

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

January 21, 2014

The Teacher and Leader Effectiveness Commission met in regular session at 1:08 p.m. on Tuesday, January 21, 2014, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:15 a.m. on Thursday, January 16, 2014.

The following were present:

Dr. Kerri White, Assistant State Superintendent, Office of Educator Effectiveness,
Oklahoma State Department of Education

Dr. Jenyfer Glisson, Executive Director, Teacher and Leader Effectiveness

Ms. Kalee Isenhour, Chief Executive Secretary, State Board of Education

Members of the Teacher and Leader Effectiveness Commission present:

Dr. Janet Barresi, State Superintendent of Public Instruction, Chair

Mr. Ed Allen, American Federation of Teachers

Representative Ed Cannaday, House of Representatives

Senator John Ford, Oklahoma State Senate

Ms. Susan Harris, Tulsa Chamber of Commerce

Ms. Jayne Huffman, Department of Career and Technology Education

Ms. Anna King, President, Oklahoma PTA

Ms. Renee Launey-Rodolf, Oklahoma Commission for Teacher Preparation

Ms. Alicia Priest, Oklahoma Education Association

Mr. Ben Robinson, Brig General USAF (R), Owner/President, SentryOne LLC

Ms. Ginger Tinney, Professional Oklahoma Educators

Members of the Teacher and Leader Effectiveness Commission absent:

Dr. Keith Ballard, Superintendent, Tulsa Public Schools

Dr. Don Betz, President, University of Central Oklahoma

Representative Earl Sears, House of Representatives

Senator Jabar Shumate, Oklahoma State Senate

Dr. Robert Sommers, Secretary of Education

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 1:08 p.m. and welcomed everyone to the meeting. Ms. Isenhour called the roll and ascertained there was a quorum.

SUPERINTENDENT'S COMMENTS

Superintendent Barresi thanked the Commission's participation at December's meeting. January's meeting decisions will help continue the critical TLE work. She also pointed out the recent changes in the State Board room to showcase students in the visual and performing arts. The artwork that was on display was from the Summer Arts Institute at Quartz Mountain.

MINUTES OF THE DECEMBER 17, 2013 REGULAR MEETING APPROVED

Ed Allen made a motion to approve the minutes from the December 17, 2013 regular meeting and Susan Harris seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, yes; Representative Cannaday, yes; Senator Ford, yes; Susan Harris, yes; Jayne Huffman, yes; Anna King, yes; Renee Launey-Rodolf, yes; Alicia Priest, yes; Ben Robinson, yes; and Ginger Tinney, yes.

VALUE ADDED RECOMMENDATIONS

Dr. Elias Walsh from Mathematica Policy Research presented the value-added recommendations. The decision points for consideration are: accounting for student background characteristics, minimum number of students required for teachers to have a value added result, accounting for grade repeaters, and accounting for students with Oklahoma Modified Alternative Assessment Program (OMAAP) scores. He reviewed the decision-making guidelines that were discussed at previous Commission meetings. The decision-making guidelines are to be an accurate measure of the contributions of individual teachers to academic growth, narrow the margin of error, provide scores for as many teachers as possible, provide information educators can use for improvement, and produce value added results that are straightforward to implement and feasible.

How the value-added model accounts for student background characteristics

Dr. Walsh said the first decision point is accounting for student background characteristics. Accounting for student characteristics can improve the accuracy and precision of value added results when the characteristics are outside of a teachers control and when the characteristics are related to student achievement. The accuracy is improved by narrowing in on students who are most similar to that student. When you include more information, in addition to student test scores, you can narrow in on a more similar group of students for any particular student. It will better account for factors outside of a teacher's control. A prior test score can

encompass a lot about a student's background, but does not account for all factors that are related to achievement.

Dr. Walsh reviewed what other states and districts have accounted for with student background characteristics, work group feedback, research on adding race/ethnicity and gender to the value-added model, and options for accounting for student background characteristics. The work group recommended including students eligible for free or reduced-price lunch, English language learner status, special education status, attendance from previous year, and student mobility. Most participants recommended including race/ethnicity and gender because it could improve accuracy.

Dr. Walsh showed a chart of options regarding student background characteristics. The options are:

- a) accounting for all characteristics considered by the work group;
- b) exclude race/ethnicity;
- c) exclude gender;
- d) exclude race/ethnicity and gender; or
- e) other.

Dr. Walsh discussed the positives and negatives for each option; option A is recommended by Mathematica Policy Research for the two-year TLE pilot. The distinction between the concepts of "precision" versus "accuracy" of scores was discussed. The distinction was that while one could increase the precision of a measurement (which may amount to a fraction of change) it may or may not increase the accuracy of a reported outcome.

Commission members discussed the research and options presented by Dr. Walsh on including student background characteristics. Superintendent Barresi said we anticipate that Tulsa will continue to run their model with all included characteristics. If we had a variation of that model, we could see real time data and its impact.

Setting a minimum number of students threshold

Dr. Walsh said the second decision point is minimum number of students. Not every teacher who teaches students in grades 4-8 mathematics and reading or Algebra I, Geometry, Algebra II, and English III will have a value-added result. There are a minimum number of students a teacher would have to teach in order to get a value-added result. Results based on fewer students are less precise. Setting a higher minimum number of students threshold will result in giving a score when the results are more precise, but will also result in fewer teachers receiving a result.

Dr. Walsh reviewed what other states and districts have accounted for with minimum number thresholds. Most work group participants recommended a 15 student threshold to remove least precise results. Some participants recommended a 10 student threshold to include more teachers.

Dr. Walsh showed a chart of options for minimum number of students threshold. The options are:

- a) require 15 students;
- b) require 10 students; or
- c) require 7 students.

Dr. Walsh discussed shrinkage and the positives and negatives for each option including the number of teachers with results and precision of each option; Mathematica does not have a specific recommendation, but option A is the standard practice of other states and districts.

How the value-added model addresses grade repeaters

Dr. Walsh said the next two decision points are regarding grade repeaters and students with OMAAP scores. Considerations for both of these are very similar. Including grade repeaters could go two ways, precision could increase because more students are included in the calculation, but it could also decrease because fewer students are used to generate prediction. Less than 1 percent of eligible students repeated a grade in 2012-2013, but including grade repeaters would affect 22 percent of teachers.

Dr. Walsh reviewed the research, the summary of costs and benefits, approach in other states and districts, and options for including grade repeaters. The options are:

- a) include grade repeaters in all grades;
- b) include grade repeaters in grades 4 through 8; or
- c) do not include grade repeaters.

Dr. Walsh discussed the work group participants' varied recommendations; Mathematica does not have a specific recommendation, but requested for research or additional information if there was thought to include grade repeaters.

How the value-added model addresses OMAAP scores

Including students with OMAAP scores reflect the precision issues of including grade repeaters. For full implementation, OMAAP will not be a relevant group of students because of the current phase out of the assessment. Dr. Walsh discussed the research, the summary of cost and benefits, approach in other states and districts, and options for including OMAAP scores. The options are:

- a) include students with OMAAP scores and
- b) do not include students with OMAAP scores.

Dr. Walsh discussed the work group participants' recommendation. Mathematica recommends option B.

Commission Members requested a list of who was included on the advisory board. The OSDE Value Added Technical Advisory Board member list was distributed to Commission Members.

**RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION
REGARDING THE VALUE-ADDED MODEL**

Dr. Kerri White presented draft recommendation language in preparation for discussion with the TLE Commission.

Dr. White presented Draft Recommendation #18. For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the TLE Commission recommends that the Oklahoma State Board of Education prepare and distribute value-added reports that account for the following student characteristics:

- a. Prior achievement in math, reading, and science for up to two years;
- b. Eligible for free or reduced-price lunch;
- c. English-language learner status;
- d. Special education status;
- e. Attendance from previous year;
- f. Student mobility;
- g. Race/ethnicity; and
- h. Gender.

Anna King made a motion to approve draft recommendation #18 with the amendment of removing item g. The motion failed with lack of a second of the motion.

Susan Harris made a motion to approve draft recommendation #18 and Renee Launey-Rodolf seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, no; Representative Cannaday, no; Senator Ford, yes; Susan Harris, yes; Jayne Huffman, yes; Anna King, no; Renee Launey-Rodolf, yes; Alicia Priest, yes; Ben Robinson, yes; and Ginger Tinney, yes.

Dr. White presented draft recommendation #19. For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the TLE Commission recommends that the Oklahoma State Board of Education prepare and distribute value-added reports for teachers and leaders who are linked to a minimum of 10 students that are eligible to be included in the value-added model.

Alicia Priest made a motion to approve the language of draft recommendation #19 with the exception of a minimum of 15 students and Ed Allen seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, no; Representative Cannaday, yes; Senator Ford, no; Susan Harris, no; Jayne Huffman, yes; Anna King, yes; Renee Launey-Rodolf, yes; Alicia Priest, yes; Ben Robinson, yes; and Ginger Tinney, yes.

Dr. White presented draft recommendation #20. For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the TLE Commission recommends that the Oklahoma State Board of Education prepare and distribute value-added reports that do not include students with OMAAP or OAAP scores for prior or current assessments.

Senator Ford made a motion to approve draft recommendation #20 and Susan Harris seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, yes; Representative Cannaday, yes; Senator Ford, yes; Susan Harris, yes; Jayne Huffman, yes; Anna King, yes; Renee Launey-Rodolf, yes; Alicia Priest, yes; Ben Robinson, yes; and Ginger Tinney, yes.

Dr. White presented draft recommendation #21. For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the TLE Commission recommends that the Oklahoma State Board of Education prepare and distribute value-added reports that do not include students who are repeating the current grade/course.

Ed Allen made a motion to approve draft recommendation #21 and Senator Ford seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, no; Representative Cannaday, yes; Senator Ford, yes; Susan Harris, yes; Jayne Huffman, yes; Anna King, yes; Renee Launey-Rodolf, yes; Alicia Priest, no; Ben Robinson, yes; and Ginger Tinney, no.

RECOMMENDATION TO THE STATE BOARD OF EDUCATION REGARDING ALTERNATIVE VALUE-ADDED MEASURES DEVELOPED BY DISTRICTS

Dr. White said the item on the agenda was solely as a point of conversation because there have been many questions presented during the working groups and elsewhere regarding full implementation and whether districts will be able to use a model other than the state model. The state law clearly states that districts with 35,000 students may continue to use a value-added model system that they have in place during the two pilot years. The law is not clear on full implementation years. This may be addressed in legislation or by this commission.

Senator Ford said he was the author of the legislation. His intent was any school district over 35,000 students that developed their own value-added model may continue to use it. The intent was not for the first two years. He would give thought to addressing this in legislation.

RECOMMENDATION TO THE STATE BOARD OF EDUCATION REGARDING THE EFFECTIVENESS RANGES OF THE COMPOSITE TLE SCORE

Dr. White presented draft recommendation #22. The TLE Commission recommends that the Oklahoma State Board of Education set the following procedures for the TLE Composite Score for each teacher and leader as defined by 70 O.S. § 6-101.16:

- a. Retain the decimal place values (up to two decimal places) as established and provided by each component score until the end of the calculation;
- b. Combine the component scores for each teacher and leader by multiplying the Qualitative Component by 0.50, multiplying the Student Academic Growth Component by 0.35, multiplying the Other Academic Measure Component by 0.15, and then adding all three together;

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c. Establish the five-tier rating system for the TLE Composite Score as:

- Superior: 4.80-5.00
- Highly Effective: 3.80-4.79
- Effective: 2.80-3.79
- Needs Improvement: 1.80-2.79
- Ineffective: 1.00-1.79

Dr. White said this was a draft that was brought to you last month and was tabled by the Commission. This recommendation is not specific to value added. This is when all of the pieces come together for the TLE system. This was developed because of the rigorous expectation of what it should mean to be superior, that a teacher was at that high level in all areas. The draft ranges are used in the Tulsa model. A 4.55 score could be a 2 on an other academic measures component with the 4.51 Superior rating, a teacher could be less than effective on one of the components and still get an overall rating of Superior.

Ed Allen made a motion to approve draft recommendation #22 with the amendment of item c to read:

- Superior: 4.51-5.00
- Highly Effective: 3.51-4.50
- Effective: 2.51-3.50
- Needs Improvement: 1.51-2.50
- Ineffective: 1.00-1.50

and Alicia Priest seconded the motion. The motion carried with the following votes: Ed Allen, yes; Superintendent Barresi, yes; Representative Cannaday, yes; Senator Ford, yes; Susan Harris, yes; Jayne Huffman, yes; Anna King, yes; Renee Launey-Rodolf, yes; Alicia Priest, yes; Ben Robinson, yes; and Ginger Tinney, yes.

ADJOURNMENT

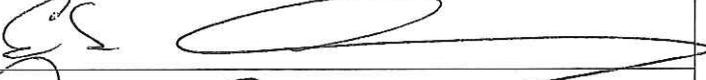
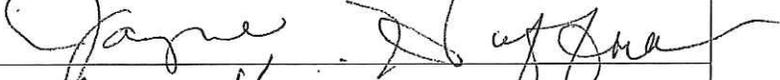
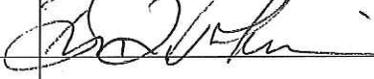
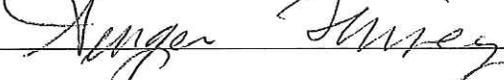
There being no further business Anna King made a motion to adjourn and Susan Harris seconded the motion. The motion carried unanimously and the meeting adjourned at 3:15 p.m.

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Tuesday, February 18 at 1 p.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma.



Janet Barresi, Commission Chair

Oklahoma Teacher and Leader Effectiveness Commission
Oliver Hodge Education Building, Oklahoma City, Oklahoma
January 21, 2014

| Commission Member | Signature |
|----------------------|--|
| Allen, Ed |  |
| Ballard, Keith | Tana Burk for Dr. Ballard <i>gd</i> |
| Barresi, Janet | ✓ <i>gd</i> |
| Betz, Don | |
| Cannaday, Ed |  |
| Ford, John |  |
| Harris, Susan | Susan Harris |
| Huffman, Jayne |  |
| King, Anna |  |
| Launey-Rodolf, Renée |  |
| Priest, Alicia |  |
| Robinson, Ben |  |
| Sears, Earl | |
| Shumate, Jabar | |
| Sommers, Robert | |
| Tinney, Ginger |  |
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