



6A-5.030 and 6A-5.0411, F.A.C.

District Instructional Personnel and Administrator Evaluation Systems AND Student Learning Growth Measurement Using Statewide Assessment Data for Use in School Personnel Evaluations

Presentation to the State Board of Education

July 23, 2015



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Table of Contents

- Table of Contents – Slide 2
- Rule Adoption Timeline – Slide 3
- Overview of 1012.34, F.S. – Slide 4
- District Instructional Personnel and School Administrator Evaluation Systems – Slide 16
- Student Learning Growth Measurement Using Statewide Assessment Data for Use in School Personnel Evaluations – For Courses Assessed by Statewide, Standardized Assessments With Approved Formulas – Slide 21
- Public Input and Revisions – Slide 35

Rule Adoption Timeline

- April 14, 2015: HB 7069 Became law, requiring rules be adopted by the State Board of Education by August 1, 2015
- April 27, 2015: Notice of Rule Development posted
- May 12 - 14, 2015: Rule Development workshops conducted for public input on draft text
- May 15 – June 16, 2015: Reviewed public comments and revised rule text based on feedback submitted
- June 17, 2015: Additional rule development workshop conducted for public input on revised draft text
- June 19, 2015 Rule submitted for consideration by State Board of Education
- July 23, 2015: State Board meeting for consideration of rule for adoption
 - When adopted, rule goes into effect for 2015-16 academic year



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Section 1012.34, F.S.

Standard and Purpose for District Educator Evaluations

Per section 1012.34, F.S., teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing district and school level improvement plans
- Results used to identify professional development for instructional personnel and school administrators

Standard and Purpose for District Educator Evaluations

- ❑ S. 1012.34(3)(a), F.S., performance evaluations must be:
 - Based upon the performance of students assigned to the educator's classroom or school
 - Conducted at least annually
 - Based on sound educational principles and contemporary research in effective educational practices

Standard and Purpose for District Educator Evaluations

- Evaluations must differentiate among 4 levels of performance:
 - Highly effective
 - Effective
 - Needs improvement, or for instructional personnel in first 3 years of employment, Developing
 - Unsatisfactory

- State Board of Education must establish student growth standards for each performance level

Evaluation Procedures and Criteria

- ❑ Evaluation criteria must include:
 - Performance of students (at least 1/3)
 - Instructional practice or Instructional leadership (at least 1/3)
 - Other indicators of performance

Performance of Students

S. 1012.34, F.S., requires that the performance of students criteria:

- Are at least one-third of the performance evaluation based on data and indicators of student performance
- Include growth or achievement data of teacher's students of at least 3 years
 - If less than 3 years available, years for which data are available
- Proportion of growth or achievement may be determined by instructional assignment

Measurement of Student Performance

Section 1012.34(7), F.S.

- Requires Commissioner to approve formula for measuring student learning growth on statewide, standardized assessments in English/language arts and mathematics
- Permits selection of additional formulas, as appropriate for the remainder of statewide standardized assessments
- Requires the State Board of Education to adopt approved formulas into rule

Measurement of Student Performance

Section 1012.34(7), F.S., requires school districts to:

- Measure student learning growth using the formulas approved by the Commissioner
- Use the standards for performance levels adopted by rule for courses associated with statewide, standardized assessments no later than the year following the approval of a formula by the Commissioner
- Measure student performance using a methodology determined by the district for grades/subjects NOT assessed by statewide, standardized assessments

Instructional Practice

S. 1012.34, F.S., requires that the instructional practice criteria:

- Are at least one-third of the performance evaluation
- For classroom teachers, include:
 - Indicators based on Florida Educator Accomplished Practices (FEAPs)
- For instructional personnel who are not classroom teachers, include:
 - FEAPs
 - May include specific job expectations related to student support

Instructional Leadership

S. 1012.34, F.S., requires that the instructional leadership criteria for school administrators:

- Are at least one-third of the performance evaluation
- Include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to:
 - Effectiveness of classroom teachers in the school
 - Administrator's appropriate use of evaluation criteria and procedures
 - Recruitment and retention of effective and highly effective teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

Other Indicators of Performance

Per s. 1012.34, F.S., remainder of performance evaluation may include, but not limited to:

- Professional and job responsibilities
- For instructional personnel, peer reviews
- Objectively reliable survey information from students and parents based on teaching practices
- Other valid and reliable measures of instructional practice

Standard and Purpose for District Educator Evaluations

Section 1012.34, F.S., also requires:

- Timely feedback
- Observation instructions with indicators
- At least 2 evaluations per year for newly hired classroom teachers
- Evaluator training
- Informing personnel about the district's system
- Use of multiple data sources
- Use of system data for professional development and school improvement
- Parental input
- Teaching fields needing special procedures
- Annual review by district of its evaluation system
- Options to include peer review, assistance processes, input from additional personnel



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6A-5.030, F.A.C.

District Instructional Personnel and School
Administrator Evaluation Systems

Rule Authority and Content for 6A-5.030

Section 1012.34 Florida Statutes (F.S.)

- Establish uniform procedures and format for the submission, review, and approval of district evaluation systems;
- Reporting requirements for the annual evaluation of instructional personnel and school administrators;
- A process for monitoring school district implementation of evaluation systems in accordance with this section.

Sections of Proposed Rule 6A-5.030

1. Definitions
2. Content of Approved Evaluation Systems
3. Submission Process
4. Review and Approval Process
5. Implementation Monitoring
6. Forms

Section 2 – Content of Approved Evaluation Systems

- Performance of students
- Instructional Practice
- Instructional Leadership
- Other Indicators of Performance
- Summative Evaluation Rating
- Additional Requirements
- District Evaluation Procedures
- District Self-monitoring

Sections 3, 4, 5 and 6

- Submission Process
- Review and Approval Process
- Implementation Monitoring
- Forms



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6A-5.0411, F.A.C.

Student Learning Growth Measurement Using
Statewide Assessment Data for Use in School
Personnel Evaluations – For Courses Assessed by
Statewide, Standardized Assessments With Approved
Formulas

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S.:

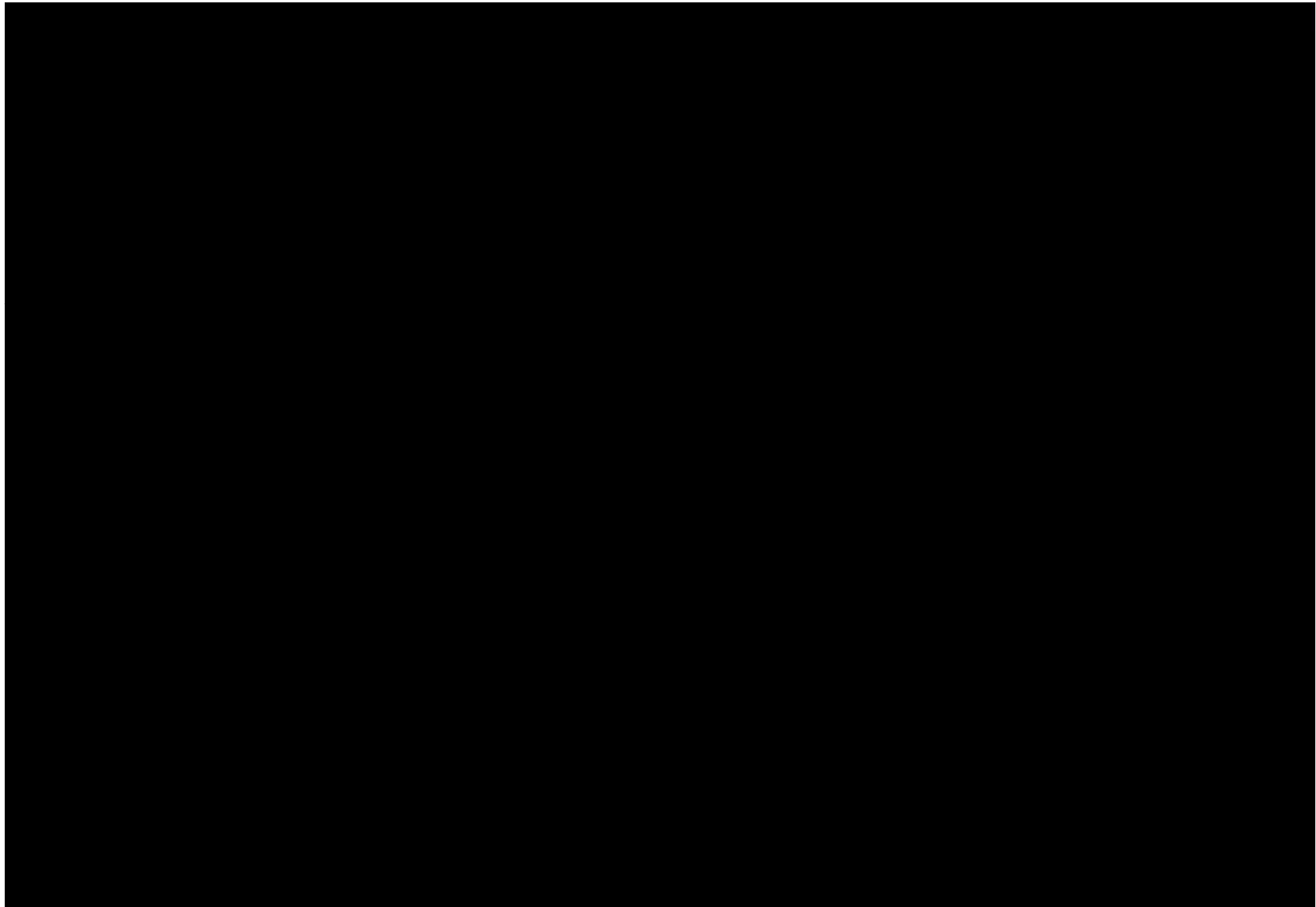
- Requires the commissioner to approve a formula for measuring student learning growth on statewide, standardized assessments in English Language Arts and mathematics
- Requires the State Board of Education to adopt approved formulas into rule
- By August 1, 2015, and effective for the 2015-16 school year, requires the State Board of Education to establish specific, discrete standards for each performance level (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory) based on student learning growth models approved by the commissioner

Florida's Value-Added Model Was Developed by Florida Educators

- The Student Growth Implementation Committee (SGIC) was originally composed of 27 members from across the state, selected from over 250 volunteers, including:
 - Teachers (across various subjects and grade levels, including exceptional student education, and union)
 - School-level administrators
 - District-level administrators (assessment, HR, superintendent, school board)
 - Postsecondary teacher educators
 - Representative from the business community
 - Parent representative
- The SGIC met regarding the model from March-June 2011
- Meetings were webcast live. See all materials and videos/recordings of committee proceedings at <http://www.fldoe.org/committees/sg.asp>
- The SGIC's recommended model was fully adopted by the Commissioner of Education in June 2011 as Florida's Value-added Model with no additions, deletions, or changes

Florida's Value-Added Model Was Developed by Florida Educators

- After exploring eight different types of value-added models, the SGIC recommended a model from the class of covariate adjustment models.
- This model begins by establishing expected growth for each student which is based on:
 - Historical data each year
 - The typical growth, by grade and subject, among students who have earned similar test scores the past two years, and share the other characteristics controlled for by the model
- To isolate the impact of the teacher on student learning growth, the model developed by the SGIC and approved by the Commissioner accounts for:
 - Student Characteristics
 - Classroom Characteristics
 - School Characteristics



Sections of Proposed Rule 6A-5.0411

1. Purpose of the Rule
2. Definitions
3. Formulas for Measuring Student Learning Growth
4. Data Collected and Reported for Calculation of Student Learning Growth Formulas
5. Performance Level Standards

Value-Added Results and Scores

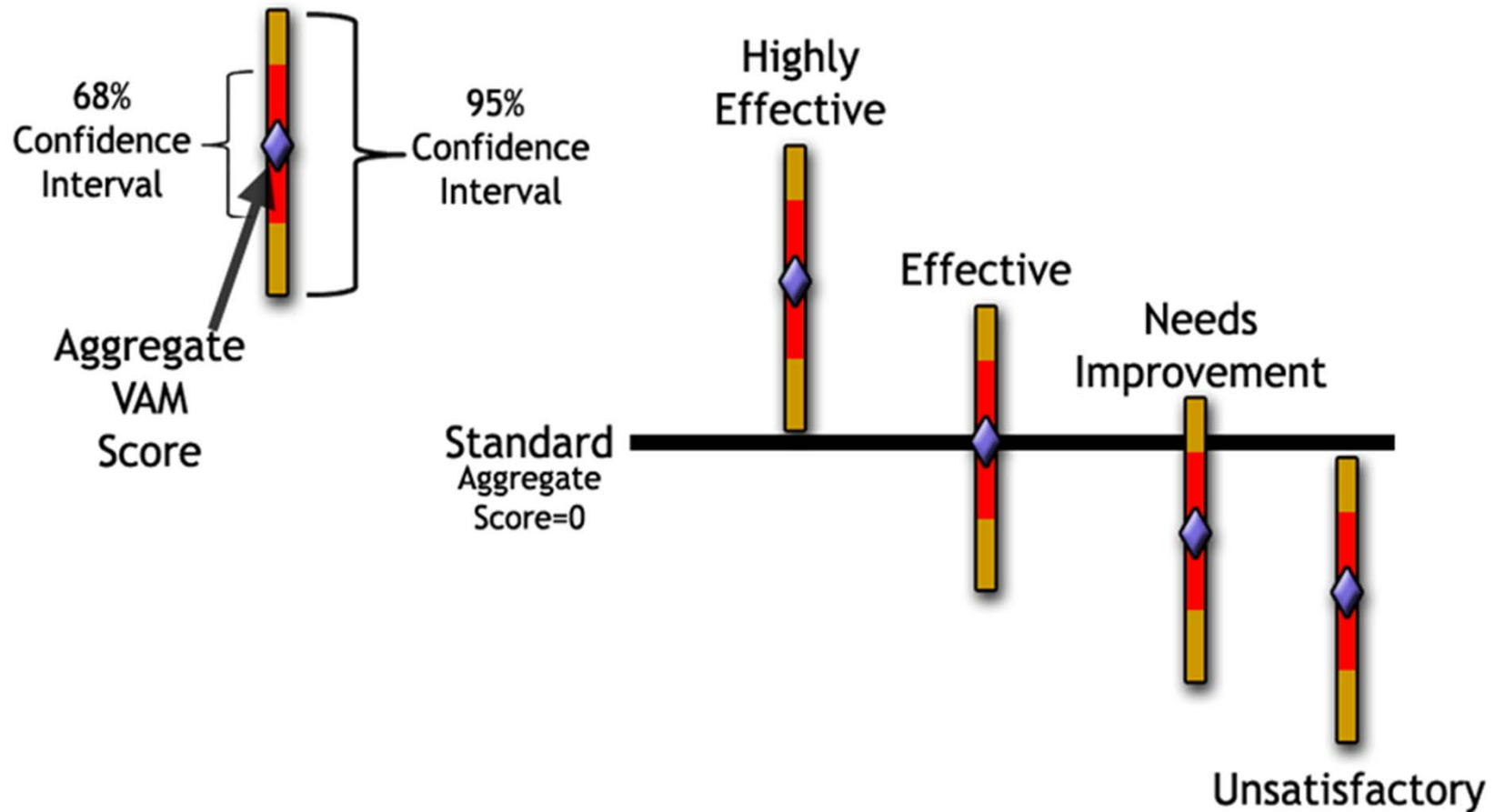
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model

- A score of “0” indicates that, on average, students performed no better or worse than expected based on the factors in the model
- A positive score indicates that students, on average, performed better than expected
- A negative score indicates that students, on average, performed worse than expected

Standard Error

- An estimate of a teacher's impact on student learning (the score) contains some variability
- The standard error is a statistical term that describes that variability
- Using the standard error to construct a confidence interval around a score (like the +/-3 points in an opinion poll) is a good statistical practice that can assist in increasing the accuracy of classification decisions

Performance-Level Standards



Exclusions

Use of VAM becomes optional for a district to apply to a teacher in the following situations:

- A teacher has one or more assessments included in their score where the expected score for the student exceeded the highest score it was possible to achieve on the assessment
- Number of assessments included in the calculation is fewer than 10
- Teacher is not in the classroom for more than 50% of the days in the course
- The teacher teaches Advanced Academics

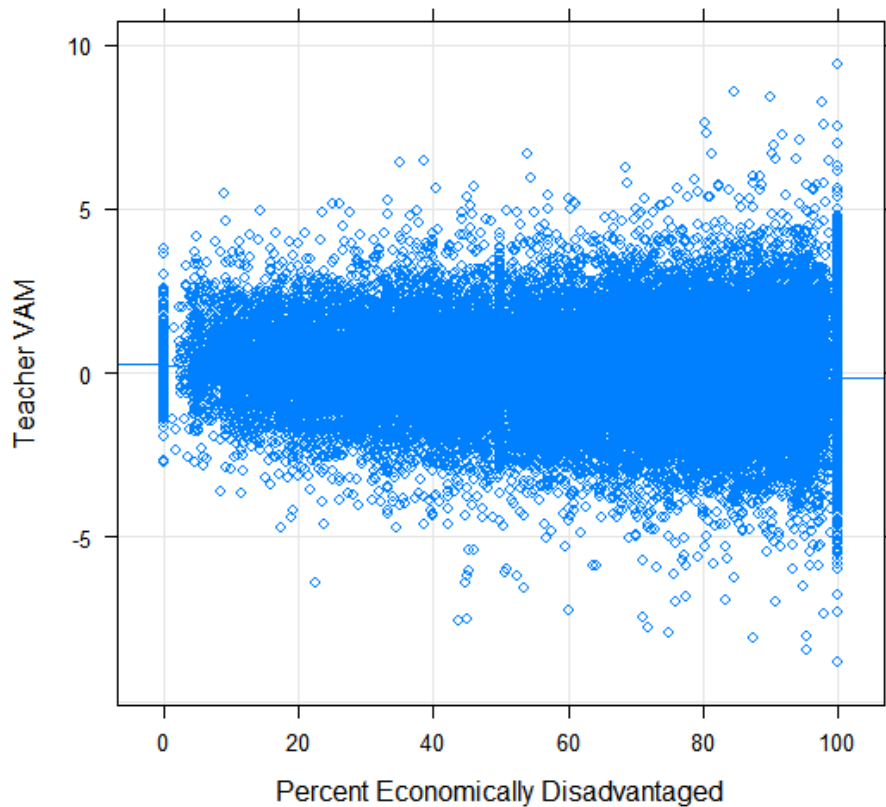


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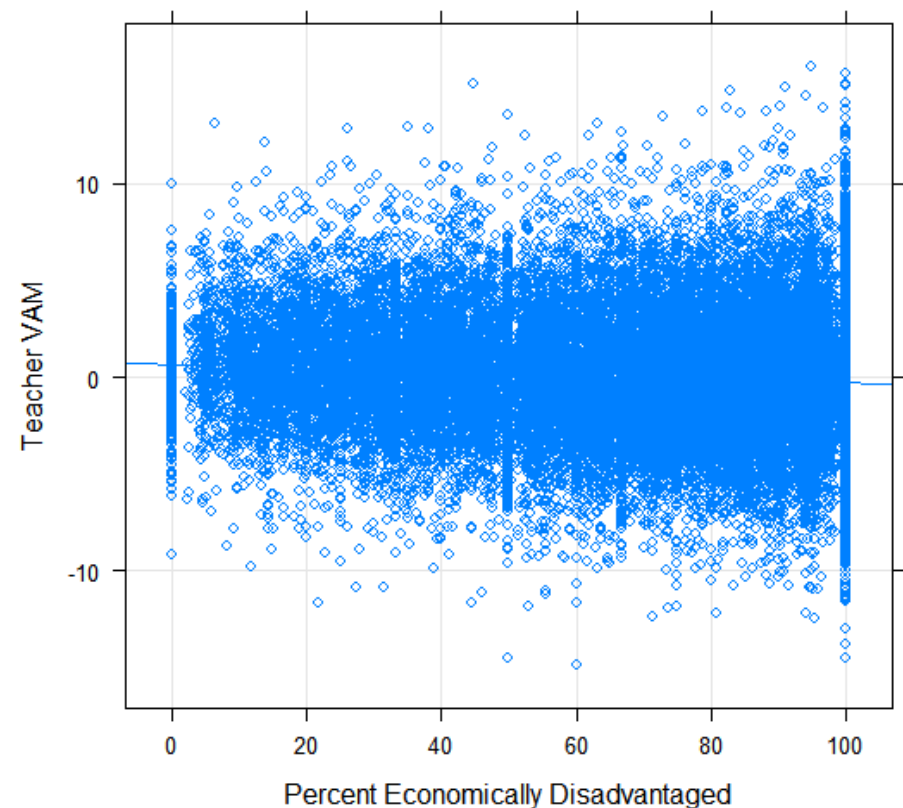
Impact and Simulation Data

Correlation of Teacher VAM Score and Percent Economically Disadvantaged

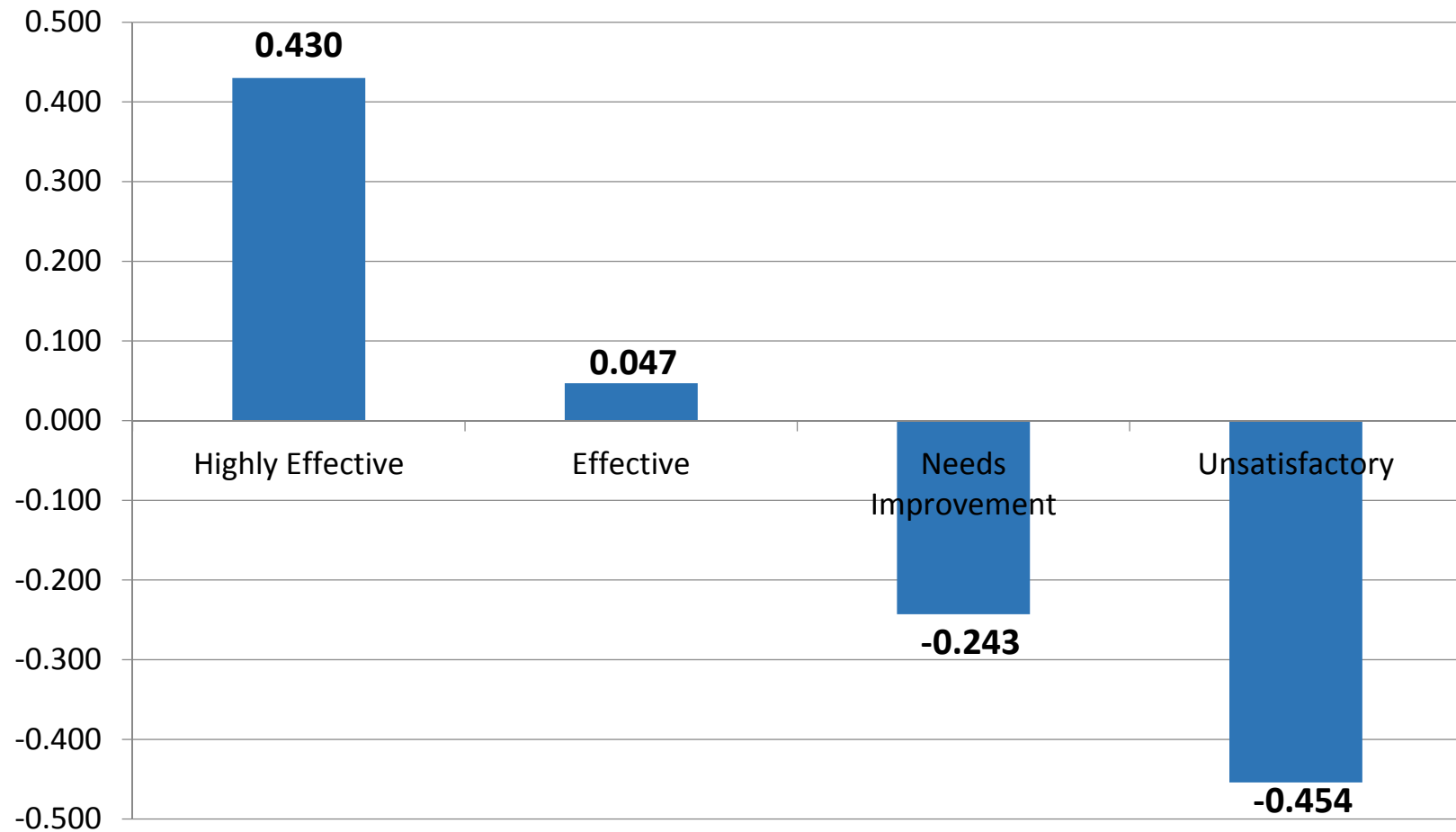
Relationship of Teacher VAM with
Percent ED in Class (Reading)



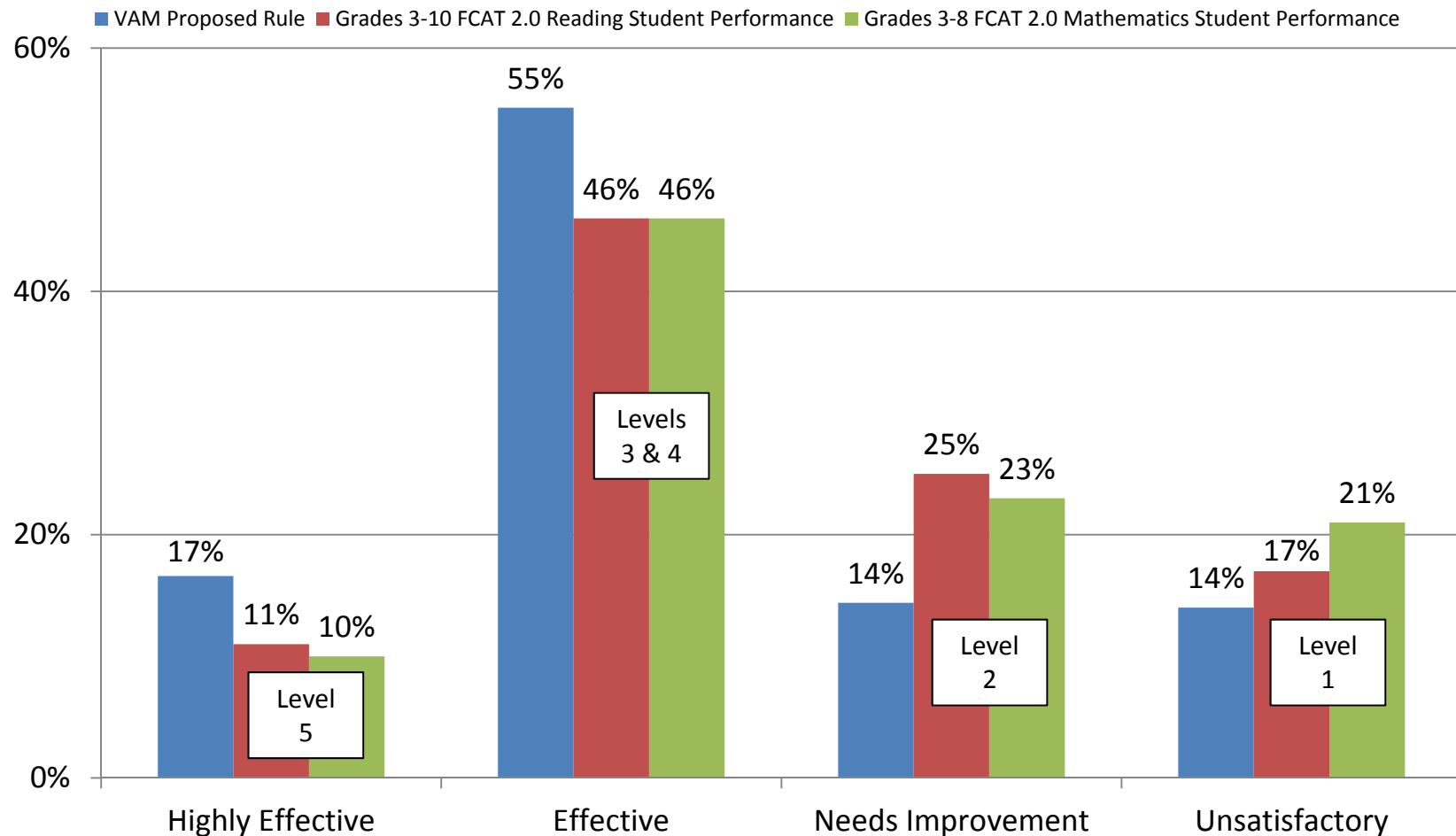
Relationship of Teacher VAM with
Percent ED in Class (Math)



Average VAM Scores by Performance Level Category



Comparison of Distribution Between Teacher VAM Score Performance Levels and Student Achievement Levels





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Public Input and Revisions

Input Opportunities

- In-person workshops
- Email
- On-line submission
- Telephone

Input Received From

- Teachers
- School Administrators
- District Staff
- Parents
- Union Members & Counsel