

## Annual Legislative Report on Teacher Evaluation

### Contents

Background .....	3
Section 1: Approval and Implementation Status of Each School District’s Instructional Personnel and School Administrator Evaluation Systems .....	3
Section 2: Performance Evaluation Results for the 2013-14 School Year .....	4
Section 3: District Performance-Level Standards .....	6
Measures Used .....	6
Incorporating Standard Error .....	8
Performance-Level Standards for VAM Data .....	8
Section 4: Comparative Analysis of Student Academic Performance and Evaluation Results .....	10
Summary Statistics of VAM Scores by Performance Evaluation Rating Category .....	10
Agreement between Performance Evaluation Ratings and VAM Classifications .....	13
Comparison of VAM Classification and Performance Evaluation Category Distributions by School Grade .....	16
Section 5: Data reported under Section 1012.341, F.S. ....	19
Section 6: Requested Revisions to Evaluation Systems Submitted by Districts .....	20
Appendix A: Evaluation Plan Status by District .....	21
Appendix B: Evaluation Results – Classroom Teachers .....	23
Appendix C: Evaluation Results – Other Instructional Personnel .....	26
Appendix D: Evaluation Results – Administrators .....	29
Appendix E: Survey Results Related to the Types of VAM Measures Used by Districts .....	32
Appendix F: Survey Results Related to the Use of VAM Standard Errors by Districts .....	39
Appendix G: Survey Results Related to the Classification of VAM Scores by Districts .....	47
Appendix H: Summary of Three Year Aggregate Combined VAM Scores by Performance Rating Category and District	58
Appendix I: Summary of Three Year Aggregate Reading VAM Scores by Performance Rating Category .....	65
Appendix J: Three Year Aggregate Reading VAM Score Ranges by Performance Rating Category .....	65
Appendix K: Three Year Aggregate Reading VAM Score Mean by Performance Rating Category .....	66
Appendix L: Summary of Three Year Aggregate Mathematics VAM Scores by Performance Rating Category .....	67

Appendix M: Three Year Aggregate Mathematics VAM Score Ranges by Performance Rating Category .....	67
Appendix N: Three Year Aggregate Mathematics VAM Score Mean by Performance Rating Category .....	68
Appendix O: Number and Percentage of Classroom Teachers with Each Gap Size between Performance Evaluation Category and VAM Classification Category by District .....	69

## Background

Section [1012.34\(1\)\(c\)](#), *Florida Statutes* requires the department to submit a report to the Legislature on December 1 of each year that provides information on Florida's statewide teacher evaluation system. The report is required to contain the following information:

1. The approval and implementation status of each school district's instructional personnel and school administrator evaluation systems
2. Performance evaluation results for the prior school year for instructional personnel and school administrators using four levels of performance. Performance evaluation results for instructional personnel shall be disaggregated by
  - a. Classroom teachers, as defined in s. [1012.01\(2\)\(a\)](#), excluding substitute teachers, and
  - b. All other instructional personnel, as defined in s. [1012.01\(2\)\(b\)–\(d\)](#).
3. Each district's performance-level standards
4. A comparative analysis of the district's student academic performance results and evaluation results
5. Data reported under s. [1012.341](#), and
6. The status of any evaluation system revisions requested by a school district as part of its annual submission.

This report is a joint product of the Bureau of Educator Recruitment, Development and Retention in the Division of Educator Quality and the Value-Added Model (VAM) team in the Division of Accountability, Research and Measurement.

## Section 1: Approval and Implementation Status of Each School District's Instructional Personnel and School Administrator Evaluation Systems

The department reviews each district's teacher and administrator evaluation systems to determine whether they meet statutory criteria. Because of changes in statute requiring that student data used in teacher evaluations be limited to only students actually taught by the teacher, districts were required to resubmit instructional personnel evaluation systems for approval, even if they had an existing approved system. For the 2013-14 school year, the department approved 65 of the 72 school districts' instructional personnel evaluation system. Districts' school administrator evaluation systems did not have to be resubmitted for approval unless changes were being requested by the district. For the 2013-14 school year, all 72 districts had approved school administrator evaluation systems. Instructional personnel evaluation systems use three main models (Marzano, Danielson, and Educational Management Consulting Services – often referred to as EMCS or Copeland) to evaluate classroom teachers' instructional practice. The Marzano model was the most common model (28 districts) used to evaluate classroom teachers' instructional practice.

Section 1012.34(1)(b), F.S. requires the department to review and approve local school district evaluation systems for both instructional personnel and school administrators. The department reviews these systems to determine whether the methods described meet statutory requirements. Specifically, evaluation systems must:

- Be designed to support effective instruction and student learning growth;
- Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators;
- Include a mechanism to examine performance data from multiple sources;
- Identify those teaching fields for which special evaluation procedures are necessary;

- Differentiate among four levels of performance;
- Provide for training programs that are based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures;
- Include a process for monitoring and evaluating the effective and consistent use of the evaluation criteria by employees with evaluation responsibilities; and
- Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning.

In addition to the requirements above, Section 1012.34(3)(a), F.S. requires that teacher evaluations include three components:

1. Performance of students,
2. Instructional practice (or instructional leadership), and
3. Professional and job responsibilities.

Exhibits 1 and 2 contain summary information regarding the approval status of district evaluation frameworks. For the instructional practice component, which must be based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education, there are three main models used in Florida as well as a number of hybrid approaches collectively grouped into the “Other” category. The most common type of approved classroom teacher evaluation system uses the Marzano model, which is approved for 28 districts. All 72 districts have approved school administrator evaluation systems. The approval status of each district’s instructional personnel and school administrator evaluation systems and the model used by each district can be found in Appendix A.

**Exhibit 1: Summary of Approval Status of School District’s Instructional Personnel Evaluation Systems by Evaluation Model for the 2013-14 School Year**

System	Danielson	EMCS	Marzano	Other	Not Yet Approved
Instructional Personnel	16	12	27	10	7

Note: Florida School for the Deaf and Blind and Washington Special District (Formerly known as Dozier) do not have instructional personnel or school administrator evaluation systems and are not included in the counts above

**Exhibit 2: Summary of Approval Status of School District’s School Administrator Evaluation Systems by Evaluation Model for the 2013-14 School Year**

System	State Model	EMCS	Marzano	Other	Not Yet Approved
School Administrator	55	5	8	4	0

Note: Florida School for the Deaf and Blind and Washington Special District (Formerly known as Dozier) do not have instructional personnel or school administrator evaluation systems and are not included in the counts above

**Section 2: Performance Evaluation Results for the 2013-14 School Year**

Section 1012.34(2)(e), F.S. requires that evaluation systems for instructional personnel and school administrators differentiate among four levels of performance. The 2013-14 performance evaluation results indicate that while

distinctions were made between the two highest evaluation categories, very few instructional personnel and administrators statewide received evaluations in the lower two categories, and in some districts, no staff at all were assigned evaluations in the lower two categories. An analysis of performance evaluation results by district revealed that the statewide pattern persists in the majority of districts, although some to a lesser degree (see Appendices B, C and D). Despite the fact that most educators were rated either Effective or Highly Effective, it is notable that, statewide, two thirds (67.7%) of administrators and over half (55.7%) of classroom teachers received an Effective Rating, as opposed to Highly Effective, for the 2013-14 school year. It is encouraging and consistent with statutory intent that districts are making important distinctions between teachers who are competent practitioners and those that represent the highest-performing members of their field, and individual district results indicate some districts are making this distinction more often than others. A significant proportion of administrators (42.1%) and other instructional personnel (33.7%) were not evaluated despite requirements in Section 1012.34(3)(a), F.S. that they be evaluated annually. Exhibit 3 presents a summary of statewide evaluation results in three employment categories: administrators, classroom teachers, and other instructional personnel.

### Exhibit 3: 2013-14 Statewide Performance Evaluation Results

Category*	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, by Personnel Type										Number Not Evaluated	Percent Not Evaluated, Based on Reported Data	Total
	Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
	N	%	N	%	N	%	N	%	N	%			
Administrators	1,528	30.1	3,437	67.7	95	1.9	8	0.2	8	0.2	3,697	42.1	8,773
Classroom Teachers	68,373	41.9	90,833	55.7	2,314	1.4	1,113	0.7	453	0.3	26,707	14.1	189,793
Other Instructional Personnel	7,864	51.4	7,323	47.8	95	0.6	15	0.1	10	0.1	7,782	33.7	23,089
<b>Total</b>	<b>77,765</b>	<b>42.4</b>	<b>101,593</b>	<b>55.4</b>	<b>2,504</b>	<b>1.4</b>	<b>1,136</b>	<b>0.6</b>	<b>471</b>	<b>0.3</b>	<b>38,186</b>	<b>17.2</b>	<b>221,655</b>

\* Equal Employment Opportunity (EEO) line numbers included in each category are 01-20 for Administrators, 21-33 for Classroom Teachers, and 34-43 for Other Instructional Personnel.

The statewide evaluation results in Exhibit 2 show the clustering of evaluations in the upper two rating categories. The vast majority of classroom teachers (97.6%) received performance ratings by their districts in the top two categories, Highly Effective (41.9%) and Effective (55.7%). A small percentage (2.1%) of classroom teachers received a rating of either Needs Improvement or Developing, and less than one percent (0.3%) of classroom teachers received Unsatisfactory ratings. The distribution of statewide evaluation results is similar for other instructional personnel and administrators. Statewide, nearly half (42.1%) of administrators, more than one tenth (14.1%) of classroom teachers, and over a third (33.7%) of other classroom personnel did not receive an evaluation from their district. While these statewide rates of personnel who were not evaluated are concerning, an analysis by district showed that many districts did perform evaluations for large percentages of their personnel. Sixty-four (86.5%) districts gave evaluations to at least 75% of classroom teachers, 31 (41.9%) gave evaluations to at least 75% of other instructional personnel, and 42 (56.8%) gave evaluations to at least 75% of administrators. At the other end of the spectrum, one district (1.4%) did not evaluate any classroom teachers, five (6.8%) did not evaluate any other instructional personnel, and seven (9.5%) did not evaluate any administrators.

The distribution of evaluation ratings varies by district, but a large majority of classroom teachers in each district received a rating in one of the top two categories and very few in each district received a rating in the lowest category. The lowest concentration of classroom teachers who received a rating of Highly Effective or Effective within a district was 72.2%, and the highest concentration within a district of classroom teachers with a rating of Unsatisfactory was 4.4%. A total of 48 districts (64.9%) did not use all four performance categories in the 2013-14 school year for classroom teachers, including 47 that did not assign a rating of Unsatisfactory to any teachers and nine that had no classroom teachers with a rating below Effective. Two districts assigned the same rating to all classroom teachers who received an evaluation; in one of these districts, all classroom teachers received a rating of Effective and in the other, all classroom teachers received a rating of Highly Effective. Evaluation results by district can be found in Appendices B through D.

### **Section 3: District Performance-Level Standards**

Districts currently have the flexibility to establish their own performance-level standards for the student performance component of teachers' evaluations until the State Board of Education adopts rules that will establish them during the 2015-16 school year. Because of this, the standards and performance-level data used to evaluate teachers vary significantly by district. Even when examining the performance-level standards of only the subset of teachers who receive Value-Added Model (VAM) scores from the department, representing about one-third of teachers statewide, the specific measures and methods used for setting standards are not uniform across districts, making it difficult to draw conclusions about teacher quality and performance based on evaluation results. More consistent use of measures and establishment of performance-level standards are necessary in order for evaluation results to be comparable between districts. Fortunately, this comparability should improve when the State Board of Education establishes rules during the 2015-16 school year.

In order to report on district performance level standards, the department surveyed all districts about their methodology for incorporating VAM data provided by the department into the student growth measure component of teacher evaluations for the 2013-14 school year. Survey responses were received from 70 districts (95%). This section includes a summary of the survey data, and full survey results can be found in Appendices E through G.

#### **Measures Used**

In the 2013-14 school year, 50 districts used aggregate VAM scores, which combine performance information into a single measure from more than one grade, subject, and/or year for the teacher. However, 37 districts stated that they use more than one type of VAM measure in teacher evaluations, which can make their performance-level standards more difficult to interpret and compare.

The VAM measures available for use in teacher evaluations include the following:

- 1 year raw VAM scores – Each teacher receives a separate 1 year raw VAM score for each grade and subject (reading, mathematics, or algebra 1) combination taught by the teacher each year. The measure is interpreted as the average number of points above or below expectations a teacher's students scored on the assessment that can be attributed to the teacher in that grade, subject, and year.
- Aggregate VAM scores – Each teacher receives a one year, a two year, and a three year aggregate VAM score that standardizes and combines student performance data across all grades and both FCAT subjects (reading and mathematics) taught by the teacher during the time period. The measure is interpreted as the percentage above

or below the statewide average growth that the teacher contributed to his or her students' performance on their assessments, on average, over the time period.

- Percent of students meeting expectations – Each teacher receives the annual percentage of their students who met their individual expected score. It is the ratio of the number of students who met or exceeded their performance expectations, as computed by the VAM, to the number of students the teacher taught.

Exhibit 4 shows the number and percentage of districts that use each type of VAM measure for all or some teachers who receive a VAM score, as well as the number and percentage of districts that use at least one of the three types of aggregate VAM scores (one year, two year, and/or three year).

#### Exhibit 4: Different Types of VAM Measures Used by Districts

Type of VAM Measure	# of Districts	% of Districts*
Percent of Students Meeting Expectations	37	52.9%
1 Year Raw VAM Score	16	22.9%
1 Year Aggregate VAM Score	29	41.4%
2 Year Aggregate VAM Score	19	27.1%
3 Year Aggregate VAM Score	42	60.0%
Any Aggregate VAM Score	50	71.4%

\* Percentage of districts that provided FDOE with information

In addition to the variability in the *type* of VAM measures used by individual districts, there was also variability in the *number* of types of VAM measures used by districts. Exhibit 5 shows the number and percentage of districts that use none, one, two, three, four, and all five of the surveyed VAM measures.

#### Exhibit 5: Number of Types of VAM Measures Used by Districts in the Student Growth Measure Component of Teacher Evaluations

Number of Types of VAM Measures Used	# of Districts	% of Districts*
0	6	8.6%
1	27	38.6%
2	13	18.6%
3	12	17.1%
4	6	8.6%
5	6	8.6%

\* Percentage of districts that provided FDOE with information

While over a third of districts (38.6%) use only one of the surveyed VAM measures, over half (52.9%) of districts use more than one. Because many teachers' evaluations include other non-VAM sources of student growth data, districts risk further complicating the interpretation of teachers' student growth components when they incorporate multiple types of VAM data into the teacher's evaluation. One of the primary reasons for incorporating student performance measures into teacher evaluations is to provide constructive feedback so that teachers can improve student learning

outcomes. The more difficult it is for a teacher to understand and interpret the student performance component of their evaluation, the less useful it becomes as a tool for improving instruction.

Six districts (8.6%) indicated that they do not use any of the surveyed VAM measures for any teachers. Reasons provided by these districts for not using any of the VAM measures included having a small number of students per teacher and having transient students who are not in teachers' classrooms for the entire school year. It is unclear from the survey responses how these districts are complying with statute if they are not using any of the surveyed VAM measures in teacher evaluations for teachers of subject and grade level combinations where use of approved VAM data is required.

### **Incorporating Standard Error**

The use of standard errors, which are measures of the precision of the estimate of the teacher's effect on student learning growth to identify teachers employing the most successful teaching strategies with the goal of replicating these strategies in other classrooms

Because VAM scores are based on student test scores that are approximate measures of student mastery of the related material, districts are provided with standard errors for each raw and aggregate VAM score. The standard errors can be used to draw conclusions about teacher effectiveness, which can both be used to make classification decisions regarding performance ratings and identify teachers who need additional support as well as teachers with successful strategies their peers can learn from. Exhibit 6 summarizes the number and percentage of districts that use standard errors for all, some or none of the teachers who receive a VAM score in their district.

### **Exhibit 6: The Use of VAM Scores' Standard Errors in the Student Growth Measure Component of Teacher Evaluations**

	<b># of Districts</b>	<b>% of Districts*</b>
Standard errors are used for SOME teachers who receive a VAM score	8	11.4%
Standard errors are used for ALL teachers who receive a VAM score	34	48.6%
Standard errors are not used	28	40.0%

\* Percentage of districts that provided FDOE with information

\*\* Percentage given is percentage of districts that use standard errors for some or all teachers

### **Performance-Level Standards for VAM Data**

The majority (75.7%) of districts set performance-level standards for VAM data by establishing classification rules that categorize VAM data prior to combining them with other teacher evaluation data. However, the criteria vary across districts such that teachers from different districts with the exact same VAM score and associated standard error could be assigned different classifications based on differences in how districts set cut scores. Classifying VAM scores helps simplify them for interpretability, discourages inappropriate attempts to compare and rank data that are not statistically different, and also provides transparency into how VAM scores are used in the evaluation process. However, given the high stakes associated with evaluations, including compensation and continued eligibility for employment, statewide performance-level standards are necessary to ensure transportability and fairness of evaluation ratings that incorporate VAM data.



Districts are not required to classify VAM scores prior to combining them with other components of teacher evaluations, but most (75.7%) districts do. Of the districts that do classify VAM scores prior to combining them with other components of teacher evaluations, most (73.6%) use pre-established classification criteria, 17.0 percent change the classification criteria annually based on the current year’s VAM data, and 9.4 percent have a hybrid method that determines classification criteria partially from annual data and partially from methodology that does not change each year.

**Exhibit 7: Summary of Classification of VAM Data Prior to Combining with Other Components of Teacher Evaluations**

	# of Districts	% of Districts*
VAM scores are classified prior to combining with other components of teacher evaluation	53	75.7%
	# of Districts	% of Districts**
If VAM scores are classified, pre-established criteria are used	39	73.6%
If VAM scores are classified, annual criteria based on current year's VAM data are used	9	17.0%
If VAM scores are classified, hybrid criteria are used	5	9.4%

\* Percentage of districts that provided FDOE with information

\*\* Percentage shown is the percentage of districts that classify VAM scores

Classifying VAM scores prior to combining them with other components of teacher evaluation may increase transparency, reduce the complexity of the combination process, and ensure appropriate weighting of evaluation components. It also allows triangulation among the components that make up the evaluation to determine if they lead to significantly different conclusions about teacher effectiveness so that districts can explore the reason for the discrepancy. However, original VAM score data should be provided alongside the classification results so that information is not lost about the magnitude of the teachers’ impact on student learning during classification. VAM scores are provided on a continuous scale, and the classification process removes any distinction between teachers with scores near the maximum and near the minimum of a classification category. Original, unclassified VAM data can also be used to explore particular grades, subjects, and even subgroups of students for which the teacher is most effective. They can also be used to make decisions about teaching assignments that leverage the strengths of the teacher, provide opportunities for targeted improvement, and maximize student outcomes within the school by assigning students to teachers with demonstrated historical effectiveness among populations of similar students. It is therefore important for districts who classify VAM data to also provide the original, unclassified data to teachers and principals.

Appendix G provides survey results regarding VAM classification from each district, including a brief summary of each district’s classification criteria. One concern that arises from the VAM classification criteria in the survey results is the comparability of VAM ratings across districts. While some districts have similar VAM performance-level standards, the criteria are significantly different for other districts. The use of different metrics and cut-off criteria make it difficult to compare the VAM ratings of teachers from different districts and, in some cases, appear to hold teachers from some districts to higher or lower standards than teachers from other, nearby districts. For example, while several districts use confidence intervals to classify teachers’ VAM scores, some of those districts assign a VAM rating of Unsatisfactory to all teachers whose confidence intervals are entirely negative while others only assign a VAM rating of Unsatisfactory to the

lowest third of teachers with entirely negative confidence intervals. Everything else held constant, the former methodology would classify three times as many teachers' VAM scores as Unsatisfactory as the latter methodology.

## **Section 4: Comparative Analysis of Student Academic Performance and Evaluation Results**

A comparison of the academic performance of students (as measured by their teachers' VAM scores) and their teachers' performance evaluation results revealed a relationship between the two performance indicators. Overall, the average VAM score among teachers within each performance category increases as the rating improves. However, the variability of VAM scores within each performance evaluation category resulted in VAM score ranges that overlap across rating categories, indicating that teachers with the same VAM score received different final evaluation ratings. This overlap is not surprising because there are several other sources of data used in conjunction with VAM scores to determine a teacher's performance evaluation. The magnitude of divergence between VAM category and final evaluation category is one rating level or less for a large majority (84.4%) of teachers who received a VAM score. Nearly all (99.3%) teachers with divergence of two or more categories had performance evaluation ratings that were higher than their VAM classification. A comparison between evaluation results and VAM scores by school grades indicates that students who attend high quality schools, as measured by school grades of A or B, have better access to high quality teachers, whether this is measured by performance evaluation rating or by VAM classification, although the finding is more pronounced when using VAM classification as the teacher quality metric.

Because districts use a wide variety of methods to classify VAM data, and in order to maximize comparability across districts, the analysis in this section of the report refers to VAM classifications determined using the department's internal methodology. The department's methodology uses the standard error to classify each teacher's 3 year aggregate combined VAM score with the following classification criteria:

- Highly Effective: VAM score is positive and both the 68% and 95% confidence intervals are entirely positive;
- Effective: VAM score is not classified as Highly Effective, Needs Improvement, or Unsatisfactory;
- Needs Improvement: VAM score is negative and the 68% confidence interval is entirely negative, but the 95% confidence interval includes 0; and
- Unsatisfactory: VAM score is negative and both the 68% and 95% confidence intervals are entirely negative.

In this section, analyses and results regarding the following are presented:

- A summary of the VAM scores of teachers in each performance rating category;
- The overall agreement of VAM classification categories and performance rating categories; and
- A comparison of the percentage of teachers in each VAM classification category and in each performance rating category assigned by the district, by school grade.

### **Summary Statistics of VAM Scores by Performance Evaluation Rating Category**

Overall, mean VAM scores show a pattern consistent with expectations that the higher the performance rating, the higher the average VAM score. In addition, the VAM score range is wider in the higher ratings than it is for the lower ratings, which may be a reflection of some districts' resistance to using the lower two categories for any of their

teachers. These findings reinforce the importance of using multiple measures in teacher evaluation and demonstrate how VAM scores are particularly effective at identifying teachers at each of the end of the effectiveness distribution.

This section includes statewide summary statistics and associated graphs of three year aggregate combined VAM scores, which are weighted averages of teachers' VAM scores across both mathematics and reading over the years for which they have data across a three year period, at least one of which was during the 2013-14 school year. The combined VAM scores of teachers who only teach courses associated with one subject are equal to their subject-specific VAM scores. Teachers who teach at multiple schools within a district were included only once in this analysis. Exhibit 8 shows the following summary statistics of three year aggregate combined VAM scores of teachers in each performance evaluation rating category:

- The number of teachers who received a VAM score;
- The minimum VAM score of all teachers in the performance evaluation rating category;
- The maximum VAM score of all teachers in the performance evaluation category;
- The average VAM score of all teachers in the performance evaluation category; and
- The standard deviation, which is the average distance from the average, of the VAM scores of all teachers in the performance evaluation category.

**Exhibit 8: Summary of Three Year Aggregate Combined VAM Scores by Performance Evaluation Rating Category**

<b>Performance Evaluation Rating Category</b>	<b>Number of Teachers</b>	<b>Minimum VAM Score</b>	<b>Maximum VAM Score</b>	<b>Average VAM Score</b>	<b>Standard Deviation</b>
Highly Effective	23,230	-1.841	3.189	0.106	0.304
Effective	32,280	-2.484	2.735	-0.075	0.291
Needs Improvement	931	-1.550	1.261	-0.295	0.335
3 Years - Developing	462	-1.869	1.029	-0.306	0.356
Unsatisfactory	203	-2.283	0.873	-0.422	0.397
<b>Overall</b>	<b>57,106</b>	<b>-2.484</b>	<b>3.189</b>	<b>-0.008</b>	<b>0.315</b>

Note: Only classroom teachers who received an evaluation from their district and who received a Combined VAM score from FDOE are included.

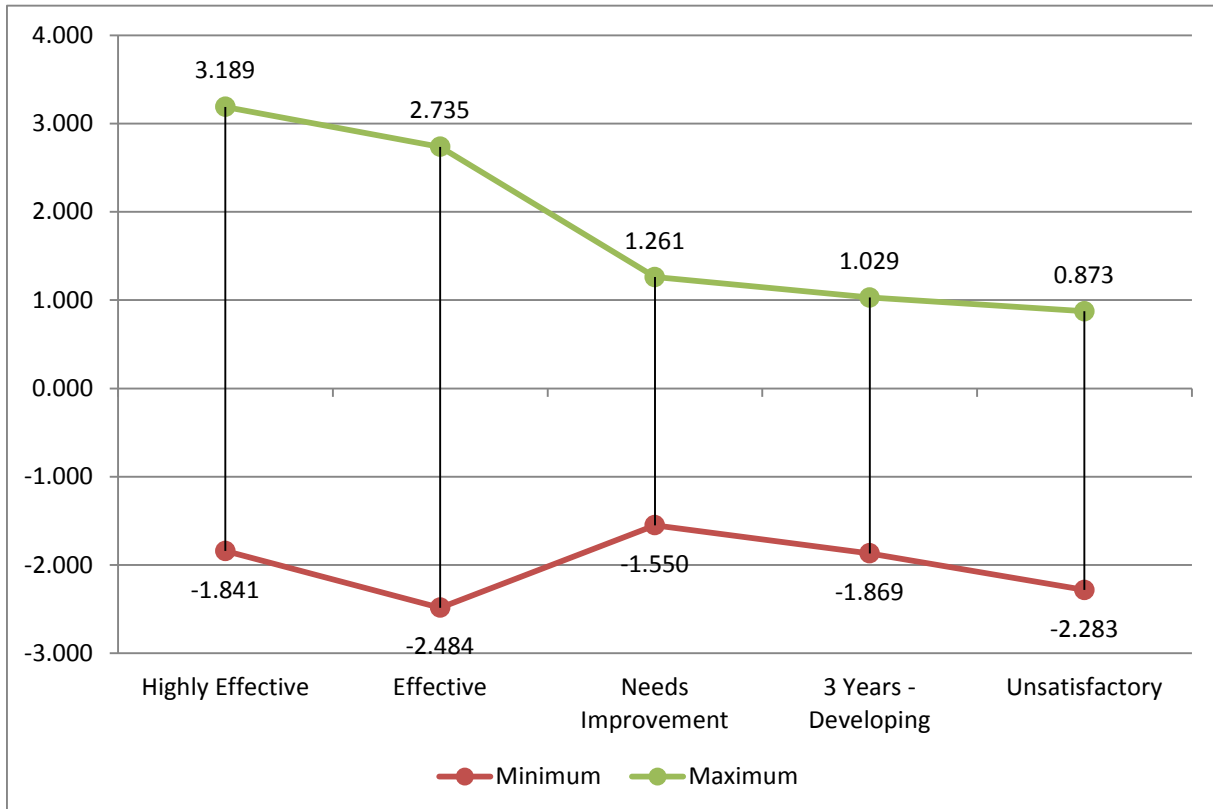
Several patterns are visible in the summary statistics shown in Exhibit 8. First, the average VAM score increases as the performance evaluation rating category increases. Second, the minimum and maximum VAM score in each performance evaluation rating category indicate overlapping VAM score ranges across rating categories. However, since teacher evaluations are generally comprised of a 50-50 split<sup>1</sup> between student growth measures and instructional practice scores and student growth measures can be comprised of more than just VAM data, some degree of overlapping VAM scores in evaluation categories is to be expected. Lastly, while it is not surprising that the teacher with the highest combined VAM score in the state (3.189) received an evaluation rating of Highly Effective, it is surprising that the teacher with the lowest combined VAM score statewide (-2.484) received an evaluation rating of Effective. While

<sup>1</sup> Section 1012.34(3)(a), F.S. requires at least 50% of teachers' performance evaluations to be based upon data and indicators of student learning growth as measured by assessments but allows for that percentage to be reduced to 40% for teachers with fewer than three years of available student learning growth data.

unexpected, this can happen when a teacher’s scores on the other components of evaluation and possibly other sources of student growth data are also incorporated into the summative evaluation rating.

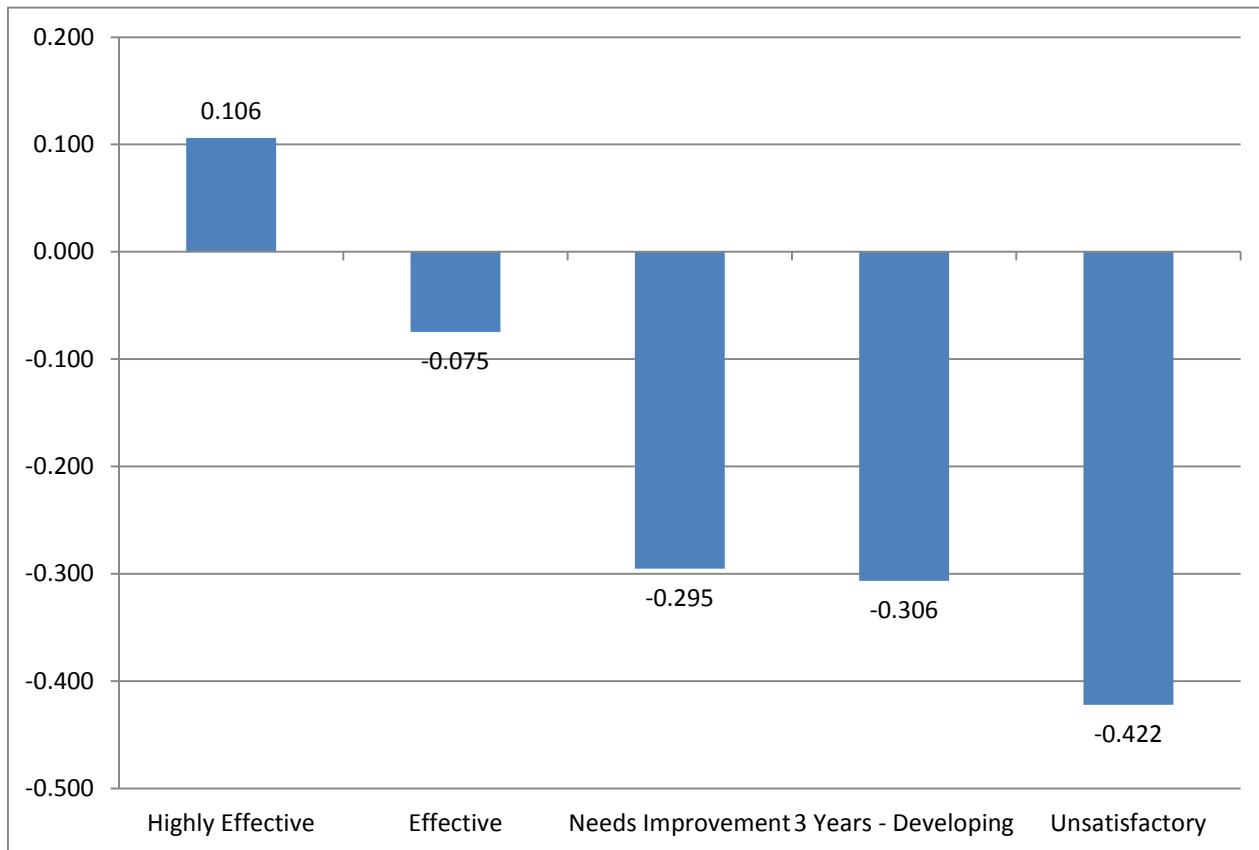
Exhibits 9 and 10 provide graphical representations of the three year aggregate combined VAM scores’ ranges and averages, respectively, by evaluation rating category.

**Exhibit 9: Range of Three Year Aggregate Combined VAM Scores by Performance Evaluation Rating Category**



The range of VAM scores is wider for teachers rated Highly Effective and Effective than those in the lower categories. However, the standard deviations shown in Exhibit 10 show that, on average, the VAM scores in the highest two categories are closer to the mean. This means that the wider ranges shown for Highly Effective and Effective are due to a few outlier VAM scores of teachers in those categories as opposed to a large number of extreme VAM scores in those categories.

**Exhibit 10: Average Three Year Aggregate Combined VAM Score by Performance Evaluation Rating Category**



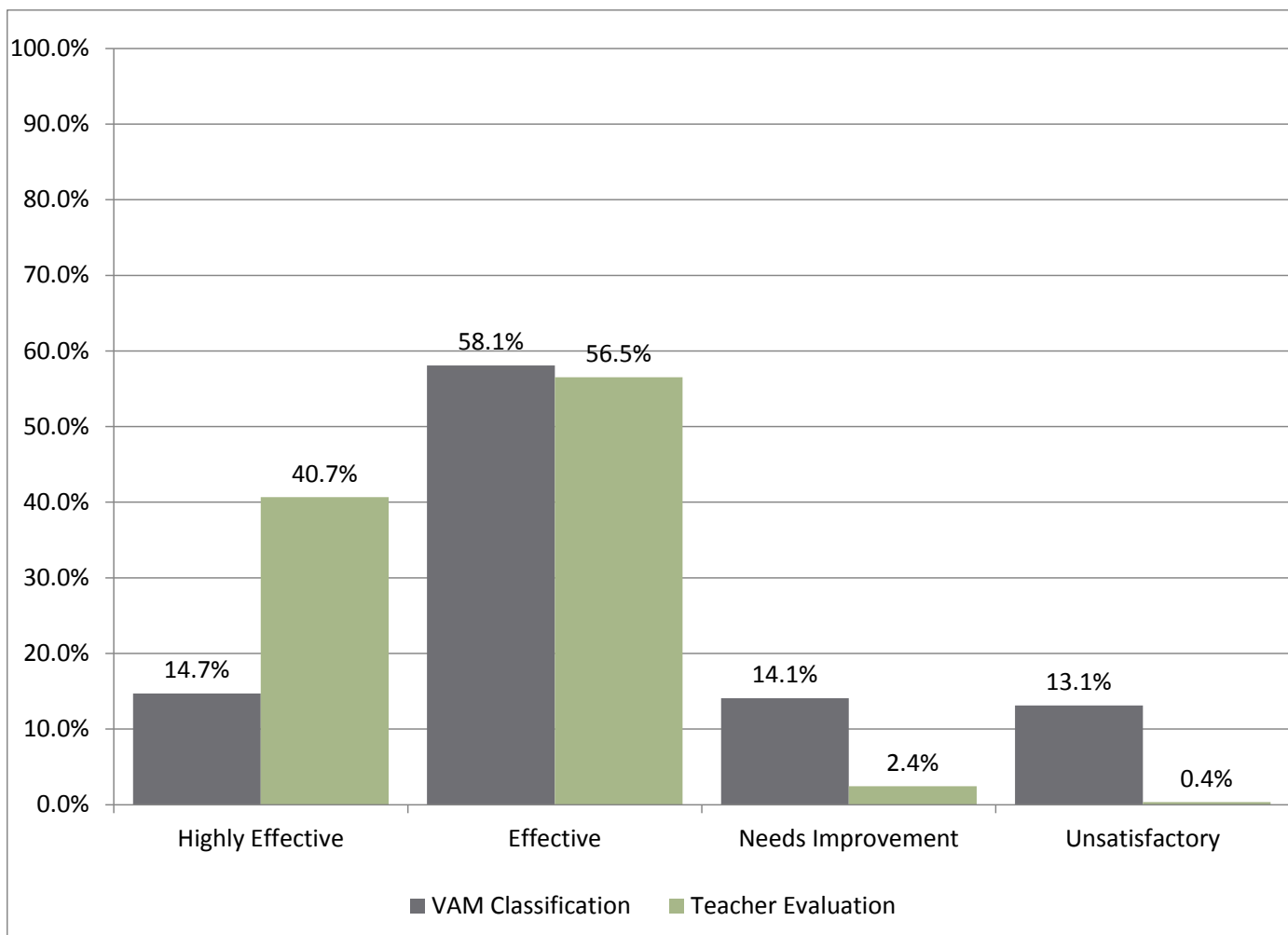
Appendix H contains an analysis of three year aggregate combined VAM scores by performance evaluation rating category and district. Appendix I through N contain analyses, including summary statistics and graphs similar to those above, of three year aggregate mathematics VAM scores by performance evaluation rating category and three year aggregate reading VAM scores by performance evaluation rating category.

### **Agreement between Performance Evaluation Ratings and VAM Classifications**

This section presents analyses related to the agreement between the ratings awarded by districts for teachers' overall performance evaluations and the VAM subcomponent using the department's classification methodology. Districts are statutorily required to weight student performance data, which includes VAM scores from the department when available, between 40 and 50 percent in performance evaluations. As such, a teacher's performance evaluation category is influenced by several other factors, including instructional practice or observation data, professional responsibilities data, other sources of student performance data, and the methodology used by the individual district for including VAM data in evaluations. Because of this, it is not expected that the performance evaluation rating and VAM classification for every teacher be identical. Instead, the purpose of this section is to identify where, if at all, significant divergence occurs, and if patterns exist among this divergence.

Exhibit 11 shows the overall distribution of teachers’ performance evaluation results and VAM classifications as determined by the department’s methodology. Only teachers who received both a VAM score from the department and an evaluation from their district were included in the graph and the 3 Years – Developing performance evaluation category was combined with the Needs Improvement category. While similar proportions of teachers received Effective performance evaluations as were categorized Effective using the VAM classification methodology, more than twice as many teachers received Highly Effective performance evaluations as had VAM scores classified as Highly Effective. The opposite is true of the Needs Improvement and Unsatisfactory categories, which were given in only 2.8 percent of performance evaluations but were assigned to 27.2 percent of teachers using the department’s VAM classification methodology.

**Exhibit 11: Statewide Percentage of Classroom Teachers in Each VAM Classification Category and in Each Performance Evaluation Category**



While Exhibit 11 shows significant differences in the distributions of performance evaluation ratings and VAM classifications, it is important to examine the magnitude of differences in evaluation ratings. Exhibit 12 shows the number and overall percentage of classroom teachers with each combination of performance evaluation rating and VAM classification. For example, 6,060 teachers received a Highly Effective performance evaluation and were also categorized as Highly Effective based on their VAM scores, which is 10.6 percent of teachers who received a VAM score

and a district evaluation rating. The cells on the diagonal of Exhibit 12 with no shading represent teachers whose VAM score classification and overall evaluation were the same rating. Cells shaded in red show the situations where the teachers' overall rating was higher than the VAM rating and cells in green show when the teachers' overall rating was lower than the VAM rating.

**Exhibit 12: Statewide Number and Percentage of Classroom Teachers in Each VAM Classification Category and in Each Performance Evaluation Category**

VAM Category as Determined by FDOE Methodology	Performance Evaluation Category									
	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Highly Effective	6,060	10.6%	2,315	4.1%	21	0.0%	2	0.0%	8,398	14.7%
Effective	13,625	23.9%	19,073	33.4%	430	0.8%	43	0.1%	33,171	58.1%
Needs Improvement	2,149	3.8%	5,561	9.7%	302	0.5%	31	0.1%	8,043	14.1%
Unsatisfactory	1,396	2.4%	5,331	9.3%	640	1.1%	127	0.2%	7,494	13.1%
<b>Total</b>	<b>23,230</b>	<b>40.7%</b>	<b>32,280</b>	<b>56.5%</b>	<b>1,393</b>	<b>2.4%</b>	<b>203</b>	<b>0.4%</b>	<b>57,106</b>	<b>100.0%</b>

Note: Only classroom teachers who received an evaluation from their district and who received a VAM score from FDOE are included.

To further investigate the magnitude of the differences between VAM classifications and performance evaluation ratings, the rating "gap size" or the number of categories between the two ratings was calculated. A gap size of 0 indicates perfect agreement, a negative gap size indicates that the VAM classification is lower than the performance evaluation, and a positive gap size indicates that the VAM classification is higher than the performance evaluation. Exhibit 13 provides the number and percentage teachers with each "gap size" between their performance evaluation result and VAM classification. Exhibit 13 is a color-coded key that shows which rating combinations correlate with each gap size.

**Exhibit 13: Statewide Number and Percentage of Classroom Teachers with Each Gap Size between Performance Evaluation Category and VAM Classification Category**

Gap Size (VAM - TE)	N	%
-3	1,396	2.4%
-2	7,480	13.1%
-1	19,826	34.7%
0	25,562	44.8%
1	2,776	4.9%
2	64	0.1%
3	2	0.0%

Overall, nearly half (44.8 percent) of classroom teachers received the performance evaluation rating that agrees completely with their VAM classification using the department's methodology. In addition, 39.6 percent did not agree but had performance evaluations within one category of their VAM classification, although most (19,826 or 87.7%) of these teachers' performance evaluation categories were higher than their VAM classifications. The remaining 8,942

teachers (15.6 percent) had divergence of at least two rating categories, the vast majority (8,876 or 99.3 percent) of which had lower VAM classifications than performance evaluation categories. Taken together, this information indicates that while major disagreements between VAM classification and performance evaluation were rare, teachers were more likely to benefit from locally determined cut scores and/or observational data than to be harmed by lower VAM scores when receiving their final evaluation ratings. It also indicates that VAM data provide more differentiation among teacher performance levels than the overall evaluation ratings do.

A gap analysis by district, which is provided in Appendix O, indicated varying levels and types of divergence between VAM classifications and performance evaluations across districts. Most districts had divergence similar to the statewide pattern. However, the analysis revealed that two districts had all teachers with VAM classifications and performance evaluations within one rating category of each other. At the other end of the spectrum, two districts had more than 10% of teachers with a gap size of -3, which means that over 10% of teachers in those districts received an Unsatisfactory VAM classification and a Highly Effective performance evaluation.

### Comparison of VAM Classification and Performance Evaluation Category Distributions by School Grade

This section provides an analysis of the distribution of VAM classifications and performance evaluation results for teachers who received a VAM score and a performance evaluation rating by school grade in order to determine whether students in low-performing schools have equitable access to high-performing teachers, as measured by VAM scores. It should be noted that teachers that teach at more than one school were included in this analysis for each school at which they teach, since it is possible that they teach at schools that earned different letter grades from the state.

Exhibit 14 compares the distribution of VAM classifications and performance evaluation ratings of teachers at each school grade. As in the previous sections, teachers who received a 3 Years – Developing performance evaluation rating were included under Needs Improvement.

### Exhibit 14: Percentage of Classroom Teachers in Each VAM Classification Category and in Each Performance Rating Category, by School Grade

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
A	22.0%	54.6%	58.4%	44.2%	10.8%	1.1%	8.8%	0.1%	22,207
B	13.8%	39.7%	60.2%	58.1%	14.0%	2.0%	12.0%	0.3%	11,831
C	11.2%	31.7%	57.4%	64.7%	15.8%	3.0%	15.6%	0.5%	17,157
D	7.4%	27.6%	53.1%	66.6%	18.9%	5.0%	20.6%	0.7%	6,530
F	5.7%	19.1%	50.5%	75.3%	20.6%	4.8%	23.3%	0.8%	2,632
Unavailable	5.0%	35.0%	65.8%	60.3%	16.7%	4.3%	12.5%	0.5%	2,638
<b>Overall</b>	<b>14.6%</b>	<b>40.5%</b>	<b>57.9%</b>	<b>56.7%</b>	<b>14.3%</b>	<b>2.5%</b>	<b>13.2%</b>	<b>0.4%</b>	<b>62,995</b>

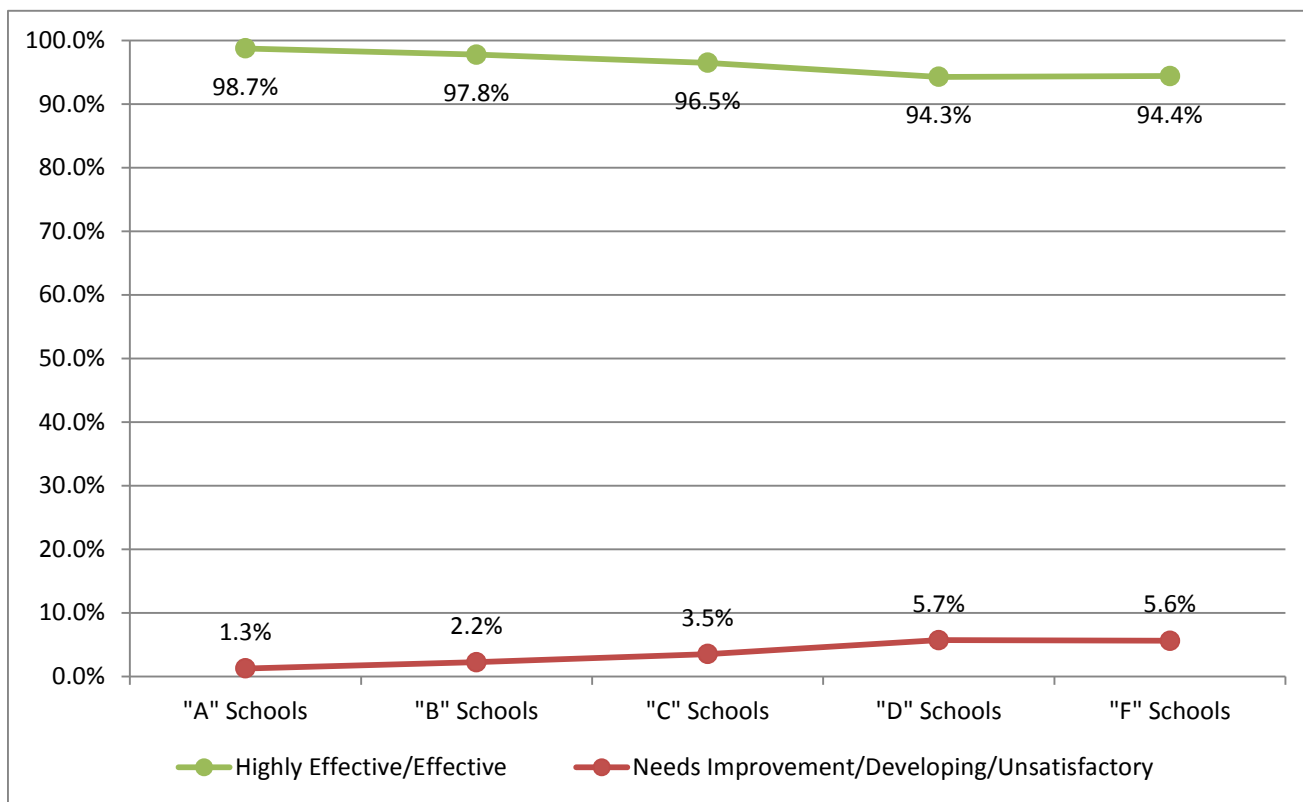
\* Includes teachers who received a performance evaluation rating of 3 Years - Developing



The results above show differences in the distribution of rating categories depending on the methodology used (VAM classification or performance evaluation). However, it also shows an emergence of differentiation among teacher performance levels according to statewide data, and that school grades and the ratings of teachers at the schools tell a similar story. For example, the percentage of teachers at A schools rated Highly Effective is higher than the percentage of teachers at F schools rated Highly Effective, regardless of the methodology used to determine teachers' ratings. A reverse trend is seen for teachers rated Unsatisfactory, with the percentage of teachers rated Unsatisfactory decreasing as the school grade increases. This is the type of relationship that you would expect to see between a measure of the quality of a school (school grade) and a measure of the quality of teachers at the school (performance rating distribution).

In order to examine the equitable access to high-quality teachers, the rating categories were grouped into two categories 1) Highly Effective or Effective and 2) Needs Improvement, 3 Years – Developing, or Unsatisfactory. Exhibit 15 shows the percentage of teachers in these two groups at A, B, C, D, and F schools based on performance evaluation results. Exhibit 15 shows only a slight decline in the availability of Highly Effective and Effective teachers from 98.7% at A schools to 94.4% at F schools.

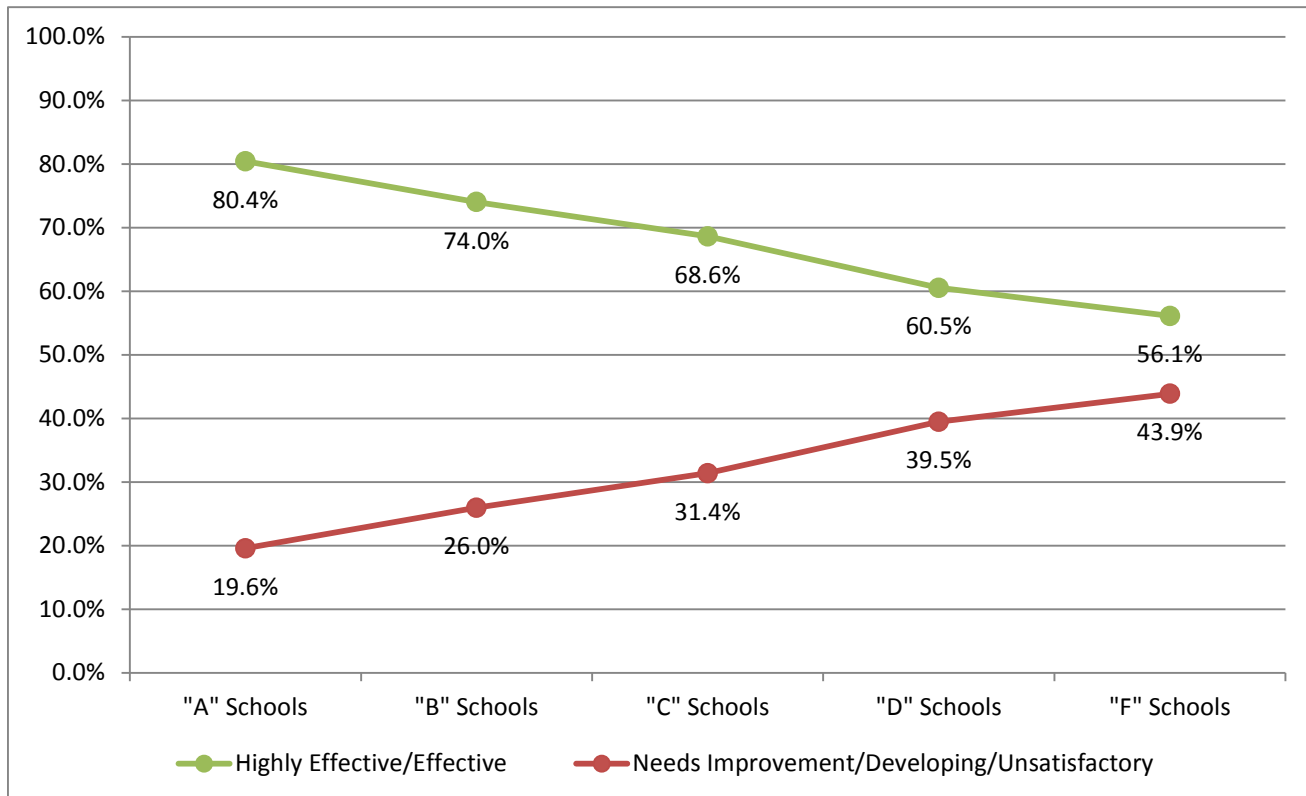
**Exhibit 15: Percentage of Classroom Teachers with Performance Evaluation Ratings of Highly Effective/Effective and Needs Improvement/Developing/Unsatisfactory, by School Grade**



However, when looking at the availability of high-quality teachers, as measured by VAM classification, the difference is much more pronounced across school grades. Exhibit 16 shows the percentage of teachers at A, B, C, D, and F schools in the two rating groups based on the department's VAM classification methodology. Compared to the performance

evaluation results shown in Exhibit 15, there is a much more dramatic decline in the availability of Highly Effective and Effective teachers from 80.4% at A schools to 56.1% at F schools. Based on either measure, the department's VAM classification or districts' performance evaluations, students at better performing schools seem to have greater access to high-quality teachers than students at lower performing schools.

**Exhibit 16: Percentage of Classroom Teachers with VAM Classifications of Highly Effective/Effective and Needs Improvement/Developing/Unsatisfactory, by School Grade**



## Section 5: Data reported under Section [1012.341, F.S.](#)

Hillsborough County school district provided the attestation required by section 1012.341, F.S., which is provided below.

School Board  
Carol W. Kurdell, Chair  
Susan L. Valdes, Vice Chair  
Doretha W. Edgecomb  
April Griffin  
Candy Olson  
Cindy Stuart  
Stacy R. White, Ph.D.



Superintendent of Schools  
MaryEllen Elia

October 6, 2014

Pam Stewart  
Commissioner of Education  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399-0400

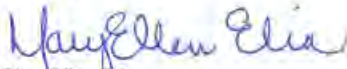
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FLORIDA DEPT OF EDUCATION  
2014 OCT -9 AM 10:13

Dear Commissioner Stewart:

As required by SB 1642, Hillsborough County Public Schools has complied with the following:

- (a) The instructional personnel and school administrator evaluation systems base at least 40 percent of an employee's performance evaluation upon student performance and that student performance is the single greatest component of an employee's evaluation.
- (b) The instructional personnel and school administrator evaluation systems adopt the Commissioner of Education's student learning growth formula for statewide assessments as provided under s.1012.34(7).
- (c) The school district's instructional personnel and school administrator compensation system awards salary increases based upon sustained student performance.
- (d) The school district's contract system awards instructional personnel and school administrators based upon student performance and removes ineffective employees.

Sincerely,



MaryEllen Elia  
Superintendent

mlm

## **Section 6: Requested Revisions to Evaluation Systems Submitted by Districts**

Because these data were not collected during the 2013-14 school year prior to the passage of SB 1642, they will not be available until next year's report.

## Appendix A: Evaluation Plan Status by District

District Number	District Name	Classroom Teacher Evaluation Model	Classroom Teacher Evaluation System	School Administrator Evaluation Model	School Administrator Evaluation System
1	ALACHUA	OTHER	Y	OTHER	Y
2	BAKER	EMCS	Y	EMCS	Y
3	BAY	DANIELSON	Y	STATE MODEL	Y
4	BRADFORD	MARZANO	Y	MARZANO	Y
5	BREVARD	OTHER	Y	STATE MODEL	Y
6	BROWARD	MARZANO	Y	STATE MODEL	Y
7	CALHOUN	MARZANO	Y	STATE MODEL	Y
8	CHARLOTTE	MARZANO	N	STATE MODEL	Y
9	CITRUS	OTHER	Y	OTHER	Y
10	CLAY	OTHER	Y	STATE MODEL	Y
11	COLLIER	MARZANO	Y	MARZANO	Y
12	COLUMBIA	EMCS	Y	EMCS	Y
13	DADE	OTHER	Y	STATE MODEL	Y
14	DESOTO	EMCS	Y	STATE MODEL	Y
15	DIXIE	EMCS	Y	EMCS	Y
16	DUVAL	DANIELSON	Y	STATE MODEL	Y
17	ESCAMBIA	DANIELSON	Y	STATE MODEL	Y
18	FLAGLER	DANIELSON	Y	STATE MODEL	Y
19	FRANKLIN	MARZANO	Y	MARZANO	Y
20	GADSDEN	MARZANO	Y	STATE MODEL	Y
21	GILCHRIST	MARZANO	Y	STATE MODEL	Y
22	GLADES	EMCS	Y	STATE MODEL	Y
23	GULF	EMCS	N	STATE MODEL	Y
24	HAMILTON	EMCS	Y	EMCS	Y
25	HARDEE	EMCS	N	STATE MODEL	Y
26	HENDRY	EMCS	Y	STATE MODEL	Y
27	HERNANDO	DANIELSON	Y	STATE MODEL	Y
28	HIGHLANDS	DANIELSON	Y	OTHER	Y
29	HILLSBOROUGH	DANIELSON	Y	OTHER	Y
30	HOLMES	EMCS	Y	STATE MODEL	Y
31	INDIAN RIVER	MARZANO	N	STATE MODEL	Y
32	JACKSON	MARZANO	Y	STATE MODEL	Y
33	JEFFERSON	OTHER	N	STATE MODEL	Y
34	LAFAYETTE	MARZANO	Y	STATE MODEL	Y
35	LAKE	MARZANO	Y	STATE MODEL	Y
36	LEE	DANIELSON	Y	STATE MODEL	Y
37	LEON	MARZANO	Y	MARZANO	Y
38	LEVY	DANIELSON	Y	STATE MODEL	Y

District Number	District Name	Classroom Teacher Evaluation Model	Classroom Teacher Evaluation System	School Administrator Evaluation Model	School Administrator Evaluation System
39	LIBERTY	DANIELSON	Y	STATE MODEL	Y
40	MADISON	DANIELSON	N	STATE MODEL	Y
41	MANATEE	OTHER	Y	STATE MODEL	Y
42	MARION	DANIELSON	Y	STATE MODEL	Y
43	MARTIN	MARZANO	Y	STATE MODEL	Y
44	MONROE	DANIELSON	N	STATE MODEL	Y
45	NASSAU	MARZANO	Y	MARZANO	Y
46	OKALOOSA	DANIELSON	Y	STATE MODEL	Y
47	OSCEOLA	EMCS	Y	STATE MODEL	Y
48	ORANGE	MARZANO	Y	MARZANO	Y
49	OSCEOLA	MARZANO	Y	STATE MODEL	Y
50	PALM BEACH	MARZANO	Y	STATE MODEL	Y
51	PASCO	MARZANO	Y	STATE MODEL	Y
52	PINELLAS	OTHER	Y	STATE MODEL	Y
53	POLK	OTHER	Y	STATE MODEL	Y
54	PUTNAM	MARZANO	Y	STATE MODEL	Y
55	ST. JOHNS	MARZANO	Y	STATE MODEL	Y
56	ST. LUCIE	MARZANO	Y	STATE MODEL	Y
57	SANTA ROSA	MARZANO	Y	STATE MODEL	Y
58	SARASOTA	OTHER	Y	STATE MODEL	Y
59	SEMINOLE	MARZANO	Y	MARZANO	Y
60	SUMTER	DANIELSON	Y	STATE MODEL	Y
61	SUWANNEE	EMCS	Y	EMCS	Y
62	TAYLOR	EMCS	Y	STATE MODEL	Y
63	UNION	MARZANO	Y	STATE MODEL	Y
64	VOLUSIA	DANIELSON	Y	STATE MODEL	Y
65	WAKULLA	OTHER	Y	STATE MODEL	Y
66	WALTON	EMCS	Y	STATE MODEL	Y
67	WASHINGTON	DANIELSON	Y	STATE MODEL	Y
68	DEAF/BLIND		NA		NA
69	DOZIER		NA		NA
71	FLVS	DANIELSON	Y	STATE MODEL	Y
72	FAU Lab School	MARZANO	Y	MARZANO	Y
73	FSU Lab School	MARZANO	Y	STATE MODEL	Y
74	FAMU Lab School	MARZANO	Y	STATE MODEL	Y
75	UF Lab School	MARZANO	Y	STATE MODEL	Y

**Appendix B: Evaluation Results – Classroom Teachers**

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Classroom Teachers										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
01	ALACHUA	1,600	89.4%	182	10.2%	1	0.1%	5	0.3%	1	0.1%	95	5.0%	1,884
02	BAKER	116	39.5%	138	46.9%	29	9.9%	9	3.1%	2	0.7%	23	7.3%	317
03	BAY	638	36.7%	1,071	61.6%	16	0.9%	6	0.3%	7	0.4%	211	10.8%	1,949
04	BRADFORD	20	10.5%	146	76.8%	21	11.1%	2	1.1%	1	0.5%	102	34.9%	292
05	BREVARD	3,064	68.8%	1,359	30.5%	0	0.0%	24	0.5%	5	0.1%	391	8.1%	4,843
06	BROWARD	736	5.3%	13,158	93.9%	67	0.5%	20	0.1%	25	0.2%	2,702	16.2%	16,708
07	CALHOUN	6	4.1%	140	95.2%	0	0.0%	1	0.7%	0	0.0%	32	17.9%	179
08	CHARLOTTE	287	30.3%	645	68.2%	13	1.4%	0	0.0%	1	0.1%	71	7.0%	1,017
09	CITRUS	536	56.0%	400	41.8%	10	1.0%	11	1.1%	0	0.0%	189	16.5%	1,146
10	CLAY	1,916	78.7%	519	21.3%	1	0.0%	0	0.0%	0	0.0%	29	1.2%	2,465
11	COLLIER	168	5.4%	2,889	92.1%	13	0.4%	67	2.1%	1	0.0%	28	0.9%	3,166
12	COLUMBIA	504	74.4%	168	24.8%	4	0.6%	1	0.1%	0	0.0%	43	6.0%	720
13	DADE	7,931	39.1%	11,762	58.0%	368	1.8%	155	0.8%	52	0.3%	4,189	17.1%	24,457
14	DESOTO	50	17.2%	202	69.4%	28	9.6%	11	3.8%	0	0.0%	41	12.3%	332
15	DIXIE	32	27.8%	63	54.8%	20	17.4%	0	0.0%	0	0.0%	5	4.2%	120
16	DUVAL	1,149	15.0%	5,870	76.5%	431	5.6%	219	2.9%	6	0.1%	948	11.0%	8,623
17	ESCAMBIA	607	23.7%	1,803	70.3%	110	4.3%	28	1.1%	17	0.7%	368	12.5%	2,933
18	FLAGLER	536	75.6%	156	22.0%	9	1.3%	8	1.1%	0	0.0%	97	12.0%	806
19	FRANKLIN	2	2.6%	62	80.5%	13	16.9%	0	0.0%	0	0.0%	15	16.3%	92
20	GADSDEN	102	30.5%	223	66.8%	9	2.7%	0	0.0%	0	0.0%	169	33.6%	503
21	GILCHRIST	87	64.0%	48	35.3%	0	0.0%	0	0.0%	1	0.7%	21	13.4%	157
22	GLADES	48	38.7%	75	60.5%	1	0.8%	0	0.0%	0	0.0%	3	2.4%	127
23	GULF	20	17.1%	97	82.9%	0	0.0%	0	0.0%	0	0.0%	15	11.4%	132
24	HAMILTON	20	19.0%	60	57.1%	13	12.4%	12	11.4%	0	0.0%	21	16.7%	126
25	HARDEE	38	10.7%	288	81.4%	21	5.9%	6	1.7%	1	0.3%	0	0.0%	354

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Classroom Teachers										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
26	HENDRY	0	0.0%	435	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	435
27	HERNANDO	888	59.6%	603	40.4%	0	0.0%	0	0.0%	0	0.0%	112	7.0%	1,603
28	HIGHLANDS	246	32.5%	498	65.9%	3	0.4%	9	1.2%	0	0.0%	58	7.1%	814
29	HILLSBOROUGH	6,149	44.7%	6,964	50.6%	385	2.8%	48	0.3%	225	1.6%	1,957	12.4%	15,728
30	HOLMES	19	8.6%	193	87.3%	2	0.9%	7	3.2%	0	0.0%	20	8.3%	241
31	INDIAN RIVER	267	31.3%	480	56.3%	72	8.5%	24	2.8%	9	1.1%	187	18.0%	1,039
32	JACKSON	25	5.6%	400	89.3%	9	2.0%	13	2.9%	1	0.2%	84	15.8%	532
33	JEFFERSON	12	16.9%	55	77.5%	4	5.6%	0	0.0%	0	0.0%	26	26.8%	97
34	LAFAYETTE	43	64.2%	24	35.8%	0	0.0%	0	0.0%	0	0.0%	1	1.5%	68
35	LAKE	384	15.8%	2,012	82.8%	35	1.4%	0	0.0%	0	0.0%	713	22.7%	3,144
36	LEE	1,204	22.6%	3,984	74.6%	47	0.9%	38	0.7%	66	1.2%	531	9.0%	5,870
37	LEON	1,783	85.9%	256	12.3%	7	0.3%	27	1.3%	2	0.1%	393	15.9%	2,468
38	LEVY	90	28.0%	221	68.8%	3	0.9%	7	2.2%	0	0.0%	64	16.6%	385
39	LIBERTY	32	33.7%	54	56.8%	9	9.5%	0	0.0%	0	0.0%	15	13.6%	110
40	MADISON	55	37.4%	87	59.2%	0	0.0%	4	2.7%	1	0.7%	74	33.5%	221
41	MANATEE	1,303	53.2%	1,086	44.4%	29	1.2%	29	1.2%	1	0.0%	733	23.0%	3,181
42	MARION	353	14.3%	2,090	84.9%	15	0.6%	4	0.2%	0	0.0%	318	11.4%	2,780
43	MARTIN	462	40.6%	676	59.4%	0	0.0%	0	0.0%	0	0.0%	109	8.7%	1,247
44	MONROE	254	56.3%	196	43.5%	1	0.2%	0	0.0%	0	0.0%	59	11.6%	510
45	NASSAU	490	74.5%	163	24.8%	2	0.3%	3	0.5%	0	0.0%	47	6.7%	705
46	OKALOOSA	1,510	82.9%	307	16.8%	5	0.3%	0	0.0%	0	0.0%	68	3.6%	1,890
47	OKEECHOBEE	79	20.5%	298	77.2%	6	1.6%	3	0.8%	0	0.0%	38	9.0%	424
48	ORANGE	8,833	81.2%	2,019	18.6%	15	0.1%	15	0.1%	0	0.0%	1,071	9.0%	11,953
49	OSCEOLA	2,224	64.9%	1,153	33.6%	30	0.9%	20	0.6%	0	0.0%	252	6.8%	3,679
50	PALM BEACH	4,964	43.6%	6,392	56.2%	0	0.0%	22	0.2%	1	0.0%	1,414	11.1%	12,793
51	PASCO	3,472	81.5%	747	17.5%	40	0.9%	0	0.0%	0	0.0%	596	12.3%	4,855
52	PINELLAS	1,715	25.7%	4,889	73.3%	28	0.4%	39	0.6%	0	0.0%	1,018	13.2%	7,689



District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Classroom Teachers										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
53	POLK	1,990	34.5%	3,545	61.5%	216	3.7%	9	0.2%	5	0.1%	982	14.6%	6,747
54	PUTNAM	38	6.8%	517	92.5%	3	0.5%	1	0.2%	0	0.0%	109	16.3%	668
55	ST. JOHNS	974	49.5%	987	50.2%	5	0.3%	0	0.0%	0	0.0%	108	5.2%	2,074
56	ST. LUCIE	2	2.2%	63	70.0%	8	8.9%	13	14.4%	4	4.4%	2,492	96.5%	2,582
57	SANTA ROSA	1,090	66.6%	532	32.5%	8	0.5%	0	0.0%	7	0.4%	126	7.1%	1,763
58	SARASOTA	1,506	54.0%	1,238	44.4%	30	1.1%	12	0.4%	2	0.1%	551	16.5%	3,339
59	SEMINOLE	2,724	63.4%	1,551	36.1%	12	0.3%	11	0.3%	0	0.0%	357	7.7%	4,655
60	SUMTER	181	35.3%	326	63.5%	2	0.4%	4	0.8%	0	0.0%	49	8.7%	562
61	SUWANNEE	71	22.5%	198	62.9%	40	12.7%	0	0.0%	6	1.9%	92	22.6%	407
62	TAYLOR	8	4.6%	156	89.7%	10	5.7%	0	0.0%	0	0.0%	38	17.9%	212
63	UNION	110	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	73	39.9%	183
64	VOLUSIA	985	24.3%	2,897	71.4%	10	0.2%	161	4.0%	3	0.1%	329	7.5%	4,385
65	WAKULLA	126	44.5%	153	54.1%	3	1.1%	1	0.4%	0	0.0%	49	14.8%	332
66	WALTON	189	36.6%	318	61.5%	10	1.9%	0	0.0%	0	0.0%	91	15.0%	608
67	WASHINGTON	52	21.2%	189	77.1%	4	1.6%	0	0.0%	0	0.0%	79	24.4%	324
68	FSDB	63	53.4%	50	42.4%	1	0.8%	4	3.4%	0	0.0%	7	5.6%	125
69	WASHINGTON SPECIAL	5	50.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	2	16.7%	12
71	FL VIRTUAL	1,100	84.7%	196	15.1%	2	0.2%	0	0.0%	0	0.0%	1,270	49.5%	2,568
72	FAU LAB SCHOOL	38	92.7%	3	7.3%	0	0.0%	0	0.0%	0	0.0%	48	53.9%	89
73	FSU LAB SCHOOL	4	3.8%	96	91.4%	5	4.8%	0	0.0%	0	0.0%	43	29.1%	148
74	FAMU LAB SCHOOL	0	----	0	----	0	----	0	----	0	----	33	100.0%	33
75	UF LAB SCHOOL	48	87.3%	7	12.7%	0	0.0%	0	0.0%	0	0.0%	13	19.1%	68
--	<b>STATEWIDE</b>	<b>68,373</b>	<b>41.9%</b>	<b>90,833</b>	<b>55.7%</b>	<b>2,314</b>	<b>1.4%</b>	<b>1,113</b>	<b>0.7%</b>	<b>453</b>	<b>0.3%</b>	<b>26,707</b>	<b>14.1%</b>	<b>189,793</b>

**Appendix C: Evaluation Results – Other Instructional Personnel**

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Other Instructional Personnel										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
01	ALACHUA	249	95.4%	12	4.6%	0	0.0%	0	0.0%	0	0.0%	84	24.3%	345
02	BAKER	24	66.7%	9	25.0%	3	8.3%	0	0.0%	0	0.0%	3	7.7%	39
03	BAY	113	59.8%	76	40.2%	0	0.0%	0	0.0%	0	0.0%	54	22.2%	243
04	BRADFORD	1	12.5%	7	87.5%	0	0.0%	0	0.0%	0	0.0%	17	68.0%	25
05	BREVARD	446	79.6%	109	19.5%	0	0.0%	5	0.9%	0	0.0%	213	27.6%	773
06	BROWARD	72	5.5%	1,233	94.5%	0	0.0%	0	0.0%	0	0.0%	194	12.9%	1,499
07	CALHOUN	0	0.0%	20	100.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	21
08	CHARLOTTE	53	39.0%	83	61.0%	0	0.0%	0	0.0%	0	0.0%	9	6.2%	145
09	CITRUS	96	80.7%	23	19.3%	0	0.0%	0	0.0%	0	0.0%	32	21.2%	151
10	CLAY	252	83.7%	49	16.3%	0	0.0%	0	0.0%	0	0.0%	3	1.0%	304
11	COLLIER	22	5.8%	356	94.2%	0	0.0%	0	0.0%	0	0.0%	3	0.8%	381
12	COLUMBIA	49	89.1%	6	10.9%	0	0.0%	0	0.0%	0	0.0%	83	60.1%	138
13	DADE	0	----	0	----	0	----	0	----	0	----	511	100.0%	511
14	DESOTO	20	55.6%	14	38.9%	2	5.6%	0	0.0%	0	0.0%	10	21.7%	46
15	DIXIE	5	20.0%	19	76.0%	1	4.0%	0	0.0%	0	0.0%	12	32.4%	37
16	DUVAL	34	3.5%	911	94.4%	20	2.1%	0	0.0%	0	0.0%	213	18.1%	1,178
17	ESCAMBIA	138	41.1%	196	58.3%	2	0.6%	0	0.0%	0	0.0%	128	27.6%	464
18	FLAGLER	77	89.5%	9	10.5%	0	0.0%	0	0.0%	0	0.0%	67	43.8%	153
19	FRANKLIN	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	4	57.1%	7
20	GADSDEN	37	56.1%	27	40.9%	2	3.0%	0	0.0%	0	0.0%	35	34.7%	101
21	GILCHRIST	13	81.3%	3	18.8%	0	0.0%	0	0.0%	0	0.0%	2	11.1%	18
22	GLADES	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	5	83.3%	6
23	GULF	8	42.1%	11	57.9%	0	0.0%	0	0.0%	0	0.0%	4	17.4%	23

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Other Instructional Personnel										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
24	HAMILTON	7	53.8%	3	23.1%	2	15.4%	1	7.7%	0	0.0%	24	64.9%	37
25	HARDEE	1	2.2%	37	82.2%	6	13.3%	1	2.2%	0	0.0%	0	0.0%	45
27	HERNANDO	17	12.1%	124	87.9%	0	0.0%	0	0.0%	0	0.0%	53	27.3%	194
28	HIGHLANDS	64	78.0%	18	22.0%	0	0.0%	0	0.0%	0	0.0%	57	41.0%	139
29	HILLSBOROUGH	720	44.7%	855	53.1%	27	1.7%	0	0.0%	9	0.6%	842	34.3%	2,453
30	HOLMES	6	24.0%	19	76.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	25
31	INDIAN RIVER	9	16.7%	31	57.4%	12	22.2%	1	1.9%	1	1.9%	133	71.1%	187
32	JACKSON	1	2.3%	43	97.7%	0	0.0%	0	0.0%	0	0.0%	18	29.0%	62
33	JEFFERSON	1	12.5%	7	87.5%	0	0.0%	0	0.0%	0	0.0%	32	80.0%	40
34	LAFAYETTE	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8
35	LAKE	0	----	0	----	0	----	0	----	0	----	528	100.0%	528
36	LEE	212	38.5%	338	61.5%	0	0.0%	0	0.0%	0	0.0%	147	21.1%	697
37	LEON	262	92.6%	21	7.4%	0	0.0%	0	0.0%	0	0.0%	88	23.7%	371
38	LEVY	13	31.7%	26	63.4%	1	2.4%	1	2.4%	0	0.0%	20	32.8%	61
39	LIBERTY	5	50.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10
40	MADISON	12	57.1%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	7	25.0%	28
41	MANATEE	99	62.7%	57	36.1%	0	0.0%	2	1.3%	0	0.0%	233	59.6%	391
42	MARION	65	23.0%	216	76.3%	2	0.7%	0	0.0%	0	0.0%	85	23.1%	368
43	MARTIN	117	72.7%	44	27.3%	0	0.0%	0	0.0%	0	0.0%	27	14.4%	188
44	MONROE	31	59.6%	21	40.4%	0	0.0%	0	0.0%	0	0.0%	54	50.9%	106
45	NASSAU	73	97.3%	2	2.7%	0	0.0%	0	0.0%	0	0.0%	55	42.3%	130
46	OKALOOSA	138	96.5%	5	3.5%	0	0.0%	0	0.0%	0	0.0%	92	39.1%	235
47	OKEECHOBEE	14	31.1%	31	68.9%	0	0.0%	0	0.0%	0	0.0%	17	27.4%	62
48	ORANGE	1,936	93.2%	141	6.8%	0	0.0%	0	0.0%	0	0.0%	712	25.5%	2,789
49	OSCEOLA	407	89.1%	47	10.3%	3	0.7%	0	0.0%	0	0.0%	136	22.9%	593
50	PALM BEACH	487	54.7%	403	45.3%	0	0.0%	0	0.0%	0	0.0%	873	49.5%	1,763
51	PASCO	91	20.2%	359	79.8%	0	0.0%	0	0.0%	0	0.0%	112	19.9%	562

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Other Instructional Personnel										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
52	PINELLAS	391	41.8%	544	58.1%	1	0.1%	0	0.0%	0	0.0%	314	25.1%	1,250
54	PUTNAM	31	59.6%	21	40.4%	0	0.0%	0	0.0%	0	0.0%	67	56.3%	119
55	ST. JOHNS	129	67.5%	62	32.5%	0	0.0%	0	0.0%	0	0.0%	140	42.3%	331
56	ST. LUCIE	0	----	0	----	0	----	0	----	0	----	424	100.0%	424
57	SANTA ROSA	132	72.1%	49	26.8%	2	1.1%	0	0.0%	0	0.0%	20	9.9%	203
58	SARASOTA	198	81.1%	45	18.4%	1	0.4%	0	0.0%	0	0.0%	28	10.3%	272
59	SEMINOLE	194	58.1%	134	40.1%	6	1.8%	0	0.0%	0	0.0%	246	42.4%	580
60	SUMTER	17	25.4%	46	68.7%	1	1.5%	3	4.5%	0	0.0%	16	19.3%	83
61	SUWANNEE	13	46.4%	15	53.6%	0	0.0%	0	0.0%	0	0.0%	33	54.1%	61
62	TAYLOR	0	0.0%	23	95.8%	1	4.2%	0	0.0%	0	0.0%	10	29.4%	34
63	UNION	14	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	17.6%	17
64	VOLUSIA	166	39.5%	253	60.2%	0	0.0%	1	0.2%	0	0.0%	99	19.1%	519
65	WAKULLA	15	48.4%	16	51.6%	0	0.0%	0	0.0%	0	0.0%	27	46.6%	58
66	WALTON	22	37.3%	37	62.7%	0	0.0%	0	0.0%	0	0.0%	23	28.0%	82
67	WASHINGTON	4	12.1%	29	87.9%	0	0.0%	0	0.0%	0	0.0%	4	10.8%	37
68	FSDB	0	----	0	----	0	----	0	----	0	----	49	100.0%	49
69	WASHINGTON SPECIAL	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1
71	FL VIRTUAL	23	79.3%	6	20.7%	0	0.0%	0	0.0%	0	0.0%	182	86.3%	211
72	FAU LAB SCHOOL	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	50.0%	10
73	FSU LAB SCHOOL	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%	4	50.0%	8
74	FAMU LAB SCHOOL	0	----	0	----	0	----	0	----	0	----	14	100.0%	14
75	UF LAB SCHOOL	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	42	91.3%	46
--	<b>STATEWIDE</b>	<b>7,864</b>	<b>51.4%</b>	<b>7,323</b>	<b>47.8%</b>	<b>95</b>	<b>0.6%</b>	<b>15</b>	<b>0.1%</b>	<b>10</b>	<b>0.1%</b>	<b>7,782</b>	<b>33.7%</b>	<b>23,089</b>

**Appendix D: Evaluation Results – Administrators**

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Administrators										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
01	ALACHUA	71	86.6%	11	13.4%	0	0.0%	0	0.0%	0	0.0%	4	4.7%	86
02	BAKER	4	26.7%	9	60.0%	1	6.7%	0	0.0%	1	6.7%	1	6.3%	16
03	BAY	39	40.2%	58	59.8%	0	0.0%	0	0.0%	0	0.0%	20	17.1%	117
04	BRADFORD	0	----	0	----	0	----	0	----	0	----	14	100.0%	14
05	BREVARD	124	55.1%	101	44.9%	0	0.0%	0	0.0%	0	0.0%	29	11.4%	254
06	BROWARD	87	12.8%	572	83.9%	23	3.4%	0	0.0%	0	0.0%	75	9.9%	757
07	CALHOUN	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	10
08	CHARLOTTE	1	1.9%	53	98.1%	0	0.0%	0	0.0%	0	0.0%	4	6.9%	58
09	CITRUS	34	65.4%	17	32.7%	1	1.9%	0	0.0%	0	0.0%	3	5.5%	55
10	CLAY	63	58.9%	44	41.1%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	108
11	COLLIER	8	5.6%	136	94.4%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	145
12	COLUMBIA	0	0.0%	11	100.0%	0	0.0%	0	0.0%	0	0.0%	20	64.5%	31
13	DADE	64	80.0%	15	18.8%	1	1.3%	0	0.0%	0	0.0%	1,033	92.8%	1,113
14	DESOTO	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	15	93.8%	16
15	DIXIE	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	7
16	DUVAL	0	0.0%	345	95.8%	12	3.3%	3	0.8%	0	0.0%	106	22.7%	466
17	ESCAMBIA	14	14.4%	82	84.5%	0	0.0%	0	0.0%	1	1.0%	12	11.0%	109
18	FLAGLER	20	60.6%	13	39.4%	0	0.0%	0	0.0%	0	0.0%	4	10.8%	37
19	FRANKLIN	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3	50.0%	6
20	GADSDEN	11	55.0%	7	35.0%	2	10.0%	0	0.0%	0	0.0%	9	31.0%	29
21	GILCHRIST	10	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10
22	GLADES	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	4	57.1%	7
23	GULF	3	60.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5
24	HAMILTON	0	0.0%	6	75.0%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	8

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Administrators										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
25	HARDEE	0	0.0%	12	80.0%	3	20.0%	0	0.0%	0	0.0%	0	0.0%	15
26	HENDRY	1	14.3%	4	57.1%	2	28.6%	0	0.0%	0	0.0%	16	69.6%	23
27	HERNANDO	26	42.6%	33	54.1%	2	3.3%	0	0.0%	0	0.0%	4	6.2%	65
28	HIGHLANDS	14	31.8%	30	68.2%	0	0.0%	0	0.0%	0	0.0%	5	10.2%	49
29	HILLSBOROUGH	324	48.1%	322	47.8%	23	3.4%	1	0.1%	4	0.6%	100	12.9%	774
30	HOLMES	1	7.1%	13	92.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14
31	INDIAN RIVER	0	----	0	----	0	----	0	----	0	----	53	100.0%	53
32	JACKSON	1	5.0%	19	95.0%	0	0.0%	0	0.0%	0	0.0%	5	20.0%	25
33	JEFFERSON	0	----	0	----	0	----	0	----	0	----	4	100.0%	4
34	LAFAYETTE	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5
35	LAKE	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	130	99.2%	131
36	LEE	23	18.5%	96	77.4%	5	4.0%	0	0.0%	0	0.0%	155	55.6%	279
37	LEON	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	127	99.2%	128
38	LEVY	1	5.0%	17	85.0%	2	10.0%	0	0.0%	0	0.0%	3	13.0%	23
39	LIBERTY	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	3	42.9%	7
40	MADISON	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	11
41	MANATEE	26	23.0%	84	74.3%	1	0.9%	0	0.0%	2	1.8%	41	26.6%	154
42	MARION	9	64.3%	4	28.6%	1	7.1%	0	0.0%	0	0.0%	135	90.6%	149
43	MARTIN	12	24.0%	37	74.0%	1	2.0%	0	0.0%	0	0.0%	6	10.7%	56
45	NASSAU	22	66.7%	11	33.3%	0	0.0%	0	0.0%	0	0.0%	1	2.9%	34
46	OKALOOSA	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	70	84.3%	83
47	OKEECHOBEE	10	47.6%	11	52.4%	0	0.0%	0	0.0%	0	0.0%	4	16.0%	25
48	ORANGE	67	18.2%	297	80.5%	3	0.8%	2	0.5%	0	0.0%	136	26.9%	505
49	OSCEOLA	33	25.0%	96	72.7%	3	2.3%	0	0.0%	0	0.0%	8	5.7%	140
50	PALM BEACH	1	25.0%	1	25.0%	1	25.0%	1	25.0%	0	0.0%	609	99.3%	613
51	PASCO	5	2.7%	177	97.3%	0	0.0%	0	0.0%	0	0.0%	50	21.6%	232
52	PINELLAS	53	19.0%	225	80.6%	1	0.4%	0	0.0%	0	0.0%	54	16.2%	333

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Administrators										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
53	POLK	10	71.4%	4	28.6%	0	0.0%	0	0.0%	0	0.0%	317	95.8%	331
54	PUTNAM	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	40	81.6%	49
55	ST. JOHNS	33	39.8%	50	60.2%	0	0.0%	0	0.0%	0	0.0%	17	17.0%	100
56	ST. LUCIE	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	111	99.1%	112
57	SANTA ROSA	46	68.7%	21	31.3%	0	0.0%	0	0.0%	0	0.0%	2	2.9%	69
58	SARASOTA	38	35.5%	69	64.5%	0	0.0%	0	0.0%	0	0.0%	20	15.7%	127
59	SEMINOLE	119	68.0%	53	30.3%	3	1.7%	0	0.0%	0	0.0%	15	7.9%	190
60	SUMTER	4	17.4%	18	78.3%	0	0.0%	1	4.3%	0	0.0%	1	4.2%	24
61	SUWANNEE	9	50.0%	9	50.0%	0	0.0%	0	0.0%	0	0.0%	4	18.2%	22
62	TAYLOR	0	----	0	----	0	----	0	----	0	----	11	100.0%	11
63	UNION	0	----	0	----	0	----	0	----	0	----	6	100.0%	6
64	VOLUSIA	35	20.2%	138	79.8%	0	0.0%	0	0.0%	0	0.0%	32	15.6%	205
65	WAKULLA	2	11.8%	15	88.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17
66	WALTON	2	9.5%	19	90.5%	0	0.0%	0	0.0%	0	0.0%	3	12.5%	24
67	WASHINGTON	0	0.0%	14	100.0%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	15
68	FSDB	0	----	0	----	0	----	0	----	0	----	10	100.0%	10
69	WASHINGTON SPECIAL	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	3
71	FL VIRTUAL	25	75.8%	7	21.2%	1	3.0%	0	0.0%	0	0.0%	13	28.3%	46
72	FAU LAB SCHOOL	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	4	80.0%	5
73	FSU LAB SCHOOL	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	4	66.7%	6
74	FAMU LAB SCHOOL	0	----	0	----	0	----	0	----	0	----	2	100.0%	2
75	UF LAB SCHOOL	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	60.0%	5
--	<b>STATEWIDE</b>	<b>1,528</b>	<b>30.1%</b>	<b>3,437</b>	<b>67.7%</b>	<b>95</b>	<b>1.9%</b>	<b>8</b>	<b>0.2%</b>	<b>8</b>	<b>0.2%</b>	<b>3,697</b>	<b>42.1%</b>	<b>8,773</b>

**Appendix E: Survey Results Related to the Types of VAM Measures Used by Districts**

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
01	ALACHUA	OTHER	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM
02	BAKER	EMCS	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
03	BAY	DANIELSON	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
04	BRADFORD	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
05	BREVARD	OTHER	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Not Used	Not Used	Used for ALL teachers who receive a VAM
06	BROWARD	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
07	CALHOUN	MARZANO	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used
08	CHARLOTTE	MARZANO	Not Used	Not Used	Not Used	Not Used	Not Used
09	CITRUS	OTHER	Used for ALL teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for ALL teachers who receive a VAM
10	CLAY	OTHER	Used for ALL teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM



District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
11	COLLIER	MARZANO	Not Used	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
12	COLUMBIA	EMCS	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
13	DADE	OTHER	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used
14	DESOTO	EMCS	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
15	DIXIE	EMCS	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
16	DUVAL	DANIELSON	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
17	ESCAMBIA	DANIELSON	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
18	FLAGLER	DANIELSON	Not Used	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
19	FRANKLIN	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM
20	GADSDEN	MARZANO	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM	Not Used	Not Used

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
21	GILCHRIST	MARZANO					
22	GLADES	EMCS	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
23	GULF	EMCS	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
24	HAMILTON	EMCS	Not Used	Used for SOME teachers who receive a VAM	Not Used	Not Used	Used for ALL teachers who receive a VAM
25	HARDEE	EMCS	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
26	HENDRY	EMCS	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM
27	HERNANDO	DANIELSON	Used for SOME teachers who receive a VAM	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
28	HIGHLANDS	DANIELSON	Not Used	Not Used	Not Used	Not Used	Not Used
29	HILLSBOROUGH	DANIELSON	Not Used	Not Used	Not Used	Not Used	Not Used
30	HOLMES	EMCS	Used for ALL teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
31	INDIAN RIVER	MARZANO	Not Used	Not Used	Used for SOME teachers who receive a VAM	Not Used	Used for ALL teachers who receive a VAM
32	JACKSON	MARZANO	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
33	JEFFERSON	OTHER	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM	Not Used	Not Used	Used for ALL teachers who receive a VAM
34	LAFAYETTE	MARZANO	Not Used	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
35	LAKE	MARZANO	Not Used	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
36	LEE	DANIELSON	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
37	LEON	MARZANO	Not Used	Used for SOME teachers who receive a VAM	Not Used	Not Used	Used for SOME teachers who receive a VAM
38	LEVY	DANIELSON	Not Used	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
39	LIBERTY	DANIELSON	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
40	MADISON	DANIELSON	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Used for SOME teachers who receive a VAM
41	MANATEE	OTHER	Not Used	Used for SOME teachers who receive a VAM	Not Used	Not Used	Used for ALL teachers who receive a VAM
42	MARION	DANIELSON	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
43	MARTIN	MARZANO	Used for SOME teachers who receive a VAM	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
44	MONROE	DANIELSON	Not Used	Not Used	Not Used	Not Used	Used for SOME teachers who receive a VAM
45	NASSAU	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
46	OKALOOSA	DANIELSON	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
47	OKEECHOBEE	EMCS	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
48	ORANGE	MARZANO	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
49	OSCEOLA	MARZANO	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
50	PALM BEACH	MARZANO					
51	PASCO	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
52	PINELLAS	OTHER	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
53	POLK	OTHER	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
54	PUTNAM	MARZANO	Not Used	Not Used	Not Used	Not Used	Not Used
55	ST. JOHNS	MARZANO	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
56	ST. LUCIE	MARZANO	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
57	SANTA ROSA	MARZANO	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
58	SARASOTA	OTHER	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
59	SEMINOLE	MARZANO	Not Used	Not Used	Used for ALL teachers who receive a VAM	Not Used	Not Used
60	SUMTER	DANIELSON	Not Used	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
61	SUWANNEE	EMCS	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
62	TAYLOR	EMCS	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM

District #	District Name	Model	Percent of Students Meeting Expectations	1 Year Raw VAM Score	1 Year Aggregate VAM Score	2 Year Aggregate VAM Score	3 Year Aggregate VAM Score
63	UNION	MARZANO	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
64	VOLUSIA	DANIELSON					
65	WAKULLA	OTHER	Used for ALL teachers who receive a VAM	Used for ALL teachers who receive a VAM	Not Used	Not Used	Not Used
66	WALTON	EMCS	Not Used	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
67	WASHINGTON	DANIELSON	Used for SOME teachers who receive a VAM	Not Used	Not Used	Not Used	Used for ALL teachers who receive a VAM
68	DEAF/BLIND		Not Used	Not Used	Not Used	Not Used	Not Used
69	DOZIER		Not Used	Not Used	Not Used	Not Used	Not Used
71	FLVS	MARZANO	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Not Used
72	FAU LAB SCHOOL	MARZANO	Used for SOME teachers who receive a VAM	Not Used	Not Used	Not Used	Not Used
73	FSU LAB SCHOOL	MARZANO	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM
74	FAMU LAB SCHOOL	MARZANO	Used for ALL teachers who receive a VAM	Not Used	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM	Used for SOME teachers who receive a VAM
75	UF LAB SCHOOL	MARZANO					

**Appendix F: Survey Results Related to the Use of VAM Standard Errors by Districts**

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
01	ALACHUA	OTHER	Yes - For SOME teachers who receive a VAM	Yes	No		SEs are used to create confidence in decisions on effectiveness
02	BAKER	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No	38% and 68%	Categories are established based on applying the SE at 0.5 and 1.0
03	BAY	DANIELSON	Yes - For ALL teachers who receive a VAM	Yes	No		Confidence intervals are calculated and compared to a rubric with thresholds for each category
04	BRADFORD	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	38% and 68%	Final categories are determined by using CIs with 0.5 and 1
05	BREVARD	OTHER	No				
06	BROWARD	MARZANO	No				
07	CALHOUN	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No		Statewide average and standard deviation growth are used to determine cut points for VAM categories
08	CHARLOTTE	MARZANO	No				
09	CITRUS	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No		Confidence interval is calculated and used to determine VAM rating category

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
10	CLAY	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No		Confidence interval is calculated and used to distinguish between HE and E (positive VAM) or NI and U (negative VAM)
11	COLLIER	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No		Student Growth points are determined based on the number of standard deviations a teacher's VAM is above or below the state average
12	COLUMBIA	EMCS	No				
13	DADE	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No		Each raw VAM is divided by its SE; points are assigned to each VAM based on category of VAM/SE and weighted average of the points is computed
14	DESOTO	EMCS	Yes - For SOME teachers who receive a VAM	Yes	No		School score minus SE used as cut score for each school, then fixed CIs determined the four levels of effectiveness
15	DIXIE	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		NEFEC assists with incorporating SEs with VAM scores
16	DUVAL	DANIELSON	No				
17	ESCAMBIA	DANIELSON	No				



District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
18	FLAGLER	DANIELSON	Yes - For ALL teachers who receive a VAM	Yes	No	57.6% and 95%	VAM categories are determined by using CIs with k values of 0.8 and 2.0
19	FRANKLIN	MARZANO	Yes - For ALL teachers who receive a VAM	No	Yes		SEs are used to determine if a positive VAM is Highly Effective or Effective and if a negative VAM is Needs Improvement or Unsatisfactory
20	GADSDEN	MARZANO	No				
21	GILCHRIST	MARZANO					
22	GLADES	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No	38%, 95%, and 99.5%	VAM rubric values are determined by CIs with varying values of K
23	GULF	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		PAEC program is used
24	HAMILTON	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		Confidence interval is calculated to determine performance category
25	HARDEE	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		SEs are used to calculate K value intervals
26	HENDRY	EMCS	No				
27	HERNANDO	DANIELSON	No				
28	HIGHLANDS	DANIELSON	No				
29	HILLSBOROUGH	DANIELSON	No				

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
30	HOLMES	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		EASY-VAM software automatically incorporates SEs with VAM scores
31	INDIAN RIVER	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	68%, 87%, and 95% for SY 2013-14; Negotiated Annually	Confidence interval is calculated and used to distinguish between HE and E (positive VAM) or NI and U (negative VAM)
32	JACKSON	MARZANO	No				
33	JEFFERSON	OTHER	No				
34	LAFAYETTE	MARZANO	Yes - For SOME teachers who receive a VAM	Yes	No		
35	LAKE	MARZANO	No				
36	LEE	DANIELSON	Yes - For SOME teachers who receive a VAM	Yes	No	0.95	
37	LEON	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	0.68	SE is added to or subtracted from teachers' scores
38	LEVY	DANIELSON	No				
39	LIBERTY	DANIELSON	No				
40	MADISON	DANIELSON	No				
41	MANATEE	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No	0.38	One half of SE is added and subtracted from teachers' Aggregated VAMs
42	MARION	DANIELSON	No				

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
43	MARTIN	MARZANO	Yes - For SOME teachers who receive a VAM	Yes	No		The SEs are used to improve the HE and U ratings
44	MONROE	DANIELSON	Yes - For ALL teachers who receive a VAM	Yes	No		SE is added to VAM and distribution of all teachers' VAM+SE is used to determine cut points for VAM
45	NASSAU	MARZANO	No				
46	OKALOOSA	DANIELSON	No				
47	OKEECHOBEE	EMCS	No				
48	ORANGE	MARZANO	Yes - For SOME teachers who receive a VAM	Yes	No	95% and 99.7%	Confidence interval is calculated to determine rating classification
49	OSCEOLA	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	90% and 97.5% (one-sided)	Confidence intervals and relative standard errors are calculated and used in tandem with VAM scores to determine VAM rating category
50	PALM BEACH	MARZANO					
51	PASCO	MARZANO	No				
52	PINELLAS	OTHER	No				
53	POLK	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No	38%, 68%, 87%, 95%, 98.8%, 99.7%	Number of SEs (0.5, 1, 1.5, 2, 2.5, 3) above or below District Cut determines SLG point value and SLG rating category

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
54	PUTNAM	MARZANO	No				
55	ST. JOHNS	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	0.38	Confidence interval is used to determine VAM rating category
56	ST. LUCIE	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	38%, 68%, and 87%	Confidence intervals are calculated and compared to the school/district mean score
57	SANTA ROSA	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	0.38	Confidence interval is calculated and used to determine VAM rating category
58	SARASOTA	OTHER	Yes - For ALL teachers who receive a VAM	Yes	No		Upper limits of confidence intervals are used
59	SEMINOLE	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	0.95	Confidence intervals are compared to district-determined cut points to develop evaluation ratings
60	SUMTER	DANIELSON	Yes - For ALL teachers who receive a VAM	Yes	No		SEs are used to create confidence intervals around teachers' aggregate VAMs
61	SUWANNEE	EMCS	Yes - For SOME teachers who receive a VAM	Yes	No	68% and 95%	Confidence intervals are used to test whether VAMs are significantly different from 0

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
62	TAYLOR	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No		SEs are used to distinguish between Highly Effective and Effective and between Needs Improvement and Unsatisfactory
63	UNION	MARZANO	Yes - For ALL teachers who receive a VAM	Yes	No	38% and 68%	Apply intervals using 0.5 and 1
64	VOLUSIA	DANIELSON					
65	WAKULLA	OTHER	Yes - For ALL teachers who receive a VAM	No	Yes		The SE determines whether a teacher's rating falls into HE or U
66	WALTON	EMCS	Yes - For ALL teachers who receive a VAM	Yes	No	0.68	SE is added and subtracted from aggregate VAM and range is used to classify VAM
67	WASHINGTON	DANIELSON	Yes - For ALL teachers who receive a VAM	Yes	No		SEs determine whether a teacher moves from E to HE or from E to NI
68	DEAF/BLIND		No				
69	DOZIER		No				
71	FLVS	MARZANO	Yes - For ALL teachers who receive a VAM	No	Yes		
72	FAU LAB SCHOOL	MARZANO	No				
73	FSU LAB SCHOOL	MARZANO	Yes - For SOME teachers who receive a VAM	Yes	No		SE is used with "k" factor to determine final VAM score

District #	District Name	Model	Are Standard Errors Used as Part of the Student Learning Growth Component?	Are Fixed-Width Confidence Intervals Used?	Are Variable-Width Confidence Intervals Used?	Confidence Level(s) Used*	Description of Standard Error Methodology
74	FAMU LAB SCHOOL	MARZANO	No				
75	UF LAB SCHOOL	MARZANO					

\* Confidence Levels were not requested from districts, but are shown for districts that provided them or that provided enough information for FDOE to infer them

**Appendix G: Survey Results Related to the Classification of VAM Scores by Districts**

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
01	ALACHUA	OTHER	Yes	Yes	No	No	HE: 3.50 to 4.0 E: 2.50 to 3.499 NI/DEV: 1.50 to 2.499 U: 1.0 to 1.4999
02	BAKER	EMCS	Yes	Yes	No	No	HE: 3.3 and above E: 2.5 to 3.2 NI/DEV: 1.5 to 2.4 U: 1.4 and below
03	BAY	DANIELSON	Yes	Yes	No	No	HE: 0.11 or above E: 0 to 0.11 NI/DEV: -0.24 to 0 U: -0.24 or below
04	BRADFORD	MARZANO	No				
05	BREVARD	OTHER	No				
06	BROWARD	MARZANO	Yes	No	No	Yes	HE: 87th percentile to 99th percentile E: 9th percentile to 86th percentile NI/DEV: 4th percentile to 8th percentile U: 1st percentile to 3rd percentile
07	CALHOUN	MARZANO	Yes	Yes	No	No	HE: VAM > cut score and VAM > k value E: VAM > cut score and VAM within SE of cut score NI: VAM < cut score and VAM within SE of cut score U: VAM < cut score and VAM below SE of cut score

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
08	CHARLOTTE	MARZANO	Yes	No	Yes	No	Cut points were determined by the distribution of statewide scores to classify teachers (not used for SY 2013-14 but used to help build SY 2014-15's evaluation model)
09	CITRUS	OTHER	Yes	No	Yes	No	Adjustments are made to align to previous year's ranges and district accountability rating
10	CLAY	OTHER	Yes	Yes	No	No	HE: VAM > 0 and CI entirely above 0; PME ≥ 85% E: VAM > 0 and CI includes 0; 60% ≤ PME ≤ 84% NI: VAM < 0 and CI includes 0; 50% ≤ PME ≤ 59% U: VAM < 0 and CI entirely below 0; PME ≤ 49%
11	COLLIER	MARZANO	No				
12	COLUMBIA	EMCS	No				
13	DADE	OTHER	Yes	Yes	No	No	50 points: VAM/SE > 2 37.5 points: -1 ≤ VAM/SE ≤ 2 25 points: -2 ≤ VAM/SE ≤ 1 12.5 points: VAM/SE < -2
14	DESOTO	EMCS	No				



District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
15	DIXIE	EMCS	Yes	Yes	No	No	HE: 3.6 and above E: 2.8 to 3.5 NI/DEV: 1.1 to 2.7 U: 0 to 1.0
16	DUVAL	DANIELSON	No				
17	ESCAMBIA	DANIELSON	Yes	Yes	No	No	HE: 59% to 100% E: 45% to 58% NI/DEV: 30% to 44% U: 0% to 29%
18	FLAGLER	DANIELSON	Yes	Yes	No	No	HE: VAM > 0 and 57.6% CI is entirely positive E: VAM is positive; <u>OR</u> VAM is negative but does not meet criteria for NI/DEV or U NI/DEV: VAM is negative and 57.6% CI is entirely negative U: VAM is negative and 95% CI is entirely negative
19	FRANKLIN	MARZANO	Yes	Yes	No	No	Standard errors are used to determine if a positive VAM is Highly Effective or Effective and if a negative VAM is Needs Improvement or Unsatisfactory
20	GADSDEN	MARZANO	Yes	Yes	No	No	HE: 3.5 to 4.0 E: 2.5 to 3.49 NI/DEV: 1.5 to 2.49 U: 1.0 to 1.49

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
21	GILCHRIST	MARZANO					
22	GLADES	EMCS	Yes	Yes	No	No	HE: 38% CI is entirely positive E: VAM > 0 NI/DEV: 95% CI is entirely negative U: 99.5% CI is entirely negative
23	GULF	EMCS	Yes	Yes	No	No	HE: 135 to 150 E: 120 to 134 NI/DEV: 105 to 119 U: 100 to 104
24	HAMILTON	EMCS	Yes	Yes	No	No	HE: 2 E: 1 NI/DEV: -1 U: -2
25	HARDEE	EMCS	Yes	Yes	No	No	HE: 3.00001 to 4.0 E: 2.00001 to 3 NI/DEV: 1.00001 to 2 U: 1.0 or below
26	HENDRY	EMCS	Yes	No	Yes	No	Generally, cut points are selected so that 10% are Highly Effective, 70% are Effective, 10% are Needs Improvement, and 10% are Ineffective
27	HERNANDO	DANIELSON	Yes	Yes	No	No	HE: 44 to 50 E: 28 to 43 NI/DEV: 13 to 27.5 U: 0 to 12
28	HIGHLANDS	DANIELSON	No				

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
29	HILLSBOROUGH	DANIELSON	No				
30	HOLMES	EMCS	Yes	Yes	No	No	HE: 281 to 300 E: 226 to 280 NI/DEV: 111 to 225 U: 0 to 110
31	INDIAN RIVER	MARZANO	Yes	Yes	No	No	HE: VAM > 0 and 87% CI entirely above 0 E: VAM > 0 and 87% CI includes 0; <u>OR</u> VAM < 0 and 68% CI includes 0 NI/DEV: VAM < 0 and 95% CI includes 0 U: VAM < 0 and 95% CI entirely below 0
32	JACKSON	MARZANO	Yes	Yes	No	No	U: 3.5 to 4.0 E: 2.5 to 3.4 NI/DEV: 1.5 to 2.4 U: 1.4 and below
33	JEFFERSON	OTHER	Yes	Yes	No	No	HE: 126 to 150 E: 51 to 125 DEV: 26 - 50 U: 0 to 25
34	LAFAYETTE	MARZANO	Yes	Yes	No	No	HE: 4 E: 3 NI: 2 U: 1
35	LAKE	MARZANO	No				

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
36	LEE	DANIELSON	Yes	Yes		No	HE: Entire CI is positive E: CI includes 0 and PME $\geq$ 30% NI: CI includes 0 and PME < 30% U: Entire CI is negative
37	LEON	MARZANO	No				
38	LEVY	DANIELSON	Yes	Yes	No	No	HE: 3.50 to 4.0 E: 2.50 to 3.49 NI/DEV: 1.50 to 2.49 U: 1.0 to 1.49
39	LIBERTY	DANIELSON	Yes	No	Yes	No	Cut points are established based on the mean student score
40	MADISON	DANIELSON	Yes	Yes	No	No	HE: PME $\geq$ 75% E: 50% $\leq$ PME $\leq$ 74% NI: 25% $\leq$ PME $\leq$ 49% U: PME $\leq$ 24%
41	MANATEE	OTHER	Yes	No	Yes	No	Classification thresholds are constructed using the mean and standard deviation of teacher Aggregated VAMs
42	MARION	DANIELSON	No				
43	MARTIN	MARZANO	Yes	Yes	No	No	HE: 0.14 or above E: 0 to 0.13 NI/DEV: -0.17 to -0.10 U: -0.18 or below

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
44	MONROE	DANIELSON	Yes	No	No	Yes	<p>HE: <math>VAM+SE \geq +1.50*SD</math>  E: <math>0 \leq VAM+SE \leq 1.49*SD</math>  NI/DEV: <math>-1.49*SD \leq VAM+SE \leq 0</math>  U: <math>VAM+SE \leq -1.50*SD</math>  (SD is standard deviation of distribution VAM+SE and varies by subject)</p>
45	NASSAU	MARZANO	No				
46	OKALOOSA	DANIELSON	No				
47	OKEECHOBEE	EMCS	Yes	Yes	No	No	<p>HE: 72% to 100%  E: 43% to 71%  NI/DEV: 27% to 42%  U: 0% to 26%</p>
48	ORANGE	MARZANO	Yes	No	Yes	No	<p>Equitable cut points given available assessments and assessment-course content alignment were determined after examining statewide VAMs and district-constructed SLG models</p>
49	OSCEOLA	MARZANO	Yes	Yes	No	No	<p>HE: <math>VAM &gt; 0.15</math> and 97.5% one-sided CI is entirely positive  U: <math>VAM &lt; -0.15</math> and 97.5% one-sided CI is entirely negative  (Criteria for E and NI utilize CIs, Relative SE, and VAM scores)</p>
50	PALM BEACH	MARZANO					

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
51	PASCO	MARZANO	Yes	Yes	No	No	HE: $PME \geq 75\%$ E: $40\% \leq PME \leq 74\%$ NI: $20\% \leq PME \leq 39\%$ U: $PME \leq 19\%$
52	PINELLAS	OTHER	Yes	No	No	Yes	HE: 85th percentile to 99th percentile E: 9th percentile to 84th percentile NI/DEV: 4th percentile to 8th percentile U: 1st percentile to 3rd percentile (percentiles are from ranking of PME within school type and subject)
53	POLK	OTHER	Yes	Yes	No	No	HE: 2.5+ SEs above District Cut (DC) E: 1 SE below DC to 2 SEs above DC NI/DEV: 2 SEs below DC to 1.5 SEs below DC U: 2.5+ SEs below DC
54	PUTNAM	MARZANO	Yes	Yes	No	No	HE: 0.4042 and above E: -0.3199 to 0.4041 DEV: -0.7553 to -0.3200 U: -0.7554 and below
55	ST. JOHNS	MARZANO	Yes	No	No	Yes	HE: $VAM > 0$ and CI is entirely positive E: CI includes 0 NI/DEV: Top 2/3 of teachers with CI entirely negative U: Bottom 1/3 of teachers with CI entirely negative

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
56	ST. LUCIE	MARZANO	Yes	No	Yes	No	Confidence intervals are compared to the school/district mean score
57	SANTA ROSA	MARZANO	Yes	No	No	Yes	HE: $VAM > 0$ and $VAM - 0.5 * SE > 0$ E: $VAM > 0$ and $VAM - 0.5 * SE < 0$ ; <u>OR</u> $VAM < 0$ and $VAM + 0.5 * SE > 0$ NI/DEV: Top 2/3 of teachers with $VAM < 0$ and $VAM + 0.5 * SE < 0$ U: Bottom 1/3 of teachers with $VAM < 0$ and $VAM + 0.5 * SE < 0$
58	SARASOTA	OTHER	Yes	No	Yes	No	Annual means and standard deviations are used to set the cut points
59	SEMINOLE	MARZANO	Yes	Yes	No	No	HE: $VAM \geq 0.1$ E: $-0.10 < VAM < 0.10$ NI/DEV: $-0.15 \leq VAM \leq -0.10$ U: $VAM < -0.15$
60	SUMTER	DANIELSON	No				
61	SUWANNEE	EMCS	Yes	Yes	No	No	HE: $VAM > 0$ and 95% CI is entirely positive E: $VAM > 0$ and 95% CI includes 0; <u>OR</u> $VAM < 0$ and 68% CI includes 0 NI/DEV: $VAM < 0$ , 68% CI is entirely negative, and 95% CI includes 0 U: $VAM < 0$ and 95% CI is entirely negative

District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
62	TAYLOR	EMCS	Yes	Yes	No	No	HE: 94 to 100 E: 41 to 93 NI/DEV: 26 to 40 U: 0 to 25
63	UNION	MARZANO	Yes	Yes	No	No	HE: 3.5 to 4.0 E: 2.5 to 3.49 NI: 1.5 to 2.49 U: 1.0 to 1.49
64	VOLUSIA	DANIELSON					
65	WAKULLA	OTHER	No				
66	WALTON	EMCS	Yes	Yes	No	No	HE: VAM > 0 and CI entirely above 0 E: VAM > 0 and CI includes 0 NI: VAM < 0 and CI includes 0 U: VAM < 0 and CI entirely below 0
67	WASHINGTON	DANIELSON	yes	Yes	No	No	HE: 262.5 to 300 E: 175 to 262 NI/DEV: 100 to 174.5 U: 0 to 99.5
68	DEAF/BLIND		No				
69	DOZIER		No				



District #	District Name	Model	Are VAM Scores Classified Prior to Combining with Other Components of Teacher Evaluation?	Are Pre-Established Criteria Used?	Are Criteria Determined Annually Depending on the Current Year's VAM Data?	Are Criteria a Hybrid of Pre-Established and Based on Current Year's VAM Data?	Description of Criteria Methodology
71	FLVS	MARZANO	Yes	No	Yes	No	Achievement levels and scale scores published by FDOE for statewide assessments are used to calculate the percent of students meeting/exceeding satisfactory achievement level, which is used to determine the rating category.
72	FAU LAB SCHOOL	MARZANO	Yes	Yes	No	No	HE: 60 to 100 E: 45 to 59 NI: 30 to 44 U: 0 to 29
73	FSU LAB SCHOOL	MARZANO	Yes	Yes	No	No	HE: Above 3.5 E: Above 2.5 NI/DEV: Above 1.5 U: Below 1.5
74	FAMU LAB SCHOOL	MARZANO	Yes	Yes	No	No	HE: 85 to 100 E: 70 to 84 NI/DEV: 55 to 69 U: 0 to 54
75	UF LAB SCHOOL	MARZANO					

VAM: The VAM used by the district

CI: The Confidence Interval used by the district

PME: Percent meeting expectations, the percentage of a teacher's students who scored above their expected assessment score as calculated by the VAM

**Appendix H: Summary of Three Year Aggregate Combined VAM Scores by Performance Rating Category and District**

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM Score Mean	Standard Deviation
01	Alachua	Highly Effective	598	-1.196	1.622	-0.008	0.297
01	Alachua	Effective	64	-1.142	0.306	-0.205	0.324
02	Baker	Highly Effective	31	-0.249	3.189	0.527	0.686
02	Baker	Effective	33	-0.348	0.559	-0.037	0.185
02	Baker	Needs Improvement	23	-0.833	0.020	-0.293	0.211
02	Baker	3 Years - Developing	8	-0.687	0.146	-0.250	0.270
02	Baker	Unsatisfactory	2	-0.718	-0.689	-0.704	0.021
03	Bay	Highly Effective	195	-0.478	1.227	0.178	0.262
03	Bay	Effective	378	-1.705	0.736	-0.114	0.259
03	Bay	Needs Improvement	10	-1.205	-0.232	-0.481	0.284
03	Bay	3 Years - Developing	3	-1.166	-0.558	-0.790	0.328
03	Bay	Unsatisfactory	5	-0.760	-0.205	-0.555	0.215
04	Bradford	Highly Effective	9	0.050	1.170	0.482	0.412
04	Bradford	Effective	32	-0.911	1.094	-0.012	0.374
04	Bradford	Needs Improvement	8	-0.657	-0.007	-0.254	0.211
04	Bradford	3 Years - Developing	2	-0.478	-0.358	-0.418	0.085
04	Bradford	Unsatisfactory	1	-0.180	-0.180	-0.180	----
05	Brevard	Highly Effective	1,072	-1.167	1.397	0.129	0.316
05	Brevard	Effective	516	-0.864	0.750	-0.080	0.252
05	Brevard	3 Years - Developing	12	-0.461	1.029	-0.053	0.390
05	Brevard	Unsatisfactory	5	-0.616	0.873	-0.159	0.591
06	Broward	Highly Effective	552	-0.682	2.194	0.307	0.309
06	Broward	Effective	4,013	-1.854	1.808	-0.048	0.287
06	Broward	Needs Improvement	49	-1.545	0.137	-0.443	0.307
06	Broward	3 Years - Developing	17	-1.255	0.036	-0.548	0.360
06	Broward	Unsatisfactory	22	-1.366	-0.281	-0.638	0.303
07	Calhoun	Highly Effective	5	0.130	0.622	0.314	0.197
07	Calhoun	Effective	55	-0.915	0.673	-0.089	0.244
08	Charlotte	Highly Effective	96	-0.579	0.795	0.002	0.261
08	Charlotte	Effective	204	-1.535	2.261	-0.108	0.326
08	Charlotte	Needs Improvement	2	-0.123	0.061	-0.031	0.130
08	Charlotte	Unsatisfactory	1	-0.082	-0.082	-0.082	----
09	Citrus	Highly Effective	231	-0.685	1.175	0.049	0.255
09	Citrus	Effective	124	-0.684	1.876	-0.060	0.289
09	Citrus	Needs Improvement	4	-0.665	0.020	-0.359	0.298
09	Citrus	3 Years - Developing	3	-0.251	0.046	-0.061	0.165
10	Clay	Highly Effective	678	-1.485	1.709	0.075	0.325
10	Clay	Effective	164	-0.927	0.835	0.000	0.282

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM ScoreMean	Standard Deviation
11	Collier	Highly Effective	108	-0.233	2.168	0.410	0.346
11	Collier	Effective	1,012	-2.006	1.101	0.028	0.272
11	Collier	Needs Improvement	9	-0.480	0.405	-0.162	0.304
11	Collier	3 Years - Developing	30	-0.702	0.384	-0.075	0.203
11	Collier	Unsatisfactory	1	-0.001	-0.001	-0.001	----
12	Columbia	Highly Effective	155	-0.654	1.022	0.011	0.240
12	Columbia	Effective	63	-1.008	0.344	-0.151	0.266
13	Dade	Highly Effective	3,078	-1.811	2.130	0.174	0.319
13	Dade	Effective	4,373	-2.484	2.735	-0.068	0.328
13	Dade	Needs Improvement	128	-1.348	1.261	-0.299	0.391
13	Dade	3 Years - Developing	50	-1.264	0.492	-0.275	0.371
13	Dade	Unsatisfactory	22	-1.213	0.400	-0.356	0.344
14	Desoto	Highly Effective	13	-0.127	0.388	0.144	0.156
14	Desoto	Effective	72	-0.960	0.592	-0.137	0.348
14	Desoto	Needs Improvement	8	-0.445	-0.184	-0.296	0.093
14	Desoto	3 Years - Developing	3	-0.363	-0.270	-0.317	0.047
15	Dixie	Highly Effective	16	-0.219	1.148	0.284	0.343
15	Dixie	Effective	19	-0.449	0.356	-0.003	0.201
15	Dixie	Needs Improvement	10	-0.505	0.328	-0.104	0.209
16	Duval	Highly Effective	205	-0.747	0.967	0.162	0.301
16	Duval	Effective	2,210	-2.328	1.388	-0.072	0.314
16	Duval	Needs Improvement	153	-1.488	0.995	-0.258	0.391
16	Duval	3 Years - Developing	66	-1.869	0.308	-0.430	0.396
16	Duval	Unsatisfactory	3	-0.390	0.628	0.077	0.514
17	Escambia	Highly Effective	207	-1.356	1.163	0.093	0.318
17	Escambia	Effective	599	-1.557	1.230	-0.106	0.307
17	Escambia	Needs Improvement	40	-1.021	0.494	-0.253	0.338
17	Escambia	3 Years - Developing	13	-1.230	-0.037	-0.424	0.337
17	Escambia	Unsatisfactory	4	-0.425	-0.115	-0.311	0.135
18	Flagler	Highly Effective	174	-0.642	1.270	0.226	0.319
18	Flagler	Effective	74	-1.110	0.591	-0.096	0.260
18	Flagler	Needs Improvement	7	-0.447	0.701	-0.141	0.380
18	Flagler	3 Years - Developing	5	-0.672	0.333	-0.275	0.369
19	Franklin	Highly Effective	1	0.369	0.369	0.369	----
19	Franklin	Effective	26	-0.480	0.971	0.121	0.310
19	Franklin	Needs Improvement	2	-0.524	-0.005	-0.265	0.367
20	Gadsden	Highly Effective	37	-0.564	0.750	-0.028	0.307
20	Gadsden	Effective	73	-0.935	0.481	-0.186	0.300
20	Gadsden	Needs Improvement	6	-0.919	0.454	-0.068	0.512
21	Gilchrist	Highly Effective	28	-0.585	0.561	0.034	0.252
21	Gilchrist	Effective	24	-0.717	0.300	-0.065	0.217

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM ScoreMean	Standard Deviation
21	Gilchrist	Unsatisfactory	1	-0.014	-0.014	-0.014	----
22	Glades	Highly Effective	24	-0.466	1.518	0.198	0.438
22	Glades	Effective	25	-0.989	0.285	-0.293	0.337
22	Glades	Needs Improvement	1	-0.514	-0.514	-0.514	----
23	Gulf	Highly Effective	6	-0.183	0.687	0.174	0.350
23	Gulf	Effective	51	-1.138	0.653	-0.060	0.301
24	Hamilton	Highly Effective	7	-0.177	0.715	0.180	0.333
24	Hamilton	Effective	23	-0.596	0.579	-0.044	0.292
24	Hamilton	Needs Improvement	5	-0.610	0.527	-0.259	0.452
24	Hamilton	3 Years - Developing	5	-0.512	0.104	-0.294	0.234
25	Hardee	Highly Effective	13	-0.053	0.375	0.211	0.130
25	Hardee	Effective	85	-0.479	0.609	-0.050	0.199
25	Hardee	Needs Improvement	17	-0.479	-0.097	-0.331	0.109
25	Hardee	3 Years - Developing	5	-0.550	-0.181	-0.404	0.139
25	Hardee	Unsatisfactory	1	-1.082	-1.082	-1.082	----
26	Hendry	Effective	143	-1.217	0.560	-0.044	0.301
27	Hernando	Highly Effective	253	-1.045	1.101	0.115	0.285
27	Hernando	Effective	300	-1.312	0.895	-0.167	0.262
28	Highlands	Highly Effective	96	-0.707	0.959	0.099	0.281
28	Highlands	Effective	191	-1.017	1.127	-0.035	0.310
28	Highlands	Needs Improvement	2	-0.148	0.124	-0.012	0.192
28	Highlands	3 Years - Developing	3	-0.353	0.054	-0.212	0.230
29	Hillsborough	Highly Effective	2,191	-1.638	2.053	0.063	0.291
29	Hillsborough	Effective	2,226	-1.763	1.981	-0.115	0.330
29	Hillsborough	Needs Improvement	96	-1.550	0.561	-0.236	0.336
29	Hillsborough	3 Years - Developing	12	-0.727	0.648	-0.139	0.389
29	Hillsborough	Unsatisfactory	64	-2.283	0.684	-0.360	0.501
30	Holmes	Highly Effective	7	-0.021	0.577	0.273	0.212
30	Holmes	Effective	81	-0.941	0.607	-0.140	0.271
30	Holmes	Needs Improvement	2	-0.282	-0.235	-0.259	0.033
30	Holmes	3 Years - Developing	4	-0.611	-0.170	-0.386	0.182
31	Indian River	Highly Effective	96	-0.481	1.749	0.177	0.344
31	Indian River	Effective	142	-0.876	0.669	-0.057	0.240
31	Indian River	Needs Improvement	36	-0.718	0.294	-0.280	0.234
31	Indian River	3 Years - Developing	9	-0.476	-0.107	-0.287	0.149
31	Indian River	Unsatisfactory	6	-0.723	-0.004	-0.362	0.253
32	Jackson	Highly Effective	14	-0.181	0.673	0.282	0.214
32	Jackson	Effective	134	-1.104	0.753	-0.084	0.264
32	Jackson	Needs Improvement	4	-0.898	-0.278	-0.551	0.262
32	Jackson	3 Years - Developing	6	-0.518	-0.141	-0.257	0.139
33	Jefferson	Highly Effective	3	-0.576	0.680	-0.022	0.641

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM Score Mean	Standard Deviation
33	Jefferson	Effective	24	-0.599	0.241	-0.198	0.217
33	Jefferson	Needs Improvement	2	-0.192	-0.140	-0.166	0.037
34	Lafayette	Highly Effective	21	-0.409	1.113	0.138	0.300
34	Lafayette	Effective	5	-0.328	0.155	-0.091	0.180
35	Lake	Highly Effective	121	-0.664	0.993	0.166	0.274
35	Lake	Effective	702	-1.193	1.142	-0.052	0.268
35	Lake	Needs Improvement	11	-0.844	0.772	-0.407	0.462
36	Lee	Highly Effective	450	-0.905	1.759	0.147	0.323
36	Lee	Effective	1,320	-1.378	1.521	-0.064	0.279
36	Lee	Needs Improvement	15	-0.649	0.252	-0.299	0.262
36	Lee	3 Years - Developing	19	-0.863	0.204	-0.301	0.273
36	Lee	Unsatisfactory	49	-1.404	0.155	-0.530	0.287
37	Leon	Highly Effective	507	-1.617	2.054	0.081	0.269
37	Leon	Effective	125	-0.824	0.446	-0.104	0.182
37	Leon	Needs Improvement	4	-0.718	-0.071	-0.436	0.273
37	Leon	3 Years - Developing	14	-1.014	0.105	-0.249	0.274
37	Leon	Unsatisfactory	1	-0.783	-0.783	-0.783	----
38	Levy	Highly Effective	25	-0.642	0.522	0.122	0.262
38	Levy	Effective	90	-0.819	0.519	-0.028	0.253
38	Levy	Needs Improvement	2	-0.247	-0.108	-0.178	0.098
38	Levy	3 Years - Developing	5	-1.275	0.157	-0.371	0.546
39	Liberty	Highly Effective	10	-0.364	0.430	0.056	0.241
39	Liberty	Effective	22	-1.117	1.047	-0.187	0.435
39	Liberty	Needs Improvement	5	-1.242	0.019	-0.430	0.487
40	Madison	Highly Effective	31	-0.494	1.051	0.001	0.295
40	Madison	Effective	22	-1.276	0.769	-0.115	0.386
40	Madison	3 Years - Developing	1	0.490	0.490	0.490	----
41	Manatee	Highly Effective	446	-0.764	1.603	0.178	0.272
41	Manatee	Effective	393	-0.964	1.904	-0.073	0.260
41	Manatee	Needs Improvement	16	-0.583	-0.042	-0.288	0.128
41	Manatee	3 Years - Developing	18	-1.238	0.140	-0.336	0.315
41	Manatee	Unsatisfactory	1	-0.228	-0.228	-0.228	----
42	Marion	Highly Effective	144	-1.065	0.969	0.133	0.296
42	Marion	Effective	774	-1.606	1.262	-0.093	0.264
42	Marion	Needs Improvement	5	-0.133	0.039	-0.088	0.074
42	Marion	3 Years - Developing	2	-0.299	-0.219	-0.259	0.057
43	Martin	Highly Effective	229	-0.331	0.839	0.138	0.204
43	Martin	Effective	180	-1.793	0.443	-0.173	0.274
44	Monroe	Highly Effective	69	-0.798	0.885	0.128	0.286
44	Monroe	Effective	119	-0.821	0.722	-0.026	0.227
44	Monroe	Needs Improvement	1	-0.186	-0.186	-0.186	----

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM ScoreMean	Standard Deviation
45	Nassau	Highly Effective	140	-1.150	1.162	0.138	0.331
45	Nassau	Effective	94	-1.494	0.497	-0.140	0.304
45	Nassau	Needs Improvement	1	-0.045	-0.045	-0.045	----
46	Okaloosa	Highly Effective	455	-0.761	1.341	0.090	0.283
46	Okaloosa	Effective	132	-1.487	0.625	-0.133	0.261
46	Okaloosa	Needs Improvement	1	-0.139	-0.139	-0.139	----
47	Okeechobee	Highly Effective	12	-0.569	0.785	0.142	0.397
47	Okeechobee	Effective	139	-1.063	1.061	-0.007	0.311
47	Okeechobee	Needs Improvement	2	-0.710	-0.066	-0.388	0.455
47	Okeechobee	3 Years - Developing	2	-1.323	-0.594	-0.959	0.515
48	Orange	Highly Effective	2,888	-1.841	1.732	0.036	0.274
48	Orange	Effective	642	-1.907	0.892	-0.069	0.292
48	Orange	Needs Improvement	3	-0.949	-0.386	-0.586	0.315
48	Orange	3 Years - Developing	3	-0.354	0.211	-0.030	0.292
49	Osceola	Highly Effective	470	-1.255	1.631	0.086	0.332
49	Osceola	Effective	775	-1.534	0.848	-0.077	0.271
49	Osceola	Needs Improvement	17	-0.600	0.501	-0.137	0.258
49	Osceola	3 Years - Developing	6	-0.413	0.233	-0.228	0.239
50	Palm Beach	Highly Effective	1,794	-1.491	2.449	0.120	0.289
50	Palm Beach	Effective	2,235	-2.137	1.391	-0.040	0.275
50	Palm Beach	3 Years - Developing	17	-1.531	0.201	-0.395	0.413
50	Palm Beach	Unsatisfactory	1	-0.492	-0.492	-0.492	----
51	Pasco	Highly Effective	1,189	-1.418	1.463	0.019	0.275
51	Pasco	Effective	330	-1.634	0.796	-0.103	0.252
51	Pasco	Needs Improvement	19	-1.271	0.064	-0.280	0.302
52	Pinellas	Highly Effective	575	-1.352	1.935	0.088	0.335
52	Pinellas	Effective	1,694	-1.943	1.298	-0.093	0.270
52	Pinellas	Needs Improvement	11	-0.473	-0.108	-0.257	0.129
52	Pinellas	3 Years - Developing	20	-1.148	0.053	-0.410	0.360
53	Polk	Highly Effective	566	-1.398	1.922	0.117	0.305
53	Polk	Effective	1,495	-1.845	0.876	-0.173	0.248
53	Polk	Needs Improvement	105	-1.466	0.435	-0.417	0.367
53	Polk	3 Years - Developing	4	-0.495	-0.032	-0.217	0.197
53	Polk	Unsatisfactory	1	-0.234	-0.234	-0.234	----
54	Putnam	Highly Effective	15	-0.504	1.770	0.221	0.514
54	Putnam	Effective	221	-0.929	1.403	-0.033	0.300
54	Putnam	Needs Improvement	2	-0.301	-0.061	-0.181	0.170
54	Putnam	3 Years - Developing	1	0.020	0.020	0.020	----
55	St. Johns	Highly Effective	352	-0.653	1.413	0.262	0.265
55	St. Johns	Effective	327	-1.040	0.859	-0.018	0.239
55	St. Johns	Needs Improvement	4	-0.917	-0.015	-0.394	0.378

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM Score Mean	Standard Deviation
56	St. Lucie	Effective	20	-0.658	0.790	0.058	0.424
56	St. Lucie	Needs Improvement	4	-0.271	0.056	-0.149	0.142
56	St. Lucie	3 Years - Developing	3	-0.381	0.155	-0.155	0.278
56	St. Lucie	Unsatisfactory	3	-0.425	0.097	-0.236	0.290
57	Santa Rosa	Highly Effective	280	-1.321	1.240	0.146	0.291
57	Santa Rosa	Effective	241	-0.956	1.147	-0.072	0.257
57	Santa Rosa	Needs Improvement	3	-0.262	0.246	-0.019	0.255
57	Santa Rosa	Unsatisfactory	1	-0.076	-0.076	-0.076	----
58	Sarasota	Highly Effective	435	-0.831	1.608	0.225	0.276
58	Sarasota	Effective	436	-1.341	0.640	-0.064	0.193
58	Sarasota	Needs Improvement	22	-0.719	0.075	-0.331	0.197
58	Sarasota	3 Years - Developing	9	-0.692	-0.117	-0.381	0.209
58	Sarasota	Unsatisfactory	1	0.003	0.003	0.003	----
59	Seminole	Highly Effective	901	-0.775	1.453	0.059	0.243
59	Seminole	Effective	567	-1.489	0.923	-0.085	0.265
59	Seminole	Needs Improvement	7	-1.064	-0.132	-0.426	0.325
59	Seminole	3 Years - Developing	7	-0.924	-0.279	-0.594	0.244
60	Sumter	Highly Effective	69	-1.007	0.754	0.098	0.252
60	Sumter	Effective	99	-2.188	0.537	-0.253	0.337
60	Sumter	3 Years - Developing	3	-0.852	0.038	-0.510	0.480
61	Suwannee	Highly Effective	27	-0.123	0.567	0.163	0.157
61	Suwannee	Effective	54	-0.570	0.703	-0.021	0.208
61	Suwannee	Needs Improvement	17	-0.471	0.109	-0.186	0.163
61	Suwannee	Unsatisfactory	6	-0.602	-0.151	-0.392	0.177
62	Taylor	Highly Effective	7	0.108	0.526	0.256	0.134
62	Taylor	Effective	49	-0.409	0.448	0.011	0.190
62	Taylor	Needs Improvement	6	-0.474	-0.024	-0.319	0.168
63	Union	Highly Effective	27	-0.144	0.644	0.254	0.195
64	Volusia	Highly Effective	351	-1.073	1.077	-0.002	0.293
64	Volusia	Effective	1,104	-1.887	1.292	-0.069	0.277
64	Volusia	Needs Improvement	5	-0.569	0.061	-0.111	0.263
64	Volusia	3 Years - Developing	69	-1.295	0.813	-0.214	0.356
64	Volusia	Unsatisfactory	1	-0.414	-0.414	-0.414	----
65	Wakulla	Highly Effective	53	-0.598	0.876	0.166	0.259
65	Wakulla	Effective	57	-1.076	0.454	-0.099	0.244
65	Wakulla	Needs Improvement	2	-0.113	-0.084	-0.099	0.021
65	Wakulla	3 Years - Developing	1	-0.933	-0.933	-0.933	----
66	Walton	Highly Effective	71	-0.279	0.564	0.188	0.188
66	Walton	Effective	98	-1.269	0.406	-0.098	0.217
66	Walton	Needs Improvement	8	-0.648	-0.100	-0.331	0.181
67	Washington	Highly Effective	22	-0.164	0.560	0.210	0.195

District ID	District Name	Performance Evaluation Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM ScoreMean	Standard Deviation
67	Washington	Effective	57	-1.166	0.353	-0.110	0.257
67	Washington	Needs Improvement	3	-0.773	-0.193	-0.449	0.296
68	FSDB	Highly Effective	20	-0.584	0.488	-0.077	0.256
68	FSDB	Effective	14	-0.514	0.360	-0.040	0.199
68	FSDB	Needs Improvement	1	-0.405	-0.405	-0.405	----
68	FSDB	3 Years - Developing	2	-0.494	-0.454	-0.474	0.028
69	Washington Special	Highly Effective	2	-0.304	-0.063	-0.184	0.170
69	Washington Special	Effective	1	-0.220	-0.220	-0.220	----
71	Florida Virtual	Highly Effective	229	-0.825	1.281	-0.089	0.265
71	Florida Virtual	Effective	66	-0.897	0.569	-0.086	0.268
71	Florida Virtual	Needs Improvement	1	0.147	0.147	0.147	----
72	FAU Lab School	Highly Effective	13	-0.094	0.795	0.226	0.219
72	FAU Lab School	Effective	1	0.058	0.058	0.058	----
73	FSU Lab School	Highly Effective	1	1.275	1.275	1.275	----
73	FSU Lab School	Effective	25	-0.277	0.738	0.102	0.226
73	FSU Lab School	Needs Improvement	4	-0.646	-0.263	-0.453	0.172
75	UF Lab School	Highly Effective	14	-0.612	1.091	0.120	0.397
75	UF Lab School	Effective	2	-0.208	0.636	0.214	0.597

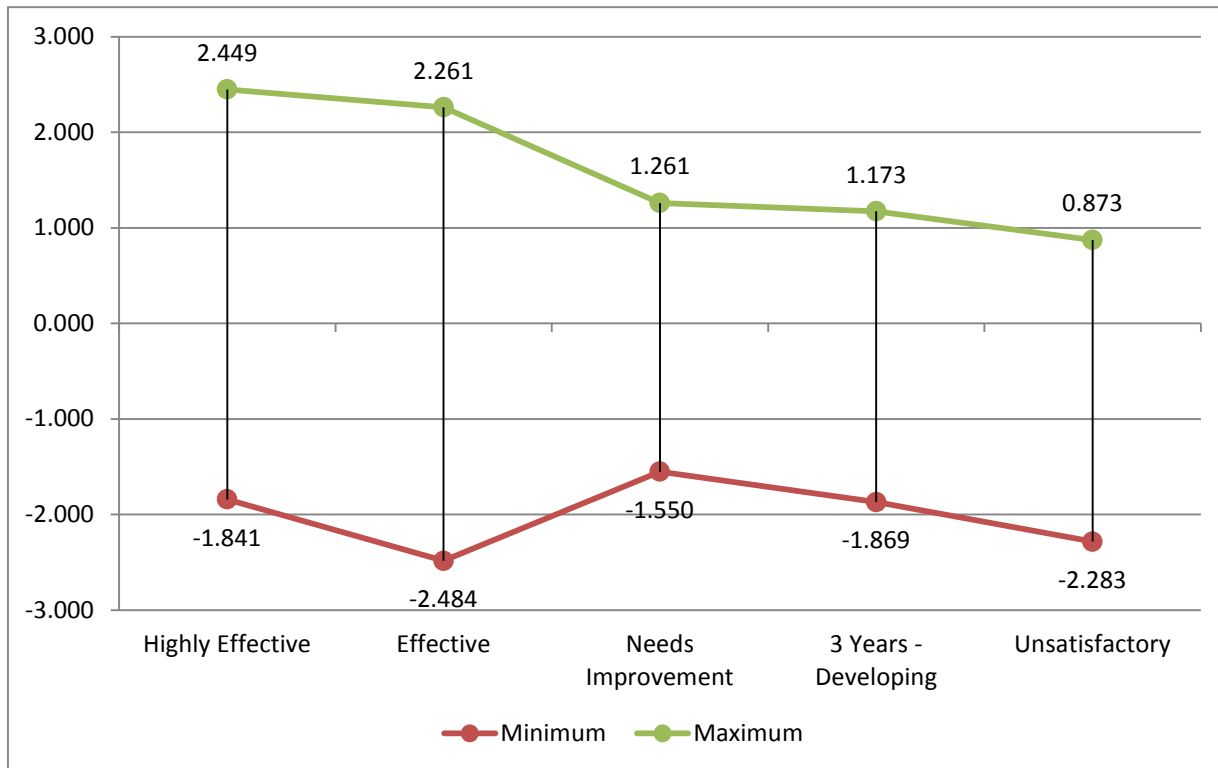


**Appendix I: Summary of Three Year Aggregate Reading VAM Scores by Performance Rating Category**

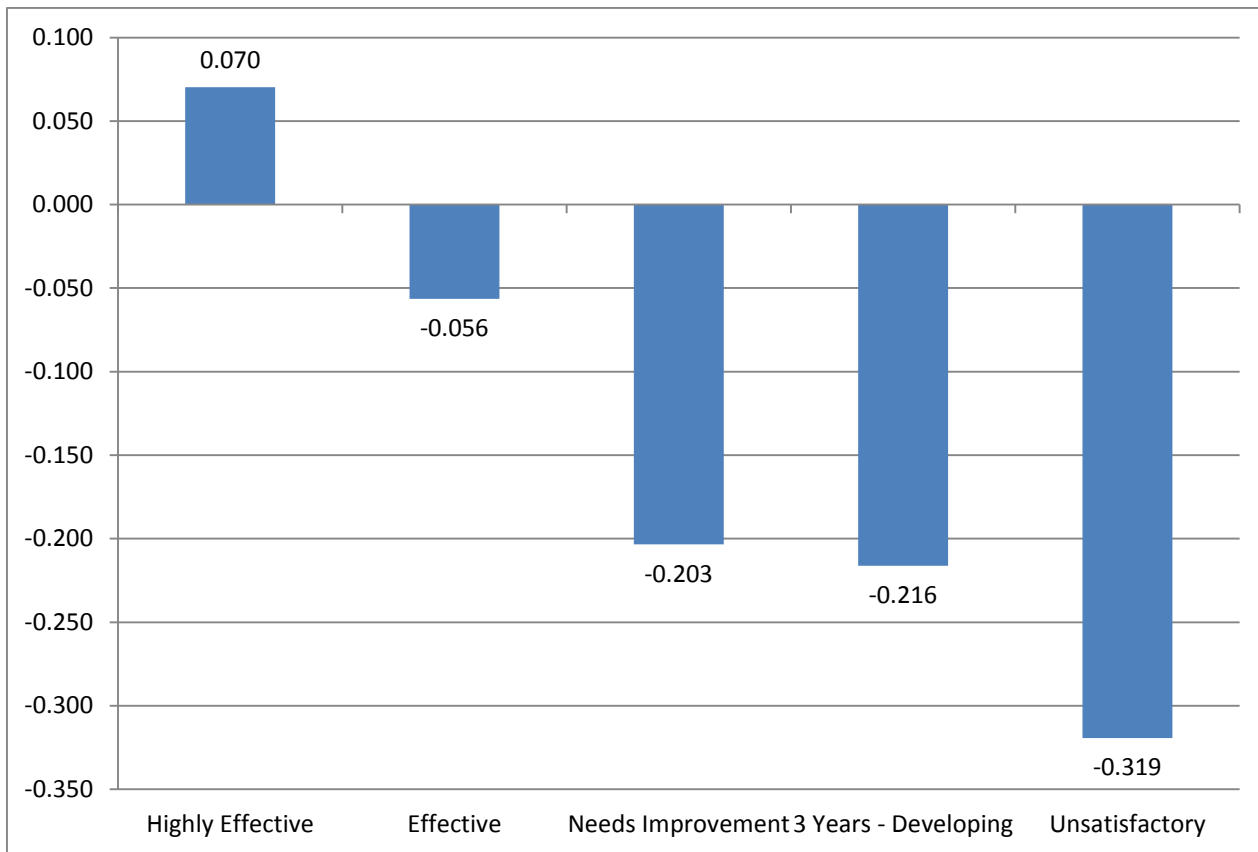
Performance Evaluation Rating Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM Score	Standard Deviation
Highly Effective	19,415	-1.841	2.449	0.070	0.263
Effective	26,940	-2.484	2.261	-0.056	0.263
Needs Improvement	701	-1.550	1.261	-0.203	0.303
3 Years - Developing	353	-1.869	1.173	-0.216	0.323
Unsatisfactory	158	-2.283	0.873	-0.319	0.353
<b>Overall</b>	<b>47,567</b>	<b>-2.484</b>	<b>2.449</b>	<b>-0.009</b>	<b>0.274</b>

Note: Only classroom teachers who received an evaluation from their district and who received a Reading VAM score from FDOE are included.

**Appendix J: Three Year Aggregate Reading VAM Score Ranges by Performance Rating Category**



**Appendix K: Three Year Aggregate Reading VAM Score Average by Performance Rating Category**

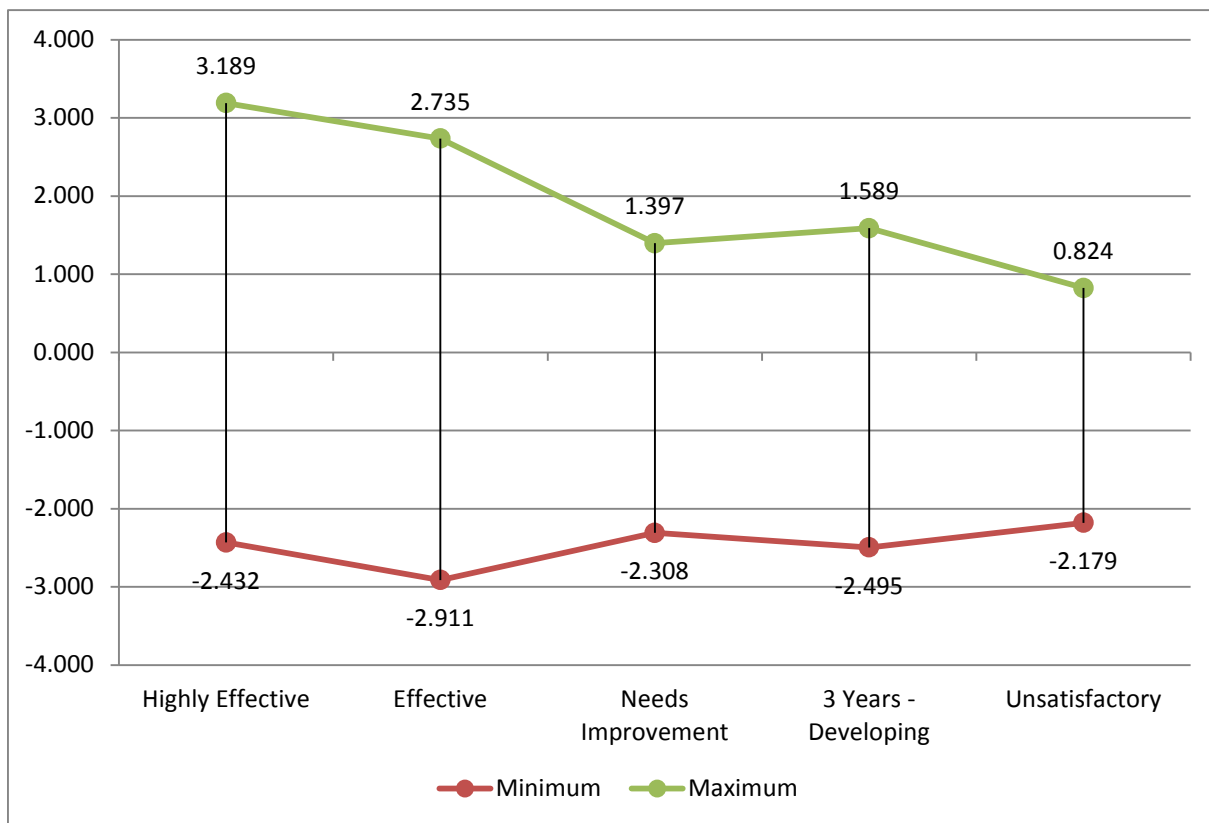


**Appendix L: Summary of Three Year Aggregate Mathematics VAM Scores by Performance Rating Category**

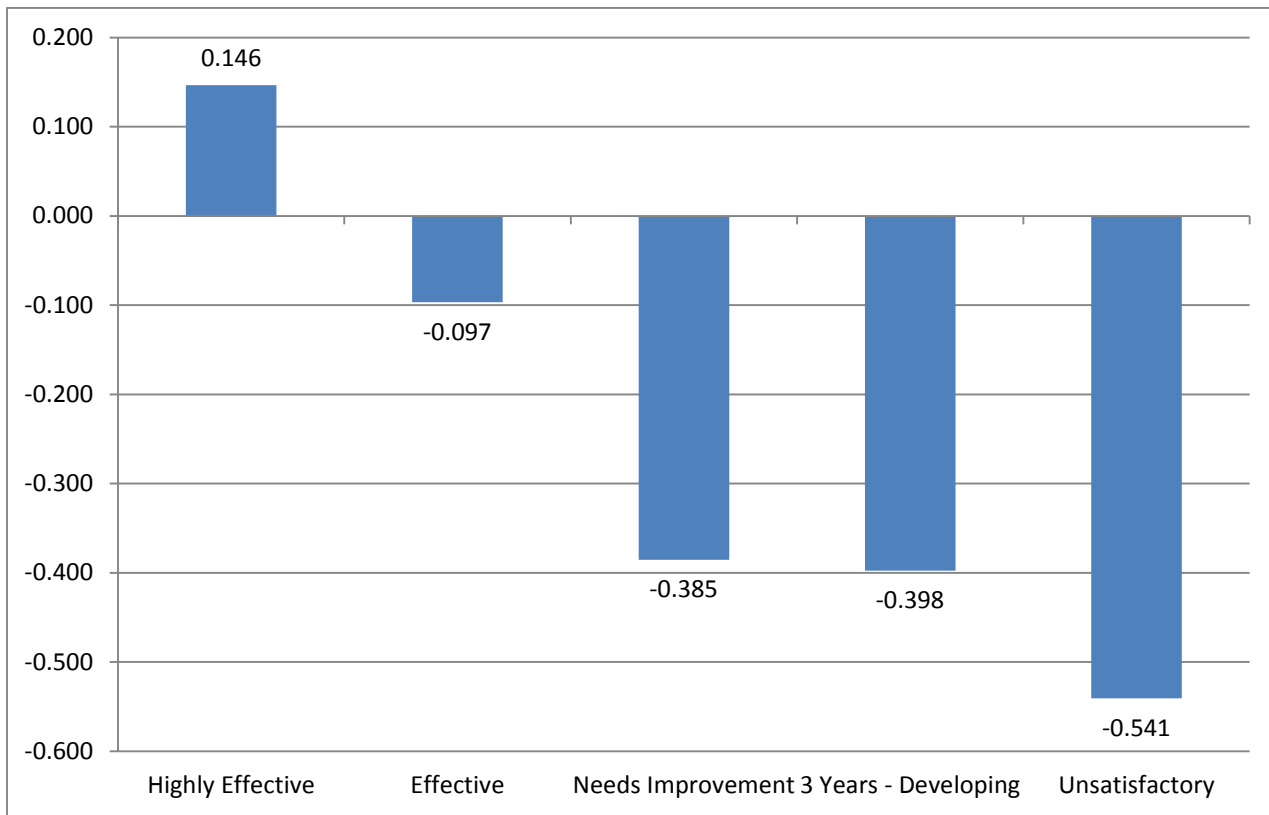
Performance Evaluation Rating Category	Number of Teachers	Minimum VAM Score	Maximum VAM Score	Average VAM Score	Standard Deviation
Highly Effective	14,021	-2.432	3.189	0.146	0.398
Effective	18,802	-2.911	2.735	-0.097	0.380
Needs Improvement	604	-2.308	1.397	-0.385	0.422
3 Years - Developing	293	-2.495	1.589	-0.398	0.497
Unsatisfactory	129	-2.179	0.824	-0.541	0.480
<b>Overall</b>	<b>33,849</b>	<b>-2.911</b>	<b>3.189</b>	<b>-0.006</b>	<b>0.414</b>

Note: Only classroom teachers who received an evaluation from their district and who received a Mathematics VAM score from FDOE are included.

**Appendix M: Three Year Aggregate Mathematics VAM Score Ranges by Performance Rating Category**



**Appendix N: Three Year Aggregate Mathematics VAM Score Average by Performance Rating Category**



**Appendix O: Number and Percentage of Classroom Teachers with Each Gap Size between Performance Evaluation Category and VAM Classification Category by District**

District ID	District Name	Gap Size (VAM - TE)														Total
		-3		-2		-1		0		1		2		3		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
01	Alachua	81	12.2%	108	16.3%	348	52.6%	124	18.7%	1	0.2%	0	0.0%	0	0.0%	662
02	Baker	0	0.0%	1	1.0%	37	38.1%	49	50.5%	10	10.3%	0	0.0%	0	0.0%	97
03	Bay	2	0.3%	90	15.2%	196	33.2%	293	49.6%	9	1.5%	1	0.2%	0	0.0%	591
04	Bradford	0	0.0%	2	3.8%	16	30.8%	27	51.9%	7	13.5%	0	0.0%	0	0.0%	52
05	Brevard	78	4.9%	228	14.2%	665	41.4%	599	37.3%	33	2.1%	2	0.1%	0	0.0%	1,605
06	Broward	8	0.2%	642	13.8%	890	19.1%	2,667	57.3%	446	9.6%	0	0.0%	0	0.0%	4,653
07	Calhoun	0	0.0%	6	10.0%	14	23.3%	37	61.7%	3	5.0%	0	0.0%	0	0.0%	60
08	Charlotte	14	4.6%	62	20.5%	83	27.4%	127	41.9%	16	5.3%	1	0.3%	0	0.0%	303
09	Citrus	19	5.2%	47	13.0%	172	47.5%	119	32.9%	5	1.4%	0	0.0%	0	0.0%	362
10	Clay	65	7.7%	113	13.4%	422	50.1%	228	27.1%	14	1.7%	0	0.0%	0	0.0%	842
11	Collier	0	0.0%	82	7.1%	170	14.7%	736	63.4%	170	14.7%	2	0.2%	0	0.0%	1,160
12	Columbia	10	4.6%	43	19.7%	102	46.8%	61	28.0%	2	0.9%	0	0.0%	0	0.0%	218
13	Dade	109	1.4%	902	11.8%	2,470	32.3%	3,760	49.1%	399	5.2%	11	0.1%	0	0.0%	7,651
14	Desoto	0	0.0%	23	24.0%	24	25.0%	46	47.9%	3	3.1%	0	0.0%	0	0.0%	96
15	Dixie	0	0.0%	3	6.7%	10	22.2%	26	57.8%	6	13.3%	0	0.0%	0	0.0%	45
16	Duval	12	0.5%	383	14.5%	598	22.7%	1,341	50.9%	299	11.3%	3	0.1%	1	0.0%	2,637
17	Escambia	19	2.2%	142	16.5%	235	27.2%	413	47.9%	51	5.9%	3	0.3%	0	0.0%	863
18	Flagler	1	0.4%	18	6.9%	118	45.4%	118	45.4%	4	1.5%	1	0.4%	0	0.0%	260
19	Franklin	0	0.0%	1	3.4%	4	13.8%	14	48.3%	10	34.5%	0	0.0%	0	0.0%	29
20	Gadsden	6	5.2%	26	22.4%	36	31.0%	42	36.2%	6	5.2%	0	0.0%	0	0.0%	116
21	Gilchrist	1	1.9%	10	18.9%	17	32.1%	24	45.3%	0	0.0%	1	1.9%	0	0.0%	53
22	Glades	2	4.0%	11	22.0%	18	36.0%	19	38.0%	0	0.0%	0	0.0%	0	0.0%	50
23	Gulf	0	0.0%	6	10.5%	14	24.6%	34	59.6%	3	5.3%	0	0.0%	0	0.0%	57
24	Hamilton	0	0.0%	5	12.5%	8	20.0%	25	62.5%	2	5.0%	0	0.0%	0	0.0%	40
25	Hardee	0	0.0%	5	4.1%	34	28.1%	82	67.8%	0	0.0%	0	0.0%	0	0.0%	121

District ID	District Name	Gap Size (VAM - TE)														Total
		-3		-2		-1		0		1		2		3		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
26	Hendry	0	0.0%	20	14.0%	24	16.8%	72	50.3%	27	18.9%	0	0.0%	0	0.0%	143
27	Hernando	6	1.1%	90	16.3%	253	45.8%	201	36.3%	3	0.5%	0	0.0%	0	0.0%	553
28	Highlands	9	3.1%	43	14.7%	85	29.1%	129	44.2%	26	8.9%	0	0.0%	0	0.0%	292
29	Hillsborough	165	3.6%	734	16.0%	1,799	39.2%	1,670	36.4%	194	4.2%	26	0.6%	1	0.0%	4,589
30	Holmes	0	0.0%	21	22.3%	15	16.0%	52	55.3%	6	6.4%	0	0.0%	0	0.0%	94
31	Indian River	1	0.3%	25	8.7%	120	41.5%	126	43.6%	15	5.2%	2	0.7%	0	0.0%	289
32	Jackson	0	0.0%	20	12.7%	31	19.6%	95	60.1%	12	7.6%	0	0.0%	0	0.0%	158
33	Jefferson	0	0.0%	5	17.2%	10	34.5%	13	44.8%	1	3.4%	0	0.0%	0	0.0%	29
34	Lafayette	0	0.0%	2	7.7%	17	65.4%	7	26.9%	0	0.0%	0	0.0%	0	0.0%	26
35	Lake	6	0.7%	117	14.0%	181	21.7%	464	55.6%	66	7.9%	0	0.0%	0	0.0%	834
36	Lee	23	1.2%	245	13.2%	495	26.7%	997	53.8%	91	4.9%	2	0.1%	0	0.0%	1,853
37	Leon	21	3.2%	68	10.4%	366	56.2%	183	28.1%	13	2.0%	0	0.0%	0	0.0%	651
38	Levy	0	0.0%	13	10.7%	33	27.0%	65	53.3%	11	9.0%	0	0.0%	0	0.0%	122
39	Liberty	0	0.0%	6	16.2%	15	40.5%	14	37.8%	2	5.4%	0	0.0%	0	0.0%	37
40	Madison	4	7.4%	5	9.3%	25	46.3%	15	27.8%	5	9.3%	0	0.0%	0	0.0%	54
41	Manatee	8	0.9%	66	7.6%	358	41.0%	421	48.2%	21	2.4%	0	0.0%	0	0.0%	874
42	Marion	6	0.6%	141	15.2%	207	22.4%	538	58.2%	33	3.6%	0	0.0%	0	0.0%	925
43	Martin	2	0.5%	59	14.4%	202	49.4%	145	35.5%	1	0.2%	0	0.0%	0	0.0%	409
44	Monroe	3	1.6%	8	4.2%	63	33.3%	107	56.6%	8	4.2%	0	0.0%	0	0.0%	189
45	Nassau	9	3.8%	37	15.7%	83	35.3%	101	43.0%	5	2.1%	0	0.0%	0	0.0%	235
46	Okaloosa	43	7.3%	58	9.9%	312	53.1%	171	29.1%	4	0.7%	0	0.0%	0	0.0%	588
47	Okeechobee	0	0.0%	21	13.5%	27	17.4%	91	58.7%	16	10.3%	0	0.0%	0	0.0%	155
48	Orange	270	7.6%	451	12.8%	1,904	53.8%	852	24.1%	59	1.7%	0	0.0%	0	0.0%	3,536
49	Osceola	18	1.4%	164	12.9%	414	32.6%	645	50.9%	27	2.1%	0	0.0%	0	0.0%	1,268
50	Palm Beach	86	2.1%	366	9.0%	1,428	35.3%	1,973	48.8%	194	4.8%	0	0.0%	0	0.0%	4,047
51	Pasco	93	6.0%	233	15.1%	798	51.9%	402	26.1%	12	0.8%	0	0.0%	0	0.0%	1,538
52	Pinellas	47	2.0%	381	16.6%	641	27.9%	1,122	48.8%	109	4.7%	0	0.0%	0	0.0%	2,300
53	Polk	38	1.8%	337	15.5%	788	36.3%	967	44.5%	37	1.7%	4	0.2%	0	0.0%	2,171

District ID	District Name	Gap Size (VAM - TE)														Total
		-3		-2		-1		0		1		2		3		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
54	Putnam	1	0.4%	34	14.2%	36	15.1%	139	58.2%	29	12.1%	0	0.0%	0	0.0%	239
55	St. Johns	4	0.6%	40	5.9%	224	32.8%	397	58.1%	18	2.6%	0	0.0%	0	0.0%	683
56	St. Lucie	0	0.0%	2	6.7%	4	13.3%	15	50.0%	8	26.7%	1	3.3%	0	0.0%	30
57	Santa Rosa	8	1.5%	81	15.4%	206	39.2%	212	40.4%	16	3.0%	2	0.4%	0	0.0%	525
58	Sarasota	6	0.7%	62	6.9%	355	39.3%	456	50.5%	23	2.5%	1	0.1%	0	0.0%	903
59	Seminole	32	2.2%	221	14.9%	690	46.6%	506	34.1%	33	2.2%	0	0.0%	0	0.0%	1,482
60	Sumter	2	1.2%	37	21.6%	71	41.5%	58	33.9%	3	1.8%	0	0.0%	0	0.0%	171
61	Suwannee	0	0.0%	4	3.8%	33	31.7%	56	53.8%	11	10.6%	0	0.0%	0	0.0%	104
62	Taylor	0	0.0%	2	3.2%	19	30.6%	39	62.9%	2	3.2%	0	0.0%	0	0.0%	62
63	Union	0	0.0%	0	0.0%	17	63.0%	10	37.0%	0	0.0%	0	0.0%	0	0.0%	27
64	Volusia	42	2.7%	223	14.6%	392	25.6%	754	49.3%	118	7.7%	1	0.1%	0	0.0%	1,530
65	Wakulla	2	1.8%	11	9.7%	39	34.5%	58	51.3%	3	2.7%	0	0.0%	0	0.0%	113
66	Walton	0	0.0%	12	6.8%	76	42.9%	88	49.7%	1	0.6%	0	0.0%	0	0.0%	177
67	Washington	0	0.0%	11	13.4%	27	32.9%	41	50.0%	3	3.7%	0	0.0%	0	0.0%	82
68	FSDB	1	2.7%	3	8.1%	18	48.6%	15	40.5%	0	0.0%	0	0.0%	0	0.0%	37
69	Washington Special	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3
71	Florida Virtual	11	3.7%	39	13.2%	198	66.9%	41	13.9%	7	2.4%	0	0.0%	0	0.0%	296
72	FAU Lab School	0	0.0%	0	0.0%	8	57.1%	6	42.9%	0	0.0%	0	0.0%	0	0.0%	14
73	FSU Lab School	0	0.0%	1	3.3%	7	23.3%	18	60.0%	4	13.3%	0	0.0%	0	0.0%	30
75	UF Lab School	2	12.5%	1	6.3%	9	56.3%	4	25.0%	0	0.0%	0	0.0%	0	0.0%	16
<b>Statewide</b>		<b>1,396</b>	<b>2.4%</b>	<b>7,480</b>	<b>13.1%</b>	<b>19,826</b>	<b>34.7%</b>	<b>25,562</b>	<b>44.8%</b>	<b>2,776</b>	<b>4.9%</b>	<b>64</b>	<b>0.1%</b>	<b>2</b>	<b>0.0%</b>	<b>57,106</b>