

1 STATE OF FLORIDA
2 DEPARTMENT OF EDUCATION

3 AMERICAN FOR RESEARCH

4 FLORIDA'S RACE TO THE TOP
5 STUDENT GROWTH IMPLEMENTATION
6 COMMITTEE MEETING

7 University of Central Florida
8 Teaching Academy Building
9 Orlando, Florida

10
11
12 Thursday, May 20, 2011

13 Volume 2

14
15
16 DEPARTMENT OF EDUCATION:

17 KATHY HEBDA, Deputy Chancellor for Educator Quality
18 JUAN COPA, Director, Research & Analysis

19 AIR MEMBERS PRESENT:

20 JON COHEN, Ph.D., Executive Vice-President
21 HAROLD DORAN, Ed.D., AIR, Principal Research Scientist
22 CHRISTY HOVANETZ
23 MARY ANN LEMKE

24
25
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1 (Whereupon, this is an uninterrupted
 2 continuation from Day 2, Volume 2, to-wit:)
 3 * * * * *

4 MS. BROWN: Sam, can we discuss from the
 5 standpoint of what we have now, meaning class
 6 size restriction defined under the current
 7 legislation because as was pointed out probably
 8 before we had that we would have seen more
 9 deviation, more impact, right? So do we
 10 consider just what we are under right now or
 11 because we know we're moving to end -- of-course
 12 exams, we know we're going to have more
 13 differentiation and those classes may have
 14 larger class size variation. Can we -- should
 15 we consider that it's a changing landscape
 16 because that would frame which way I'm -- I'm
 17 leaning the other way, that class size should be
 18 included because I've seen all of these things
 19 we've been told are in the process of changing
 20 now and are going to continue to change, and
 21 because of that I think class size is important
 22 and does matter even if with this particular
 23 constrained example, it's not showing it.

24 MR. LeTELLIER: I agree.

25 MS. BOURN: So what I think you just said
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1 is if in fact this data looks as though there's
 2 no effect because it was measured during a time
 3 when all the courses under consideration had a
 4 maximum cap, then we may not necessarily be able
 5 to apply it as even just next year, already next
 6 year --

7 Is that what you're trying to say?

8 MS. KEARSCHNER: Yes, and I'll just say
 9 this, that I know there's a lot of debate around
 10 class size and whether we should have that
 11 restriction or not have it and so on. You could
 12 look to other studies that have been done saying
 13 whether you feel it does matter or doesn't
 14 matter, but to people who are going to see
 15 classes grow because we can't afford to have all
 16 classes tiny and because we're going to be
 17 assessing and using those assessments to grade
 18 teachers that that piece should be in that
 19 formula.

20 MS. BROWN: You convinced me when we
 21 started because now I'm concerned that this data
 22 is constrained by -- artificially by the cap
 23 that exists.

24 MR. MOREHOUSE: That is precisely my point,
 25 that here we don't know what the numbers are for
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1 this data set. What if the rule changes? It
 2 goes up. Now what's the --

3 MS. KEARSCHNER: Aren't we going to be
 4 revising this yearly? Can't we add it in at a
 5 later date?

6 MR. LeTELLIER: I would rather start with
 7 it and take it down if it's not necessary than
 8 trying to add it in.

9 MS. KEARSCHNER: Even if it's not
 10 significant?

11 MR. LeTELLIER: But it's not significant
 12 only for those constraints that we're talking
 13 about and we know it's going to change right
 14 now. I mean, for next year.

15 MR. FOERSTER: Jon?

16 DR. COHEN: Let me make one technical point
 17 and maybe -- you seem to be at a bit of an
 18 impasse and let me make a suggestion to help get
 19 you past it.

20 If you constrain the variation of your
 21 dependent variable, say you're trying to
 22 explain, then you know you're going to attenuate
 23 your quote. We're talking about an independent
 24 variable that has a strain. That probably
 25 shouldn't have -- technically shouldn't have

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1 much of an impact of making it seem less
 2 significant. If it hadn't affected, it would
 3 have -- you would still likely see it, but what
 4 you could choose to do is you might choose to
 5 revisit -- because the situation is changing,
 6 the world is changing, how class sizes are
 7 determined will change, you could make a
 8 recommendation that you maybe take it out now,
 9 re-introduce it as a check into the model each
 10 year to monitor how changing policy is changing
 11 the value-added.

12 MS. KEARSCHNER: I'd rather have it in now
 13 because as those things change that we're
 14 talking about, those assessments, the potential
 15 for class sizes to grow, all of those things, we
 16 need to be able to measure and see the effect
 17 and teachers are going to want to know as those
 18 changes are made. And that's my argument.

19 MR. FOERSTER: I think that's a great
 20 argument; I really do. I want to make sure I
 21 understood what Jon was saying just so that we
 22 see both sides of it. I think what Jon was
 23 saying was that the way that this analysis was
 24 done it has already taken into account
 25 fluctuations in class size. So the situation

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1 that you're contemplating about having more
 2 classes that are bigger in his opinion likely is
 3 not going to change what we see in these
 4 numbers. That's a technical --
 5 DR. COHEN: It typically does what you see,
 6 but because of the change in policy the world
 7 can change. The decisions people make about
 8 class size could change. Constraining your
 9 independent variables doesn't usually change the
 10 effects on the on constrain, but the dependent
 11 variable does. So we're constraining an
 12 independent variable here but we're talking
 13 about two things happening at the same time.
 14 Removing that constraint is also going to change
 15 how people form their classes and the kinds of
 16 decisions they make with their resources. I
 17 mean, Linda's approach is as good as the one I
 18 suggested. You could leave it in and revisit it
 19 next meeting.
 20 MS. KEARSCHNER: Sam, I'm coming from a
 21 policy standpoint.
 22 MR. FOERSTER: Sure.
 23 MR. MOREHOUSE: You want to motion it,
 24 Linda?
 25 MS. KEARSCHNER: So moved, keep it in.
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1 MS. BROWN: Second.
 2 MR. FOERSTER: Moved and seconded, and I
 3 assume you're talking about keeping in all of
 4 the class size parameters?
 5 MS. KEARSCHNER: Do we want to discuss that
 6 because --
 7 PANEL MEMBERS: No.
 8 MS. BOURN: Because the majority are
 9 raising expectations as you get bigger. You
 10 guys understand that?
 11 MS. KEARSCHNER: I'm thinking one or two,
 12 at the most fine.
 13 MR. FOERSTER: Okay, everybody here, Ronda?
 14 We're operating under a -- I think most of us
 15 operate under the assumption that class size as
 16 it increases results in lower expectations for
 17 students, thereby helping teachers. What she's
 18 pointing out is that isn't the case, at least
 19 that's not what we see here. Where there are
 20 effect sizes in many cases they are positive,
 21 meaning that as the class gets bigger the
 22 expectation for the teacher is going to go up.
 23 So where we have a benefit in saying, yes,
 24 teacher, it's in the model and it's accounted
 25 for, we have a problem in that when they see the
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1 detail that went into their calculation and
 2 they're going to see I have this class of 35
 3 kids and the expectation was actually higher as
 4 a consequence.
 5 MS. KEARSCHNER: When we looked at that
 6 initially, my instinct was to decide on one and
 7 two because first of all those incidents are so
 8 rare; that's why you're seeing that, if I'm
 9 understanding correctly. When you get out to
 10 six, if you have 51 numbers that's blown up
 11 because that doesn't recur.
 12 DR. HOVANETZ: Less than half of the
 13 students in middle and high school have a single
 14 course. Like five percent of elementary
 15 students have a single course. So it's not that
 16 only -- it's not that there's only just one
 17 course at the impact negative, the distribution
 18 of students in multiple courses, you're like,
 19 how can a student have six courses? Remember
 20 what we talked about yesterday? Students in
 21 elementary school are enrolled in reading,
 22 spelling, writing, language arts --
 23 So if you're looking at class size four,
 24 it's not statistically significant; and you
 25 know, it's nominal marginal impact and so we're
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1 not just looking at it from the perspective that
 2 everybody -- (inaudible).
 3 PANEL MEMBERS: (Over-speaking.)
 4 MR. FOERSTER: Okay. So we need a rational
 5 way to figure out what we're keeping in and not
 6 keeping in.
 7 MS. KEARSCHNER: First of all, should we
 8 consider whether or not to consider parse out or
 9 not? Then we do look at the number 1, 2, and 3?
 10 DR. HOVANETZ: I don't think you can parse
 11 out 1, 2, 3, 4, 5, 6. Looking at that, because
 12 just the way they're enrolled in the courses,
 13 there's not a systemic way that we're saying
 14 okay, well, for some kids the spelling course is
 15 the first course is going to be a reading course
 16 some kids it's their English course --
 17 PANEL MEMBERS: (Over-speaking.)
 18 DR. HOVANETZ: -- it should be an all or
 19 nothing, and just looking at the impact and
 20 significance it's, you know --
 21 MR. FOERSTER: Okay. So we have a
 22 technical guidance that we need to be taking
 23 this on as agreeable; we either leave them in --
 24 we either leave class size and homogeneity. Can
 25 we take homogeneity out simultaneously or can we
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1 do class size and --
 2 DR. COHEN: Yeah, no reason to do them
 3 separately.
 4 MR. FOERSTER: Okay, class size and
 5 homogeneity for classes 1 through 6, leave them
 6 in or leave them out is the technical guidance.
 7 So I will take a motion either way.
 8 DR. COHEN: There's one more alternative.
 9 You can calculate the average class size of
 10 overall the class of overall the classes of kids
 11 in it is another opportunity -- but it's another
 12 reasonable approach. When you have one class
 13 size it would just be the average.
 14 MR. LeTELLIER: I would even think now
 15 couldn't we just do that? Just simple class
 16 size?
 17 MR. FOERSTER: Harder to explain, to me.
 18 You lose the granularity, you would have the
 19 same counter-arguments that you have with SWD.
 20 MS. GINN: May I ask you a question?
 21 Suppose you have a student in the 8th grade but
 22 they're taking honors high school classes
 23 wherein the class size is different, are we
 24 taking that into consideration here? For
 25 example, our 8th graders, 45% of them are taking
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1 honors science and they're taking for high
 2 school credit. So even though they're in the
 3 8th grade they're taking high school, so the
 4 class size changed. Does that have an impact at
 5 all?
 6 MS. ACOSTA: We still use the 8th grade
 7 class cap in my school.
 8 MS. GINN: What now?
 9 MS. ACOSTA: For my school, for the 8th
 10 grade that are taking 9th grade classes, we use
 11 the 8th grade class cap size.
 12 MS. GINN: I thought it was in the pipeline
 13 for --
 14 MS. ACOSTA: The new law says --
 15 MS. GINN: -- the new law so it does count,
 16 yes. That's why I asked. The new law says if
 17 you're taking a 9th grade class or honors in 8th
 18 grade, you base it upon the high school.
 19 MR. TOMEI: Question. Jon, everything
 20 we've discussed and everything we've looked at
 21 is that. Were there any noticeable differences
 22 in the data we're talking about for regional --
 23 DR. COHEN: You see the same kind of -- we
 24 can pop it open for reading.
 25 MR. TOMEI: As long as we know that the
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1 data looked the same, I just thought that we
 2 needed to know that.
 3 DR. COHEN: We have more numbers.
 4 MR. FOERSTER: Only if you notice something
 5 markedly different from the --
 6 DR. COHEN: No, they're the same. They're
 7 small effects, there are a lot of them that
 8 bounce back and forth.
 9 MS. TOVINE: We're coming up with a
 10 formula, with a model to calculate the score for
 11 a teacher. Under the contention, I still don't
 12 understand why we would include variables in
 13 there that aren't even making a difference, just
 14 for comfort level. I mean, we're talking about
 15 a statistical application here, not the other
 16 side of it.
 17 MS. KEARSCHNER: I think it's for
 18 information which is valuable, and understanding
 19 the elements that are going into providing this
 20 score for teachers, the pieces that are going
 21 into the formula are changing. We need
 22 information, information -- not comfort,
 23 information; teachers are going to need
 24 information, communities are going to need
 25 information to have faith in what that score is.
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1 MR. TOMEI: I tend to agree with you. If
 2 we agree that we can't parse it out, that we
 3 either keep it all or don't keep any of it, to
 4 me even though we know that only portions are
 5 significant and the effect size is likely
 6 extremely small; it's not going to have a marked
 7 effect on the statistics we're generating or
 8 teacher accountability, but it seems to me
 9 easier to explain from a policy standpoint that
 10 we kept it in the model because we know this is
 11 -- particularly class size is a sensitive issue
 12 and I'd rather be able to look at the data for a
 13 few years before we then make a case of where
 14 we're at the point where we really don't want it
 15 in the model because of parsimony
 16 considerations. But to do that now, I think it
 17 would be harder to explain that from a policy
 18 perspective to explain why we kept in something
 19 even though it has a very effect size. So I'm
 20 with Linda on this; I'm more comfortable leaving
 21 it in.
 22 MS. GINN: Me, too, because that's the
 23 reason I said things are changing. So I'd
 24 rather have it in and err on the safe side.
 25 MR. LeTELLIER: I'd rather be able to point
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1 to data that says it doesn't matter than not
2 have it in the model and try to convince
3 teachers it's not there because it doesn't
4 matter.

5 I make a motion that --

6 MS. BROWN: There's a motion on the floor.

7 MR. FOERSTER: It was ambiguous which is
8 why we stopped, but we have gotten technical
9 guidance.

10 Linda, your motion was that we accept or
11 keep in the model all of the class size and
12 homogeneity covariates as they're listed for
13 both math and reading.

14 Is that the motion that you seconded?

15 MR. MOREHOUSE: Yes.

16 MR. FOERSTER: Then it's moved and
17 seconded. All those in favor of including all
18 of the class size and homogeneity covariates in
19 the model for math and reading, please indicate
20 by raising your right hand. Okay. Thank you.

21 Majority carries.

22 I'm not sure how we're doing on scheduling
23 and breaks. Do you want to take a break? Are
24 you all ready for a break? Do you want --

25 MS. KEARSCHNER: We only have a few more to
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1 go.

2 MR. FOERSTER: Okay, I'm good with it.

3 Okay.

4 DR. DORAN: Do you want to keep going, Sam?

5 MR. FOERSTER: Yeah, it sounds like we've
6 got a lot of people who want to get through
7 this.

8 DR. DORAN: -- within each grade you repeat
9 the modal age within that grade; and then for
10 any particular student who differs from that,
11 it's a continuous variable. So age, for
12 example, in grade four was ten and the student
13 was 11 years old. So it's essentially a way to
14 get out retained students because they would be
15 older than the typical age. So a student would
16 have a decrease in their expected score for any
17 difference of one from the modal age.

18 Jon, how is mobility coded?

19 DR. COHEN: Mobility is number of
20 transitions, a transition being you leave a
21 school and enter another school is a transition,
22 or you leave the school and re-enter that school
23 more than 21 days later. We just count the
24 number of times that a student makes the
25 transition.

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1 DR. DORAN: Let me explain these others so
2 you can consider them at your convenience.
3 Missing mobility, we don't know about the
4 transitions. Attendance is a continuous
5 variable of the number of days present in the
6 school. Gifted is a dichotomous variable coded
7 as zero or one, one meaning they are gifted,
8 zero meaning they are not; and ELL/LY was also a
9 dichotomous -- that was a dichotomous variable
10 that was well coded as ELL/LY 1, zero otherwise.
11 You can consider these.

12 MS. FEILD: The ELL was I believe the flag
13 was set if they were less than two years in the
14 program, correct?

15 DR. DORAN: Yes.

16 MS. FEILD: And the gifted is based on the
17 primary exceptionality whether or not the child
18 is enrolled in a gifted course?

19 DR. DORAN: Yeah, the code is L and the
20 exception model --

21 MS. FEILD: So that means a kid could be
22 gifted, but he hasn't been enrolled in a gifted
23 course in five years.

24 And for the modal age, the adjustment is
25 per one --

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1 DR. DORAN: For every unit, different --

2 MS. FEILD: So if a child is two years over
3 age?

4 DR. DORAN: Then it would be two times, if
5 they are two years older than the modal age
6 within their grade, so if the modal age were 10
7 and the kid were 12, their expectation would
8 decrease by 26 points, 28 points.

9 MR. TOMEI: Is that looked at by year? Do
10 you look down -- what increments do you go to?
11 Do you go down by year and month and do that in
12 twelfths?

13 PANEL MEMBERS: (Inaudible over talking).

14 DR. COHEN: I would say that all kids have
15 some difference for modal age.

16 MR. TOMEI: Well, I have a question about
17 that and I remember I think from the
18 teleconference one of the committee members
19 having a conversation about this, or maybe it
20 was in a different meeting I was in, but some
21 research that suggested that even a matter of a
22 few months age-difference showed marked
23 difference in student achievement; and if that's
24 true and there are people on the committee that
25 think that's an important effect and maybe

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1 differently in the early grades than the later
2 grades because my recollection was a
3 conversation about kindergarten or first grade
4 students and some local action research that was
5 done that showed significant differences between
6 students who were born in January and February
7 versus those who were --

8 MS. FEILD: Yes, that was Miami-Dade. That
9 was placement into gifted, placement into gifted
10 in higher level was for kids that were -- that
11 turned older in the grade level. Those kids
12 were higher in terms of being placed into gifted
13 than those that were younger.

14 MR. TOMEI: Okay. That talks to the
15 question that I want to ask that should that I
16 want to ask, that should that particular
17 variable be looked at in high resolution than
18 just increments of a year?

19 DR. COHEN: I don't think increments of a
20 year; I think a unit is a year, but it would be
21 like 1.1 year and 1.2 years, but let me point
22 out that what this is saying is basically the
23 kid's been retained so they're a year older than
24 everybody else. You're expecting the teacher to
25 produce 13 points less growth, which if you want

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1 So I guess I'm looking at from a policy
2 perspective, what kind of statement are we
3 making when we say older kids don't have as big
4 as of an expectation as kids that are on track?

5 MS. KEARSCHNER: Isn't the point of this to
6 be able to make the student move, to grow, to
7 get out a gain of them, and should we expect
8 that gain to be different just because -- we
9 want to move from point A to point B. Does it
10 matter if point A is in the same grade that it
11 was last year, which it's the growth piece.
12 It's the gain that we're interested in.

13 MR. BROWN: I want to go back to this
14 comment. Earlier we tried to make everybody
15 feel better by saying this isn't an arbitrary
16 expectation; this is the reality of the group
17 that was observed. So we're not saying we
18 expect less of students who are retained. We're
19 saying the reality is that kids that are sitting
20 in these classes that are a year older tend to
21 have this performance. Therefore, the fair
22 thing for evaluating teachers which is the
23 purpose of what we're doing here is to say we
24 realize that exists. Therefore, back to what
25 you say, the real incentive is you know you can

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1 to think about the potential unintended
2 consequences, it could be that a teacher would
3 tend to write off those kids. It could be that
4 a teacher would tend to write off those kids.
5 The kids who were already struggling, they had
6 been retained. I'm going to get a pass as a
7 teacher because I only expected to teach them a
8 little bit less.

9 MR. FORESTER: The counter-argument would
10 be that that kid could be extra credit, right,
11 because the standard has been lowered for that
12 child. If I demonstrate just even an average
13 amount of growth in that kid, I'm going to get
14 extra credit if you will for them. I think it
15 could be a positive incentive, also.

16 DR. LeTELLIER: That's a good point.

17 MR. FOERSTER: Would you guys like to take
18 these individually or as a group?

19 MR. TOMEI: Group.

20 MR. FOERSTER: I'm getting a wince from the
21 sidelines.

22 DR. HOVANETZ: It's not a wince, but
23 thinking about what we just said here is we want
24 to expect less from students that we know are
25 definitely struggling and most need our help.

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1 make a lot of growth gain with that student
2 that's retained, so you can get a lot of extra
3 credit points if you really move them.

4 So I'm not so sure that it's as clear as
5 we're saying, we expect less for kids who are
6 retained. I'm not going to agree with that.

7 MS. FEILD: I agree with you, Anna, I think
8 the issue is also that these kids are starting
9 so much lower than the kids that were not. You
10 know, these deficits accumulate so as the kid
11 continues to be retained whether it happens once
12 or twice the deficits are accumulating, and all
13 we're saying is we know that the teacher is
14 going to struggle to make growth. So we're
15 expecting --

16 MS. BROWN: And it may take extra effort to
17 get where they need to be and if they do it
18 they're going to get a lot of extra credit for
19 it.

20 MR. FOERSTER: Ronda's been pretty patient
21 over here, so --

22 MS. BROWN: Sorry.

23 MS. BOURN: It's a technical question. Is
24 the prior year's score on the same grade
25 instrument.

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1 MS. BROWN: It depends if the student was
2 retained --

3 DR. DORAN: That's right, they would reach
4 if they overcame --

5 MS. BROWN: They had been retained in the
6 prior grade, so they could be a year older and
7 have been retained five years ago.

8 MS. FEILD: The fifth graders there
9 probably weren't retained in 4th grade; they
10 were probably retained in 3rd and they're
11 already one year behind, and they're going to
12 carry that throughout 10th grade.

13 DR. DORAN: Just a thought for your
14 consideration, based on what you just said, it
15 was observed under this system. So if you
16 continue then you're continuing with the
17 expectation that those students would be allowed
18 to under-perform or have a lower expected growth
19 than other students. In other words, it's
20 another way of saying you're not going to change
21 what was necessarily change what was observed in
22 the past. It reminds of that saying, if you do
23 what you've always done, you'll get what you've
24 always got. So this is an opportunity where you
25 could say that was observed but I'm unhappy with

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1 factors that have brought that child here
2 retained once or twice, what is something to
3 level when the teacher falls short of bringing
4 that child right to grade level? What levels
5 that out? What says that we know you taught
6 your heart out and did everything you could and
7 he's still a little bit behind, but we're a
8 little bit closer. And I think trend data is
9 going to show what teachers are doing.

10 All teachers, yes, but I don't think that
11 data shows teachers that are saying, Johnny, go
12 sit in the corner, you're worth 40 points, you
13 don't have to score as high as everybody else.
14 I mean, are there teachers like that? Yes,
15 there are, but there's other data that's going
16 to start weeding those teachers out and it's not
17 going to be your retained students.

18 MS. BROWN: I think it's important, too,
19 because it's true that there's an opportunity to
20 say we're going to make change and this, that,
21 and the other; but we're also supposed to be
22 charged with making sure that we are looking out
23 for maintaining equity for teachers in
24 evaluation. And when we also look at the
25 instances, I mean, another thing we've looked at

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1 it. So that's a thought that you can consider
2 when you make a change in this particular part
3 of the policy.

4 MS. FRAKES: But I think that most of the
5 teachers that we have in Florida are concerned
6 for the students who sit in their classroom, and
7 I do not think that teachers are going into the
8 classroom saying that baby is two years older
9 than his age, so you know what? I'm going to
10 sit him in the corner because he can score 40
11 points lower and it's not going to make a
12 difference. Teachers teach because they love
13 kids. Are there exceptions to the rules? Yes,
14 they are. I just watched on the news last night
15 about a bad cop right here in Orlando. I mean,
16 there are exceptions to the rules no matter
17 where you go, and in education, also; but the
18 majority of the teachers that I have worked with
19 in Florida that I've been on committees with go
20 into that classroom and say this child has been
21 retained twice, and I'm going to do everything
22 in my power when this child leaves my classroom
23 that they are going to be caught up or as close
24 to caught up as they can be.

25 Given that constraint, given all the other
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1 here is what is the end that teachers are
2 dealing with? So how many teachers have an
3 entire class of retained kids? Now it's
4 possible, there are a few because some schools
5 can make that decision but not all schools do.

6 Speaking with teachers that are dealing
7 with struggling students that are working hard
8 like Stacy's talking about, they want to know
9 that their effort will be rewarded, which in
10 this case it can be double, triple rewarded, but
11 they also want to know that if their effort
12 doesn't get them to an 'X' level or get that kid
13 magically back to the norm in one year that they
14 have the student that they're not going to be
15 penalized for that.

16 MR. FOERSTER: Jon?

17 DR. COHEN: This may be a bit outside --
18 maybe I shouldn't even play it up, but the
19 numbers do imply that the kid who's been
20 retained can continue -- can always have
21 teachers who are identified as at least being
22 the standard and continue to fall farther and
23 farther behind the peers. That's what it does
24 to that expectation, and so in urban districts
25 where you have high retention rates, you are de

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1 factoring setting lower expectations for groups of
2 students in that area. If you guys know you're
3 doing that and you're comfortable with doing
4 that, that's your choice. You should recognize
5 that as something that leaving this in the model
6 does, in the same way that it increases the
7 expectation for ELL students.

8 MS. FEILD: See, that's the problem. Maybe
9 mentally it doesn't sound right, but if we're
10 using data to drive our decision, we can't go
11 hand -- we can't go picking and say we're going
12 to keep this because politically this will look
13 well but we're going to take this one out
14 because it appears that we're having to reduce
15 the expectations. I mean, the data is showing
16 this and this is going to be what a teacher is
17 going to be evaluated on. So it's hard for me
18 to say, you know, we didn't want to set the
19 wrong message out there and say we expect kids
20 that are retained to score less, but by the way,
21 you're an autistic teacher and because your
22 autism in the data shows you need to make 20
23 more points and we're going to put that in your
24 model.

25 DR. DORAN: Let me just say one thing real
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1 are they meeting their benchmarks, are they
2 moving forward, are they on track to graduate?
3 Will they graduate? Those pieces.

4 So we have parallel systems running and our
5 educational system is designed and each of our
6 districts is working to insure that our lowest
7 performing students are exceeding their
8 expectations. So I think to only look at it
9 here implies that we're not doing anything
10 anywhere else.

11 MR. TOMEI: The data are what the data are,
12 okay? It captures a phenomenon that's actually
13 taking place. We can keep it in the model which
14 is how you fairly treat the teachers that are
15 teaching those students. We can take it out of
16 the model; that doesn't change the phenomenon.
17 It doesn't change our expectations. In my way
18 of thinking, I disagree with Jon because I don't
19 think that changes our expectations for those
20 students. We still want to set the bar high,
21 but if we take it out of the model we're
22 ignoring something that we know has an impact on
23 the teacher. So it's a no-brainer to me. We're
24 not changing the phenomenon with our decision.

25 The data are what the data are. We're just
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1 quickly so you see what he's saying. In this
2 particular model, if the student were -- the
3 difference would be 14 points. Then the next
4 year they met their prediction, but the next
5 year they could still be 10 points and be behind
6 but that's compounded, so now a student can be
7 24 points behind their per years. Then the next
8 year another 8 points, so 32 points becomes
9 compounded each year and those students are
10 still meeting their expectations, but the gap
11 between those students and their non-retained
12 peers becomes larger and larger over time and
13 those students would still be meeting their
14 expectations despite that gap becoming larger.

15 MS. BROWN: True. However, what we're also
16 I think interweaving is an assumption that by
17 allowing that continue we no longer have high
18 expectations for students. This is only one
19 piece of the pie and it's only one way that
20 we're calculating the teacher effect. That's
21 what this is all about. We still have policies
22 and procedures and things in place to make sure
23 that students are making gain on a different
24 scale by which we will measure a student's
25 growth. We have policies and procedures for --

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1 deciding are we going to keep it in the model
2 and react to it in terms of teacher
3 accountability or not? And I don't think this
4 has anything to do with expectations for
5 students.

6 MR. LeTELLIER: No, I think what you just
7 said was going through my head, too. We're not
8 saying now we're giving a pass for students to
9 not achieve. That's not what it's about. It's
10 using the data to realistically say what a
11 teacher is accountable for at a certain level,
12 and then as you mentioned, Anna, we've got the
13 other pieces of the puzzle to account for
14 student growth.

15 MR. TOMEI: If anything, keeping it in the
16 model gives that teacher an opportunity to
17 benefit from over-achieving with that student
18 and setting the mark higher. So if there is
19 some policy consequence on expectations, I think
20 leaving it in the model has a positive effect on
21 expectations, not a negative.

22 MS. BROWN: And I just thought of something
23 that maybe could be potentially true just in
24 this data set. If the grade 5 teacher
25 incredibly exceeds the expectation then that

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1 student's next year's expectation is naturally
 2 elevated by the model because we're using prior
 3 performance to help drive that expectation. So
 4 even though that student is still in that
 5 category of difference from modal age, they are
 6 moving as teachers make that increased
 7 performance. So there is still an incredible
 8 incentive to move students along.

9 But this allows us, as you said, it's an
 10 anomaly that occurs. These are not always
 11 retained children, either. There are many
 12 children that come to us from out of country
 13 over-aged and as they matriculate through they
 14 continue to be over-aged. So we may still be
 15 getting that same gain.

16 MS. FEILD: I think the thing is on these
 17 student variables there's almost two categories.
 18 There's one category that once the child meets
 19 it, it stays with him forever. Over-aged once
 20 he retains that once he carries that, right?
 21 Gifted is the same way. If the child is staffed
 22 into gifted in first grade, never even attended
 23 a gifted class, he's going to carry a higher
 24 expectation throughout his entire career, same
 25 thing with ESE, but there are a few others like

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1 have other accountability systems where we can
 2 perpetually meet the standards but not actually
 3 improve the student's status, and just from the
 4 pure policy side of that, the implications to
 5 understand that the over-arching goal is to
 6 improve student achievement, and one of the
 7 catalysts the legislature thinks that you can do
 8 that is to change the metric by which we
 9 evaluate teachers. So just keeping that in
 10 mind, yes, we're trying to put together the best
 11 teacher evaluation system we can.

12 MR. LeTELLIER: Christy, I have a question
 13 about that because that's very important
 14 obviously; but is there really any incentive for
 15 a teacher not to want to succeed with that
 16 student, to not work hard with them? In other
 17 words, if we leave that in the model I don't see
 18 any incentive for the teacher to put the kid in
 19 the corner like somebody was saying and not work
 20 harder. I think if anything maybe we would be
 21 changing to the positive knowing that, hey, you
 22 know, you can actually work hard with the
 23 student and there is a good incentive.

24 I'm asking you, am I looking at that wrong.

25 DR. HOVANETZ: I agree, John, but I think
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1 mobility and attendance that are going to alter
 2 every single year based on that. So it's hard
 3 because, you know, you may have a child that was
 4 staffed at gifted because he had a great
 5 pre-school and they staffed him in first school
 6 but turned out to be average, but he's going to
 7 be bound by a higher expectation, well, most of
 8 the time, throughout his entire educational
 9 career unless we go in and take off the gifted
 10 flag.

11 MR. FOERSTER: I'll take a motion any time.

12 MR. HOVANETZ: This is just bringing it up
 13 one step further. It is completely understood
 14 you guys get the data, you understand the
 15 implications of something very bold, and yes
 16 this is about determining how to set up a
 17 teacher evaluation system, but the reason the
 18 teacher evaluation system was changed was to
 19 improve student achievement, so we just don't
 20 want to lose sight of the fact that the ultimate
 21 goal here isn't just an effective teacher
 22 evaluation system, it's revising the teacher
 23 evaluation system with the end goals of
 24 improving student achievement.

25 So just keeping that in mind, I know we
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1 but it's the expectation that the state is
 2 setting. By saying we don't expect this student
 3 as much as another student because they have
 4 over-aged them. I don't think the teacher is
 5 going to do that but it's worsening our
 6 expectation for that particular student is lower
 7 because they're older and that compounds year
 8 after year.

9 MR. LeTELLIER: Right, but our expectation
 10 is not lower. The data that you provided shows
 11 that it is lower. So all that we're saying is
 12 if we take that into account, will we actually
 13 move that data year after year after that
 14 teacher is working hard so that that number
 15 actually becomes smaller and smaller. So could
 16 that have a positive impact versus is there any
 17 negatives to leaving it in?

18 MS. FRAKES: Is that based on scale score
 19 point? I mean, we're talking 13 -- and.

20 PANEL MEMBERS: Yes.

21 MS. FRAKES: And that's very -- I mean,
 22 we're talking 13 points. I don't think that's
 23 huge. I don't think it's going to make me say
 24 I'm not going to work with you as much over 13
 25 points. Now if it said, I don't know, 500

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1 possibly, but we're talking 13 points maybe in
2 5th grade, 26 at the most. I mean, that's not
3 going to make me do any less of my job because
4 if I do I'm a fool. I mean, that's not a huge
5 amount of number for me to say my expectations
6 are lower for you, and that's why I wanted to
7 ask that question.

8 MS. BROWN: I just want to not be
9 completely argumentative, just a little bit, but
10 I think there's two ways to look at the same
11 coin. It has two sides. I don't -- I firmly do
12 not believe that -- and statisticians will not
13 agree with me -- that policy-wise we are saying,
14 the State is saying, we expect less. What I
15 believe we could be saying policy-wise is the
16 State recognizes the difficult job of the
17 teacher in the classroom, therefore we have a
18 variable included for the time when you do have
19 to deal with this situation; we're helping you,
20 we know you're going to keep moving forward.

21 How about for once the State say I'm behind
22 you as a teacher? That could possibly be the
23 policy statement we're making. It doesn't have
24 to be that those are the words because not one
25 person in this room used those words.

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1 MS. GINN: Anna, I agree with you, and
2 something else I think we all need to consider,
3 we're looking at these numbers only how teachers
4 are going to be rated. I don't look at a kid
5 that comes in my room and say let me see how
6 many points I can get from him; I look at every
7 kid that comes in my room, I look at them as a
8 student that I'm going to teach. All of the
9 other stuff is just stuff. I am first and
10 foremost a teacher, and when they come in my
11 room I don't care if you've got a score here or
12 here, it is my job to teach him. What the State
13 has with their policy -- thank you for that
14 little extra, but that extra doesn't mean that
15 much to me when I'm doing what I'm paid to do
16 and that is to teach.

17 MR. FOERSTER: Okay. I'm going to try to
18 put a bow on this one. It really seems like a
19 philosophical decision here again. It's
20 perspective and what you believe you're
21 conveying by accommodating this in the model.
22 There's one argument to be made that by
23 incorporating this difference for modal age,
24 you're conveying a lower expectation for
25 students and that could have an adverse effect

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1 on student achievement.

2 There's a counter-argument that by
3 including this difference for modal age what
4 you're actually doing is honoring the job of the
5 teacher and saying our experience tells us that
6 this is the real world, this is what happens;
7 and we're going to acknowledge that and hope
8 that you actually take this as an incentive or
9 an opportunity, let's say, to be rewarded for
10 the extraordinarily hard work that would be
11 required to reach a normal growth or what would
12 be a standard growth for a child with this
13 attribute. That seems to be what it is about,
14 which way you think this would go and what you
15 feel more comfortable advocating for when we
16 walk out of here.

17 So the matter is do we include difference
18 for modal age in the model? And I will take a
19 motion to that effect and we can put it to a
20 vote.

21 MR. LeTELLIER: I move that we include it
22 in the model.

23 MS. GINN: Second.

24 MR. FOERSTER: All those in favor of
25 including difference for modal age in the model,
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1 indicate by raising your right hand. Okay.
2 Thank you. Do we want to take a break at this
3 point or do we want to keep going?

4 MR. TOMEI: Let me make a motion that we
5 retain all remaining variables in the model and
6 see if it gets seconded.

7 MS. GINN: Second.

8 MR. FOERSTER: It is seconded. Any
9 discussion on including the balance of these
10 variables in the model? Ready for a question.
11 All those in favor of including the balance of
12 these covariates in the model, indicate by
13 raising your --

14 MS. BOURN: Wait, wait, wait, wait, wait,
15 wait, wait, wait. Missing mobility flag.
16 Somebody tells me what that means, please.

17 DR. DORAN: In some cases for most kids we
18 observe the number of times they move between
19 schools and the criteria was less than 21 days,
20 Christy; it that right? If they re-enter school
21 less than 21 days, it's not considered mobile.
22 If it's more than 21 days, they are mobile; is
23 that right? All right.

24 In other cases, we don't have that
25 information about a particular kid; we just
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1 don't know -- now, Christy, does "don't know"
2 mean they were in the same school or does "don't
3 know" mean that we don't know if it was 21 days?

4 DR. COHEN: There are a lot of technical
5 variables that I've actually hidden in this
6 spreadsheet. That's one of them that should
7 have been hidden. We didn't always have the
8 check-in/check-out dates and in order to keep
9 all the kids in, you have to do something. If
10 you have mobility in, you've got to have the
11 missing mobility flag in and they go together;
12 there's nothing substantive there.

13 DR. DORAN: It's so we don't lose kids.

14 DR. COHEN: So we don't lose kids, yes.

15 MR. FOERSTER: So what we're contemplating
16 is whether or not we keep in mobility,
17 attendance, gifted, and ELL as covariates in the
18 model. Been moved and seconded. Thank you for
19 the question, Ronda. Any further discussion?

20 All those in favor, indicate by raising your
21 right hand? Thank you for the suggestion.
22 Lance? Now we can take a break. Thank you.

23 (Whereupon, a short break was had.)

24 MR. FOERSTER: I have some really, really
25 good news. We're just about done. I mean,

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1 Anna was saying that her county actually
2 takes two data points within a semester, and I
3 thought, wow, what a neat idea; what a great
4 idea if they have an October and a December
5 count to see kind of like a mini-survey, too, to
6 look at the semester to say that the student has
7 been stable in that semester course, and then
8 the same thing for the February and maybe April
9 or March look at.

10 MR. FOERSTER: So is your request that the
11 State would have additional surveying dates
12 available for use?

13 MS. HALL: I think that I am concerned with
14 mobility rate of a student who comes in October
15 15th, then leaves, and has not had a lot of
16 stability in that. I know we've captured some
17 mobility here, but is that a true marker when
18 we're looking at the entire school and the whole
19 population of that?

20 MS. TOVINE: Either they would have to
21 somehow adjust the data collection time period
22 or add another one, or go to a similar business
23 rule like they use for school grading purposes,
24 some way to capture that; but you're right, I
25 mean, a student could enroll just right before

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1 really, really just about done.

2 Does any member have any other business
3 that they would like to bring up before we do
4 the wrap-up, hand it over to Ms. Hebda, and call
5 it a day?

6 MS. HALL: I just have one thing that I've
7 talked to a couple of people about that was
8 brought up yesterday about a student counting
9 for survey two and then a student counting for
10 survey three. I had some questions about that
11 because in the model that we have now a student
12 must be present in both survey two and survey
13 three. What was presented yesterday in our
14 accountability to say that they've been there
15 for the October and February FTE. In this --
16 correct me if I'm wrong -- in this model it's
17 saying that because they're looking at semester
18 issues that you can be present in survey two at
19 this school and count and then you can be
20 present in survey three and count in this
21 school. So I don't know whether that's a
22 recommendation or a note to say that our
23 committee is concerned about that. I don't know
24 if any of you are concerned that they're only
25 looking at one data point for per semester.

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1 that time period when the data is collected and
2 that student score would be used for teacher
3 evaluation.

4 MS. BOURN: I think the October and
5 February is sufficient for school level
6 accountability because you have a certain degree
7 of confidence that that student counts for that
8 school. But when we move to a teacher level
9 accountability, I don't think that's sufficient
10 and I'm wondering -- I think you bring up a
11 really good point -- I'm wondering how that
12 interacts with the student teacher data link and
13 the idea of dosing in terms of how many days of
14 instruction that particular student has had with
15 that particular teacher in that particular
16 course.

17 MR. FOERSTER: Kathy?

18 MS. HEBDA: I was just going to address
19 that very same thing. I think Juan mentioned
20 this yesterday that we are working the student
21 teacher data link projects with the Gates
22 Foundation grant, and there will be a pilot in
23 the fall; and certainly this committee will be
24 fully informed of all the results of that and
25 how that's going. That includes a roster

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1 verification tool that allows data capture more
2 frequently than just at the survey points we
3 traditionally do, ultimately wanting that to
4 feed into the State database down the road, but
5 even before that can happen using it for
6 assistance when making this kind of data more
7 useful at the teacher level.

8 MR. FOERSTER: So, Kathy, would it be fair
9 to say that as that project moves along, if it
10 in fact is able to provide a higher resolution
11 of where the kid is at when a highly verified
12 higher resolution, that that could be
13 incorporated into the model before the results
14 are tabulated for next year?

15 MS. HEBDA: Absolutely, yes, that's a great
16 way to put it; and that is the purpose of the
17 project so that we can do that at a much more
18 refined level than we do now.

19 MR. FOERSTER: Great. So that means survey
20 two or survey three while not optimal is really
21 limited to historical data and going forward
22 likely we'll have an answer. Thank you.

23 MS. FRAKES: I have a question. When we're
24 talking about the information and I forget your
25 name that's working on the facts -- how quickly

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1 need two things. We need the teacher effect and
2 its standard error. In order to get its
3 standard error, you have to have at least three
4 kids in the class. Now if you wanted to come up
5 with some number that says you have to have at
6 least 10 kids or 11 kids, there would be no
7 empirical criteria which we could come up with
8 that number, so it would just be a number that
9 we would choose out of thin air, okay? We could
10 have that conversation.

11 But one of the things that would happen is
12 if you have teachers included in the model that
13 have only a very small number of kids, say four
14 or say nine, the standard error of that teacher
15 effect will be really, really big. What that
16 means is, is it will be hard for any teacher
17 that has a very, very small number of kids to
18 have a reliable teacher effect so that they
19 would be either identified as high value-added
20 or very, very low value-added. They would have
21 to do something exceptional with those students
22 to be identified as such. So there's something
23 of a safeguard in place by use of the standard
24 error in making the determination of where a
25 teacher effect is, whether they're high or low.

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1 are we looking at having that information
2 available? I ask because this committee is
3 getting a lot of press. One of the Florida
4 teachers said that we're webcasting it and so
5 it's getting a lot of attention and people do
6 ask questions, so not to put any pressure on you
7 but what are we looking at?

8 MS. LEMKE: We'll work with the Department.
9 We now have a lot to talk about, so I hear you
10 and we'll work as quickly as possible to get
11 material in your hands that you can use to --

12 MS. FRAKES: Will those be made to just
13 committee members or to everybody at large?

14 MS. LEMKE: Ultimately, it will be to
15 everybody at large.

16 MR. FOERSTER: Lori?

17 MS. WESTPHAL: My question is to Harold.
18 The first slide you put up today said something
19 about minimum class size to include -- but I
20 don't know that we ever answered that.

21 DR. DORAN: Let's address it real quickly.
22 The question was, what should be the minimum
23 class size before you estimate a teacher effect?

24 There are a couple of things. One, for a
25 teacher -- in order to get a teacher effect we

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1 Now with that said, if you wanted to have a
2 conversation about what is the minimum number of
3 students a teacher would need to have in class
4 before you produce or use a teacher effect
5 estimate? You could have that conversation, but
6 there's no statistical guidance that we could
7 offer. It would be just an opinionated
8 conversation that you could have, a well
9 regarded opinion; you could come up with
10 something that's very thoughtful. We would just
11 have to not be able to advise you on what that
12 number would be other than it has to be bigger
13 than three.

14 MS. WESTPHAL: So what you're saying is
15 that teachers that have less than 10
16 statistically are going to fall in that range of
17 we're not real sure if they're high; we're not
18 real sure if they're low.

19 DR. DORAN: Most likely they would and it
20 would be true because the standard error of
21 their teacher effect would be very vague, which
22 means they're not measured very reliably because
23 there's not a lot of information, information in
24 the sense you have a lot of kids, that would
25 help us make a good estimate of their teacher

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1 effect. So most likely they would be in that
2 range --

3 MS. WESTPHAL: So when we get that kind of
4 rating, that's when we would say, okay, these
5 evaluation peaks are going to pick up the
6 business rule, like, okay now you're down to 40
7 or 60 or something?

8 DR. DORAN: Kathy?

9 MS. HEBDA: The 40 or 50% applies in the
10 law to the number of years in teacher data that
11 you have, not to the number of students that you
12 have. The student conversation seems to be
13 something you have on the local level because
14 only the district is going to know ultimately
15 how many students were assigned to that teacher.
16 We'll know in the database to a certain point,
17 but until we get the student teacher data link
18 in place, it's going to be the survey periods.
19 So there are going to be some things in the
20 evaluation system that they're going to have to
21 have local decisions on when there are things
22 about data that are only known locally and not
23 known at the state level.

24 MS. KEARSCHNER: That kind of goes to my
25 question here, an example that we need for the
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1 business rule, that in this case you have a big
2 standard error and that might kick in the
3 business rule. Will this body -- we've talked a
4 lot about when a business rule might be applied
5 or not applied. Is that something that we're
6 going to be thinking of we should be making
7 recommendations on?

8 MS. HEBDA: That's a great question. I
9 don't always know the answer to that question
10 because I don't know what things might come up.
11 This was one example that I know was sort of a
12 local data point but we may not have it in the
13 department in a reliable way that a district
14 will have to accommodate and do something about.
15 But there can be other things that come up but I
16 won't know how to answer your question unless we
17 take those one at a time as we discover those
18 along the way.

19 MS. KEARSCHNER: So it could be something
20 in the future --

21 MS. HEBDA: Yes.

22 MS. EDGECOMB: As we move forward, I think
23 we're going to have piggyback or preparation for
24 materials. This is going to the commissioner by
25 June 1st.

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1 What happens if for some reason there's any
2 aspect of this that he does not accept? What
3 happens then to our responsibility to respond to
4 any area that is unacceptable?

5 MS. HEBDA: Your responsibility as a
6 committee is to make a recommendation to the
7 commissioner, and the information that Mary Ann
8 will put together and that we'll put together
9 working for you will also have to ultimately
10 reflect what the commissioner says. But there's
11 a video from this meeting, there will be notes
12 from this meeting, there will be other things
13 that capture what you all did to come to your
14 recommendation and so that if the final decision
15 by the commissioner on June 1st is different
16 from yours then there will be documentation of
17 that.

18 MS. EDGECOMB: Okay. What happens to the
19 body of all this work? I mean, if he says no --
20 is it all no, partially no, some no?

21 MS. HEBDA: What the commissioner has to do
22 is recommend a model or select a model. Now he
23 can select the model that you recommend or he
24 can select a different model. He doesn't really
25 have a choice right now to not select a model.

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1 Mr. FOERSTER: Any other questions? Okay.
2 We have asked AIR to run a model that will show
3 us the impact of school effects distributed 50%.
4 I know I didn't say that accurately given the
5 discussion of the previous morning, it's late.
6 You guys want to see what that decision means in
7 terms of attributing some of the school effect t
8 the teachers' value-added score as compared to
9 attributing no school effect to the teacher
10 value-added score. I think we all have some
11 questions about what that does exactly. So they
12 have offered to run that model and share it with
13 us via a webinar on the 25th. So I'm sure
14 e-mails will be sent out to schedule that to get
15 you guys all staring at a screen at the same
16 time, and we'll see what it means.

17 MS. STEWART: Question about webinar. With
18 technology, is there any way to get the hand
19 raise in the webinar to actually work because it
20 was a little frustrating at some times. With
21 everybody talking at the same time, there's no
22 way to indicate -- you know, Stacey wants to
23 talk, she's next; John's next, and then Ronda.

24 I tried to click that just because I
25 thought, well, I can't speak, I'll just try

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1 really quick, you know, and it doesn't work. So
2 I didn't know if that was a possibility. It
3 might help moderate things.

4 MS. HEBDA: We'll do our best.

5 MR. MOREHOUSE: What time is it, the
6 webinar?

7 MS. HEBDA: I think it's 4:30.

8 MR. MOREHOUSE: If you can't participate,
9 can we get access to a video?

10 MS. HEBDA: Yeah, we'll record everything.
11 We record all of it and as soon as possible the
12 materials will be sent to you soon.

13 MR. FOERSTER: Okay, last order of business
14 for me at least. I'm hoping you guys can
15 provide some feedback as to whether or not
16 you're satisfied with how business is transacted
17 to this point, and if there are any constructive
18 criticisms that you might have or suggestions
19 you'd like to make, I would welcome them.

20 Yes, sir?

21 MR. LeTELLIER: I wouldn't mind when we're
22 meeting to have a glossary of sorts to work
23 from, sort of a card that we can look at and
24 refer to that may have pertinent data as we're
25 discussing this. This way it might be easier

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1 think I can say it any better than Sam said, but
2 I would like to say again thank you. We are on
3 behalf of the commissioner, chancellor, State
4 Board of Education, DOE, everybody, the entire
5 state of Florida, literally the entire state of
6 Florida, thank you. You do amazing work, you're
7 a remarkable group of people, and what you're
8 doing for our state, for our kids, for education
9 system, and for our teachers, everybody in the
10 system, it's historic. It just is. Not to
11 sound too hokey or anything, but I really
12 believe that and I hope you all understand just
13 how important it really is and just how grateful
14 we are that each of you is here and dedicating
15 this time to it.

16 I also want to thank everybody who watched
17 today on the web and was present in the room. I
18 know not everybody can make the commitment that
19 you're making to the time, but it's very, very
20 important that everybody see just how
21 deliberative and thoughtful and careful and
22 outspoken in everything that you are. I wish
23 there was a great way to capture that whole 3
24 minute segment that we could mail to everybody
25 and they could see it because you deserve a lot

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1 for us to grasp some of these concepts quicker.
2 MR. FOERSTER: Would it be helpful to have
3 that even before the meeting so that it could be
4 studied before we meet?

5 MR. LeTELLIER: I would like that.

6 MR. FOERSTER: Okay. Thank you. Any other
7 suggestions? Okay. Then I'm going to say again
8 it is a privilege. This is really fun and
9 listening to you guys go at it, I think, was
10 good stuff. Spirited discussions, thoughtful,
11 intelligent, one of our committee members
12 earlier indicated it's really something to see a
13 group this big be able to disagree without being
14 disagreeable. It's really something and so I
15 want to say thank you sincerely for this
16 opportunity.

17 Thank you, AIR. I know you guys have
18 worked really, really hard. We thank you for
19 all the information that you presented and
20 getting us to this point. It was an ambitious
21 agenda and I for one am really thankful for your
22 contributions and that we got here.

23 With that, I'm going to hand it over to
24 Kathy to close us out.

25 MS. HEBDA: Thanks very much. I don't

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1 of credit for that, and that is an incredibly
2 important part of this whole process that we're
3 going through as a state that everybody see just
4 what this process is like. So I commend you
5 from the bottom of my heart and from my brain,
6 both parts of me really appreciate what you've
7 done. Other than saying that it's actually
8 Derrick's birthday, our web guy in the back, my
9 thanks to AIR as well, and everybody back at DOE
10 that's making this possible. I hope you all
11 have safe travel home.

12 MR. FOERSTER: Thank you. I have survey
13 forms.

14 * * * * *

15 (Whereupon, this concludes the meeting.)
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THE STATE OF FLORIDA)
COUNTY OF WAKULLA)

I, Suzette A. Bragg, Court Reporter and
Notary Public, State of Florida at Large,
DO HEREBY CERTIFY that the above-entitled
and numbered cause was heard as herein above set
out; that I was authorized to and did transcribe the
proceedings of said matter, and that the foregoing
and annexed pages, numbered 1 through 241,
inclusive, comprise a true and correct transcription
of the proceedings in said cause.

I FURTHER CERTIFY that I am not related to
or employed by any of the parties or their counsel,
nor have I any financial interest in the outcome of
this action.

IN WITNESS WHEREOF, I have hereunto
subscribed my name and affixed my seal, this 13th
day of June, 2011.

SUZETTE A. BRAGG, Notary Public
State of Florida at Large
My Commission Expires: 2/21/2013

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