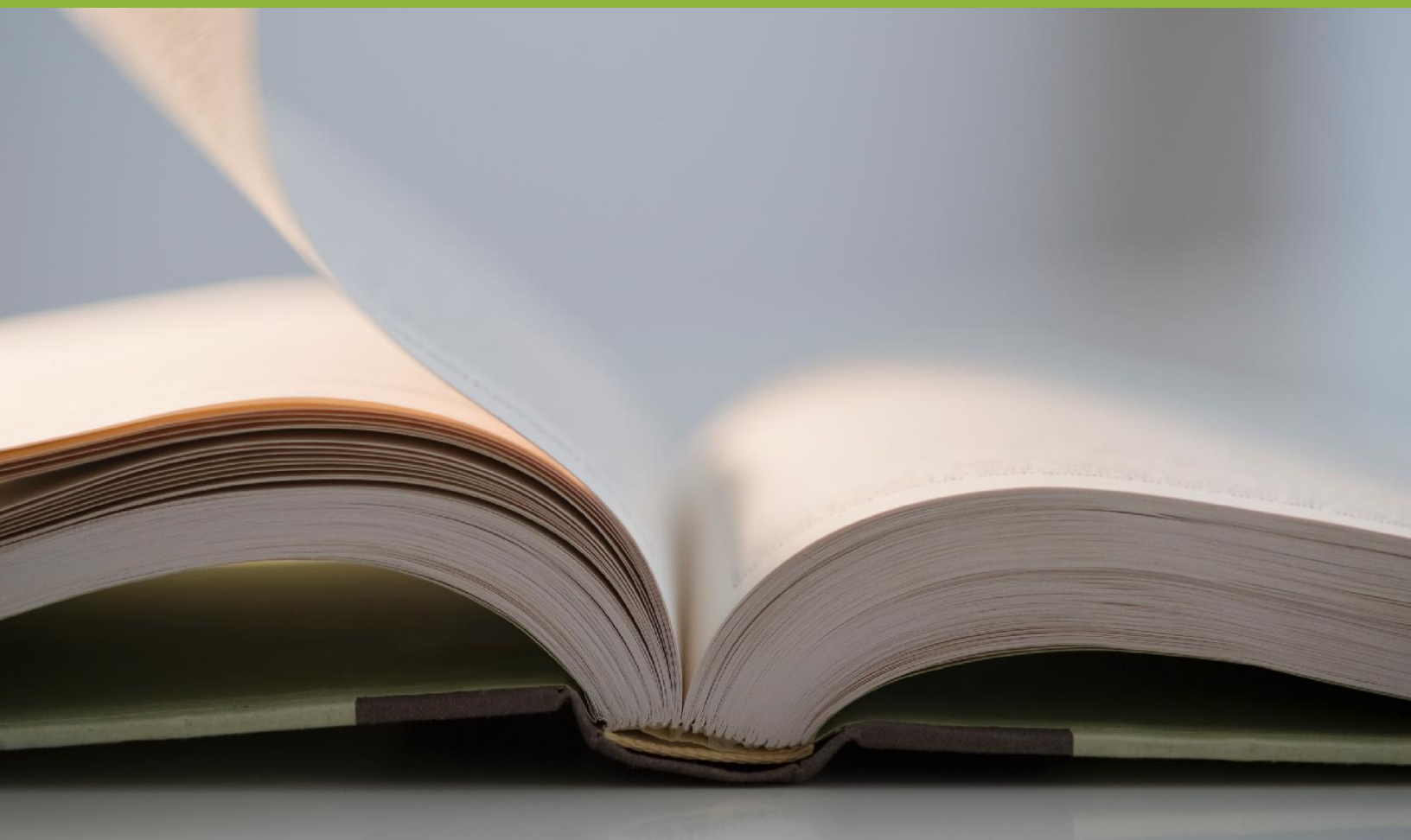# Walking a Mile in Our Students' Shoes

December 2024
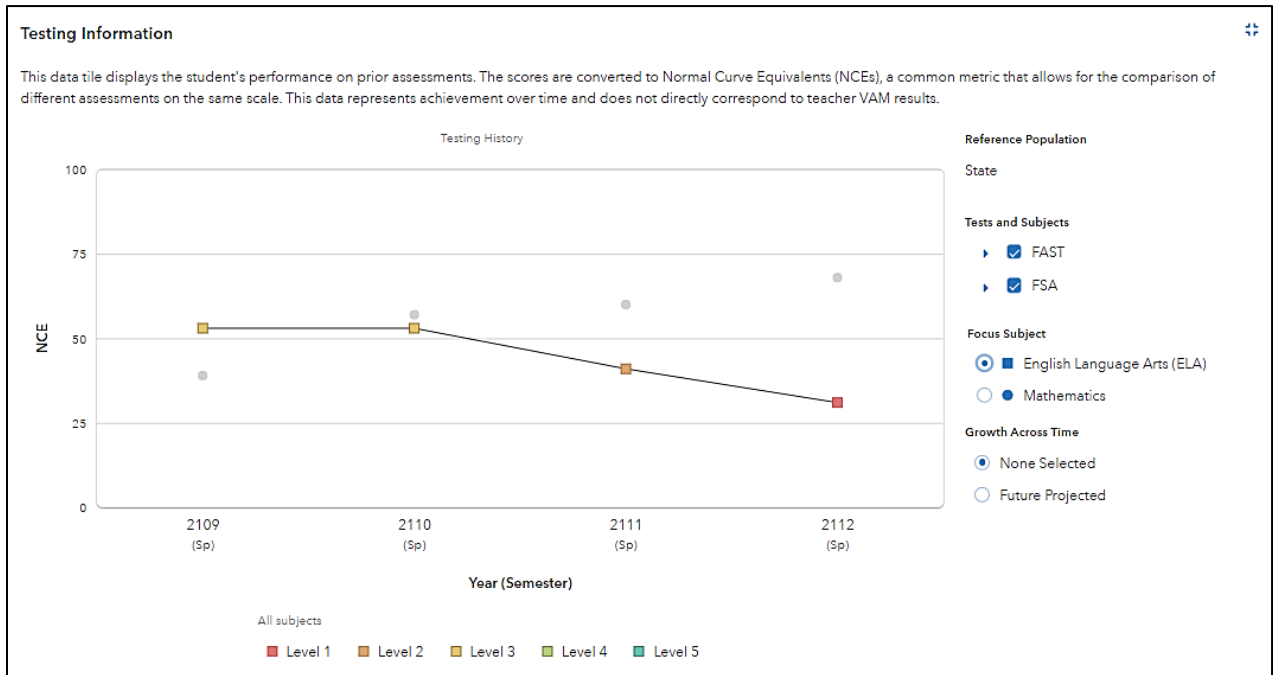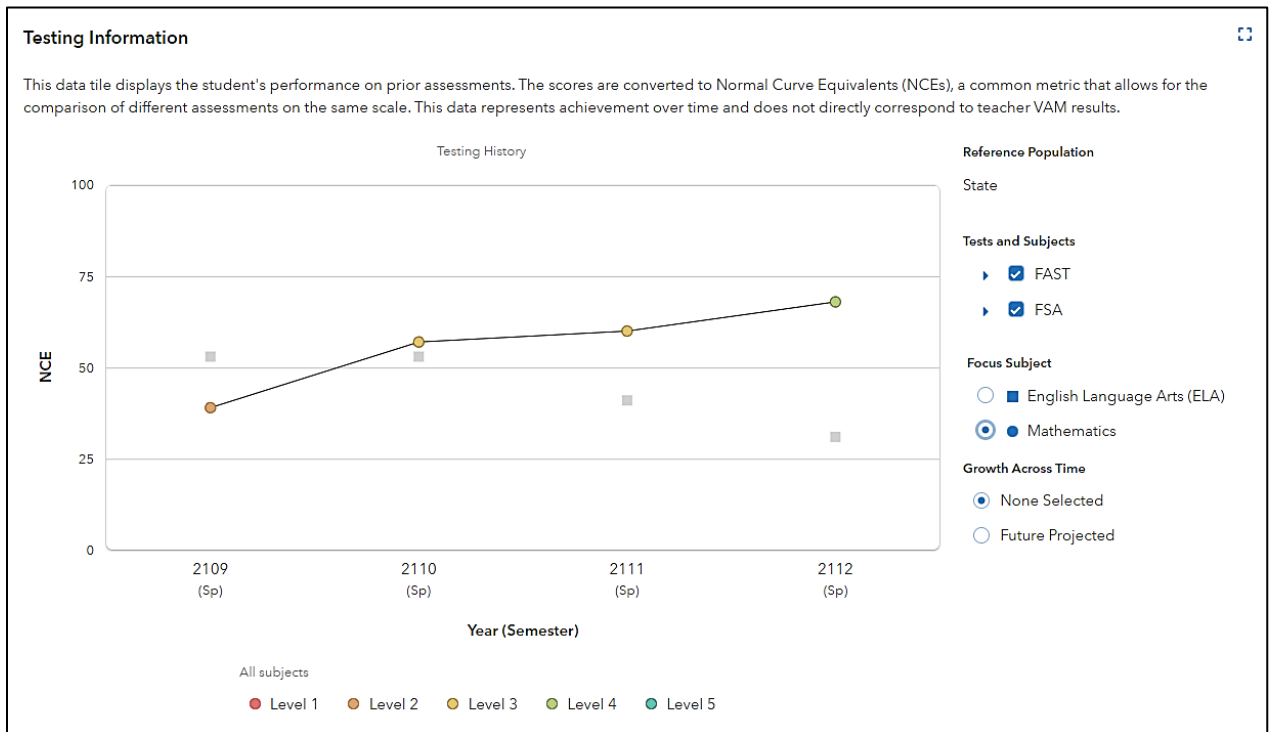
Participant Guide

Green Student Profile

These sample reports are for demonstration purposes only and are used to assist with training activities.

Testing Information Tile – English Language Arts

Testing Information Tile – Mathematics

Testing Information Tile – Testing History

	Testing History						
Subject →	← Year (Semester) →	← Grade →	← Tested School	NCE	Scale Score	Percentile	Achievement Level
FAST Mathematics	2111 (Sp)	6	SAMPLE MIDDLE SCHOOL 1	60	234	68	Level 3
	2112 (Sp)	7	SAMPLE MIDDLE SCHOOL 2	68	249	81	Level 4
FAST English Language Arts (ELA)	2111 (Sp)	6	SAMPLE MIDDLE SCHOOL 1	41	220	34	Level 2
	2112 (Sp)	7	SAMPLE MIDDLE SCHOOL 2	31	213	18	Level 1
FSA Mathematics	2109 (Sp)	4	SAMPLE ELEMENTARY SCHOOL 1	39	299	30	Level 2
	2110 (Sp)	5	SAMPLE ELEMENTARY SCHOOL 1	57	330	63	Level 3
FSA English Language Arts (ELA)	2109 (Sp)	4	SAMPLE ELEMENTARY SCHOOL 1	53	315	56	Level 3
	2110 (Sp)	5	SAMPLE ELEMENTARY SCHOOL 1	53	325	55	Level 3

‡ Collapse

Student Projection Tile

Student Projections

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.

Tests and Subjects	Grade	Probability of Reaching or Exceeding the Indicated Achievement Level				
		Level 1	Level 2	Level 3	Level 4	Level 5
FAST English Language Arts (ELA)	8	100.0%	95.7%	61.6%	23.2%	5.5%
FAST Mathematics	8	100.0%	79.1%	42.0%	21.3%	9.2%
B.E.S.T. Geometry	N/A	100.0%	66.8%	24.8%	3.6%	< 1.0%

Achievement Levels
- ☑ Level 1
- ☑ Level 2
- ☑ Level 3
- ☑ Level 4
- ☑ Level 5

Tests and Subjects
- ▸ ☑ FAST
- ▸ ☑ B.E.S.T.

Tests and Subjects	Probability of Reaching or Exceeding the Indicated Achievement Level			
	Level 2	Level 3	Level 4	Level 5
B.E.S.T. Algebra I	73.5%	30.7%	7.0%	< 1.0%

Achievement Levels
- ☑ Level 2
- ☑ Level 3
- ☑ Level 4
- ☑ Level 5

Tests and Subjects
- ▸ ☑ B.E.S.T.

‡ Collapse

Notes

Value-Added History Tile

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)	
		2110 (Sp)	2112 (Sp)
FAST English Language Arts (ELA)	Teacher	--	☢ 7
FAST Mathematics	Teacher	--	✔ ⌃ 7
FSA English Language Arts (ELA)	Teacher	☢ 5	--
FSA Mathematics	Teacher	✔ 5	--

Entity

☑ Teacher

Tests and Subjects

▸ ☑ FAST

▸ ☑ FSA

Performance Levels

⌃ **Above** — There is significant evidence that the teacher's impact on student learning has been greater than expected after controlling for factors that impact student growth.

✔ **Meets** — There is evidence that the teacher's impact on student learning meets expectations after controlling for factors that impact student growth.

⌄ **Below** — There is moderate evidence that the teacher's impact on student learning has been less than expected after controlling for factors that impact student growth.

☢ **Well Below** — There is significant evidence that the teacher's impact on student learning has been less than expected after controlling for factors that impact student growth.

VAM Ratings

⌃ **Highly Effective** — There is significant evidence that the teacher's impact on student learning has been greater than expected after controlling for factors that impact student growth.

✔ **Effective** — There is evidence that the teacher's impact on student learning meets expectations after controlling for factors that impact student growth.

⌄ **Needs Improvement** — There is moderate evidence that the teacher's impact on student learning has been less than expected after controlling for factors that impact student growth.

☢ **Unsatisfactory** — There is significant evidence that the teacher's impact on student learning has been less than expected after controlling for factors that impact student growth.
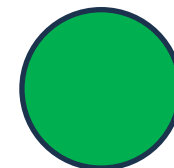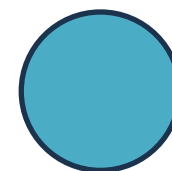
⛶ View All History

Notes

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	• What are their proficiency level trends? • What implications does this have on their ability to be career and college-ready?	• How are they projected to perform on their 8th grade assessments? • What implications do their results have on instruction and support services?	• What does this growth data indicate about their past learning environments? • What do they need from their next school experience?
English Language Arts			
Math			

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	• What are their proficiency level trends? • What implications does this have on their ability to be career and college-ready?	• How are they projected to perform on their 8th grade assessments? • What implications do their results have on instruction and support services?	• What does this growth data indicate about their past learning environments? • What do they need from their next school experience?
English Language Arts			
Math			

Student Reports

The information and functionality in the Student Reports empower educators to explore student data more deeply. The benefits of the Student Report include:

- Quick access to student information all in one location
- Easy comparisons across grades and subjects or courses
- Multiple filters to enable specific data views for analysis

Report Overview
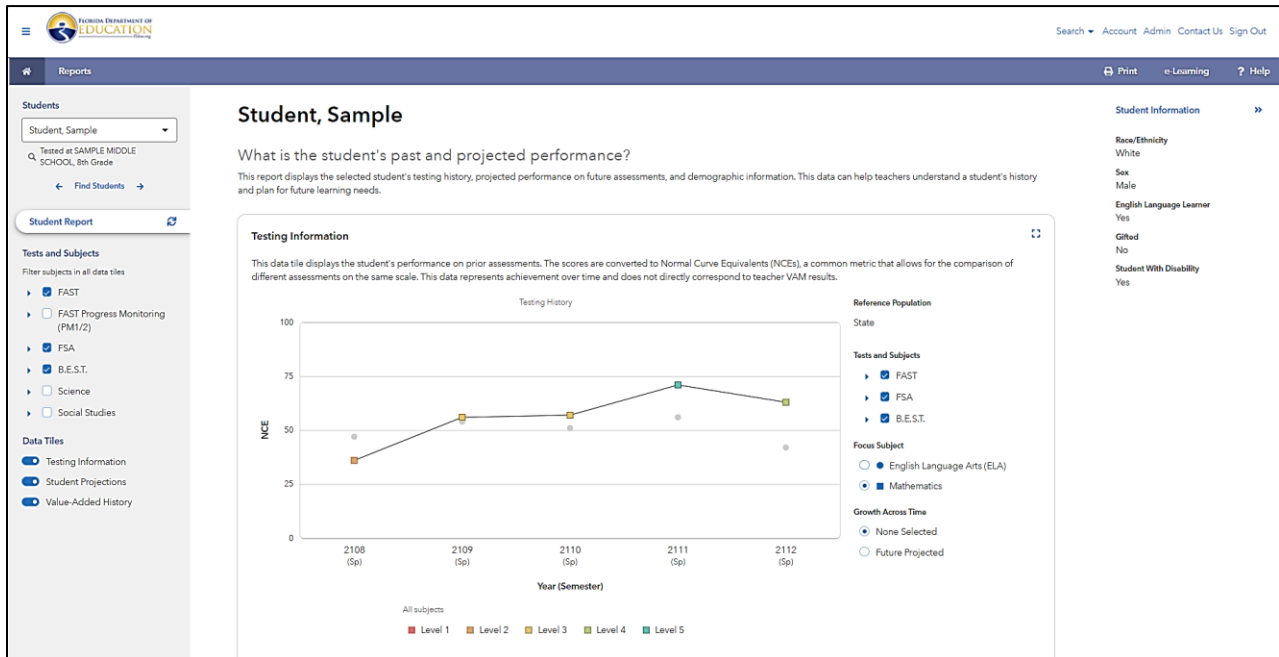
Notes

Testing Information Tile – Growth Across Time

None Selected

When you choose **None Selected** under the **Growth Across Time** options for the **Testing History** graph, you can view a student's testing history across all subjects. Use the **Focus Subject** menu to highlight a subject area.

Testing Information

This data tile displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCEs), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Testing History

NCE

100

75

50

25

0

| 2108 (Sp) | 2109 (Sp) | 2110 (Sp) | 2111 (Sp) | 2112 (Sp) |

Year (Semester)

All subjects

■ Level 1   ■ Level 2   ■ Level 3   ■ Level 4   ■ Level 5

Reference Population

State

Tests and Subjects

▸ ☑ FAST

▸ ☑ FSA

▸ ☑ B.E.S.T.

Focus Subject

○ ● English Language Arts (ELA)

◉ ■ Mathematics

Growth Across Time

◉ None Selected

○ Future Projected

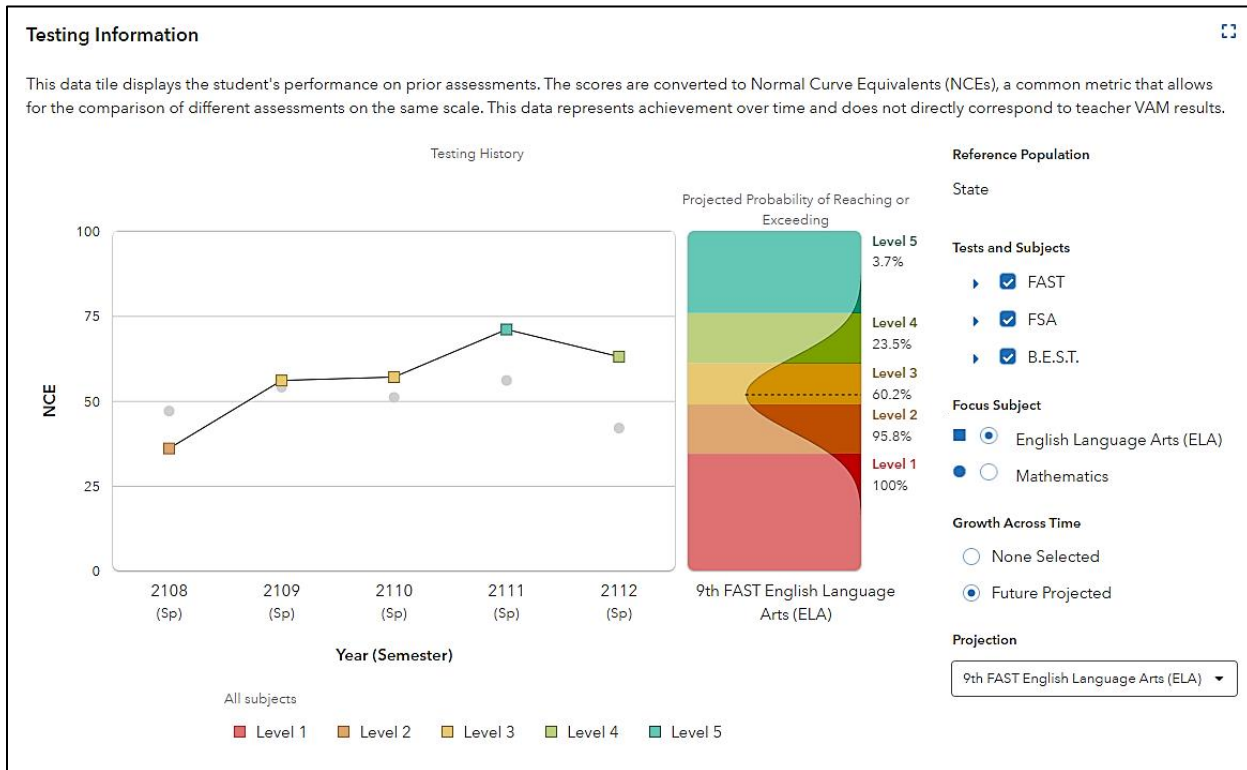# Notes

Future Projected

When you select **Future Projected** under the **Growth Across Time** options for the **Testing History** graph, you can view projections based on the student's past testing history and the prior year's cohort of test takers.

- The bell curve represents the possible range of likely scores on a test a student has not yet taken.

- The dotted line represents the most likely score the student will achieve.

- The color-coded areas represent each performance level for the selected projection.

- Projected probabilities of reaching or exceeding each performance level are provided to the right of the color-coded bell curve.
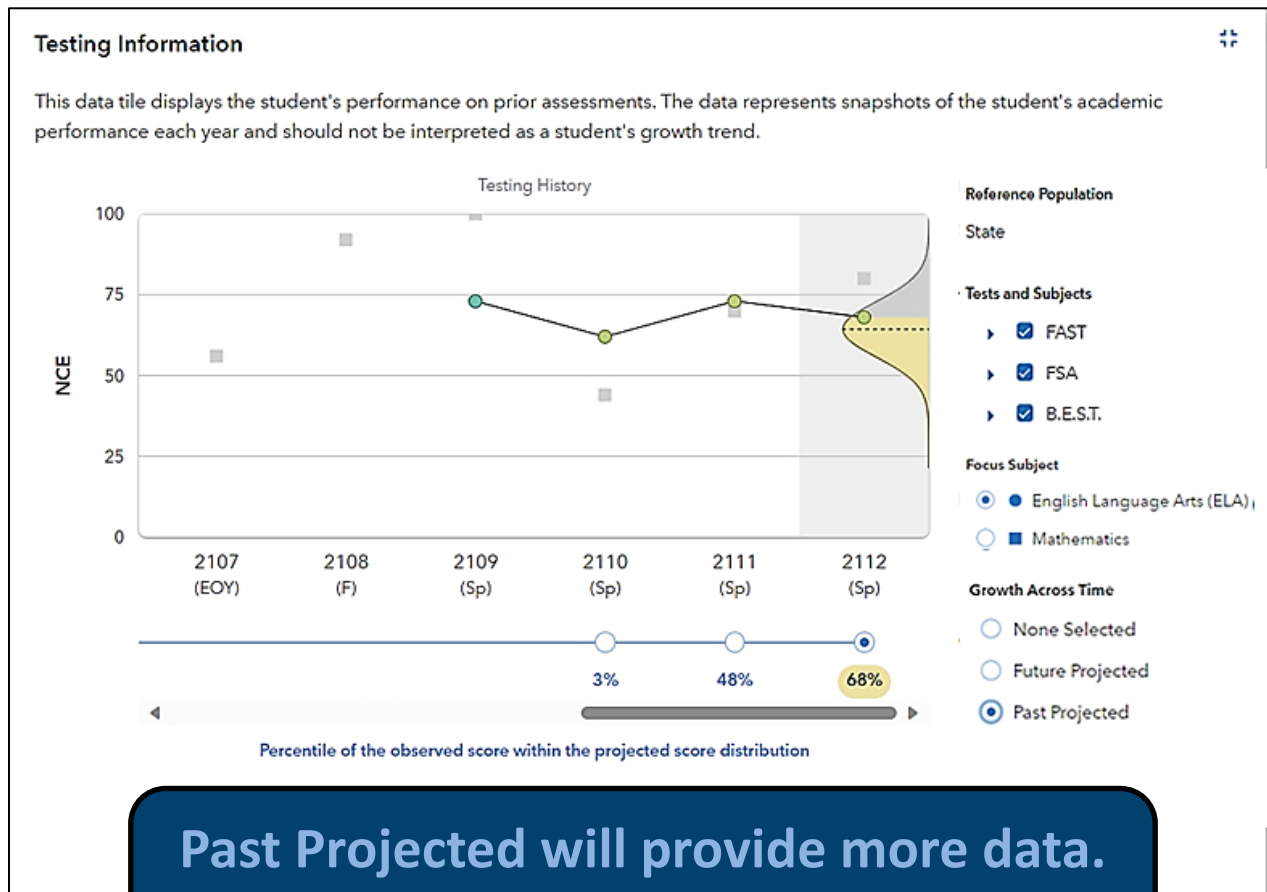

Notes

Past Projected

When you select **Past Projected** under the **Growth Across Time** options for the **Testing History** graph, you will see a visual representation of the student's projected scores for assessments they have previously taken. This view displays the past projections and indicates whether the student met, exceeded, or fell short of those.

- The bell curve will represent the possible range of projected scores for the student.

- The dotted line will represent the student's projected score.

- The radio button and shaded yellow portion of the bell curve will represent where the actual score landed in the range of possible projected scores for this student.

- The colored shapes will represent the actual scores for the selected **Focus Subject**.

Notes

Testing Information Tile – Testing History Table

The **Testing History** table displays the student's testing history and includes assessments the student took in the past, the school where they took the assessments, and the grade in which the assessment was administered.
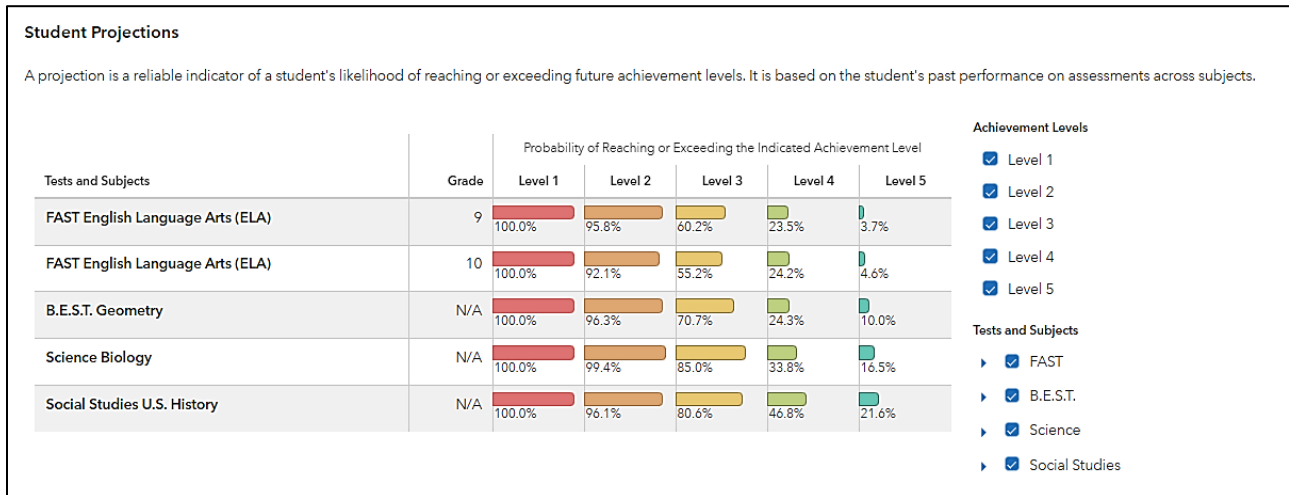
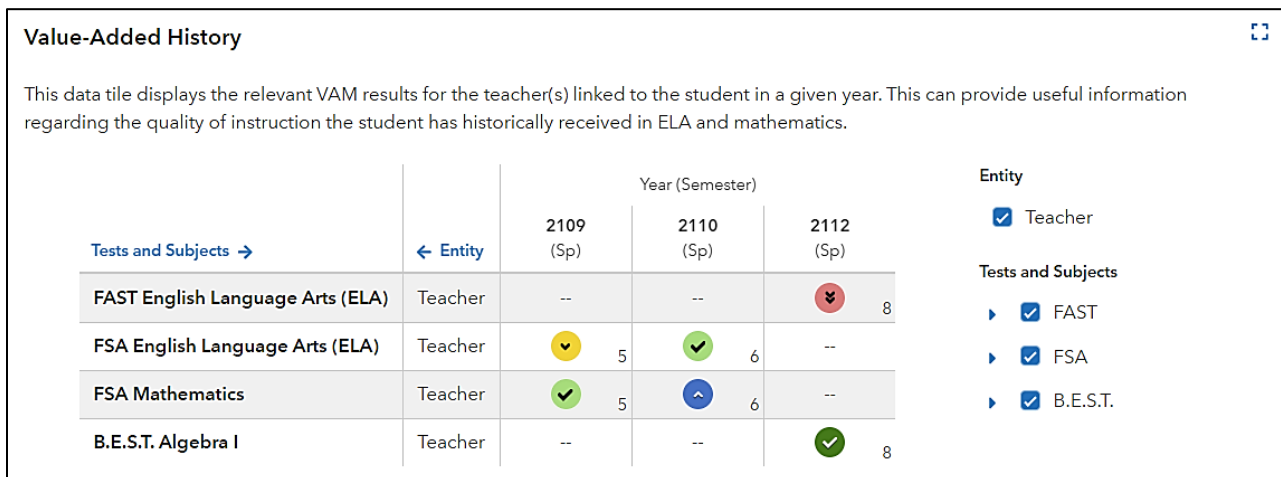| Testing History							
Subject →	← Year (Semester) →	← Grade →	← Tested School	NCE	Scale Score	Percentile	Achievement Level
FAST English Language Arts (ELA)	2111 (Sp)	7	SAMPLE MIDDLE SCHOOL	57	235	62	Level 3
	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	41	228	36	Level 2
FAST Mathematics	2111 (Sp)	8	SAMPLE MIDDLE SCHOOL	72	264	82	Level 5
FSA English Language Arts (ELA)	2108 (Sp)	3	SAMPLE ELEMENTARY SCHOOL	47	301	46	Level 3
	2109 (Sp)	5	SAMPLE ELEMENTARY SCHOOL	55	327	56	Level 3
	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	50	329	51	Level 3
FSA Mathematics	2108 (Sp)	3	SAMPLE ELEMENTARY SCHOOL	37	289	28	Level 2
	2109 (Sp)	5	SAMPLE ELEMENTARY SCHOOL	56	328	59	Level 3
	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	58	333	61	Level 3
B.E.S.T. Algebra I	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	62	417	74	Level 4

‡‡ Collapse

Notes

Student Projections Tile

The **Student Projections** tile provides reliable indicators of a student's likelihood of reaching assessment milestones. The report displays the selected student's probability of reaching or exceeding each performance level.

Student Projections

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.

Tests and Subjects	Grade	Probability of Reaching or Exceeding the Indicated Achievement Level				
		Level 1	Level 2	Level 3	Level 4	Level 5
FAST English Language Arts (ELA)	9	100.0%	95.8%	60.2%	23.5%	3.7%
FAST English Language Arts (ELA)	10	100.0%	92.1%	55.2%	24.2%	4.6%
B.E.S.T. Geometry	N/A	100.0%	96.3%	70.7%	24.3%	10.0%
Science Biology	N/A	100.0%	99.4%	85.0%	33.8%	16.5%
Social Studies U.S. History	N/A	100.0%	96.1%	80.6%	46.8%	21.6%

Achievement Levels
- ☑ Level 1
- ☑ Level 2
- ☑ Level 3
- ☑ Level 4
- ☑ Level 5

Tests and Subjects
- ▸ ☑ FAST
- ▸ ☑ B.E.S.T.
- ▸ ☑ Science
- ▸ ☑ Social Studies

Value-Added History Tile

The **Value-Added History** tile displays the teacher value-added measure when the student was connected to them.

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)		
		2109 (Sp)	2110 (Sp)	2112 (Sp)
FAST English Language Arts (ELA)	Teacher	--	--	✖ 8
FSA English Language Arts (ELA)	Teacher	⌄ 5	✓ 6	--
FSA Mathematics	Teacher	✓ 5	⌃ 6	--
B.E.S.T. Algebra I	Teacher	--	--	✓ 8

Entity
- ☑ Teacher

Tests and Subjects
- ▸ ☑ FAST
- ▸ ☑ FSA
- ▸ ☑ B.E.S.T.

Notes

Custom Student Reports

Custom Student Reports allow you to create and save lists of students for future reference. They help share student projections for groups, such as classroom rosters or intervention groups.

Here are some key points to keep in mind when using Custom Student Reports:

- If your account does not include access to Student Reports, you will not see Custom Student Reports in the Reports menu.

- Only a school admin can create Custom Student Reports to share with other users in their school. However, the school admin can assign these reports, and any user with account management access can share reports initially created by the admin.

- Custom Student Reports will remain available in FL VAM until the next reporting year is released.

- The report below displays a sample of the student information that would be included in an actual report.

Report: Sample
Projection: English Language Arts (Level 4)

Show: [Tested Schools ▼] [Add New Students] [Remove Individual Students] [Remove All Students] 🕐 Show Pie Graph

« Previous Page   Page [1] of 3 [Go ➡]   Next Page »

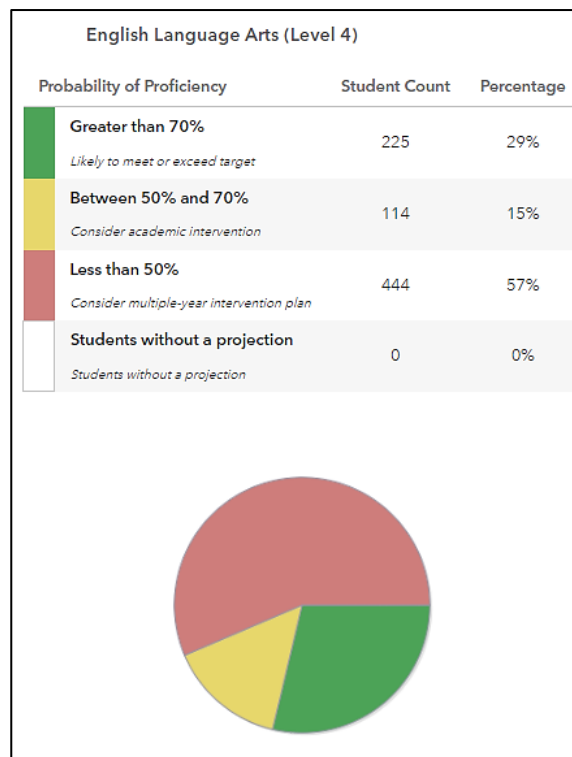| #	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
1.	Student-ZhpL	District-JBw	School-sCq	7	N	U	N	95.2	95
2.	Student-ZhpL	District-JBw	School-sCq	8	N	U	N	95.2	95
3.	Student-gcMG	District-JBw	School-sCt	7	N	N	N	97.8	97
4.	Student-gcMG	District-JBw	School-sCt	8	N	N	N	97.8	97
5.	Student-Rxrc	District-JBw	School-sCV	7	N	U	N	95.7	96
6.	Student-Rxrc	District-JBw	School-sCV	8	N	U	N	95.7	96
7.	Student-SBpz	District-JBw	School-sDW	7	N	U	Y	91.4	93
8.	Student-SBpz	District-JBw	School-sDW	8	N	U	Y	91.4	93
9.	Student-nFwl	District-JBw	School-sCV	7	N	Y	N	98.4	98
10.	Student-nFwl	District-JBw	School-sCV	8	N	Y	N	98.4	98
11.	Student-SZGj	District-JBw	School-sCb	7	N	Y	N	99.5	99
12.	Student-SZGj	District-JBw	School-sCb	8	N	Y	N	99.5	99
13.	Student-SsKF	District-JBw	School-sCV	7	N	N	N	92.8	94
14.	Student-SsKF	District-JBw	School-sCV	8	N	N	N	92.8	94
15.	Student-TLfB	District-JBw	School-sCq	7	N	Y	N	92.6	94
16.	Student-TLfB	District-JBw	School-sCq	8	N	Y	N	92.6	94
17.	Student-TZQP	District-JBw	School-sCt	7	N	Y	N	99.3	99

Notes

Pie Graph

When you select **Show Pie Chart** on the Custom Student Report, you will be able to view a visual representation of how the group of students is projected to perform on a future assessment based on their individual testing histories.

In the sample below, the user has chosen to view how likely the enrolled seventh-grade students are to reach Level 4 or higher on the upcoming English Language Arts assessment. The report shows the following:

- 225 students have a high probability of reaching or exceeding Level 4 (Greater than 70%)

- 114 students are somewhat likely to reach or exceed Level 4 (Between 50% and 70%)

- 444 students are less likely to reach or exceed Level 4 (Less than 50%)

- Zero students do not have a projection for the assessment

It is important to note that the projections are based on students having an average learning experience. Schools can influence the outcomes by providing a better-than-average learning experience. However, if students have a less effective learning experience, they might not reach the levels as projected.

English Language Arts (Level 4)

| Probability of Proficiency	Student Count	Percentage
Greater than 70% *Likely to meet or exceed target*	225	29%
Between 50% and 70% *Consider academic intervention*	114	15%
Less than 50% *Consider multiple-year intervention plan*	444	57%
Students without a projection *Students without a projection*	0	0%

Notes

How to Make a Custom Student Report

Putting Student Projections in a List

1. Hover over the Reports tab and click **Custom Student Reports**.
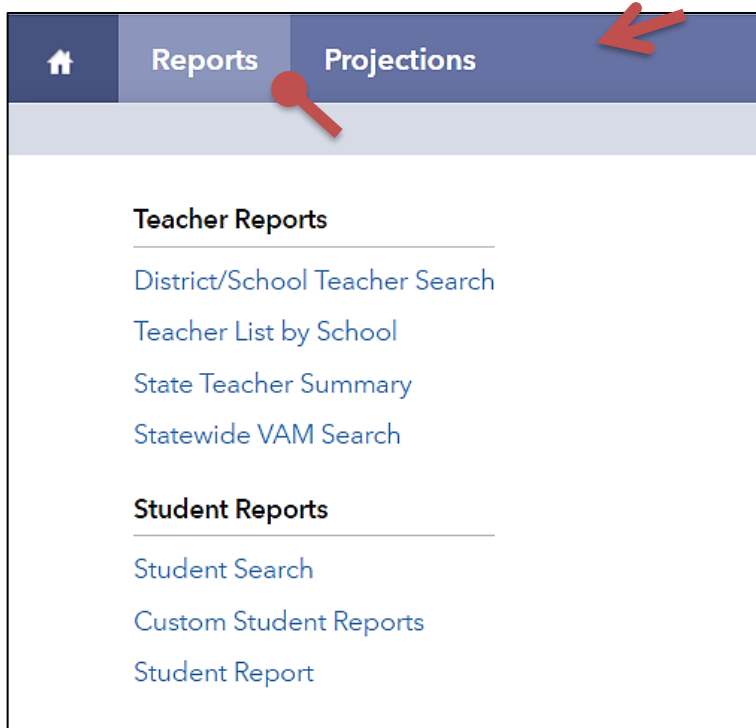
2. Click **Create a New Report**.
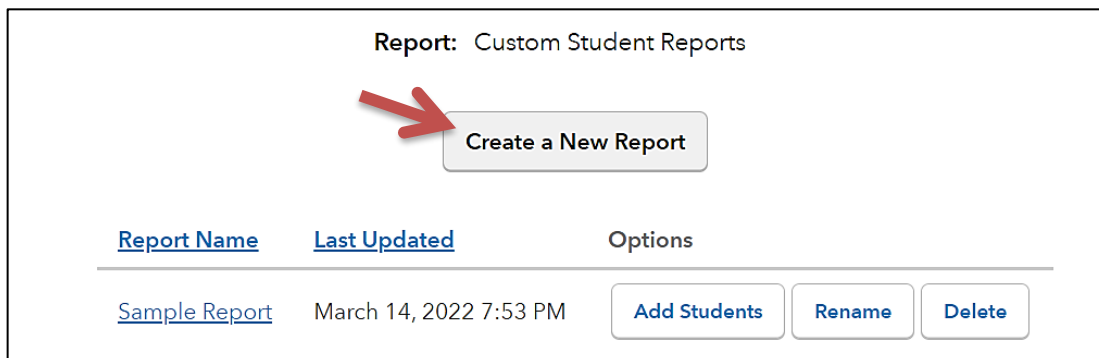
3. Decide on a name for your new report and enter it in the required box. Then click **Create**.

4. Next, select options for finding the students that you need. After you have selected all parameters for the search, click **Submit**.

5. A list of students appears that matches your search criteria. Place a checkmark beside each student's name that you want to add to the report. Then, click **Add Selected Students**.

	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
☑	1304346, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	0.7	5
☑	309936, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	1.8	10
☐	512042, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	1.6	10
☑	311, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	6.0	19
☐	1048773, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	12.0	25
☐	20834, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	11.5	25

6. Your Custom Student Report is now created.

Teacher Reports

FL VAM offers various Teacher Value-Added Reports, including individual reports for specific grades and subjects, as well as Aggregate reports that compile data from all FSA/FAST grades and subjects where the teacher received a report.

These reports provide insights into the academic growth of a teacher's students and can support decisions related to professional development, teacher recruitment, and student scheduling, among other areas.

Notes

User Account Structure

FL VAM has six distinct roles that can be assigned to users depending on the assignee's level of access. The diagram below shows the user's role and permissions.

FL VAM USER ROLE	ABILITY TO VIEW:
Instructional User	• View <u>all</u> the Student Reports in their assigned school
VAM Teacher Limited	• Individual Teacher Report access • View the student list associated with their Teacher Report • View Student Reports associated with their Teacher Report in any year
VAM Teacher	• View the student list associated with their Teacher Report and <u>all</u> the Student Reports in their assigned school with Individual Teacher Report access • View <u>all</u> the Student Reports in their assigned school without Individual Teacher Report access
VAM School Personnel	• View the School Teacher Summary • View <u>all</u> Student Reports in their assigned school
VAM District Personnel	• View the District Teacher Summary • View <u>all</u> Student Reports for their assigned district
VAM State Personnel	• View the State Teacher Summary • View <u>all</u> Student Reports in their assigned districts and schools

Notes

Activity 1: Custom Student Reports

Directions:

- **Discuss** the Custom Student Report on pages 20-22.
- **Identify** students who might benefit from targeted learning opportunities.
- **Consider** what other data you need to assist with grouping students.
- **Choose** a spokesperson to share ideas.

Custom Student Report

Report: Sample - FL Training
Projection: 7th FAST English Language Arts (Level 4)

#	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
1.	1304346, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	0.7	5
2.	309936, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	1.8	10
3.	512042, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	1.6	10
4.	1903511, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	6.0	19
5.	1048773, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	12.0	25
6.	20834, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	11.5	25
7.	512605, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	22.2	31
8.	1295067, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	36.7	38
9.	1308071, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	37.2	38
10.	1402213, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	35.4	38
11.	1839060, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	31.4	38
12.	1855753, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	34.3	38
13.	776024, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	33.4	38
14.	1225390, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	41.8	41
15.	277249, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	42.5	41
16.	406171, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	38.9	41
17.	949411, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	47.1	44
18.	998864, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	48.6	44
19.	100999, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	56.8	47
20.	1132096, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	54.5	47
21.	13218, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	59.7	47
22.	1711377, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	54.5	47
23.	1773477, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	56.0	47
24.	230426, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	58.7	47
25.	553161, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	57.2	47
26.	904217, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	59.7	47
27.	1249133, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	68.3	50
28.	1642970, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	64.0	50
29.	1949166, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	67.8	50
30.	641646, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	67.8	50

#	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
31.	946127, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	68.0	50
32.	122477, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	72.3	54
33.	1787253, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	72.6	54
34.	1826030, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	74.5	54
35.	476681, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	69.9	54
36.	591184, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	72.8	54
37.	62285, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	71.0	54
38.	1568515, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	78.6	57
39.	368816, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	78.6	57
40.	535701, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	78.1	57
41.	676675, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	80.4	57
42.	810067, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	83.3	60
43.	1434928, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	87.3	64
44.	22706, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	86.3	64
45.	7049, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	88.7	64
46.	828555, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	88.8	64
47.	876642, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	92.2	67
48.	91878, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	91.9	67
49.	1219778, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	93.6	70
50.	1313293, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	93.2	70
51.	15526, STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	94.4	70
52.	1587856, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	93.9	70
53.	316145, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	93.1	70
54.	997262, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	93.7	70
55.	1463461, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	96.4	74
56.	1750197, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	96.0	74
57.	1291175, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	97.0	77
58.	1520692, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	97.8	77
59.	1777141, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	97.8	77
60.	434365, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	97.8	77
61.	1665687, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	98.4	79
62.	1799306, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	98.1	79
63.	400470, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	98.4	79
64.	1312744, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.0	82
65.	1321144, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.2	82
66.	1801990, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.1	82
67.	743075, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	98.8	82
68.	837235, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.0	82
69.	1827060, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.5	85
70.	844685, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.4	85
71.	983199, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.7	87
72.	1773051, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.8	89
73.	1547047, STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	99.9	96

Custom Student Report Pie Chart

Report: Sample - FL Training

Projection: 7th FAST English Language Arts (Level 4)

7th FAST English Language Arts (Level 4)

Probability of Proficiency	Student Count	Percentage
Greater than 70% *Likely to meet or exceed target*	27	37%
Between 50% and 70% *Consider academic intervention*	8	11%
Less than 50% *Consider multiple-year intervention plan*	38	52%
Students without a projection *Students without a projection*	0	0%
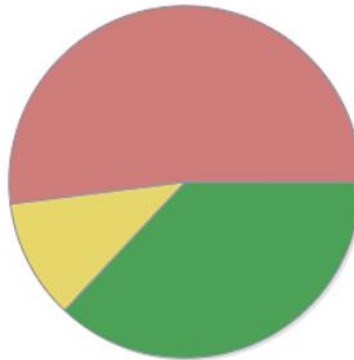
Notes

Activity 4: Reporting by Role

Directions: Record notes for each role as we share whole group.

ROLE: Teachers – General Education		
REPORT	**BEST PRACTICES**	**CAUTIONS**

ROLE: Teachers – (Intervention, SWD, EL, and Gifted)		
REPORT	**BEST PRACTICES**	**CAUTIONS**

ROLE: Instructional – Coaches/Specialist		
REPORT	BEST PRACTICES	CAUTIONS

ROLE: Counselors - Elementary		
REPORT	BEST PRACTICES	CAUTIONS

ROLE: Counselors - Secondary		
REPORT	**BEST PRACTICES**	**CAUTIONS**

ROLE: Administrators - School		
REPORT	**BEST PRACTICES**	**CAUTIONS**

ROLE: Administrators - District		
REPORT	**BEST PRACTICES**	**CAUTIONS**

Notes

Activity 5: User Account Structure

Directions: Using the FL VAM user account structure resource on pages 17-18, write the names of individuals needing each type of user role within your school or district.

FL VAM User Role	School/District Personnel
Instructional User	
VAM Teacher Limited	
VAM Teacher	
VAM School Personnel	
VAM District Personnel	
VAM State Personnel	