



K – 20 Competitiveness Subcommittee

Tuesday, September 20, 2011

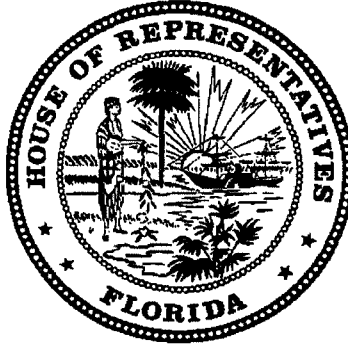
4:00 PM – 6:00 PM

17 - HOB

Meeting Packet

**Dean Cannon
Speaker**

**Erik Fresen
Chair**



AGENDA

K-20 Competitiveness Subcommittee
September 20, 2011
4:00 p.m. – 6:00 p.m.
Morris Hall – 17 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Presentations by the Department of Education regarding implementation of:
 - CS/CS/SB 4 Education Accountability
Chapter No. 2010-22, L.O.F.
 - CS/CS/HB 1255 Education Accountability
Chapter No. 2011-175, L.O.F.
 - CS/CS/SB 736 Education Personnel
Chapter No. 2011-1, L.O.F.
- IV. Closing Remarks and Adjournment

CS/CS/SB 4
Education
Accountability

Senate Bill 4 – Education Accountability Implementation

House K-20 Competitiveness Subcommittee
September 20, 2011

Presented by:

Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction and
Support Services

Jane Fletcher, Director, Accountability and Policy Research



Florida Department
of Education

2010 SENATE BILL 4

*Increasing High School Graduates' Competitiveness through
Increased Graduation Requirements and Accountability*

Supported by:

- Next Generation Sunshine State Standards
- Course Requirement Assessments
- Credit Acceleration Program

Prior to Senate Bill 4

- High School Graduation requirements for current 11th and 12th grade students include:
 - ▣ 4 credits in English Language Arts
 - ▣ 4 credits in Mathematics including Algebra 1
 - ▣ 3 credits in Science, two must include a lab
 - ▣ 3 credits in Social Studies that include: U.S. History, World History, Economics and U.S. Government
 - ▣ Earning required scores on grade 10 FCAT reading and mathematics assessments
 - ▣ All based on the former Sunshine State Standards

Senate Bill 4 New Requirements

- Include both mathematics and science courses and end-of-course (EOC) assessments
- Courses are phased in over a four-year period with new requirements beginning with each 9th grade cohort
- End-of-course assessments phased in:
 - ▣ First year the EOC is 30% of course average
 - ▣ The following years the EOC must be passed to earn the required course credit
- All based on Next Generation Sunshine State Standards

Senate Bill 4 Requirements Courses and End-of-Course Exams (EOC)

<u>Entering 9th Grade</u>	<u>To Graduate</u>
2010	Algebra and Geometry +
2011	Biology and Algebra EOC +
2012	Biology EOC, Geometry EOC and Algebra II +
2013	Chemistry or Physics and an equally rigorous science course

End-of-Course Exams

Advantages

- Built to assess the required course descriptions
- Assessment occurs when students complete the coursework
- Fiscally – three EOCs replace three FCATs

Accountability

- First cohort – 30% of course average
- Following years – student must pass the EOC to earn required credit
- Algebra 1 EOC passing rates are part of middle and high school accountability

Additional End-of-Course Exams

- U.S. History
 - ▣ Field tested 2012
 - ▣ 30% of student course grade starting in 2013
 - ▣ Will not be required to pass for graduation
- Civics (Middle School – House Bill 105, 2010)
 - ▣ Field tested in 2013
 - ▣ 30% of student course grade 2014
 - ▣ Will be required to pass for middle grades promotion
- Contingent upon funding; the Commissioner shall establish a schedule for development of additional EOCs

Change to Student Records

- Students will now earn credit in Algebra 1, Geometry, and Biology through the EOC and not the course
 - ▣ The course grade will be part of a student's grade point average (GPA)
 - ▣ The EOC will not be part of a student's GPA

Student Transcript Coding

Student took and passed the Algebra 1 course. Student took and passed the EOC.

	Term = 1 (First Semester)	Term = 2 (Semester 2)
Course Number	1200310	1200310
Course grade	A, B, C, or D	A, B, C, or D
Credit Attempted	0.0	1.0
Credit Earned	0.0	1.0
Course Assessment Status	Did not yet take EOC (code C)	Took and passed EOC (code A)

Student Transcript Coding

Student did not take the Algebra 1 course. Student took and passed the EOC.

	Term = 1 (First Semester)	Term = 2 (Semester 2)
Course Number	1200310	
Course grade	NG (No Grade)	
Credit Attempted	1.0	
Credit Earned	1.0	
Course Assessment Status	Took and passed EOC (code A)	

Special Student Circumstances

Students with Disabilities

- Standard Diploma seeking students must participate in the EOCs
- If an individual educational plan (IEP) team determines the EOC does not accurately measure a student's abilities, the results can be waived

Transfer Students

- If a student transfers into our system with credit in courses that require an EOC, the school principal shall determine whether the student must take and pass the EOC
- Transfer of credit rule currently being amended (Civics HB 1255)

Credit Acceleration Program (CAP)

- School districts shall permit a secondary student who is not enrolled in a course that requires an EOC, or has not completed the course, to take the EOC during the regular administration of the assessment.
- The school district shall award the required high school credit if the student attains a passing score.

CAP Credits

- Recognition by University Admissions
- Recognition by Military
- Recognition by NCAA
- School Accountability

End-Of-Course Assessments

Florida's assessment program is changing:

- Measure student achievement of new standards
 - Next Generation Sunshine State Standards
 - Common Core State Standards - Language Arts and Mathematics
- Tie assessments more directly to individual courses
 - Algebra 1
 - Geometry
 - Biology 1
 - Civics
 - U.S. History

Type of Assessment	Assessment Area	Year Administered to Students				
		2010-11	2011-12	2012-13	2013-14	2014-15
FCAT	FCAT Writing	Gr 4, 8, 10	Gr 4, 8, 10			
	FCAT Science	Gr 5, 8, 11				
	FCAT Reading					
	FCAT Mathematics	Gr 10				
FCAT 2.0	FCAT 2.0 Writing			Gr 4, 8, 10	Gr 4, 8, 10	
	FCAT 2.0 Reading	Gr 3-10	Gr 3-10	Gr 3-10	Gr 3-10	
	FCAT 2.0 Mathematics	Gr 3-8	Gr 3-8	Gr 3-8	Gr 3-8	
	FCAT 2.0 Science		Gr 5, 8	Gr 5, 8	Gr 5, 8	Gr 5, 8
End-of-Course Assessments	Algebra 1	High School	High School	High School	High School	
	Geometry		High School	High School	High School	
	Biology 1		High School	High School	High School	High School
	U.S. History			High School	High School	High School
	Civics				Middle School	Middle School
Partnership for Assessment of Readiness for College and Careers (PARCC)	English language Arts					Gr 3-11
	Mathematics					Gr 3-8
	High School Math EOCs (3 subjects)					High School
College Placement Test		Gr 11				
College Readiness (PERT, SAT, ACT etc.)		Not in high schools				

End-of-Course Implementation

- Field Test – Sample of students throughout the state participate in the field test. The field test allows the Department to test items prior to their use in future tests.
- Baseline Year – Full assessment is given to all students enrolled in the course. For entering 9th graders, the end-of-course assessment counts for 30% of the student’s grade in the baseline year.

End-of-Course Implementation

- Standards Setting – After the baseline assessment
 1. Develop definitions describing each Achievement Level, including the passing score
 2. Define “high achieving” and “has the potential to meet college readiness standards”
 3. Convene a standard-setting panel composed of educators to identify cut scores
 4. Convene a business and policy leader reactor panel to review the cut scores
 5. State Board of Education sets the cut scores with public input for each Achievement Level
- Ongoing Assessments

Standard-Setting Timeline

Month/Year	Task
July 2011	Finalize Membership on Educator Standard-Setting Panel
August 2011	Advertise Intent to Revise Rule
September 19-23, 2011	Conduct Standard-Setting Meetings – Orlando, FL 15-20 Educators per Subject/Grade (15 panels)
September 29-30, 2011	Conduct Reactor Panel Meeting – Tallahassee, FL 20-25 Superintendents and Community Leaders (1 panel)
October 2011	Conduct Rule-Development Workshops and Advertise Proposed State Board of Education Rule
December 2011	State Board of Education Rule Adoption – New Achievement Levels for FCAT 2.0 Reading, Mathematics, and Algebra 1 EOC Assessment

End-of-Course Implementation

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Algebra 1	Field Test	Baseline	Standards Set	Ongoing	Ongoing	
Geometry		Field Test	Baseline	Standards Set	Ongoing	
Biology 1		Field Test	Baseline	Standards Set	Ongoing	Ongoing
US History			Field Test	Baseline	Standards Set	Ongoing
Civics				Field Test	Baseline	Standards Set

End-of-Course Retakes

- **2011-12 Algebra 1**
 - ※ December 5-16,
 - ※ January 9-20,
 - ※ April 30 – May 18
- **2012-13 Algebra 1, Biology 1, Geometry**
 - ※ July 16-27,
 - ※ January 7-18,
 - ※ April 29 – May 17

Additional End-of-Course Assessments

- Statute specifies that additional end-of-course assessments are contingent on funding
- English/Language Arts 2
- Algebra 2
- Chemistry
- Physics
- Earth/Space Science
- United States History
- World History

Equivalent Scores

- Commissioner to analyze the content and equivalent data sets for nationally recognized high school achievement tests and industry certification tests
- Including Grade 10 FCAT Retakes, PLAN, PSAT, SAT, ACT, and College Placement Test
- Determine if equivalent scores can be determined for passage of an end-of-course assessment
- When content alignment and equivalent scores can be determined the Commissioner shall adopt these scores as the requirement to pass the end-of-course assessment

CS/CS/HB 1255
Education
Accountability



2011 HOUSE BILL 1255

Presented by:

Diana Bourisaw, Deputy Chancellor for School Improvement
and Student Achievement

Mary Jane Tappen, Deputy Chancellor for Curriculum,
Instruction and Support Services

Jane Fletcher, Director, Accountability and Policy Research

Kindergarten Readiness

Requires the percentage of students that meet all state readiness measures to be included in the methodology of calculating each provider's readiness rate.

Kindergarten Readiness

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Impact of Change:

- Change will provide for a stricter standard of readiness for Florida Kindergarteners who attended a state VPK program.
- Change will be implemented in the State Board Readiness Rate rule currently being developed and expected to be adopted in Fall 2011.

Kindergarten Readiness

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Eliminated 15% minimum readiness rate

Kindergarten Readiness

Impact of Change:

- Allows the State Board of Education to adopt a readiness rate based on performance criteria.
- Proposed rule will be presented to the Board in September 2011, with approval expected Fall 2011.

Good Cause Exemption

- Requires providers seeking initial or renewal of a good cause exemption to use a state approved prekindergarten enrollment screening and post-test to measure achievement and progress.
- Requires assessment to be administered by second party administrator approved by DOE.
- Requires submission of data within 30 days after administration.
- Requires the parent to submit the child for enrollment screening

Good Cause Exemption

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Impact of Change:

- Impacts providers applying for a good cause exemption that are subject to removal from the VPK program for not meeting the readiness rate.
- Mandates a pre and post test for children enrolled in a low performing VPK program on a standardized assessment approved by the Department.
- Will provide data for analysis on a standardized assessment that will be used in good cause exemption applications.

Good Cause Exemption

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- The Department is working to determine the appropriate assessment for these providers.
- The Department is in the process of developing rule language to present to the State Board of Education and anticipates having a good cause exemption rule in place by January 2012.

Middle Grades Promotion and High School Graduation Requirements

- Intensive Reading Requirements
 - ☐ Middle and high school students who score at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement.
 - ☐ An approved academic improvement plan must already be in place, signed by school staff and parent, for the year for which the exemption is granted.

Middle Grades Promotion and High School Graduation Requirements

Impact of Change:

- Student Reading Intervention Requirements State Board Rule revision is under development –Fall 2011
- School districts may revise their Student Progression Plans to reflect the statutory change of reading intervention course waiver availability

Auditory-oral Education Programs as a Public School Choice Option

- Programs that develop and rely solely on listening skills and use an implant or assistive hearing device for the purpose of relying on speech and spoken language skills as the method of communication
- Parent may enroll child in an auditory-oral education program as a choice option
- The child must:
 - ☒ Have an implant or assistive hearing device
 - ☒ Be age 3 to 7 (or end of grade 2) or as young as 2 for students with disabilities
 - ☒ Be a Florida resident
 - ☒ Level of services are determined by the child's individual educational plan (IEP) or family support plan

Auditory-oral Education Programs

- Adds listening and spoken language specialists and an appropriate acoustical environment as a specialized instructional service
- Adds to "Special education services" – services provided by a certified listening and spoken language specialist
- Implementation memo with a question and answer document for district assistance in process
- Guidance is being provided to school districts on a case-by-case basis

Matrix of Services for Exceptional Student Education (ESE) Revision

Implementation Plan

- Began gathering feedback for revision in 2010
- Meetings with DOE internal staff and matrix revisions will occur through November 2011
- Sent notification memo to school districts in August 2011
- Plan to share revisions with school district partners in January and February 2012
- Printing of new Matrix of Services Handbook will be completed in March 2012
- Training on revisions will take place in April and May 2012

Restraint and Seclusion

- Legislation passed in 2010 to require district documentation and reporting of incidents of child restraint or seclusion
- 2011 HB 1255 identified additional reporting criteria
- District Plan templates have been created for the districts' Exceptional Student Education Policies/Procedures documents to include:
 - plan for reduction of restraint and seclusion
 - monitoring procedures at the district and school levels

Restraint and Seclusion

- Web-based reporting guide and templates now include the following components:
 - Age, grade, ethnicity, and disability of the student
 - Type and description of restraint used
 - Dropdown choices for specificity of crisis management training strategies used during the incident
 - Description of behaviors occurring prior to, during, and immediately following the use of restraint and seclusion
 - Positive strategies attempted prior to the use of restraint or seclusion
 - Identifying behavior warranting the use of restraint or seclusion and a description of the imminent risk
 - Description of injuries to students and staff separately
 - Language revision to improve understanding by parents

Restraint and Seclusion Standards

- Developed for district- and school-level reporting, documenting, and monitoring the use of restraint and seclusion
- Input on the development was provided by the State Advisory Committee and district stakeholders
- Disseminated to districts and included as part of a Technical Assistance Paper (TAP)

Digital Curriculum

- District implementation of a digital curriculum for students in grades 6-12
- The curriculum may include:
 - ▣ Web-based skills
 - ▣ Web-based core technologies
 - ▣ Web design
 - ▣ Use of digital technologies and markup language
 - ▣ Use of web-based core technologies to design creative informational and content standards for web-based digital products

Digital Curriculum

- The Department of Education shall develop a model to serve as a guide
 - ▣ Curriculum Office and Career and Technical Education staff met and identified model core competencies – August 2011
 - ▣ Two content areas and two specific career and technology programs will be identified to embed these model competencies into course models for districts – September 2011
 - ▣ Models will be drafted for review by stakeholders, including legislators – November 2011
 - ▣ Models will be finalized based on feedback – February 2012
 - ▣ Models will be distributed to school districts – April 2012

College Readiness

- High school students must be evaluated before the beginning of grade 12 for college readiness
 - ▣ Students who fail to meet college readiness measures are required to complete postsecondary preparatory instruction prior to high school graduation
 - ▣ 2011-2012 students are assessed on the Postsecondary Education Readiness Test (PERT)
 - ▣ 2012-2013 students who did not meet college readiness measure in reading, writing, and mathematics are enrolled in postsecondary preparatory courses prior to graduation

Accelerated 18 Credit Graduation Option

- Florida has several graduation options
 - ▣ 24 credit
 - ▣ International Baccalaureate (IB)
 - ▣ Advanced International Certification of Education Curriculum (AICE)
 - ▣ Accelerated graduation options
 - ▣ 3-year, 18 credit college preparatory
 - ▣ 3-year, 18 credit career preparatory
 - ▣ Students may now opt for 3-year option at any time during grades 9 through 12
 - ▣ Parent consent may be written; no consent required for students 18 or older

Differentiated Accountability (DA)

- Federal accountability pilot program allows states flexibility to focus school improvement resources on lowest performing schools (2008)
- Requires that states include federal (AYP) criteria in classifying schools, but also allows for state accountability measures (school grades)
- Number of Florida schools in the lowest-performing DA category in 2011 = 27
- Schools in the lowest performing category must implement statutorily identified options to improve student performance and also receive services from the state to help improve

Differentiated Accountability (DA)

Current Status (Florida DA System):

- Five categories based on level of assistance and intervention needed, plus one category for “not in DA.”
- Categories = Prevent I, Prevent II, Correct I, Correct II, Intervene, and “Not in DA”.
- Schools classified based on: number of years not making AYP, percentage of AYP criteria met, and school grade.
- For high schools the school grade is based on the points earned on state-assessments (rather than the complete high school grade), as required by 2011 legislation.

Differentiated Accountability (DA)

Possible Revisions

- Florida is preparing to request a federal waiver to align the differentiated accountability process with the State's accountability system, School Grades
- Statutory and rule changes would be needed, along with USED approval.
- Criteria for each of the categories would change to align with School Grades

Opportunity Scholarship Program (OSP)

School Classification

- Schools classified as Opportunity Scholarship schools in 2011 using criteria established by the Legislature in 2011

New Classification Criteria

- "D" and "F" schools in "Correct II" or "Intervene" status in DA.
- For the school grade criteria, high schools are classified in DA based on the points earned on state-assessment-based school grade components (rather than on the complete high school grade), as required by the 2011 legislation.
- In 2011-12 students at 161 schools in 33 school districts are eligible for opportunity scholarships

Middle School Grades (s. 1008.34, F.S.)

Implement in 2011-12

Additional Measures for Middle Schools (HB 1255):

- Participation in high-school-level EOCs (50% of HS EOC weighting)
- Performance on high-school-level EOCs (50% of HS EOC weighting)
- *As data become available, attainment of Industry Certifications.*

Implement after 2011-12(?) as data become available

Middle School Grades Model

Current Middle School Grades Model				New Areas from HB 1255		
Reading	Math	Writing	Science	HS EOCs* Participation	HS EOCs* Performance	Industry Cert.
FCAT 2.0 (150)	FCAT 2.0 (100)	FCAT (100)	FCAT 2.0 (100)	2011-12 Algebra 1	2011-12 Algebra 1	As data becomes available
FCAT 2.0** (125)	FCAT 2.0** (100)			2012-13 Algebra Geometry Biology 1	2012-13 Algebra Geometry Biology 1	
FCAT 2.0 (125)	FCAT 2.0 (100)					
(400)	(300)	(100)	(100)			

Timeline

Changes to School Grades

- July through September - work with district advisory groups on conceptual models
- October and November- run potential school grades models and receive input from district advisory groups
- December - standards set for FCAT 2.0 and models run for school grades with final FCAT 2.0 standards
- December and January - workshops for new school grades rule
- February – State Board adopts new school grades rule

CS/CS/SB 736
Education Personnel

Presented to the House
K-20 Competitiveness Committee
Chair Fresen
Student Success Act
(SB 736)

Progress Update on Changes to
Contracts, Salary and Personnel
Evaluations

Presented by:
Kathy Hebda, Deputy Chancellor for Educator Quality
Robert Large, Assistant General Counsel

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Changes to Personnel Contracts

- Revised Section 1012.33, F.S.
 - ❖ Prohibits renewal of a Professional Services Contract (PSC) if annual performance evaluations are earned as follows:
 - 2 consecutive unsatisfactory
 - 2 unsatisfactory within a 3-year period
 - 3 consecutive needs improvement or combination of NI/U
 - ❖ Adds same performance evaluation results to the definition of just cause for dismissal
 - ❖ Prioritizes reduction in force (RIF) based on annual performance evaluations and needs within the instructional program area; prohibits RIF based on seniority
 - ❖ Deletes language pertaining to PSCs held on July 1, 1997

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Changes to Personnel Contracts

- **New Section 1012.335, F.S. –**
Contracts with instructional personnel hired on or after July 1, 2011
 - Applies to all instructional personnel newly hired by a district
 - Defines two types of contracts:
Probationary and Annual
 - Provisions included for suspension and dismissal;
violation of contract and just cause

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Changes to Personnel Contracts

- **New Section 1012.335, F.S. (cont.)**
 - **“Probationary Contract”**
 - Issued for a period of one school year upon initial employment in a school district
 - Employee may resign or be dismissed at any point during the contract without cause and without breach of contract
 - Employee may only receive more than one probationary contract if there is a break in service other than approved leave of absence

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Changes to Personnel Contracts

■ New Section 1012.335, F.S. (cont.)

- "Annual Contract"
 - Issued for a period of no longer than one school year
 - District may choose to award or not award without cause, after employee has completed a probationary contract
 - Eligibility requirements:
 - Holds a valid professional or temporary certificate (s. 1012.56, F.S.)
 - Recommended by the superintendent based upon annual evaluation under s. 1012.34, F.S.
 - Has not received annual evaluation ratings as follows:
 - 2 consecutive unsatisfactory
 - 2 unsatisfactory within a 3-year period
 - 3 consecutive needs improvement or combination of NI/U

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Changes to Personnel Contracts - Rules

- Rule adoption for definition of "just cause"
 - Rule exists as 6B-4.009, F.A.C.– Criteria for suspension and dismissal
 - Revisions will include revised definition of just cause for s. 1012.33, F.S., and new definition of just cause for s. 1012.335, F.S.
 - Rule development to be noticed on September 28, 2011

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Changes to Salary – s. 1012.22, F.S.

- Changes that are effective July 1, 2011
 - For employees newly hired by a district, salary supplements for advanced degrees may only be awarded if degree is in the area of certification
 - Removes the requirement to set a salary schedule based on “improvement in training and continued efficient service,” prior experience in teaching or the field of education
 - Requires that the superintendent’s primary consideration in recommending an individual for a promotion is performance under s. 1012.34, F.S.

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Changes to Salary

- Changes that are effective July 1, 2011 (cont.)
 - Requires that cost of living adjustments does not discriminate among comparable classes or employees based on their salary schedule and does not exceed 50% of the adjustment provided to employees with “effective” evaluations
 - Provides for a “Grandfathered” salary schedule that is the district’s schedule adopted before 2014
 - Applies to all employees hired prior to July 1, 2014, unless the employee opts into the performance schedule, which includes relinquishing his PSC/CC
 - Includes essentially same framework as salary schedules prior to SB 736 (except those deleted as noted)

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Changes to Salary

- Changes effective July 1, 2014
 - Provides for a “performance” salary schedule to be adopted by each district by July 1, 2014
 - Applies to all employees newly hired on or after July 1, 2014, and all others who opt in to the schedule (except teachers who still have evaluations based on performance measures under s. 1012.34(7)(e), F.S.) Those opting in begin with same base salary from prior year
 - Provides for “adjustments” to base salary for effective and highly effective performance, including relationship of percentage amounts
 - Provides for “supplements” added to base salary for each year of qualification for: employment in schools that are Title I eligible or in lowest categories of DA, employment/certification in critical shortage areas, additional academic responsibilities
 - Prioritizes performance over grandfathered schedule; and highly effective adjustment as greater than any on grandfathered schedule

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New Standard and Purpose for Personnel Evaluations

The *Student Success Act* and *Race to the Top* set forth the following about personnel evaluation systems:

- Designed to increase student learning growth by improving instructional practice and school leadership
- 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

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New Standard and Purpose for Personnel Evaluations

To support those objectives, the law also requires that 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 / leadership practice
3. Professional and job responsibilities

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New Standard and Purpose for Personnel 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.

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Instructional Practice

■ Key Components of High Quality Teacher

Evaluation Models:

- Tied directly to student achievement
- Common language for instructional practice
- Reflects the complexity of teaching (breaks teaching down into discrete, observable practices)
- Transparency
- Mutual accountability
- Deliberate Practice: Focused practice with timely and focused feedback
- Identifies weaknesses and strengths
- Identifies developing expertise

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State Support for “Instructional and Leadership Practice” Implementation

- 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
 - Technical assistance began February 4, 2011
 - 4 sets of 10-15 regional (local) 2-3 day academies for district re-design teams held from February through June
 - Individual district site visits, technical assistance webinars for district teams, presentations to superintendents and associations

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State Support for “Instructional and Leadership Practice” Implementation

- June 1 – All RTTT Participating districts submitted evaluation systems for review and approval under the grant
- DOE tools for review and approval were developed based on RTTT MOU requirements and distributed to districts prior to SB 736 passage; materials were modified April 8th to conform to statutory requirements
- 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.

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Instructional and Leadership Practice – Associated Rules

- Florida Educator Accomplished Practices (FEAPs) revisions to Rule 6A-5.065, F.A.C. in December 2010
 - 11-month process, including input from educators and the public from around the state via the web, rule workshops, presentations to associations, the Commissioner’s Teacher Advisory Council, and a FEAPs working group that made recommendations to the Commissioner
- Florida Principal Leadership Standards revisions to Rule 6A-5.080, F.A.C. scheduled for SBOE adoption in November 2011
 - 8-month process, including input from RTTT Teacher and Leader Preparation Committee; WC Golden partners; Principal and AP of the year; higher education; educator/public input via the web, rule workshops and presentations

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Performance of Students

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 SB 736, The Student Success Act (2010)*

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Performance of Students

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 student's gender, race, ethnicity, or socioeconomic status
- Specifies other factors that must be considered in development of formula, such as attendance, disability, or 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

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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, transparent as possible had to be developed.

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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)

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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
- 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.
- **The SGIC's recommended model for FCAT data was fully adopted by the Commissioner as Florida's Value-Added Model with no additions, deletions, or changes.**

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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

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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:

1. Student Characteristics
2. Classroom Characteristics
3. School Characteristics

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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)

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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

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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

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State Support for “Performance of Students” Implementation

- Issued the ITN to procure national expertise in value-added modeling, Fall 2010
- First Meeting of SGIC held on March 4-5; meetings continued through June to select FCAT growth model – selected by Commissioner June 1
- Face-to-face, webinar and conference call meetings with district teams and superintendents on SB 736, value-added and Florida’s growth model from April – July 2011
- August 1-2 Statewide technical assistance meetings providing districts with all historical data on value-added and in person support on using the data to select standards for classification of performance for personnel evaluations
- Additional data sets provided as requested by districts during August and September
- Follow-up face-to-face and conference call meetings with district teams and superintendents continue throughout August and September to explain performance classification and data aggregation options for use in personnel evaluations

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Rules Pertaining to Implementation of Section 1012.34, F.S.

- Uniform procedures for submission, review, and approval of district performance evaluation systems; reporting requirements; and monitoring district implementation of evaluation systems.
 - Reporting requirements - Rule 6A-1.0014, F.A.C., exists. District database manual updates made in June 2011; revised rule scheduled for SBOE adoption November 2011
 - Submission/review/approval - Rule 6B-4.010, F.A.C., exists. Rule development to update current procedures and add monitoring process will be noticed September 28, 2011
- A process to permit instructional personnel to review the class roster for accuracy will be added to current rules for district data reporting.
 - Currently Participating in Gates Foundation grant to develop tool.
 - Rule development will be noticed September 28th and completed in spring 2012.

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Rules Pertaining to Implementation of Section 1012.34, F.S.

- The growth formulas selected by the Commissioner
- "Specific, discrete" student learning growth standards for each performance level:
 - Highly effective and Effective – a standard that must be met in order for an employee to receive each rating, respectively
 - Unsatisfactory – a standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating
 - Commissioner must consult with experts, instructional personnel, school administrators and education stakeholders in developing the criteria for the performance levels
- Uniform procedures for measurement of student learning growth and associated implementation procedures

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Rules Pertaining to Implementation of Section 1012.34, F.S.

- Status of new rule 6A-5.0411, F.A.C. -
Calculations of Student Learning Growth Using Statewide Assessment Data for Use in School Personnel Evaluations
 - Rule development noticed September 16, 2011
 - Rule workshops and data simulations to establish best practices, processes and standard-setting methods October 2011-April 2012
 - Final determination of actual standards completed and rule adopted by SBOE August 2012 prior to school starting

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