

STATE BOARD OF EDUCATION

Consent Item

March 27, 2018

SUBJECT: Approval of Amendment to Rule 6A-5.0411, Calculations of Student Learning Growth for Use in School Personnel Evaluations

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.34, Florida Statutes

EXECUTIVE SUMMARY

Rule 6A-5.0411, Florida Administrative Code (F.A.C.), is being revised to update the language of this rule to reflect changes arising from the passage of HB 7069 making the use of VAM optional in educator evaluations. Prior to the 2017 passage of HB 7069, school districts were required to use the performance level standards and measures adopted by the State Board within this rule as all, or part, of the student performance component in the annual performance evaluations of teachers who received VAM scores.

Because HB 7069 amended Section 1012.34(3)(a)1., F.S., to make use of the commissioner-approved learning growth model results optional in teacher evaluations, and removed the language in subsection (8) related to performance levels, this rule needs to be amended to reflect these changes.

Despite changes required by HB 7069, there are still three places in statute that reference the commissioner-approved learning growth model referenced in Section 1012.34, F.S. These include:

1. Section 1004.04(4)(a)3.c., F.S. – Includes VAM data a part of the continued approval of a teacher preparation programs.
2. Section 1012.56(7)(c), F.S. – Allows the department to extend the validity period of a temporary certificate based on VAM data.
3. Section 1012.731(3)(a)2., F.S. – Lists VAM scores as part of the criteria to qualify for the Best and Brightest Scholarship.

The Department conducted one rule development workshop, both in-person and via webinar/conference call, on January 30, 2018.

Supporting Documentation Included: Proposed Rule 6A-5.0411, F.A.C.

Facilitator/Presenter: Juan Copa, Deputy Commissioner, Accountability, Research, and Measurement

6A-5.0411 Calculations of Student Learning Growth for Use in School Personnel Evaluations.

(1) Purpose. The purpose of this rule is to provide districts choosing to use the formulas for measuring student learning growth approved by the commissioner with a framework for using and interpreting scores, ~~the statewide standards for determining each performance level for use~~ in school district instructional personnel evaluation systems developed under Section 1012.34, F.S., and to provide information for use in the approval of school leader preparation programs under Section 1012.562, F.S. ~~procedures associated with implementing the formulas and standards.~~

(2) Definitions. For the purposes of this rule, the following definitions apply.

(a) through (b) No change.

(c) "Covariate." A covariate is a variable or set of variables reflecting measured characteristics used in computing a statistical model that controls for specific influences on the outcome being modeled.

(d) No change.

(e) "Expected score." An expected score generated by a value-added model for a statewide, standardized assessment is based on the student's prior statewide, standardized assessment score history and covariates, ~~measured characteristics~~ as well as how other students in the state actually performed on the assessment. For each individual student, the expected score is the sum across all covariates of the value of the covariate multiplied by that covariate's contribution to student learning as estimated by the covariate adjustment model.

(f) through (i) No change.

(j) "Value-added model" or "VAM." A value-added model is a statistical model used for the purpose of determining an individual teacher's contribution to student learning growth.

(3) Formulas for measuring student learning growth.

(a) The English Language Arts and Mathematics value-added models.

1. The formula for measuring student learning growth using student English Language Arts and Mathematics results approved by the commissioner ~~is shall be~~ a covariate adjustment value-added model.

The value-added model statistically establishes the expected learning growth for each student, called an expected score. When a student's actual performance differs from these expectations, a portion of that difference is attributed to the teacher's and a portion is attributed to the school's influence. Together, this information is used to compute a teacher's value-added score. School value-added scores are the average of the teacher value-added scores within the

school, and are provided to districts that choose to use them for the performance of students component of administrator evaluations required under Section 1012.34(3)(a)1., F.S.

2. No change.

3. The covariates included in the value-added model approved by the commissioner are: ~~shall be~~

a. through j. No change.

4. a. through b. No change.

(b) The Algebra I value-added models.

1. The formula for measuring student learning growth using student results from the statewide, standardized end-of-course assessment in Algebra I pursuant to Section 1008.22, F.S., approved by the commissioner is ~~shall be~~ a covariate adjustment value-added model.

The value-added model statistically establishes the expected learning growth for each student, called an expected score. When a student's actual performance differs from these expectations, a portion of that difference is attributed to the teacher's and a portion is attributed to the school's influence. Together, this information is used to compute a teacher's value-added score. School value-added scores are the average of the teacher value-added scores within the school, and are provided for districts that choose to use them for the performance of students component of administrator evaluations required under Section 1012.34(3)(a)1., F.S.

2. No change.

3. The covariates included in the Algebra I value-added model approved by the commissioner ~~shall~~ include those listed under sub-subparagraphs (3)(a)3.a.-j., as well as the following:

a. through c. No change.

4. The formula produces a value-added score for a teacher. For Algebra I, the score is the teacher effect. The teacher effect is an estimate of a teacher's contributions to student achievement as measured by scores on statewide, standardized assessments. It is based on the difference between expected scores and actual scores for a teacher's students relative to other teachers in the school, among students assessed in the same subject at the same grade level during the same year.

(4) Data Collected and Reported for VAM.

(a) No change.

(b) Results provided to districts shall include the following information for each statewide, standardized

assessment for which a formula has been adopted:

1. A value-added score for each teacher and administrator based on the statewide, standardized assessment associated with the course(s) that the teacher taught during the current year or the school the administrator was assigned to during the current year. This score shall be reported for each grade level and subject area covered by the statewide assessment.

2. a. through c. No change.

d. The aggregate score shall be calculated by standardizing the value-added scores by converting them to a proportion of a year's average growth within the grade and subject for the year, and combining them across all grades and subjects for as many of the last three (3) years as data are available. For districts choosing to use school score(s) for administrator evaluations, districts may elect to combine multiple one (1) year, two (2) year, and three (3) year aggregate scores that reflect the school(s) to which the administrator was assigned and the years to which they were assigned to those school(s) during the period.

3. through 4. No change.

~~(5) Classifying and Interpreting Scores, Performance level Standards for Courses Associated with Statewide, Standardized Assessments.~~

~~(a) Data elements used by the department to classify and interpret scores to set performance level standards are as follows:~~

~~1. through 3. No change.~~

~~(b) Ratings. Districts may use the rating provided by the department ~~Performance level standards for the Performance of Students Criterion. The performance standards for the performance of students criterion in performance evaluations under Section 1012.34, F.S., for classroom teachers of courses associated with statewide, standardized assessments and administrators shall be as follows.~~~~

~~1. Ratings ~~Performance level standards~~ for Florida's value-added models. The Department provides ratings ~~performance level standards for grade-specific and aggregate scores from~~ the English Language Arts, and Mathematics, and Algebra I value-added models, ~~shall be established using the 3-year aggregate combined VAM score for English Language Arts and Mathematics and the grade-level VAM score for Algebra I provided by the Department, except as follows:~~~~

~~a. When a teacher has any student in their VAM score used to determine the Performance of Students~~

~~component of a teacher's annual evaluation who had an expected score on any assessment that was higher than the score it was possible to achieve on that assessment;~~

~~b. The number of assessments used to calculate the VAM score used to determine the Performance of Students component of a teacher's annual evaluation is fewer than ten (10);~~

~~c. The teacher is not present for more than 50% of the school days associated with the course; or~~

~~d. The teacher's VAM score used to determine the Performance of Students component of a teacher's annual evaluation includes Advanced Academics courses (7755040 or 7855040).~~

~~In the circumstances described in (5)(b)1.a. through d. above, the district shall not be required to use the results of the VAM formula but instead may select an alternative measure of student performance to be used in the educator's evaluation.~~

2. The ratings performance level standards for the English Language Arts, and Mathematics, and Algebra I value-added models are as follows:

a. Highly Effective. A highly effective rating ~~on Performance of Students criteria~~ is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).

b. Effective. An effective rating ~~on Performance of Students criteria~~ is demonstrated by the following:

(I) through (III) No change.

c. Needs Improvement, or Developing if the teacher has been teaching for fewer than three (3) years. A needs improvement or developing rating ~~on Performance of Students criteria~~ is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).

d. Unsatisfactory. An unsatisfactory rating ~~on Performance of Students criteria~~ is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).

~~(e) Implementing the performance level standards.~~

~~Beginning with the evaluations for the performance during the 2015-16 school year, each district school board will implement the performance level standards for Florida's English Language Arts, Mathematics and Algebra I value-added models, as described in this rule.~~

Rulemaking Authority 1012.34 FS. Law Implemented 1012.34 FS. History--New 9-9-15. Amended.