



Education Committee

Friday, September 18, 2015

8:00 a.m. – 10:00 a.m.

102 HOB

Meeting Packet

Steve Crisafulli
Speaker

H. Marlene O'Toole
Chair



AGENDA

Education Committee
Friday, September 18, 2015
8:00 a.m. – 10:00 a.m.

102 HOB

- I. Call to Order and Roll Call – Chair O’Toole
- II. Welcome – Chair O’Toole
- III. Update from Education Commissioner Pam Stewart
- IV. Financial Literacy Standards Implementation
Mary Jane Tappen, Vice Chancellor
- V. Closing Remarks and Adjournment



Florida Standards Assessment Validity Study & Moving Forward

House Education Committee

September 18, 2015

Education Commissioner Pam Stewart



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FSA Achievement Level Standard Setting (“Cut Scores”) and Accountability Timeline

Spring 2015:
New Florida
Standards
Assessment
(FSA)
Administered

September 2015:

- Validity Study Report Released
- Educator and Reactor Panels Meet
- Public Workshops for Cut Score Rule
- Commissioner Recommends Cut Scores
- Cut Score Recommendations Presented to the Legislature
- Student Percentiles and VAM results provided to districts

**October/
November**

2015:
Public
Workshops for
School Grades
Rule

December

2015/January

2016:

After 90-day
Legislative Review,
State Board of
Education Adopts
Achievement Level
Cut Scores

**January/February
2016:**

- State Board of Education Adopts School Grading Standards
- Baseline School Grades Released

Validity Study Required by HB 7069

- Independent verification of the psychometric validity of the Florida Standards Assessments (FSA)
- Conducted by an independent entity selected by a panel consisting of three members, one appointed by each the following: the Governor, the President of the Senate, and the Speaker of the House
- Study required to be completed by September 1, 2015
- Panel chose Alpine Testing Solutions, partnered with edCount, LLC, to conduct the validity study

The Validity Study Covered These Florida Standards Assessments

- English Language Arts – Grades 3 to 10
- Mathematics – Grades 3 to 8
- Algebra 1
- Geometry
- Algebra 2

Overview

- The validity study confirmed that the FSA is valid for group-level decisions and accurately measures student mastery of the Florida Standards.
- As a result of the report's conclusions, 2015 FSA scores will be used to set achievement level cut scores, calculate VAM scores for inclusion in teacher evaluations, and calculate informational baseline school grades.

Report Conclusions

- The report was conducted as six studies and provides a total of eight conclusions.
- The first six conclusions related to the content and construction of the test.
 - Including – test items; field testing; test blueprint and construction; test administration; scaling, equating and scoring; and specific psychometric validity questions
 - The report found that **the policies and procedures that were followed are generally consistent with expected practices** as described in the *Standards for Educational and Psychological Testing*.

Report Conclusions

- The report stated that, “test items were determined to be error-free, unbiased, and were written to support research-based instructional methodology, ... and assess the applicable content standard.”
- The report found that, “the field test design, process, procedures and results support...the purpose of these assessments.”

Spotlight on Success – Test Item Alignment

- The final report noted that **“the majority of test items had exact matches with the intended Florida Standards”** and that **“for those that did not have an exact match, most represented a very close connection”** with a slightly different standard (p. 37). This affirms that the FSA accurately measures students’ knowledge of Florida’s content standards.

Spotlight on Success – Test Item Alignment

- The final report commended the Department for following industry standards as it relates to test item selection. Commendations include:
 - Prior to the use of the FSA, all items were reviewed by educators knowledgeable of Florida students and the Florida Standards to evaluate whether the items were appropriate for use within the FSA program; and
 - After the FSA administration, all items went through the industry-expected statistical and content reviews to ensure accurate and appropriate items were delivered as part of the FSA. Only test items meeting these criteria were used to calculate student scores.

FSA Administration

- Technical difficulties during the first administration, this past spring, disrupted testing for some students, schools, and districts.
- While the percentage of affected students was small, even one student experiencing disruption is too many.
- The Department has remained engaged with AIR to mitigate the possibility of future technical issues, and further enhance the student testing experience.

Spotlight on Success – Correlations

- All available matched student data from both 2013-2014 FCAT 2.0 Reading and Mathematics and 2014-2015 FSA ELA and mathematics assessments were examined for correlations across administrations.
- The baseline and current correlation studies presented in the report show that the relationship between students' scores from one year to the next was no different from 2013-14 to 2014-15.

Report Conclusions

- The final two conclusions relate to the uses of the test results.
- Student-level Uses
 - When evaluating the use of FSA scores for student-level decision purposes, the report noted that the scores for students taking computer-based tests should not be used as a sole determinant for purposes such as graduation eligibility.
 - In Florida, statewide standardized test scores are never the sole determinant of these decisions.

Report Conclusions

- Student-level Uses (cont'd)
 - Grade 3 retention –
 - Grade 3 ELA assessments were paper based in 2014-15.
 - The study found that paper-pencil exam results could be used for student-level decisions.
 - As required in statute, the Department provided districts with lists of students in each district who scored in the lowest quintile statewide so that this information could be considered in promotion and retention decisions.
 - The assessment results are only one component that districts consider when determining whether a student is ready for fourth grade.

Report Conclusions

- Student-level Uses (cont.)
 - Graduation requirements – ELA Grade 10, Algebra 1
 - Based on the report findings, students who earned a passing score are considered to have met the assessment requirements, even if they were impacted by test administration technical difficulties.
 - Those who did not earn a passing score still have the opportunity to retake the test or meet the graduation requirement through SAT, ACT or PERT.
 - These students will always be held to the previous standard, even after new achievement standards are adopted.
 - Promotion to fourth grade and graduation eligibility are the only two uses where student scores at the individual level are considered for 2014-15.

Report Conclusions

- Group-level Uses
 - The report noted that the evidence supports the use of FSA data in the aggregate for both paper-based and computer-based assessments.
 - Based on this, the Department continued forward with the standard setting process.

Report Conclusions

- Group-level Uses (cont'd)
 - The Department is also moving forward to produce VAM results for use in teacher evaluations, and to begin the process to calculate informational baseline school grades for 2014-15, as required by statute.
 - The usual formal appeal process will allow districts to include documented information regarding students' testing experiences in a school's grade appeal.
 - The Department will work closely with districts during the development of the school grades rule and the calculation of those informational baseline school grades.



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Florida Standards Assessment Establishing Achievement Level Cut Scores

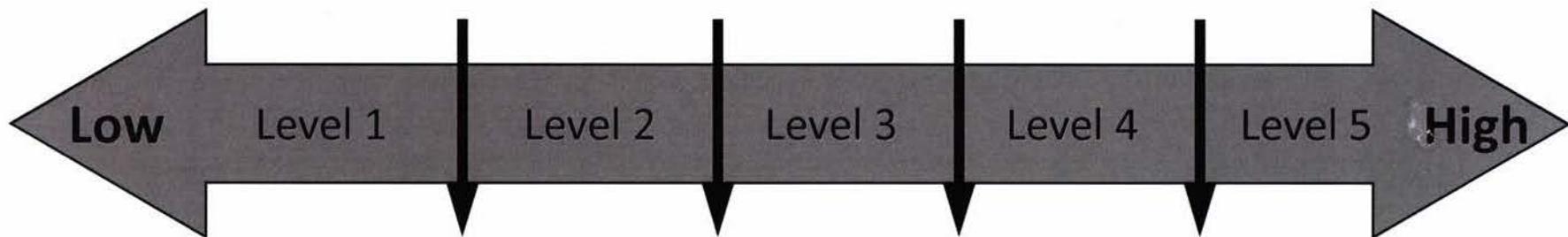
When Is It Necessary to Set Cut Scores?

- It is necessary to set cut scores when any of the following occur:
 - A new test is given
 - Content standards change
 - Test blueprint changes
 - Achievement Level Descriptions change
- FSA: new assessments for adopted content standards

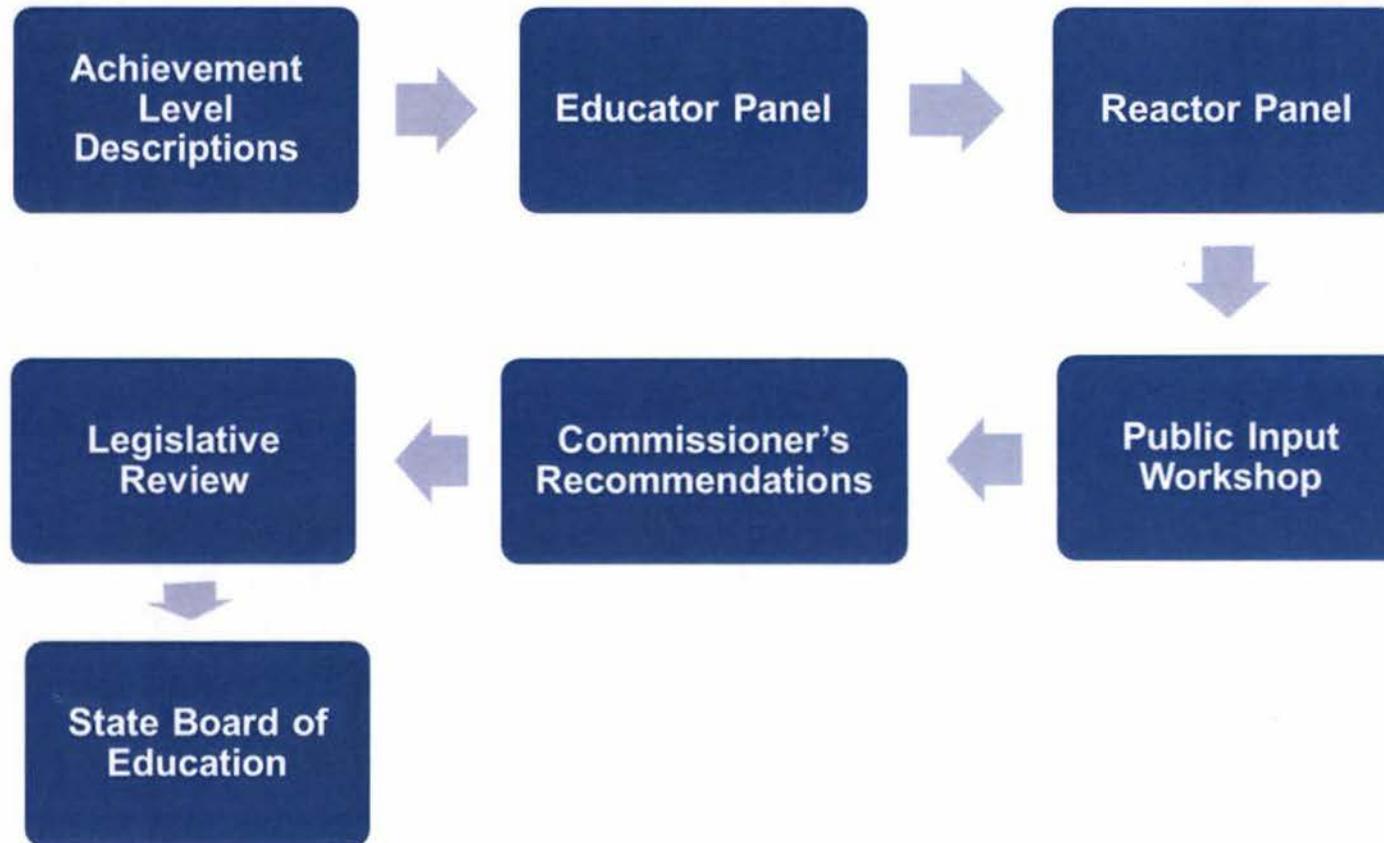
Achievement Levels

- There are five Achievement Levels
- Requires the setting of four Achievement Level cuts

Five Achievement Levels, Four Cut Points



Setting Cut Scores: A Multi-Stage Process



Important Dates

- Achievement Level Description (ALD) Panel:
April 28–May 1, 2015
 - Tallahassee, Florida
- Educator Panel: August 31–September 4, 2015
 - Orlando, Florida
- Reactor Panel: September 10–11, 2015
 - Orlando, Florida
- Public Workshops: September 15-17, 2015
 - Ft. Lauderdale, Orlando, Tallahassee FL
 - Webinar

Achievement Level Descriptions (ALDs)

- Specify what students in each achievement level are expected to know and be able to do
- ALDs are the link between content and achievement standards
- Panelists use the ALDs to develop a mental representation of students at each achievement level
- Panelists set their cut scores at the point where they individually judge that students scoring at and above that level can be accurately described by the ALD for that level.

Educator Panel

- August 31–September 4, 2015
- Over 300 K-12 and postsecondary educator panelists from across Florida – including regional and race/ethnic diversity among the panelists
- Seventeen groups setting standards concurrently
 - Recommending cut scores based primarily on content, though impact and benchmark data is reviewed after the first two rounds of judgments
- Four rounds of standard setting
 - Educators were given multiple chances to evaluate potential cut scores and make changes based on content, impact data, and discussion.

Reactor Panel

- September 10–11, 2015
- Two-day meeting composed of
 - community/education organization leaders
 - state university leaders
 - business leaders
 - school board members
 - superintendents
- Review educator panel recommended cut scores and impact data
- Two rounds of judgment
- 16 panelists

Public Feedback and Recommendations

- Three public workshops were held to solicit public input on the cut scores recommended by the educator and reactor panels.
 - Ft. Lauderdale – 9/15; Orlando – 9/16; Tallahassee – 9/17
- The Tallahassee workshop was also provided as a webinar so that stakeholders from across the state could watch and listen.
- All feedback will be considered in the recommendations.
- These recommendations will be provided to the Legislature for their review and the State Board of Education for action.

State Board of Education

- Draft rule including the new FSA Achievement Level cut scores will be presented to the State Board of Education for adoption in December.
- The State Board will review
 - Educator Panel recommendations
 - Reactor Panel recommendations
 - Public input
 - Commissioner's recommendations
- The State Board will adopt new Achievement Level cut scores for the FSA.



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CPALMS

Electronic Performance Support System For Florida's Educators

Utilizing the Power of Technology to Drive Improved Instruction and Student Achievement



Moving Forward

New CPALMS

- Database system
- Development of system tools built with the standards as the foundation supporting:
 - Course Description
 - Course Description Submission Process
 - Course Code Directory
 - Assessment Specifications
- Formative Assessments
- Teacher Resources
- Professional Development Modules
- Student Support System

Connected tools built in the same system that include search engines

Prior to CPALMS

- PDF files
- Flat files
- US Mail and pass around manila files
- Hardcopy publications
- No easily accessible teacher resources
- Student tutorial system separate from standards support system

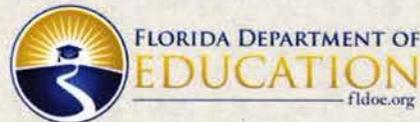
Unconnected documents built using different systems.



Accessing CPALMS through FLDOE's Single Sign-on System

- Visit a Teacher Toolkit
- Visit the Course Description for Economics with Financial Literacy
- Visit Professional Development Modules
- Visit the Student Resources

<http://fldoe.org/>





Questions



NEXT GENERATION SUNSHINE STATE STANDARDS FOR SOCIAL STUDIES ADDITION OF FINANCIAL LITERACY STRAND

HISTORY

Next Generation Sunshine State Standards (NGSSS) for Social Studies were approved by the State Board of Education in December 2008. These standards included content aligned with the following strands: American History, Geography, Economics, Civics and Government, World History and Humanities. Psychology and Sociology strands were adopted in 2013. The addition of a Financial Literacy strand was required by legislation passed in 2013 amending s. 1003.41, F.S.

Standards Revision Process:

National and state standards were considered to meet the requirements of s. 1003.41, F.S., Required instruction. The National Standards for Financial Literacy, as developed by the Council for Economic Education (CEE), were chosen to be reviewed by a committee of renowned experts, also as required by s. 1003.41, F.S.

A committee of six reviewers with expertise in the area of economics and finance was chosen with attention to level of experience as well as geographic, ethnic and gender diversity. The committee members were asked to review the CEE National Standards for Financial Literacy in November and December 2013 and state whether or not they were appropriate to be added to Florida's NGSSS for Social Studies, comprising the Financial Literacy strand. The committee members felt that the CEE National Standards for Financial Literacy were appropriate to be adopted as part of the Next Generation Sunshine State Standards for Social Studies with just minor adjustments.

An online public comment period was held from January 31 – March 3, 2014, for interested parties to review the proposed standards. A memo was sent to all school district superintendents announcing this public comment period on January 31, 2014. In addition, an email was sent to all district social studies supervisors asking them to pass the information on as appropriate. There were 232 responses to the survey and 102 text-based comments. Revisions were made internally to include verbs in each standard that would allow it to be measurable. This version, along with a summary of the comments from the survey, was sent to the original committee members on March 4, 2014. They were asked to review the revision and comment on its appropriateness.

Adoption

The Financial Literacy strand of the NGSSS for Social Studies were adopted for grades four, eight and 9-12 by the State Board of Education in June 2014. The Financial Literacy strand contains six standards: Earning Income, Buying Goods and Services, Saving, Financial Investing, and Protecting and Insuring. **Students entering 9th grade in 2013-14 are required to complete the Economics with Financial Literacy course which contains this content.**

Financial Literacy Course

Economics with Financial Literacy and Economics with Financial Literacy Honors are part of the 2015-2016 Course Code Directory.