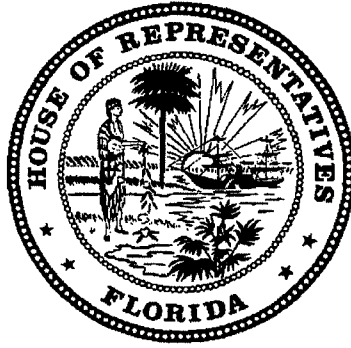# K - 12
Subcommittee
Thursday, January 24, 2013
9:00 AM – 11:00 AM
17 HOB

Meeting Packet

Will Weatherford
Speaker

Janet H. Adkins
Chair

AGENDA

K-12 Subcommittee
Thursday, January 24, 2013
9:00 a.m. – 11:00 a.m.
17 HOB

I.   Call to Order/Roll Call

II.   Opening Remarks

III. Presentation by the Department of Education regarding personnel evaluation
      systems and implementation of the Student Success Act
      Kathy Hebda, Deputy Chancellor for Education Quality

IV.   Closing Remarks and Adjournment

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

K-12 Subcommittee

Start Date and Time:	Thursday, January 24, 2013 09:00 am
End Date and Time:	Thursday, January 24, 2013 11:00 am
Location:	Morris Hall (17 HOB)
Duration:	2.00 hrs

Department of Education presentation regarding personnel evaluation systems and implementation of the Student Success Act

NOTICE FINALIZED on 01/17/2013 16:01 by Gilliam.Ann

Update on Implementation of the Student Success Act (2011)
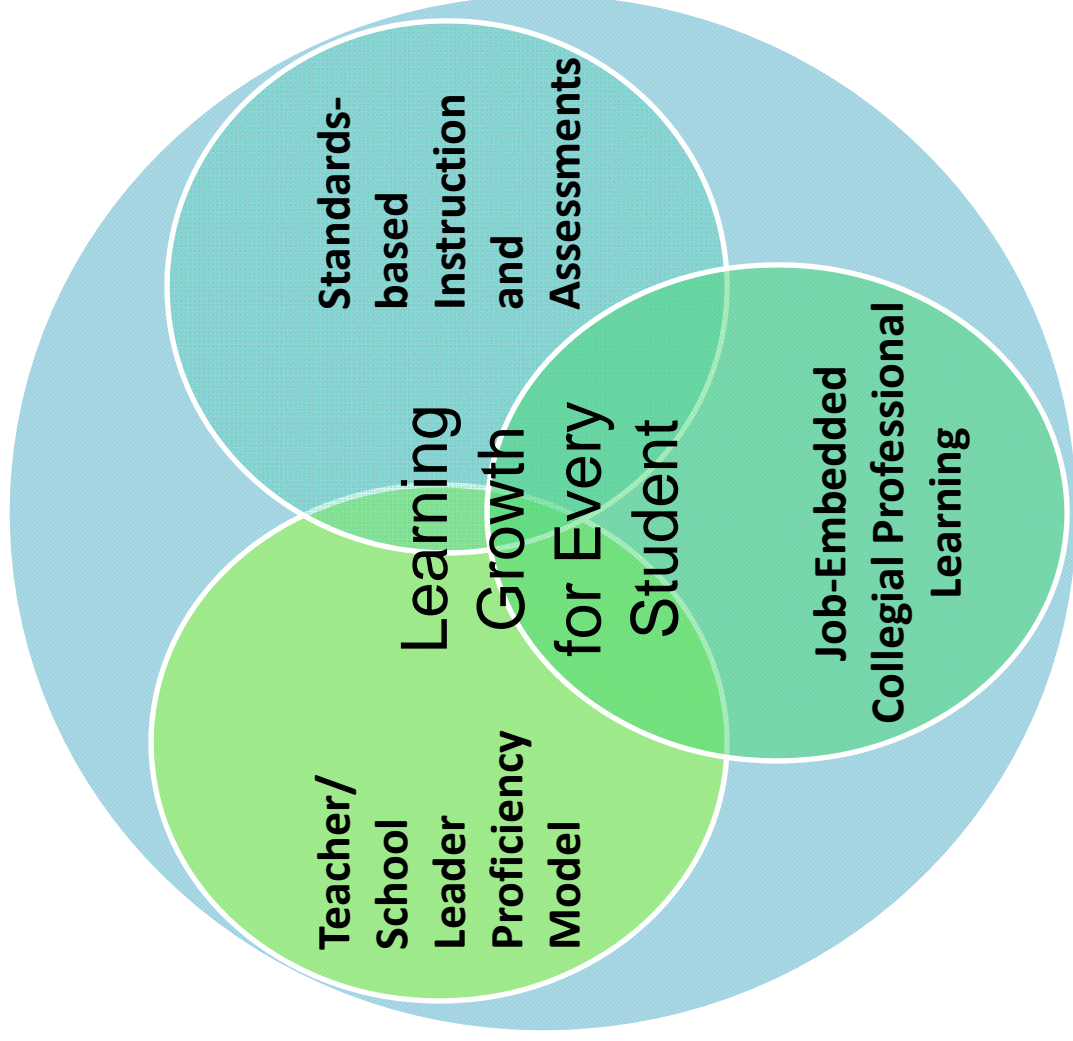
House K-12 Subcommittee
January 24, 2013

Kathy Hebda
Deputy Chancellor for Educator Quality
Florida Department of Education

Today's Topics

- Components and timelines of the *Student Success Act*
  - Improved local assessments for students
  - Improved district educator evaluation systems
  - Performance compensation for educators
  - Revised system of employment contracts with educators
- Status of district implementation
  - FDOE support for districts, including Race to the Top
  - Description of district implementation to date
  - Statewide data results from 2011-12 district evaluations

The Integrated Framework

Standards-based Instruction and Assessments

Learning Growth for Every Student

Job-Embedded Collegial Professional Learning

Teacher/ School Leader Proficiency Model

Improving Local Student Assessments

S. 1008.22(8) LOCAL ASSESSMENTS.—

(a) Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement assessment program is the responsibility of the school districts.

(b) Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course. Such assessments may include:

1. Statewide assessments.

2. Other standardized assessments, including nationally recognized standardized assessments.

3. Industry certification examinations.

4. District-developed or district-selected end-of-course assessments.

(c) The Commissioner of Education shall identify methods to assist and support districts in the development and acquisition of assessments required under this subsection. Methods may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.

State Support for Improved Student Assessments

Timeline for FL Item Bank and Test Platform

Date	Activity
Summer 2012	Contract awarded to NCS Pearson to develop Item Bank and Test Platform
Fall 2012	Recruited 400+ Florida educators for item writing review
Winter 2012	Item Bank installed at Northwest Regional Data Center for item development
Spring 2013	Item Bank available for FL school districts
Summer 2013	FL educators continue to write and review items
Fall 2013	Item Tryouts using the Item Bank and Test Platform
Spring 2014	Item Bank and Test Platform fully available for district use

Accomplishments to Date

- Four school districts (Dade, Duval, Hillsborough, and Polk) are developing assessments for Hard to Measure content areas (PE and Health Ed, Fine Arts, World Languages, and CTE courses)

- Item Bank operational

- Training materials for item writers and reviewers have been developed and approved for use

- 400+ Florida educators trained to be item writers and reviewers

- Thousands of initial assessment items in Math, Science, English / Language Arts, Spanish, and Social Studies have been written and reviewed

New Standard and Purpose for Personnel Evaluations

The *Student Success Act* (SB 736, 2011) and the *Race to the Top* grant 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

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. Performance of students

2. Instructional practice / leadership practice

3. Professional and job responsibilities

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.

New Standard and Purpose for Personnel Evaluations

Key Components of High Quality Teacher Evaluation Models:

1. Credits educators for doing what is expected in their classrooms and schools

2. Focuses on practices that are shown to lead to student learning

3. Promotes a common language for instructional practice

4. Reflects the complexity of teaching (breaks teaching down into discrete, observable practices)

5. Implemented with transparency and mutual accountability

6. Support and reward Deliberate Practice: Focused practice with timely and specific feedback

7. Identifies weaknesses and strengths; information to build expertise

8. Measures student learning using assessments based on the standards and benchmarks for the course and calculates results with a measure most appropriate for the assessment used and the expectations for the course

New Standard and Purpose for Personnel Evaluations

Why focus on instructional practice _and_ student learning outcomes?

- For learning to increase for every student, instructional practice must improve in every classroom

- When student learning is the ultimate goal, progress on that goal must be measured

- Identifying faculty expertise is necessary for assistance to new and returning teachers and for defining what is really essential in preparing new teachers

- For teachers to have the opportunity to access the new performance salary schedule, they must have the tools to improve their practice and student outcomes

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 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

- June 1, 2011 – All RTTT participating districts submitted teacher evaluation systems for review and approval

- 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

- Principal evaluation systems:

  – Used same student growth model as teacher evaluations in 2011-12

  – Updated Florida Leadership Standards in 2011 through statewide committee work and gave districts time to adapt systems to those standards for 2012-13

  – Provided a state model principal evaluation system that a district could adopt, adapt, or ignore

  – 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

- 2012 Summer Institutes on Common Core State Standards (CCSS) for school teams from every district

- Developed example evidence in the two major instructional practice frameworks related specifically to practices that implement Standards-based Instruction and CCSS (particularly in the areas of content literacy and text complexity)

- Current 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

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."

- 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 growth when more appropriate

- *Section 1012.34(3)(a), Florida Statutes*
  SB 736, The Student Success Act (2010)

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Performance of Students

- 1012.34(7)(e)   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.

"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

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 adopted

- Transparency in the process was essential

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/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**

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 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 will issue annual reports beginning December 2012 disaggregating data at the school and district level with overall VAM and Summative rating results

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 (piloting in February)

  – 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

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

- 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.

Student E

■ 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

Review of State-Level Results

The next series of slides will review:

- Comparison of the Reading and Mathematics VAM scores by grade

- Impact analyses showing relationship of VAM score with various classroom characteristics

Data analyses presented on slides 4-15 provided by American Institutes for Research (AIR)

Teacher VAM Scores by Grade (Reading)

Teacher VAM Scores by Grade (Reading)

Dot in the center shows the mean VAM score for each grade.

Results: VAM scores by grade show no advantage or disadvantage to teachers based on the grade level that they teach.

Teacher VAM Scores by Grade (Math)
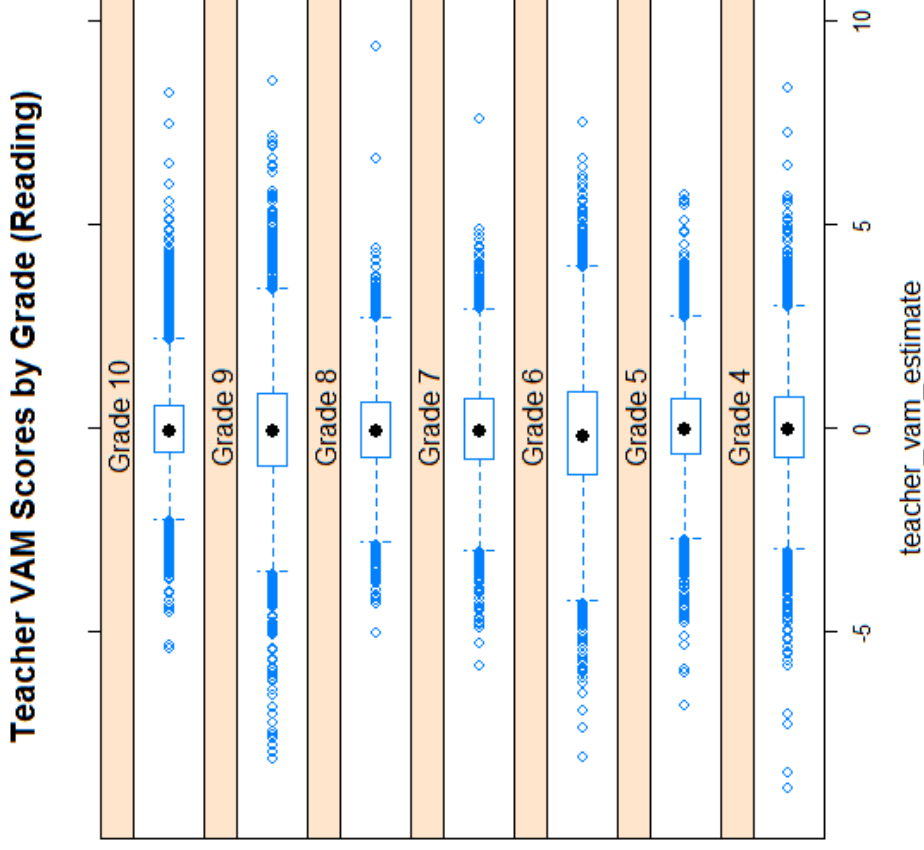
Teacher VAM Scores by Grade (Math)

Dot in the center shows the mean VAM score for each grade.

Results: VAM scores by grade show no advantage or disadvantage to teachers based on the grade level that they teach.
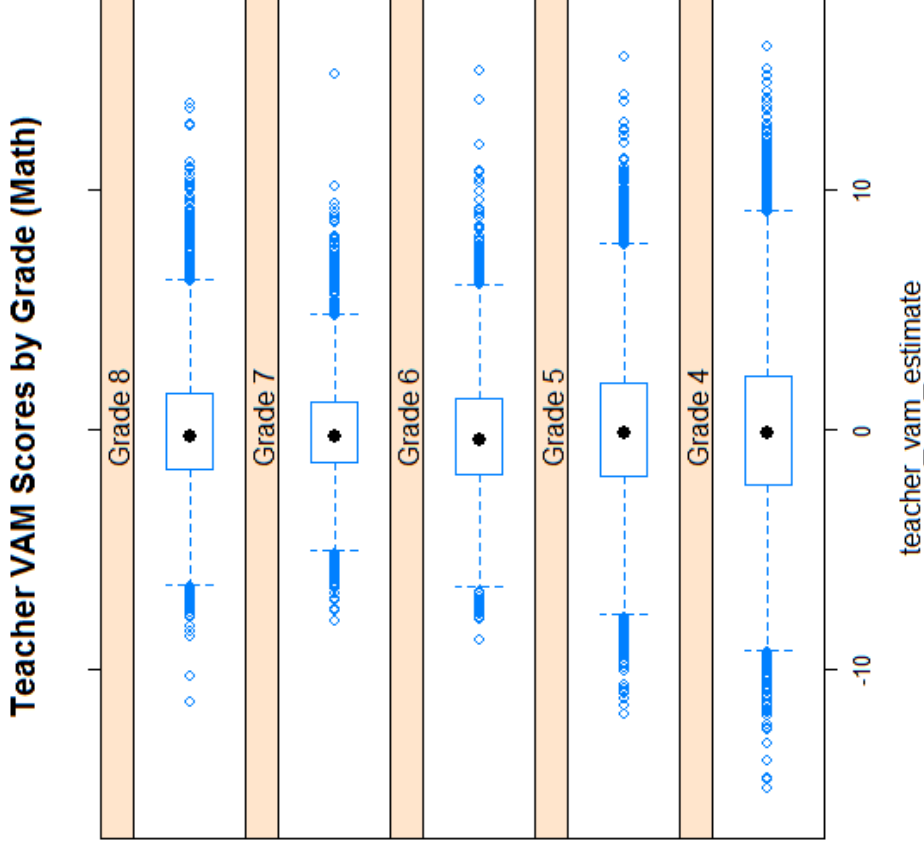
Impact Analyses for VAM Scores

- The following slides show the relationship of the teacher VAM score with various classroom characteristics.

- The observed score correlations for each characteristic are reported after the scatter plots.

- In all cases, these results indicate no advantages or disadvantages for teachers based on the students assigned to their classes or schools.

Correlation of Teacher VAM Scores and Percent Students with Disabilities

Relationship of Teacher VAM with Percent SWD in Class (Reading)
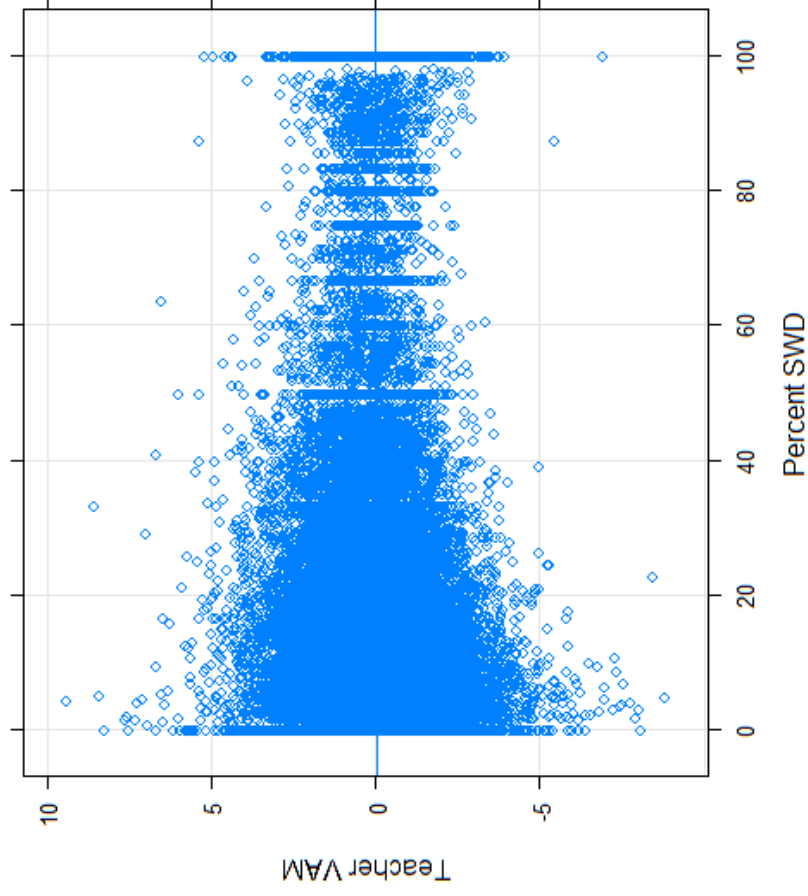
Relationship of Teacher VAM with Percent SWD in Class (Math)
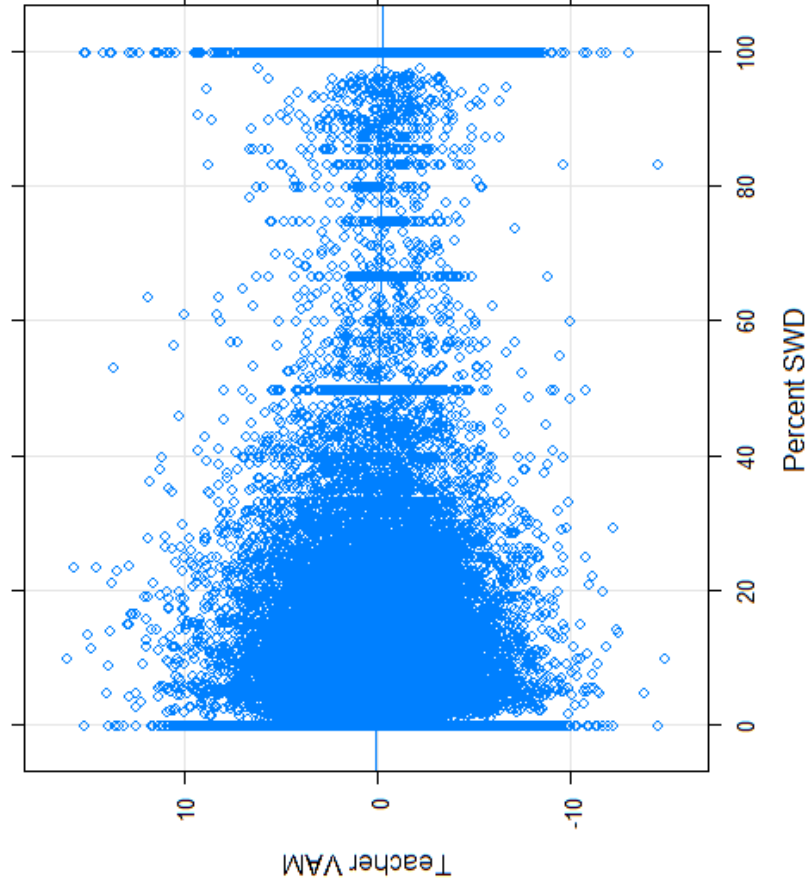
Correlation of Teacher VAM Scores and Percent English Language Learners

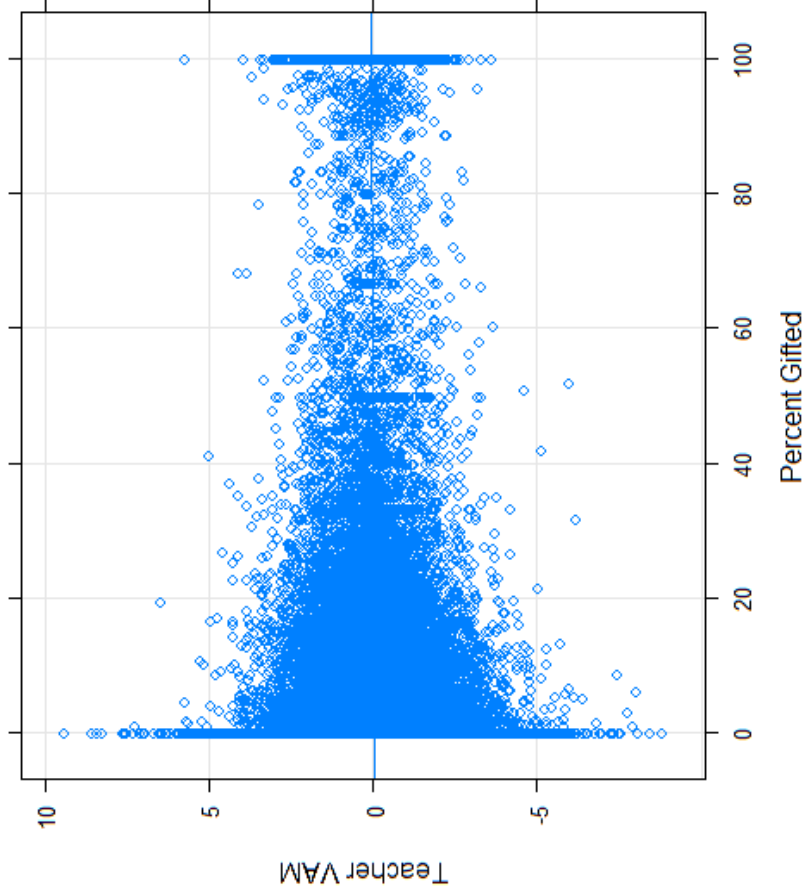**Relationship of Teacher VAM with Percent ELL in Class (Reading)**
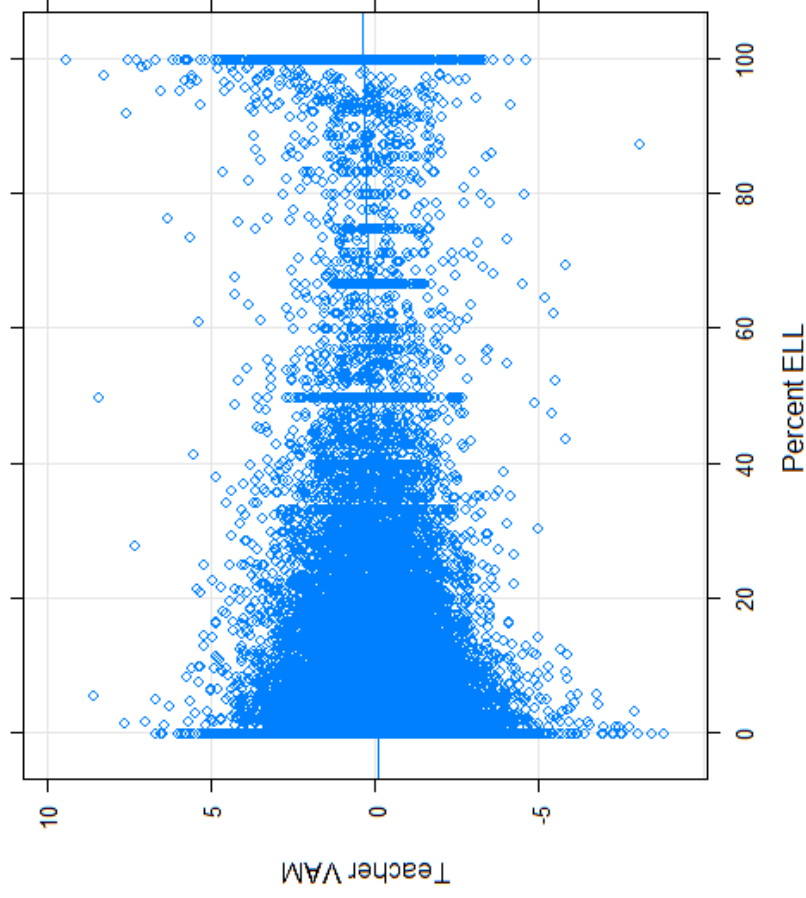
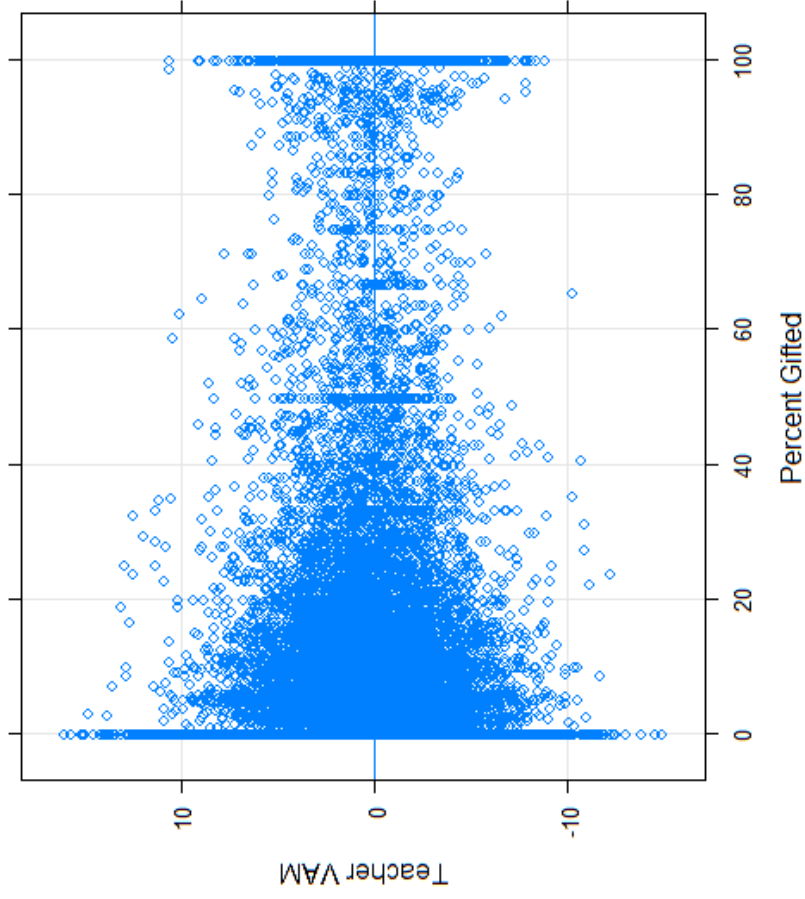**Relationship of Teacher VAM with Percent ELL in Class (Math)**
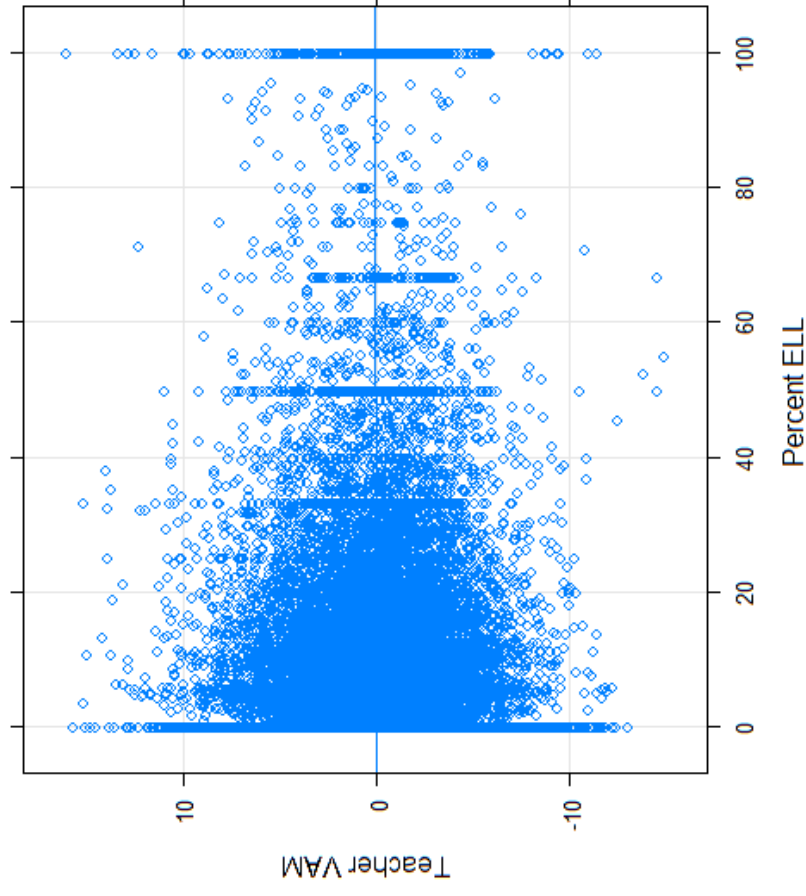
Correlation of Teacher VAM Scores and Percent Gifted

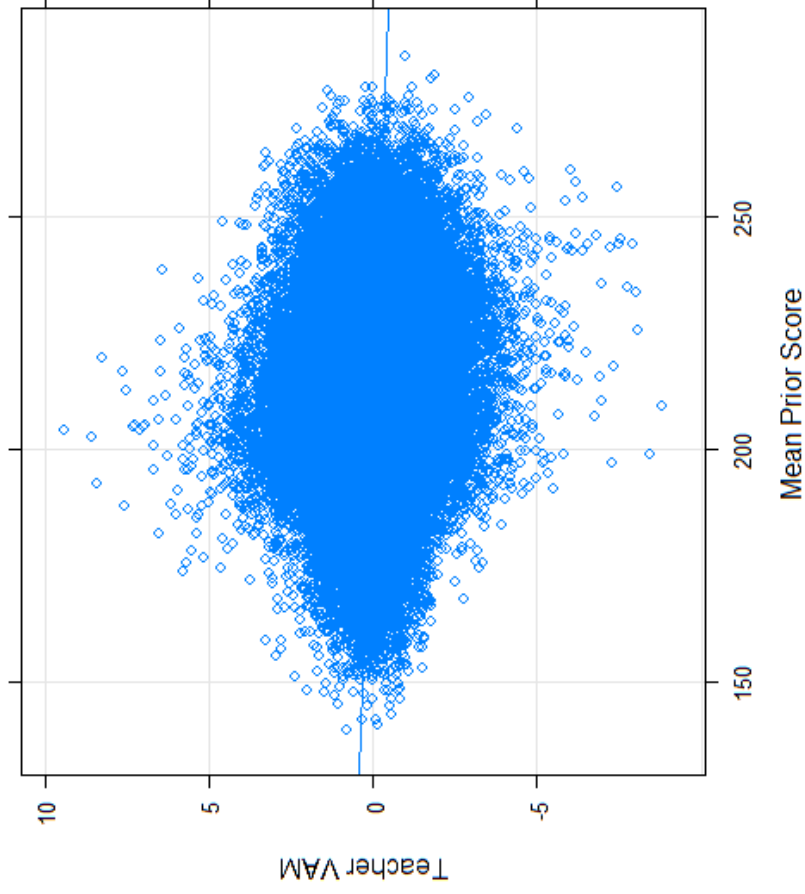**Relationship of Teacher VAM with Percent Gifted in Class (Reading)**

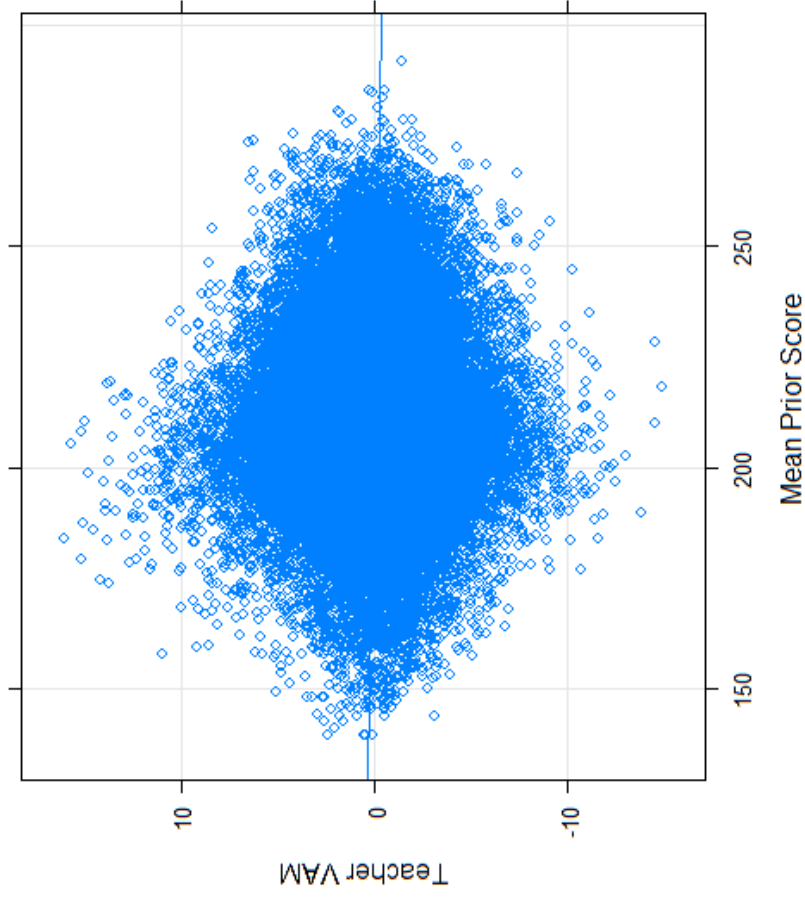**Relationship of Teacher VAM with Percent Gifted in Class (Math)**

Correlation of Teacher VAM Score and Mean Prior Achievement

Relationship of Teacher VAM with Mean Prior Score Class (Reading)
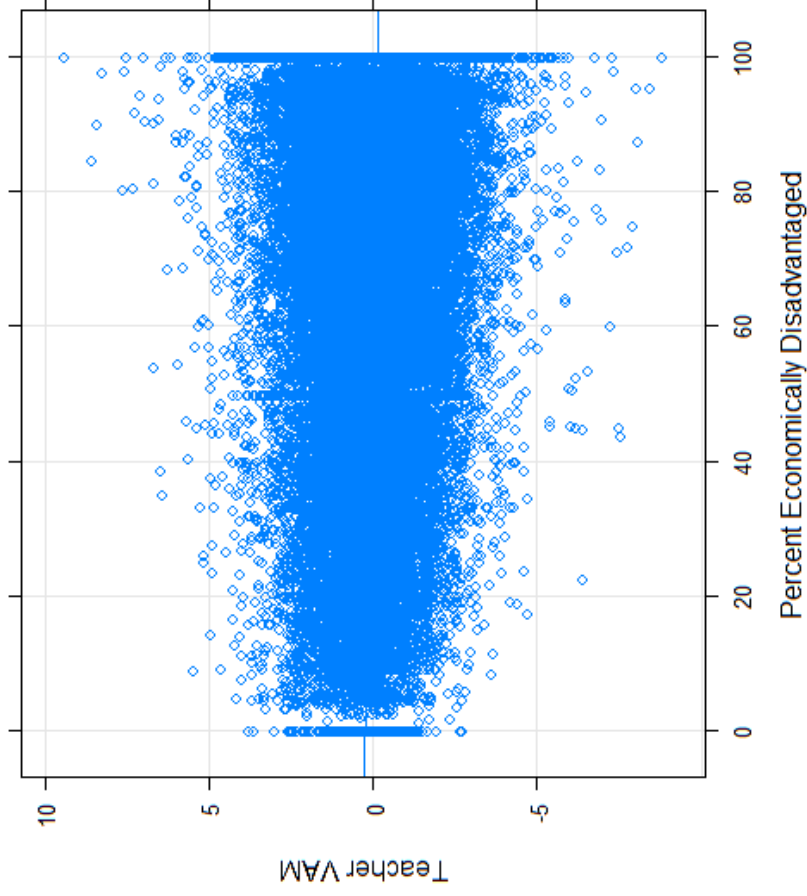
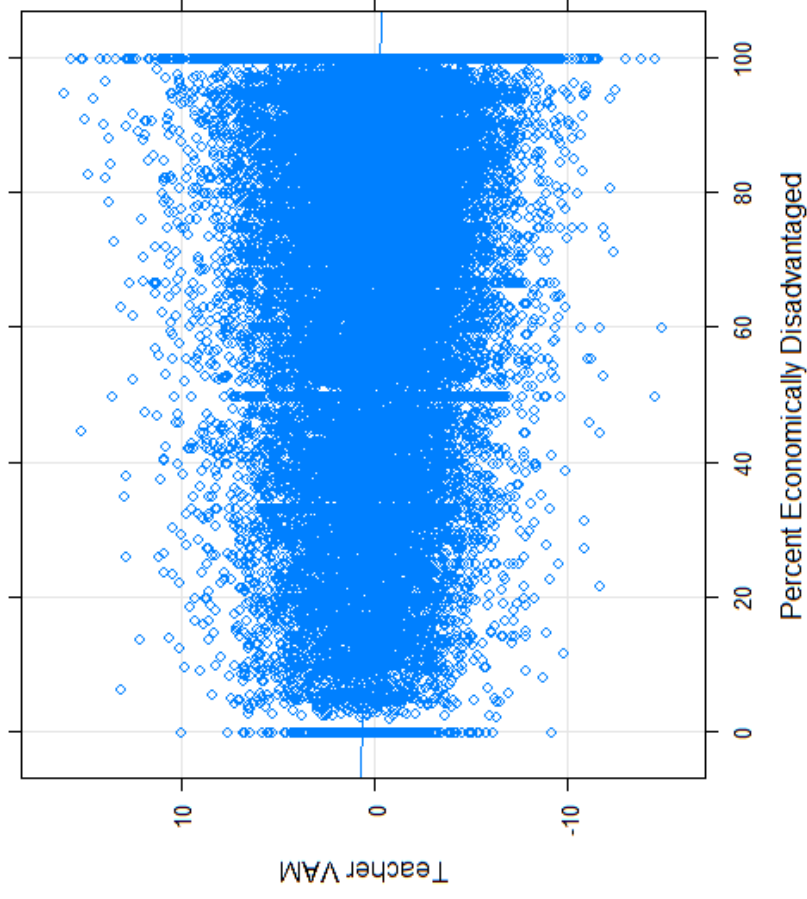**Relationship of Teacher VAM with Mean Prior Score Class (Math)**

Correlation of Teacher VAM Scores and Percent Economically Disadvantaged

Relationship of Teacher VAM with Percent ED in Class (Reading)
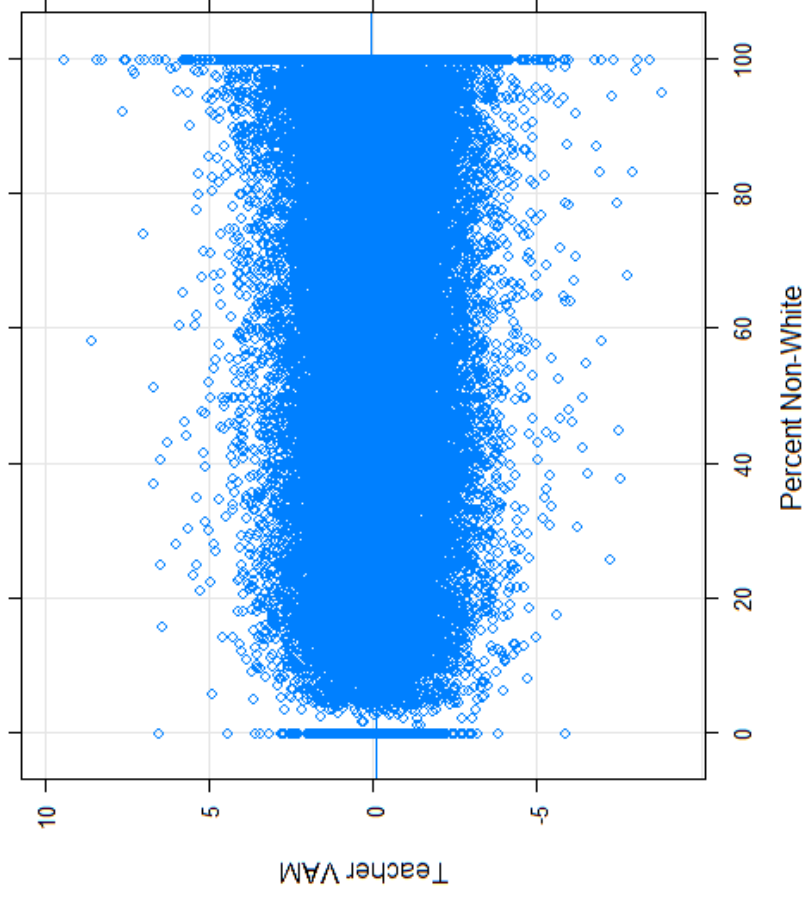
Relationship of Teacher VAM with Percent ED in Class (Math)

Correlation of Teacher VAM Scores and Percent Non-White Students

Relationship of Teacher VAM with Percent Non-White in Class (Reading)

Relationship of Teacher VAM with Percent Non-White in Class (Math)
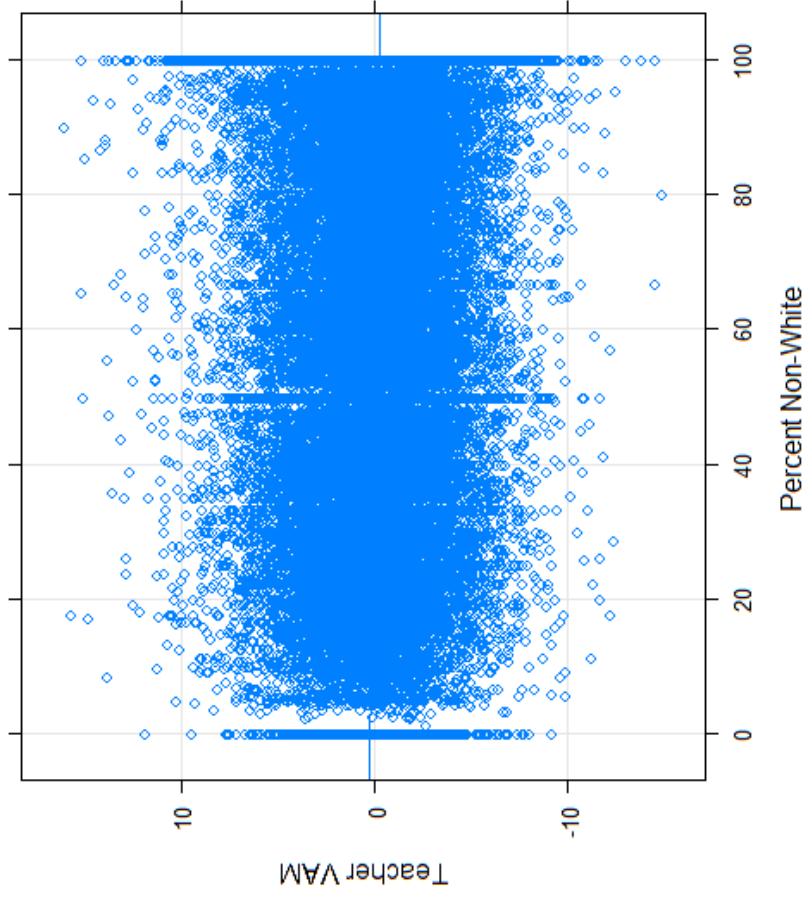
Observed Correlations with Teacher VAM Scores

	Teacher VAM (Reading)	Teacher VAM (Math)
Percent SWD	0.009	-0.03
Percent ELL	0.06	0.004
Percent ED	-0.08	-0.08
Percent Gifted	0.01	0.003
Percent Non-White	0.03	-0.04
Mean Prior	-0.08	-0.03

Results from
2011-12 District Teacher Evaluations

Average Aggregate VAM Score, Reading, by Teacher Evaluation Performance Category

0.078

-0.013

-0.199

-0.204

-0.361

Highly
Effective

Effective

Needs
Improvement

Developing

Unsatisfactory

0.100
0.050
0.000
-0.050
-0.100
-0.150
-0.200
-0.250
-0.300
-0.350
-0.400
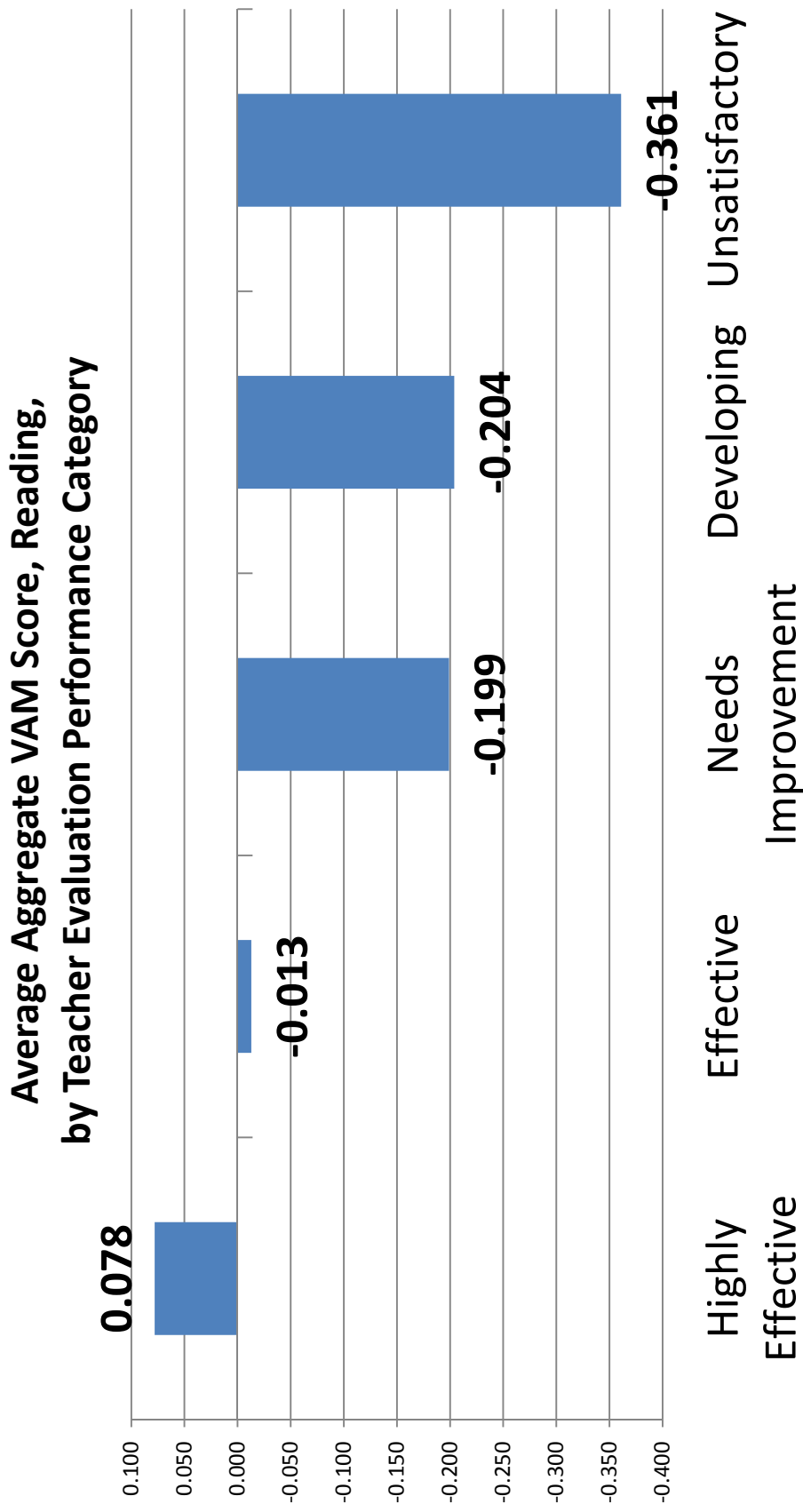
Results from
2011-12 District Teacher Evaluations

**Average Aggregate VAM Score, Math,
by Teacher Evaluation Performance Category**

Category	Value
Highly Effective	0.191
Effective	-0.016
Needs Improvement	-0.366
Developing	-0.353
Unsatisfactory	-0.403
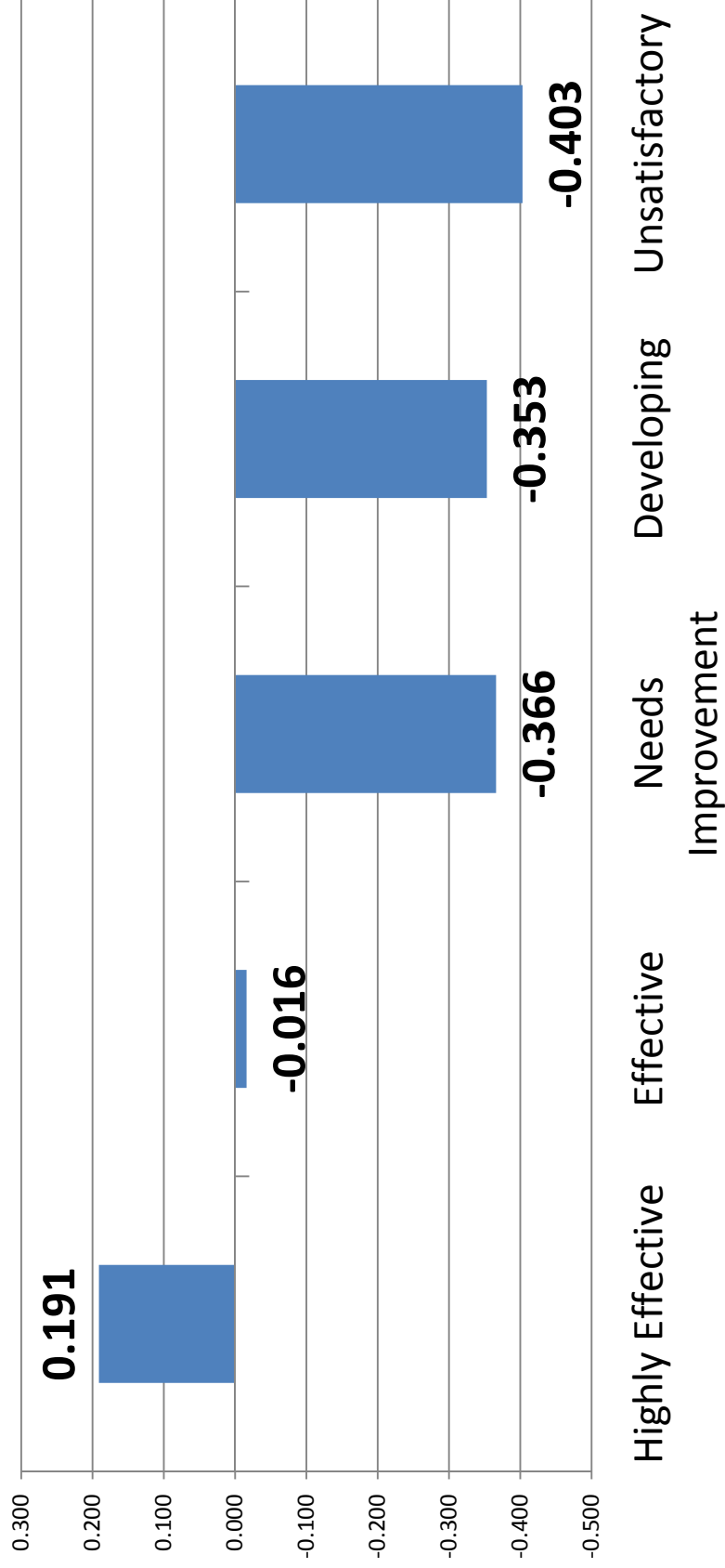
Results from
2011-12 District Teacher Evaluations

Classroom Teacher Evaluation Results by School Grade

Highly Effective/Effective
Needs Improvement/Unsatisfactory

Percent in Each Performance Category

100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%

98.7%
97.1%
94.8%
93.1%
88.4%

1.4%
2.9%
5.2%
6.9%
11.6%

"A" Schools   "B" Schools   "C" Schools   "D" Schools   "F" Schools
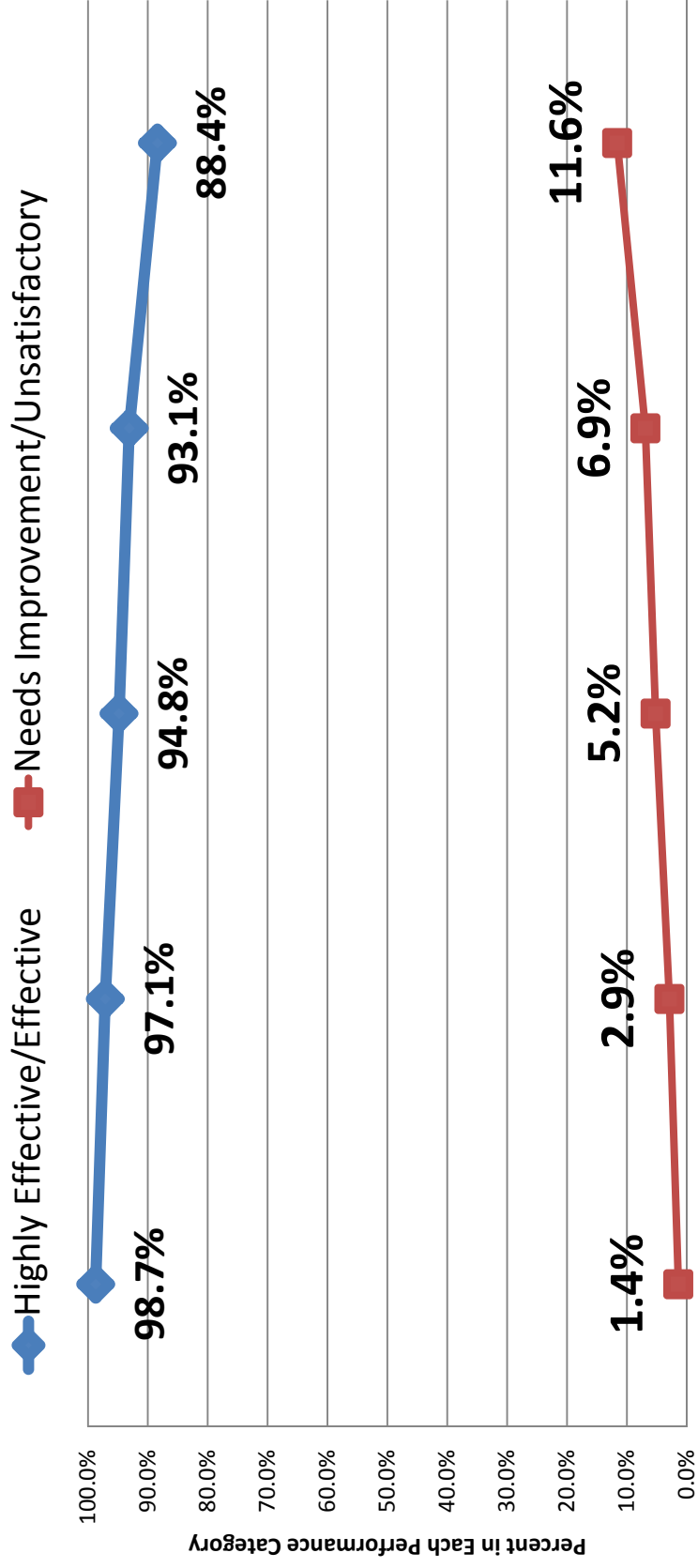
What do these data tell us?

1. Value added results for teachers of state assessment courses align with other measures of school performance and student outcomes

2. Districts are using the new categories to differentiate performance.
   – In the past we only had categories of satisfactory and unsatisfactory, and districts reported 99.97 percent of teachers rated satisfactory or above, which provided no information to teachers or others about performance.

3. Overall, districts' classifications of teacher performance align with their students' learning growth.
   – Although districts have authority to set their own performance expectations and "cut points" for evaluation purposes, there is statewide overall alignment of evaluation results and student outcomes.

4. Results reflect that districts exercised an abundance of caution in the first year.
   – While all new categories are used, we see that districts respected that they were implementing new observations of instruction for the first time and that some teachers' student performance is based on team performance, rather than just their own.

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Next Steps for District Educator Evaluation Systems Implementation

1. Additional analyses of state and district data

   – These results are encouraging and also broad-based. Details and inconsistencies with performance outliers need to be further studied by districts and the state for improvement in 2012-13.

   – RTTT grant states we will use 2011-12 data as baseline and continue to improve in consistency and performance. Where there are significant inconsistencies, these will be addressed by districts and the state either through rule or monitoring.

2. Development and adoption of rules that include statewide performance standards for use with state assessment data.

3. District alignment of professional development and evaluation systems with common core practices

4. Districts' implementation of improved local standards-based assessments

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

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;

    • Note: rules to update the definition of Just Cause based on the legislation were amended by the State Board in February 2012.

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

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

Changes in Employee Compensation

1. **Salary Adjustments** – change in base salary that is not a bonus and becomes part of the employee's permanent base salary

   a) By schedule (Grandfather or Performance)

   b) Cost of Living Adjustment (COLA)

      i. May not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated

      ii. May not exceed 50% of the annual adjustment provided to instructional personnel rated as effective

2. **Salary Supplements** – annual addition to the base salary for a negotiated term as long as the employee continues to be employed for the purpose of the supplement.

   a) Does not become part of the employee's continuing base salary

   b) Is considered compensation for purposes of s.121.021(22), F.S. (FRS)

   c) Must include, but is not limited to: Assignment to a Title I eligible school; Assignment to a low performing school; Advanced degree held in the individual's area of certification (except for employees hired before July 1, 2011); Additional responsibilities; Critical shortage areas

Two Salary Schedules for Instructional Personnel Beginning in the 2014-15 School Year

1. Grandfathered Salary Schedule

   a) Limited to school employees hired before July 1, 2014, who remain on a continuing contract or professional services contract; and

   b) All classroom teachers of courses for which the district has not yet implemented local assessments for measuring student growth

   c) Must base a portion of each employee's compensation on the employee's evaluation

   d) Must provide differentiated pay based on district determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

Two Salary Schedules for Instructional Personnel Beginning in the 2014-15 School Year

2. Performance Salary Schedule

   a) Must be adopted by July 1, 2014

   b) For all instructional personnel on annual contract or hired on or after July 1, 2014, and instructional personnel on continuing or professional services contract who choose to "opt in". Any employee who opts in to the performance salary schedule may not return to the grandfathered salary schedule.

   c) Employee salary equals base salary plus adjustments:

      i.   Annual performance adjustment for an employee rated as highly effective must be greater than the highest annual salary adjustment for an employee of the same classification through any other salary schedule adopted by the district.

      ii. Annual performance adjustment for an employee rated as effective must be equal to at least 50% and no more than 75% of the annual adjustment provided for a highly effective employee of the same classification.

      iii. Annual performance adjustments may not be provided for an employee who receives an evaluation other than highly effective or effective for the year.

      iv. Employees are eligible for salary supplements.

More Information

- Kathy.hebda@fldoe.org

- Juan.copa@fldoe.org

- http://www.fldoe.org/profdev/pa.asp: district personnel evaluation systems and resources

- http://www.fldoe.org/committees/sg.asp; detailed resources specific to SGIC

- http://www.fldoe.org/committees/tlp.asp: details about progress in revision requirements for teacher and school leader preparation programs based on new instructional models, CCSS and student growth data