...

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Mr. Art Schofield, Executive Director, Accreditation/Standards, said there may be issues but they may not be reported. Often times when issues occur the school district(s) will ask the individual to be removed and no charges are filed.

Board Member Ford asked if that was a district policy.

Superintendent Barresi said Ms. Kimberly Richey, General Council, advises it is not in statute as a requirement of reporting, which is why we ask districts to report these incidents voluntarily.

Board Member Ford said the districts set their policy on reporting requirements to the authorities. Is this correct?

Mr. Schofield said the SDE would not have any control over what the districts...

Mr. Smith said it is the control of the local education agencies and/or local school boards.

Board Member Hofmeister said but the SDE gives Oklahoma accreditation beyond public school districts and also to private schools.

Mr. Smith said there is no rule or law that dictates the incidents be reported to the SDE.

Board Member Ford said she is saying that it be reported to authorities not the SDE so that the shuffle does not happen.

Board Member Price said as a former prosecutor, any school district and/or person that knows of a criminal act or felony is guilty of misprision of felony if they fail to report to local authorities. Misprision of a felony means if one knew of a felony and did not report it, and that is a crime, although it is not charged very often. We should not be monitoring every case but should receive the convictions from district attorneys. He could not see the district attorneys not voluntarily reporting, but if not, then maybe there should be a statute requiring reporting to SBE. Do you think district attorneys know about some of these instances and do not report them?

Mr. Smith said he did not feel qualified to answer the question. The problem goes a little deeper than people knowing of a felony and not reporting them. It goes back to settling the case before it gets to a point of charge and the SDE having no jurisdiction.

Board Member Ford said being "settled" therein lays the problem and where the shuffle is.

Board Member Price said there are gradations in this. For example, you hear a rumor but do not have real proof. The person resigns, and you really do not know what to do in terms of reporting because the person was never charged with a crime.

Board Member Ford said in medicine if you have any kind of reported suspected abuse/child abuse that comes into any situation there is a requirement to report. You do not have to prove but must report. She wanted to assure the SDE/SBE is doing what is necessary to protect...

Mr. Smith said we are doing all that we are allowed to do.

Board Member Price asked if that is reporting to the district attorney or reporting to proper authorities. Maybe there should be a requirement that school districts additionally reinforce that we all should have the same law that applies to school districts reporting to local authorities.

Superintendent Barresi said if Board Members would allow SDE to put together a clear-cut procedure that could be undertaken, view any gaps, and obtain legislative support, Mr. Smith will report back at the December 19, 2012, State Board meeting.

These were reports only and no action was required.

ACADEMIC AFFAIRS

Office of Educational Support

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

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness, presented an update on the Teacher and Leader Effectiveness (TLE) evaluation system. She reviewed the work of the TLE Commission, which included the preliminary recommendations for definitions of other academic measures for teachers and leaders and levels of decisions of other academic measures. The final recommendations will be presented at the October 17, 2012, TLE Commission meeting. Recommendations will be presented to the SBE at the October 25, 2012, meeting; SDE-TLE school district workshops; and the "Value Added Models" presentation at the Superintendent's Advisory meeting.

This was a report only and no action was required.

FINANCIAL SERVICES

Report on Sponsorship/Donations

Ms. Mathangi Shankar, Director, Financial Services, said several sponsorship/donations were approved at the August 23, 2012, State Board meeting, and others were coming in. The SBE authorized the SDE to present a complete report of all the sponsorships for the Teacher of the Year (TOY) at the September 27, 2012, State Board meeting. Ms. Shankar presented the list of 18 sponsors. Approximately \$130,000 was donated, ranging from memberships, professional organizations, tuition waivers, and many gifts to TOY finalists and the Rising Stars.

Board Member Price said the Midwest City and Lawton School Districts received Northrop Grumman donations and were celebrated at the Capitol for their encouragement of advanced placement (AP) and successfulness. Midwest City will increase advanced placement to more schools in their districts. It is everyone's responsibility to spread the word that this is a great program and for businesses on STEM to get involved. The program is an easy sell for businesses to contribute \$100 per student for passing the AP and \$100 per AP teacher of the students that passed, which could possibly add up to

\$4,500. It solves one of the great dilemmas, in terms of salaries, in the state that the STEM teachers tend to be more in demand, and we lose them faster than an art teacher for example. Art teachers are not less valuable, but in market economics the STEM teacher is in more demand. This type of merit pay could keep these teachers in our schools, solve some of the problems, and raise the bar. Superintendents, he thinks, will solicit these type donations from local businesses, and this is one of the most important things happening in the state.

Board Member Ford said some of the donations have specific dollar amounts. Does the donor place the value on the gift?

Ms. Shankar said yes. Donors provide their information on the form and submit it.

This was a report only and no action was required.

CONSENT DOCKET – ACE Appeals Approved

Recommendation: Dismissal based upon verified evidence meeting criteria for granting an exception to ACE graduation requirements - Muskogee

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

LEGAL SERVICES

EXECUTIVE SESSION

**Pending Investigation, Claim, or Action
Pursuant to 25 O.S. Section 307 (B) (4)**

Convene into Executive Session Approved

Board Member Ford made a motion to convene into Executive Session at 11:00 a.m. Board Member Hayden seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; General Baxter, yes; and Mr. Price, yes.

Return to Open Session Approved

Board Member Ford made a motion to reconvene to Open Session at 11:10 a.m. Board Member Price seconded the motion. The motion carried with the following votes: Mr. Price, yes; General Baxter, yes; Ms. Hofmeister, yes; Mr. Hayden, yes; and Ms. Ford, yes.

Superintendent Barresi said the information listed in the Agenda was discussed in Executive Session and no action was taken.

PUBLIC COMMENT

Mr. Jim Beckham, Superintendent, Blanchard Public Schools, said he is in his sixth year as Superintendent for Blanchard Public Schools. Prior to his current position, he was Superintendent at Konawa Public Schools, a classroom teacher, football coach, and Principal at Duncan Public Schools for 24 years. Attending the meeting with him were the Assistant Federal Programs Director; Curriculum, Finance, Technology Directors; and Ms. Gail Castle, former SDE Federal Programs Team Leader.

Mr. Beckman said he was speaking because there were many questions, concerns, and issues at the last regular SBE meeting regarding fund balances and expenditures. At that time, the Board and others had questions that may have not been answered. Even the media says these questions needed to be answered of public school officials, which is why he was present today to publicly answer those questions.

The first concern (that also concerned him) was the rhetoric surrounding allocations or each allocation in education. He does not think it is rhetoric when school officials or school boards complain or express concern over allocations. Mr. Beckman referenced how his mother and other ranchers in Johnston County are expressing concerns about the Arbuckle-Simpson aquifers being drawn down by mining companies, water in the creeks being drawn down because drilling companies are using all the water up stream, and ranchers not having water for their cattle. In his opinion this is kind of the same thing. He does get tired of rhetoric; as a matter of fact it makes him sick at his stomach sometimes. Plato defined rhetoric as a persuasion of ignorant masses within courts and assemblies and this is a court or assemblies, so I guess this is rhetoric. I am not really trying to persuade anybody of anything but will give facts and figures. Will Rogers termed rhetoric as lies, damned lies, and statistics. Statistics meaning the misuse of data to make a political point, but rhetoric can also be in the form of questions. For example, one of the questions last week was "where's the fire?" It is not a real question, but insinuating public schools do not need additional funds, basically, and do not need any more money. The fire in his school is in the fourth grade classroom that averages 27 kids and in the kindergarten class that averages 26 students. In the interest of time I'll stop there.

Second question, "How much money does need to be kept in the bank account for caution?" That is a good question or in the Rainy Day Fund. As you know because of the economic down turn, people of Oklahoma and the Legislature increased the maximum percentage allowed in the Rainy Day State General Fund from 10 to 15 percent in 2010. It made good economic sense to use for emergencies, especially when there is not a lot of money out there, you better save money for bad times. So it would probably be a good time to fix the Capitol right now with that Rainy Day money because they may not have it later on.

My locally elected school board has a policy that requires a 14 percent fund balance by June 30th of every year. The 14 percent fund balance is utilized to pay operational expenses prior to receiving state aid and ad valorem revenue, and this takes up approximately 10 percent of the fund balance. On average it is approximately \$1,145,306. It is also required that we use it to make emergency required, but unfunded expenditures, for example, three percent health insurance or to give increases coming down the pike in January that may be funded, we don't know for sure, but if it's not, we will have to use the approximately \$22,000 of fund balance money. The TLE training

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and implementation is unfunded at \$20,000 and did not receive appropriate funding to implement and train staff. We will spend the fund balance money for implementation and training. There are \$25,000 unfunded special education requirements, unfunded ACE remediation requirements of which only one-third of the 100 percent funding was received and will cost \$12,844 to fund. Other purchases included: three school buses-\$264,000; state law required defibrillators (four)-\$5,237; classroom desks, tables, furniture (due to increased enrollment)-\$34,816; technology acquisition/upgrades-\$100,000; unfunded Common Core implementation-\$11,700; and required custodial/maintenance equipment-\$25,833.

The final three requirements take money away from schools. Money does not follow the children when they enroll in virtual school or private school. The special education scholarships, \$3,000 at Blanchard, which is not a lot of money, and we do not have one single student who has received a scholarship, but we are cut approximately \$3,000 in appropriations. We spent \$15,000 in licensing for virtual schools and classes. At this point, we probably will not use all the licensing, but it is what we have. When a student enrolls in virtual education, it makes sense to believe or say that money follows the student. The state aid is sent to the virtual company/school, and they educate the child for that class, for instance. Unfortunately, the hard cost of educating a student that leaves a biology class of 25 students, takes biology virtually leaving 24 students in the classroom, is that the biology teacher's salary cannot be lowered because he is educating less students. The hard costs are still there associated with that, and we cannot cut the electricity to that classroom just because of the virtual student.

The flat allocation to schools this year was a little bit of a loss for all schools. It is beginning to come back and that is a good thing, but it actually was not really flat. Another question regarding mid-term cuts is will we absorb a mid-term this year? We do not know that nor do you, but I will tell you at the end of August the revenue picture was not good. It was down \$22 million from the estimate as of August 31 primarily because gross production was down approximately 100 percent in the state. That was the reason he was concerned about a mid-term cut because we take mid-term cuts due to revenue not coming in as expected, and the reason why we have been taking cuts the past few years. If the money is not there, obviously we do not get what we planned on. Several other payments were funded but came very close to not being funded, such as the two months of health insurance premiums that would have cost us \$110,000; the mandated National Board Certification of which Blanchard had two and paid them each \$5000-\$10,000 and now it is not funded; text book funding \$80,000 funded last day of the last hour of the budget. Since 2008, Blanchard Schools has been cut \$754,000 in state aid. During this same time, our non-discretionary expenses, utilities, transportation, insurance expense increased \$700,000, a \$1.5 million swing in operations and revenue cuts.

The term "Rainy Day Fund" is a misnomer, and it does not explain a lot of things. We probably should change the name to the "Rainy Unfunded Mandate Fund" or "Rainy State Aid Cuts Fund" or "Rainy Increased Expenditure Fund" or "Rainy First Two Months of the Year Fund." It would make it easier to understand and easier for me to understand. How did we increase the carryover in 2007 from three percent to 14 percent today on a broken economy? We reduced bus routes, teachers, custodians, maintenance workers, bus drivers, librarians, programs, administrative cost from six percent in 2007 to 2.54 percent today. Almost all of these reductions have hurt kids, and when I came to Blanchard, the school board said their number one goal was to get the district financially healthy. It is difficult for me to tolerate criticism with complying with the expectations of his board. "How much money is enough?" was another question posed last month, and

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for Blanchard \$1,735,923.32 is enough. "How much should go to the classroom?" Every penny that does not go toward mandated expenses and non-discretionary expenses incurred for the operation of schools needs to go to the classroom. That amount is not constant. It changes annually for the same school district, and it is different for every school district in the state. It has to be and it's not a certain percentage of 60, 65, 70 or 80 percent, but it is somewhere between 50 and 70 percent. It is the best answer he can give for that question. He agreed with another statement made at that meeting that "a review of the state aid formula might be a good idea." He agrees primarily because the textbook allocation factor in the state aid formula was set 30 years ago when the cost for textbooks was \$55. The cost today is \$110. The transportation factor was set when fuel was \$1 per gallon, buses cost \$40,000 and bus driver wages were \$8.00 per hour. Now, buses cost \$80,000, fuel is at \$3.50 per gallon, and bus driver salaries \$12 per hour. Other information regarding the formula is the casino and lottery revenue were factored into the formula when it passed, and it should not have been and should be taken out of the formula. The public was told that lottery and casino revenue would supplement state aid and not supplant it. Schools and students never reaped the benefits of the lottery and casino gambling money. Who did? It was used to reduce the State Legislature's financial obligations to schools was how it was used.

Mr. Beckman said getting back to rhetoric, to eliminate rhetoric from public statements summations committee reports, one must only accept valid and reliable quantitative research and data. In other words, if generalized and unsupportive search is made by someone, a high profile, public official, for example, as the result of interim committee report, take it for what it is, unsupportive and rhetorical. While the statement may or may not be true, it is still rhetoric, if not supported by a quantitative analysis, statements usually made in order to influence decision makers and the public. For example, a candidate for public office, this is a true story and not mentioning names, at a forum when asked about public education and school consolidation stated, "School administration is out of control. There used to be 77 school districts in Oklahoma and now there are over 500." Actually, there used to be over 5,000 school districts, and they have been reduced since statehood 1907. There are now 524 school districts but are beginning to trend back up or increasing again with the publicly funded charters and private school to approximately 568 school districts. Not saying it is necessarily a good or bad thing, but it is where we are at currently. In his opinion, if you cannot add, subtract, multiply or divide to arrive at an answer, then the answer is rhetoric. Good regression analysis, which correlates variables, would cut out all of the rhetoric and determine what the facts are.

Mr. Beckman said to provide more on his background and his qualifications to address these topics are a PhD in School Finance from the University of Oklahoma, adjunct instruction in school finance-University of Oklahoma, and have published scientific education journals and periodical research/articles.

The topic of the day is school consolidation, and it is a way to get more money in the classroom. He said the one rhetorical statement he will make was that schools are administrative and consolidation cannot and will not put more money in the classroom. Look at the research done in other states and Oklahoma, for example, the School Finance Task Force Report of the SDE 2003, the School District Administrative Efficiency, House Bill 1021, November 2006, and the Merger Consolidation of School Districts-Does it Save Money and Improve Student achievement - Education, Research, and Policy Center of the Pennsylvania State Board Association (PSBA), April 2009.

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In conclusion, the Center on Budget and Policy Priority just published state rankings on school budget cuts. Only two states, Arizona and Alabama, cut their per pupil budget by a bigger proportion than Oklahoma. His question is if Oklahoma was ranked 49th in per pupil expenditures in 2008, ahead of only Utah and Mississippi but since then Utah has only cut spending eight percent, Mississippi 13 percent, and Oklahoma 20 percent, then where do we stand today? That group will have to change their name from "49th is not okay" to "51st is not okay." Thank you for your patience today, sorry for extending my time.

ADJOURNMENT

Board Member Ford made a motion to adjourn and Board Member Price seconded the motion. The motion carried with the following vote: Ms. Ford, yes; Mr. Hayden, yes; Ms. Hofmeister, yes; General Baxter, yes; and Mr. Price, yes.

There being no further business the meeting adjourned at 11:30 a.m.

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 MEETING
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Sign In Sheet
 (please print)

Name	Business-School-Agency	Address
Toby Burfield	Fairview	408 E. Broadway
Ryan Gohmert	Fairview H.S.	"
Mrs. Dewey	OCLTE	5TW
Sean Wallace	Senabe	
Gan Boekman	Senabe	
Kurt Cartwright	KGDW	

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

Name	Business-School-Agency	Address
Tom Pickens	EDIT	OKC, OK
Gayle Castre	Blanchard Schools	Blanchard, OK
Jim Beckham	"	"
Marcy Dakile	POE	Norman
Michael V. Young	Avant PS (new sup)	Avant, OK
Angie Bookout	OCTP	OKC, OK
Casper Hill	Hubart Schools	Hubart
Kirby Lehman	Jenks Schools	Jenks
Monnie Rogers	Jenks Schools	Jenks
Gracie Brown	WJTE	OKC
Lisa Muller	Jenks	Jenks
Deena Thomas	OSRHE	OKC
Janet Dunlap	BA Schools	BA
Alicia Priest	OEA	
Doug Mahoney	"	
Peter J Rudy	OK Capitol Source	Norman, OK
Carol Everts	Research	OKC
Jan Barrick	Alpha Plus	
Sarah Sarani	OSRHE	OKC
Katei Ramey	CTB	OKC
Julie Miller	OSSBA	
Gaiene Hutman	Teacher of Year	Fairview, OK

Oklahoma State Department of Education

State Board Of Education

2012-2013 Oklahoma First-Year Superintendents

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Whitney Allen
Milfay Public School

Brett Banker
Anderson Public School

Kathy Berry
Nowata Public Schools

Tyler Bridges
Pleasant Grove Public School

Krista Burden
Oak Grove Public Schools

Kevin Burr
Sapulpa Public Schools

Stephen Carroll
Hardesty Public Schools

Linda Clinkenbeard
Woodall Public School

Ryan Cole
Zaneis Public School

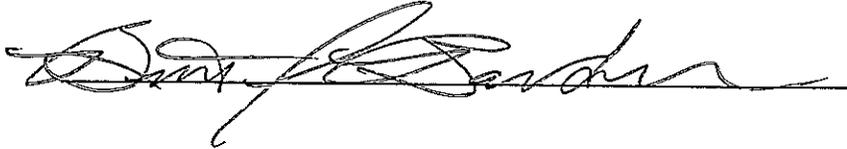
Kaylin Coody
Hilldale Public Schools

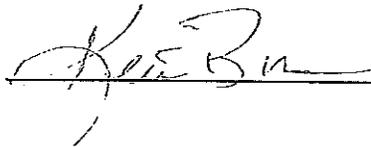
Curtis Curry
Porum Public Schools

Pam Deering
Mid-Del Public Schools

Marilyn Dewoody
Hulbert Public Schools

Robbie Dorsey
Drumright Public Schools





Oklahoma State Department of Education

State Board Of Education
2012-2013 Oklahoma First-Year Superintendents

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Michael Simpson
Guthrie Public Schools

Jay Thomas
Agra Public Schools

Joe Van Tuyl
Stroud Public Schools

Scotty A. Van Worth
Soper Public Schools

David Vinson
Warner Public Schools

Craig Wall
Valliant Public Schools

David Wilkins
Dewey Public Schools

Kyle Wilson
Sasakwa Public Schools

Michael Young
Avant Public School



PUBLIC COMMENT – Agenda Item #6

The State Board of Education shall hear public comment on any Action item listed on the current Board of Education meeting agenda. Public comments will be limited to only those subject matters covered in the current meeting agenda. Public comment will not be taken on issues relating to: (1) pending litigation against OSDE, OSBE, or agency employees; (2) a pending grievance; (3) an employee complaint; (4) Board Meeting. Sign up must be completed prior to the scheduled start time of the meeting. A sign-up sheet will be posted at least fifteen (15) minutes prior to the scheduled start time of the individuals who have signed up to speak will be recognized during the Public Comment period and will be recognized in the order in which they have signed in. Only presentation. The Board Chairperson may interrupt and/or terminate any presentation during public comment, which does not conform to the procedures outlined under this Section. The Board Chairperson reserves and retains the right to interrupt, terminate, or postpone public comment as necessary to effectuate the management of the public meeting.

Name	Business-School-Agency	Address
Jim Beckham	Blenched Schools	400 W. Hoarison
Dr. Andrew Anderson	State Rep.	205 E. B. St. 74037
Denni Buck	Spaulding Schools	
Jason Nelson	State Rep.	