



Rule Development Workshop Public Input on Draft Rule Text

6A-5.0411, FAC

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



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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.
- Part 3: Public Comments. Audience participants who wish to do so will make comments about the rule. Comments will be allowed to stand without response or debate from others.

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- Types of input we are seeking to improve the rules:
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- Comments on whether the rule text actually accomplishes what the law and/or presentation indicates is intended.

Rule Adoption Timeline

- April 14, 2015, HB 7069 Became law, requiring rules be adopted by the State Board of Education by August 1, 2015
- April 27, 2015, Notice of Rule Development posted
- May 12 - 14, 2015: Rule Development/Workshops conducted for public input on draft text
- May 15 - 20 2015: Review public comments and revise rule text based on feedback submitted
- May 21, 2015: Submit rule for consideration by State Board of Education
- June 24, 2015: State Board meeting for consideration of rule for adoption
- July 28, 2015: If adopted, rule goes into effect for 2015-16 academic year



6A-5.0411, FAC
**Student Learning Growth Measurement Using Statewide
Assessment Data for Use in School Personnel Evaluations –
For Courses Assessed by Statewide, Standardized
Assessments With Approved Formulas**

Content of the laws

Content of the rule

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S., Personnel evaluation procedures and criteria

- Section 3 – Evaluation procedures and criteria;
 - Must be based upon the performance of students assigned to the educator’s classrooms (teachers) or schools (administrators);
 - Must be conducted at least annually;
 - Must be based upon sound educational principals and contemporary research in effective educational practices; and

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S., Personnel evaluation procedures and criteria

- Section 3 – Evaluation procedures and criteria;
 - Must include
 1. Performance of students (at least 1/3)
 2. Instructional practice/leadership (at least 1/3)
 3. Other indicators of performance

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S., Personnel evaluation procedures and criteria

- Section 7 – Measurement of student performance;
 - Requires the commissioner to approve a formula for measuring student learning growth on statewide, standardized assessments in English/language arts and mathematics
 - The formula **must** take into consideration each student’s prior academic performance, and **may not** set different expectations for student learning growth based on gender, race, ethnicity or socioeconomic status.
 - Other factors required to be considered include attendance, disability status, and status as an English language learner.

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S., Personnel evaluation procedures and criteria

- Section 7 – Measurement of student performance;
 - Permits the selection of additional formulas, as appropriate, for the remainder of the statewide standardized assessments.
 - Requires the State Board of Education to adopt approved formulas into rule.
 - Requires school districts to measure student learning growth using the formulas approved by the commissioner.
 - Requires school districts to use the standards for performance levels adopted under this rule for courses associated with statewide, standardized assessments no later than the year following the approval of a formula by the commissioner.

Rule Authority and Content for 6A-5.0411

Section 1012.34, F.S., Personnel evaluation procedures and criteria

- Section 8 – Rulemaking;
 - Establish specific, discrete standards for each performance level (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory) based on student learning growth models approved by the commissioner;
 - Ensure clear and sufficient differentiation in the performance levels;

Note: This rule applies only to the portion of the performance of students component of educator evaluations that relate to courses assessed by statewide, standardized assessments where there are growth models that have been approved by the Commissioner.

Rule Authority and Content for 6A-5.0411 - Continued

Section 1012.34, F.S., Personnel
evaluation procedures and criteria

- Section 8 – Rulemaking;
 - Provide consistency in meaning across school districts;
 - Formalize the measurement of student learning growth and associated implementation procedures required for grades and subjects with approved models.



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6A-5.0411, FAC
Student Learning Growth Measurement Using
Statewide Assessment Data for Use in School
Personnel Evaluations

Content of the laws

Content of the rule

Sections of Proposed Rule 6A-5.0411

1. Purpose of the Rule
2. Formulas for Measuring Student Learning Growth
3. Data Collected and Reported for Calculation of Student Learning Growth Formulas
4. Performance Level Standards
5. Definitions

Section 1 - Purpose

The purpose of this rule is to provide the formulas for measuring student learning growth, the statewide standards for each performance level for use in each school district instructional personnel and school administrator evaluation systems developed under section 1012.34, Florida Statutes, and procedures associated with implementing the formulas and standards.

Florida's Value-Added Model Was Developed by Florida Educators

The Student Growth Implementation Committee (SGIC) was originally composed of 27 members from across the state, selected from over 250 volunteers, including:

- 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
 - Meetings were webcast live. See all materials and videos/recordings of committee proceedings at <http://www.fldoe.org/committees/sg.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 Was 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 controlled for by the model

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

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 department will continue to analyze the value-added model and associated performance standards and seek feedback to make adjustments, if necessary.

Section 2 - Formulas for Measuring Student Learning Growth

- Two subsections
 - a) ELA/Mathematics
 - b) Algebra I
- Describes the covariates used and directs the reader to forthcoming documentation drawn from technical reports and analysis specifications used to produce annual model results

Section 2 - Formulas for Measuring Student Learning Growth

ELA/Mathematics Covariates

- a. Number of subject relevant courses
- b. Up to 2 prior test scores
- c. Disabilities
- d. English language learner status
- e. Gifted status
- f. Attendance
- g. Mobility
- h. Difference from modal age of peers in the same grade
- i. Class size
- j. Similarity of prior test scores among students in the class

Section 2 - Formulas for Measuring Student Learning Growth

Algebra I covariates – same as ELA and Mathematics except 3 more are added:

- k. Average prior test score on most recent test among students in the class
- l. Percent of students in the class who are gifted
- m. Percent of students in the class who are younger or older than the majority of students in the grade

Section 2 - Formulas for Measuring Student Learning Growth

Student-level model contains 4 components:

- Fixed effects – those effects controlled for by the covariates
- School Component – those effects attributed to the impact of the school attended not explained by the fixed effects
- Teacher effect – those effects attributed to the teacher explained by the fixed effects
- Unexplained or random variance not explained by the model

Section 2 - Formulas for Measuring Student Learning Growth

For ELA and Mathematics:

- VAM score = (Teacher effect + School Component) – 0.5(School Component)

For Algebra I:

- VAM score = Teacher effect

Section 3 - Data Collected and Reported for Calculation of Student Learning Growth Formulas

1. 3 year aggregate combined VAM score - ELA/Mathematics
2. Individual grade and subject VAM score - Algebra I
3. Standard errors
4. Percent meeting expectations – Certain situations

Value-Added Results and Scores

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, on average, students performed no better or worse than expected based on the factors in the model
- A positive score indicates that students, on average, performed better than expected
- A negative score indicates that students, on average, performed worse than expected

Standard Error

- 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.

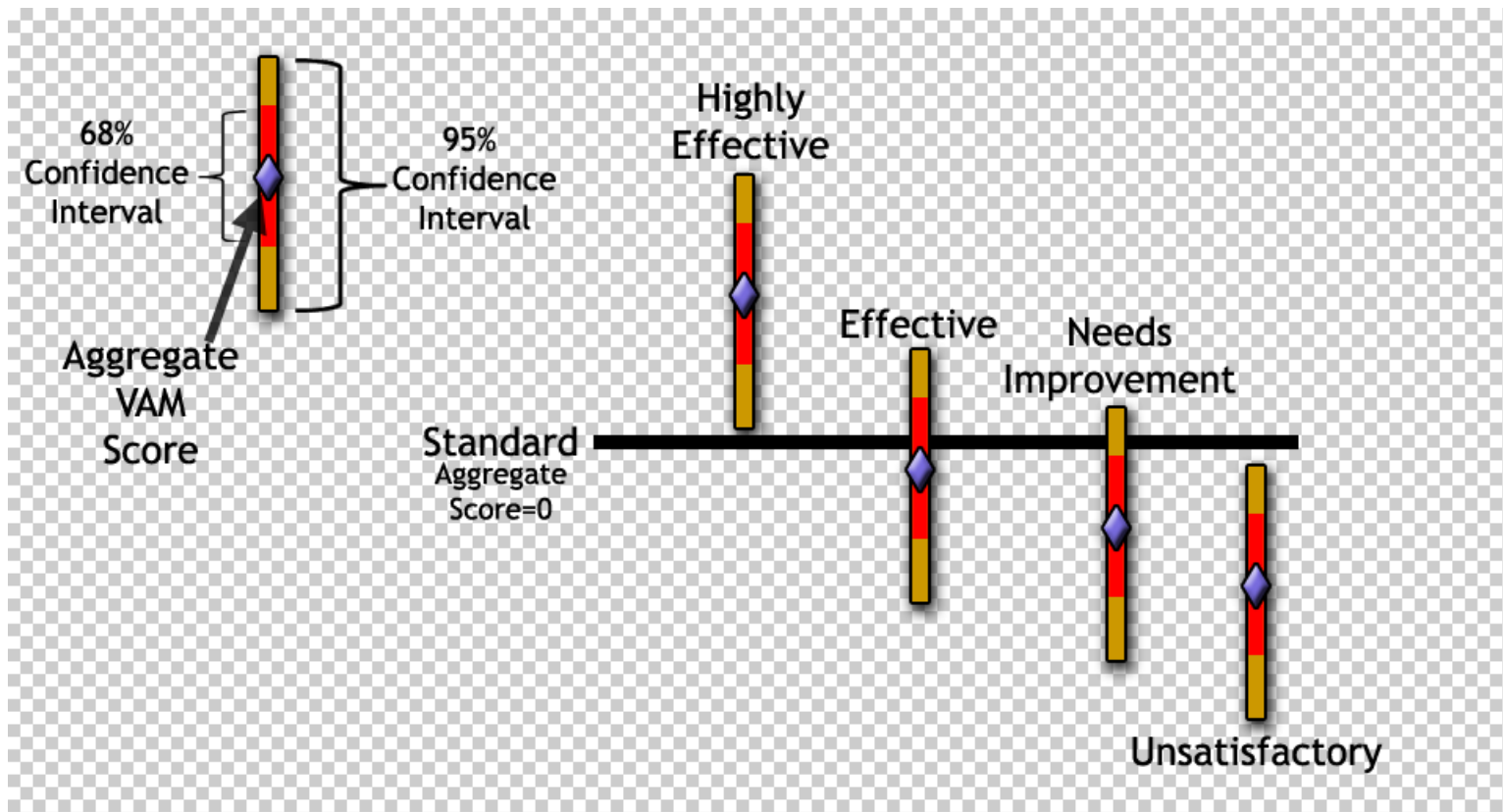
Percent Meeting Expectations

- 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

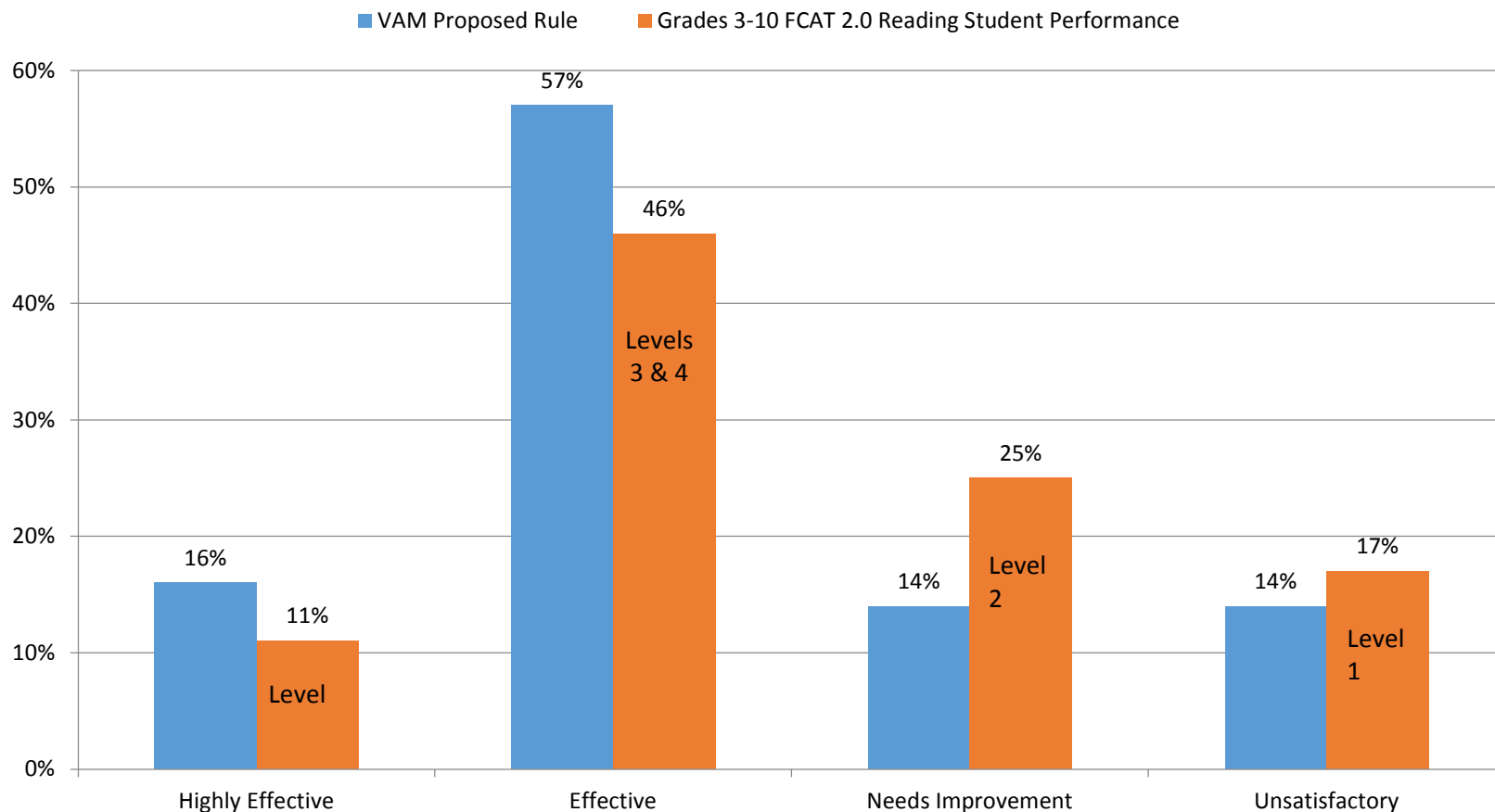
Section 4 - Performance Level Standards

- Use the standard error to construct confidence intervals.
- Use these confidence intervals to establish performance standards.
- Give teachers the benefit of the doubt when there is below-threshold statistical uncertainty.
- Place a larger share of teachers statewide into higher performance categories than student-level metrics using the same assessment results.

Value-Added Performance-Level Standards



Comparison of Distribution Between 3 Year Aggregate Combined VAM Score and Student Achievement Levels



3 Year Aggregate Combined VAM Score Means by Performance Level

Average VAM Score



Exclusions

Percent Meeting Expectations will be used in lieu of the VAM score when:

- A teacher has one or more assessments included in their score where the expected score for the student exceeded the highest score it was possible to achieve on the assessment.

VAM scores will not be used in teacher evaluations in the following situations:

- Number of assessments included in the calculation is fewer than 10.
- Teacher is not in the classroom for more than 90 days of the school year.

Section 5 - Definitions

- Use the standard error to construct confidence intervals.
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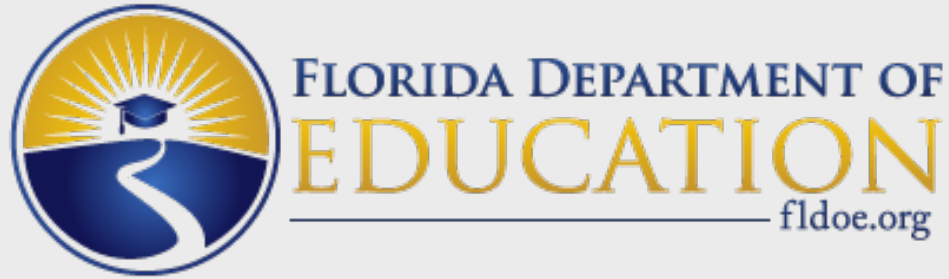
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Part 2: Clarifying Questions



Part 3: Comments



Thank you for your participation!



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