**Individual Teacher Value-Added Model (VAM) Rating Report**

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| --- | --- |
| Teacher Name: **«teacher\_name\_full» / «tch\_exp» year(s) experience** | Teacher ID: **«Teacher\_ID»** |
| School Name: **«school\_name»** | School Year: **2017-18** |

**The Purpose of VAM**

Section 1012.34, Florida statutes 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 Department of Education to select a statewide evaluation system that is based on student learning growth. This basis allows educators to be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom while using a measure that is also consistent across districts. Moreover, this statute also requires student performance data, such as Value-Added Model (VAM) rating, comprise at least one-third of a teacher’s overall evaluation.

**The Components of VAM Scores**

A special committee assembled by the Florida Department of Education, consisting of members from various stakeholder levels, decided to use a value-added model to measure learning growth and comply with Section 1012.34 f.s. This approach has the capacity to show an individual teacher’s contribution to learning growth. That decision (now, Administrative Code 6A-5.0411) requires student and classroom characteristics be included in VAM score calculations for ELA and mathematics (non-EOC), including:

* The number of subject-relevant courses in which a student is enrolled,
* At least one (1) and up to two (2) prior years of achievement scores for each student,
* A student’s disabilities,
* A student’s English Language Learner (ELL) status,
* A student’s gifted status,
* A student’s attendance,
* A student’s mobility,
* Difference from modal age in grade,
* Class size, and
* Homogeneity of the students’ prior test scores.

The use of these variables generates expected student scores for state-based assessments using a baseline of typical learning growth among students who share similar characteristics.

VAM scores are calculated and categorized into a rating by the Department of Education for teachers of English Language Arts (grades 4 – 10), mathematics (grades 4 – 8) and Algebra 1 (grades 8 and 9). They contain data from the most recent year, as well as information based on up to three years of data. The final VAM rating is a three (3) year aggregate that combines all ELA and Math contributions. It is this final VAM rating that is used by FLDOE for “High Impact Teacher” designations as well.

Another requirement of implementing this evaluations system was a teacher verification of student rosters that would be used when calculating the VAM score. As such, all calculations for this purpose are based on class rosters that teachers have the opportunity to verify through Roster Verification (RVT) during Fall and Spring of each year – known as a “Survey 2/3 Match.”

**The VAM Ratings**

VAM scores represent the amount each teacher contributed to student learning growth, on average, to the students they taught. It also controls for factors that impact student learning growth. Accordingly, the amount of growth students earn, on average, is quantified into four ratings for English Language Arts, mathematics, and Algebra 1 under rule 6A-5.0411, as follows:

**Category 4** – Highly Effective

**Category 3** – Effective

**Category 2** – Needs Improvement or Developing (if the teacher has been teaching for fewer than three (3) years)

**Category 1** – Unsatisfactory

**Your Most Recent 3-Year Aggregated Combined Rating**

The information below comes directly from the state-released VAM files and are calculated by the Florida Department of Education using the procedures outlined in section 1012.34 f.s., and rule 6A-5.0411 of the Administrative code.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RATING** | This rating represents the value you have added to your students’ instruction over time.  It is based on the achievement of your students compared to their expected achievement given prior-year assessment data, and characteristics at the student and class-level. |  |  | **4** | **Highly**  **Effective** |
|  |  |  |  |
| **1** |  | **3** | **Effective** |
|  |  |  |
|  | **2** | **Needs**  **Improvement** |
|  |  |  |
|  | **1** | **Unsatisfactory** |

It is important to note the Roster Verification conducted during Fall and Spring is the only direct input teachers have on which students are included in their VAM calculation. Inaccuracies in one year will still be included for up to two more years.

**Your 3-Year Aggregated Combined Rating Comparison**

This section summarizes the percentages of teachers who received a VAM rating at your school, the district, and the state. All values are estimates based on publicly-released data sets and are solely based on the 3-year combined aggregated ratings. Ratings for Algebra 1 are not included. The school and district ratings are also shown in the far-right column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Effective** | **Highly Effective** | **Organization**  **3-Year Rating** |
| **Your**  **School** | **«sch\_p\_unsat»%** | **«sch\_p\_ni»%** | **«sch\_p\_eff»%** | **«sch\_p\_hf»%** | **«sch\_rating»** |
| **The**  **District** | **«dis\_p\_unsat»%** | **«dis\_p\_ni»%** | **«dis\_p\_eff»%** | **«dis\_p\_hf»%** | **«dis\_rating»** |
| **The**  **State** | **«state\_p\_unsat»%** | **«state\_p\_ni»%** | **«state\_p\_eff»%** | **«state\_p\_hf»%** |  |

Questions about VAM ratings and the impact they have on evaluation may be directed to Human Resources.

**Your Most Recent 3-Year Aggregated Combined Rating Details**

These data are the number of observed scores included in the subject rating calculations, as well the percentage of students in Flagler who met the expected score created by the Value-Added Model. These values are aggregated using the most recent available three years of data to generate the combined score. The standard error and confidence intervals are also given.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **«note»** | **ELA«inc\_other\_dis\_ela»** | **Mathematics«inc\_other\_dis\_math»** |  |  | **Combined** |
| **Included Scores** | **«n\_scores\_ela»**  **«pct\_met\_exp\_ela»** | **«n\_scores\_math»**  **«pct\_met\_exp\_math»** |  | **Score** | **«p\_vam»** |
| **SE** | **«p\_vam\_theta»** |
| **Subject**  **Rating** | **«ela\_rating»** | **«math\_rating»** |  | **68%** | **± «ci68»** |
| **95%** | **± «ci95»** |

The aggregated combined scores are the weighted average of each subject VAM score for each grade and school year.

Your VAM rating relies on student learning that is measured by the difference between an expected result and the observed score on state-based assessments for ELA and math. In rare occasions, the expected result is higher than highest obtainable scale score (**HOSS**) for that test. In this case, the rating is adjusted accordingly – your rating **«hoss»** affected by this scenario.

**Your 3-Year Aggregated Combined Ratings Trend**

Value-added Model scores have five parts: the calculated VAM score, the 68% confidence interval, and the 95% confidence interval. A confidence interval is an upper and lower limit within which the VAM score would be found 95% or 68% of the time, given normal statistical errors after recalculation. These parts are color-coded and shown as shaded regions or lines below.

If all parts are below zero, the rating is designated as “Unsatisfactory.” When all are above zero, the rating is designated as “Highly Effective.” Ratings of “Effective” are assigned if at least two parts are above zero and “Needs improvement” if only one part is above zero. As more scores are aggregated together, the confidence intervals shrink because uncertainty in the VAM score is reduced.

The graphic below shows this information for up the last three aggregated combined scores along with the red zero line.

**Observed Score Compared to State-Expected Score for Flagler Students**

The Value-Added Model assigns students an expected score based on the covariates listed on page one of this report. The plots below show each Flagler student as a point based on their expected score to their observed score for each FSA assessment.

|  |  |
| --- | --- |
| The histogram charts to the right show the distribution of growth (or regression) using the difference in scale score between two years of assessments.  While this aggregation does not take student grade level into account, the more students (the higher the bars) to the right of zero mean more students grew year over year. Conversely, the more students to the left of zero suggests more students regressed year over year. |  |
| The pie charts to the right show the overall percentage of Flagler students who made a learning gain and who contributed to the final VAM score over the last three years.  The VAM calculation does not take student learning gains nor the percentage scoring “satisfactory” or higher into consideration when determining the final score.  This information is provided for comparative purposes only, it does not necessarily reflect the value of the final VAM score. |

**Value-Added Model Definitions**

These definitions are taken from the Florida Administrative Code, rule 6A-5.0411; they are provided for your convenience to facilitate any discussion of the various elements used within the VAM calculation process.

**Confidence interval** – A confidence interval expresses the precision of a statistic as a range of values. An individual teacher’s VAM score is an estimate of that teacher’s contributions to student learning growth. The 95% confidence interval used in classification represents a range of possible values that would include the teacher’s VAM score 95% of the time if VAM scores were repeatedly re-estimated with different students for each teacher.

**Covariate** – A covariate is a variable or set of variables reflecting measured characteristics used in computing a statistical model that controls for specific influences on the outcome being modeled.

**Expected Score** – An expected score generated by a value-added model for a statewide, standardized assessment is based on the student’s prior statewide, standardized assessment score history and covariates, as well as how other students in the state actually performed on the assessment. For each individual student, the expected score is the sum across all covariates of the value of the covariate multiplied by that covariate’s contribution to student learning as estimated by the model.

**Homogeneity Covariate** – Homogeneity of students’ entering test scores in the class. This covariate is used to control for the variation in student proficiency within a classroom at the beginning of the year.

**Observed Score** – An observed score is the actual score a student received on an assessment.

**School Component** – The school component is an estimate of the part of a student’s performance that is common to students within a school. It is based on the difference between expected scores and actual scores for the school’s students relative to other schools in the state, among students assessed in the same subject at the same grade level during the same year. It represents school-level factors influencing performance of all students in a school among students assessed in the same subject at the same grade level during the same year. Fifty (50) percent of the school component shall be added to the teacher effect to create the teacher’s value-added score.

**Standard Deviation** – A statistical measure that captures how spread out data points are from one another. It is also a measure of how far from the mean the aggregate of data tend to be, on average, if the data are normally distributed.

**Standard Error** – A standard error is a measure of the precision of a statistic determined by both sample size and variability.

**Student Disabilities** – The disabilities used within the model are limited to language impaired; deaf or hard of hearing; visually impaired; emotional/behavioral disabilities; specific learning disability; dual sensory impaired; autism spectrum disorder; traumatic brain injured; other health impaired; and other intellectual disability.

**Student English Language Learners Status** – This controls for effects related to whether a student is an English language learner and has been receiving English for Speakers of Other Languages (ESOL) services for less than two (2) years; at least two (2) years but less than four (4) years; at least four (4) years but less than six (6) years; or six (6) years or longer.

**Teacher Effect** – The teacher effect is an estimate of a teacher’s contributions to student achievement as measured by scores on statewide, standardized assessments. It is based on the difference between expected scores and actual scores for a teacher’s students relative to other teachers in the school, among students assessed in the same subject at the same grade level during the same year.

**Three-year Aggregated Value-Added Scores** – Scores for each teacher that includes data for the teacher from the current school year and each of the two (2) prior years for which data are available, for a total of at least one (1) and up to three (3) years of data for the teacher using ELA, math, and a combination of ELA/Math data.

**Value-Added Model** – The value-added model statistically establishes the expected learning growth for each student, called an expected score. When a student’s actual performance differs from these expectations, a portion of that difference is attributed to the teacher’s and a portion is attributed to the school’s influence. Together, this information is used to compute a teacher’s value-added score. School value-added scores are the average of the teacher value-added scores within the school.