School Improvement Update

May 17, 2018

FLORIDA DEPARTMENT OF EDUCATION
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Regional Counts of 2017-18 Differentiated Accountability (DA) Schools

DA Category	NE	NW	SE	SW	All
Graduation Only Schools	3	2	3	5	13
Single D	17	5	28	28	78
TOP schools- Cycle 2, Year 2	2	0	3	5	10
TOP schools- Cycle 1(DMT), Year 2 or 3	8	5	10	15	38
TOP schools- Cycle 1(DMT), Year 1	18	15	30	27	90
2017-18 DA Schools	**48**	**27**	**74**	**80**	**232**

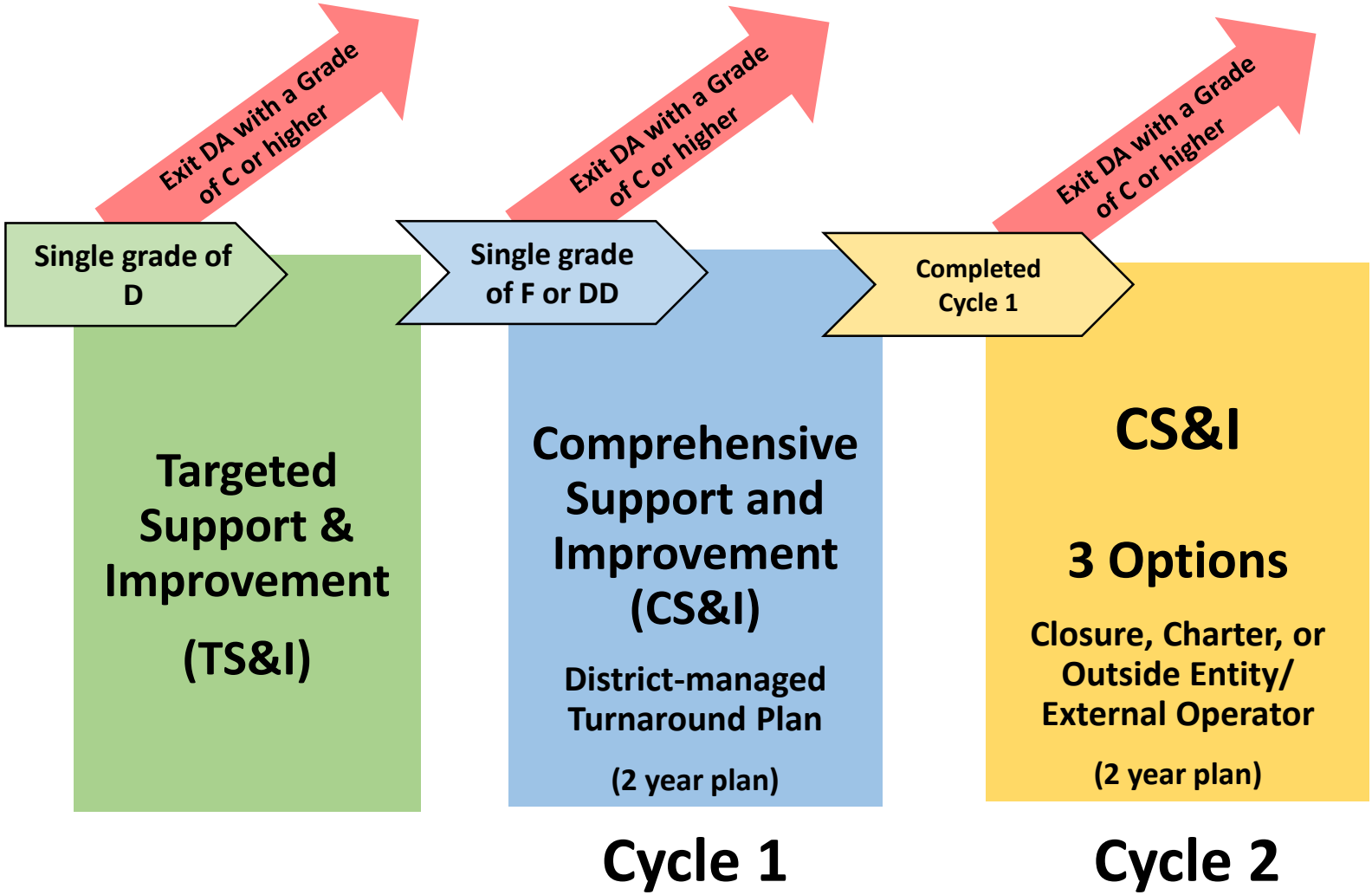
Comparison of Regional Counts of 2016-17 to 2017-18

DA Category	NE	NW	SE	SW	All
2016-17 DA Schools	93	45	198	131	467
2017-18 DA Schools	48	27	74	80	229

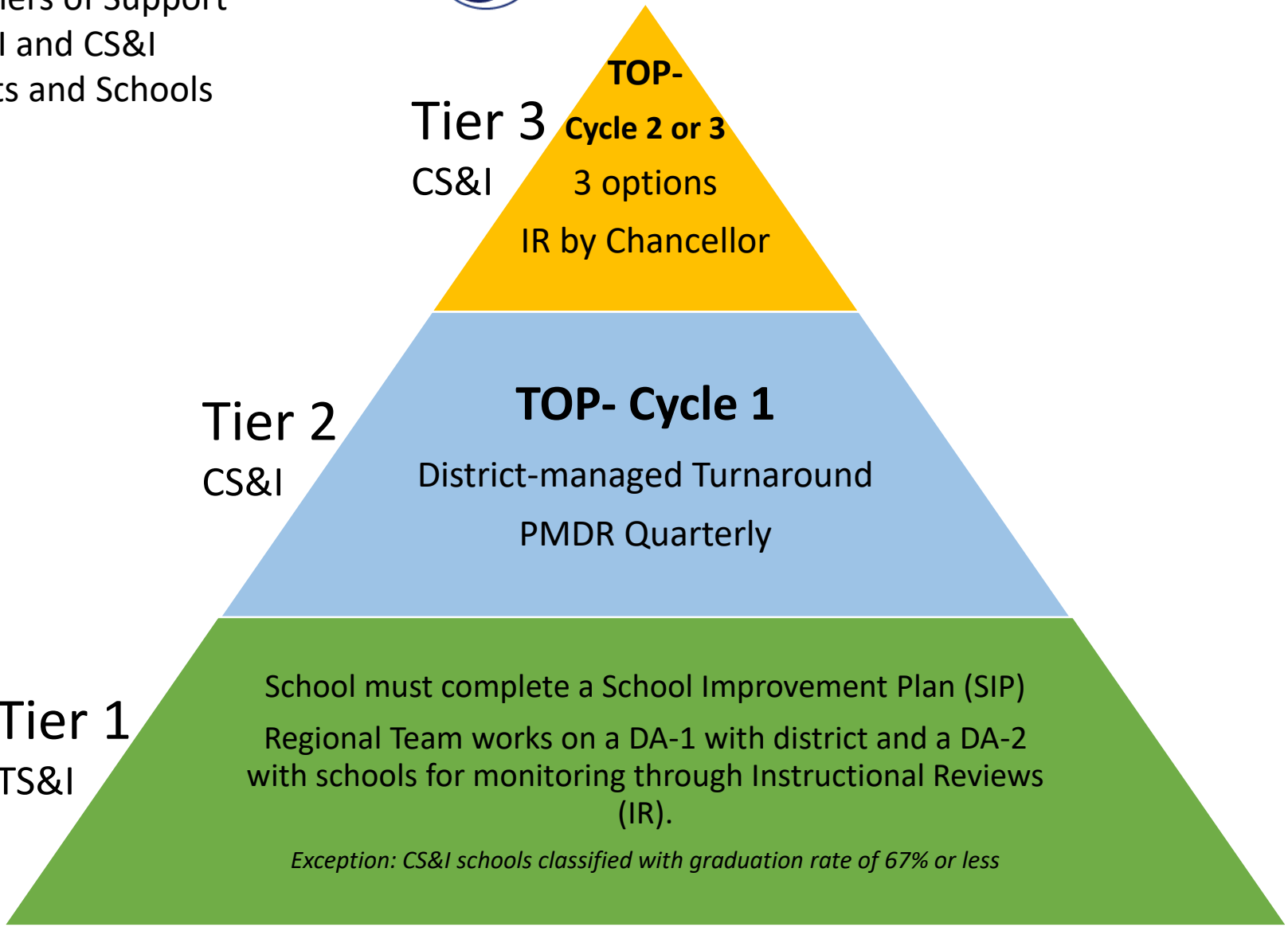
Differentiated Accountability (DA) Rule Development

- The purpose of this rule amendment is to revise rule language and forms to reflect changes made to s. 1008.33, Florida Statutes, during the 2017 legislative session as a result of House Bill 7069 which amended many provisions addressing school improvement.
- Revises definitions, forms and timelines
  - Forms- DA-1, DA-2, TOP-1, TOP-2, SIP, eliminate DIAP
  - Timeline

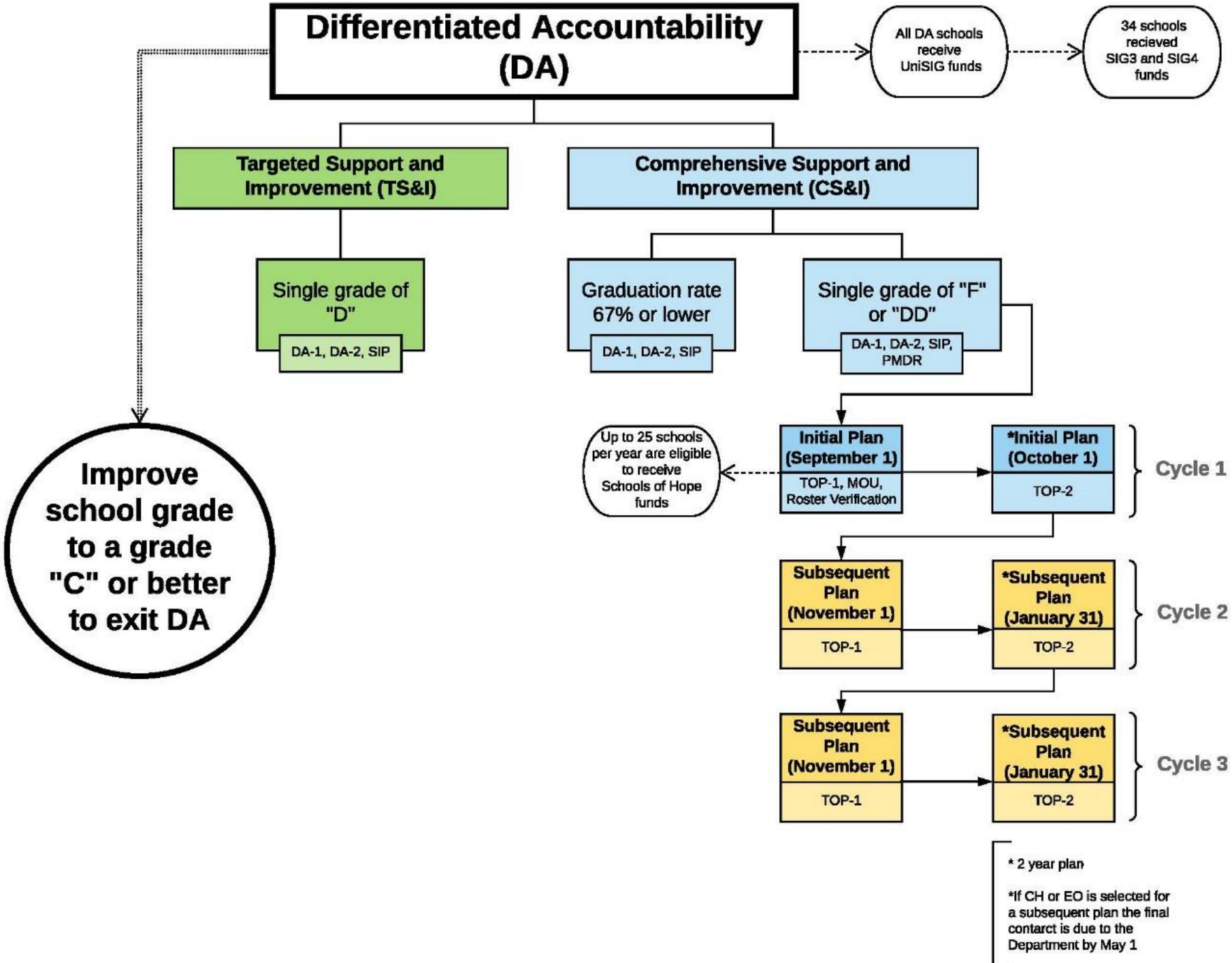
NEW DA Process



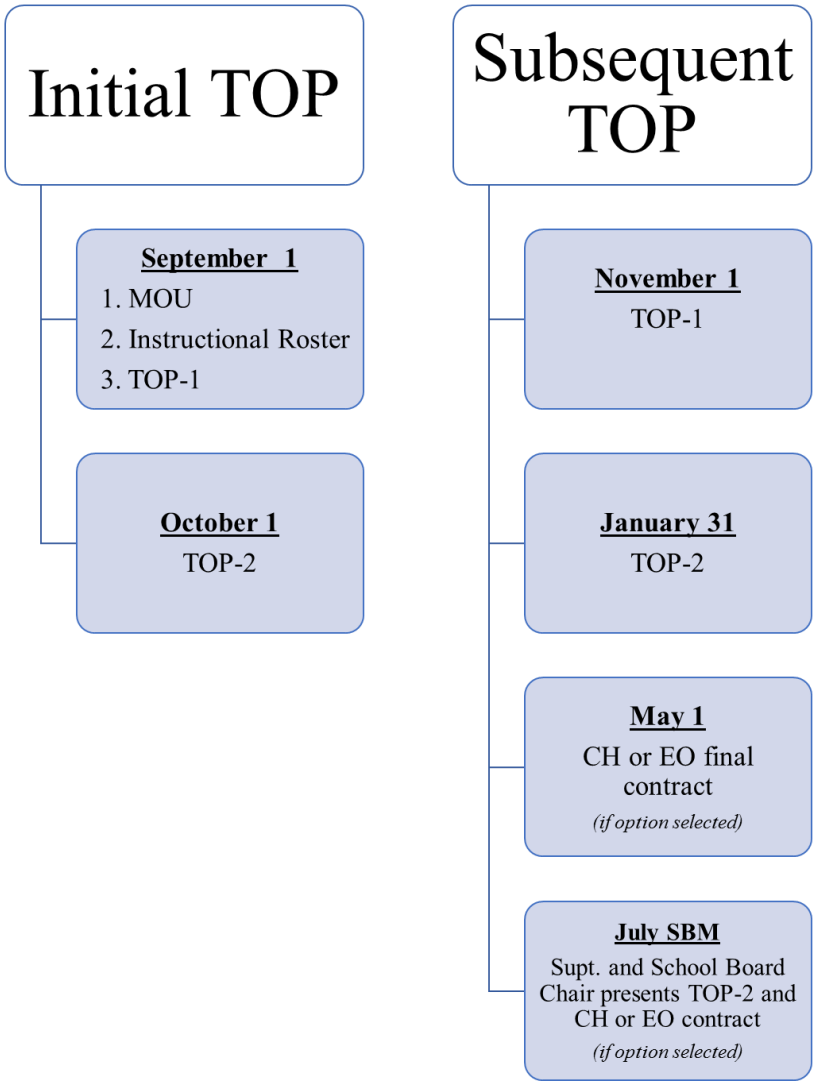
NEW Tiers of Support to TS&I and CS&I Districts and Schools



** Tiering requirements escalate*


Differentiated Accountability (DA)
All DA schools receive UniSIG funds
34 schools recieved SIG3 and SIG4 funds
Targeted Support and Improvement (TS&I)
Comprehensive Support and Improvement (CS&I)
Single grade of "D"
DA-1, DA-2, SIP
Graduation rate 67% or lower
DA-1, DA-2, SIP
Single grade of "F" or "DD"
DA-1, DA-2, SIP, PMDR
Improve school grade to a grade "C" or better to exit DA
Up to 25 schools per year are eligible to receive Schools of Hope funds
Initial Plan (September 1)
TOP-1, MOU, Roster Verification
*Initial Plan (October 1)
TOP-2
Cycle 1
Subsequent Plan (November 1)
TOP-1
*Subsequent Plan (January 31)
TOP-2
Cycle 2
Subsequent Plan (November 1)
TOP-1
*Subsequent Plan (January 31)
TOP-2
Cycle 3
* 2 year plan
*If CH or EO is selected for a subsequent plan the final contarct is due to the Department by May 1

Timeline for Turnaround Option Plans (TOP)



3 Turnaround Options

- Reassign/ Closure (RE)
- Charter (CH)
- Outside Entity/ External Operator (EO)

Reassign/ Closure (RE) 3 Assurances

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a "C" or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students are not assigned to teachers rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and the district evaluation system.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida's Standards, record of teacher assignment, and three-year aggregated state VAM rating. The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Teachers and Administrators

- The district shall ensure that teachers rated as Unsatisfactory or Needs Improvement based on the three year aggregated state VAM rating are not reassigned to other Differentiated Accountability (DA) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not placed at other DA schools within the district.

Charter (CH) 4 Assurances

Assurance 1: Close and Reassign Students

- The district shall close the school and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

- The district shall select a charter organization that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 4: Selecting Instructional Staff

- The district shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

Outside Entity/ External Operator (EO) 4 Assurances

Assurance 1: Selecting a Successful EO

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 2: Selecting Leadership

- The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

Assurance 3: Selecting Instructional Staff

- The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

Assurance 4: Contracting with the EO

- The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:
  - Leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development and any other identified school improvement areas.
  - The EO has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.
  - The role of the EO in the recruitment, selection and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction.
  - The role of the EO in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the EO's authority in these areas.
  - If the district had a partnership with the EO, the difference in the proposed services changing from a partnership to an EO.
  - A detailed budget.

Florida's Value-added Model (VAM)

VAM Models

Currently, VAM models are generated annually for the following subjects and grades:

- Reading (4th, 5th, 6th, 7th, 8th, 9th, 10th)
- Mathematics (4th, 5th, 6th, 7th, 8th)
- Algebra 1 (8th & 9th)

Covariates

ELA/Mathematics

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

Covariates (Continued)

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

Value-Added Results and Scores

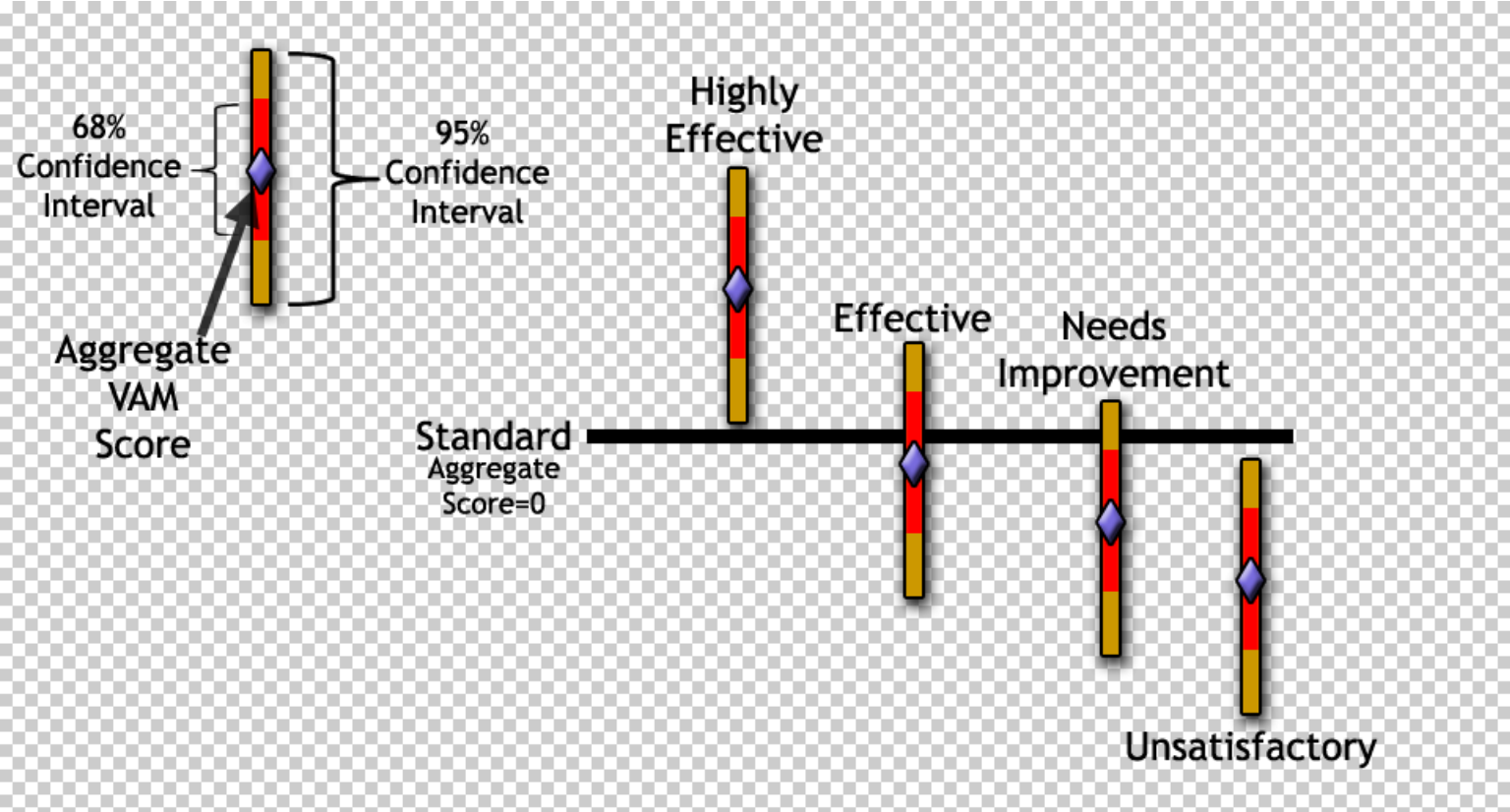
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

- 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.

Value-Added Performance-Level Standards



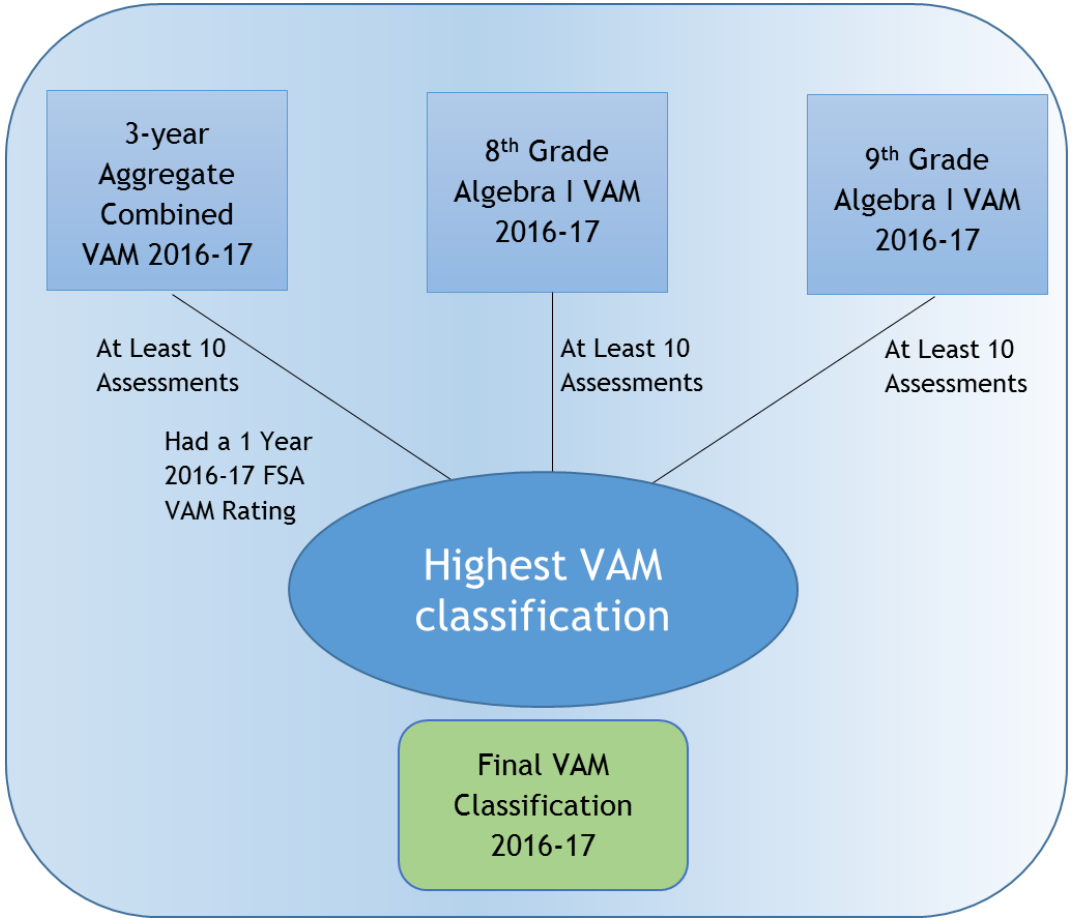
Changes Since VAM was Created

- Originally, the performance of students component of a teacher's evaluation was required to comprise at least 50% of the evaluation.
- In 2015, HB 7069 reduced this requirement to 1/3.
- From 2011-12 to 2014-15, districts were required to use VAM data for teachers who received scores, but could decide for themselves how to do so.
- During 2015-16, districts were required to use the measures and performance level standards adopted by the State Board under Rule 6A-5.0411, F.A.C., for teachers who received VAM scores.
- In 2017, HB 7069 amended s. 1012.34, F.S., to make use of VAM data optional.

Areas of Statute that Continue to Use VAM

- Section 1004.04(4)(a)3.c., F.S. - Continued approval for teacher preparation programs.
- Section 1012.56(7)(c), F.S. - One-year extension on of a temporary certificate based on Effective or Highly Effective rating.
- Section 1012.731(3)(a)2., F.S. – Beginning in 2020-21, allows a classroom teacher to qualify for the highest award tier without an ***overall*** evaluation of Highly Effective if the teacher has a ***VAM score*** that is classified as Highly Effective.

Classification of Scores



Here's how you get the files for use

- VAM data, including teacher-level scores, are public records and are available upon request via sharefile. In some cases, individual teacher records may be suppressed if the teacher was reported to us as exempt from public record disclosure or the score in question was calculated based on a small number of students, but the majority of teacher VAM score records are there.
- https://fldoe.sharefile.com/f/fod21245-70d1-43b8-be50-c108df3679bf
- If you have any questions about these files or find that you need access and do not have it already, please email vam@fldoe.org for assistance.

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VAM and DA schools

What are the two most important factors that are within district and school control that impact student learning?

District Steps to Improve Leader Quality

- The district shall ensure that the principal will be replaced upon entry into district-managed turnaround unless recommended for retention by the RED based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

District Steps to Improve Educator Quality

- Districts will assure one of the following based on size:
  - For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the district average.
  - For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

Example with 2016-17 State VAM Averages

District	# of VAM teachers	% Highly Effective	% Effective	% Needs Improvement	% Unsatisfactory
Sunshine	50	17%	51%	14%	18%
Florida	50,724	18%	52%	14%	15%

Question:
Which VAM average does Sunshine district use?

What is due by September 1 in the TOP-1

2 requirements

- The district shall provide the Department, by September 1, a memorandum of understanding (MOU) negotiated pursuant to 1001.42(21), F.S. If an MOU has not been finalized, provide a detailed status of negotiations.
- The district shall provide the Department, by September 1, instructional rosters for this school.

TOP Reporting Requirements

STATE VAM DATA- School % Compared to District %				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of teachers				
School %				
District %				

Timeline and "most recent" three-year aggregated state VAM classification data

April-July, 2018

Hiring of teachers based on the **2016-17** three-year aggregated state VAM classification (or Algebra 1, whichever is best)

August 2018

Release of new VAM data

August- 2018-19 school year

Hiring of teachers based on the **2017-18** three-year aggregated state VAM classification

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