

Digging into the Data – Knowing What Data You Have Access To

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10 minutes

End

For the benefit of all participants, *please*

- Mute your phones
- DO NOT place the conference on hold
- Enter questions into the chat box, or save until the end of the briefing

Media Services:

Please begin recording



District VAM Roll Out

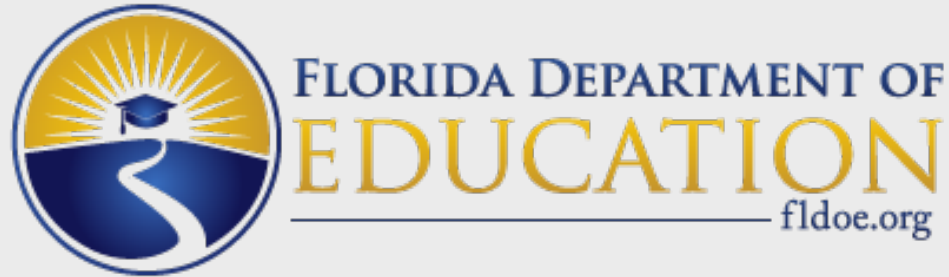
Webinar 2: Digging into the Data – Knowing What Data You Have Access To

Presented by the Bureau of Educator Recruitment, Development, & Retention



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Our Opportunity

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



Goal

Clearly and effectively communicate:

- General Guidelines
- Messaging
- Explaining the Score

Overview

- Webinar 1: Communicating About VAM in a Positive Way
- **Webinar 2: Digging into the Data – Knowing What Data You Have Access To**
- Webinar 3: Using Data to Inform Our Practice
- Webinar 4: Difficult Conversations



Agenda

Structure of Our Time Together

Today, we will discuss the following:

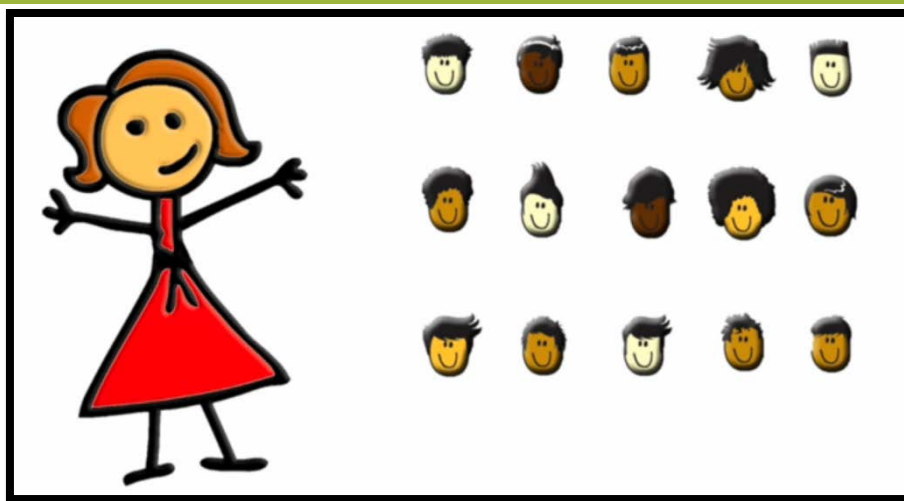
1. Review of Messaging – guidelines, videos, etc.
2. Review of Communication
 - District message to principals
 - Principal message to teachers
3. Explaining the Score
 - Report card
4. The Teacher VAM Verification Chart

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



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1. Review of Guidelines



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General Guidelines to Consider Pt. 1:

- Do NOT rely on the video as the “be all, end all”. Instead, use the video as an introduction to a conversation about VAM.
- Help your teachers understand how they got their VAM score. Give them their raw VAM score, their district adopted VAM score, and their individual student scores with a breakdown of the expected versus the actual score for each student.
- Point out students’ test scores in previous years and the predicted score for those same students so teachers can see for themselves that these predicted scores are realistic.

General Guidelines to Consider Pt. 2:

- Help teachers understand that the goal is to use student performance data and other data points to determine professional learning needs as part of a continuous growth model.
- Reassure teachers that VAM is not out to get them. Point out that 70 to 75% of teachers who get a VAM have a positive impact on student learning.
- You may want to show one year VAM Data for 3+ years so teachers can understand and feel more comfortable with the scores themselves. You might also show them the three-year aggregate and explain how that works.

General Guidelines to Consider Pt. 3:

- Give your teachers an opportunity to ask questions and feel okay knowing that you may not have the answers. We recommend that each district have a point of contact that can serve as a resource to principals who may need further support. The department is also happy to help answer any questions should the district point of contact not be able to answer them.
- Help teachers understand some of the benefits of teaching courses that get a VAM score. They have access to better data and they are being compared to other teachers with similar students using the same test.
- Help teachers understand that sharing best practices across classrooms, applying action research, working together in efficient and effective professional learning communities, and participating in constant observation and feedback cycles are practices that support professional growth.



2. Review of Communication

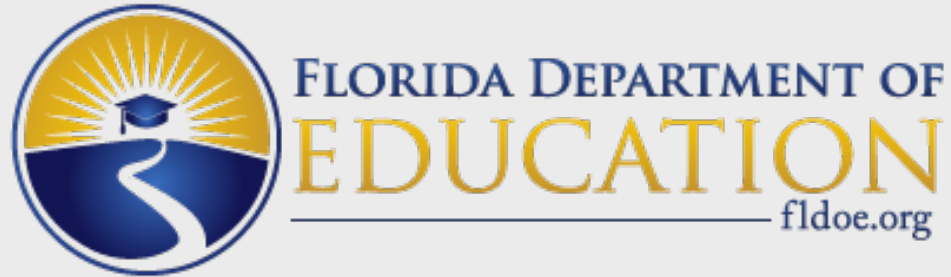
How do we get started?

Teachers:

On _____, we will meet as a team to discuss what VAM is, who receives a VAM score, and how it can be used to improve teaching and learning in our school. When used appropriately, VAM and other measures of performance help us make decisions about our practice and our professional learning needs. VAM can tell us how our students have performed on the assessment instruments relative to students with similar attributes. We will also begin the discussion on how to use VAM to explore targeted teaching techniques and professional development activities so that we can build on our strengths and needs.

I will share a video and some other resources about VAM during this session to help you understand it better. If you have any questions regarding VAM, you might want to jot them down so we can discuss them following the presentation.

	Follow-Up Action
<p>Before showing the VAM video:</p> <p>“This video, created by the Florida Department of Education, is designed to bring clarity about VAM. It explains who receives a VAM score and the factors used to determine VAM. It is approximately 6 minutes long. Please know that this video is a surface level video, not technical, and serves only as an introduction to understanding VAM. Let’s watch it now and talk more about it after the viewing.”</p>	<p>Play the video provided at the link above</p>
<p>Following the video:</p> <p>“One of the key take-aways from this video for me is _____.”</p> <p>What were some aha moments for you all?</p> <p>Do you have any questions for me regarding the VAM video?”</p> <p>So, most of you don’t get a VAM score. Your student performance measure is _____.”</p>	<p>Respond to audience questions</p>
<p>“If you have any additional questions that are specific to your individual evaluation score, please see me. As your site based administrator/administration team, I can explain to you how your score is calculated and why you received the score you did for this year. If you have a question that cannot be answered here at the school site, you will need to contact _____ at _____ or at the following email _____. This is the point of contact for our district. He/She is authorized to discuss evaluation scores and can address VAM related questions in greater detail.”</p>	<p>Refer teachers to the district point of contact for specific questions about the district evaluation system.</p>



3. Explaining the Score

Student Performance Measures

vs.

VAM

What is a Student Performance Measure (SPM)?

- All teachers receive a SPM.
 - Some get a state-issued VAM
 - Others are determined at the district level
- These District SPM could be determined by the following:
 - District-wide assessments
 - Teacher created assessments
 - Purchased program assessments (e.g. Discovery Education, iReady, SuccessMaker, etc.)



Student Performance Measure:

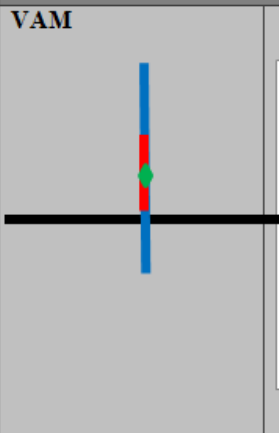
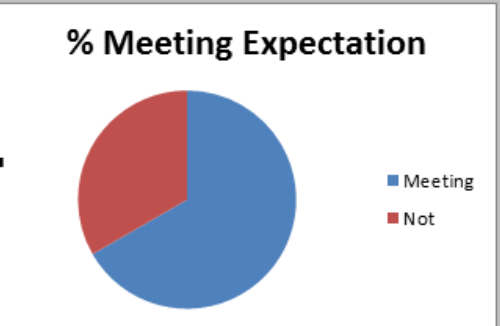
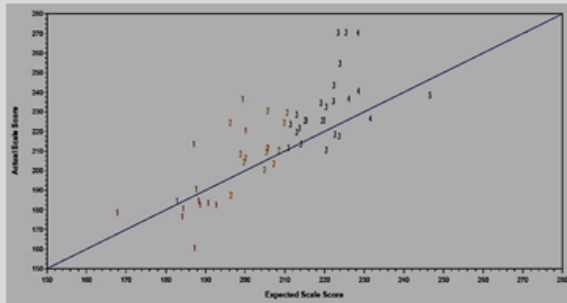
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)		
Kindergarten (K)		
First Grade (1)		
Second Grade (2)		
Third Grade (3)		
Fourth Grade (4)		
Fifth Grade (5)		
Other (K-5), including non-classroom instructional personnel		
Math Courses (6-8)		
Science Courses (8)		

For all instructional personnel, the following must be part of the summative evaluation score:

- The percentage of the evaluation that is based on the performance of students criterion.
 - At least one-third of the evaluation is based on performance of students.
- An explanation of the scoring method, including how it is calculated and combined.

1. Card Example 1

Value-added Model Teacher Report

Name: <<First Name>> <<Last Name>>		School: <<Location>>		Grade(s) Assigned <<Grade>>	
ID#: <<Identification Number>>		# Students Assigned <<Students Assigned>>		# Students Used <<Students Used>>	
Raw VAM:	<<RVS>>	VAM 			
District VAM:	<<DVS>>				
% Meeting Expectation	<<%ME>>				
95% CI UL	<<95 CI UL>>				
68% CI UL	<<68 CI UL>>				
68% CILL	<<68 CILL>>				
95% CILL	<<95 CILL>>				
VAM Classification	<<V Rating>>				
Instructional Practice Score	<<IPS>>				
District Rating	<< D Rating>>				



SCHOOL INFORMATION SY 2013-14

District and School:

School Type: Charter: Title 1:

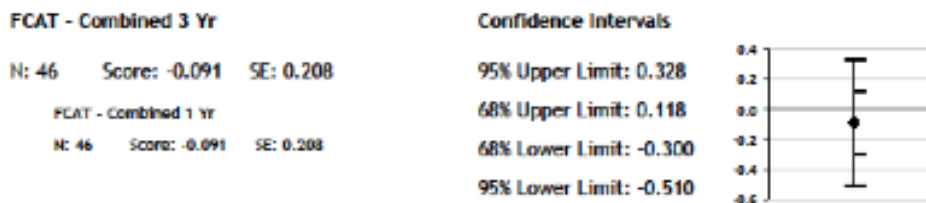
Grade: Minority %: Free Lunch %:

TEACHER INFORMATION

First Name: Last Name:

Position:

VAM SCORES SY 2013-14



PERCENT OF STUDENT THAT MET EXPECTATIONS

FCAT 3 Year Combined: 54.3%

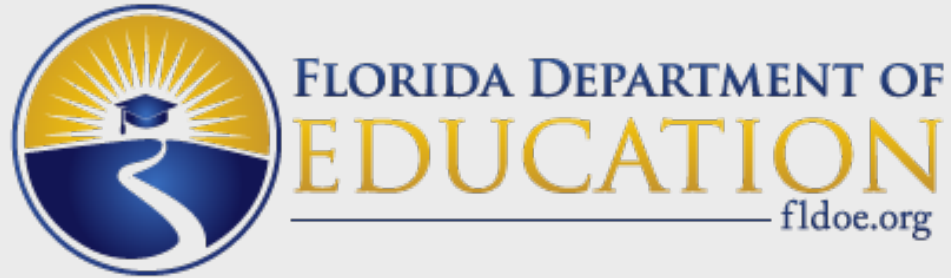
FCAT 1 Year Combined: 54.3%

EVALUATION CATEGORIES SY 2013-14

Overall:

VAM*: Effective

* VAM categorization is currently in development and the rules have not been finalized. The current categorization methodology uses the three year combined FCAT score and standard error and applies a T-distribution.



4. The Teacher VAM Classification Chart



What is the Teacher VAM Classification Chart?

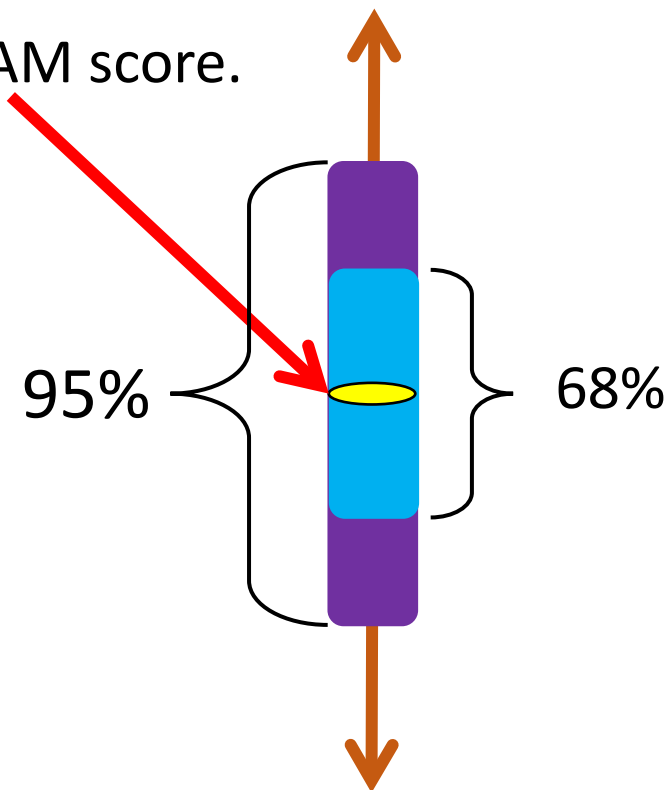
Number	VAM FCAT 3 Year Aggregate COMBINED Score	VAM FCAT 3 Year Aggregate COMBINED Standard Error	95% Confidence Interval Lower Limit	68% Confidence Interval Lower Limit	68% Confidence Interval Upper Limit	95% Confidence Interval Upper Limit	FCAT Percent Meeting Expectation	VAM Classification	Evaluation Rating
1	0.511	0.131	0.252	0.380	0.642	0.770	66.2%	Highly Effective	Highly Effective
2	1.682	0.192	1.303	1.490	1.874	2.061	84.3%	Highly Effective	Highly Effective
3	-0.069	0.295	-0.712	-0.375	0.237	0.574	61.5%	Effective	Highly Effective
4	0.080	0.143	-0.202	-0.063	0.223	0.362	56.2%	Effective	Highly Effective
5	0.085	0.111	-0.134	-0.026	0.196	0.304	48.3%	Effective	Highly Effective
6	0.108	0.065	-0.020	0.043	0.173	0.236	57.4%	Effective	Highly Effective
7	0.121	0.123	-0.121	+0.002	0.244	0.363	47.5%	Effective	Highly Effective
8	0.218	0.170	-0.119	0.048	0.388	0.555	57.5%	Effective	Highly Effective
9	-0.268	0.281	-0.861	-0.556	0.020	0.325	38.9%	Effective	Effective
10	-0.204	0.206	-0.628	-0.413	0.005	0.220	46.2%	Effective	Effective
11	-0.179	0.186	-2.542	-0.517	0.159	2.184	0.0%	Effective	Effective
12	-0.139	0.238	-0.639	-0.382	0.104	0.361	42.1%	Effective	Effective
13	-0.129	0.343	-0.850	-0.480	0.222	0.592	42.1%	Effective	Effective
14	-0.128	0.255	-0.731	-0.401	0.145	0.475	87.5%	Effective	Effective
15	-0.115	0.199	-0.532	-0.318	0.088	0.302	35.0%	Effective	Effective
16	-0.111	0.188	-0.709	-0.335	0.113	0.487	75.0%	Effective	Effective
17	-0.073	0.120	-0.309	-0.193	0.047	0.163	44.1%	Effective	Effective
18	-0.063	0.214	-0.486	-0.277	0.151	0.360	46.0%	Effective	Effective
19	-0.027	0.201	-0.436	-0.230	0.176	0.382	38.2%	Effective	Effective
20	-0.017	0.271	-0.621	-0.300	0.266	0.587	54.5%	Effective	Effective
21	0.111	0.158	-0.202	-0.047	0.269	0.424	56.0%	Effective	Effective
22	0.135	0.308	-0.490	-0.175	0.445	0.760	45.9%	Effective	Effective
23	0.148	0.287	-0.472	-0.149	0.445	0.768	42.9%	Effective	Effective
24	-0.443	0.367	-1.209	-0.817	-0.069	0.323	33.3%	Needs Improvement	Effective
25	-0.361	0.260	-0.878	-0.621	-0.101	0.156	44.9%	Needs Improvement	Effective
26	-0.341	0.338	-1.007	-0.678	-0.004	0.325	39.4%	Needs Improvement	Effective
27	-0.287	0.160	-0.605	-0.447	-0.127	0.031	33.7%	Needs Improvement	Effective
28	-0.180	0.125	-0.438	-0.307	-0.053	0.078	32.0%	Needs Improvement	Needs Improvement
29	-0.229	0.106	-0.440	-0.335	-0.123	-0.018	34.7%	Unsatisfactory	Effective
30	-1.094	0.352	-1.810	-1.450	-0.738	-0.378	11.8%	Unsatisfactory	Needs Improvement
31	-0.531	0.171	-0.869	-0.702	-0.360	-0.193	35.9%	Unsatisfactory	Needs Improvement
32	-0.422	0.060	-0.540	-0.482	-0.362	-0.304	28.8%	Unsatisfactory	Needs Improvement
33	-0.403	0.086	-0.574	-0.489	-0.317	-0.232	23.6%	Unsatisfactory	Needs Improvement
34	-0.347	0.111	-0.569	-0.458	-0.236	-0.125	31.7%	Unsatisfactory	Needs Improvement
35	-0.231	0.081	-0.391	-0.312	-0.150	-0.071	36.2%	Unsatisfactory	Needs Improvement
36	-0.227	0.080	-0.385	-0.307	-0.147	-0.069	33.9%	Unsatisfactory	Needs Improvement
37	-0.198	0.083	-0.362	-0.281	-0.115	-0.034	43.4%	Unsatisfactory	Needs Improvement

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What does 68% and 95% mean?

This is the VAM score.





This is the teacher VAM score as determined by the FLDOE.

This would be the number at the bottom of the yellow on the arrow in Figure 1.

This would be the number at the top of the purple on the arrow in Figure 1.

The number of students assigned to the teacher who met the expectation level.

This is how the district classified the teacher.



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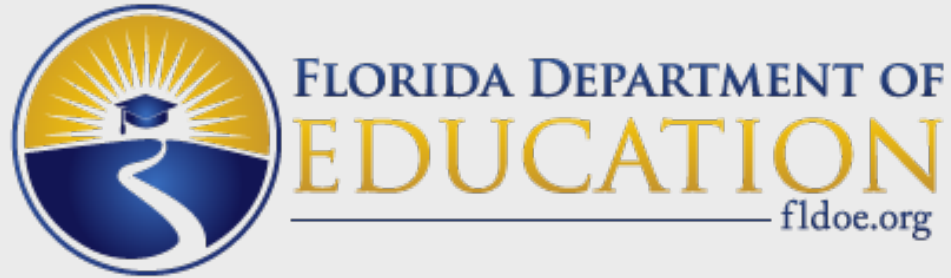
Teacher Name or Identifier

This is the possible margin of error. It is used to determine the confidence levels.

This would be the number at the bottom of the purple on the arrow in Figure 1.

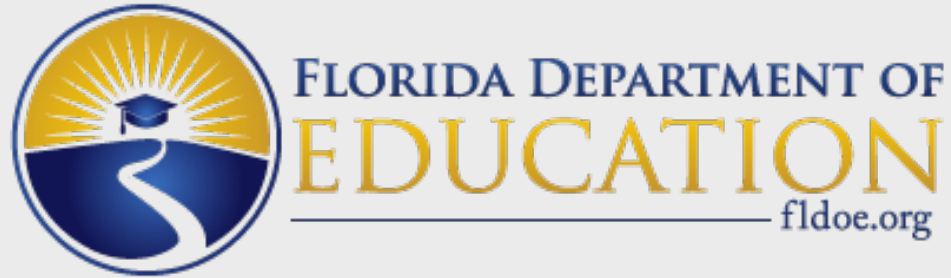
This would be the number at the top of the yellow on the arrow in Figure 1.

This is how VAM classified the teacher.



Questions

All materials will be sent to you following this webinar.



Next Webinar

Using Data to Inform Our Practice



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