Rule Development Workshop Proposed Rule 6A-5.0411:

Calculations of Student Learning Growth Using Statewide Assessment Data for Use in School Personnel Evaluations

Florida Department of Education

Rulemaking Authority

- This proposed rule focuses on the statutory requirement in Section 1012.34(7) and (8), Florida Statutes, requiring the State Board of Education to adopt rules which establish:

  - Each formula for measuring student growth that is approved by the Commissioner

  - Specific, discrete standards for each performance level to ensure clear and sufficient differentiation in the performance levels and to provide consistency in meaning across school districts;

  - The measurement of student learning growth and associated implementation procedures

Rulemaking Authority

- Additionally, Section 1012.34(8), Florida Statutes requires that the rules, specifically, establish a student learning growth standard that if not met will result in the employee receiving an **unsatisfactory** performance evaluation rating.

- In like manner, the rules shall establish a student learning growth standard that must be met in order for an employee to receive an **highly effective** rating and a student learning growth standard that must be met in order for an employee to receive an **effective** rating.

New Standard for Teacher Evaluations

As set forth in the *Student Success Act* and *Race to the Top*, 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 and other human capital decisions for instructional personnel and school administrators

New Standard for Teacher Evaluations

To support those objectives, the law sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices in three major areas:

1. The performance of students
2. Instructional practice
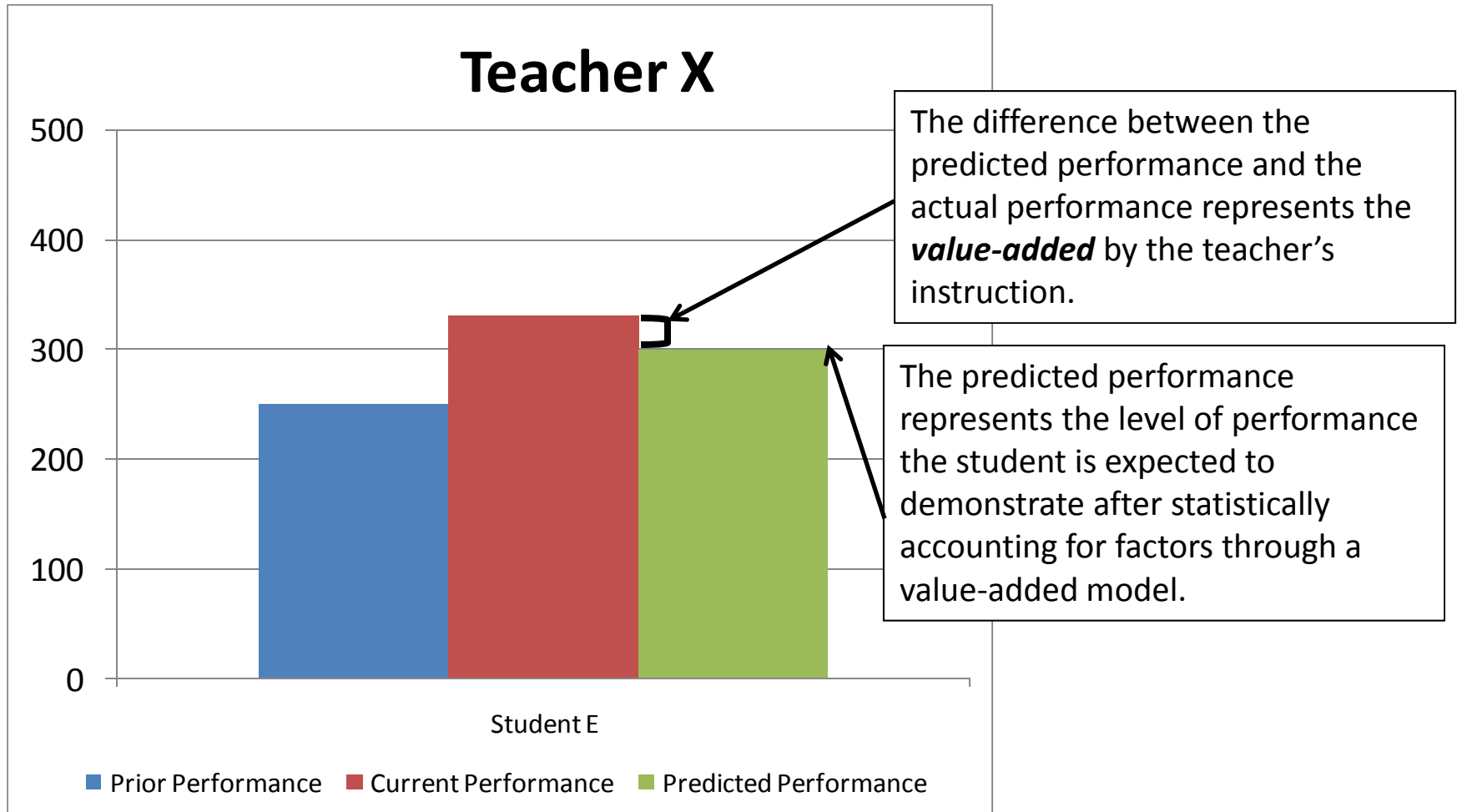3. Professional and job responsibilities

The Measure of Student Learning Growth: Value-Added Analysis

- A value-added model measures the impact of a teacher on student learning, by accounting for other factors that may$_{im}$ pact the learning process.

- These models do not:

  - Evaluate teachers based on a single year of student performance or proficiency (status model) or

  - Evaluate teachers based on simple comparison of growth from one year to the next (simple growth)

Value-Added Example

Teacher X

The difference between the predicted performance and the actual performance represents the *value-added* by the teacher's instruction.

The predicted performance represents the level of performance the student is expected to demonstrate after statistically accounting for factors through a value-added model.

Prior Performance   Current Performance   Predicted Performance

Student E

Advantages of Value-Added Models

- Teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics

- Value-added models "level the playing field" by accounting for differences in the proficiency and characteristics of students assigned to teachers

- Value-added models are designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class

Florida's Value-Added Model Developed by Florida Educators

- The Department convened a committee of stakeholders (Student Growth Implementation Committee – or SGIC) to identify the type of model and the factors that should be accounted for in Florida's value-added models

- **The SGIC's recommended model was fully adopted by the Commissioner with no additions, deletions, or changes**

- To provide technical expertise, the Department contracted with the American Institutes for Research (AIR) to help the SGIC develop the recommended model that was adopted.

Factors Identified by the SGIC to "Level the Playing Field"

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

Factors Identified by the SGIC to "Level the Playing Field"

Student Characteristics:

- Up to two prior years of achievement scores (the strongest predictor of student growth)
- The number of subject-relevant courses in which the student is enrolled
- Students with Disabilities (SWD) status
- English Language Learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)

Factors Identified by the SGIC to "Level the Playing Field"

Classroom Characteristics:

- ❑ Class size
- ❑ Homogeneity of students' entering test scores in the class

School Characteristics:

- ❑ The model recognizes that there is a factor related to the school – independent of the teacher's contribution – that impacts student learning, called a school component
- ❑ Incorporates factors already controlled for in the model measured at the school level by grade and subject
- ❑ May represent the impact of the school's leadership, the culture of the school, the environment of the school on student learning, or contributions of teachers in the school
- ❑ Functions as another covariate, just like all other factors

Value-Added Results

- 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 students performed no better or worse than expected based on the factors in the model

  - A positive score indicates that students performed better than expected

  - A negative score indicates that students performed worse than expected

Value-Added Results

- In addition to the value-added score, the model also yields information on the number and percent of students that met their statistical performance expectations.

- Though these data do not provide information on how far students improved or declined, it does provide information on the quantity of students who met their expectations

Value-Added Results

- An estimate of a teacher's impact on student learning (the score) contains some variability

- The $standard_{error}$ is a statistical term that describes the variability

- Using the standard error can assist in increasing the accuracy of classification decisions
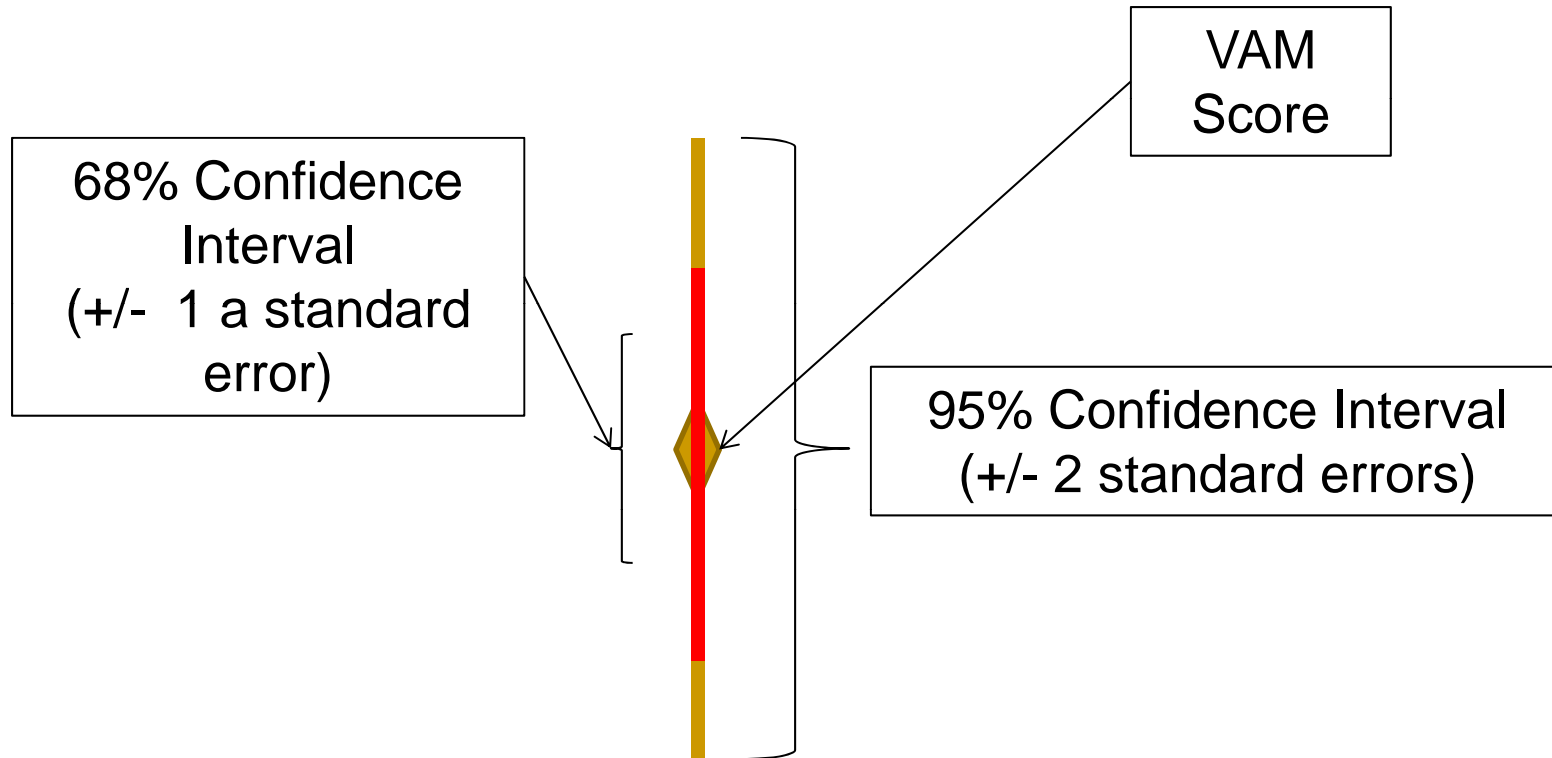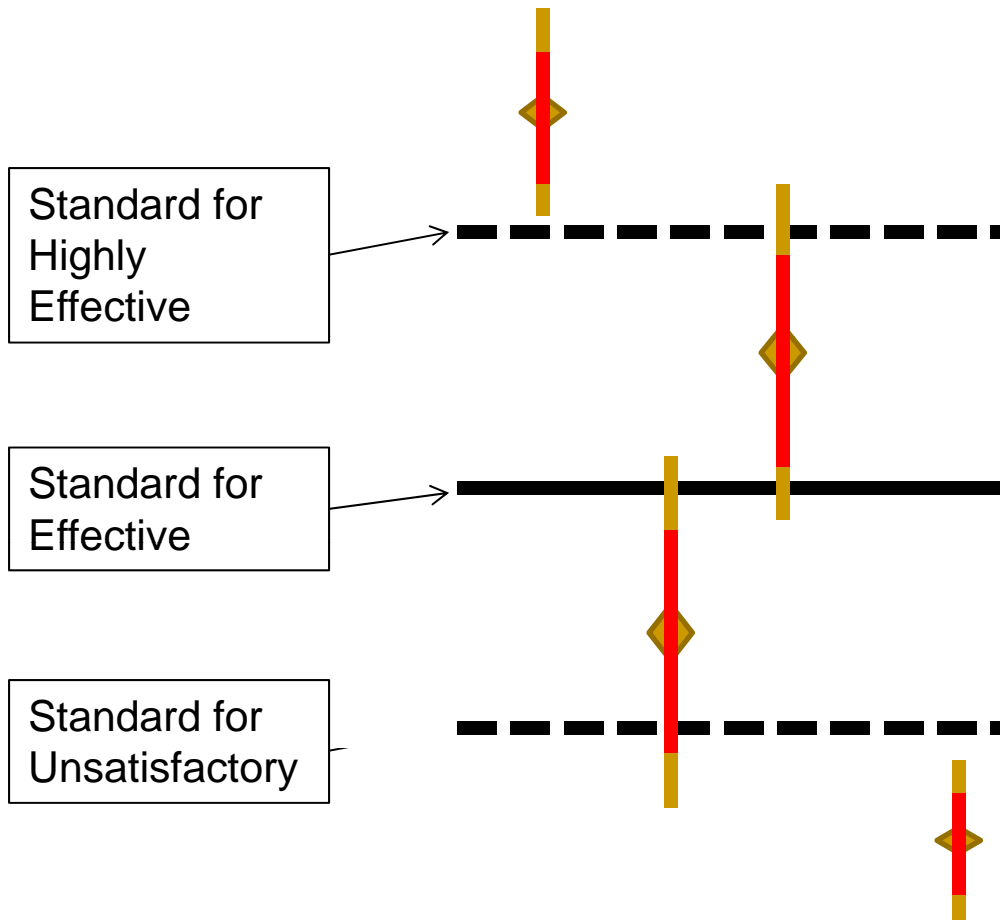
Performance Standards

- Seeking Feedback on:
  - What standard should be used to evaluate and classify teachers and administrators based on VAM data?
  - What levels of standard error should be applied in determining performance categories?
  - What circumstances must be satisfied in order for the specific requirements in s. 1012.34(8), F.S. to apply in affecting a summative rating when the standard for learning growth is not achieved?

Value-Added Model Data: Classification Options – Visual Example

VAM Score

68% Confidence Interval (+/- 1 a standard error)

95% Confidence Interval (+/- 2 standard errors)

Value-Added Model Data: Classification Options – Visual Example

Standard for Highly Effective

Standard for Effective

Standard for Unsatisfactory

Considerations:

- Where should those standards be set? State average in baseline year? A degree above or below statewide average? Others?
- In order to be classified highly effective or unsatisfactory, what degree of standard error should be applied? Higher degree of statistical confidence of highly effective and unsatisfactory, compared to effective?

Rulemaking Authority

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Impact on Summative Rating

- Consideration: Conditions whereby the requirements on previous slide would apply
- Examples:
  - 3 years of student performance data must be available?
  - Teachers evaluated based on content areas they are teaching, not evaluated based on the measures in s. 1012.34(7)(e)?
  - Comparable district standards?
  - Others?