



Network:  
Password:



[bit.ly/FL-VAM-Sign-In](https://bit.ly/FL-VAM-Sign-In)  
Walking a Mile in Our Students' Shoes  
December 2024



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**Introductions**  
Thank you for joining us today!




**Deanene Deaton**  
Sr. Training Manager  
SAS EVAAS

**Jonte' Hill**  
Educator Support Specialist  
SAS EVAAS



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**My Eighth-Grade Self**


**FUN & LIGHT**  
(Low Risk)

**DIGGING DEEPER**  
(Medium Risk)

**SELF REFLECTION**  
(More Risk)

**Purpose:** Reflect and Recall

1. Select a question that you are comfortable sharing with a partner.
2. Share, listen, and respond.
3. At the signal, turn your attention back to the whole group.



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### My Eighth-Grade Self

**FUN & LIGHT**  
(Low Risk)

↓

**DIGGING DEEPER**  
(Medium Risk)

↓

**SELF REFLECTION**  
(More Risk)

Activity Timer:

What was your most memorable middle school memory?

How did you feel about school and why?

What dreams did you have for your life?

What pivotal moment in middle school helped shape your sense of identity?

What made you happy at this age?

What was the most memorable lesson you learned from a teacher?

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### My Eighth-Grade Self

**FUN & LIGHT**  
(Low Risk)

↓

**DIGGING DEEPER**  
(Medium Risk)

↓

**SELF REFLECTION**  
(More Risk)

What was your most memorable middle school memory?

How did you feel about school and why?

What dreams did you have for your life?

What pivotal moment in middle school helped shape your sense of identity?

What made you happy at this age?

What was the most memorable lesson you learned from a teacher?

Share with the whole group!

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Resources

- ▶ Reports
- ▶ **Additional Resources**
- ▶ General Help

### Today's Materials

Slide Deck and More

[bit.ly/EVAAS-FL-Resources](https://bit.ly/EVAAS-FL-Resources)

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Resources

Today's Materials  
Slide Deck and More

- Reports
- Additional Resources
- General Help

[bit.ly/EVAAS-FL-Resources](https://bit.ly/EVAAS-FL-Resources)

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AGENDA

- Exploring the New Student Report
- Examining the Teacher Report
- Investigating User Roles
- Reviewing FL VAM Resources

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How can I get the most out of this session?


|  |                                  |  |  |
|--|----------------------------------|--|--|
|  |                                  |  |  |
| <b>Communication</b>                   | <b>Collaboration</b>             | <b>Critical Thinking</b>                   | <b>Curiosity</b>                       |
| Sharing thoughts, questions, and ideas | Working together to reach a goal | Approaching problems in creative, new ways | Exploring, investigating, and learning |

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**Shift the Focus**

Data should be used as a **FLASHLIGHT**



Not a **HAMMER!**

How can we use the data to explore new directions?



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**Together**



VAM Visualization Tool + Local Knowledge and Expertise = Insights into Educational Programs

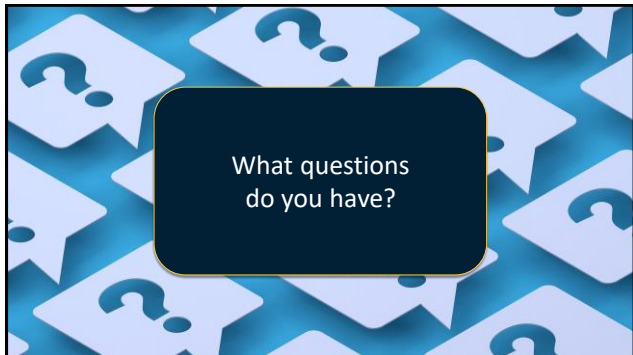


VAM Visualization Tool can tell you what happened, but not how or why.



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What questions do you have?

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## AGENDA

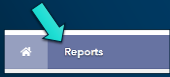
**Exploring the New Student Report**

- Examining the Teacher Report
- Investigating User Roles
- Reviewing FL VAM Resources



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Student Reports



### Navigation


Reports Menu

↓

Student Reports

↓

Student Search Student Report





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### Features

- Dynamic functionality
- Expanded viewing options
- One comprehensive report that includes:
  - Student Information
  - Testing Information
  - Student Projections
  - Growth History

### Student Reports

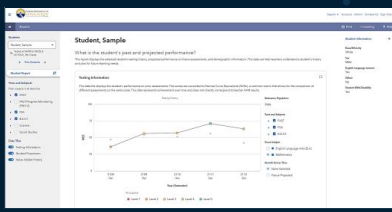





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## Student Reports

Report  
Overview

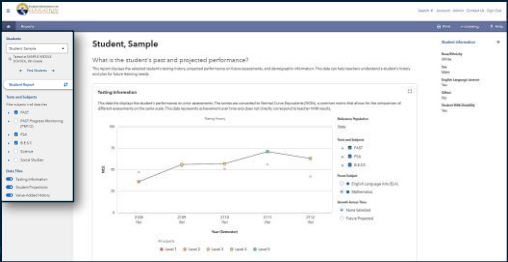


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## Student Reports

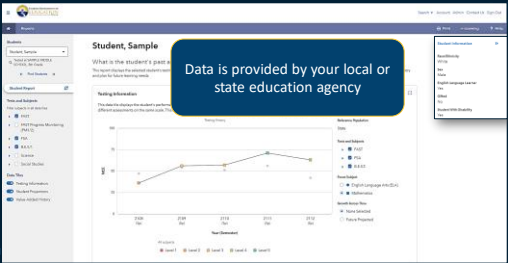


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## Student Reports



Data is provided by your local or state education agency

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### Student Reports

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### Student Reports

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### Student Reports

**Student Projections**

Projections is a valuable 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.

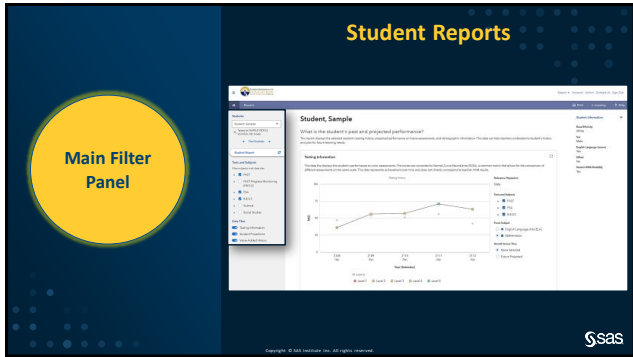
| Year and Subject                 | Grade | Probability of Reaching or Exceeding the Indicated Achievement Level |         |         |         |         | Achievement Levels                                  |
|----------------------------------|-------|--|---------|---------|---------|---------|---|
|                                  |       | Level 1  | Level 2 | Level 3 | Level 4 | Level 5 |   |
| FAST English Language Arts (ELA) | 9     | 85%  | 75%     | 65%     | 55%     | 45%     | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |
| FAST English Language Arts (ELA) | 10    | 85%  | 75%     | 65%     | 55%     | 45%     | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |
| B.E.S.T. Geometry                | N/A   | 85%  | 75%     | 65%     | 55%     | 45%     | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |

**Major-Related History**

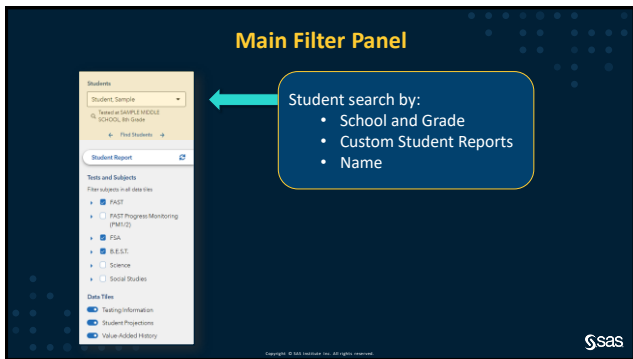
This data displays the scores (or results for the teacher's) listed for the student in given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

| Year and Subject                 | Year    | Score |      |      |      |
|----------------------------------|---------|-------|------|------|------|
|                                  |         | 2021  | 2022 | 2023 | FAST |
| FAST English Language Arts (ELA) | Teacher | 85%   | 75%  | 65%  | 55%  |
| FAST English Language Arts (ELA) | Teacher | 85%   | 75%  | 65%  | 55%  |
| B.E.S.T. Algebra I               | Teacher | 85%   | 75%  | 65%  | 55%  |

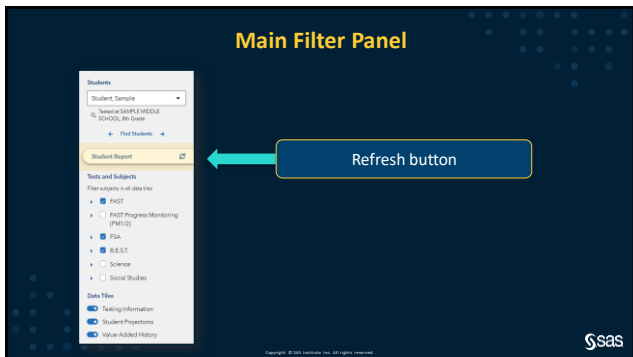
23



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25



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### Main Filter Panel

**Selection of tests, subjects, and grades**

Students: Student Sample  
 Tennessee MIDDLE SCHOOL, 8th Grade  
 Find Students

Student Report

Tests and Subjects  
 Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PMFQ)
- FSA
- B.E.S.T.
- Science
- Social Studies

Date Tiles

- Testing Information
- Student Projections
- Value-Added History

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### Main Filter Panel

**Buttons to turn tiles on or off**

Students: Student Sample  
 Tennessee MIDDLE SCHOOL, 8th Grade  
 Find Students

Student Report

Tests and Subjects  
 Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PMFQ)
- FSA
- B.E.S.T.
- Science
- Social Studies

Date Tiles

- Testing Information
- Student Projections
- Value-Added History

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### Main Filter Panel

**Selections made on the Main Filter Panel impact all tiles**

Students: Student Sample  
 Tennessee MIDDLE SCHOOL, 8th Grade  
 Find Students

Student Report

Tests and Subjects  
 Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PMFQ)
- FSA
- B.E.S.T.
- Science
- Social Studies

Date Tiles

- Testing Information
- Student Projections
- Value-Added History

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

Assessment/Reporting Scale

Testing Subjects

- FAST
- FSA
- B.E.S.T.

Area Legend

- All English Language Arts (ELA)
- Mathematics
- Science
- Future Projections

Graph Area Tile

- None Selected
- Future Projections

Year (Semester)


| Year (Semester) | Mathematics Score |
|-----------------|-------------------|
| 2018 (1st)      | ~35               |
| 2019 (1st)      | ~55               |
| 2020 (1st)      | ~55               |
| 2021 (1st)      | ~65               |
| 2022 (1st)      | ~60               |

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## Student Reports

Testing  
Information  
Tile

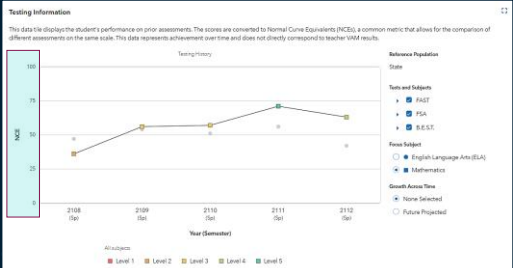


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## Testing Information Tile

This data tile displays the student 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.



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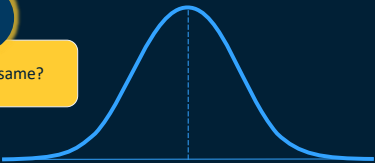
31

## Testing Information Tile

### Normal Curve Equivalents (NCEs)

?

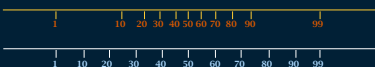
What's the same?



Distribution of Achievement

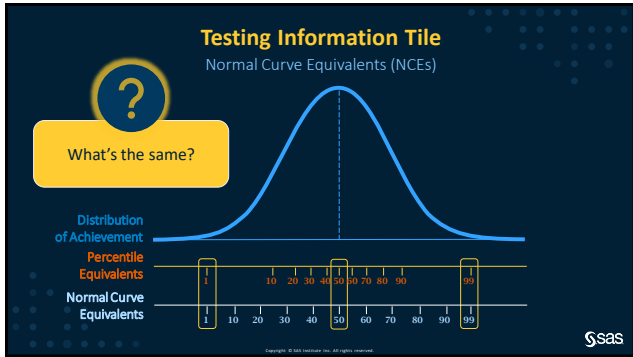
Percentile Equivalents

Normal Curve Equivalents

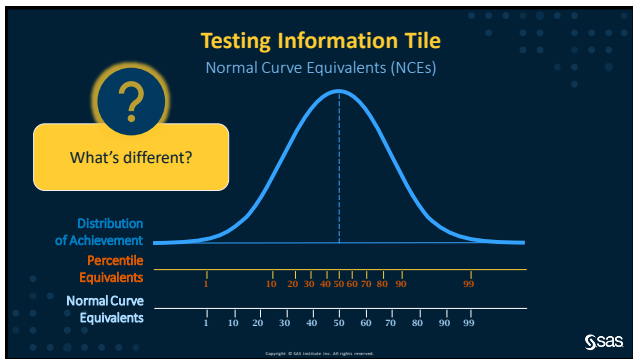


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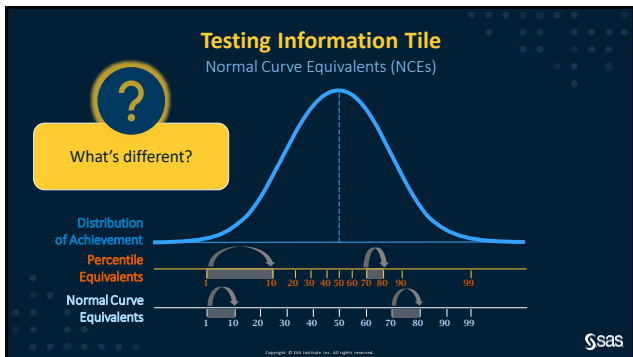
32



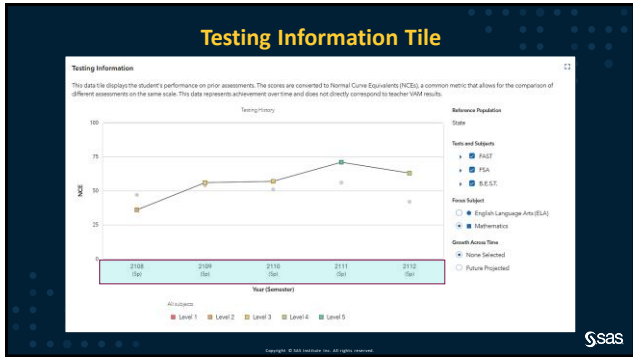
33



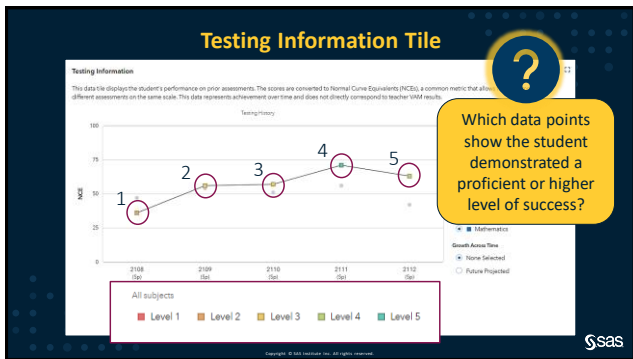
34



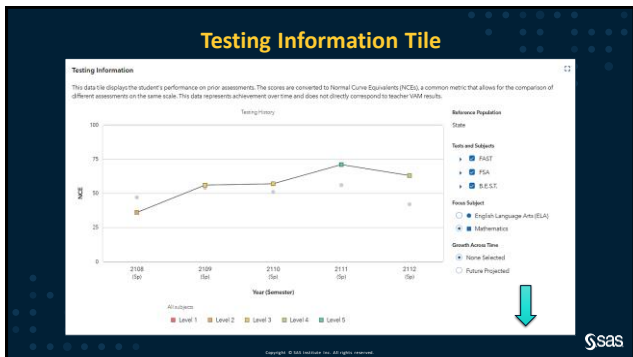
35



36



37



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### Testing History Table

Subject →
← Year (Semester) →
← Grade →
Testing History
NCE
Scale Score
Percentile
Achievement Level

| 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           |
|                                  | 2111 (Sp)       | 8     | SAMPLE MIDDLE SCHOOL     | 72  | 264         | 82         | Level 5           |
| FSA Mathematics                  | 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 English Language Arts (ELA)  | 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           |

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?

What does the NCE tell you?

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### Testing History Table

Subject →
← Year (Semester) →
← Grade →
Testing History
NCE
Scale Score
Percentile
Achievement Level

| 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           |
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|                                  | 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           |

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Columns can be moved

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### Tile Filter

**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 is based on the teacher's total results.

**Reference Population**

Date

**Tested Subjects**

- FSA
- FSA
- B.E.S.T.

**Test Subject**

- English Language Arts (ELA)
- Mathematics

**Graph Access Time**

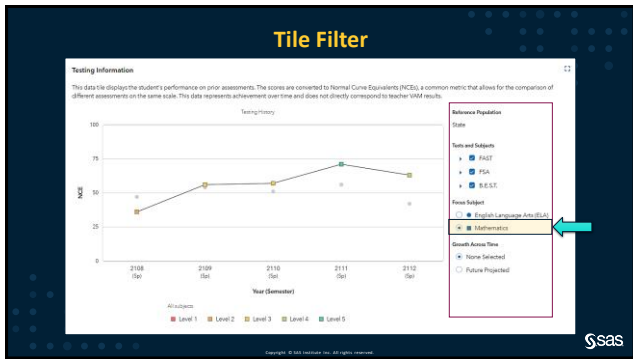
- None Selected
- Future Projected

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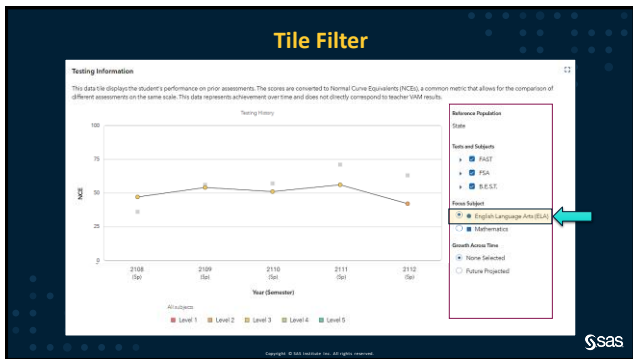
Each tile has its own filter to change views

41

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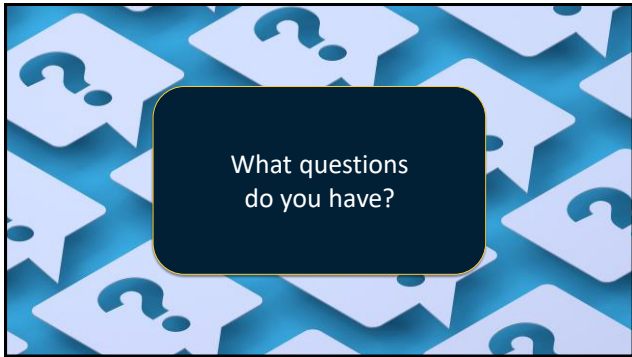
42



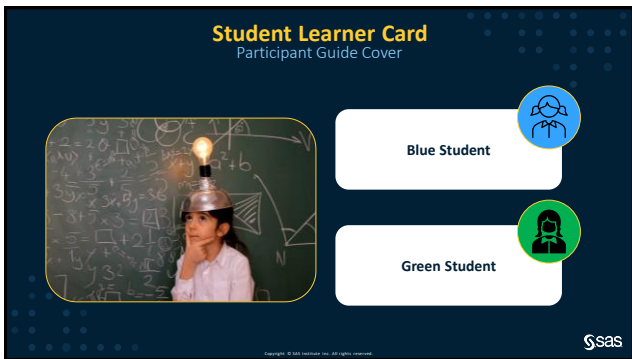
43



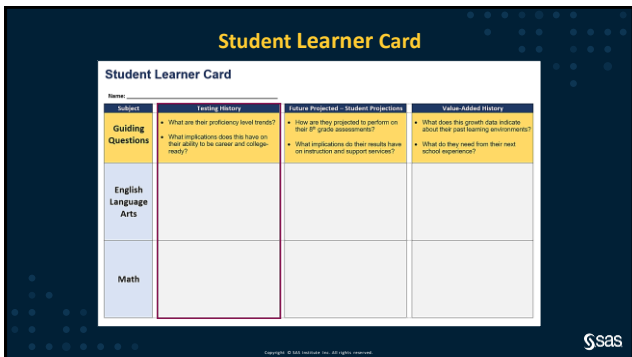
44



45




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### Testing History Example



**Testing History**

- What are their proficiency level trends?
- What implications does this have on their ability to be career and college-ready?

|                              |   |
|------------------------------|---|
| <b>English Language Arts</b> | English Language Arts has consistently been their best subject. Throughout their testing history, they have performed above the state average in English Language Arts. They are on a great path to future success. |
| <b>Math</b>                  | Of all the subjects, their performance in Math has been the weakest. They are losing ground year after year. If this trend continues, it may negatively impact their career and college-readiness.                  |

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### Student Learner Card

Name: \_\_\_\_\_

| Subject               | Testing History   | Future Projected - Student Projections   | Value Added History  |
|-----------------------|---|--|--|
| English Language Arts | <ul style="list-style-type: none"> <li>What are their proficiency level trends?</li> <li>What implications does this have on their ability to be career and college-ready?</li> </ul> | <ul style="list-style-type: none"> <li>How are they projected to perform on their 9<sup>th</sup> grade assessments?</li> <li>What implications do their results have on instruction and support services?</li> </ul> | <ul style="list-style-type: none"> <li>What does the growth data indicate about their past learning environments?</li> <li>What do they need from their next school experience?</li> </ul> |
| Math                  |   |  |  |

Page Number:  
4

Activity Timer:

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### Tile Filter

**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 VBM results.

**Address Population**

State

- FL
- GA
- IL
- IN
- MD
- MI
- MN
- NY
- OH
- PA
- VA
- WI
- WY

**Test and System**

- EAS
- EAS
- EAS
- EAS

**From Subject**


- English Language Arts (ELA)

**Choose Future Projected for more data. Let's take a closer look!**

**Growth Across Time**

None Selected

Future Projected


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### Future Projected

Student Projections are a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks and can answer questions like:



Which courses would this student benefit from taking?


What strategies might help this student reach or surpass their projection?



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### Student Projections


Another Tool for Your Toolbox



?

How do teachers know what students' academic needs are?


- Previous class grades
- Previous test scores
- Current classroom assessments
- IEP
- EVAAS student projections




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### Introduction to Projections


What are projections anyway?




Population Growth



Demand for Electricity




Inventory Management

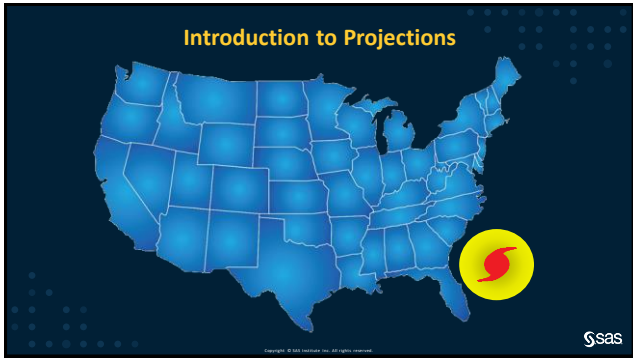


Weather Forecasts

Given a specific set of circumstances, what is the most likely outcome?



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### Introduction to Projections

Knowing where something has been helps to determine where it is more likely to go.

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### Historical Relationships Inform Likely Outcomes

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### Student Projections

Testing history for Sallie, who has not taken the 8<sup>th</sup> grade math assessment

Testing histories for all students who took the 8<sup>th</sup> grade math assessment

Sallie's Projection to the 8<sup>th</sup> grade math assessment:  
**65% probability of Proficient level or higher**

How all these students actually scored on the 8<sup>th</sup> grade math assessment


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**SAS**


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### Looking Ahead: Future Projections


How are projections calculated?



Individual student's own testing history.



Testing histories for students who tested in the prior year.



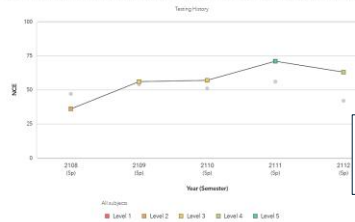
Actual performance of students from the prior year's cohort.

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### Tile Filter

**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.



**Reference Population**

State

Test and Subjects

- FAST
- PSA
- S.E.S.T.

Basic Subject

- English Language Arts (ELA)

**Growth Across Time**

None Selected

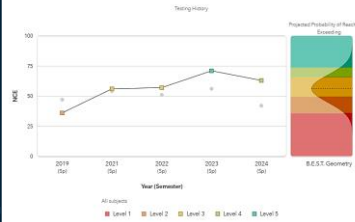
Future Projected

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### Tile Filter – Future Projected

**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.



**Reference Population**

State

Test and Subjects

- FAST
- PSA
- S.E.S.T.

Basic Subject

- English Language Arts (ELA)
- Mathematics

**Growth Across Time**

None Selected

Future Projected

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### Future Projected

Calculated using student's past testing history and a **peer** cohort of test takers in this grade and subject or course

**Curve** - possible range of likely scores for this student

**Dotted line** - most likely score for this student

**Shaded area** - probability of reaching each performance level or higher on the selected assessment

The screenshot shows a 'Testing Information' graph on the left with a line representing scores over time (2019, 2021, 2023). The main part of the interface is a 'Projected Probability of Reaching or Exceeding' chart for 'B.E.S.T. Geometry'. This chart is a stacked area chart with five levels: Level 5 (100%), Level 4 (24.3%), Level 3 (70.7%), Level 2 (56.3%), and Level 1. A dotted line indicates the most likely score, and a shaded area represents the probability of reaching each level or higher. A filter panel on the right allows for narrowing the data by subject and subject area.

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### Student Projections Tile

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.

| Tools 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%   | 92.8%   | 59.2%   | 22.5%   | 3.7%    |
| FAST English Language Arts (ELA) | 10    | 100.0%   | 92.1%   | 59.2%   | 24.2%   | 3.8%    |
| B.E.S.T. Geometry                | N/A   | 100.0%   | 70.3%   | 56.7%   | 24.7%   | 10.0%   |
| Science Biology                  | N/A   | 100.0%   | 99.2%   | 85.3%   | 33.9%   | 16.2%   |
| Social Studies U.S. History      | N/A   | 100.0%   | 70.1%   | 50.3%   | 22.9%   | 21.8%   |

The screenshot displays a table of student projections for various subjects and grades. The table includes columns for 'Tools and Subjects', 'Grade', and 'Probability of Reaching or Exceeding the Indicated Achievement Level' (Levels 1-5). A filter panel on the right allows for narrowing the data by 'Achievement Levels' (Level 1-5) and 'Tools and Subjects' (FAST, B.E.S.T., Science, Social Studies).

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### Student Projections Tile

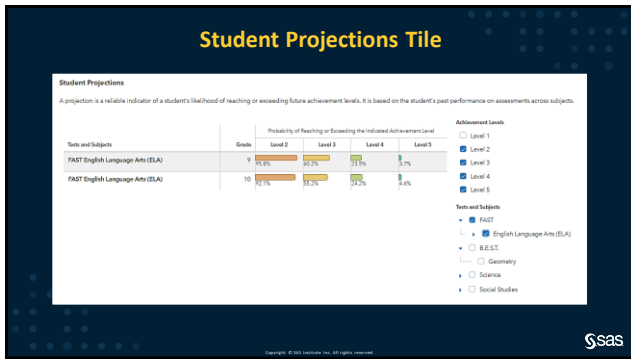
A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.

| Tools 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%   | 92.8%   | 59.2%   | 22.5%   | 3.7%    |
| FAST English Language Arts (ELA) | 10    | 100.0%   | 92.1%   | 59.2%   | 24.2%   | 3.8%    |
| B.E.S.T. Geometry                | N/A   | 100.0%   | 70.3%   | 56.7%   | 24.7%   | 10.0%   |
| Science Biology                  | N/A   | 100.0%   | 99.2%   | 85.3%   | 33.9%   | 16.2%   |
| Social Studies U.S. History      | N/A   | 100.0%   | 70.1%   | 50.3%   | 22.9%   | 21.8%   |

Data can be narrowed using the tile filter panel

This screenshot is identical to the previous one but includes a callout box with the text 'Data can be narrowed using the tile filter panel' and an arrow pointing to the filter panel on the right side of the interface.


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### Future Projected

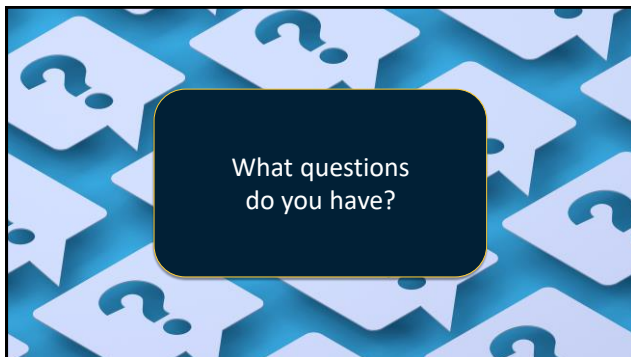
Student Projections are a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks and can answer questions like:



Which courses would this student benefit from taking?

What strategies might help this student reach or surpass their projection?

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### Student Learner Card

| Student Learner Card     |   |  |   |
|--------------------------|---|--|---|
| Name: _____              |   |  |   |
| Subject                  | Testing History   | Future Projected - Student Projections   | Value-Added History   |
| <b>Guiding Questions</b> | <ul style="list-style-type: none"> <li>What are their proficiency level trends?</li> <li>What implications does this have on their ability to be career and college ready?</li> </ul> | <ul style="list-style-type: none"> <li>How are they projected to perform on their 8<sup>th</sup> grade assessments?</li> <li>What implications do their results have on instruction and support services?</li> </ul> | <ul style="list-style-type: none"> <li>What does this growth data indicate about their past learning environments?</li> <li>What do their needs from their next school experience?</li> </ul> |
| English Language Arts    |   |  |   |
| Math                     |   |  |   |

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### Future Projected – Completed Example

**Future Projected – Student Projections**

- How are they projected to perform on their 8<sup>th</sup> grade assessments?
- What implications do their results have on instruction and support services?

|                              |   |
|------------------------------|---|
| <b>English Language Arts</b> | Based on their testing history, they have an 83.8% likelihood of reaching Level 4 or higher on my 8 <sup>th</sup> grade Reading assessment. They might benefit from enrichment opportunities. |
| <b>Math</b>                  | In Math, they have a 43.7% likelihood of reaching a Level 3 or higher. With some targeted interventions, they might be able to achieve that goal.   |

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### Student Learner Card

| Student Learner Card     |   |  |   |
|--------------------------|---|--|---|
| Name: _____              |   |  |   |
| Subject                  | Testing History   | Future Projected - Student Projections   | Value-Added History   |
| <b>Guiding Questions</b> | <ul style="list-style-type: none"> <li>What are their proficiency level trends?</li> <li>What implications does this have on their ability to be career and college ready?</li> </ul> | <ul style="list-style-type: none"> <li>How are they projected to perform on their 8<sup>th</sup> grade assessments?</li> <li>What implications do their results have on instruction and support services?</li> </ul> | <ul style="list-style-type: none"> <li>What does this growth data indicate about their past learning environments?</li> <li>What do their needs from their next school experience?</li> </ul> |
| English Language Arts    |   |  |   |
| Math                     |   |  |   |


Page Number: 4

Activity Timer:

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### Check for Understanding

Turn and talk about some possible uses for student projections.




**How can student projections help educators support the students they have now?**

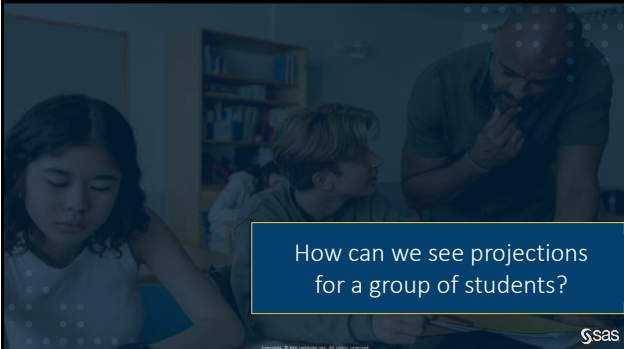
**Student projections can help with**

- Course placement
- Classroom differentiation
- Long-term and short-term interventions
- Equitable opportunity and support

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


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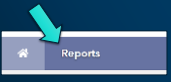
**How can we see projections for a group of students?**

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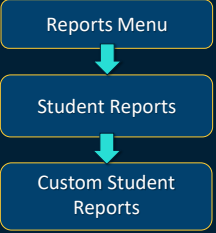


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Student Reports



### Navigation



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Student Reports

### Custom Student Reports

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Student Reports

### Custom Student Reports

English Language Arts (Level 4)

| Student         | District     | School/Grade | Grade | Sex | Ethnic | 2023 Proficiency | Projected Status/Percentile |    |
|-----------------|--------------|--------------|-------|-----|--------|------------------|-----------------------------|----|
| 1. Student1234  | District-001 | School-001   | 7     | M   | N      | 15.2             | 15                          |    |
| 2. Student2345  | District-001 | School-002   | 8     | M   | U      | N                | 15.2                        | 15 |
| 3. Student3456  | District-001 | School-003   | 7     | M   | N      | N                | 15.2                        | 15 |
| 4. Student4567  | District-001 | School-004   | 8     | M   | N      | N                | 15.2                        | 15 |
| 5. Student5678  | District-001 | School-005   | 7     | M   | U      | N                | 15.2                        | 15 |
| 6. Student6789  | District-001 | School-006   | 8     | M   | U      | N                | 15.2                        | 15 |
| 7. Student7890  | District-001 | School-007   | 7     | M   | U      | F                | 15.2                        | 15 |
| 8. Student8901  | District-001 | School-008   | 8     | M   | U      | F                | 15.2                        | 15 |
| 9. Student9012  | District-001 | School-009   | 7     | M   | Y      | N                | 15.2                        | 15 |
| 10. Student0123 | District-001 | School-010   | 8     | M   | Y      | N                | 15.2                        | 15 |
| 11. Student1234 | District-001 | School-011   | 7     | M   | Y      | N                | 15.2                        | 15 |
| 12. Student2345 | District-001 | School-012   | 8     | M   | Y      | N                | 15.2                        | 15 |
| 13. Student3456 | District-001 | School-013   | 7     | M   | N      | N                | 15.2                        | 15 |
| 14. Student4567 | District-001 | School-014   | 8     | M   | N      | N                | 15.2                        | 15 |
| 15. Student5678 | District-001 | School-015   | 7     | M   | Y      | N                | 15.2                        | 15 |
| 16. Student6789 | District-001 | School-016   | 8     | M   | Y      | N                | 15.2                        | 15 |
| 17. Student7890 | District-001 | School-017   | 7     | M   | Y      | N                | 15.2                        | 15 |

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## Grouping Students

### Student Projections

1. Discuss the Custom Student Report.
2. Identify students who might benefit from targeted learning opportunities.
3. Consider what other data you need to assist with grouping students.
4. Choose a spokesperson to share ideas.

Page Numbers: 18-20

Activity Timer:

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**Grouping Students**  
Which students need targeted learning opportunities?

1

What was your reason for choosing certain students for targeted learning?

What other data might you need to assist with grouping students?

| Student  | School         | Transferred              | Grade | Sex | Other | 2023 | Reliability | Individual Data Points |
|----------|----------------|--------------------------|-------|-----|-------|------|-------------|------------------------|
| 10000001 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000002 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000003 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000004 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000005 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000006 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000007 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000008 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000009 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000010 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000011 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000012 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000013 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000014 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000015 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000016 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000017 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000018 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000019 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |
| 10000020 | High Tech Park | High North Middle School | 7     | M   | 0     | 23.4 | 0.0         |                        |

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Resource

### How to Create a Custom Student Report

Page Numbers:  
14-15

The guide includes sections for 'Number of Reports', 'Number of Reports to Include', 'Date Range', and 'Data to Include'.

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### Projections

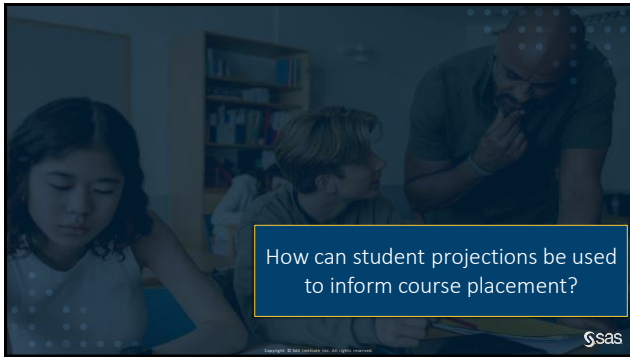
Where can I find them?

#### Student Report

#### Custom Student Reports

The Student Report shows a line graph for 'Language Proficiency' and a table for 'Language Proficiency by School'. The Custom Student Reports section shows a table for 'Language Proficiency by School' and a pie chart for 'Language Proficiency by School'.

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**Course Placement**  
Student Projections

First:

1. **Remove** the materials from the orange folder on your table.
2. **Review** the teachers' notes for last year's 6th grade students.
3. **Identify** students for next year's advanced math course using anecdotal notes only.

Activity Timer:

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**Course Placement**  
Student Projections

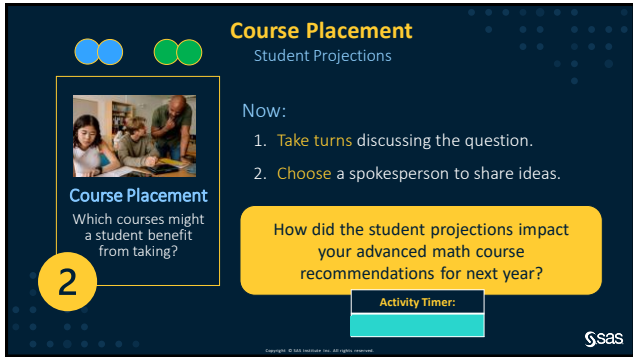
Next:

1. **Remove** the materials from the red folder on your table.
2. **Evaluate** the students' projection data in the Custom Student Report and Student Projection tiles.
3. **Adjust** your recommendations for advanced math course placement, as necessary.

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**Course Placement**  
Student Projections

Now:

1. Take turns discussing the question.
2. Choose a spokesperson to share ideas.

**Course Placement**  
Which courses might a student benefit from taking?

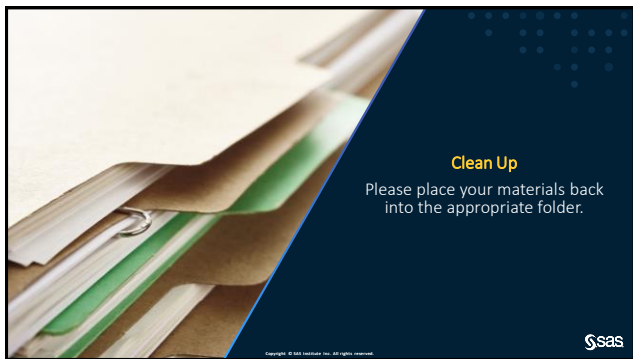
2

How did the student projections impact your advanced math course recommendations for next year?

Activity Timer:

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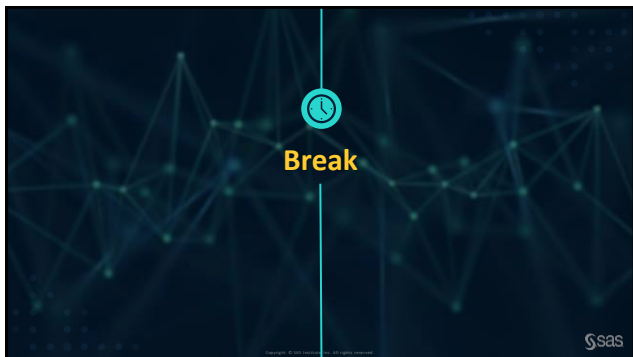
84



**Clean Up**  
Please place your materials back into the appropriate folder.

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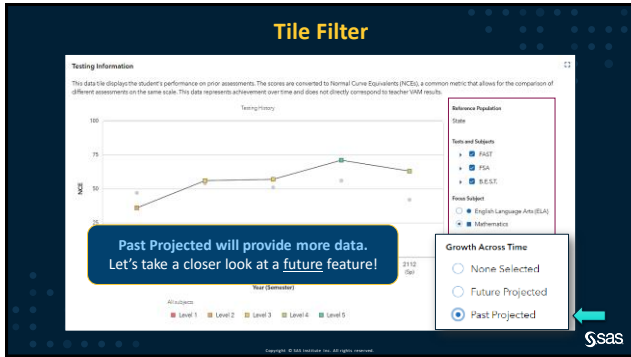
85



**Break**

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### Past Projected

Past Projected data can be used for reflection and to answer questions like:

Did this student meet or surpass their past projections?

What strategies and practices were used with students who surpassed their projections?

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**Past Projected**

Projected scores were calculated **before** the test using the student's testing history and a **prior** cohort of test takers in the same grade and subject.

**Curve** - possible range of projected scores for this student

**Dotted line** - most likely projected score for this student

**Shape** - actual score

**Radio button & yellow shaded area** - where the actual score landed in the range of possible projected scores for this student

**Testing Information**  
This data file 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/VID results.

**Reference Population**  
State: [Dropdown]  
Team and Subject: [Dropdowns]  
From Subject: [Dropdowns]

**Growth Across Time**  
 None Selected  
 Future Projected  
 Past Projected

**Testing History**  
NCE vs. Year (Semester) graph showing scores for 2107 (Bo), 2108 (F), 2109 (Sp), and 2112 (Sp). A yellow shaded area highlights the 2112 (Sp) data point.

**Legend:** Level 1 (Blue), Level 2 (Orange), Level 3 (Green), Level 4 (Red), Level 5 (Purple)


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### Past Projected

Past Projected data can be used for reflection and to answer questions like:

Did this student meet or surpass their Past Projections?

What strategies and practices were used with students who surpassed their projections?



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## What questions do you have?

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### Student Reports

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) |           |           |
|----------------------------------|---------|-----------------|-----------|-----------|
|                                  |         | 2109 (Sp)       | 2110 (Sp) | 2112 (Sp) |
| FAST English Language Arts (ELA) | Teacher | 5               | 5         | 5         |
| FSA English Language Arts (ELA)  | Teacher | 5               | 6         | 6         |
| FSA Mathematics                  | Teacher | 5               | 6         | 6         |
| B.E.S.T. Algebra I               | Teacher | 5               | 6         | 6         |

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### Value-Added History

Value-Added History can provide information about a student's past learning environments and answer questions like:



What were the overall growth results for this student's previous learning environments?

Has this student encountered strong or weak learning environments two years in a row?



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### Value-Added History


Example #1

**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) |           |           | Entity                                       |
|----------------------------------|---------|-----------------|-----------|-----------|--|
|                                  |         | 2109 (Sp)       | 2110 (Sp) | 2112 (Sp) |  |
| FAST English Language Arts (ELA) | Teacher | --              | --        | 8         | <input checked="" type="checkbox"/> Teacher  |
| FSA English Language Arts (ELA)  | Teacher | 5               | 6         | --        | <input checked="" type="checkbox"/> FAST     |
| FSA Mathematics                  | Teacher | 5               | 6         | 6         | <input checked="" type="checkbox"/> FSA      |
| B.E.S.T. Algebra I               | Teacher | --              | --        | 8         | <input checked="" type="checkbox"/> B.E.S.T. |

? In what two years do we see evidence of a teacher helping students meet or exceed expected growth?



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### Value-Added History


Example #2

**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) |           |           | Entity                                       |
|----------------------------------|---------|-----------------|-----------|-----------|--|
|                                  |         | 2109 (Sp)       | 2110 (Sp) | 2112 (Sp) |  |
| FAST English Language Arts (ELA) | Teacher | --              | --        | 8         | <input checked="" type="checkbox"/> Teacher  |
| FSA English Language Arts (ELA)  | Teacher | 5               | 6         | --        | <input checked="" type="checkbox"/> FAST     |
| FSA Mathematics                  | Teacher | 5               | 6         | 6         | <input checked="" type="checkbox"/> FSA      |
| B.E.S.T. Algebra I               | Teacher | --              | --        | 8         | <input checked="" type="checkbox"/> B.E.S.T. |

? On what assessment do we see evidence of a student exposed to two consecutive years of low-growth environments?



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### Value-Added History

Example #3

**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) |           |           | Entity   |
|----------------------------------|---------|-----------------|-----------|-----------|----------|
|                                  |         | 2109 (Sp)       | 2110 (Sp) | 2112 (Sp) |          |
| FAST English Language Arts (ELA) | Teacher | --              | --        | ✓ ✓       | Teacher  |
| FSA English Language Arts (ELA)  | Teacher | ✓ 5             | ✓ ✓ 6     | --        | FAST     |
| FSA Mathematics                  | Teacher | ⊖ 5             | ⊖ ⊕ 6     | --        | FSA      |
| B.E.S.T. Algebra I               | Teacher | --              | --        | ⊖ ⊕ 8     | B.E.S.T. |

What assessment(s) show multiple teachers linked to a student in a year?

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### Value-Added History

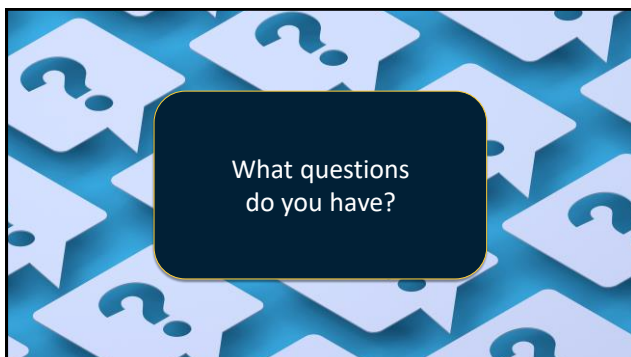
Value-Added History can provide information about a student's past learning environments and answer questions like:



What were the overall growth results for this student's previous learning environments?

Has this student encountered strong or weak learning environments two years in a row?

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What questions do you have?

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### Student Learner Card

**Student Learner Card**

Name: \_\_\_\_\_

| Subject   | Testing History  | Future Projected - Student Projections  | Value-Added History |
|---|--|---|---------------------|
| <b>Guiding Questions</b><br><ul style="list-style-type: none"> <li>What are their proficiency level trends?</li> <li>What implications does this have on their ability to be career and college ready?</li> </ul> | <ul style="list-style-type: none"> <li>How are they projected to perform on their 8<sup>th</sup> grade assessments?</li> <li>What implications do their results have on instruction and support services?</li> </ul> | <ul style="list-style-type: none"> <li>What does this growth data indicate about their past learning environments?</li> <li>What do they need from their next school experience?</li> </ul> |                     |
| English Language Arts   |  |   |                     |
| Math  |  |   |                     |

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### Value-Added History Example

**Value-Added History**

- What does this growth data indicate about their past learning environments?
- What do they need from their next school experience?

|                              |  |
|------------------------------|--|
| <b>English Language Arts</b> | They have been fortunate to be connected to teachers that helped students, overall, meet or exceed expected growth. I hope their next school experience will meet their needs the same way.      |
| <b>Math</b>                  | In Math, they have been in low-growth environments for multiple years. It will be important that we strategically schedule this student to ensure they have access to a high-growth environment. |

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### Student Learner Card

**Student Learner Card**

Name: \_\_\_\_\_

| Subject   | Testing History  | Future Projected - Student Projections  | Value-Added History |
|---|--|---|---------------------|
| <b>Guiding Questions</b><br><ul style="list-style-type: none"> <li>What are their proficiency level trends?</li> <li>What implications does this have on their ability to be career and college ready?</li> </ul> | <ul style="list-style-type: none"> <li>How are they projected to perform on their 8<sup>th</sup> grade assessments?</li> <li>What implications do their results have on instruction and support services?</li> </ul> | <ul style="list-style-type: none"> <li>What does this growth data indicate about their past learning environments?</li> <li>What do they need from their next school experience?</li> </ul> |                     |
| English Language Arts   |  |   |                     |
| Math  |  |   |                     |

**Page Number:**  
4

**Activity Timer:**

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### Let's Dialogue About Data

Choose a sentence frame and process with your group.

**1** While exploring \_\_\_\_\_, I discovered \_\_\_\_\_.

**2** Based on our exploration, I believe \_\_\_\_\_.

**3** Something I need to consider moving forward is \_\_\_\_\_.


**4** My next steps will include \_\_\_\_\_.

**Activity Timer:**

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*Before you start to judge me,  
step into my shoes and walk the life I'm living and if you get as  
far as I am just maybe you will see how strong I really am.  
~Unknown*



**Let's walk a mile together!**

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### Student Report Deep Dive

How might this data help inform teaching and learning?

Identify successes, areas for improvement, and supports for a student using your own data by completing these tasks:

1. Identify a focus student.
2. Examine their Student Report.
3. Capture your thinking about their overall experience and next steps.

| Student Learner Card  |   |  |  |
|-----------------------|---|--|--|
|                       | What's Working?   | What's Not Working?  | What's Next?   |
| Guiding Questions     | <ul style="list-style-type: none"> <li>• How are students doing on this skill?</li> <li>• How are students doing on this skill in the context of the overall course?</li> </ul> | <ul style="list-style-type: none"> <li>• What are the most common errors or misconceptions?</li> <li>• How are students doing on this skill in the context of the overall course?</li> </ul> | <ul style="list-style-type: none"> <li>• What are the most common errors or misconceptions?</li> <li>• How are students doing on this skill in the context of the overall course?</li> </ul> |
| English Language Arts |   |  |  |
| Math                  |   |  |  |

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### Navigation

<https://floridavam.org>

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### Looking Back to See Ahead – Monitor Progress

**Activity 4 Directions**

**Activity Packet:**

Step 1: Read the activity packet and answer the questions in the packet.

Step 2: Prepare to present your findings to the class.

Step 3: Prepare to present your findings to the class.

Step 4: Prepare to present your findings to the class.

4. **Locate** all materials inside your Team Portfolio behind the “Activity 4” tab.
5. **Pretend** you are a teammate helping to monitor Robin’s progress.
6. **Examine** the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions in the activity packet.

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Activity Timer:

**ssas**

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### Recommended Deep Dive

How might this data help inform teaching and learning?

**Identify** successes, areas for improvement, and supports for a student using your own data by completing these tasks:

1. **Identify** a focus student.
2. **Examine** their data:
3. **Capture** your thinking about their overall experience and next steps.

Page Number:

5

Activity Timer:

| Student Learner Card   |  |  |  |
|--|--|--|--|
| Student  | Reading  | Math   | Overall  |
| <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the student performing in reading?</li> <li>• How is the student performing in math?</li> <li>• How is the student performing overall?</li> </ul> | <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the student performing in reading?</li> <li>• How is the student performing in math?</li> <li>• How is the student performing overall?</li> </ul> | <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the student performing in reading?</li> <li>• How is the student performing in math?</li> <li>• How is the student performing overall?</li> </ul> | <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the student performing in reading?</li> <li>• How is the student performing in math?</li> <li>• How is the student performing overall?</li> </ul> |
| English Language Arts  |  |  |  |
| Math   |  |  |  |

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**AGENDA**

- Exploring the New Student Report
- Examining the Teacher Report**
- Investigating User Roles
- Reviewing FL VAM Resources

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**Desk Reference – Teacher Reports**

The slide displays four screenshots of the software interface:

- NEW REPORTS:** A list of report options with a 'Click here' link.
- PACKAGES OF VALUE-ADDED SCORES:** A section detailing different report packages.
- CLICK HERE:** A button labeled 'Click here' with a sub-header 'What will I see?'.
- THREE USEFUL TEACHER REPORTS:** A section titled 'Three Useful Teacher Reports' with a sub-header 'Teacher and Student'.

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**Teacher Reports**

**Navigation**

```

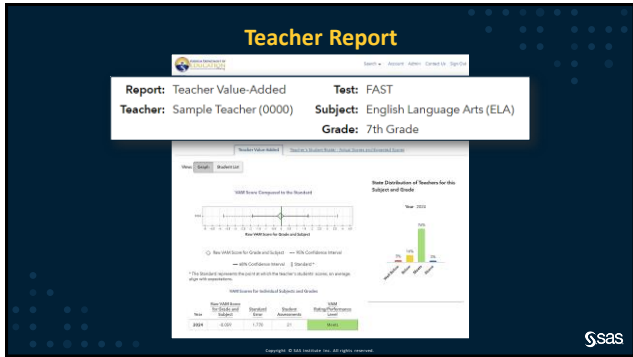
    graph TD
      A[Reports Menu] --> B[Teacher Reports]
      B --> C["District/School Teacher Search  
Teacher List by School  
State Teacher Summary"]
    
```

The slide shows a navigation flowchart. On the left, a 'Reports' button is highlighted with a red arrow. The flowchart on the right consists of three rounded rectangular boxes connected by downward-pointing red arrows:

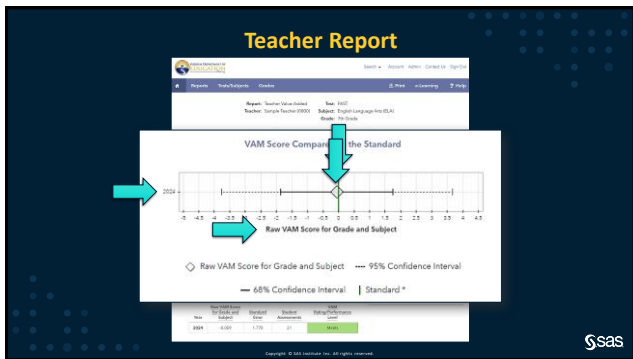
- Reports Menu
- Teacher Reports
- District/School Teacher Search  
Teacher List by School  
State Teacher Summary

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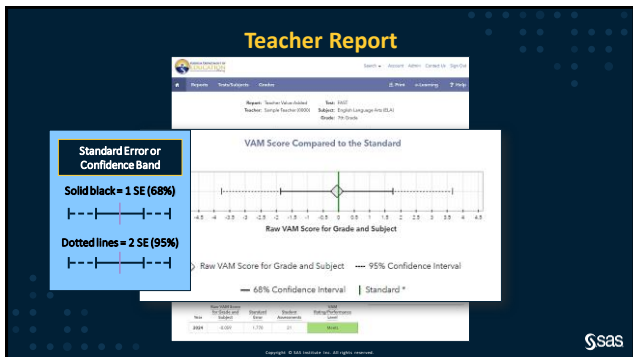
110



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### Teacher Report

We are 95% confident that the teacher's VAM score would be in this range if the teacher worked with a different group of similar students.

VAM Score Compared to the Standard

Standard Error or Confidence Band

- Solid black = 1 SE (68%)
- Dotted lines = 2 SE (95%)

Raw VAM Score for Grade and Subject

| Year | Raw VAM Score for Grade and Subject | Standard Error | Student Assessments | VAM Rating/Performance Level |
|------|-------------------------------------|----------------|---------------------|------------------------------|
| 2024 | -0.059                              | 1.770          | 21                  | Meets                        |

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### Teacher Report

Report: Science (VAM Subject)  
Teacher: Science Teacher (0000)  
Subject: English Language Arts (ELA)  
Report: 10/20/2024

Raw VAM Score for Grade and Subject

Year: 2024

| Year | Raw VAM Score for Grade and Subject | Standard Error | Student Assessments | VAM Rating/Performance Level |
|------|-------------------------------------|----------------|---------------------|------------------------------|
| 2024 | -0.059                              | 1.770          | 21                  | Meets                        |

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### VAM Ratings and Performance Levels

| VAM Ratings       | Performance Levels |
|-------------------|--------------------|
| Highly Effective  | Above              |
| Effective         | Meets              |
| Needs Improvement | Below              |
| Unsatisfactory    | Well Below         |

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

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### VAM Ratings and Performance Levels

| VAM Ratings       |  |
|-------------------|--|
| Highly Effective  |  |
| Effective         |  |
| Needs Improvement |  |
| Unsatisfactory    |  |

| Performance Levels |  |
|--------------------|--|
| Above              |  |
| Meets              |  |
| Below              |  |
| Well Below         |  |

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.

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### VAM Ratings and Performance Levels

| VAM Ratings       |  |
|-------------------|--|
| Highly Effective  |  |
| Effective         |  |
| Needs Improvement |  |
| Unsatisfactory    |  |

| Performance Levels |  |
|--------------------|--|
| Above              |  |
| Meets              |  |
| Below              |  |
| Well 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.

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### VAM Ratings and Performance Levels

| VAM Ratings       |  |
|-------------------|--|
| Highly Effective  |  |
| Effective         |  |
| Needs Improvement |  |
| Unsatisfactory    |  |

| Performance Levels |  |
|--------------------|--|
| Above              |  |
| Meets              |  |
| Below              |  |
| 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.

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### Teacher Report

**State Distribution of Teachers for this Subject and Grade**

Year 2024

| Category   | Percentage |
|------------|------------|
| Well-Below | 9%         |
| Below      | 16%        |
| Meets      | 76%        |
| Exceeds    | 3%         |

| Year | Count | Expected Score | Student Achievement | Range/Performance |
|------|-------|----------------|---------------------|-------------------|
| 2024 | 6,007 | 1,778          | 21                  | Meets             |

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### Teacher Report

**Teacher's Student Roster - Actual Scores and Expected Scores**

| Student ID   | Actual Score | Expected Score | Difference between Actual and Expected Score | Selected Test Achievement Level |
|--------------|--------------|----------------|--|---------------------------------|
| Student-CM08 | 228          | 252,711        | 21,209                                       | L4                              |
| Student-CM03 | 209          | 216,326        | -7,326                                       | L2                              |
| Student-CM02 | 204          | 201,537        | 2,443  | L2                              |
| Student-CM05 | 220          | 216,724        | 3,276  | L3                              |
| Student-CM01 | 244          | 233,576        | 10,404                                       | L3                              |
| Student-CM06 | 240          | 235,649        | -12,649                                      | L2                              |
| Student-CM04 | 205          | 194,040        | 10,940                                       | L2                              |
| Student-CM09 | 222          | 220,876        | 1,104  | L3                              |
| Student-CM07 | 247          | 217,807        | 29,193                                       | L3                              |
| Student-CM00 | 241          | 232,138        | 8,842  | L3                              |
| Student-CM02 | 207          | 192,382        | 14,418                                       | L2                              |
| Student-CM08 | 234          | 242,783        | -10,283                                      | L4                              |
| Student-CM01 | 231          | 23,015         | 7,985  | L4                              |
| Student-CM06 | 235          | 229,705        | 11,074                                       | L4                              |
| Student-CM04 | 246          | 233,542        | 12,438                                       | L5                              |
| Student-CM03 | 241          | 233,059        | 7,941  | L3                              |
| Student-CM05 | 216          | 219,490        | -3,890                                       | L3                              |

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### Teacher Report

**State Distribution of Teachers for this Subject and Grade**

Year 2024

| Category   | Percentage |
|------------|------------|
| Well-Below | 9%         |
| Below      | 16%        |
| Meets      | 76%        |
| Exceeds    | 3%         |

| Year | Count | Expected Score | Student Achievement | Range/Performance |
|------|-------|----------------|---------------------|-------------------|
| 2024 | 6,007 | 1,778          | 21                  | Meets             |

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**Teacher Reports**  
What are some positive ways to use Teacher Reports?

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123

What questions do you have?



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*The influence of a good teacher can never be erased.*  
~Knowledge Print Press

Let's continue walking a mile together!

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**Educational Environment**  
Teacher Report

**Scheduling**  
Which educational environment might student benefit from?

**3**


Activity Timer:

First:

1. **Remove** the materials from the purple folder.
2. **Review** each teacher's profile card.
3. Consider the following questions as a pair.

Is the educational environment likely to meet my student's needs?  
Why or why not?

What adjustments might be needed to support their learning needs?



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*Every decision you make as a leader affects others.*



How will your decision impact the walk of these students?

127

**Educational Environment**  
Teacher Report


**Scheduling**  
Which educational environment might student benefit from?

**3**

Activity Timer:

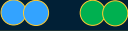

Next:

1. **Remove** the materials from the yellow folder.
2. **Review** the additional Teacher Reports.
3. **Select** three teachers to provide instruction to students during the tutorial program.



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**Course Placement**  
Student Projections

**Scheduling**  
Which educational environment might student benefit from?

**3**

Activity Timer:


Now:

1. Take turns discussing the question.
2. Choose a spokesperson to share ideas.


Which teachers were chosen to provide instruction in the tutorial program?

What were the reasons for selecting this group of teachers?

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**Clean Up**  
Please place your materials back into the appropriate folder.

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**Break**

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**AGENDA**

- Exploring the New Student Report
- Examining the Teacher Report
- Investigating User Roles**
- Reviewing FL VAM Resources

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**Student Report**  
Testing Information Tile

**Student, Sample**

What is the student's past and projected performance?

Testing Information

| Year | Score |
|------|-------|
| 2020 | ~75   |
| 2021 | ~80   |
| 2022 | ~80   |
| 2023 | ~85   |
| 2024 | ~85   |

2020 2021 2022 2023 2024

Year Reported

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### Student Report

#### Student Projections 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 |         |         |         |         | Achievement Levels                                  |
|----------------------------------|-------|--|---------|---------|---------|---------|---|
|                                  |       | Level 1  | Level 2 | Level 3 | Level 4 | Level 5 |   |
| FAST English Language Arts (ELA) | 10    | 100.0%   | 10.0%   | 20.0%   | 10.0%   | 0.0%    | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |
| FAST English Language Arts (ELA) | 10    | 100.0%   | 10.0%   | 20.0%   | 10.0%   | 0.0%    | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |
| B.E.S.T. Geometry                | N/A   | 100.0%   | 20.0%   | 10.0%   | 20.0%   | 10.0%   | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 |

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### Student Report

#### 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) |           | Entity                  |
|----------------------------------|---------|-----------------|-----------|-------------------------|
|                                  |         | 2109 (Sp)       | 2112 (Sp) |                         |
| FAST English Language Arts (ELA) | Teacher | ---             | ---       | Teacher                 |
| FSA English Language Arts (ELA)  | Teacher | 5               | 6         | FAST<br>FSA<br>B.E.S.T. |
| FSA Mathematics                  | Teacher | 5               | 6         |                         |
| B.E.S.T. Algebra I               | Teacher | ---             | ---       |                         |

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### Teacher Report

**Teacher Report**

Report: Teacher Value Added    Test: 2112  
Teacher: George Teacher (0000)    Subject: English Language Arts (ELA)  
Grade: 7th Grade

View the Teacher Value Added Summary

Teacher Value Added    Teacher's Student Results    Student Scores and Standard Scores

View    Student List

VAM Score Compared to the Standard

Rate Distribution of Teachers for this Subject and Grade

VAM Scores for Individual Subjects and Grades

| Year | Count | Standard | Score | Student Achievement | Rate |
|------|-------|----------|-------|---------------------|------|
| 2024 | 0.00  | 1.78     | 21    | 100%                | 100% |

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### Custom Student Report

Report: Summary  
Project: English Language Arts Level 4

View: Search Schools | Add New Students | Remove Individual Students | Remove All Students | # Class Size

Previous Page | Page: 1 of 2 | Go to Page

| #  | Student      | Element      | School/School | Grade | ELL | ELL2 | ELL3 |
|----|--------------|--------------|---------------|-------|-----|------|------|
| 1  | Student12345 | District-001 | School-101    | 7     | N   | Y    | N    |
| 2  | Student12346 | District-001 | School-102    | 8     | N   | Y    | N    |
| 3  | Student12347 | District-001 | School-103    | 7     | N   | Y    | N    |
| 4  | Student12348 | District-001 | School-104    | 8     | N   | Y    | N    |
| 5  | Student12349 | District-001 | School-105    | 7     | N   | Y    | N    |
| 6  | Student12350 | District-001 | School-106    | 8     | N   | Y    | N    |
| 7  | Student12351 | District-001 | School-107    | 7     | N   | Y    | N    |
| 8  | Student12352 | District-001 | School-108    | 8     | N   | Y    | N    |
| 9  | Student12353 | District-001 | School-109    | 7     | N   | Y    | N    |
| 10 | Student12354 | District-001 | School-110    | 8     | N   | Y    | N    |
| 11 | Student12355 | District-001 | School-111    | 7     | N   | Y    | N    |
| 12 | Student12356 | District-001 | School-112    | 8     | N   | Y    | N    |
| 13 | Student12357 | District-001 | School-113    | 7     | N   | Y    | N    |
| 14 | Student12358 | District-001 | School-114    | 8     | N   | Y    | N    |
| 15 | Student12359 | District-001 | School-115    | 7     | N   | Y    | N    |
| 16 | Student12360 | District-001 | School-116    | 8     | N   | Y    | N    |
| 17 | Student12361 | District-001 | School-117    | 7     | N   | Y    | N    |
| 18 | Student12362 | District-001 | School-118    | 8     | N   | Y    | N    |
| 19 | Student12363 | District-001 | School-119    | 7     | N   | Y    | N    |
| 20 | Student12364 | District-001 | School-120    | 8     | N   | Y    | N    |

#### English Language Arts Level 4

Accounting of Proficiency

| Student Count | Percentage |
|---------------|------------|
| 223           | 100%       |
| 196           | 88%        |
| 174           | 78%        |
| 152           | 68%        |
| 130           | 58%        |
| 108           | 48%        |
| 86            | 39%        |
| 64            | 29%        |
| 42            | 19%        |
| 20            | 9%         |
| 18            | 8%         |
| 16            | 7%         |
| 14            | 6%         |
| 12            | 5%         |
| 10            | 4%         |
| 8             | 4%         |
| 6             | 3%         |
| 4             | 2%         |
| 2             | 1%         |
| 1             | 0%         |

Students without a proficiency score: 0 (0%)

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### District Personnel



Little Shoals  
School District



Teachers



Counselors



School  
Administrators



District  
Administrators

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### District Personnel



What best practices  
and cautions would  
you recommend?



Teachers



Counselors



School  
Administrators



District  
Administrators




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### Reporting by Role



**Best Practices**  
What best practices and cautions would you recommend for this user?


1. Visit your assigned poster.
2. Write your ideas for
  - Best practices
  - Cautions

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### Reporting by Role



**Best Practices**  
What best practices and cautions would you recommend for this user?

| ROLE: Superintendent/ Chief Academic Officer |                |          |
|--|----------------|----------|
| REPORT                                       | BEST PRACTICES | CAUTIONS |
| Testing Information Student Report           |                |          |
| Student Projections Student Report           |                |          |
| Value-Added History Student Report           |                |          |
| Teacher Report                               |                |          |
| Custom Student Report                        |                |          |

4

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### Reporting by Role



**Best Practices**  
What best practices and cautions would you recommend for this user?

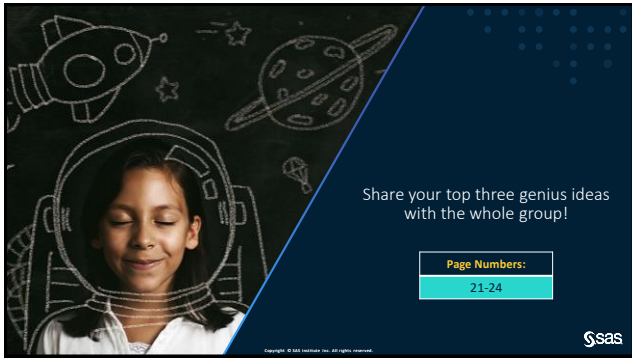
1. Visit your assigned poster.
2. Write your ideas for
  - Best practices
  - Cautions
3. Choose a spokesperson to share your group's thoughts.

4

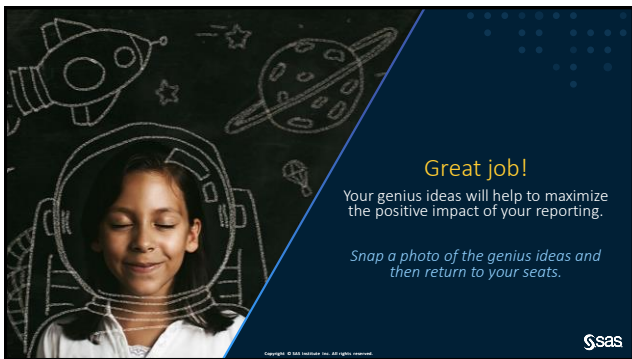
**Activity Timer:**

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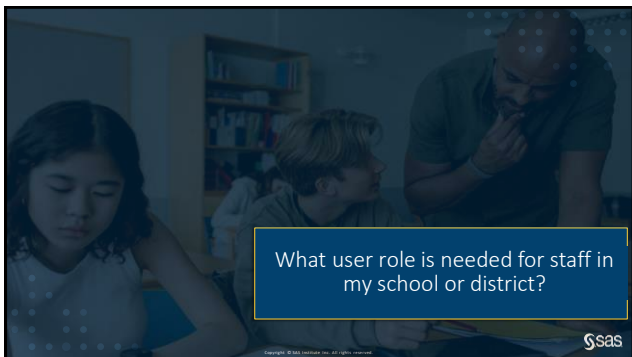
143



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145



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### Types of User Roles

| Role: Instructional User   | Reporting Menu   |
|--|--|
| <ul style="list-style-type: none"> <li>View <u>all</u> the Student Reports in their assigned school</li> </ul> | <div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #546e7a; color: white; padding: 2px 5px; font-weight: bold;">Reports</div> <div style="padding: 5px;"> <p><b>Student Reports</b></p> <hr/> <p>Student Search</p> <p>Custom Student Reports</p> <p>Student Report</p> </div> </div> |

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### Types of User Roles

| Role: VAM Teacher Limited   | Reporting Menu  |
|---|---|
| <ul style="list-style-type: none"> <li>Individual Teacher Report access</li> <li>View the student list associated with their Teacher Report</li> <li>View Student Reports associated with their Teacher Report in any year</li> </ul> | <div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #546e7a; color: white; padding: 2px 5px; font-weight: bold;">Reports</div> <div style="padding: 5px;"> <p><b>Teacher Reports</b></p> <hr/> <p>Teacher Reports</p> </div> </div> |

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### Types of User Roles

| Role: VAM Teacher   | Reporting Menu  |
|---|---|
| <ul style="list-style-type: none"> <li>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</li> <li>View <u>all</u> the Student Reports in their assigned school without Individual Teacher Report access</li> </ul> | <div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #546e7a; color: white; padding: 2px 5px; font-weight: bold;">Reports</div> <div style="padding: 5px;"> <p><b>Teacher Reports</b></p> <hr/> <p>Teacher Reports</p> <p><b>Student Reports</b></p> <hr/> <p>Student Search</p> <p>Custom Student Reports</p> <p>Student Report</p> </div> </div> |

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### Types of User Roles

| Role: VAM School Personnel  | Reporting Menu  |         |   |   |
|---|---|---------|---|---|
| <ul style="list-style-type: none"> <li>View the School Teacher Summary</li> <li>View <u>all</u> Student Reports in their assigned school</li> </ul>   | <table border="1"> <thead> <tr> <th>Reports</th> </tr> </thead> <tbody> <tr> <td> <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>School Teacher Summary</li> <li>Statewide VAM Search</li> </ul> </td> </tr> <tr> <td> <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> </td> </tr> </tbody> </table> | Reports | <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>School Teacher Summary</li> <li>Statewide VAM Search</li> </ul> | <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> |
| Reports   |   |         |   |   |
| <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>School Teacher Summary</li> <li>Statewide VAM Search</li> </ul> |   |         |   |   |
| <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul>   |   |         |   |   |

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### Types of User Roles

| Role: VAM District Personnel  | Reporting Menu  |         |   |   |
|---|---|---------|---|---|
| <ul style="list-style-type: none"> <li>View the District Teacher Summary</li> <li>View <u>all</u> Student Reports for their assigned district</li> </ul>  | <table border="1"> <thead> <tr> <th>Reports</th> </tr> </thead> <tbody> <tr> <td> <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>District Teacher Summary</li> <li>Statewide VAM Search</li> </ul> </td> </tr> <tr> <td> <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> </td> </tr> </tbody> </table> | Reports | <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>District Teacher Summary</li> <li>Statewide VAM Search</li> </ul> | <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> |
| Reports   |   |         |   |   |
| <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>District Teacher Summary</li> <li>Statewide VAM Search</li> </ul> |   |         |   |   |
| <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul>   |   |         |   |   |


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### Types of User Roles

| Role: VAM State Personnel  | Reporting Menu   |         |  |   |
|--|--|---------|--|---|
| <ul style="list-style-type: none"> <li>View the State Teacher Summary</li> <li>View <u>all</u> Student Reports in their assigned districts and schools</li> </ul>                                    | <table border="1"> <thead> <tr> <th>Reports</th> </tr> </thead> <tbody> <tr> <td> <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>State Teacher Summary</li> <li>Statewide VAM Search</li> </ul> </td> </tr> <tr> <td> <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> </td> </tr> </tbody> </table> | Reports | <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>State Teacher Summary</li> <li>Statewide VAM Search</li> </ul> | <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul> |
| Reports  |  |         |  |   |
| <b>Teacher Reports</b> <ul style="list-style-type: none"> <li>District/School Teacher Search</li> <li>Teacher List by School</li> <li>State Teacher Summary</li> <li>Statewide VAM Search</li> </ul> |  |         |  |   |
| <b>Student Reports</b> <ul style="list-style-type: none"> <li>Student Search</li> <li>Custom Student Reports</li> <li>Student Report</li> </ul>  |  |         |  |   |

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## Reporting by Role




**User Roles**  
What user role is needed for staff in my school or district?

Write the names of individuals that will need each type of user role within your school or district.

Page Number:

25


Activity Timer:



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## AGENDA

- Exploring the New Student Report
- Examining the Teacher Report
- Investigating User Roles
- Reviewing **FL VAM Resources**



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Resources


## Help!

Options for Additional Information

| Topic                                       | Resource  |
|---|---|
| Sources of the data                         |   |
| Value-added modeling (VAM)                  | Send email to <a href="#">ELDOE</a>   |
| State policies about VAM                    |   |
| Feedback or suggestions                     |   |
| Navigating and interacting with the reports | Refer to the online help  |
| Understanding teacher reporting             | <a href="#">Contact FL VAM Technical Support</a>  |
| How evaluation scores are calculated        | Your district's Primary Accountability contact  |
| How districts use VAM                       |   |
| Access to the tool or your user profile     | Single Sign-On (SSO) Resource Center<br>• <a href="#">Help Center</a><br>• (855) 814.2876 |

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Resources

**Today's Materials**  
Slide Deck and More

- ▶ Reports
- ▶ **Additional Resources**
- ▶ General Help


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Your Feedback Matters




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