



VAM and Evaluation Results

“We will not evaluate ourselves to greatness but we need evaluation to help coach and support teachers to greatness.”

-Commissioner Pam Stewart

Our goal is not, and must not be, evaluation for evaluation's sake. Our goal must be evaluation for the purpose of growth – for providing educators with honest and actionable information that supports their continued professional learning for the purpose of improved teaching and improved learning for all students.

Purpose of the Call

- Share new educator evaluation data being made available to your district via sharefile.
- Offer ideas for how to use this data to support continuous learning.
- Answer questions you may have about red/green sheets.

Red/Green Sheets

- Beginning in 2013-14. DOE began providing “red/green” sheets to districts and principals
- These are designed to help with informing teaching assignments, professional development, and refinement of local evaluation systems

VAM Data Are Only One Measure of Teacher Effectiveness

- VAM is not necessarily expected to be aligned with the final performance rating.
- However, Instructional Practice and Student Performance, as measured by VAM, are related conceptually.
- If they are providing different results for the same teacher, districts should explore the reasons, and determine if they need to take action.
 - Data reporting errors?
 - Lack of fidelity to the IPS framework?
 - Other explanations?



VAM FSA 3 Year Aggregate READ Score	VAM FSA 3 Year Aggregate Standard Error	VAM FSA 3 Year Aggregate MATH Score	VAM FSA 3 Year Aggregate Standard Error	VAM FSA 3 Year Aggregate COMBINED N	VAM FSA 3 Year Aggregate COMBINED Score	VAM FSA 3 Year Aggregate COMBINED Standard Error	95% Confidence Interval Lower Limit	68% Confidence Interval Lower Limit	68% Confidence Interval Upper Limit	95% Confidence Interval Upper Limit	VAM Classification	Evaluation Rating
0.402	0.121			142	0.402	0.121	0.163	0.281	0.523	0.641	Highly Effective	Highly Effective
		1.575	0.148	201	1.575	0.148	1.283	1.427	1.723	1.867	Highly Effective	Highly Effective
0.583	0.113			130	0.583	0.113	0.359	0.470	0.696	0.807	Highly Effective	Highly Effective
0.448	0.142			121	0.448	0.142	0.167	0.306	0.590	0.729	Highly Effective	Highly Effective
0.283	0.220	1.082	0.182	56	0.968	0.162	0.643	0.805	1.131	1.293	Highly Effective	Highly Effective
		0.161	0.063	243	0.161	0.063	0.037	0.098	0.224	0.285	Highly Effective	Highly Effective
0.826	0.176	0.965	0.318	52	0.901	0.195	0.509	0.705	1.097	1.293	Highly Effective	Effective
0.896	0.465			101	0.896	0.465	-0.027	0.431	1.361	1.819	Effective	Highly Effective
-0.064	0.396			43	-0.064	0.396	-0.863	-0.462	0.334	0.735	Effective	Highly Effective
0.230	0.127			233	0.230	0.127	-0.020	0.103	0.357	0.480	Effective	Highly Effective
0.334	0.291			69	0.334	0.291	-0.247	0.042	0.626	0.915	Effective	Highly Effective
-0.061	0.187	0.177	0.169	24	0.058	0.151	-0.254	-0.095	0.211	0.370	Effective	Highly Effective
0.018	0.131	0.427	0.224	59	0.226	0.158	-0.090	0.068	0.384	0.542	Effective	Highly Effective
0.452	0.142	-0.297	0.128	40	0.078	0.117	-0.159	-0.040	0.196	0.315	Effective	Highly Effective
0.257	0.190			59	0.257	0.190	-0.123	0.066	0.448	0.637	Effective	Highly Effective
		0.124	0.089	110	0.124	0.089	-0.052	0.035	0.213	0.300	Effective	Highly Effective
0.209	0.159			87	0.209	0.159	-0.107	0.050	0.368	0.525	Effective	Highly Effective
0.090	0.141			109	0.090	0.141	-0.189	-0.051	0.231	0.369	Effective	Highly Effective
0.312	0.159			212	0.312	0.159	-0.001	0.153	0.471	0.625	Effective	Highly Effective
-0.067	0.117	-0.021	0.087	112	-0.035	0.077	-0.188	-0.112	0.042	0.118	Effective	Effective
0.441	0.559			54	0.441	0.559	-0.680	-0.120	1.002	1.562	Effective	Effective
		0.118	0.263	48	0.118	0.263	-0.411	-0.146	0.382	0.647	Effective	Effective
		-0.085	0.123	262	-0.085	0.123	-0.327	-0.208	0.038	0.157	Effective	Effective
0.211	0.244			88	0.211	0.244	-0.274	-0.033	0.455	0.696	Effective	Effective
-0.187	0.126	-0.172	0.180	82	-0.179	0.122	-0.422	-0.301	-0.057	0.064	Needs Improvement	Highly Effective
-0.474	0.129	0.010	0.225	65	-0.236	0.154	-0.544	-0.390	-0.082	0.072	Needs Improvement	Highly Effective
-0.374	0.207	0.612	0.555	36	-0.264	0.194	-0.658	-0.460	-0.068	0.130	Needs Improvement	Highly Effective
-0.164	0.181	-0.433	0.149	209	-0.228	0.145	-0.514	-0.373	-0.083	0.058	Needs Improvement	Effective
-0.208	0.152	-0.180	0.144	44	-0.194	0.121	-0.438	-0.316	-0.072	0.050	Needs Improvement	Effective
0.033	0.097	-0.244	0.092	121	-0.107	0.077	-0.259	-0.184	-0.030	0.045	Needs Improvement	Effective
-0.483	0.240			48	-0.483	0.240	-0.966	-0.724	-0.242	0.000	Needs Improvement	Effective
		-0.308	0.061	262	-0.308	0.061	-0.428	-0.369	-0.247	-0.188	Unsatisfactory	Highly Effective
-0.296	0.131	-0.802	0.222	60	-0.549	0.156	-0.861	-0.705	-0.393	-0.237	Unsatisfactory	Highly Effective
-0.519	0.196			163	-0.519	0.196	-0.906	-0.715	-0.323	-0.132	Unsatisfactory	Effective
-0.367	0.139			155	-0.367	0.139	-0.642	-0.506	-0.228	-0.092	Unsatisfactory	Effective
-0.418	0.136			42	-0.418	0.136	-0.693	-0.555	-0.281	-0.143	Unsatisfactory	Needs Improvement

Demographic Information and School Characteristics

District_Name	School Name	Title 1 School?	Minority Rate	Percent of Students on Free and Reduced Lunch	School Grade	Teacher First Name	Teacher Last Name
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VAM Scores and Standard Errors

VAM FSA 3 Year Aggregate READ Score	VAM FSA 3 Year Aggregate READ Standard Error	VAM FSA 3 Year Aggregate MATH Score	VAM FSA 3 Year Aggregate MATH Standard Error	VAM FSA 3 Year Aggregate COMBINED N	VAM FSA 3 Year Aggregate COMBINED Score	VAM FSA 3 Year Aggregate COMBINED Standard Error
0.621	0.120			318	0.621	0.120
-0.332	0.146	0.130	0.280	25	-0.129	0.188
		-0.151	0.128	110	-0.151	0.128
-0.498	0.108	-1.351	0.188	105	-0.888	0.122

Confidence Intervals and Classification

95% Confidence Interval Lower Limit	68% Confidence Interval Lower Limit	68% Confidence Interval Upper Limit	95% Confidence Interval Upper Limit	VAM Classification	Evaluation Rating
0.385	0.501	0.741	0.857	Highly Effective	Highly Effective
-0.517	-0.320	0.062	0.259	Effective	Highly Effective
-0.405	-0.279	-0.023	0.103	Needs Improvement	Highly Effective
-1.130	-1.010	-0.766	-0.646	Unsatisfactory	Highly Effective

Potential Leverage Points

- Identify teachers who may be able to share best practices with their peers that lead to higher-than-expected student-level outcomes
- Identify themes present in classrooms of HE and U teachers.

What do we know about teachers whose impact on student learning is statistically significant?

- Positive

- Negative

Potential Leverage Points

- Make data-informed decisions about teaching assignments
- Review differences between VAM score classification and final evaluation among teachers in your district

A snapshot of teacher impact on student learning at two high schools

N_student s_combin ed	age_vam_ combined	age_vam_ combined	LS_C	US_C	count_unl que_all
94	-1.14889	0.175428	-1.84439	-0.41325	94
251	0.46258	-0.165366	-0.3787	-0.12863	251
24	-0.3322	0.122549	-1.02236	0.125559	24
39	-0.32367	0.283851	-0.88602	0.226475	39
176	-0.31602	0.165887	-0.64115	0.009122	176
214	-0.31142	-0.190947	-0.52225	-0.05024	214
189	-0.28988	0.296341	-0.87012	0.290361	189
142	-0.13866	0.358345	-0.84102	0.563693	142
2	-0.06296	0.63088	-1.29948	1.173567	2
231	-0.03521	0.126857	-0.28385	0.213424	231
327	-0.02612	0.183299	-0.38499	0.332757	327
332	-0.02396	0.120334	-0.25923	0.211302	332
338	0.032548	0.147851	-0.26954	0.310337	338
331	0.022256	0.164893	-0.18334	0.227847	331
300	0.036317	0.127882	-0.21433	0.286966	300
158	0.055853	0.214697	-0.36495	0.476558	158
19	0.059877	0.582737	-1.08229	1.20294	19
15	0.186325	0.540351	-0.87215	1.346322	15
232	0.222102	0.19243	-0.15506	0.599264	232
99	0.230586	0.263321	-0.23867	0.747872	99
89	0.243891	0.289842	-0.3242	0.81198	89
319	0.24636	0.176979	-0.10052	0.593239	319
81	0.284323	0.450351	-0.59837	1.167012	81
258	0.335205	0.133439	0.073666	0.586795	258
85	0.43144	0.327676	-0.2291	1.055389	85
165	0.421551	0.268346	-0.10637	0.94847	165
22	0.518739	0.367303	-0.08358	1.121353	22
87	1.512454	0.246506	1.03164	1.994763	87
125	-1.11185	0.733823	-2.55014	0.326446	125
42	-0.89736	0.812532	-2.58992	0.595203	42
341	-0.89379	0.180131	-1.19483	-0.48472	341
94	-0.89383	-0.386888	-1.4656	-0.37846	94
71	-0.6742	0.152574	-1.36544	0.017364	71
178	-0.5118	0.200341	-0.39883	-0.12945	178
374	-0.48719	0.27557	-0.62731	0.052326	374
19	-0.46387	0.48829	-1.42891	0.487183	19
397	-0.29616	0.167191	-0.62385	0.031539	397
68	-0.22847	0.32374	-0.863	0.406362	68
344	-0.21386	0.114383	-0.43446	0.012746	344
38	-0.2075	0.386631	-0.9653	0.550293	38
258	-0.19386	0.388456	-0.95523	0.567513	258
371	-0.18319	0.180624	-0.53721	0.170834	371
365	-0.13832	0.156647	-0.44535	0.168707	365
56	-0.11336	0.34725	-0.79397	0.56725	56
84	-0.11274	0.346261	-0.79141	0.565333	84
164	-0.08146	0.362712	-0.67281	0.569901	164
328	-0.06336	0.187584	-0.43702	0.298325	328
176	-0.05944	0.188152	-0.21342	0.111325	176
119	0.002383	0.211574	-0.4123	0.417969	119
389	0.030915	0.17319	-0.30854	0.370368	389
171	0.033881	0.267545	-0.37281	0.440769	171
129	0.154567	0.351169	-0.53372	0.842859	129
50	0.252616	0.268992	-0.27257	0.780801	50
381	0.254397	0.198416	-0.1345	0.643293	381
244	0.383834	0.121909	0.044892	0.522776	244
289	0.306411	0.148525	0.015244	0.597578	289
289	0.688267	0.228362	0.224597	1.111936	289
388	1.042394	0.162599	0.721701	1.359388	388

Contact Information

If you have questions or need further assistance with specific examples or situations, contact

- Jason Gaitanis – jason.gaitanis@fldoe.org
- Jason Graham – jason.graham@fldoe.org



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