

# Teacher Effectiveness in Reading and Mathematics 2008- 09

# Content in this Presentation

- Methods of Measuring Effectiveness
- Overall Teacher Performance in Reading and Mathematics
- Florida Teacher Preparation Program 2007-08 Completer Performance in 2008-09
- Uses of these Data Now and Looking Toward the Future

## Methods of Measuring Effectiveness

- **Learning Gains** - as defined in the calculation of school grades
- **The Value Table** - as developed for performance pay programs
- **Same:** both measure FCAT performance from previous to current year
- **Different:** the Value Table considers the degree of gain or loss in performance on FCAT, and Learning Gains do not

# Methods of Measuring Effectiveness

- Learning Gains (as defined for School Grades)
  - Gauged by FCAT performance in reading or math using the level (1-5) or the Developmental Scale Score (DSS) performance from one year to the next
  - DSS is only used for movement within Level 1 or Level 2

# Methods of Measuring Effectiveness

- **Pluses and Minuses of Learning Gains**
  - (+) Same calculation used for School Grades
  - (-) Yes or No determination
  - (-) Not designed for measuring performance at the teacher level

# Methods of Measuring Effectiveness

- **The Value Table**

- Developed several years ago and is still in use for performance pay purposes to measure student growth by individual teacher
- In Florida, the Value Table measures performance level (1-5) change on the FCAT from previous year to current year (level 1 is split into low and high)
- Points are assigned based on amount of gain and number of students achieving that performance result

# Methods of Measuring Effectiveness

- **Pluses and Minuses of the Value Table:**
  - (+) Developed for measuring effectiveness at the teacher level
  - (+) Accounts for the amount of the gain or loss in achievement levels
  - (+) Levels the playing field based on calculation of Florida's student performance that year
  - (-) Values assigned each year are slightly different based on student performance

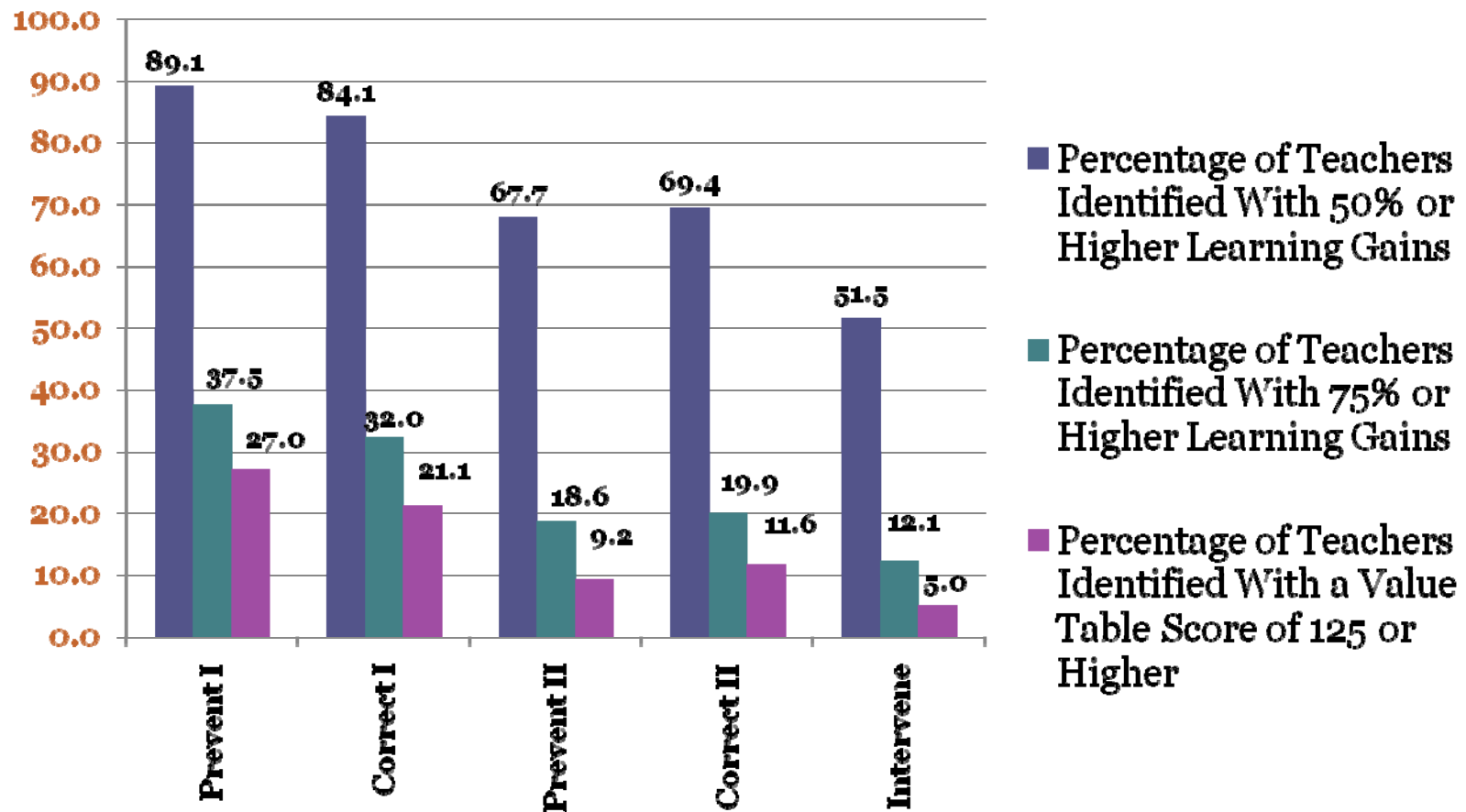
## Overall Teacher Performance in Reading and Math Combined in Title I and Non-Title I Schools

### Three Thresholds:

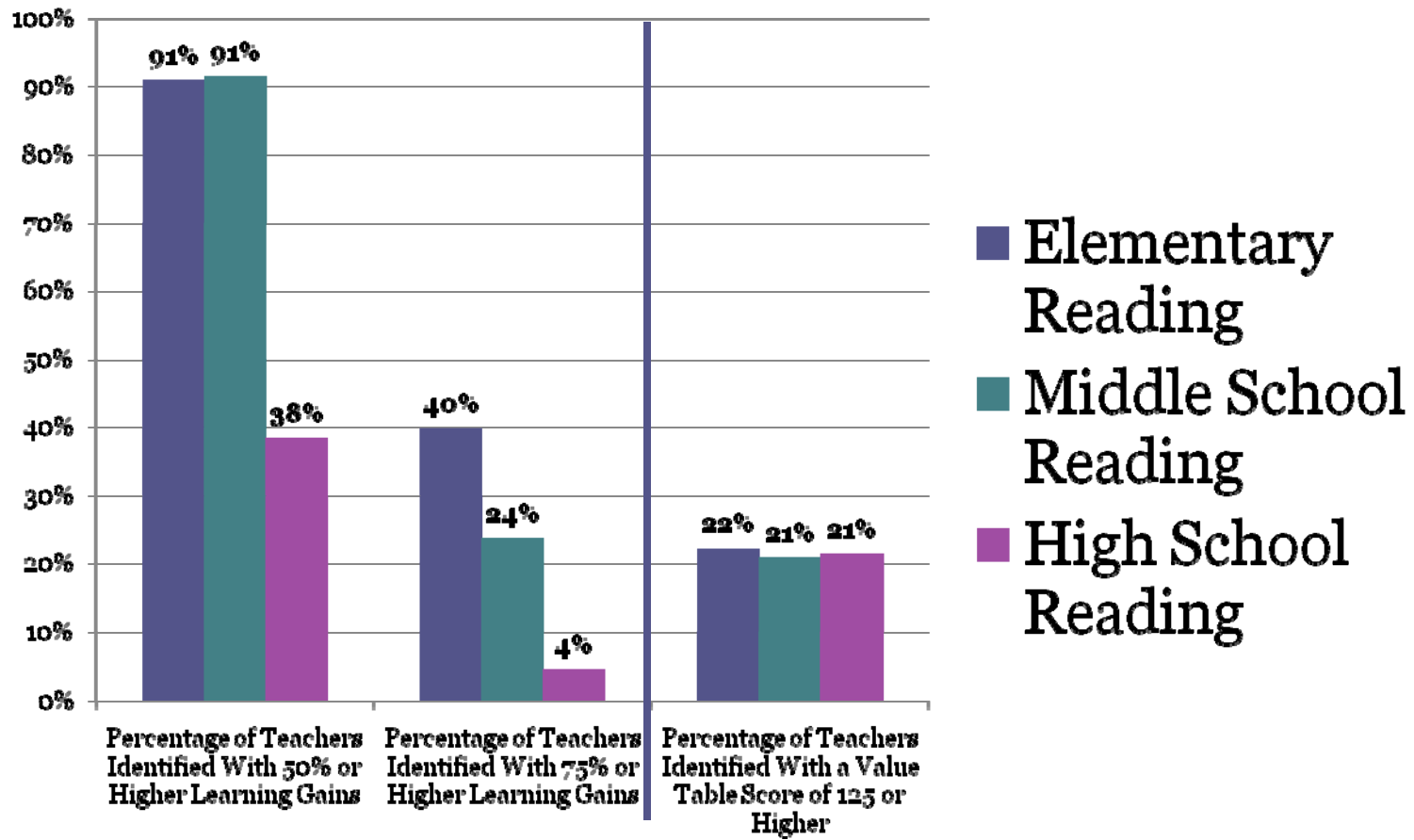
1. 50% or more of students making learning gains
2. 75% or more of students making learning gains
3. Value Table score of 125 or higher (placing teacher in about the top 20% of teachers in the state)

School Type	Total Number of Teachers	Number of Teachers at 50% LG Mark	Percent of Teachers at 50% LG Mark	Number of Teachers at 75% LG Mark	Percent of Teachers at 75% LG Mark	Number of Teachers at 125 VT or Higher	Percent of Teachers at 125 VT or Higher
Title I	27,342	22,448	82.1	7,803	28.5	4,640	17
Non-Title I	48,128	39,487	82.0	16,820	34.9	12,682	26.4

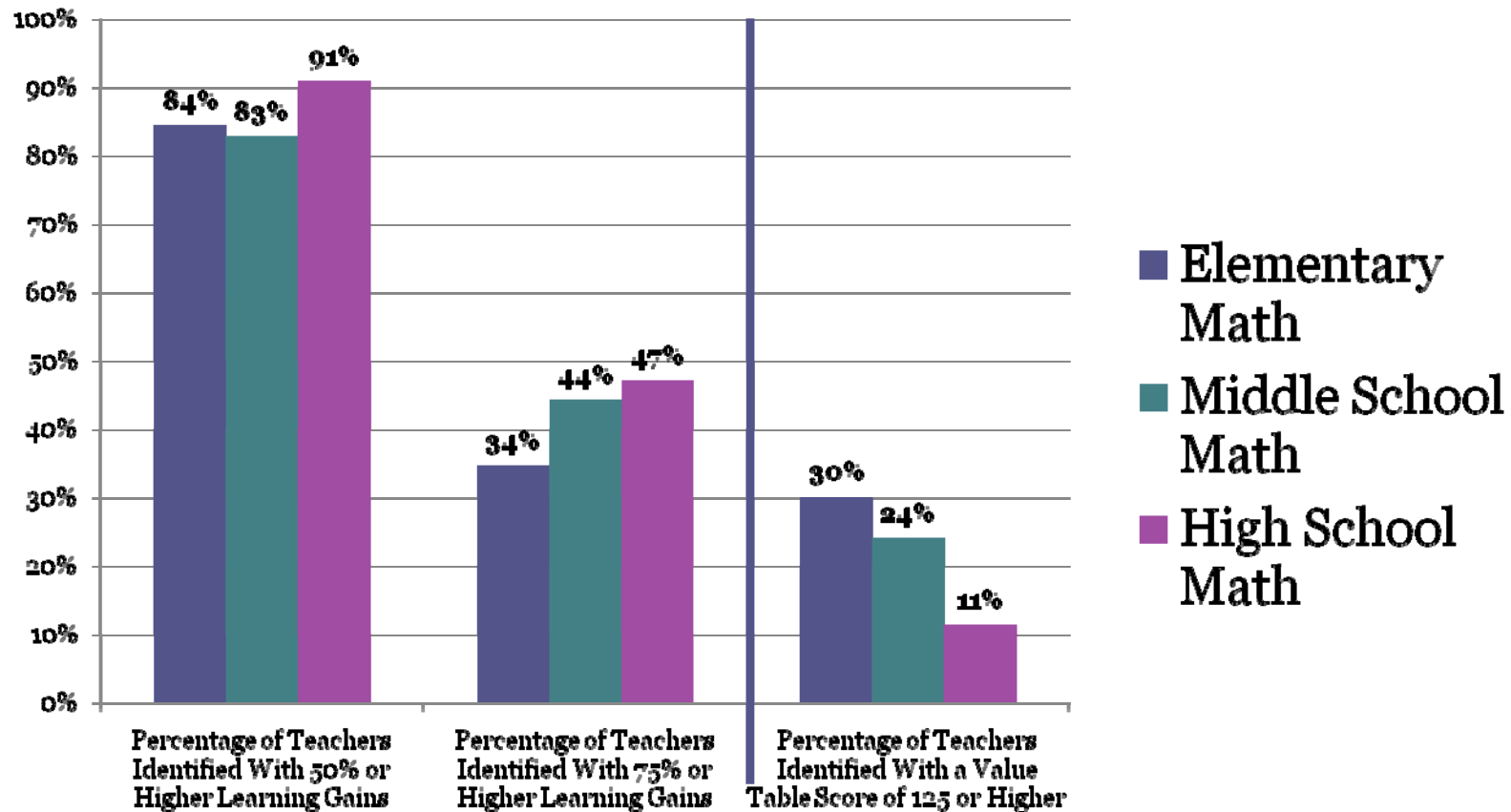
## Overall Teacher Performance in Reading and Math By Differentiated Accountability Category



# Overall Reading Performance - All Identified Teachers



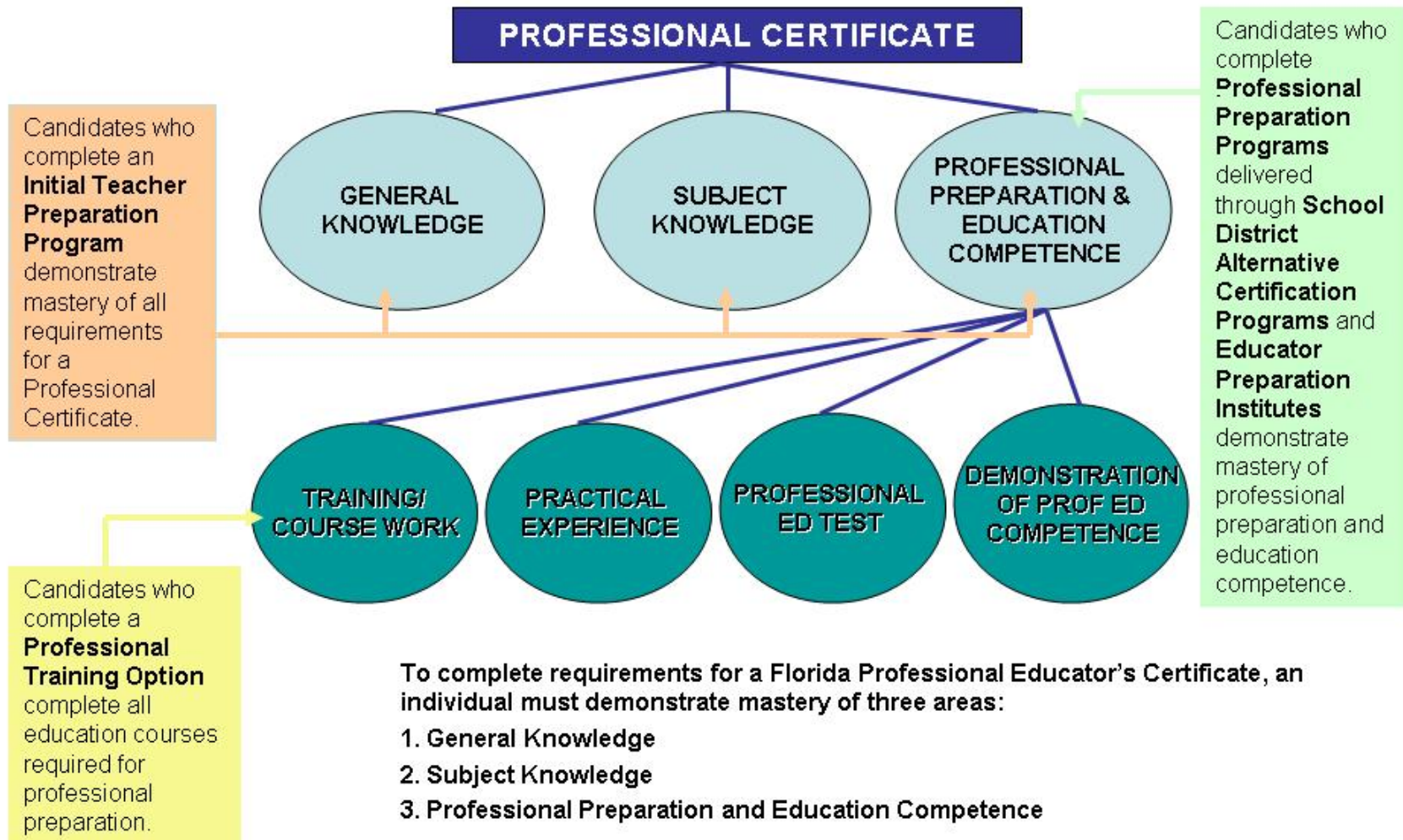
# Overall Mathematics Performance - All Identified Teachers



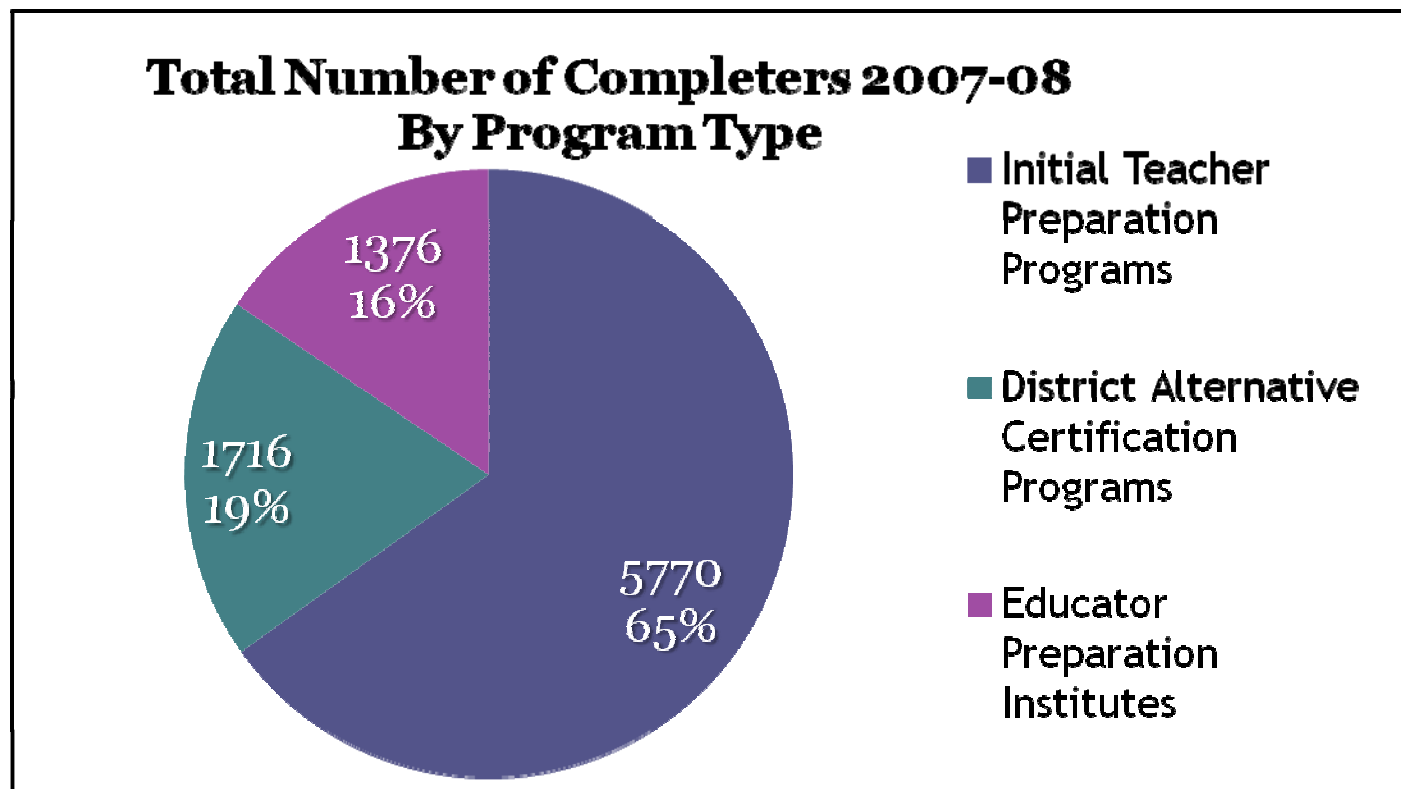
# Florida's Approved Teacher Preparation Programs

- Four Approved Program Types:
  - Initial Teacher Preparation Programs (s.1004.04)
  - Alternative Certification Programs in Educator Preparation Institutes (s.1004.85)
  - Alternative Certification Programs in School Districts (s. 1012.56)
  - Professional Training Option for Non-education Majors (Rule 6A-5.066)

## Relationship of Teacher Preparation Programs to Certification



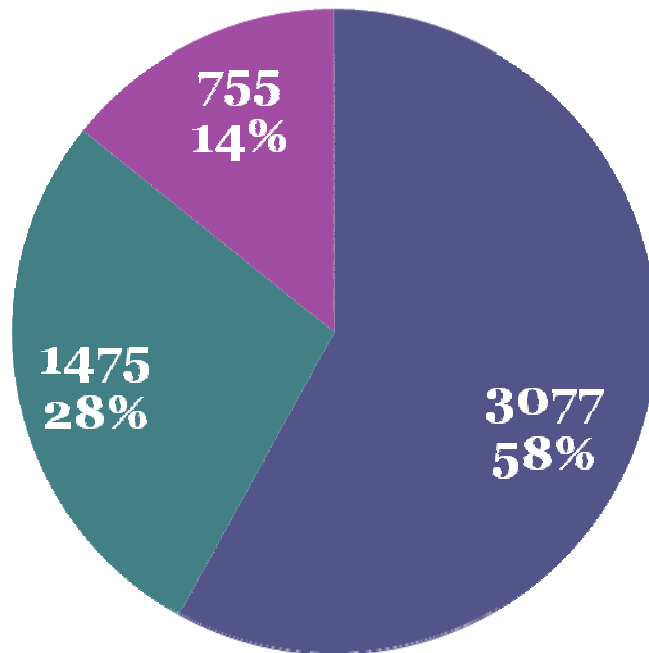
# Distribution of 8,862 2007-08 Program Completers by Program Type



Note: Total number of completers includes only "teacher" preparation areas. Educational Leadership and student services programs are excluded.

# Employment of Program Completers

**Total Number of 2007-08 Completers  
Employed in 2008-09**

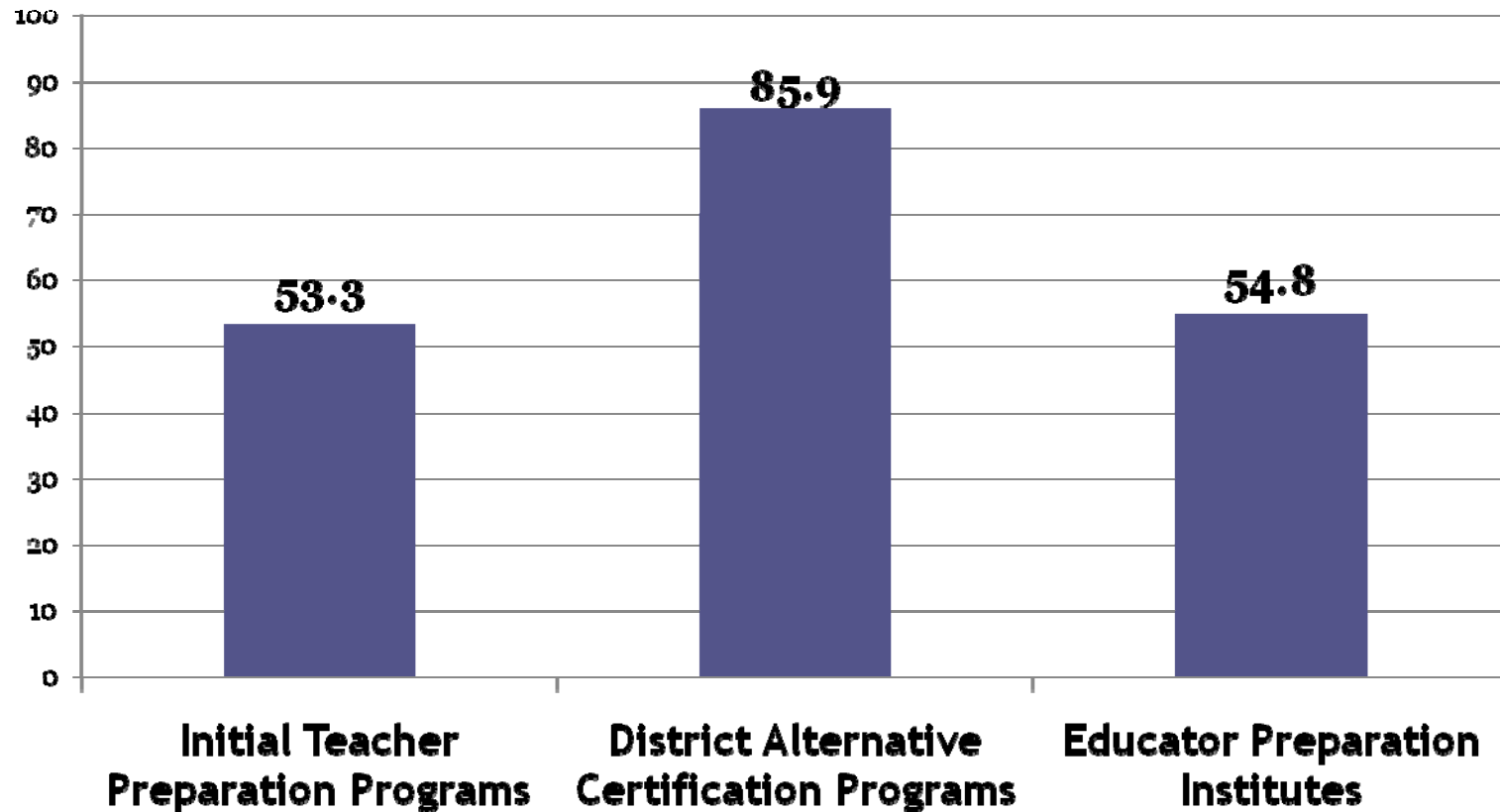


- Initial Teacher Preparation Programs
- District Alternative Certification Programs
- Educator Preparation Institutes

**Notes:**

- Completer numbers include only teaching areas
- Employment positions include only teaching positions
- Of the **8,882** 2007-08 completers, **5,307** were employed in teaching positions in 2008-09

# Employment as a Percentage of Completers by Program Type



## Effectiveness Data for Program Completers in Reading and Mathematics

- Includes the three performance thresholds
- Looks at effectiveness only in the year immediately following program completion
- Some of these teachers are first year teachers; others (including all DACPs) have one or more years of experience by the time they complete their program

Overall  
2007-08  
Completer  
Performance  
in Reading  
2008-09

Note: **Green**  
highlight shows  
programs that met or  
outperformed the  
state

	Level and Subject Taught	Percentage With 50% or Higher Learning Gains	Percentage With 75% or Higher Learning Gains	Percentage With a Value Table Score of 125 or Higher
<b>All Teachers in the State</b>	Elem. Reading	91%	40%	22%
	Middle Reading	91%	24%	21%
	High Reading	38%	4%	21%
<b>ITP</b>	Elem. Reading	88%	32%	14%
	Middle Reading	91%	23%	19%
	High Reading	37%	1%	16%
<b>EPI</b>	Elem. Reading	93%	31%	17%
	Middle Reading	91%	16%	15%
	High Reading	31%	0%	16%
<b>DACP</b>	Elem. Reading	83%	23%	14%
	Middle Reading	90%	15%	13%
	High Reading	35%	2%	19%

Overall  
2007-08  
Completer  
Performance  
in Math  
2008-09

Note: **Green** highlight shows a program that met or outperformed the state

	Level and Subject Taught	Percentage With 50% or Higher Learning Gains	Percentage With 75% or Higher Learning Gains	Percentage a Value Table Score of 125 or Higher
<b>All Teachers in the State</b>	Elem. Math	84%	34%	30%
	Middle Math	83%	44%	24%
	High Math	91%	47%	11%
<b>ITP</b>	Elem. Math	81%	29%	23%
	Middle Math	79%	39%	15%
	High Math	89%	40%	6%
<b>EPI</b>	Elem. Math	77%	31%	27%
	Middle Math	84%	41%	29%
	High Math	82%	35%	6%
<b>DACP</b>	Elem. Math	85%	28%	24%
	Middle Math	82%	36%	19%
	High Math	96%	43%	3%

Fifty Percent LG Threshold		
Initial Teacher Preparation Programs (ITP)	Educator Preparation Institutes (EPI)	District Alternative Certification Programs (DACP)
56%	63%	51%
64%	64%	63%
69%	69%	66%
69%	72%	71%
<b>79%</b>	74%	71%
<b>80%</b>	<b>76%</b>	73%
<b>80%</b>	<b>78%</b>	<b>75%</b>
<b>80%</b>	<b>78%</b>	<b>81%</b>
<b>81%</b>	<b>79%</b>	<b>81%</b>
<b>82%</b>	<b>79%</b>	<b>83%</b>
<b>82%</b>	<b>81%</b>	<b>84%</b>
<b>82%</b>	<b>86%</b>	<b>89%</b>
<b>83%</b>	<b>86%</b>	<b>91%</b>
<b>83%</b>	<b>89%</b>	<b>100%</b>
<b>84%</b>	<b>93%</b>	
<b>84%</b>	<b>100%</b>	
<b>85%</b>		
<b>87%</b>		
<b>87%</b>		
<b>88%</b>		
<b>90%</b>		
<b>91%</b>		

## Ranges for All Program Types Using 50% Learning Gains Threshold

Note: Shaded area reflects institutions /districts with 75% or more of their completers meeting this threshold.

Seventy-five Percent LG Threshold		
Initial Teacher Preparation Programs (ITP)	Educator Preparation Institutes (EPI)	District Alternative Certification Programs (DACP)
7%	7%	3%
13%	8%	6%
19%	10%	11%
20%	14%	18%
20%	16%	18%
21%	16%	20%
24%	21%	21%
25%	<b>31%</b>	22%
25%	<b>31%</b>	22%
26%	<b>33%</b>	24%
27%	<b>35%</b>	27%
28%	<b>35%</b>	28%
28%	<b>38%</b>	<b>31%</b>
29%	<b>41%</b>	
<b>30%</b>	<b>43%</b>	
<b>33%</b>	<b>50%</b>	
<b>33%</b>		
<b>33%</b>		
<b>34%</b>		
<b>35%</b>		
<b>38%</b>		
<b>41%</b>		

## Ranges for All Program Types Using 75% Learning Gains Threshold

Note: Shaded area reflects institutions/districts with 30% or more of their completers meeting this threshold.

Value Table Score of 125 or Greater		
Initial Teacher Preparation Programs (ITP)	Educator Preparation Institutes (EPI)	District Alternative Certification Programs (DACP)
0%	4%	5%
0%	7%	11%
12%	8%	12%
12%	11%	13%
13%	16%	13%
13%	17%	13%
13%	18%	14%
15%	<b>21%</b>	16%
16%	<b>21%</b>	17%
16%	<b>21%</b>	18%
17%	<b>21%</b>	19%
18%	<b>24%</b>	<b>21%</b>
18%	<b>24%</b>	<b>21%</b>
18%	<b>31%</b>	
19%	<b>39%</b>	
<b>20%</b>		
<b>20%</b>		
<b>20%</b>		
<b>21%</b>		
<b>22%</b>		
<b>26%</b>		
<b>30%</b>		

## Ranges for All Program Types Using $\geq 125$ Value Table Score

Note: Shaded area reflects institutions/districts with 20% or more of completers meeting this threshold.

Average Value Table Score		
Initial Teacher Preparation Programs (ITP)	Educator Preparation Institutes (EPI)	District Alternative Certification Programs (DACP)
70.2	71.8	69.3
76.4	83.5	76.9
77.5	86.8	80.7
80.8	88.5	88.1
86.9	88.7	90.1
87.2	89.5	90.8
87.4	92.9	91.0
88.4	93.1	92.3
90.3	93.6	93.4
91.6	95.9	95.2
91.7	97.5	97.2
91.9	98.0	<b>103.1</b>
92.0	<b>101.2</b>	<b>108.0</b>
93.5	<b>101.6</b>	
94.5	<b>103.4</b>	
94.6	<b>120.3</b>	
95.0		
95.4		
96.6		
97.2		
99.5		
<b>100.3</b>		

## Ranges for All Program Types of Average Value Table Scores

Note: Shaded area reflects institutions/districts with an average completer value table score of average (100) or greater.

# Current Uses of Effectiveness Data

- For districts:
  - School grades, School Recognition Program
  - Merit Award Program
- For teacher preparation programs:
  - Programs must include state data under Continued Approval Standard 3, “Continuous Improvement,” based on requirements in Rule 6A-5.066
  - Programs are provided with secure data by candidate with the baseline student performance used for Value Table and learning gains calculations

# Future Directions

- Step One. Evaluate the accuracy of teacher-level effectiveness measures:
  - Evaluate methods for measuring effectiveness
    - based on student achievement for teachers assigned to courses associated with the state assessment
    - based on student achievement for teachers assigned to other courses
  - Evaluate methods for determining effectiveness based on observable practices closely associated with measurable effectiveness

# Future Directions

- Step Two. Adopt effectiveness measures for use of implementing and evaluating statewide programs:
  - Appraisal – ongoing and annual
  - Professional development – prescription for an individual and evaluation of PD effectiveness
  - Compensation – base and bonus determinations
  - “Tenure”
  - Career advancement
  - Program effectiveness
  - Teacher and principal assignment