

Using Student Assessment Results for Teacher Evaluation in 2018-2019: District Proposal

It is the goal of the District to evaluate teachers fairly and appropriately. To that end, the District will utilize all sources of student assessment data available.

Linking of Student Assessment Results to Teachers

Only the results of students who were in the same school in both October and February FTE periods will be included in calculations. In most cases, the linkage between teachers and students will be based on the teachers' schedules as of February of a particular school year. An exception to that will be made for certain semester courses (for example, AP Government), in which cases both October and February FTE periods will be used. Another exception will be made for teachers of Intensive Reading courses in grades 11-12 (course codes 1000410T1 and 1000410T2); October FTE enrollment will be used to link teachers of these courses and grades with their students. Teachers will have the opportunity to review and approve student rosters during both October and February FTE periods. These rosters will be used to link teachers to student assessment results.

Group 1. Teachers of Subjects and Grade Levels Covered by the Established Statewide, Districtwide, or National/International Assessments (Core Assessments)

Teacher-level outcomes will be determined based on student results on the following assessments:

- FSA English Language Arts (ELA) in grades 4-10 – Florida VAM
- FSA Mathematics in grades 4-8 – Florida VAM
- Algebra EOC in grades 8-9 – Florida VAM
- All other Statewide EOC Assessments – District Covariance Adjustment Model
- FCAT 2.0 Science in grades 5, 8 – District Covariance Adjustment Model
- SAT-10 in grades 1-2 – District Covariance Adjustment Model
- I-Ready Assessment in Grade K - District Covariance Adjustment Model
- FSA ELA and Mathematics in grade 3 – District Covariance Adjustment Model
- Certain AP exams with at least 50 student results Districtwide – District Covariance Adjustment Model
- Other AP exams as well as IB, and AICE in high school with at least 50 student results Districtwide – District Achievement/Learning Gains Model

- FSAA Reading and Mathematics in grades 3-10 – District Achievement/Learning Gains Model
- Industry Certification exams assessing at least 70% of the content coverage of a specific course (depending on the availability of results prior to the required state submission)– District Achievement/Learning Gains Model

For most teachers of grades and subjects with assessments described in this section, the student results will be converted to points for each grade level and subject area separately and then combined. Grade levels will be combined when using the results of AP, IB, AICE, and Industry Certification exams.

In addition, for teachers of Intensive Reading courses in grades 11-12 (course codes 1000410T1 and 1000410T2), the percentages of their students who satisfied the ELA graduation requirement by the end of the school year will be used as the outcome measure.

Group 2. Teachers of Other Subject Areas and Grade Levels

For teachers of grade levels and subject areas not listed above, the reading/ELA results of students in their classrooms will be used. These will be the outcomes from the i-Ready Assessment for students in grade K, SAT-10 for students in grades 1-2, FSA for students in grades 3-10, or College Board SAT, ACT, or PERT in grades 11-12. For ELA outcomes of students in grades 4-10, the results of the Florida VAM will be used. For all other grade levels, the outcome from the District Covariance Adjustment Model will be used. For most teachers of grades and subjects with assessments described in this section, the student results will be converted to points for each grade level and subject area separately and then combined. Grade levels will be combined when using the results of the College Board SAT, ACT, and PERT exams.

Converting the Assessment Results to Points for Teachers in Groups 1 and 2

There are three models that are used to calculate teacher points on the student academic growth component of the teacher evaluation: Florida VAM, District Covariance Adjustment Model, and District Achievement/Learning Gains Model.

Florida VAM

The State DOE provides the 3-year and 1-year aggregated VAM results for teachers of ELA (grades 4-10) and mathematics (grades 4-8). The 1-year results will be used in the District's teacher evaluation process. In addition, the State DOE provides the Algebra 1 VAM results for grades 8 and 9. These teacher VAM outcomes include teachers' VAM category, which is determined in accordance with the State Board of Education rule 6A-5.0411. These categories will be converted to categories as follows:

- Unsatisfactory – Category 1*
- Developing/Needs improvement – Category 2
- Effective – Category 3
- Highly Effective – Category 4.

*The District will apply a safeguard to all affected teachers as explained later.

District Covariance Adjustment Model

The District Covariance Adjustment Model is a multiple linear regression model created for each combination of grade level and assessment. In the model, the students' test scores are used as an outcome and students' test scores at the end of the prior school year (or at the beginning of the current school year in a case of students in grade K) are used as covariates. For most outcome measures, direct academic pretests (such as SAT-10 reading in grade 1 serving as a predictor for SAT reading results in grade 2) are available. For others, related academic pretests are available (Algebra 1 EOC as a predictor for Geometry EOC Assessment results, for example). In some cases, only the pretests that can be described as "cognitive predictors" are available (such as the College Board's PSAT as a predictor for certain AP results). Even in these cases, the inclusion of such cognitive predictors in the covariance-adjusted model helps to adjust the outcomes for differences in initial levels of learning and cognitive abilities across classrooms compared.

Certain student demographic characteristics are used as covariates as well. A relative age indicator is used to adjust the outcomes for retained students. In addition, gifted status, status of a student as an English language learner (ELL), status of a student having any identified primary exceptionality other than gifted (SPED status), and school attendance are used as covariates. The use of covariates serves as an attempt to "level the playing field" for teachers who had different students beginning a school year at different achievement levels.

Once the model is run, the outcome score predicted by the model is determined. Then, for each student a residual score is calculated as the difference between the actual end-of-year assessment score and the model-predicted score. These residuals are aggregated to the teacher level. In addition, standard errors of these mean residuals are found. The teacher-level mean residuals and their standard errors are used to assign points to teachers in the following way.

First, the VAM Ratio is calculated as the result of dividing a teacher's mean residual by its Standard Error. Then the categories will be assigned as follows:

- If VAM Ratio < -3 , assign Category 1,
- If $-3 \leq$ VAM Ratio < -1 , assign Category 2,
- If $-1 \leq$ VAM Ratio ≤ 2 , assign Category 3,
- If VAM Ratio > 2 , assign Category 4.

District Achievement/Learning Gains Model

This model uses the following outcomes: a percentage of students making learning gains on FSAA, a percentage of students “passing” the AP (for certain AP tests not used in the District Covariance Adjustment Model), IB, or AICE examination, a percentage of students passing the Industry Certification exam, or a percentage of students satisfying the high school graduation requirement in ELA for teachers of Intensive Reading courses in grades 11-12 (course codes 1000410T1 and 1000410T2).

For each affected teacher, the outcome will be converted to a VAM ratio by finding the difference between the teacher’s percentage of students making learning on FSAA or passing an exam (for other outcomes in that model) and the average of all such percentages and then dividing that difference by the Standard Error associated with the teacher’s percentage. For AP, IB, and AICE outcomes this will be done within each of the broadly defined areas, such as Science, Social Science, etc. The VAM Ratios will be converted to categories as described above.

A summary of the models is described in the table below.

Florida VAM

| Grade | Assessment | State Model |
|-------|------------------------|---------------------|
| 4-10 | Reading FSA | Florida VAM |
| 4-8 | Mathematics FSA | |
| 8-9 | Algebra EOC Assessment | Florida Algebra VAM |


District Covariance-Adjustment Models

| Grade | Assessment | Academic Covariates ^a | Demographic Covariates |
|-------|--|---|--|
| K | i-Ready Assessment | I-Ready (Fall of the Current School Year) | ELL Status Gifted Status SPED Status Relative Age Attendance |
| 1-2 | Stanford Achievement Test (SAT) Reading and Mathematics | SESAT/SAT Reading or Mathematics | |
| 3 | Florida Standards Assessment (FSA) ELA and Mathematics | SAT Reading and Mathematics FSA ELA or Mathematics for students repeating Grade 3 | |
| 5, 8 | FCAT 2.0 Science | FSA ELA, Mathematics | |
| 7 | End of Course (EOC) Civics | FSA ELA | |
| 8-10 | EOC Geometry | EOC Algebra 1 | |
| 8-11 | EOC Biology | FSA ELA | |
| 11 | EOC US History | FSA ELA | |
| 11-12 | SAT, ACT, Florida Postsecondary Education Readiness Test (PERT) Reading Components | PSAT Reading | |
| 9-12 | AP ^b | PSAT Subtests for students in grades 10-12 FSA ELA in grade 8 (Prior year FSA ELA for students in grade 9) | |

District Achievement/Learning Gains Models

| Grade | Assessment | Model Type |
|-------|------------------------|--|
| 8-12 | AICE, AP, IB | Achievement |
| 3-10 | FSAA | Grade 3 – Achievement. 4-10 – Learning Gains |
| 6-12 | Industry Certification | Achievement |

^a Academic covariates as of the end of the prior school year will be used, except for students in grade K and students in grade 10 with AP Covariance Adjustment Model. ^b For certain AP exams with at least 50 student results Districtwide.

VSP 8/27/19


Aggregation of Categories/Points

Once the categories resulting from all three models are found for all teachers, they will be aggregated by calculating the weighted average of all categories with the numbers of student assessment results as weights. Subsequently, this average will be converted to points depending on the weight of the student academic growth component within the teacher evaluation system.

Group 3. Instructional Personnel with Schoolwide or Districtwide Responsibilities

For instructional personnel with schoolwide responsibilities, the schoolwide points will be used. These will be calculated as the average number of points of all Group 1 teachers in a school, based on all available student assessment results discussed previously. If a school has fewer than 10 Group 1 teacher results, Districtwide points will be used. For instructional personnel with Districtwide responsibilities, the Districtwide points will be used. These will be calculated as the average number of points of all Group 1 teachers in the District.

Special Considerations

- If the total number of student assessment results used for calculation of points is less than 18, then the aggregated number of points will be compared with the schoolwide number of points and the larger of the two numbers will be assigned. If the schoolwide points for a school are not available (if a school has fewer than 10 Group 1 teacher results as mentioned above), the Districtwide points will be used.
- Instructional Personnel who may have scheduled courses, such as Office Aide, will not be evaluated on these courses (such courses will be determined mutually with UTD) – but will be considered as having schoolwide responsibilities. Teachers of AP courses whose students take both an AP assessment and an EOC assessment (for example, US History) will be evaluated based on student results on ONLY the AP assessment.

In addition, the following safeguards will be used:

Safeguards

| Model | Assessments Affected | Safeguards |
|--|---|---|
| District Achievement/Learning Gains Model | FSAA, IC, AP, IB, AICE except Foreign Language/Literature | <ol style="list-style-type: none"> 1. Assign Category 4 if the passing rate or percentage making learning gains on FSAA is at least 75% when the calculations result in Category 3. 2. If the passing rate or percentage making learning gains on FSAA is at least 5%, assign Category 2 when the calculations result is Category 1. |
| District Covariance Adjustment Model | AP* | |
| District Achievement/Learning Gains Model | AP, IB, AICE: Foreign Language/Literature | <ol style="list-style-type: none"> 1. Assign Category 4 if the passing rate is at least 95% when the calculations result in Category 3. 2. If the passing rate is at least 5%, assign Category 2 when the calculations result is Category 1. |
| District Covariance Adjustment Model and Florida VAM | All assessments under Florida VAM and under the District Covariance Adjustment Model except AP and the “stand-alone” exams including FCAT Science and EOCs in Civics, US History, and Biology | <ol style="list-style-type: none"> 1. Assign Category 4 if the percentage of students meeting/exceeding expectations is at least 85% when the calculations result in Category 3. 2. If the percentage of students meeting/exceeding expectations is at least 30%, assign Category 2 when the calculations result is Category 1. |
| District Covariance Adjustment Model | FCAT Science and EOCs in Civics, US History, and Biology. | <ol style="list-style-type: none"> 1. Assign Category 4 if the percentage of students scoring within Achievement Levels 3-5 is at least 85% when the calculations result in Category 3. 2. If the percentage of students scoring within achievement levels 3-5 is at least 30%, assign Category 2 when the calculations result is Category 1. |
| Florida VAM | FSA ELA in grades 4-10 FSA Mathematics in grades 4-8, and Algebra 1 EOC in grades 8-9 | <ol style="list-style-type: none"> 1. When the Florida VAM assigned category is “unsatisfactory”, but the VAM ratio (the ratio of the teacher VAM estimate to its standard error) exceeds -3, assign Category 2. |

* For certain AP exams with at least 50 student results Districtwide

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