

2006-07 STAR Program
Using FCAT Reading as a Pre-Test for Non-FCAT Subjects in a Value Table

In the absence of pre-test data for non-FCAT subjects, it will be acceptable under the STAR program **this year, 2006-07 only**, to use FCAT Reading as pre-test and end-of-course data from non-FCAT subjects as a post-test to measure improved student achievement for the purposes of evaluating non-FCAT subject teachers.

A value table can be constructed using the FCAT Reading Achievement Levels as a baseline (pre-test data) and end-of-course data (post-test data) to measure improved student achievement. In order for a value table to be used, scores on the end-of-course exams must be arranged in the same way as the FCAT achievement levels. The A to F grade scale corresponds well to the FCAT Level 1 through 5.

Example - Grade 11 State Government Course

Step 1 – Develop a Cross Tabulation of Student Outcomes

In the example below, the District has a total of 500 eleventh grade students enrolled in the State Government course. Each of these 500 eleventh-graders has a prior-year tenth grade FCAT Reading score. The cross-tabulation below shows the results of the 500 students on an end-of-course State Government exam (A through F) as compared to where they scored on FCAT Reading in tenth grade (Levels 1 through 5).

Grade 10 FCAT Reading	Grade 11 End-of-Course exam - State Government					
	F	D	C	B	A	Total
1	30	30	30	5	5	100
2	10	40	30	10	10	100
3	5	10	40	30	15	100
4	5	5	15	35	40	100
5	5	5	10	30	50	100
Total	55	90	125	110	120	500

Step 2 – Construct a Value Table

Construct a value table based on the district's cross tabulation results and using the Department's method for constructing a value table, described in *Using Value Tables to Determine Teacher Effectiveness in Florida*, at <http://www.fldoe.org/STAR/>. Based on the cross tabulation data, a value table is constructed assigning a value to the event of moving from one achievement level on FCAT Reading (the pre-test) to a grade on the end-of-course State Government exam (the post-test). In the example below, thirty students scored a Level 1 on FCAT Reading in tenth grade and earned an "F" on the end-of-course State Government exam. More points are assigned to outcomes that are more highly valued and less likely to be achieved. For example, if a student enters a teacher's class as a level 1 student and earns an "A" on the end-of-course test, the teacher earns more points than if the student earns a "D" on the end-of-course test.

Grade 10 FCAT Reading	Grade 11 End-of-Course exam - State Government					
	F	D	C	B	A	Average Score
1	0	110	150	195	245	100.0
2	-100	90	130	150	200	100.0
3	-125	-75	110	135	195	100.0
4	-130	-85	-45	130	180	100.0
5	-140	-90	-30	90	175	100.0
All Levels						100.0

Step 3 – Develop a Cross Tabulation for Each State Government Course Teacher

A State Government course teacher has 20 students with prior year FCAT Reading scores. The students’ performance on the end-of-course State Government exam is plotted against their baseline FCAT Reading scores. For example, this teacher has one student scoring at Level 5 on the FCAT Reading exam in tenth grade, yet earned a “C” on the eleventh grade end-of-course exam in State Government.

Grade 10 FCAT Reading	Grade 11 End-of-Course exam - State Government				
	F	D	C	B	A
1	1				
2	5			1	
3			4		
4				3	
5			1		5

Step 4 – Calculate a Value Score for Each State Government Course Teacher

The values from the value table are then assigned to the actual results of this teacher’s students. The teacher’s value score is then calculated.

Grade 10 FCAT Reading	Grade 11 End-of-Course exam - State Government					
	F	D	C	B	A	TOTAL
1	1x0= 0					0
2	5x-100= -500			1x150= 150		-350
3			4x110= 440			440
4				3x130= 390		390
5			1x-30= -30		5x175= 875	845
Sum	0 + -350 + 440 + 390 + 845 = 1325					
Value Score	1325 / 20 = 66.25					

Step 5 – Rank State Government Course Teachers and Determine Top 25 Percent

The teacher’s value score based on this FCAT Reading-End of Course State Government table will be compared to all other State Government course teachers in the district because the same end-of-course assessment is used district-wide.

All State Government course teachers’ value scores will be rank ordered from highest to lowest. The top quarter of teachers with the highest value scores are rewarded for being in the top 25% of State Government course teachers in the district.