
Rule Development Workshop

Public Input on Draft Rule Text

Rule 6A-5.030: District Instructional Personnel and School Administrator Evaluation Systems

Rule 6A-5.0411: Calculations of Student Learning Growth for Use in School Personnel Evaluations



Florida Department of Education

Today's Agenda

- **Part 1: Overview presentation of authorizing statutes and content of draft rules.** This is to provide what the law indicates should be in the rules and what the draft rule text is intended to accomplish.
- **Part 2: Clarifying questions and answers.** Audience participants may ask questions to clarify anything in the presentation or the draft text. DOE staff will provide responses or, if necessary, take questions back for later response.
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Input and Participation

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- If you are making a comment, please follow the instructions with the operator (webinar) or fill out a speaker's card (in person workshops), so that we have a complete record of the meeting.
- Comments will be timed to allow all who wish to speak the opportunity to do so.
- We will gladly take comments as written statements.
- Input may be provided at anytime online at <http://www.fldoe.org/profdev/pa.asp>.



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- Types of input we are seeking to improve the rules:
 - Suggestions for changes or agreement with specific text in the rule (i.e., keep this..., delete this..., add this..., change this to read..., etc.)
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 - Comments on whether the rule text actually accomplishes what the law and/or presentation indicates is intended



Rule Adoption Timeline

- February: Workshops and input on draft text
- March-April: Review public comments, monitor legislative session for bills signed into law that affect these rules
- May: Revise rule text and publish for consideration by State Board
- June: State Board meeting for consideration of rules for adoption
- July: Rules go into effect for 2013-14 school year
- 2013-14: Performance standards would go into effect; districts provided time to revise evaluation systems for any updates needed based on rules



Content of the Law

Content of the Rule

6A-5.030 – DISTRICT INSTRUCTIONAL PERSONNEL AND SCHOOL ADMINISTRATOR EVALUATION SYSTEMS



Rule Authority and Content for 6A-5.030

- Section 1012.34(8), Florida Statutes (F.S.):
 - Establish uniform procedures for the submission, review, and approval of district evaluation systems
 - Reporting requirements for the annual evaluation of instructional personnel and school administrators
 - A process for monitoring school district implementation of evaluation systems in accordance with this section



New Standard and Purpose for District Educator 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 and Purpose for District Educator Evaluations

- Evaluations must differentiate among 4 levels of performance:
 - Highly effective
 - Effective
 - Needs improvement, or for instructional personnel in first 3 years of employment, Developing
 - Unsatisfactory
- State Board of Education must establish student growth standards for each performance level.
- Commissioner must consult with experts, instructional personnel, school administrators, and education stakeholders in developing the criteria for the performance levels.



New Standard and Purpose for District Educator Evaluations

To support objectives of the new system, 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



Instructional Practice

S. 1012.34, F.S., requires that the instructional practice criteria address the following:

- For classroom teachers:
 - Florida Educator Accomplished Practices (FEAPs)
- For instructional personnel who are not classroom teachers:
 - FEAPs
 - May include specific job expectations related to student support

Instructional Framework goal: An expectation that all teachers can increase their expertise from year to year, producing gains in student achievement with a powerful cumulative effect



Instructional Leadership

- S. 1012.34, F.S., requires that the instructional practice criteria address the following:

For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to:

- the effectiveness of classroom teachers in the school,
- the administrator's appropriate use of evaluation criteria and procedures,
- recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.



Performance of Students

S. 1012.34(3)(a), F.S.: “Performance of Students. At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22(8), F.S.”

- Overall percentage for any individual can be reduced to 40% in absence of three years of data
- Percentage for non-classroom instructional personnel can be split between statewide assessment results and other local measures of student outcomes based on the job responsibilities
- Districts can choose to combine state and local assessments (based on the individual’s teaching assignment) and can choose performance measures over learning growth when more appropriate



Performance of Students

- S. 1012.34(7)(e), F.S.:

“For classroom teachers of courses for which the district has not implemented appropriate assessments under s. 1008.22(8) or for which the school district has not adopted an equally appropriate measure of student learning growth under paragraphs (b)-(d), student learning growth must be measured by the growth in learning of the classroom teacher’s students on statewide assessments, or, for courses in which enrolled students do not take the statewide assessments, measurable learning targets must be established based upon the goals of the school improvement plan and approved by the school principal. A district school superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team’s students on statewide assessments. This paragraph expires July 1, 2015.”



Additional Components of District Educator Evaluation Systems

- S. 1012.34, F.S., also requires that the following items be addressed in evaluation systems:
 - Observation instruments with indicators
 - At least 2 evaluations per year for newly hired personnel
 - Evaluator training
 - Informing personnel about the district's system
 - Use of multiple data sources
 - Use of the system data for professional development and school improvement
 - Parental input
 - Teaching fields needing special procedures
 - Annual review by the district of its evaluation system
 - Options to include peer review, assistance processes, input from additional personnel, evaluation amendments, and additional professional responsibilities beyond State Board rule



Content of the Law

Content of the Rule

6A-5.0411 – CALCULATIONS OF STUDENT LEARNING GROWTH FOR USE IN SCHOOL PERSONNEL EVALUATIONS



Rule Authority and Content for 6A-5.0411

- This proposed rule focuses on the statutory requirement in S. 1012.34(7) and (8), F.S., requiring the State Board of Education to adopt rules which establish:
 - Each formula for measuring student growth that is approved by the Commissioner
 - The measurement of student learning growth and associated implementation procedures
 - A process by which teachers may review their class rosters



Rule Authority and Content for 6A-5.0411 (cont.)

- Establish 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
- Specifically establish a student learning growth standard that if not met will result in the employee receiving an **unsatisfactory** performance evaluation rating
- 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



“Student Learning Growth” in Educator Evaluations

Growth Formulas for Statewide Assessments

- Commissioner must approve growth formula by June 1, 2011, to measure individual student learning growth on FCAT
- Formula must take into account each student’s prior performance
- Expectations for student learning growth cannot be different based on students’ gender, race, ethnicity, or socioeconomic status
- Specifies other factors that must be considered in development of formula, such as attendance, disability, and ELL status
- Additional growth formulas for other statewide assessments will be developed, adopted, and implemented statewide

Growth Formulas for Local Assessments

- Districts must adopt “equally appropriate” learning growth formulas for local student assessments
- Example growth formulas for other standardized assessments and local assessments will be provided by DOE that districts may choose to adopt to meet the requirement



FLORIDA'S FIRST VALUE-ADDED MODEL

Overview of the Model to Measure Student Learning Growth on FCAT as developed by the Student Growth Implementation Committee

To fulfill the new purpose of evaluation systems and to satisfy the requirement for uniform state standards that apply to statewide assessments, a measure of student learning growth that is as accurate, fair, and transparent as possible had to be developed.



Florida's Value-Added Model

Developed by Florida Educators

- The Student Growth Implementation Committee (SGIC) is composed of 27 members from across the state, selected from over 250 RTTT volunteers. The group includes:
 - Teachers (across various subjects and grade levels, including exceptional student education, and union)
 - School-level administrators
 - District-level administrators (assessment, HR, superintendent, school board)
 - Postsecondary teacher educators
 - Representative from the business community
 - Parent representative
- The SGIC met regarding the FCAT model from March - June 2011
- All meetings are webcast live. See all materials and videos/recordings of committee proceedings at <http://www.fldoe.org/committees/sq.asp>
- **The SGIC's recommended model for FCAT data was fully adopted by the Commissioner of Education in June 2011 as Florida's FCAT Value-Added Model with no additions, deletions, or changes**



Florida's Value-Added Model

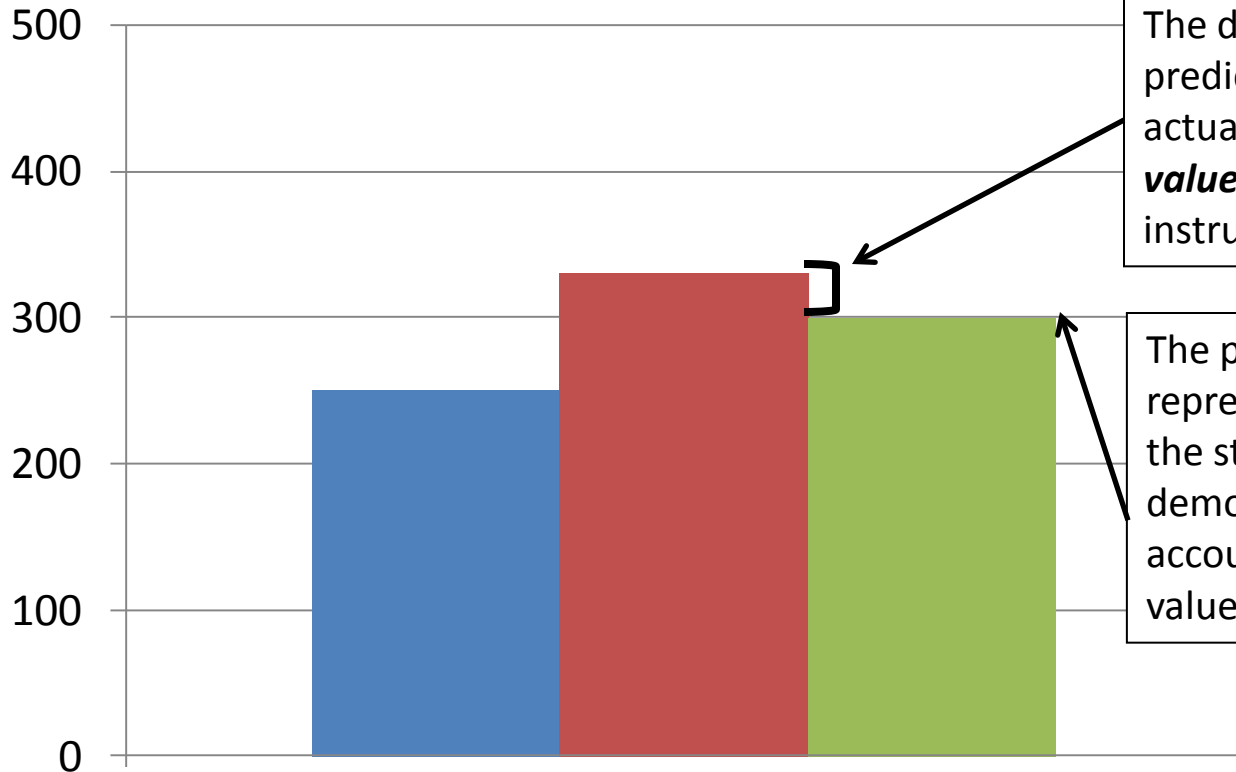
Developed by Florida Educators

- After exploring eight different types of value-added models, the SGIC recommended a model from the class of *covariate adjustment models*
- This model begins by establishing expected growth for each student which is based on:
 - Historical data each year
 - The typical growth, by grade and subject, among students who have earned similar test scores the past two years, and share the other characteristics identified by the committee
- 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



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



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
- Attendance
- Gifted status
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)

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



Florida's Value-Added Model

- The value-added model is one part of a multi-faceted teacher evaluation system
- The model was developed independently by a committee of Florida educators
- The model accounts for factors outside the teacher's control and does not rely on a single year of data or single test score
- Implementation is an on-going process:
 - The SGIC, Department, and AIR will continue to analyze the value-added model and seek feedback to make adjustments, if necessary



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 that variability
- Using the standard error to construct a confidence interval around a score (like the +/- 3 points in an opinion poll) is a good statistical practice that can assist in increasing the accuracy of classification decisions

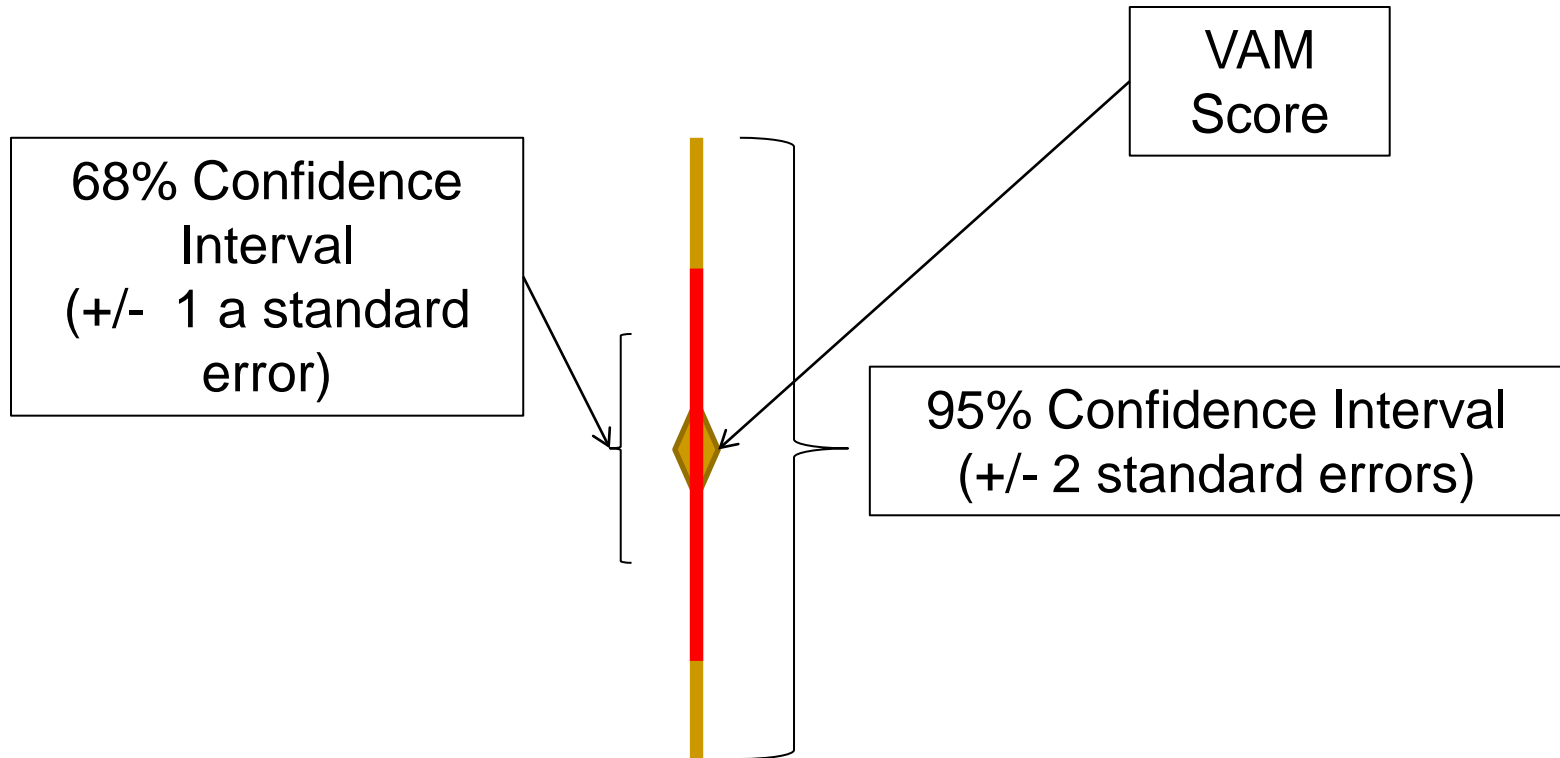


Performance Standards

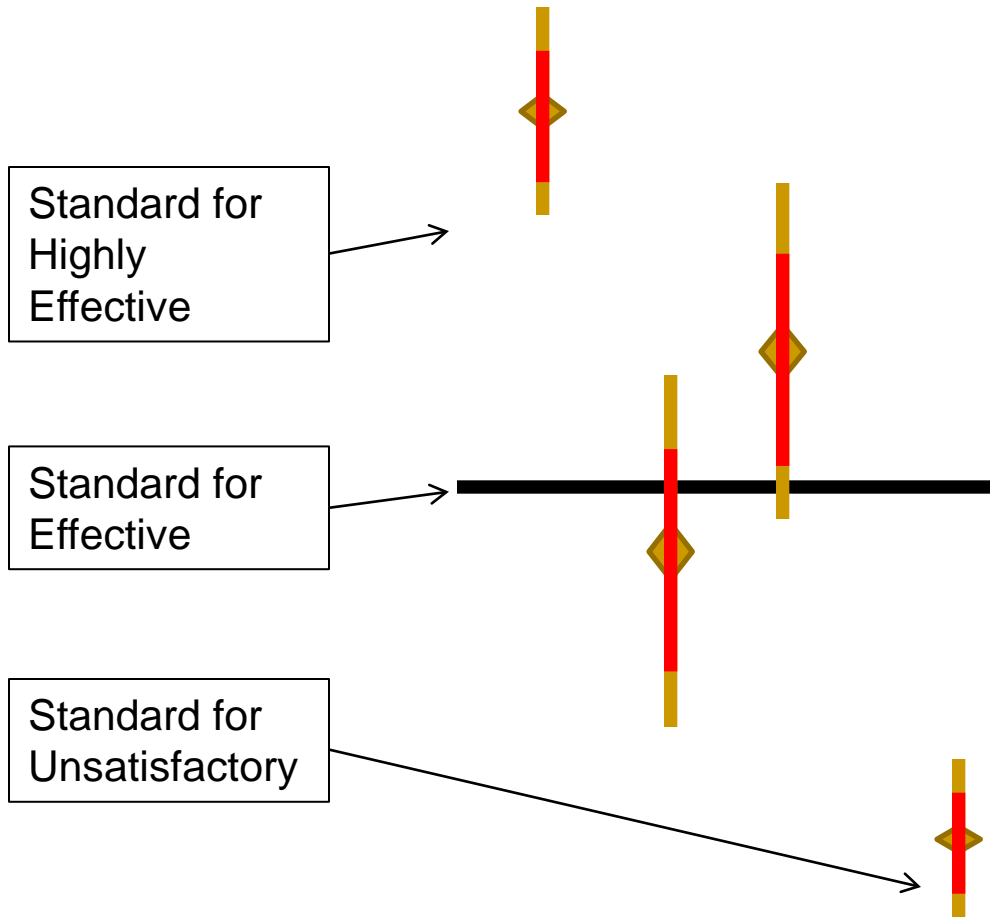
- Performance Standards in the draft rule:
 - Are established based on 2011-12 average growth by grade level and subject
 - The aggregate VAM score is converted to a proportion of a year's growth that would become the criterion standard established in Rule until the performance standards are revised by the State Board
 - Districts would apply the standards each year using confidence intervals
 - Would be used beginning in 2013-14 to classify teacher and principal performance on the “Performance of Students” criteria



Value-Added Model Data: Classification Options – Visual Example



Value-Added Model Data: Classification Options – Visual Example



Considerations:

- State average for 2011-12 is baseline
- In order to be classified highly effective or unsatisfactory, a confidence interval of 2 standard errors is applied
- Confidence interval using 1 standard error is used for determining effective performance



Performance Standards' Impact on Summative Rating

- Conditions applied from the law for these standards to directly impact summative rating
 - 3 years of student performance data must be available for the teacher or school administrator
 - Teachers must be evaluated based on content areas they are teaching, not evaluated based on the measures in s. 1012.34(7)(e), F.S.
 - Non-classroom instructional personnel would not be included



State Support for “Instructional and Leadership Practice” Implementation

- Updated Florida Educator Accomplished Practices in 2010
- Race to the Top (RTTT) funds through competitive procurement for district technical assistance and state model framework development (Houghton Mifflin Harcourt with Learning Sciences International and The Leadership and Learning Center)
- February – May 2011: Conducted 4 sets of 10-15 regional (local) 2-3 day academies for district re-design teams; also conducted statewide webinars
- Created a checklist for districts that combined requirements from RTTT Phase II MOU and the *Student Success Act*
- Provided at districts’ request a state-model evaluation system that a district could adopt, adapt, or ignore
- Responded to individual district needs: Individual district site visits, technical assistance conference calls with district teams, and presentations to superintendents and other educator associations



State Support for “Instructional and Leadership Practice” Implementation

- Provided optional training for districts on developing communication plans, monitoring evaluation systems and supporting principals, and developing sustainability plans
- RTTT work and alignment of SB 736 to RTTT made it possible for districts to implement key requirements of new personnel evaluations in 2011-12 school year
- School Administrator evaluation systems:
 - Used same student growth model as teacher evaluations in 2011-12
 - Updated Florida Principal Leadership Standards in 2011 through statewide committee work
 - Provided a state model principal evaluation system that a district could adopt, adapt, or ignore; provided training in January 2012
 - Provided a single checklist and same opportunities for in-person and electronic technical assistance for district re-design teams



State Support for “Instructional and Leadership Practice” Implementation

- Developed example evidence in the two major instructional practice frameworks related specifically to practices that implement Standards-based Instruction and Common Core State Standards (particularly in the areas of content literacy and text complexity)
- 2012 Summer Institutes on Common Core State Standards for school teams from every district
- 2012-13 technical assistance provided on improving district professional development systems, focused on:
 - Using evaluation information to improve practice
 - Evaluating the effectiveness of professional development
 - Improving beginning teacher support programs
 - Ensuring professional development and evaluation systems are supporting standards-based instruction



State Support for “Performance of Students” Implementation

- 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 formula for measuring student learning growth in evaluations
- To provide technical expertise, the Department contracted with the American Institutes for Research (AIR) to *help the SGIC* develop the recommended model that was approved by the Commissioner
- Transparency in the process was essential



State Support for “Performance of Students” Implementation

- The Department provided all districts with 3 years of historical data using the selected student growth model and held 2 days of team training August 1-2, 2011
 - District teams interacted with national experts to learn about the model
 - District teams were provided three options for using data to inform educator evaluations
 - Districts were provided time to review their historical data and ask questions about the data components and historical results
- The Department provided statewide webinars, attended association meetings, and provided technical assistance as requested by districts via phone, in-person visits and conference calls
- Districts now receive VAM scores and component data through a secure data transfer system to use in their evaluation systems
- The Department began reporting in December 2012 summative ratings at the school and district level and statewide comparison data



State Support for “Performance of Students” Implementation

- Roster verification tool was begun in 2011 and is in use for teachers to review/make corrections to their class rosters to be used for statewide VAM calculations
- Reporting tools will be available for teachers, principals, and the public in spring 2013
 - Public tool reviews data at the school and district level
 - Teacher and principal tool reviews data at the individual teacher level including statewide score comparisons, class roster of students, and whether each met or exceeded expectation as calculated by the model



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PART 2: CLARIFYING QUESTIONS



PART 3: COMMENTS



**THANK YOU FOR YOUR
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