



Florida's Value-Added Model (VAM)

Presented to the Florida School Board Association

Webinar 1: What is VAM?

Presented by BERDR



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Our Opportunity

- To reposition teacher evaluation as a part of a professional growth system for educators
- To reclaim the powerful potential of VAM to support leaders in making data-driven decisions that support student learning and educator growth



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Goal

Clearly and effectively communicate:

- What VAM is
- Who receives a VAM
- How to use it to inform instructional practice focused on student achievement

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Overview

- **Webinar 1: What is VAM?**
- Webinar 2: Decoding the Student Performance Measures versus VAM
- Webinar 3: VAM: Using Data to Inform Our Practice

Structure of Our Time Together

Today, we will discuss the following:

1. The VAM Video
 - Video and Script
2. Three Types of Data: Raw, Student Level, Aggregate, and District
3. VAM FAQ Sheet

In addition, we will stop throughout the webinar to answer questions. Please know that each slide will present an opportunity to pause for questions.



VAM Video



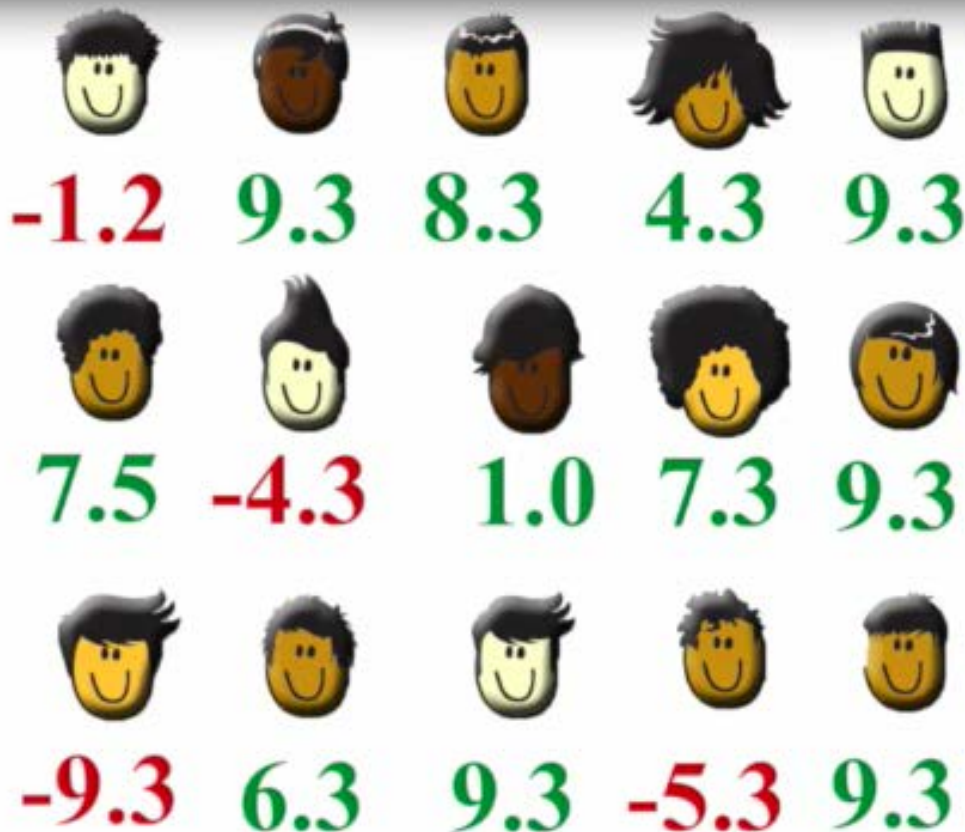
Video can be found at <http://www.fldoe.org/about-us/division-of-educator-quality.shtml> (at the bottom of the page)

Types of Data Available to Districts

- Raw VAM data
- Student level VAM data
- Aggregate
 - ELA
 - Math
 - Combined ELA & Math
- 3-year aggregate



**Mrs. Apple's
VAM Score
=+4.07**



What is the District VAM Score?

- Districts have the power to set performance level standards.
- District evaluation results must allow for a teacher to fall into one of four categories:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement or Developing (NI/D)
 - Unsatisfactory (U)
- Raw vs District



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The following information is provided to assist in understanding VAM, along with equipping you with a response to VAM related questions.

What is VAM?

A value-added model (VAM) measures the impact of your teaching on student learning by accounting for other factors that may impact the learning process. These models do not evaluate teachers based on a single year of student performance or proficiency (status model) or evaluate teachers based on simple comparison of growth from one year to the next (simple growth).

Teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics. VAM levels the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers. It is designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class.

What does a VAM score mean?

Using the developmental scale of the assessment, your value-added score reflects the average amount of learning growth of your 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 (see below) accounted for in the model. A score of 0 (zero) reflects average or typical performance.

What is taken into account when calculating VAM?

There are eight characteristics of a student that are taken into account when calculating VAM:

1. Up to two prior years of achievement scores (the strongest predictor of student growth)
2. The number of subject-relevant courses in which the student is enrolled

3. Students with Disabilities (SWD) status
4. English Language Learner (ELL) status
5. Gifted status
6. Attendance
7. Mobility (number of transitions)
8. Difference from modal age in grade (as an indicator of retention)

There are two characteristics of a classroom taken into account when calculating VAM

1. Class size
2. Homogeneity of student's' entering test scores in the class

How are the characteristics called covariates used in my VAM score?

- Up to two prior years of achievement scores (the strongest predictor of student growth)
 - These are always the scores for the subject from the two prior years. For example, grade 8 math uses grades 6 and 7 state exam math scores as predictors.
- The number of subject-relevant courses in which the student is enrolled
 - Some students are enrolled in multiple courses that, according to the Florida course code directory, are linked to a state test. This variable counts, for each student, the number of courses they are enrolled in that is linked to the state test via the course code directory.
- Students with Disabilities (SWD) status
 - This is a dichotomous variable denoting whether a student receives special education services for a specific disability.
- English Language Learner (ELL) status
 - This is a dichotomous variable denoting whether students are currently enrolled in an English language learner program or not for less than two years.
- Gifted status
 - This is a dichotomous variable denoting if the student is enrolled in a gifted program or not.



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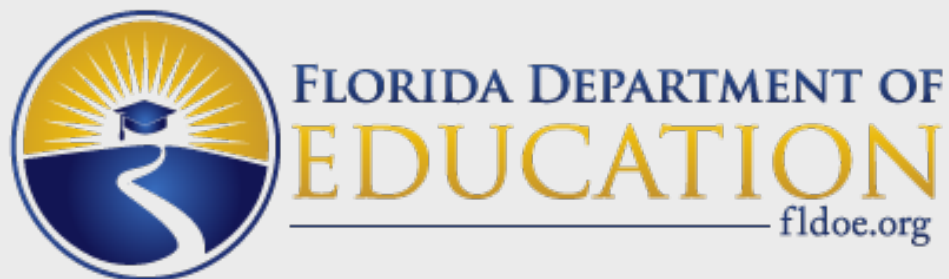
MEMORANDUM

TO: School District Superintendents
FROM: Pam Stewart
DATE: April 29, 2015
SUBJECT: HB 7069 and District Evaluation Systems

As of Tuesday, April 14, 2015, HB 7069 was signed into law by Governor Scott. This bill impacts sections 1008.22 and 1012.34, Florida Statutes. Because it takes effect immediately, modifications to 2014-2015 evaluation systems are allowed but not required.

The following summarizes the key points regarding changes in district evaluations based on HB 7069:

- Districts remain responsible for measuring student performance in all grades and subjects. (s. 1008.22, F.S.)
- Districts are no longer responsible for creating assessments of specific types in courses not measured by statewide standardized assessments. (s. 1008.22, F.S.)
- The Grade Eleven English Language Arts (ELA) state assessment is eliminated. (s. 1008.22, F.S.)
- Instructional evaluations (s. 1012.34, F.S.) require the following components:
 - a. At least 1/3 based on performance of students
 - b. At least 1/3 based on instructional practice
 - c. Allows for the inclusion of other indicators of performance.
- Administrative evaluations (s. 1012.34, F.S.) require the following components:
 - a. At least 1/3 based on performance of students
 - b. At least 1/3 based on instructional leadership
 - c. Allows for the inclusion of other indicators of performance.
- The performance of students component in each teacher's and principal's evaluation must be based on that teacher's or principal's students. (s. 1012.34, F.S.)
- Districts may determine the combination of data included in the performance of students component based on the teacher's teaching assignment. (s. 1012.34, F.S.)
- For courses assessed by the state for which a state growth model has been selected (currently FSA and Algebra I), each district must base the performance of students component on the results of the state growth model. Beginning in 2015-16 the district must also use performance standards adopted into State Board Rule for these courses. (s. 1012.34, F.S.)
- For courses not assessed by the state and courses with statewide assessments without a state-adopted growth model, districts have the flexibility to use all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)



Next Webinar

Decoding the Student Performance
Measures versus VAM



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