

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Appropriations

**BILL:** CS/SB 980

**INTRODUCER:** Education Committee and Senator Flores

**SUBJECT:** Educational Personnel Evaluations

**DATE:** April 21, 2013                      **REVISED:** \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	Klebacha	ED	<b>Fav/CS</b>
2.	Armstrong	Elwell	AED	<b>Fav/CS</b>
3.	Elwell	Hansen	AP	<b>Pre-meeting</b>
4.				
5.				
6.				

**Please see Section VIII. for Additional Information:**

- |                              |                                     |   |
|------------------------------|-------------------------------------|---|
| A. COMMITTEE SUBSTITUTE..... | <input checked="" type="checkbox"/> | Statement of Substantial Changes        |
| B. AMENDMENTS.....           | <input type="checkbox"/>            | Technical amendments were recommended   |
|                              | <input type="checkbox"/>            | Amendments were recommended             |
|                              | <input type="checkbox"/>            | Significant amendments were recommended |

**I. Summary:**

CS/SB 980 revises the criteria for the performance evaluation of classroom teachers and instructional personnel. The student learning growth portion of a classroom teacher's evaluation must only be based on the performance of students assigned to the teacher in the subjects taught by him or her. For instructional personnel, the student learning growth portion of the evaluation is based on performance data that reflects their actual contributions to the performance of students actually assigned to their areas of responsibility.

The bill has no fiscal impact on state appropriations.

The bill is effective July 1, 2013.

This bill creates an undesignated section of law.

## II. Present Situation:

Florida's educator evaluation system differentiates among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing;<sup>1</sup> and unsatisfactory.<sup>2</sup>

### Evaluation Criteria

The Department of Education must approve each school district's instructional personnel and school administrator performance evaluation system.<sup>3</sup> Components of the performance evaluation system are divided into three parts: performance of students, instructional practice or leadership, (for instructional or administrative personnel, respectively), and professional responsibilities.<sup>4</sup> The Commissioner of Education is required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.<sup>5</sup>

At least fifty percent of the evaluation for classroom teachers<sup>6</sup> and other instructional personnel are based on student performance for students assigned to them over a 3-year period.<sup>7</sup> For other instructional personnel,<sup>8</sup> a school district may include specific job-performance expectations related to student support and use student learning growth data and other measurable student outcomes specific to the individual's assignment, as long as the student learning growth accounts for at least 30 percent of the evaluation.<sup>9</sup> The remainder of the evaluation must be based on the Florida Educator Accomplished Practices and professional responsibilities.<sup>10</sup>

At least fifty percent of a school administrator's evaluation is based on student performance over a 3-year period.<sup>11</sup> The remainder of the evaluation is based on indicators that include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.<sup>12</sup>

If less than 3 years of student learning growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student learning growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.<sup>13</sup>

<sup>1</sup> Section 1012.34(3)(a), F.S., requires newly hired teachers to be evaluated at least twice in the first year of teaching.

<sup>2</sup> s. 1012.34(2), F.S.

<sup>3</sup> s. 1012.34(1)(b), F.S.

<sup>4</sup> s. 1012.34(3)(a), F.S.

<sup>5</sup> s. 1012.34(2)(e), F.S.

<sup>6</sup> See s. 1012.01(2)(a), F.S., excluding substitute teachers.

<sup>7</sup> s. 1012.34(3)(a), F.S.

<sup>8</sup> See s. 1012.01(2)(b)-(e), F.S., which includes student personnel services, librarians and media specialists, other instructional staff, such as learning resource specialists, instructional trainers, and adjunct educators, and education paraprofessionals.

<sup>9</sup> s. 1012.34(3)(a)1.b., F.S.

<sup>10</sup> s. 1012.34(3)(a)2. and 4., F.S.

<sup>11</sup> s. 1012.34(3)(a)1.c., F.S.

<sup>12</sup> s. 1012.34(3)(a)3. and 4., F.S.

<sup>13</sup> s. 1012.34(3)(a)1., F.S.

## Assessments

School districts are required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year.<sup>14</sup> School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed.<sup>15</sup> Additionally, districts are permitted to request alternatives to the growth measure, if justified, through the evaluation approval process.<sup>16</sup>

The law requires school districts, beginning with the 2014-2015 school year, to administer local assessments that measure student mastery of the content.<sup>17</sup> The school district can use statewide assessments, other standardized assessments, including nationally recognized standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.<sup>18</sup>

A district that has not implemented an assessment for a course or has not adopted a comparable measure of student learning growth has the discretion to use two alternative growth measures for a classroom teacher who teaches the course: student learning growth on statewide assessments or student learning growth based on measurable learning targets in the school improvement plan.<sup>19</sup> Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.<sup>20</sup>

## Pay

Current law provides for a new performance pay salary schedule that requires a base salary schedule with salary increases for a highly effective or effective teacher or school administrator, as determined by his or her evaluation.<sup>21</sup> The law also requires a district school board to adopt a grandfathered salary schedule or salary schedules for use as the basis for paying all school employees hired before July 1, 2014.<sup>22</sup>

### III. Effect of Proposed Changes:

#### Performance Evaluations

The bill revises the criteria for evaluating classroom teachers and instructional personnel for purposes of the performance pay schedule in s. 1012.22, F.S. The Department of Education, through the performance evaluation system approval process would ensure that the provisions of the bill are implemented.

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<sup>14</sup> s. 1012.34(7)(b), F.S.

<sup>15</sup> *Id.*

<sup>16</sup> s. 1012.34(7)(c) and (d), F.S. The DOE approves each school district's instructional personnel and school administrator performance evaluation system

<sup>17</sup> s. 1008.22(8), F.S.

<sup>18</sup> s. 1008.22(8)(b), F.S.

<sup>19</sup> s. 1012.34(7)(d) and (e), F.S.

<sup>20</sup> s. 1012.34(7)(e), F.S.

<sup>21</sup> s. 1012.22(1)(c)4. and 5., F.S.

<sup>22</sup> *Id.*

The student learning growth portion of a classroom teacher's evaluation must only be based on the performance of students assigned to the teacher in the subjects taught by him or her. A student achievement measure may be used rather than student learning growth, if student learning growth cannot be measured. The remaining portion of the evaluation would be based on instructional practice and job responsibilities that are determined by the district and part of the state approved evaluation system.

For instructional personnel, the student learning growth portion of the evaluation is based on performance data that reflects their actual contributions to the performance of students assigned to their areas of responsibility, as defined in the district-developed or district-selected assessments that are a part of the state approved evaluation system. The remaining portion of their evaluation is based on instructional practice and professional and job responsibilities that are determined by the district and part of the state approved evaluation system.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Additional Information:**

- A. **Committee Substitute – Statement of Substantial Changes:**  
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

**CS by Education on March 18, 2013:**

The committee substitute:

- Removes the provision that allows a school district to reduce the percentage of the performance evaluation of classroom teachers and other instructional personnel which is based on student performance, if the school district uses multiple measures of instructional practice.

- B. **Amendments:**

None.