Florida's Value Added Model

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

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

New Standard for Teacher Evaluations

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.

- *Section 1012.34(3)(a)1., Florida Statutes*

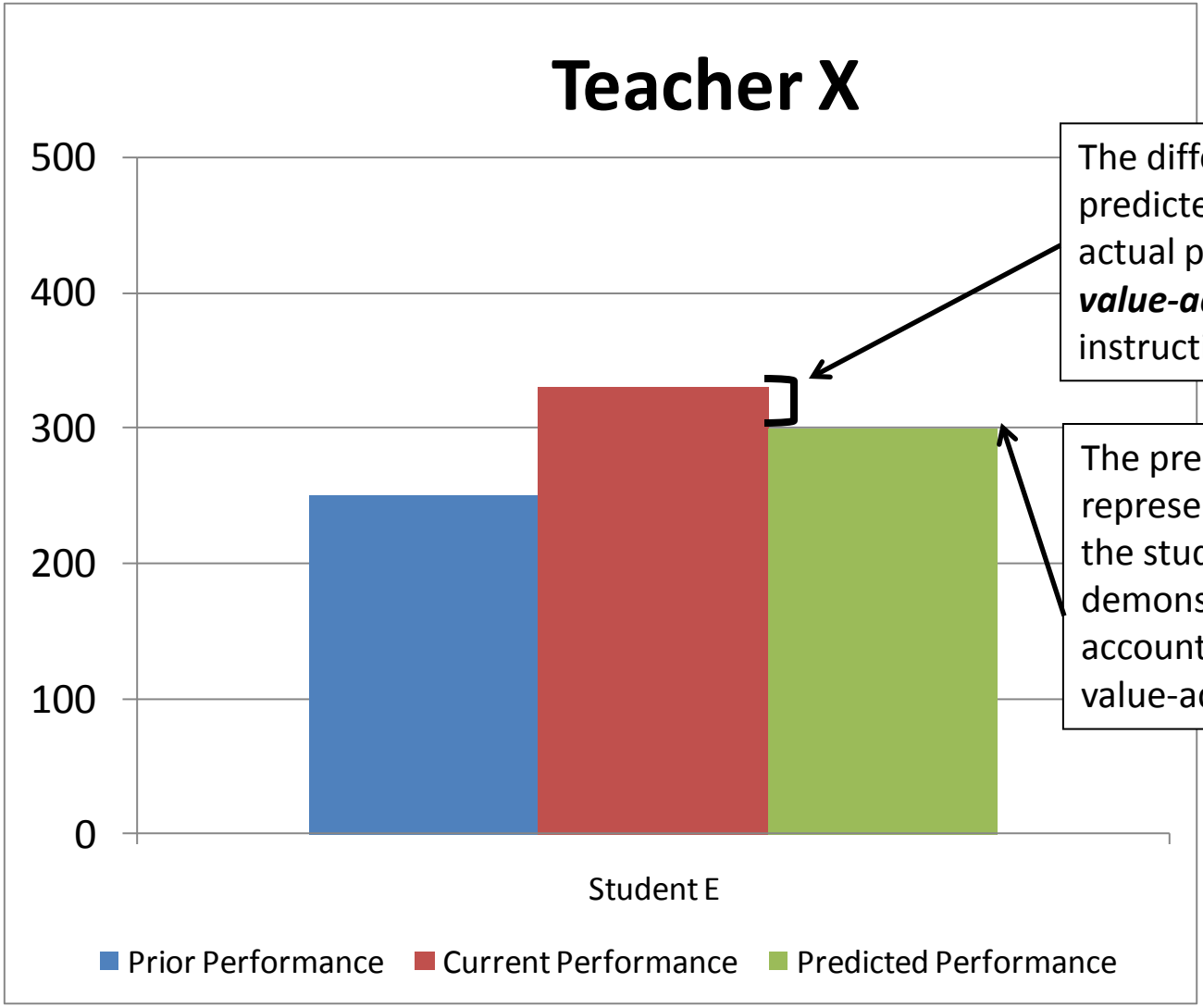
New Standard for Teacher Evaluations

- The performance of students represents 50% of a teacher's evaluation, with performance based on student learning growth
- To meet the above requirement, the development of a fair and transparent measure of student growth is essential
- This presentation focuses on what that measure is and how it was developed for Florida

The Measure: Value-Added Analysis

- A value-added model measures the impact of a teacher on student learning, by accounting for other factors that may impact 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



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.

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.

Florida's Value-Added Model Developed by Florida Educators

- The Student Growth Implementation Committee (SGIC) is composed of 27 members from across the state. The group includes:
  - Teachers (across various subjects and grade levels, including exceptional student education)
  - School administrators
  - District-level administrators (assessment and HR)
  - Postsecondary teacher educators
  - Representative from the business community
  - Parents
- The SGIC met from March through June 2011
  - 2 two-day in-person meetings
  - 4 conference call meetings

Florida's Value-Added Model Developed by Florida Educators

- The Commissioner approved model was developed by the SGIC
- Model was not pre-selected by the Department or a vendor
- SGIC process (including the presence of national expertise) allowed for questions, in-depth discussions and perspectives to be shared from many points of view
- Nearly all votes of the SGIC were unanimous

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:
  - Based on historical data each year
  - Represents the typical growth seen among students who have earned similar test scores the past two years, and share the other characteristics identified by the committee

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)

Classroom characteristics:

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

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

The model recognizes that there is an independent factor related to the school that impacts student learning – a ***school component.***

- Statistically is simply the 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, or the environment of the school on student learning

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

SGIC decisions on the use of the school component

- The SGIC decided to include 50% of the school component in the measurement of the teacher's effectiveness
- By attributing a portion of the school component to the teacher in the measurement of her effectiveness, one recognizes that the teacher contributes somewhat to the overall school component, but there are factors imbedded in that component that are beyond his/her direct control and that he/she should not directly be held accountable for

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
- The development process 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