

690-100AXA-38

Bill No. CS/HB 751 & others

Amendment No. 9A (for drafter's use only)

	<u>Senate</u>	CHAMBER ACTION	<u>House</u>
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ORIGINAL STAMP BELOW

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Representative(s) Diaz de la Portilla, Melvin, Alexander, and Farkas offered the following:

Amendment

On page 42, line 16 of the bill

insert:

(d) Assessments shall be designed to protect the integrity of the data and prevent score inflation.

(e) The assessment system shall use measures of student learning to determine student, classroom, school, and district statistical distributions.

(f) These distributions shall be determined using available data from the FCAT, and other data collection as deemed appropriate by the Department of Education, to measure the differences in student prior year achievement against the current year achievement or lack thereof, such that the effects of instruction to a student by a teacher, school, and school district may be estimated on a per student and constant basis.

(g) To the extent possible, these distributions shall

1 be able to be expressed in linear scales such that the effects
2 of ceiling and floor dispersions are minimized.

3 (h) The statistical system shall provide for an
4 approach which provides for best linear unbiased prediction
5 for the teacher, school, and school district effects on pupil
6 progress. These estimates should adequately be able to
7 determine effects of and compare teachers who teach multiple
8 subjects to the same groups of students, and team teaching
9 situations where teachers teach a single subject to multiple
10 groups of students, or other teaching situations as
11 appropriate.

12 1. The department, in consultation with the Office of
13 Program Policy Analysis and Government Accountability, and
14 other sources as appropriate, shall use recognized approaches
15 to statistical variance and estimating random effects.

16 2. The approach used by the department shall be
17 approved by the State Board of Education before implementation
18 for pupil progression assessment.

19 (i) The assessment system must provide diagnostic
20 information on appropriate measures of student learning gains
21 at the student, classroom, school, and district levels to
22 isolate various subpopulations based on previous achievement
23 levels in order to provide diagnostic information for
24 teachers, principals, administrators, and other appropriate
25 persons.

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27 (Redesignate subsequent paragraphs)
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