

## FELE Standard Setting Methodology

FAPEL Spring Meeting  
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## Florida Educational Leadership Examination (FELE)

- FELE 3.0 consists of three subtests:
  - FELE Subtests 1: Leadership for Student Learning (approximately 70 multiple-choice (MC) items)
  - FELE Subtests 2: Organizational Development (approximately 70 MC items)
  - FELE Subtest 3: Systems Leadership (approximately 55 MC items and an essay)
    - MC and essay scores are combined to obtain a composite score
    - MC and essay sections are weighted 70% and 30% respectively
- Candidates must pass each subtest

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## FELE Standard Setting Meeting

- Meetings will be held in Orlando
- March 31<sup>st</sup> to April 3<sup>rd</sup>, 2014
  - FELE subtest 1 – March 31<sup>st</sup>
  - FELE subtest 2 – April 1<sup>st</sup>
  - FELE subtest 3 – April 2<sup>nd</sup> and 3<sup>rd</sup>
    - MC + Essay (Composite score)
  - Flexible Subject Matter Expert (SME) participation
    - FELE 1 & FELE 2, or FELE 3 (2 days each)
    - All 3 subtests (4 days)

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## Subject Matter Expert Selection

- The Department recruits highly qualified Subject Matter Experts (SMEs) for standard setting meetings appropriately representing the Florida's demographic groups (gender and ethnicity), geography (north, central, south), and professional positions (faculty, school and district educators/administrators).

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## What is Standard Setting?

- In general, standard setting is a process of determining a cut score, or threshold, for assessments.
- SMEs recommend a DEFENSIBLE cut score for the test.
- The State Board of Education makes the final decision.

## FTCE/FELE Standard-Setting Process

- Standard setting is necessary whenever any of the following occur:
  - New generation test
  - Curriculum updates
  - Test construction guidelines change
  - Changes occur in the level of performance needed for beginning educators
    - Establish a threshold for identifying examinees who have the knowledge needed to be a beginning effective educator

## The Goal of Setting a Passing Score

- We need to:
  - ensure that qualified Beginning Effective School Administrator Candidates (BESAC) pass; and
  - ensure that unqualified candidates do not pass.
- The big question is:
  - How much is enough for a qualified BESAC?

## FELE 3.0 Target Candidate

The beginning effective school administrator candidate (BESAC) understands a core of research on instructional strategies and behaviors, leadership, decision-making models, and state approved academic and accountability standards so that the administrator will have a *high probability of positively impacting* student achievement, faculty development, school management, and the development of professional and ethical behaviors.

## Standard-Setting Process

### Modified Angoff Method

#### Conducted in 4 Steps:

Step 1: SMEs take the new test form aligned to the State Board of Education (SBE)-approved competencies and skills

## Item-Based Rating Procedures (Two Rounds)

Steps 2 & 3: SMEs make 2 rounds of judgments on every test item.

- SMEs consider the knowledge and skills that BESACs should be able to demonstrate.
  - **Given the knowledge and skills required in this question, what percentage of beginning effective school administrator candidates would get this item correct?**
- Provide an item-level rating for each test item
  - Items are rated independently
- Using these independent ratings, median passing scores were calculated for each round.



## Item-Based Rating Procedures for Multiple-Choice items

Imagine a hypothetical group of examinees who are just at the level of knowledge and skills required to be beginning effective school administrator candidates.

What percentage of this group would answer the item correctly?

0% - 10% = 1

11% - 20% = 2

21% - 30% = 3

31% - 40% = 4

41% - 50% = 5

51% - 60% = 6

61% - 70% = 7

71% - 80% = 8

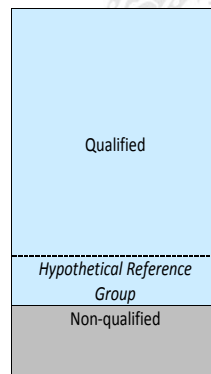
81% - 90% = 9

91% - 100% = 10

## Hypothetical Reference Group

ENTRY-LEVEL

LEADERSHIP CANDIDATES



## Subtest-Level Passing Score Judgment Procedures

### Step 4: Passing Score Recommendation

- Review and consider the data in Round 2 passing score summary and impact analysis reports.
- Consider the purpose of the FELE program, the test blueprint, and the test items.
- Consider the requirements for an examinee who is just at the level of knowledge and skills required to be a beginning effective school administrator.
- Recommend the minimum number of multiple-choice items on the test that should be answered correctly to receive a passing score.

## Constructed-Response Item-Based Judgments (FELE 3 only)

- Provide a score that represents the level of response that would be achieved by the BESAC
- SMEs judge the overall effectiveness of each response while focusing on a set of performance characteristics
- Item booklet includes:
  - Performance characteristics
  - Score scale
  - Sample responses at each score level

## Constructed-Response Item-Based Judgments (FELE 3 only)

Imagine a hypothetical individual who is just at the level of knowledge and skills required to perform effectively as a beginning effective school administrator.

What score represents the level of response that would be achieved by this individual considering the score range of 1 to 6?

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## FELE 3 Subtest Level Passing Score Final Recommendation

Imagine a hypothetical examinee who is just at the level of knowledge and skills required to be a beginning effective school administrator:

What is the minimum number of multiple-choice items on the test that would be answered correctly by this individual to receive a passing score?

What constructed-response score represents the level of response that would be achieved by this individual?

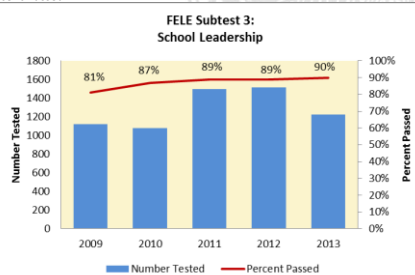
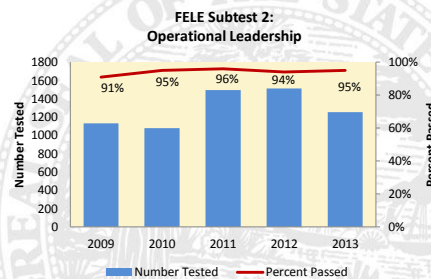
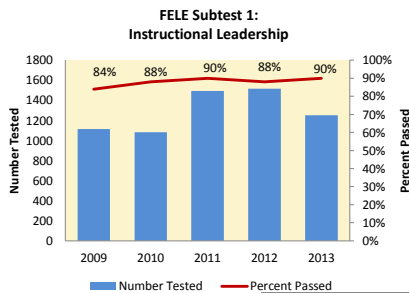
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## Test Level Committee Recommendations

- The Office of Assessment will analyze the committee recommendations considering:
  - pass rates,
  - test form difficulty,
  - subgroup performance, and
  - potential impacts on certification needs.
- Using the appropriate measurement and psychometric guidelines, if needed, adjustment will be made and final recommendations will be taken to the State Board of Education for review and approval (*September 2014*).

## Historical Examinee Pass Rates By Subtest (First-Time Examinees 2009-2013)



## Longitudinal Administrations and Pass Rates

| Subtests                                       | Year                     | 2009          |                 | 2010          |                 | 2011          |                 | 2012          |                 | 2013          |                 |
|--|--------------------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
|  |                          | Number Tested | Percent Passing | Number Tested | Percent Passing | Number Tested | Percent Passing | Number Tested | Percent Passing | Number Tested | Percent Passing |
| FELE Subtest 1:<br>Instructional<br>Leadership | First-Time<br>Examinees  | 1,113         | 84%             | 1,081         | 88%             | 1,493         | 90%             | 1,515         | 88%             | 1,251         | 90%             |
|  | Total<br>Administrations | 1,537         | 76%             | 1,305         | 82%             | 1,725         | 85%             | 1,778         | 84%             | 1,452         | 87%             |
| FELE Subtest 2:<br>Operational<br>Leadership   | First-Time<br>Examinees  | 1,131         | 91%             | 1,079         | 95%             | 1,496         | 96%             | 1,512         | 94%             | 1,252         | 95%             |
|  | Total<br>Administrations | 1,442         | 87%             | 1,180         | 92%             | 1,600         | 94%             | 1,641         | 92%             | 1,352         | 93%             |
| FELE Subtest 3:<br>School<br>Leadership        | First-Time<br>Examinees  | 1,120         | 81%             | 1,079         | 87%             | 1,495         | 89%             | 1,512         | 89%             | 1,226         | 90%             |
|  | Total<br>Administrations | 1,551         | 75%             | 1,281         | 82%             | 1,736         | 85%             | 1,760         | 85%             | 1,400         | 86%             |
| Totals   | First-Time<br>Examinees  | 3,364         | 85%             | 3,239         | 90%             | 4,484         | 92%             | 4,539         | 90%             | 3,729         | 92%             |
|  | Total<br>Administrations | 4,530         | 79%             | 3,766         | 85%             | 5,061         | 88%             | 5,179         | 87%             | 4,204         | 88%             |

Note: 2013 counts are based on administrations from January to August 2013.

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Questions or Comments?

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