

Minutes of the Meeting of the
TEACHER AND LEADER EFFECTIVENESS COMMISSION
OLIVER HODGE EDUCATION BUILDING
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20
OKLAHOMA CITY, OKLAHOMA

January 29, 2013

The Teacher and Leader Effectiveness Commission met in regular session at 1:17 p.m. on Tuesday, January 29, 2013, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 1:00 p.m. on Monday, January 28, 2013.

The following were present:

Ms. Laura McGee, Executive Director, Teacher and Leader Effectiveness,
Oklahoma State Department of Education
Ms. Kerri White, Assistant State Superintendent, Educational Support, Oklahoma
State Department of Education
Ms. Kalee Isenhour, Chief Executive Secretary, State Board of Education

Members of the Teacher and Leader Effectiveness Commission present:

Mr. Ed Allen, American Federation of Teachers
Dr. Keith Ballard, Superintendent, Tulsa Public Schools
Dr. Janet Barresi, State Superintendent of Public Instruction, Chair
Representative Ed Cannaday, House of Representatives
Ms. Susan Harris, Tulsa Chamber of Commerce
Ms. Phyllis Hudecki, Secretary of Education (arrived at 3:13 p.m.)
Ms. Anna King, President, Oklahoma PTA
Ms. Renee Launey-Rodolf, Oklahoma Commission for Teacher Preparation (arrived at
2:46 p.m.)
Ms. Alicia Priest, Oklahoma Education Association
Mr. Robert Ross, President/CEO, INASMUCH Foundation (left at 2:00 p.m.)
Ms. Ginger Tinney, Professional Oklahoma Educators

Members of the Teacher and Leader Effectiveness Commission absent:

Dr. Phil Berkenbile, State Director, Department of Career and Technology Education
Dr. Don Betz, President, University of Central Oklahoma
Senator John Ford, State Senate
Dr. Jeff Mills, Executive Director, Oklahoma State School Boards Association
Mr. Ben Robinson, Brig General USAF (R), Owner/President, SentryOne LLC
Representative Earl Sears, House of Representatives

Others in attendance are shown as an attachment.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the Teacher and Leader Effectiveness Commission meeting to order at 1:17 p.m. and welcomed everyone to the meeting. Ms. Isenhour called the roll and ascertained there was a quorum.

OPENING COMMENTS

Superintendent Barresi – Thank you everyone for being here today despite the weather.

**MINUTES OF THE DECEMBER 11, 2012 TEACHER AND LEADER
EFFECTIVENESS COMMISSION MEETING APPROVED**

Ed Allen made a motion to approve the minutes of the December 11, 2012, Teacher and Leader Effectiveness Commission meeting. Robert Ross seconded the motion. The motion carried with the following votes: Ed Allen, yes; Keith Ballard, yes; Superintendent Barresi, yes; Representative Cannaday, yes; Susan Harris, yes; Anna King, yes; Alicia Priest, yes; Robert Ross, yes; and Ginger Tinney, yes.

TEACHER AND LEADER EFFECTIVENESS UPDATES

Laura McGee updated the Commission on TLE. The second working group has over 160 educators. They met on January 22, 2013. The next meetings will be on February 5, 12, and 19 at OEA Headquarters from 9:00 a.m. - 3:30 p.m. They will be working to write recommendations to bring to you at our March meeting.

The overview of TLE has been posted on the State Department Web site. Other Academic Measures (OAM) will be posted at the end of this week, as well as an overview of value added measures. The OAM brochure has been emailed to all superintendents and administrators. It is on the Web site for all teachers to view. On February 7, there is a statewide videoconference scheduled for superintendents or their designees to go over OAM and how we can implement those successfully throughout the state.

A qualitative survey was sent to all of the superintendents across the state. It is due to the Department on February 15. 70 responses have been received.

The Tulsa TLE training number five was held in the videoconference center and broadcast throughout the state. Marzano experts have offered to train staff to understand that framework better. They will be presenting at Vision 2020 for us free of charge. We will also be working with all Tulsa TLE trainers and other people from Oklahoma State School Board Association, Cooperative Council for Oklahoma School Administration, Oklahoma Education Association, and Professional Oklahoma Educators.

Superintendent Barresi, Assistant Superintendent Marsha Thompson, TLE Coordinator Ginger DiFalco, and I met with representatives from Teacher Advancement Program. They offer another framework and a teacher compensation plan which involves building mentors and master teachers.

Representative Cannaday asked about OAMs.

Video presentation on roster verification from Battelle for Kids.

This year roster verification will be a voluntary process for all school districts. We will be running value added scores based on the linkage that takes place after roster verification. Office of Management and Enterprise Services and OSDE staff are conducting biweekly meetings. On March 4-25, OMES will be training districts. The week of March 25, OSDE will train district superintendents and administrators on the process of roster verification. The week of April 1, we will conduct teacher training. Roster verification window will be April 10 - May 30. They will close out the roster verification process June 2.

Representative Cannaday asked given the verification window, have they establish an equation or formula for determining the degree of value added.

Laura McGee said roster verification is the point where the teacher just sits down and goes through the data that has been upload and click 'yes, I had John in my class and I had him for 80% of the time.' That is part of the value added measure and will be calculated based on how much time the teacher actually instructed the child.

Ed Allen asked have you put up a list of which districts are participating.

Laura McGee said actually our friends from the Regents are here. The 24 districts, other than Tulsa, that are participating in roster verification are participating through the Gear Up program.

Jolynn Horn, Regents for Higher Education said Superintendent and Commission, we were granted our third Gear Up grant through the federal government in 2011. As part of that grant, we work with 24 districts on gathering and looking at value added. A few of those districts are Guymond, Woodward, Elk City, Holbert, Davis, Madil, and Maryetta. They are geographically across the state. We have small districts such as Caney Valley and large districts such as Supulpa, Ardmore, and Duncan. Oklahoma City is not because they have their own Gear Up grant through the K-20 center. We started the process last year. We serve 7-12th grade as required by the grant. We began that process last spring and we went through the roster verification. We put a bid out for a value added analytical provider. We have someone that also does professional development for the districts. It is very wise that you start slow and you let people volunteer because the process is quite easy, but once they got into it the process went very quickly.

Representative Cannaday asked when you put that connection between the teacher and student, is it subject related?

Jolynn Horn said yes.

Representative Cannaday asked if someone was teaching vocational agriculture in high school, would that be science or math?

Jolynn Horn said ee would not tie that in. We would come back and eventually tie that into the non-tested areas to make those professional learning communities so that all teachers know their weaknesses and strengths. We use to call that teaching across the curriculum. We would engage all of our extracurricular teachers to work on those weaknesses.

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Laura McGee said we do have these 24 districts who are already participating in roster verification. Tulsa is also vested in that process. All districts will be invited to join us.

Alicia Priest and Susan Harris asked about teacher training.

Laura McGee said because roster verification requires us to link teachers with students, we need to adopt a definition for teacher of record. Because other people have gone before us, we looked at some information from Ohio. You have a handout that has information from Ohio's teacher of record definitions. I would like us to look at those. As an action item at the end of a meeting, we may be at a point where we can adopt teacher of record definitions for ourselves. As you are thinking about roster verification, here are Ohio's definitions. An assigned educator is a person linked as the primary teacher who is assigned to the student. Usually they are the highly qualified teacher. The second definition would be the teacher of record. The reason it is so important to make those distinctions is because normally in a classroom, the teacher of record is the special education teacher who is writing the IEP for the student. They are the teacher of record even if they do not directly instruct the student throughout the entire day. When we are looking at definitions, we may decide to call that primary educator instead of teacher of record because of that important distinction that needs to be made.

Commission asked questions regarding definitions.

Laura McGee said the implementation timeline that we worked with Senator Ford on rewriting as part of the bill is going to the legislature this year. Even though that it is a quantitative delay, the quantitative measures will not be a part of a teacher's evaluation until 2014-2015. It does mean that we will gather data for OAMs and value added or student growth throughout next year. As I have worked with a few districts recently, they are hearing no gathering data until 2014-2015. I just want to make sure I am very clear that delaying the quantitative use of data in the evaluation is 2014-2015. All data must be gathered throughout 2013-2014 so that it is available to put in the evaluation the following year.

Keith Ballard asked a question regarding the process.

Today, I just have some guiding questions. Two things I would like to take action steps on are going ahead and submitting that generic RFP and adopting our definitions for roster verification purposes so that our communications to our districts are very clear. As you listen to Dr. White today, I would like you to think about:

- What are the tested grades and subjects to which a value added score may be calculated?
- What previous testing data will we use as a predictor for growth?
- Are we going to include covariates based on the data? If so, which one.

If at the end of his presentation, you are in a position where you want to discuss and move forward with possible action, we can take those actions today and write a specific RFP. If you are not in a place to do that, which of course we want you to be very comfortable with this decision; we can reconvene and call a possible meeting in February to make these decisions and move forward.

VALUE ADDED ANALYSIS

John White, SAS, presented on the Value Added Analysis. Good afternoon Commission. I work at SAS managing an entire department known as EVAAS. We have been working in this value added space at SAS for the last 12-13 years and in value added in general with this group for the past 20 plus years. Currently, I manage overall production of the value added modeling that is done at SAS from an analytic, statistical, and implementation perspective. I work a lot with State Departments of Education and manage the statistician's data processing team, educational support specialists, and a lot of other groups within the EVAAS group at SAS.

John White gave a brief description and history of SAS.

John White presented a map of the states SAS works with. The light blue indicates working with districts and the dark blue indicates working statewide.

How are people using value added right now across the United States? There are a lot of reasons people need to measure growth from a lot of these federal accountability programs such as No Child Left Behind, Race to the Top, and the ESEA waiver. They are using it in accountability and evaluation, school improvement planning, school and teacher improvement, and figuring out a way of using limited resources.

Conceptually, everyone has an idea of value added. We are trying to measure growth and aggregate that information to a teacher or a specific school for a group of students. We are trying to see if this group of students went from point A to point B and how much growth they made. We are trying to measure progress students are making. We are no longer looking at achievement. The application is much more complicated. There are a lot of different rules that need to be decided and a lot of different statistical approaches that could be used.

One of the most important decisions that you guys have is the kind of statistical approaches to use, as well as some of these questions such as 'do we adjust for student characteristics such as socioeconomic and demographic variables.' We are going to try to provide a bunch of considerations for whether or not the Oklahoma's value added model will actually adjust for student-level characteristics. Whether that is at the student level or aggregated up to the school level. We are going to share some of that information with you.

Why does this whole topic really matter? We all know that achievement and socioeconomic and demographic characteristics of students are correlated with one another. If we are looking at the percentage of proficiency and you plot that by the number of students on free and reduced lunch or the percentage of minority students, you will see a relationship between those two pieces of information. I think what is less known is whether student growth is actually correlated to things like socioeconomic and demographic variables. The whole idea of the value added model is to provide reliable estimates of student progress. We are trying to get at what the educator's actual impact is independent of their students entering achievement independent and background characteristics. We are trying to hold teachers or schools accountable for things they do have control over, not things they do not have control over.

So why do some models make adjustments for student characteristics? There are a lot of statistic and policy considerations. We have two ideas with statistical considerations. One is that the value added metrics are related to socioeconomic and demographic if you do not make adjustments. Another statistical limitation might be that the value added models cannot accommodate students with missing test data so they only use a small amount of prior test data in their value added model. Therefore, they have to make adjustments for these other

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characteristics. If the adjustments are not necessarily 100%, you still might want to make them because you want all the correlation between the percentages of the socioeconomic and demographic status variable at a school or teacher level to not be correlated with value added. Meaning, you want the distribution of effectiveness levels with respect to value added to be equivalent to any area of that percentage to free and reduced lunch or percentage minority. The last one would be that we want the public to perceive that as being fairer. Sometimes what that takes is making adjustments at the student or school level. There are political reasons to make those adjustments even if they may or may not make a difference.

Some of the models do not make adjustments for student characteristics. Part of the reason is that they feel they can accommodate all prior student testing so it is not necessary to adjust for other student level socioeconomic and demographic variables. The whole idea is that if you are taking in to account prior testing of a student, we know that achievement is effected by free and reduced lunch status or it is related to it. That relationship with achievement with the free and reduced lunch status persist over time. When we are looking at progress, we are measuring achievement here and looking over here to see what progress is made. That socioeconomic and demographic character was persistent over that time so because we are already taking into account all of the achievement information; you may not necessarily take into account the socioeconomic and demographic data

Susan Harris asked about teacher buy-in.

Representative Cannaday asked about test data.

There are three key questions that we really want to look at. Using one of these value added model approaches, these sophisticated value added models, does adjusting for student characteristic such as these demographics and socioeconomic status make a difference in the value added model? If it does, how big is that difference? Is it noticeable? Is it detectable? Does it make the value added estimates different? What are the policy considerations for making these different adjustments?

From what we have seen with the data, the student level adjustments will not be much of a difference, as long as you take into account all of the available prior testing history on students and we do not exclude students with missing data. If we are looking at school effects after we make student level adjustments, we are not seeing them change. For school level adjustments, there is not that much of a statistical difference in most subjects, but there definitely is a difference in some subjects and grades.

Susan Harris asked about teacher level data.

John White said it does not make a difference. The pattern that you typically see with the school level value added measures is going to reflect the same type of pattern that you are going to see with the teacher level value added measures.

Superintendent Barresi asked would you comment on the principal evaluations.

John White said some evaluate principals using value added measures for the schools that the principals might be serving and following over time. You might look at the value added measure of the schools that they were principals for in each of those given years and aggregate that information up about student growth to use in principal evaluations.

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Other questions would be: What are the policy considerations? What are the possible reasons that adjustments make a difference? Could it be due to the modeling properties of the value added model itself? Could it be the value added model cannot account for these things as much as they should be able to so therefore that is why we are seeing such differences in the model? Could it be that maybe less effective teachers are in certain schools as far as percent minority goes? What would be the intended impact of any adjustments? What would be the unintended impacts of any adjustments? What message would any adjustments send to educators, administrators, students and the public particularly around perceived fairness and expectations? I think depending on who you look at on the list, that perception might be different. It might be perceived differently by the public than by the teachers because the teachers are being evaluated using the value added.

Keith Ballard asked why do other researches include this? Why do they disagree with that? What would be their rational?

John White I think the general consensus is that incorporating all available students testing data makes it unnecessary to make student level adjustments. When you take a status measure and you start to plot it by something like percent free and reduced lunch or percent minority, you will see a big relationship because we are looking at achievement versus percent demographic or socioeconomic status. Other schools of thought are, it is not that maybe more ineffective teachers are at some of the schools, but rather these teachers are at some of these high-percent minority, high percent free and reduced lunch schools. They think that if these teachers went somewhere else that they would look better. It is more of a philosophical thing at that point. Do you feel these teachers at particular schools are being placed into these schools? Maybe they are newer? Or do you feel that these teachers being put in a difference place would be looked at as much more effective because they were in a different environment?

We have looked at the statewide student test scores in Oklahoma from 2008-2009 to the 2011-2012 school year. We have the OCCT, Math, Reading, Science, Social Studies, Geography, U.S. History, and EOI courses. Just to give you an idea of what the value added model we are using, we want to use all available testing data on each individual student. That means that if I am trying to predict what a student is going to score in 7th grade Math, I am going to use 6th grade Math and Reading, 5th grade Math and Reading, and 4th grade Math and Reading and all the other Science and Social Studies that might exist prior to that 7th grade Math. Some subjects are going to be more highly correlated with 7th grade Math such as 6th grade Math is going to be more predictive than is 6th grade Reading, but it is still relevant. We are going to utilize all available testing data and we are not excluding students that have missing scores as long as they have at least three prior test scores in any subject or grade.

Commission Members asked about test scores.

Keith Ballard asked does your research show if you can tell the score with or without using the covariates.

John White said with an individual student, we can adjust their predicted score for the fact that they are free and reduced lunch, minority status, limited English proficiency, or special education. Those are the four variables we have to make adjustments. They are common variables that you are going to make adjustments with in these kinds of situations in scenarios collected across the state.

Alicia Priest asked attendance is not one of the student characteristics.

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John White said no, attendance is not. Attendance could actually be taken into account a bunch of different ways. We can come back to that if you want to. The roster verification student/teacher linkage can take into account attendance with that aspect of it or you can have exclusionary rules or put it into the model.

Susan Harris asked you exclude attendance or kids who did not have a certain level.

John White said you exclude students that did not have a certain amount of attendance.

When making these student level adjustments, what we are trying to do right here is show you all the school level effects for all of the schools across the state of Oklahoma when we did versus did not make the adjustments. So with this plot right here on the vertical or left hand side, you have the unadjusted school effect. On the horizontal, you have the adjusted school effect, adjusted by all the student level characteristics. The zero mark represents the average school or the average amount of progress made in the average school in the state in both scenarios. The other is the change in scale score on average so based on your predicted score of your students and, the observed score. This is the change in scale score, the value added measure. What we see here when we actually calculate all the student level characteristics in the model, we are not seeing much difference in the overall school level value added measure.

Susan Harris and Alicia priest asked about the difference.

John White said we look at tables later on in the presentation where we will show at the school level, and again we could have looked at this at the teacher level had we had the data. At the school level at least, if you look at levels of effectiveness and you want to categorize them in different ways based on significantly above or below the average in the state, we would have something like 99.9% in agreement with one another. So yes, there would maybe be a handful of schools or teachers that could change levels. I would argue that given what we are looking at right here could mostly be noise if it is that small of a change. Who could say which one is actually correct in that sense? When you make student level adjustment there is not really that much of a difference in the predicted scores.

John White showed slides on student level adjustment on Algebra I, Algebra II, Biology I, English II, English III, Geometry, History, 5th grade Math, 5th grade Reading, 5th grade Science, and 5th grade Social Studies.

John White showed a slide on 8th grade Math with free and reduced lunch adjustment, limited LEP adjust, minority, and students with disabilities or special education adjustment. Even if we are doing it one by one, it is not showing up in huge differences. You will see a lot more difference in the school level adjustments. To me that means two things, you are not seeing much of a difference and it does not make a difference. If you want to do it for political reasons and you think it would make teachers happier and more buy-in, it really is not going to change things that much. Making those types of adjustments is a policy decision. A few things to think about are, you are setting a different expectation for an individual student that has the same exact prior testing history from one student versus another just because of a socioeconomic or demographic category. As I have been looking at value added modeling for a long time, these results do not surprise me. We are trying to use all available student testing data and we are not excluding students with missing data. Taking into account all of that prior testing data, it is taking into account those background characteristics already by looking at the prior achievement. We look at it as being unnecessary to make those adjustments statistically.

Alicia Priest said if that were the case on all of the research, then we would not have the other school of thought that says those things are important and should be taken into consideration. I do not think that is a fair statement to say you are doing it for political reasons when there is viable research out there which says demographics is important because a teacher has no control over, and there are a wide variety of demographics amongst teachers even in a school site. If the decisions that we make cause a teacher who should have a job lose her job because of a faulty research piece, I would have a hard time going to bed at night thinking about that.

John White said right, I guess the only thing I would have to say there is I would not assume that by including socioeconomic and demographic variables at the student level that it will always move people up. You have the same worry on either side. You could be moving one of those teachers from a three to a two and that will have that negative impact. Again, that is a policy decision that needs to be looked at very carefully. We are just trying to help you guys understand imperially what the data is showing.

When we take into account the percentage of students that are free and reduced lunch, LEP, or special education at school and we look at the adjusted versus unadjusted school effects, you can see that there is a lot more noise in these values. It is hard to say without simulating data and running something where you know the true answer, which one of those values is correct. We do not know one is more correct than the other. That is what they look like and those are the two different values. Dr. White presented a PowerPoint on adjusted school effects for Algebra II, Biology, English II, English III, Geometry, History, 5th grade Math, 5th grade Reading, 5th grade Science, 5th grade Social Studies, 6th grade Math, 6th grade Reading, 7th grade Geography, 7th grade Math, 7th grade Reading, 7th grade History, 8th grade Math, 8th grade Reading, and 8th grade Science. 5th grade Social Studies had a lot of noise. This begs the questions, why in subjects and grades more than others? Why in some subjects more than others?

John White showed slides where he took the individual adjustments. Instead of 8th grade Math with all the school level adjustments, he reduced by free and reduced lunch, LEP, percent minority, or students with disabilities. Certain socioeconomic and demographic variables are affecting subjects and grades more or less depending on the subject we are looking at. We are seeing a situation where making student level adjustments does not really impact the school level effects, whereas, making an adjustment at the overall school level is making more of an adjustment. Why does one have more of an impact than the other?

One other thing I would like to say about the idea of closing the achievement gap. If you have percentages of schools that are very high percentage minority and you look at growth and they are consistently using an unadjusted model, they are performing lower at that high end of the percent minority range. If your perspective is that is the effectiveness, you should not be making these adjustments. If think the adjustments are necessary, the achievement gap does not come in to play there. It is two completely different ways of looking at the data. I do not think without doing simulations and having actually true data that anyone can say whether or not one of those is the right score and the other is not.

Superintendent Barresi asked for gap closure purposes, would you then be better served by looking at both performance in simple growth in comparing those groups.

John White said I know a lot of the different states talk about this idea if you are already a low achieving school, we expect more out of growth from you than maybe a middle achieving school because at the end of the day we want to close that achievement gap. We want to see you

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showing more growth above average if you are really low achieving. If you are in the highest achieving schools, maybe maintaining that same achievement level is good enough.

Keith Ballard said to me it may seem like a philosophical difference. It boils down to talking about teacher evaluations. I want to know whether or not use of those covariates can impact a teacher's score. I think there is a difference in looking at the school score, but kids are assigned in there randomly. What kind of an impact in a classroom does it have on a teachers score?

John White said I think you are going to find, if you make classroom level adjustments, some subjects and grades are going to have more of an impact on a value added measure for teacher level than others. I think just because that relationship exists, it does not make that entire value added measure that is not adjusted not usable for a teacher evaluation model. I know that in a lot of places that we have worked, they have incentive programs put in to place to find some of these highly effective teachers with certain types of students and bring them in to very high poverty schools to boost that achievement overall in schools.

Alicia Priest said Or a teacher could have more training in high poverty issues and therefore be more effective. A teacher that is put there that does not have any training in that area may not be as effective in that school, but may be somewhere else.

Ginger Tinney and Keith Ballard expressed their concerns about teacher performance.

Alicia Priest asked ff there is very little demographic covariates that are in a certain school, would you be using the other test data as their predictor.

John White said no, if you make an adjustment for a characteristic at the school or classroom level, basically everything else is going to readjust to account for the fact that you are making that adjustment in the classroom. It is not going to be as if this would have been adjusted because they have a low level of minority and poverty. It is still going to be adjusted because you are making adjustment in the model itself.

Ginger Tinny and Susan White asked about other states and high stakes testing.

Keith Ballard asked did I understand you to say that that there could be disincentives for utilizing the individual characteristics for teachers who are teaching at the higher performing schools.

John White said looking at these graphs, we look at the percent of school level makeup and school effects, if we do see any relationship what we are going to do essentially is take that graph and completely tilt it sideways, which means that if these come up somebody else has to come down. Because we are looking at the percent of free and reduced lunch or the percent minority and we know those are correlated with things like achievement that is going to tend to be the high achieving scores on the left hand side and the lower achieving schools on the left hand side.

Superintendent Barresi asked about the Tulsa model.

The common consensus is you have to utilize all the prior testing data because you have to account for the measurement error in the prior test scores. There are two important things with respect to value added that make some value added models more reliable than others. The two biggest challenges in testing data is measurement error. Measurement error is if they take the test twice they could score different the next time. If they were to take the test again, they would have scored anywhere from an 1150 to a 1350. They have a huge wide range in the scale score because they know these instruments or assessments are not the most precise instrument in the world. There is measurement error in the test data. If you take in to account random error in the prior test score and you utilize multiple test scores, you are cancelling the random error out by using as much prior testing data as possible. That is how we have found that is the best way to deal with measurement error in student testing. I think that is really important and the notation of missing data, not excluding students with missing data just because they might not have last years prior test in the same subject and grade, you can incorporate many more students into the model. If you think about who has the most missing data, it is going to be more of the lower achieving students. Excluding all of your students with missing data would lead to selection bias.

Representative Cannaday asked about probability.

Commission Members asked about the value added system in other states.

Ed Allen asked when you move to this and when you want to come back a few years down the road and adjust things, what does that mean for the whole system.

John White said for the base year, when we said there was a fixed growth point you are saying what happens when you want to adjust it later on down the road.

Ed Allen asked what happens when you want to change your system to some degree.

John White said we have seen people change the expected amount of growth when you reference it back to a certain year. That is a readjustment that could go over just fine. A lot of times it means that you lose prior years information for teachers. If you had a different expectation in the prior two years and now you re-estimated those teacher's value added measures in prior years given that different expectation, they could be completely different. That could be problematic. That is something to think through.

Given an approach where you are always comparing an average in the state, there is no problem changing assessments over time. You can move from one assessment to the next and keep calculating multiple years of value added. Making that kind of choice or making those types of things are a good idea from that perspective. I do not know what changing things like adjusting socioeconomic or demographic variables will do.

Ed Allen asked from your prospective somewhat on the outside looking in and the reaction you saw from the education establishment to now, would you say they have adjusted well? Are there still issues or complaints?

John White said this is an excellent question. Any time you have a state implementation of something, certain districts and schools are going to react differently than others. I can tell you that in Tennessee when all of this first came about, there was some folks that were very unhappy about the situation and some that finally felt that even though they personally felt they were doing a great job with these lower achieving students, they were never recognized for it. They were finally recognized because they are looking at things like growth. It completely

changes everything in their mind on how they are being evaluated or held accountable. The other thing I would say is how different schools and different districts are using the information is widely different in the states we work in. For example, Gilford County in North Carolina is finding all of the most high value added teachers in their district and moving them into these high needs schools that are low achieving to really try to close the achievement gap within their district. They have made some great movement for those schools. It has done wonderful things. Some people are using these systems to try to identify students that should be placed in advanced courses.

Susan Harris asked to identify students?

John White said yes. EVAAS has both reflective, which is value added measure in progress, and proactive reporting, which is the complementary aspect that looks at the students you have right now and where are they likely to be in the future. These two things work together to create a system that will allow you to do some different things. We have found that it allows people to be more objective about students.

Superintendent Barresi said first of all let the record show that Ms. Launey Rodolf and Secretary Hudecki are attending the meeting therefore we do have a quorum. With that, Mr. White, we appreciate all of your time, your stamina, and your patience with us. You put a lot of light upon this. It is interesting to hear all different perspectives in your comments on all of the different modes of looking at this. It was invaluable and we appreciate the time.

DISCUSSION ON POLICIES RELATED TO VALUE ADDED MODEL

Superintendent Barresi asked what is the pleasure of the commission? Would you like to visit about this now and make some decisions?

Ed Allen said I would really prefer a full commission here to make this critical decision.

Superintendent Barresi said I agree. We are entering into session so we are searching for times with our legislators to insure that as many people as possible can be here. We are back into that season where we are squeezed down on days.

Ginger Tinney said we may need to change the date of these meetings then to accommodate.

Superintendent Barresi said perhaps if we convened only to discuss and consider this one issue, that would be helpful. Would you be in agreement if we brought you in just to consider this particular item rather than having a full blown meeting in an effort to move forward? We need to move forward on this RFP and I think we have an idea about the direction we are going to head on it. We will try to get a meeting together as quickly as possible in the month of February.

Ed Allen said I like the idea of just this issue only.

Susan Harris said he laid out so many decisions we have to make that I think it might be helpful if we got those ahead of time in the order we need to make them. Obviously we need to do the definitions on data linkage. My request would have the staff look at these and make them Oklahoma appropriate. They are probably really close and then just give us a suggestion. Then on terms of the other decisions Dr. White laid out, what the order needs to be would help us all.

Laura McGee said I will work with Dr. White on the policy decision that their companies have worked with other states that are used to guiding people along these important questions. I will send you the draft of the teacher definitions via email so that you can look over those and be prepared to take action on those at the next meeting. I just want to reiterate that Dr. White was charged with the task of running all of our data and showing us if variables make a statistical difference or not. Then after that, again, based on our decisions whichever company earns our business through the RFP bidding process is what we will begin to work with.

Superintendent Barresi said these decisions are agnostic of vendor.

Keith Ballard asked about hearing from a company that uses covariant in their formula.

Superintendent Barresi said I thought we had already covered that issue, but it is fine if the Commission wants to do it again. We could probably get four other philosophies in places and get more information about that.

Alicia Priest said I would also like to hear from the Regents on what their decision making process was when choosing to have covariates in their Gear Up grant.

Superintendent Barresi said we will try to provide more information about the leading top two or three groups and the business decision made by states, how long those have been in place, and how that is looking in each state.

TLE COMMISSION MEETING DATES FOR 2013

Laura McGee presented Commission members a calendar for the 2013 TLE Commission meeting dates. Dates did not change.

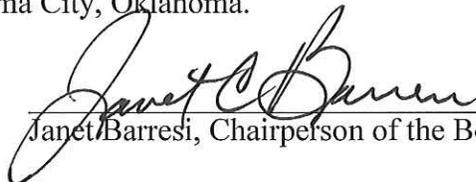
NEW BUSINESS

Laura McGee - I will ask Regents for a report. I will organize it in such a way so we can make some really sound decisions and have a great discussion. If we are ready to vote that day, we will. We would like to move forward with an RFP written in general terms so that we can begin conducting that business.

ADJOURNMENT

There being no further business the meeting adjourned at 3:58 p.m. Ed Allen made a motion to adjourn. Alicia Priest seconded the motion.

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Tuesday, March 12 at 1:00 p.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.



Janet Barresi, Chairperson of the Board

Kerri White
Assistant State Superintendent of
Educational Support