Using Value-Added Data to Improve Instruction

Florida Organization of Instructional Leaders
May 2016
“The focus of schooling has shifted from teaching to learning—to the skills and knowledge students must master, rather than the skills and knowledge teachers must teach. This is not a rhetorical difference. It turns education on its head as the focus shifts from assuring common processes for all schools to assuring common outcomes for all students.”

Agenda

• Updates (15 mins)

• Statewide Data Analysis (25 mins)

• District Data Analysis (45 mins)
First, some updates.

1. High Impact Teacher Corps
2. PD Redesign Committee
3. Teacher Preparation Program Ratings
4. Principal Preparation Program Approval
5. Commissioner’s Leadership Academy
I used to be in retail. I was judged on my sales – not my sales pitch.

-A Florida high impact teacher about his evaluation being based in part on his students’ achievement
Design Qualities for EQ-Supported Professional Learning

• Outside Experts
• Multiple Sessions, Sustained over Year
• Practice and Feedback
• Large Group, Small Group, Individual
• Rigorous
• Relationship-building
• Certain Core Values
  • Growth Mindset
  • Relational Trust
  • Public Practice
  • Reciprocal Accountability/Hard on the Work Culture
In December, the Department released the first ever rankings of teacher preparation programs in Florida. The rankings include five standards:

- Placement
- Retention
- Evaluation
- Impact on Student Learning
- Impact on Student Learning by Subgroup
Of 41 elementary education programs in Florida

On a 4.0 scale

• 1 program scored a 3.6

• 6 programs scored a 3.3

• University of Florida
  • Daytona State College
  • Northwest Florida State College
  • University of South Florida – St. Petersburg
  • Florida Southern College
  • Florida State University
  • University of Central Florida
Level 1 and Level 2 Principal Preparation

Key Criteria

• Level 1 programs must demonstrate a partnership with a school district

• All programs must be competency-based

Timeline

• March, 2016 – Governor Rick Scott signed HB 719

• Summer, 2016 – Rule development workshops.

• September, 2016 – State Board anticipated rule adoption

• Winter/Spring, 2017 – Technical assistance available for programs

• July, 2017 – New programs go into effect
New and continuing EQ initiatives

• Cohort 3 of the Commissioner’s Leadership Academy (CLA) focused on principals and principal supervisors will take place in 2016-17.

• A pilot program for members of school-based instructional leadership teams, modeled after the CLA and available to schools where the principal has completed the CLA, will take place in 2016-17.

• A second cohort of the High Impact Teacher Corps will start in September.
Now, some work.

1. Statewide VAM Data
2. Your District’s VAM Data
Think-Pair-Share

The yellow page in your folder, compares teacher evaluation data by school grade in the 13-14 school year to the 14-15 school year. Take 5 minutes as a table to discuss what you notice, and what you wonder.
In the State of Florida, the 2014-15 VAM-Final Evaluation-School Grade breakdown looks roughly like this . . .

<table>
<thead>
<tr>
<th>District</th>
<th>School Grade</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VAM Classification</td>
<td>Performance Rating</td>
<td>VAM Classification</td>
<td>Performance Rating</td>
<td>VAM Classification</td>
</tr>
<tr>
<td>A</td>
<td>29.0%</td>
<td>51.3%</td>
<td>49.6%</td>
<td>47.4%</td>
<td>10.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>B</td>
<td>18.8%</td>
<td>38.8%</td>
<td>50.9%</td>
<td>59.4%</td>
<td>14.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>C</td>
<td>15.2%</td>
<td>28.7%</td>
<td>50.1%</td>
<td>68.8%</td>
<td>15.4%</td>
<td>2.2%</td>
</tr>
<tr>
<td>D</td>
<td>10.4%</td>
<td>22.5%</td>
<td>49.1%</td>
<td>74.5%</td>
<td>16.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>F</td>
<td>7.7%</td>
<td>16.8%</td>
<td>46.3%</td>
<td>78.7%</td>
<td>18.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>NA</td>
<td>8.5%</td>
<td>29.2%</td>
<td>49.9%</td>
<td>66.7%</td>
<td>21.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Overall</td>
<td>20.0%</td>
<td>38.1%</td>
<td>49.9%</td>
<td>59.9%</td>
<td>13.9%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
In a single Florida school district, with schools at all performance levels and teachers at all performance levels, it looks like this . . .

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VAM Classification</td>
<td>Performance Rating</td>
<td>VAM Classification</td>
<td>Performance Rating</td>
</tr>
<tr>
<td>A</td>
<td>36.6%</td>
<td>16.8%</td>
<td>49.7%</td>
<td>82.3%</td>
</tr>
<tr>
<td>B</td>
<td>21.4%</td>
<td>8.0%</td>
<td>63.6%</td>
<td>92.0%</td>
</tr>
<tr>
<td>C</td>
<td>20.5%</td>
<td>8.9%</td>
<td>57.9%</td>
<td>91.1%</td>
</tr>
<tr>
<td>D</td>
<td>10.0%</td>
<td>2.9%</td>
<td>67.1%</td>
<td>94.3%</td>
</tr>
<tr>
<td>F</td>
<td>11.1%</td>
<td>14.8%</td>
<td>63.0%</td>
<td>81.5%</td>
</tr>
<tr>
<td>NA</td>
<td>7.1%</td>
<td>0.0%</td>
<td>50.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>25.7%</td>
<td>11.4%</td>
<td>56.8%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>
Think-Pair-Share

At your table, take 10 minutes to answer the questions on the green sheet in the folder at your table about what you notice and what you wonder about these data. Be prepared to share with the group.
District Work Time

You are receiving a copy of your district’s red/green sheets indicating those teachers whose impact on student learning as measured by VAM is statistically positive or negative.

With colleagues from your district, please answer the questions on the white page in the folder on your table. Be prepared to share.
We cannot stop at a conversation – it is an essential vehicle of leadership that takes time to cultivate and sustain but we should always keep our eyes on the prize: equity of outcomes for each and every student . . . Ultimately, if our effort to develop authentic conversations and a culture of collective inquiry does not affect teaching practice and learning outcomes for our students, then learning how to have a different kind of conversation is only a nice exercise.

- Steven Fink and Anneke Markholt, 2011, p. 126