



# Using Value-Added Data to Improve Instruction

Florida Organization of Instructional Leaders

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“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.”

-Arthur Levine, 2006, p. 12

# 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
  - University of Florida
- 6 programs scored a 3.3
  - 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 . . .

District	School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
		VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
State of Florida	A	29.0%	51.3%	49.6%	47.4%	10.8%	0.8%	10.6%	0.1%	15,590
	B	18.8%	38.8%	50.9%	59.4%	14.0%	1.6%	16.3%	0.2%	9,296
	C	15.2%	28.7%	50.1%	68.8%	15.4%	2.2%	19.3%	0.3%	11,471
	D	10.4%	22.5%	49.1%	74.5%	16.9%	2.8%	23.6%	0.2%	3,866
	F	7.7%	16.8%	46.3%	78.7%	18.4%	4.1%	27.5%	0.4%	1,355
	NA	8.5%	29.2%	49.9%	66.7%	21.0%	3.8%	20.5%	0.2%	1,665
	<b>Overall</b>		<b>20.0%</b>	<b>38.1%</b>	<b>49.9%</b>	<b>59.9%</b>	<b>13.9%</b>	<b>1.8%</b>	<b>16.2%</b>	<b>0.2%</b>

**In a single Florida school district, with schools at all performance levels and teachers at all performance levels, it looks like this . . .**

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory	
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating
A	36.6%	16.8%	49.7%	82.3%	7.1%	0.9%	6.5%	0.0%
B	21.4%	8.0%	63.6%	92.0%	9.6%	0.0%	5.3%	0.0%
C	20.5%	8.9%	57.9%	91.1%	10.0%	0.0%	11.6%	0.0%
D	10.0%	2.9%	67.1%	94.3%	10.0%	2.9%	12.9%	0.0%
F	11.1%	14.8%	63.0%	81.5%	7.4%	3.7%	18.5%	0.0%
NA	7.1%	0.0%	50.0%	100.0%	14.3%	0.0%	28.6%	0.0%
<b>Overall</b>	<b>25.7%</b>	<b>11.4%</b>	<b>56.8%</b>	<b>87.9%</b>	<b>8.8%</b>	<b>0.7%</b>	<b>8.8%</b>	<b>0.0%</b>

## 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



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