

**Bethune-Cookman University**  
**School of Education**  
**Display of Annual**  
**Reporting Measures 4.2 CAEP Accountability Measure**  
**Measure 1 Part 2 – Impact on P-12**  
**Learning and Development**  
**CAEP 2021-2022**  
**Appendix 4-2**



## Measure 1: Impact on P-12 Learning and Development

Performance Evaluation Overview <https://www.fldoe.org/teaching/performance-evaluation/>

### Overview

Pursuant to [section 1012.34, Florida Statutes \(F.S.\)](#), each district school superintendent must establish procedures for evaluating the performance of all instructional, administrative, and supervisory personnel employed by the school district, in order to increase student academic performance by improving the quality of services in Florida's public schools. In support of this purpose:

- District evaluation systems must be based upon sound educational principles and contemporary research in effective educational practices and must support continuous improvement of effective instruction and student learning growth.
- A performance evaluation must be conducted for each instructional employee and school administrator at least once a year, except that newly hired classroom teachers must be observed and evaluated at least twice in their first year of teaching in the district.
- Each evaluation must include indicators of student performance; instructional practice (for instructional personnel) or instructional leadership (for school administrators); and any other indicators of performance, if applicable.
- The student performance component for instructional personnel and school administrators must be based on growth or achievement data of the students assigned to their classrooms or schools, as appropriate, over the course of at least three years. If less than three years of data are available, the years for which data are available must be used.
- Evaluation systems must differentiate among the following four levels of performance: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment, developing; and unsatisfactory.



## Approved District Evaluation Systems

The Florida Department of Education reviews and approves each school district's instructional personnel and school administrator evaluation systems and any substantial revisions subsequent to initial approval. Use the links below to access the list of department-approved evaluation systems and their approval dates.

- [School Administrator Evaluation Systems](#)
- [Instructional Personnel Evaluation Systems](#)

## District Evaluation Ratings

In accordance with section 1012.34(1)(c), F.S., each school district's performance evaluation results for the prior school year are published on the department's website annually. Use the links below to access the most recent available results or archived results from past years.

\*21-22 Not posted on the FDOE website as of April 30, 2023.

[2021-22 District Educator Evaluation Ratings](#) (Excel)

[Archived Prior Year District Educator Evaluation Results](#)

## Florida's Value-Added Models (VAM)

Section 1012.34, F.S., requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator's students. The law allows the commissioner to select a statewide model that is based on learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom using a measure that is consistent across districts. There are a number of ways to measure learning growth. The

Student Growth Implementation Committee recommended and the Commissioner of Education approved using a value-added model (VAM) to measure learning growth for purposes of teacher evaluation, in part because of the model's capacity to reflect an individual educator's contribution to that learning growth. VAM results, along with the other components in districts' personnel evaluation systems, provide a tool for districts to more accurately evaluate teacher and principal performance. *Use of the VAM data as part of the performance of student's component in a teacher's evaluation is optional, and is a local district decision.*

For questions regarding VAM calculations, please email [VAM@fldoe.org](mailto:VAM@fldoe.org). For specific questions about a district's evaluation system(s), please contact the school district directly.

[2022-23 VAM Calendar](#) (PDF)

[Additional VAM information](#)

## Florida's Value-Added Models (VAM) Frequently Asked Questions

### Why is the Florida Department of Education (FDOE) releasing individual VAM data to the press?

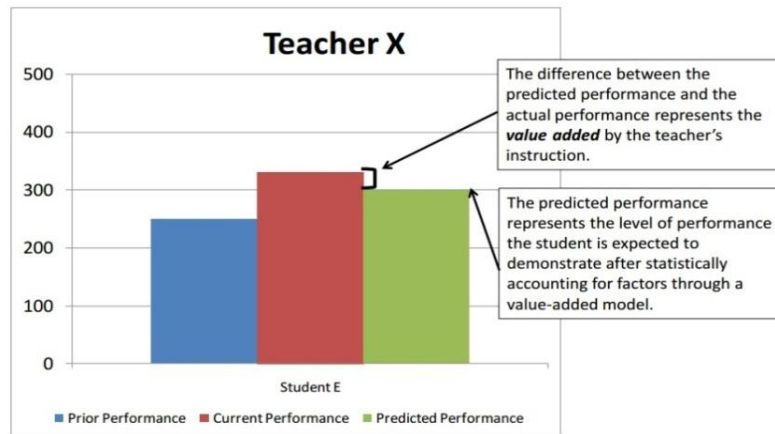
Due to a recent court ruling (<http://opinions.1dca.org/written/opinions2013/11-12-2013/13-1376.pdf>), the FDOE is required to release VAM data for teachers in the 2011-2012 and the 2012-13 school years in response to public records requests. In the past, the FDOE has released state, district and school-level data, but did not believe under the law that individual teacher VAM data used in current teacher evaluations should be made public. The Florida Education Association joined the FDOE in the legal effort to protect the exemption of individual teacher evaluation data. However, the ruling on November 12, 2013, makes it clear that individual teacher VAM data is not exempt from public record. The FDOE is providing these data to those requesting it, but is not posting individual teacher evaluation data on the FDOE website.

### What are Florida's Value-Added Models (VAM)?

Value-added models in general are used to measure a specific impact or influence on a performance outcome. Value-added models are used often in the areas of health care, education and economics, for example.

In Florida, our value-added models are used to measure the contribution of a teacher or school on student learning. Our value-added models do this by measuring the difference in student performance on a statewide assessment from one year to the next, and then accounting for other factors that show impact on the learning process. The factors are specific student, classroom and school characteristics that are shown to impact student learning. Florida's value-added models for FCAT and Grade 9 Algebra I were developed and recommended by the Student Growth Implementation Committee and approved by the Commissioner of Education. For more information about the Student Growth Implementation Committee, please visit <https://www.fldoe.org/committees/sg.asp>. For information on the factors included in the model, please visit <http://www.fldoe.org/committees/doc/Value-Added-Model-White-Paper.doc>.

## Value-Added Example



### What does a VAM score mean?

The amount of the teacher's contribution to student learning is provided through a *value-added score*. Using the developmental scale of the assessment, the teacher's value-added score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the factors accounted for in the model. For example, if a teacher's value-added score is 10, that means students taught by that teacher, on average, demonstrated learning growth of 10 points on the developmental scale higher than expected for similar students in the state. In this instance, "similar" means students that share the same student, classroom and school characteristics accounted for in the model. A score of 0 (zero) reflects average or typical performance.

Value-added models can produce results in addition to the VAM score, which a district may choose to use in its personnel evaluation system. A second result from the model is the "Aggregate VAM Score." Using the average yearly growth on FCAT by students statewide in each grade and subject, the Aggregate VAM Score displays the VAM score as a proportion of that average growth. Displaying a VAM result in this manner can provide context to the number, because it represents a percentage above or below the average student growth for the year. For teachers who teach more than one grade level or subject assessed by the FCAT, the Aggregate VAM Score also combines a teacher's results from grades and subjects taught. For example, an Aggregate VAM Score of +0.25 would mean that, on average, the teacher's students scored 25 percent above the state average growth for that grade and subject. Conversely, an Aggregate VAM Score of -.10 would mean that, on average, the teacher's students scored 10 percent below the state average growth for that grade and subject.

Lastly, there are two other results from the model that are requested and used in some school districts. There is the number and percent of students in each teacher's class who met or exceeded their expected score (in the example above, the red bar being higher than the green bar would yield a "yes, met or exceeded"). And, there is a VAM result provided for teachers of courses not primarily associated with FCAT and whose students took the FCAT that is based on the results of that teacher's students from the FCAT model.

### Is the VAM score a teacher's entire evaluation?

No. Student performance data is one part of a multi-faceted teacher evaluation system. Florida school districts must consider multiple sources of data and include indicators of performance in instructional practice. For more information on all the components that are included in personnel evaluations, please visit <http://www.fldoe.org/profdev/pdf/OverviewFloridasTeacherEvaluationSystem.pdf>.

### Why do we have VAM?

Section 1012.34, F.S., requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator's students. The law places a premium on using learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom. There are a number of ways to measure learning growth. The Student Growth Implementation Committee recommended and the Commissioner of Education approved using a value-added model (VAM) to measure learning growth for purposes of teacher evaluation, in part because of the model's capacity to reflect an individual educator's contribution to that learning growth. VAM results, along with the other components in districts' personnel evaluation systems, provide a tool for districts to more accurately evaluate teacher and principal performance.

### **Is VAM required to be used as a part of a teacher's evaluation?**

Whether or not VAM is a required component of a specific teacher's evaluation depends on the courses taught by the teacher. Section 1012.34(7)(b), Florida Statutes, requires districts to measure student learning growth using the formula approved by the Commissioner for courses associated with the statewide assessments. The Commissioner has approved formulas for courses associated with FCAT 2.0 and grade 9 Algebra I. For courses not associated with statewide assessments, districts determine how their local assessment data is used for teacher evaluation purposes.

### **How many teachers will have VAM data?**

Only some teachers will have VAM results. This is because the models adopted use data from FCAT and Grade 9 Algebra I statewide assessments. For teachers of courses other than those associated with FCAT and Grade 9 Algebra I, districts select other assessment data to include in evaluations. To view each district's teacher and principal evaluation systems, please visit <http://www.fldoe.org/profdev/adpes.asp>.

For specific questions about a particular district's evaluation system, please contact the school district directly.