
Teacher Leader Preparation Implementation Committee

June 12, 2012



Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention

Student Performance by Subgroup

- Following May 9, 2012 Meeting, TLPIC moved to explore methods of including student subgroup performance as a metric of the evaluation system – not a bonus factor



Student Performance by Subgroup

- Options to Consider:
 - What standard should be used to evaluate subgroup performance?
 - What percentage of subgroups must meet that standard in order for a program to be classified in one of the 4 performance categories?
 - Must a program have data in a minimum number of subgroups before being eligible for this calculation (for example, at least 4 of 8 subgroups with data)?



Student Performance by Subgroup: Review

- 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
- These data are used in analyzing the disaggregated performance of student subgroups



Student Subgroup Performance – Percent Meeting/Exceeding Expectations – All Completers Across Three Years of Performance Data (2007-08 to 2009-10)

Student Subgroup	Reading	Math
White	50	49
African American	45	46
Hispanic	51	49
Asian	54	55
Native American	47	52
Free/Reduced Lunch	47	48
Students with Disabilities	48	48
English Language Learners	48	50



Student Performance by Subgroup:

- Compare student subgroup performance to the state average
- Determine the number of subgroups that exceed the state average for performance
- Classify programs in one of 4 performance categories, based on the percentage of subgroups meeting the standard



Student Subgroup Performance – Potential Option for Classifying Programs

Performance Level	Subgroup Criteria
Level 4 (Highest)	At least 75% of subgroups (e.g., 6 out of 8, 3 out 4, etc.) must exceed the state standard for performance
Level 3	At least 50%, but no more than 74% of subgroups must exceed the state standard for performance
Level 2	At least 25%, but no more than 50% of the subgroups must exceed the state standard for performance
Level 1 (Lowest)	Fewer than 25% of the subgroups exceed the state standard for performance



Student Subgroup Performance – Potential Option for Classifying Programs

The minimum number of subgroups needed to meet each performance level would vary based on the number of subgroups for which the program had data

Number of Subgroups	Minimum # Needed to Meet Level 4	Minimum # Needed to Meet Level 3	Minimum # Needed to Meet Level 2
1	1	N/A	N/A
2	2	1	N/A
3	3	2	1
4	3	2	1
5	4	3	2
6	5	3	2
7	6	4	2
8	6	4	2



Student Subgroup Performance – Example of Calculation

Student Subgroup	Reading, State Average	Reading, Program Performance	Beat State Average?
White	50	52	YES
African American	45	48	YES
Hispanic	51	49	NO
Asian	54	N/A	---
Native American	47	N/A	---
Free/Reduced Lunch	47	49	YES
Students with Disabilities	48	49	YES
English Language Learners	48	43	NO

Success in 4 out of 6 subgroups (67%) = Program Scores a Level 3 on this metric



Student Performance by Subgroup: Descriptive Data

Subject	Number of programs for which VAM scores can be calculated	Number of programs for which there is sufficient data on student subgroup performance
Reading	86	155 have at least 1 subgroup 127 have at least 4 subgroups
Math	74	156 have at least 1 subgroup 115 have at least 4 subgroups

- ❑ Since the student subgroup performance metric is based on students served by program completers, more data are available for more programs
- ❑ *Keep in mind* that though more student level data are available, it still may only be based on a handful of program completers



Student Subgroup Performance – Impact data (Program Must Have at Least 4 Subgroups with Data)

Performance Level	Reading	Mathematics
Level 4 (Highest) ($\geq 75\%$ of subgroups)	28	33
Level 3 (50-74% of subgroups)	41	25
Level 2 (25-49% of subgroups)	33	30
Level 1 (Lowest) ($< 25\%$ of subgroups)	25	27



Student Subgroup Performance – Impact data (Program Must Have at Least 1 Subgroup with Data)

Performance Level	Reading	Mathematics
Level 4 (Highest) ($\geq 75\%$ of subgroups)	39	42
Level 3 (50-74% of subgroups)	45	34
Level 2 (25-49% of subgroups)	36	33
Level 1 (Lowest) ($<25\%$ of subgroups)	35	47



Student Performance by Subgroup: Points to Consider

- Should other thresholds be set for the performance categories?
- Should there be a minimum number of subgroups needed before the calculation is applied?

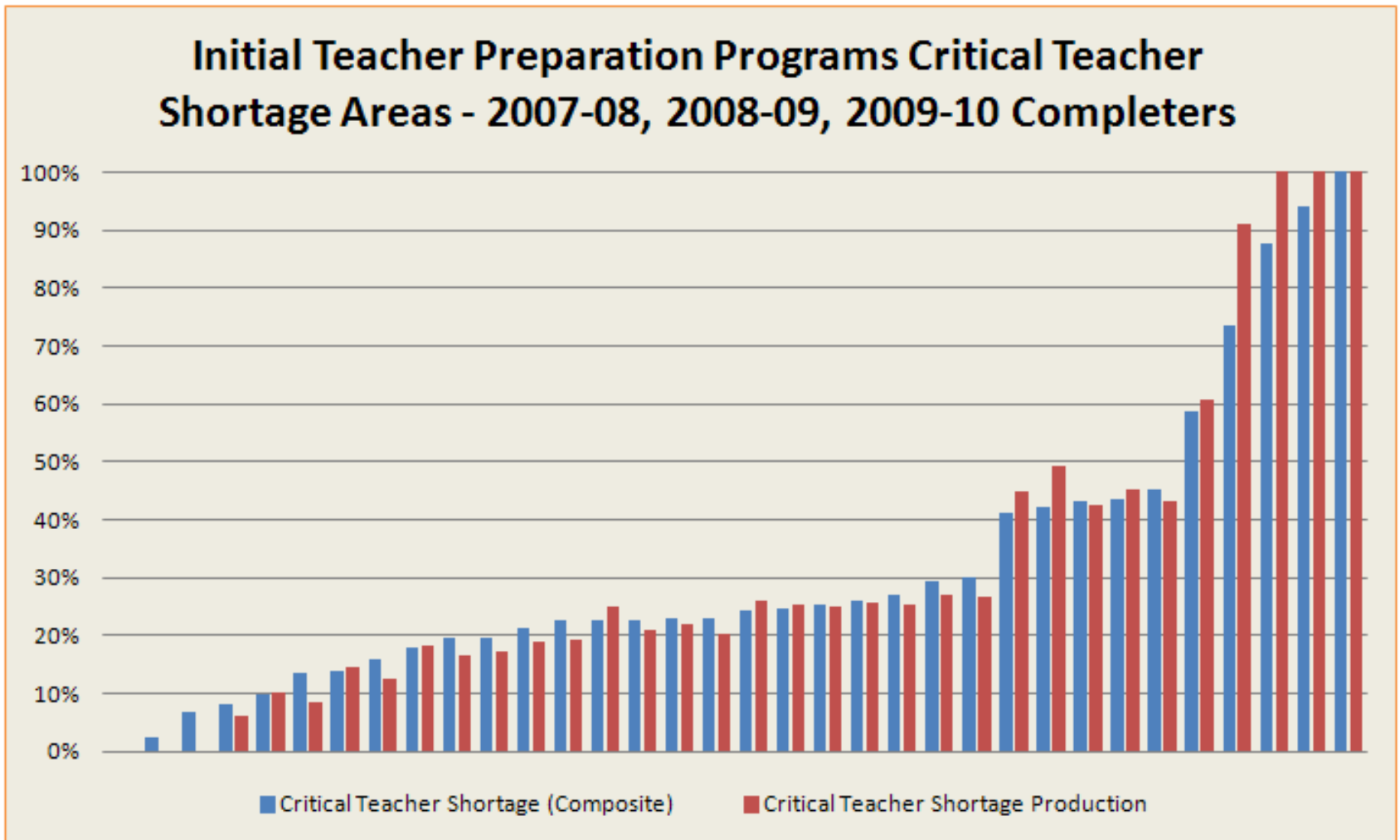


Critical Teacher Shortage Areas

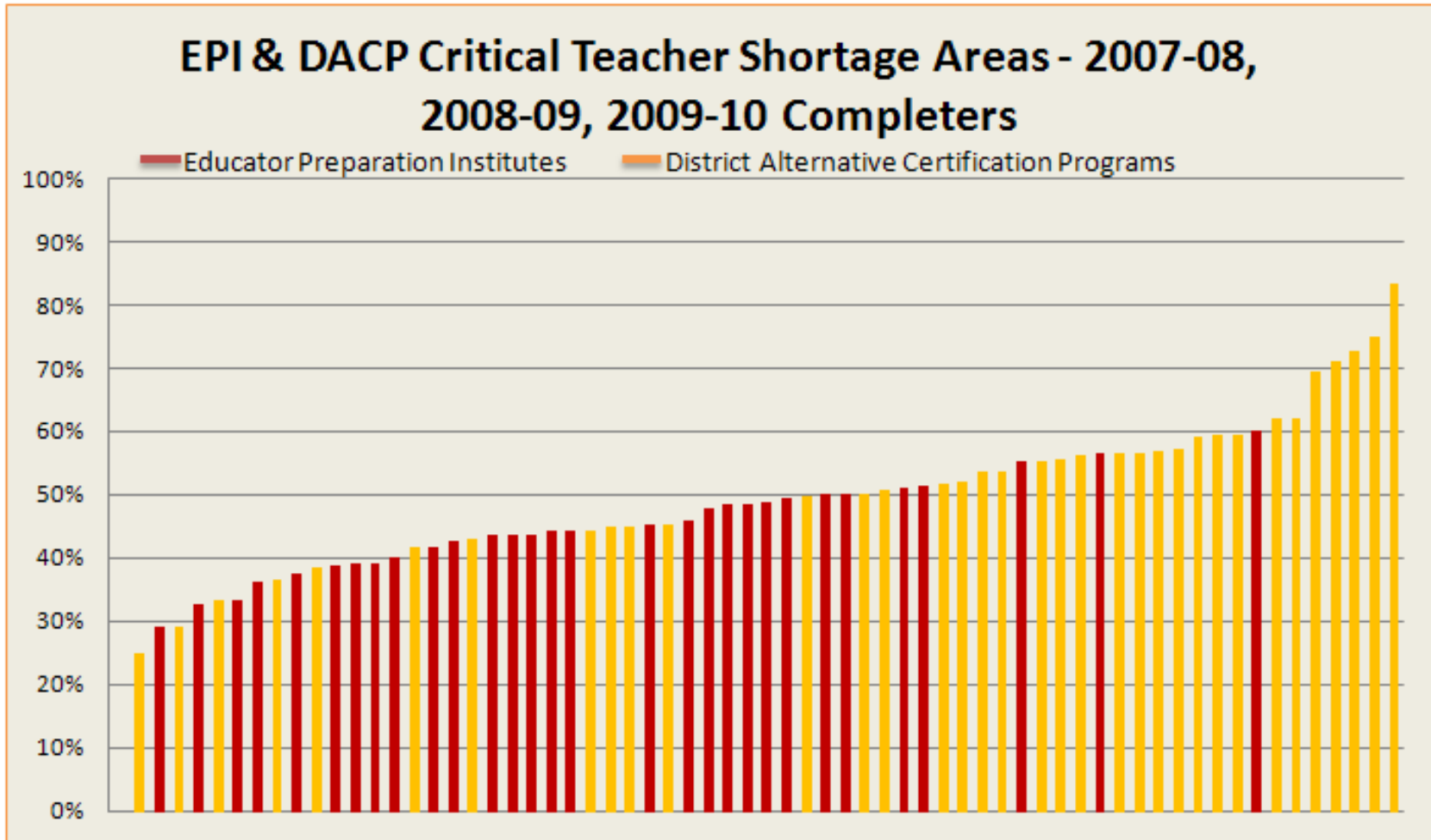
- Bonus Metric Requested
 - Include the percentage of completers who become employed in a critical teacher shortage area instructional position in any Florida public school district their first or second year following program completion.
 - Include the percentage of candidates produced in critical teacher shortage areas (available only for ITPs at this time).



Critical Teacher Shortage Areas



Critical Teacher Shortage Areas



Critical Teacher Shortage Areas

- Option 1 – Institution/District receives bonus if 50% of completers are produced (ITPs) or placed (EPIs/DACPs) in Critical Teacher Shortage Areas:

	100% - 50%	49% - 0%
ITP	5 (14%)	30 (86%)
EPI	7 (23%)	24 (77%)
DACP	23 (66%)	12 (34%)

- Option 2 – Institution/District receives bonus if 60% of completers are produced (ITPs) or placed (EPIs/DACPs) in Critical Teacher Shortage Areas:

	100% - 60%	59% - 0%
ITP	5 (14%)	30 (86%)
EPI	1 (3%)	30 (97%)
DACP	7 (20%)	28 (80%)



Critical Teacher Shortage Areas

- Additional Bonus Metric Requested
 - Change in percentage of completers produced in critical teacher shortage areas across three years (for ITPs)
 - Change in percentage of completers placed in critical teacher shortage area positions across three years (for EPIs and DACPs)



Critical Teacher Shortage Areas

- Additional Options to Consider:
 - For ITPs, how should critical teacher shortage area completers be defined?
 - Use only the certification coverage
 - Consider completion of the Reading Endorsement or Exceptional Student Education Endorsements
 - Should there be two ways to earn the bonus?
 - Consistently above a certain percentage
 - Certain increase in % of critical teacher shortage area completers



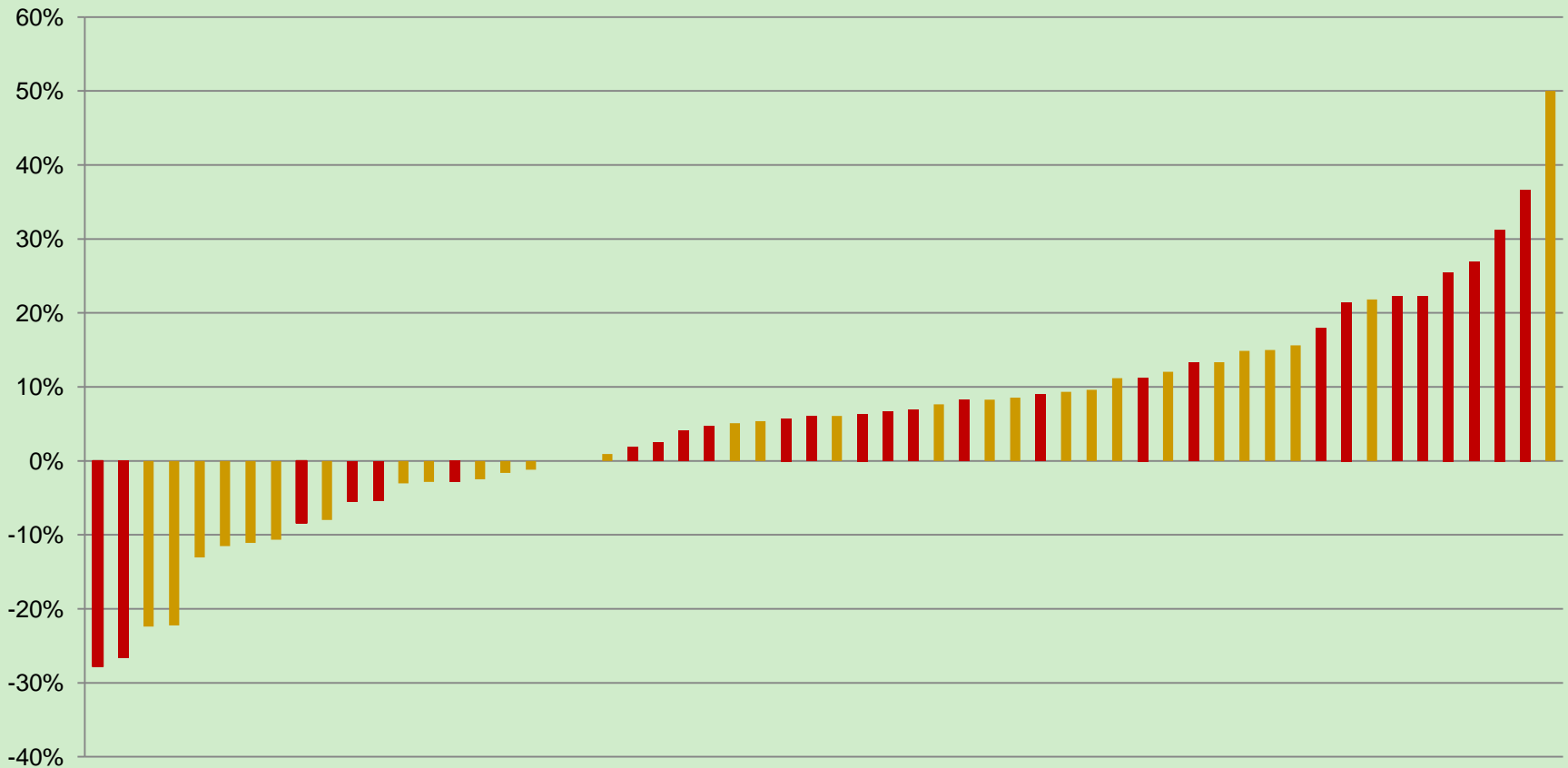
Critical Teacher Shortage Areas

Change in Production of Critical Teacher Shortage Area ITP Completers 2007-08 to 2010-11

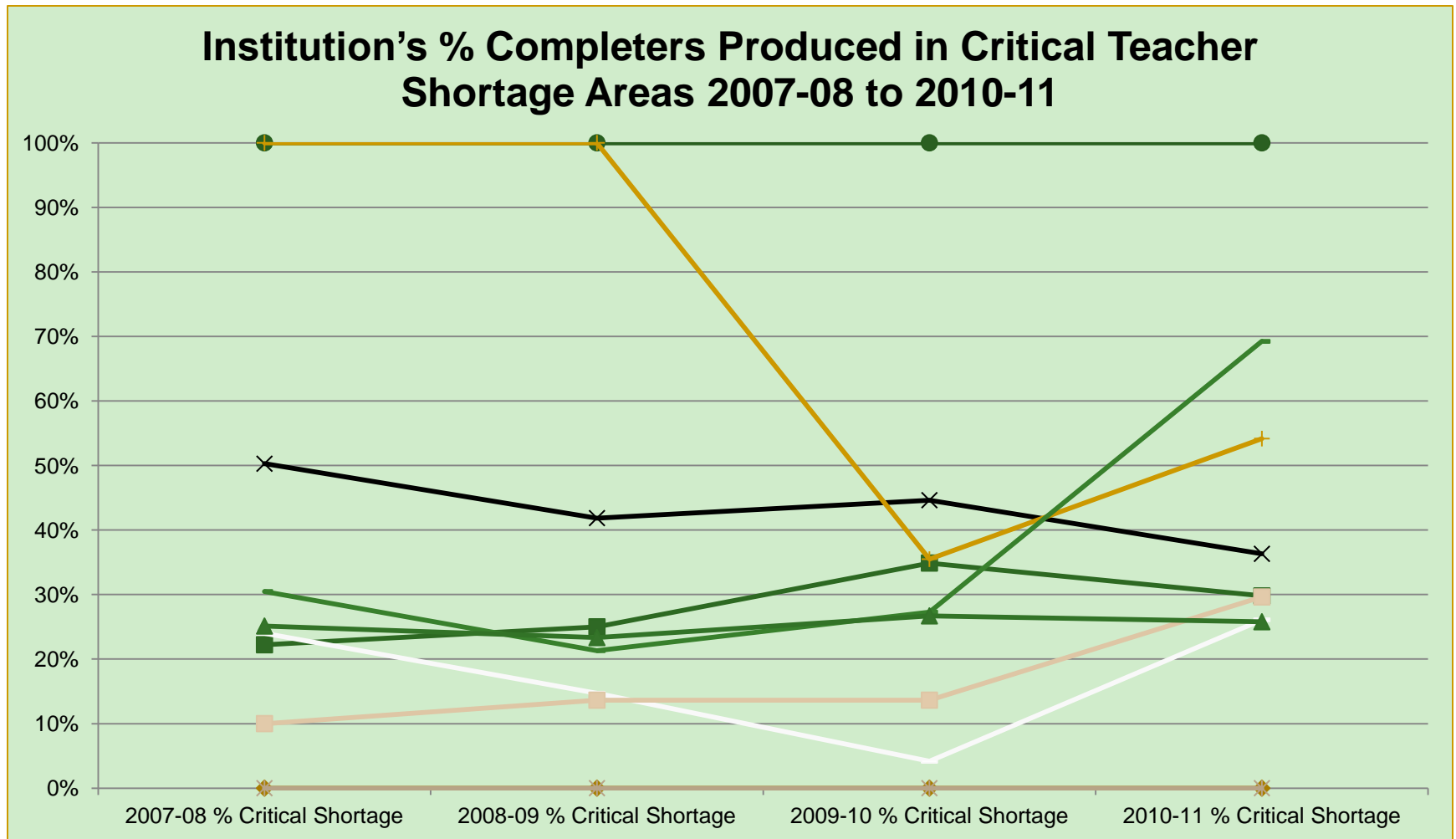


Critical Teacher Shortage Areas

Change in Production of Critical Teacher Shortage Area **EPI**
& **DACP** Completers 2007-08 to 2010-11



Critical Teacher Shortage Areas



Critical Teacher Shortage Areas

- Option 1 – Institution/District receives bonus if 50% of completers are produced or placed in Critical Teacher Shortage Areas OR the Institution/District increases Critical Teacher Shortage Area production/placement by 10%:

	Earn Bonus	Do Not Earn Bonus
ITP	14 (40%)	21 (60%)
EPI	10 (32%)	21 (68%)
DACP	23 (66%)	12 (34%)

- Option 2 – Institution/District receives bonus if 60% of completers are produced or placed in Critical Teacher Shortage Areas OR the Institutions/District increases Critical Teacher Shortage Area production/placement by 20%:

	Earn Bonus	Do Not Earn Bonus
ITP	7 (20%)	28 (80%)
EPI	3 (10%)	28 (90%)
DACP	7 (20%)	28 (80%)

