

Florida’s Plan to Ensure Equitable Access to Excellent Educators

Forward

In November 2014, Assistant Secretary of the United States Department of Education Deborah Delisle communicated to Commissioner of Education Pam Stewart the requirement that “each State educational agency (SEA) must submit to the U.S. Department of Education (Department) a State Plan to Ensure Equitable Access to Excellent Educators (State Plan).” Assistant Secretary Delisle’s letter provided significant authority to each SEA in the development of the State Plan and required each State to “conduct meaningful consultation with a wide range of stakeholders,” including educators, parents, civil rights groups, etc. The pages that follow represent Florida’s Plan to Ensure Equitable Access to Excellent Educators.

Introduction

Florida’s record on educational excellence and equity over the last 15 years speaks for itself. In the 10th Annual AP Report to the Nation, for example, the College Board heralded Florida for being number 2 in the nation for AP participation, a dramatic increase from just 10 years ago. The report also noted that 57.2 percent of the 2014 Florida high school graduates took at least one AP course during high school and that Florida students were number three in the nation for scoring three or better on the rigorous exam often associated with college readiness.¹ Other Florida highlights include:

¹ <http://www.fldoe.org/newsroom/latest-news/204527-florida-ranks-second-in-the-nation-for-advanced-placement-participation.shtml>

- In the nearly 15 years since the Broad Foundation has been awarding the Broad Prize for Urban Education, a distinction for excellence and equity, Florida has had two school districts honored as the top urban school district in the nation with many being recognized as finalists.²
- In its 2014 Quality Counts report, *Education Week* lauded Florida from moving from twelfth to seventh in K-12 student achievement while also being the only state in the nation to narrow the achievement gap between white and black students in reading and math in fourth and eighth grades. That same report gave Florida an A- for equity.³
- Results from the 2013 administration of the National Assessment of Educational Progress (NAEP) shows that Florida students continue a strong climb since 1992. Specifically, “the percentage of students in Florida who performed at or above the NAEP Basic level in reading was 75 percent in 2013. This percentage was greater than that in 2011 (71 percent) and in 1992 (53 percent).”⁴
- Number 2 in the country in Advanced Placement participation and number three in the percentage of students earning a score of three or above.
- Being twice lauded by the National Council on Teacher Quality as having the best teacher quality policies in the nation
- Increasing high school graduation rates by nearly 17 percentage points in the last ten years, an eleven year high

² http://www.broadprize.org/past_winners/map.html

³ http://www.edweek.org/ew/qc/2014/state_report_cards.html?intc=EW-QC14-LFTNAV

⁴ <http://nces.ed.gov/nationsreportcard/states/>

- In the past five years, Florida has increased enrollment in accelerated STEM courses by 46 percent.

The list of the successes Florida's students, and the educators who have made these successes possible, goes on and on.

While remarkable progress has been made in Florida to ensure that every young person graduates from high school prepared for college, career and life, there is still work to be done. The pages that follow will show that while some equity gaps have closed, others persist – calling all Florida educators to double our efforts to ensure all of our 2.7 million children have the opportunities they deserve. Florida's Plan for Equitable Access to Excellent Educators builds on the profound successes of a generation of educators at all levels of the system, as well as the foundation of high standards, aligned assessments and reasonable accountability established and reinforced by policy makers over the last fifteen years.

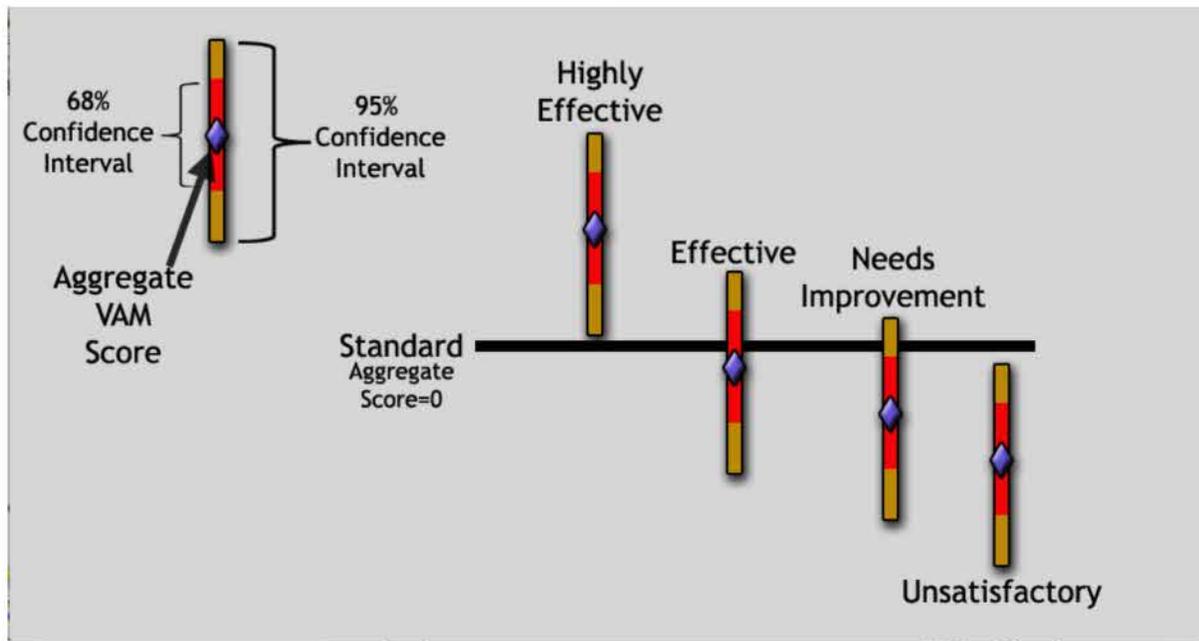
Florida's robust and comprehensive data system has facilitated a level of depth of analysis in creating this plan that is likely to be the envy of other states. Leaders in Florida were able to go well beyond the anachronistic views of "effective" or "experienced" or "qualified" to more meaningful data associated with teacher impact, the most authentic measure of excellence. Moreover, these data come from the achievement of students, and the verifiable impact of teaching on that achievement, in the grades and subjects that matter most for equity. Specifically, Florida's focus in this plan is to ensure *comparable distributions of high impact teachers across all school types*. Chetty, et al (2012) found that high value-add teachers have a sustained and positive effect on student outcomes –

academically and beyond – underscoring the bold and visionary approach Florida has taken in this analysis.

Highly Effective Teachers

To define highly effective for the purpose of this plan, the department used a methodology for classifying teacher impact on student learning as measured by the state value-added model (VAM) adopted by Florida’s State Board of Education in summer 2015. The methodology takes the standard error into account in identifying teachers as highly effective, effective, needs improvement/ developing or unsatisfactory. Only those teachers whose impact on student learning is positive when the statistical standard error is taken

Figure 1: VAM Methodology



Source: Florida Department of Education, 2015

into account are considered highly effective (level 4) according to this methodology. The classification system for each level of teacher performance according to VAM is depicted below (Figure 1).

Florida's value-added measure, like other value-added models around the country, uses student academic growth to represent the impact of teaching on student learning. VAM compares a student's expected performance to his or her actual performance on a standardized statewide assessment while taking into consideration certain variables that are outside a teacher's control including student attendance, special education designations and – most notably – students' past academic performance. The average effect of each of these covariates is determined by the model by determining the values for them that best fit the data. Then, an expected score is calculated for each student, and a student's expected score is then compared to his or her actual score and a portion of this difference, called the teacher effect, is used to determine the value an individual teacher contributed (or did not) to an individual student's performance. This student-level teacher effect for each of the teacher's students are then combined with a portion of the overall school effect, to compute the teacher's overall, average value-added measure (VAM) score. A few other points about the use of value-added measures for Florida's plan are noteworthy.

- **High value-add teachers have a wide-ranging, lasting positive effect on students' lives beyond academics.** A comprehensive research study tracking 2.5 million students over 20 years found that great teachers have a sustained and

powerful impact on students beyond just test scores. Students with these highly effective teachers had lower teenage-pregnancy rates, greater college matriculation, and higher earnings as adults.⁵

- **A value-added score is a critical measure of success, but it doesn't tell the whole story.** No measure of teacher effectiveness is perfect; that's why teacher evaluation ratings in Florida are not based solely on value-added data. In Florida, value-added results are balanced with other information, including rigorous classroom observations by a school leader, to get a more complete picture of a teacher's performance.
- **As an objective measure of a teacher's impact, value-added results can validate or act as a check against administrator judgments of teacher performance.** Value-added measures give schools objective data to use to assess how well their teachers are doing. Measuring teacher impact accurately is difficult, but value added measures provide quantitative data that can be used alongside other more subjective factors, such as classroom observations conducted by school leaders, to provide a balanced view of teacher performance.
- **Value-added analyses are sophisticated methods that have been refined and validated by leading researchers and economists for nearly three decades.** Many states and school districts have incorporated value-added data into policy decisions, some beginning in the 1990s. Florida is one of many states across the country—including Illinois, New York and Tennessee among many others—that are

⁵ American Economic Review (2012). *The Long Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood*. Harvard University: Chetty, Friedman, Rockoff. Available at http://obs.rc.fas.harvard.edu/chetty/value_added.html

using VAM in a meaningful way to inform teacher evaluation and provide helpful information to teachers about their impact on students.

- **Value-added measures can fill in the gaps about a teacher's effectiveness left by classroom observations.** While high-quality teacher observation rubrics are helpful tools to identify teacher actions that lead to student success, value-added measures student learning outcomes more directly. Value-added also provides a picture of a teacher's success over the course of an entire school year, rather than snapshots of performance on a handful of days throughout the year.
- **Why is Florida using VAM data as a part of their educator equity plan?** Using VAM data helps us differentiate teacher performance across the state and identify trends in access to effective teachers for schools according to concentration of students of color, poverty level and school letter grades. VAM data is also measured consistently across the state unlike other measures such as classroom observation ratings that can vary from county to county based on local implementation.

With these considerations about the strengths and limitations of any measure of teacher effectiveness in mind, and recognizing Florida's unique ability to focus its equity efforts on matters that make the most difference for student learning, the current distribution of highly effective teachers according to specific school types is detailed in the next section.

Finally, Florida made a strategic choice to focus just on those teachers who had value-added measures for the purpose of ensuring equitable access to excellent educators. While just fewer than half of Florida educators have a VAM, the statistical reliability and

validity of VAM makes it the very best measure for identifying the impact teaching has on learning.⁶

Additionally, VAM is determined based on student performance on statewide standardized test results in English language arts and mathematics, which are irrefutably the first among equals as far as academic content is concerned. As statistical models like VAM continue to be used across the country, and as the profession continues to understand their descriptive power, we believe the methodology of analyzing teacher impact on student learning for the purpose of equity should be the highest consideration for all educational agencies. Readers are cautioned, however, against drawing conclusions from these data alone about overall teacher impact and the equitable distributions therein.⁷

An analysis of other Florida data including the distribution of teachers according to out-of-field and years of experience was conducted to determine if Florida's approach was a reasonable one. The department's analysis of this data indicated that using VAM was a far more powerful predictor of a teacher's impact on student learning and that educators' VAM data had a relationship with overall educator quality data. A copy of these analyses is included in the appendix (Appendix 2 and Appendix 3).

⁶ The only teachers included in this data set for statewide ratings are those who had an FCAT VAM score during the last three years, had an aggregate VAM score reported in 2013-14, had a local evaluation score reported in 2013-14 and were reported as a classroom teacher during the final survey of 2013-14.

⁷ An educator's overall evaluation is "at least one third" based on student performance like VAM where VAM is available. Other indicators of performance, including instructional observation scores, are also included as part of an educator's overall evaluation. An educator, for example, who is statistically significantly unsatisfactory according to VAM may legitimately be rated effective overall when other measures are included as is required. The data would indicate, however, that far more are being rated as such than is statistically possible.

Statewide Distribution of Highly Effective Teachers

Florida's statewide examination of the equitable distribution of excellent educators included three analyses:

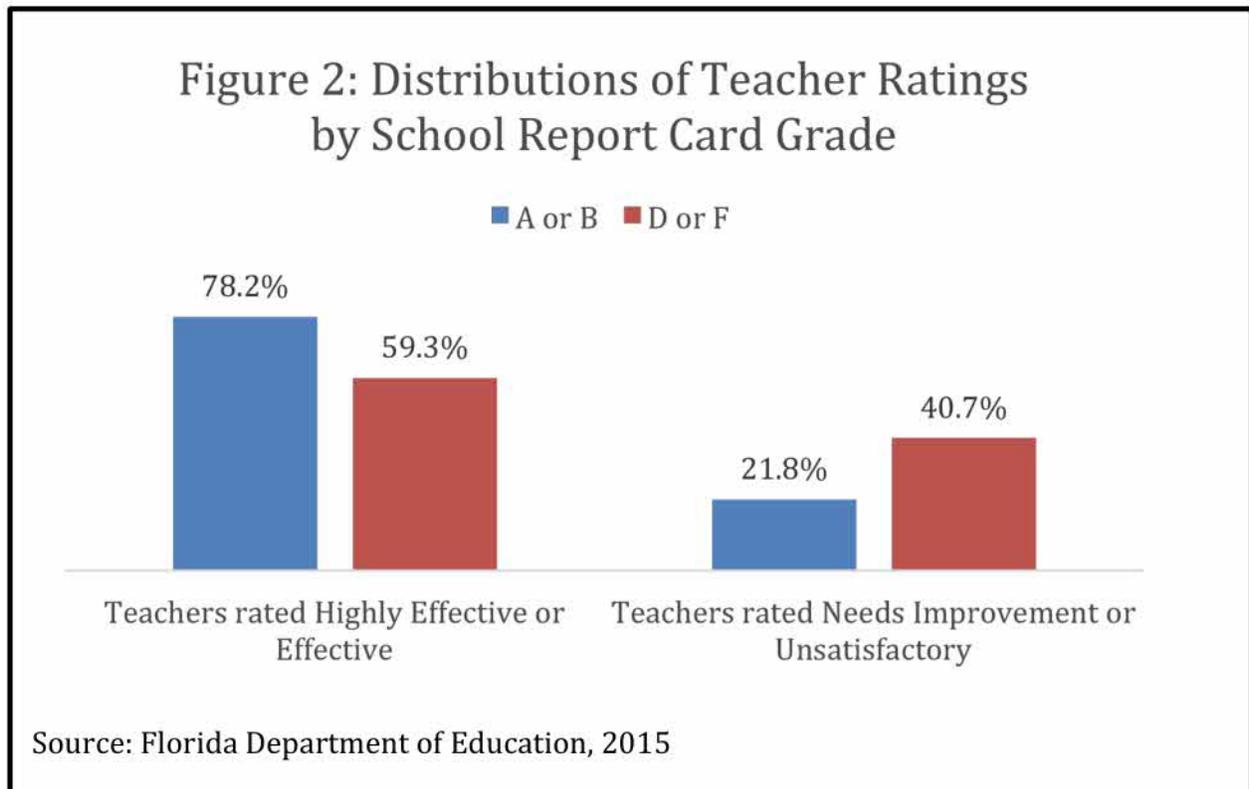
- The extent to which highly effective teachers, those earning effective or highly effective ratings according to the methodology in Figure 1, are equitably assigned to schools earning A or B in Florida's school accountability system compared to highly effective teachers assigned to D and F schools
- The extent to which Florida's highest quartile poverty and lowest quartile poverty schools have a proportionally similar percentage of highly effective teachers
- The extent to which Florida's highest quartile minority and lowest quartile minority schools have a proportionally similar percentage of highly effective teachers.

In addition to the analysis done of all statewide data, Florida also considered all three elements for each of Florida's 67 school districts. These analyses, both at the state and district levels, showed areas of promise as well as areas requiring attention. Statewide summary data is presented below.

It should be noted, again, that Florida's D and F schools enroll substantial percentage of students who are poor and students who identify as a racial or ethnic minority. The average D or F school in Florida, for example, has an enrollment that is 80% poor and 74% minority. The median poverty percentage at D and F schools in Florida is 83%, and the median percentage of students who identify as minority is 77%. The mode for both rates is above 90%. Comparatively, the average rate of minority students at A and B schools in Florida is 53%, and the average rate of poor students, as measured by eligibility for free or reduced lunch, in A and B schools in Florida is 52%.

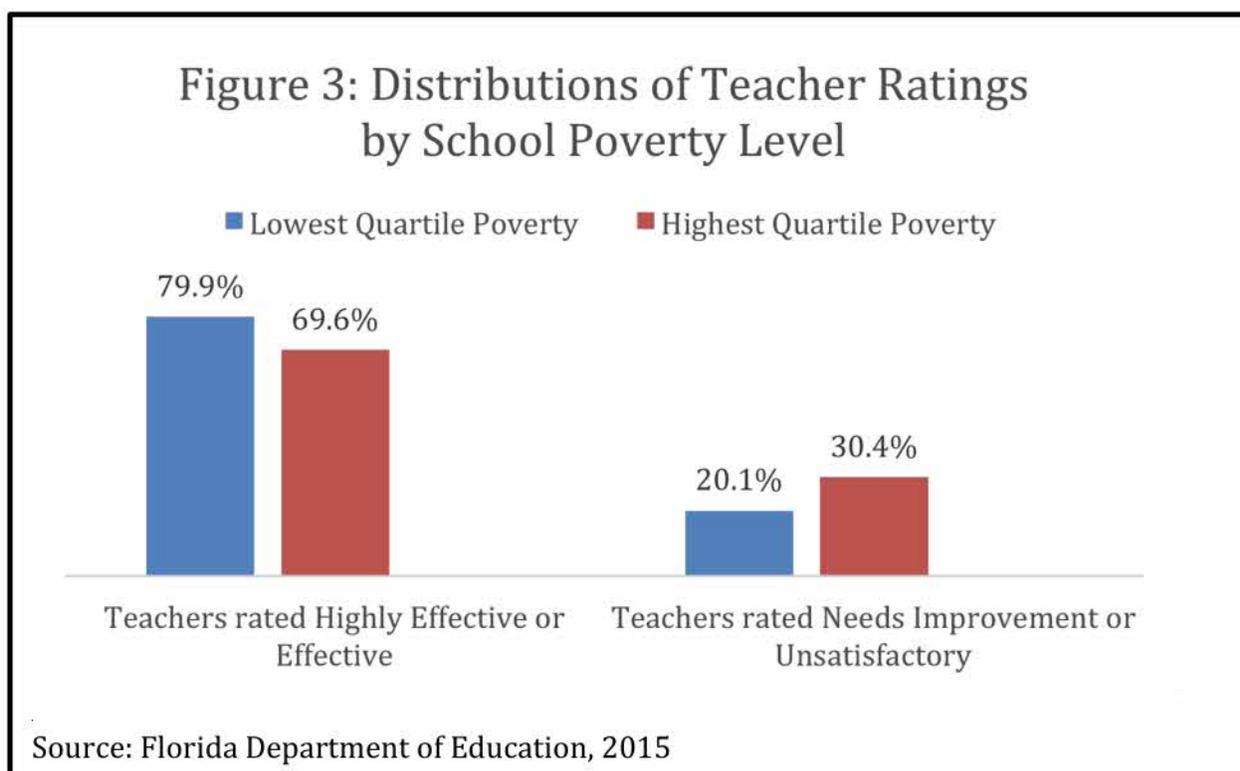
By School Letter Grade

Across the state of Florida, the department’s analysis found that students attending a school graded A or B were taught at much higher rates by highly effective teachers according to VAM than students attending schools rated D or F. These data make sense insofar as a school’s letter grade is the cumulative effect of teaching on learning, and it stands to reason that higher performing schools would have a greater proportion of teachers rated effective or highly effective according to VAM. Furthermore, schools graded D or F have nearly twice as many teachers rated as needs improvement or unsatisfactory as measured by VAM than schools rated A or B (Figure 2).



By School Poverty Level

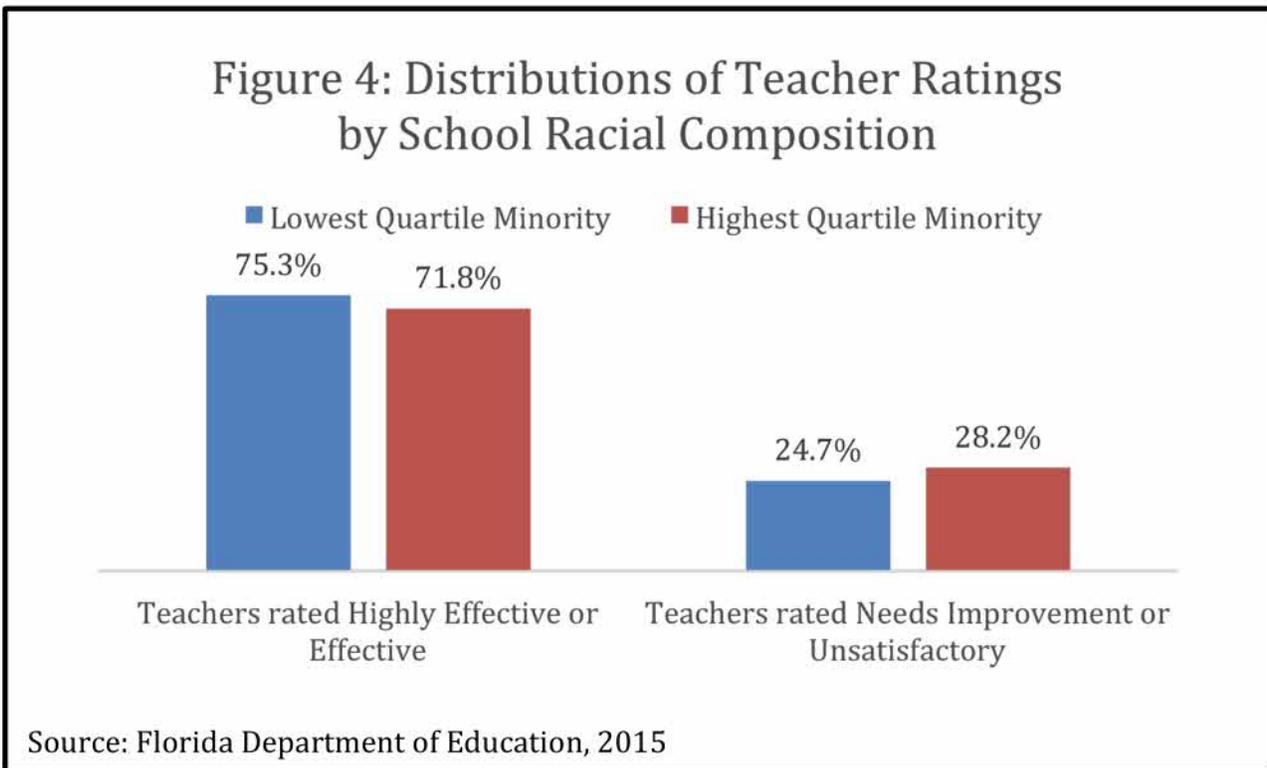
The analysis of data regarding the equitable distribution of excellent educators as measured by VAM and according to school poverty⁸ provided a more encouraging perspective. Over two thirds of teachers (69.6 percent) in Florida's highest quartile poverty schools were rated as effective or highly effective according to the department's proposed VAM methodology. While commendable, this percentage still represents a ten percentage point gap between the percentage of teachers rated effective or highly effective according to VAM in high poverty schools compared to low poverty schools. Students in highest quartile poverty schools were more likely to be taught by a teacher whose impact on student learning as measured by VAM was rated needs improvement or unsatisfactory (Figure 3).



⁸ School poverty level was determined by identifying the percentage of students on free or reduced lunch in 2014-14. Lowest quartile poverty schools included the bottom 2% of schools across the state with the lowest percentage of free or reduced price lunch students. Highest quartile poverty schools included the top 25% of schools across the state with the highest percentage of students receiving free or reduced lunch.

By School Percentage of Minority Students

Students attending Florida’s highest quartile minority schools were less likely to be taught by a teacher whose impact on student learning as measured by VAM was rated effective or highly effective but not significantly so. In fact, the distribution of teachers whose impact on student learning is rated as effective or highly effective in highest quartile minority schools (71.8 percent) compared to lowest quartile minority schools (75.3 percent) approaches an equitable distribution. Similarly, students attending schools with the highest concentration of students of color are slightly more likely to be assigned a teacher whose impact on student learning is rated as needs improvement or unsatisfactory compared to students attending Florida’s schools with the lowest concentrations of students of color (Figure 4).



By Teacher Experience and Teacher Certification

The appendix of the report shows that while equity gaps exist between highest quartile poverty and highest quartile minority schools and lowest quartile poverty and lowest quartile minority schools with respect to teacher experience and teacher certification, these gaps are neither as significant as the gaps between A/B and D/F schools nor as clearly adverse. Stated differently, a less experienced teacher is clearly not always a less effective (according to VAM) teacher, nor is a certified teacher more impactful (according to VAM) than one who lacks certification. Furthermore, Florida's rigorous certification requirements as well as supports for ensuring high quality through Title II funding priorities ensure Florida's students have access to highly qualified educators. Finally, Florida has determined based on these data that certification and experience are insufficient proxies for excellence and has prioritized more equitable distributions of highly effective teachers according to VAM as the path forward.

Conclusion

Importantly, a focus on supporting more effective teaching at D and F schools also supports more effective teaching at schools serving large percentages of students who are poor and/or self-identify as minority. The average D or F school in Florida, for example, has an enrollment that is 80% poor and 74% minority. The median poverty percentage at D and F schools in Florida is 83%, and the median percentage of students who identify as minority is 77%. The mode for both rates is above 90%. By addressing the equitable access to excellent educators in Florida's 550+ D and F schools, the department's plan

simultaneously addresses a more equitable distribution of excellent educators in schools serving large percentages of students who are poor or minority. That these students attend a failing school and that these schools have a significantly reduced percentage of highly effective teachers as measured by VAM justifies Florida's focus.

Root Cause Analysis

Florida's student achievement and accountability policy is among the best in the nation, yet achievement gaps persist – particularly between students attending D and F schools and those attending A and B schools. While not as pronounced, the data analysis above also demonstrates that students attending highest quartile poverty and highest quartile minority schools are less likely to have access to teachers rated effective or highly effective according to the department's VAM methodology. Though not as significant, the department also notes equity gaps in the percentage of teachers who are out-of-field and inexperienced in schools with the highest proportions of minority students and poor students. In consultation with stakeholders and based on the substantial literature on equity in education, the department has identified a myriad of causes associated with these phenomena.

- VAM, the best information the profession has ever had about the impact of teaching on learning, is not yet widely understood or accepted. That districts have had the statutory authority to set their own cut scores and interpret VAM their own way has further obscured this valuable information from the people who could do the most good with it, teachers and leaders. That districts have also bargained aspects of

their evaluation system, including the establishment of performance levels, i.e. cut scores, adds to the confusion and misinformation.

- There is a lack of common understanding of what skillful teaching is or what it requires, prioritizing classroom management skills over true instructional skills (Saphier 2014). As such, teachers may not be supported to improve their practice in ways that truly effect student learning (and therefore VAM), particularly in school communities where students come with academic deficits and lack other supports in their lives to help them be successful academically.
- There is also a disconnect between the evaluation ratings teachers receive and their school's performance. For example, 91 percent of teachers are rated as Highly Effective or Effective at D and F schools, so those teachers are getting positive and favorable performance evaluations, despite what VAM would indicate about their impact on student learning.
- Many districts continue to have hiring and transfer policies that result in schools perceived as more challenging not being able to access or retain highly effective educators. This can result in less experienced or out-of-field teachers in positions at schools that are perceived to be more challenging.
- State-approved teacher preparation programs in Florida may not be preparing pre-service educators for the schools and children who need them most thus these educators seek placements where they perceive teaching will be less challenging. This can result in less experienced or out-of-field teachers in positions at schools that are perceived to be more challenging.

- Like other states, Florida has been in the midst of a major cultural reformation associated with standards, assessment and accountability. These changes are paying off for students as indicated at the beginning of the Equity Plan while at the same time they are still maturing.
- Some districts have chosen not to, don't know how to, or have bargained away their authority/ability to make staffing decisions that result in a more equitable distribution of effective educators, especially at D and F schools.

Florida's laudable regulatory framework for student achievement, including statutory changes in 2014, create the conditions necessary for these challenges to continue to be overcome.

Stakeholder Consultation

The Florida Department of Education used a stakeholder outreach and consultation process similar to what was used during the No Child Left Behind waiver renewal process. Leaders from the Division of Educator Quality have reviewed these data with stakeholders in person all over the state of Florida. From presentations to the principals and assistant principals of Jackson County to all of the superintendents in a meeting of the Florida Association of District School Superintendents, department staff have been tenacious in helping leaders understand these data and take action to address them. Over a dozen department leaders who specifically work with various stakeholder groups sent drafts of the Equitable Access Plan to leaders from these groups to proactively seek input. Groups who were invited to consult included:

- Florida Teacher LEAD Network, district teachers of the year

- Commissioner's Leadership Academy, principals and principal supervisors who have completed a rigorous year-long job-embedded professional development program
- Florida PTA
- Florida Association of Student Councils
- Florida Network on Disabilities
- Florida College Access Network
- Florida State Conference of the NAACP
- Florida Faith-Based and Community-based Advisory Council
- Florida Chamber of Commerce
- Florida Council of 100
- Tax Watch
- Florida Consortium of Public Charter Schools
- Title I Community of Practitioners
- TNTP, New Leaders, Teach For America
- Deans and Directors of Florida-Approved Teacher Preparation Programs
- Florida School Boards Association
- Foundation for Excellence in Education
- Florida Education Association
- Florida Association of District School Superintendents

In addition to direct and personal outreach to these stakeholder groups, the department also created a website for public input and comment.

Comments received directly from this open website and/or from other stakeholder consultation were generally affirming of the department's approach and conclusions. A parent from a rural district wrote as a comment, "This report broadened my understanding of the VAM." A stakeholder from the Department of Juvenile Justice wrote, "I think that including the VAM in the evaluation process of Florida's teachers is much needed and not only gives a better picture but also is able to inform teachers about their impact on their students." Another parent lauded Florida's substantial progress in student achievement. Alternately, a postsecondary education faculty member offered that student achievement is a function of socio-economic background – a conclusion the department rejects. A K-12 educator called for "increased flexibility for districts [sic] to involuntarily transfer teachers in order to ensure highly effective teachers are placed in schools with records of low student achievement." Another K-12 educator called for incentive pay for teachers at harder-to-staff schools. An organization representing some Florida educators encouraged the department to consider three broad themes for closing equity gaps: "1) teacher preparation, induction and retention; 2) professional development and teacher leadership; and, 3) community outreach and engagement." These themes are reflected in one way or another in the strategies outlined below. Finally, a long-time statewide leader in education commended the department's use of "valuable comparable data regarding the distribution of high impact teachers." This leader noted initiatives like the Commissioner's Leadership Academy and differentiated accountability structures that support schools labeled D or F as important efforts to ensure all students in Florida have equitable access to excellent educators.

Strategies to Eliminate Equity Gaps

The equitable distribution of excellent educators has been a priority for Florida's leaders for more than a decade. Florida's significant improvements in reading and math achievement, and in other student outcomes, are evidence of this commitment. The statewide data highlighted in this report also underscore a commitment at the district and state levels to learning opportunities for all students. There remains work to be done, however, as is indicated by these data.

Notably, statutory authority already exists to support school districts as well as individual principals who are committed to equitable access to excellent educators and thus equitable outcomes for all students. For example, Florida principals have the authority to refuse the placement or transfer of instructional personnel unless the instructional personnel have a performance rating of effective or highly effective (1012.28(6), F.S.). Florida Statute also precludes instructional personnel from receiving an annual contract if they have "consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory" (1012.335(2)(c)(3), F.S.). Additionally, "a school district may not assign a higher percentage than the school district average of temporarily certified teachers, teacher in need of improvement, or out-of-field teachers to schools graded D or F" (1012.2315(2)(a), F.S.). Finally, Florida law also requires salary supplements for teachers assigned to a Title 1 eligible school and to teachers assigned to schools that are D or F (1012.22(5)(c)(I-II), F.S.) – two of the three school profiles analyzed for the purpose of this report/plan.

The department recognizes that many districts still do not maximize the authority available to them as outlined in Florida Statute, and it is the department's hope that a more precise focus on the consequences associated with equity gaps will provide encouragement to school districts to go beyond the letter of the laws above to implementing their intent. Additionally, the department will take or consider the following steps to ensure that higher proportions of students, especially those in D and F schools, have access to teachers whose impact on student learning as measured by VAM is rated effective or highly effective. These strategies emerged during the department's analysis of these data as well as from stakeholder consultation. This consultation came from organizations like the Florida Education Association, the Council for Educational Change, The New Teacher Project (TNTP), Teach For America, as well as individuals/educators.

The rationale for the strategies that follow will address several key opportunities. Specifically, they address three gaps: an information gap, an expectation gap and a teaching gap. Florida educators do not yet fully understand the various data available to them, and since that data has had various names and associations in recent years, the Florida Plan will work to ensure educators have the information they need in a way they can understand it to make decisions in service to a vision of equitable outcomes. Decades of research, most notably and recently by researchers like Carol Dweck (2006) and David Yeager and Gregory Walton (2011), indicate that a growth mindset – among educators and students – is an important condition for achievement. A fixed mindset results produces expectation gaps which lead to or exacerbate achievement gaps. A teaching gap (Stigler and Hiebert, 1999; 2009) exists as well, and the strategies that follow also seek to address that gap.

1. The department must continue to communicate the power and purpose of VAM so teachers understand it, and teachers must see their individual raw VAM scores in a way that has not been effected by local calculations. VAM is still not well understood in Florida making it difficult for some educators to see its utility. Improving educators' understanding of VAM will support educators in using the information to make data-driven decisions in service of equitable access. *To be implemented in Fall 2015 and beyond.*
2. The department will identify and convene Florida's highly effective teachers according to the methodology outlined in this report in order to support them in communicating their effective practices to other educators. Using the power of teacher leadership, especially in D and F schools, to build capacity shows respect for hard working educators and invests directly in those whose impact is greatest and supports them in building the capacity of their colleagues. *To be implemented in Spring 2016 and during the 2016-17 school year.*
3. School district leaders will be provided district-level data and state comparisons for each of the analyses in this report so they can determine to what extent local action may be necessary to highlight equity successes or correct equity gaps. Educators with better information make better decisions. *To be provided annually in accordance with 1012.34, F.S.*
4. The department will consider an explicit focus on, and metrics to measure, the distribution of highly effective teachers across all school types as part of its upcoming strategic planning process. *To be considered during Winter 2015.*

5. The department will consider pursuing legislative support for funding to increase the proportion of highly effective teachers in D and F schools in school districts that may not have the financial ability to do so on their own. The more highly effective teachers in a school the more likely students will be to achieve at high levels thus closing equity gaps. *To be considered in Spring 2016.*
6. The department will continue supporting, as is required by Florida Statute, the statewide program Florida Future Educators of America, with a specific focus on high school career academies focused on preparing Florida students for careers in Florida's public schools; a focus through this program on recruiting high potential prospective teachers to D and F schools will be considered. An emphasis on recruiting and preparing teachers for schools serving students who are poor and minority supports equitable access. *To be continued indefinitely.*
7. Recent legislation (HB 7069) requires that educators who are evaluated as less than effective participate in a professional development program – this expectation should support districts in developing the capacity of their educators whose impact on student learning according to VAM was not rated as effective. Improving the teaching effective of less than effective teachers – especially in schools serving vulnerable student populations – supports equitable access. *To be monitored beginning in Fall 2016.*
8. The department's and districts' efforts to create among educators and students a growth mindset (Dweck 2006) represents an essential element to achieving equity. Students with a growth mindset perform better in school than students

with a fixed mindset – overcoming stereotype threat and other biases. *To continue indefinitely.*

9. Improving the preparation of teachers is also a priority for Florida which leads the nation in policies related to teacher preparation (National Council for Teacher Quality, 2014). Florida's State Board of Education adopted outcome-based standards and performance levels for the continuing approval of teacher preparation programs, and the department has taken steps to identify and support low performing programs according to these metrics. Since these metrics are based on outcomes including placement, retention and impact on student learning, the department and preparation programs are working to better prepare new teachers, which will also support more equitable access to excellent educators. *The first report will be issued in Fall 2015.*
10. The department's efforts to support teacher leadership in improving instruction and outcomes, the Florida Teacher LEAD Network, has shown strong results in its first year. Sustaining this work and supporting districts in leveraging teacher leadership will be an ongoing priority. *To continue indefinitely.*

A commitment to excellence and equity has been part of Florida's plan for more than a generation, and the results of that focus speak for itself. Enormous opportunities are available to children today who a decade ago would have attended very different Florida schools.

Continued focus and resolve to support all students in achieving college and career ready standards, and having access to the educators who make that attainment possible, remains one of Florida's highest priorities. To this end, the Florida Department of

Education will use the statutorily-required report on the status of “each school district’s instructional personnel and school administrator evaluation system” (1012.34(1)(c), F.S.) to maintain a focus on the equitable distribution of excellent educators according to the methodology identified in this report. In changes mandated by HB 7069, which were signed into law by Gov. Rick Scott, this report requires the department to conduct “an analysis that compares performance evaluation results calculated by each school district to indicators of performance calculated by the department using the standards for performance levels adopted by the state board” (1012.34(1)(c)(2), F.S.). The various data that will be analyzed for this report will mirror the data that was analyzed for the Equitable Access to Excellent Educators Plan in order to mark progress or identify areas requiring attention. The monitoring required by this statute will also be used to follow up on district- and school-level progress in order to prioritize appropriately. This requirement will ensure that there is a standardized approach statewide to reporting the equitable distribution of highly effective teachers, as measured by VAM scores and against the performance levels established by the state board, and annual public reporting of these results. This annual report will be the department’s mechanism for providing ongoing support and monitoring on equitable access to excellent educators. The annual report and the monitoring authority under this statute provides the department with substantial authority for ensuring equitable access to excellent educators for the students in Florida most in need.

Appendix 1: Key Terms

Value-Added Measure: A measure of student academic growth that compares a student's expected performance to his or her actual performance on a standardized statewide assessment while taking into consideration certain variables that are outside a teacher's control, including student attendance and special education designations.

High-Impact Teacher: A highly effective teacher whose impact on student learning is positive when the statistical standard error is taken into account. Also defined as "high value-add" or "highly effective." For the purpose of this plan, high-impact is the allowable substitution for highly qualified.

Level 1 Teacher: A teacher with an unsatisfactory designation according to Florida's VAM methodology, there is a 95 percent probability that these teachers' value-add was below average.

Level 2 Teacher: A teacher with a needs improvement or developing designation according to Florida's VAM methodology; there is a 68 percent probability that these teachers value-add was below average.

Level 3 Teacher: The default rating in Florida's VAM methodology is that a teacher is effective; absent information that would make a teacher Level 1, 2 or 4, a teacher would receive a level 3 designation

Level 4 Teacher: A high-impact or highly effective teacher according to Florida's VAM methodology; there is a 95 percent probability that these teachers value-add was above average.

School Letter Grade: A rating mechanism used by the Florida Department of Education to assess school performance. Includes components based on student performance and on student learning gains.

School Poverty Level: Determined by identifying the percentage of students on free or reduced lunch in 2013-2014.

Inexperienced: A teacher who has been teaching less than four years.

Out-of-Field: a teacher who is non-highly qualified

Highest-quartile Poverty: Schools included in the top 25 percent of schools across the state with the highest percentage of students receive free or reduced price lunch.

Lowest-quartile Poverty Schools: Schools included in the bottom 25 percent of schools across the state with the lowest percentage of free or reduced price lunch students.

Highest-quartile Minority: Schools included in the top 25 percent of schools across the state with the highest percentage of students who do not identify as 100 percent white.

Lowest-quartile Minority: Schools included in the bottom 25 percent of schools across the state with the lowest percentage of students who do not identify as 100 percent white.

Poor student: A student who qualifies due to family income for free or reduced price lunch

Minority student: A student who does not identify as White

Unqualified teacher: A teacher who is non-highly qualified

Appendix 2: Equitable Access by Teacher Certification

	Poverty			
	Highest Quartile FRL		Lowest Quartile FRL	
School Type	N Courses Out of Field ¹	% Out of Field	N Courses Out of Field ¹	% Out of Field
Elementary	4,046	4.3%	2,148	2.3%
Middle	4,249	11.2%	1,522	4.1%
High	4,706	9.4%	1,377	2.8%
Combination	3,383	13.7%	1,710	6.0%
All Schools ²	14,549	7.2%	6,779	3.4%
¹ Out of Field is defined as those courses that were not being taught by a "highly qualified" teacher.				
² The total number of courses for All Schools does not add to the sum of the above counts because the quartiles are calculated within school types and may or may not be in the quartiles across all schools.				
	Minority			
	Highest Quartile		Lowest Quartile	
School Type	N Courses Out of Field ¹	% Out of Field	N Courses Out of Field ¹	% Out of Field
Elementary	5,075	5.2%	1,393	1.6%
Middle	3,724	11.1%	1,297	3.7%
High	4,717	9.8%	2,008	3.9%
Combination	4,227	12.3%	941	3.8%
All Schools ²	17,463	8.0%	5,999	3.1%
¹ Out of Field is defined as those courses that were not being taught by a "highly qualified" teacher.				
² The total number of courses for All Schools does not add to the sum of the above counts because the quartiles are calculated within school types and may or may not be in the quartiles across all schools.				

Appendix 3: Equitable Access by Teacher Experience

School Type	Poverty			
	Highest Quartile FRL Concentration		Lowest Quartile FRL Concentration	
	N Inexperienced Teachers ¹	% Inexperienced	N Inexperienced Teachers ¹	% Inexperienced
Elementary	1,554	23.9%	1,113	16.2%
Middle	1,090	25.9%	757	20.0%
High	571	26.0%	338	19.3%
Combination	422	24.5%	324	23.4%
All Schools ²	3,593	24.2%	2,292	18.4%
<i>¹ Inexperienced is defined as those teachers that have been teaching for less than four years.</i>				
<i>² The total number of teachers for All Schools does not add to the sum of the above counts because the quartiles are calculated within school types and may or may not be in the quartiles across all schools.</i>				
School Type	Minority			
	Highest Quartile		Lowest Quartile	
	N Inexperienced Teachers ¹	% Inexperienced	N Inexperienced Teachers ¹	% Inexperienced
Elementary	1,502	23.8%	1,209	17.1%
Middle	995	26.8%	777	20.4%
High	481	25.3%	377	19.3%
Combination	587	24.7%	352	21.2%
All Schools ²	3,588	24.3%	2,692	19.1%
<i>¹ Inexperienced is defined as those teachers that have been teaching for less than four years.</i>				
<i>² The total number of teachers for All Schools does not add to the sum of the above counts because the quartiles are calculated within school types and may or may not be in the quartiles across all schools.</i>				

Appendix 4: District VAM & Teacher Evaluation by School Grade

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Alachua									
A	16.5%	94.5%	65.0%	5.5%	9.5%	0.0%	9.0%	0.0%	200
B	13.9%	93.6%	48.6%	6.4%	20.8%	0.0%	16.8%	0.0%	173
C	16.8%	91.3%	52.2%	8.7%	14.9%	0.0%	16.1%	0.0%	161
D	5.8%	85.5%	53.6%	14.5%	23.2%	0.0%	17.4%	0.0%	69
F	1.1%	77.5%	67.4%	22.5%	14.6%	0.0%	16.9%	0.0%	89
Unavailable	0.0%	86.7%	66.7%	13.3%	13.3%	0.0%	20.0%	0.0%	15
Overall	12.6%	90.4%	57.3%	9.6%	15.6%	0.0%	14.6%	0.0%	707

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Baker									
A	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1
B	34.1%	45.5%	45.5%	29.5%	11.4%	25.0%	9.1%	0.0%	44
C	18.8%	25.0%	62.5%	68.8%	12.5%	6.3%	6.3%	0.0%	16
D	13.2%	21.1%	28.9%	23.7%	13.2%	50.0%	44.7%	5.3%	38
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	23.2%	33.3%	42.4%	33.3%	12.1%	31.3%	22.2%	2.0%	99

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Bay									
A	26.1%	49.4%	53.4%	49.4%	10.8%	1.1%	9.7%	0.0%	176
B	9.7%	32.0%	60.2%	66.0%	13.6%	1.0%	16.5%	1.0%	103
C	11.9%	28.9%	53.3%	68.9%	18.5%	2.2%	16.3%	0.0%	135
D	10.6%	27.5%	50.7%	69.0%	18.3%	1.4%	20.4%	2.1%	142
F	11.6%	21.7%	44.9%	71.0%	21.7%	5.8%	21.7%	1.4%	69
Unavailable	0.0%	13.2%	63.2%	73.7%	23.7%	7.9%	13.2%	5.3%	38
Overall	14.3%	32.9%	53.5%	63.8%	16.3%	2.3%	15.8%	1.1%	663

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Bradford									
A	33.3%	33.3%	33.3%	33.3%	0.0%	33.3%	33.3%	0.0%	3
B	-	-	-	-	-	-	-	-	0
C	25.8%	19.4%	48.4%	58.1%	6.5%	19.4%	19.4%	3.2%	31
D	0.0%	15.4%	61.5%	61.5%	30.8%	23.1%	7.7%	0.0%	13
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	57.1%	100.0%	42.9%	0.0%	0.0%	0.0%	7
Overall	16.7%	16.7%	51.9%	63.0%	16.7%	18.5%	14.8%	1.9%	54

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Brevard									
A	23.6%	75.1%	55.2%	24.5%	10.1%	0.2%	11.1%	0.2%	924
B	19.0%	66.2%	64.1%	32.4%	9.0%	0.3%	7.9%	1.0%	290
C	14.3%	51.4%	55.0%	46.2%	11.8%	2.0%	19.0%	0.5%	442
D	10.8%	33.8%	50.8%	66.2%	9.2%	0.0%	29.2%	0.0%	65
F	5.0%	15.0%	70.0%	85.0%	10.0%	0.0%	15.0%	0.0%	20
Unavailable	8.1%	56.5%	54.8%	40.3%	14.5%	3.2%	22.6%	0.0%	62
Overall	19.4%	65.1%	56.6%	33.8%	10.4%	0.8%	13.6%	0.4%	1,803

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Broward									
A	24.5%	19.2%	53.5%	80.3%	13.1%	0.4%	9.0%	0.1%	1,738
B	14.9%	10.0%	57.4%	88.6%	13.5%	1.1%	14.2%	0.3%	1,135
C	13.5%	9.6%	53.0%	88.1%	15.4%	1.6%	18.1%	0.7%	1,381
D	7.5%	4.2%	48.2%	89.1%	20.9%	5.6%	23.4%	1.1%	359
F	6.4%	4.0%	46.3%	89.9%	17.8%	4.6%	29.4%	1.5%	326
Unavailable	7.0%	7.4%	60.9%	91.4%	16.5%	0.8%	15.6%	0.4%	243
Overall	16.3%	12.1%	53.7%	86.0%	14.8%	1.5%	15.1%	0.5%	5,182

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Calhoun									
A	11.4%	9.1%	68.2%	90.9%	11.4%	0.0%	9.1%	0.0%	44
B	0.0%	4.8%	61.9%	95.2%	28.6%	0.0%	9.5%	0.0%	21
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	7.7%	7.7%	66.2%	92.3%	16.9%	0.0%	9.2%	0.0%	65

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Charlotte									
A	25.9%	25.9%	55.6%	74.1%	14.8%	0.0%	3.7%	0.0%	27
B	7.2%	44.9%	60.9%	55.1%	13.0%	0.0%	18.8%	0.0%	69
C	8.5%	27.1%	48.6%	71.8%	19.8%	1.1%	23.2%	0.0%	177
D	9.1%	36.4%	54.5%	60.6%	18.2%	0.0%	18.2%	3.0%	33
F	-	-	-	-	-	-	-	-	0
Unavailable	6.3%	12.5%	62.5%	87.5%	25.0%	0.0%	6.3%	0.0%	16
Overall	9.6%	31.1%	53.1%	68.0%	18.0%	0.6%	19.3%	0.3%	322

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Citrus									
A	13.5%	69.2%	63.5%	28.8%	12.2%	1.9%	10.9%	0.0%	156
B	7.9%	62.9%	67.4%	37.1%	12.9%	0.0%	11.8%	0.0%	178
C	6.4%	44.7%	68.1%	46.8%	19.1%	8.5%	6.4%	0.0%	47
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	43.8%	75.0%	43.8%	12.5%	12.5%	12.5%	0.0%	16
Overall	9.6%	62.5%	66.2%	35.3%	13.4%	2.3%	10.8%	0.0%	397

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Clay									
A	20.9%	81.2%	58.3%	18.8%	10.5%	0.0%	10.3%	0.0%	484
B	15.3%	86.5%	67.6%	13.5%	10.6%	0.0%	6.5%	0.0%	170
C	10.6%	74.6%	57.7%	25.4%	18.0%	0.0%	13.8%	0.0%	189
D	0.0%	81.5%	40.7%	18.5%	25.9%	0.0%	33.3%	0.0%	27
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	82.6%	60.9%	17.4%	21.7%	0.0%	17.4%	0.0%	23
Overall	16.5%	80.9%	59.5%	19.1%	12.9%	0.0%	11.2%	0.0%	893

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Collier									
A	26.8%	14.0%	57.9%	83.8%	10.7%	2.2%	4.6%	0.0%	549
B	15.8%	6.3%	63.3%	90.5%	10.8%	3.2%	10.1%	0.0%	158
C	14.9%	7.4%	64.4%	88.3%	13.3%	3.9%	7.4%	0.3%	309
D	14.5%	4.6%	58.0%	86.3%	16.8%	9.2%	10.7%	0.0%	131
F	10.6%	5.9%	67.1%	92.9%	10.6%	1.2%	11.8%	0.0%	85
Unavailable	4.5%	0.0%	77.3%	100.0%	13.6%	0.0%	4.5%	0.0%	22
Overall	19.7%	9.6%	61.2%	86.9%	12.0%	3.3%	7.1%	0.1%	1,254

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Columbia									
A	20.4%	87.8%	65.3%	12.2%	6.1%	0.0%	8.2%	0.0%	49
B	22.9%	77.1%	54.2%	22.9%	16.7%	0.0%	6.3%	0.0%	48
C	9.5%	70.2%	54.8%	29.8%	27.4%	0.0%	8.3%	0.0%	84
D	0.0%	62.9%	51.4%	37.1%	28.6%	0.0%	20.0%	0.0%	35
F	0.0%	0.0%	42.9%	100.0%	0.0%	0.0%	57.1%	0.0%	7
Unavailable	0.0%	75.0%	62.5%	25.0%	25.0%	0.0%	12.5%	0.0%	8
Overall	12.6%	72.3%	56.3%	27.7%	19.9%	0.0%	11.3%	0.0%	231

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
A	27.7%	53.3%	54.0%	45.4%	9.6%	1.2%	8.7%	0.1%	3,420
B	16.5%	35.5%	62.4%	61.2%	10.4%	3.3%	10.7%	0.0%	1,513
C	13.9%	31.3%	58.1%	65.1%	13.9%	3.0%	14.1%	0.6%	2,094
D	7.9%	20.7%	55.1%	73.4%	18.1%	5.2%	18.9%	0.7%	757
F	5.8%	18.0%	50.5%	77.3%	17.6%	3.7%	26.1%	1.0%	295
Unavailable	12.8%	28.0%	59.0%	70.0%	15.5%	1.7%	12.8%	0.2%	407
Overall	19.0%	39.4%	56.7%	57.9%	12.1%	2.5%	12.1%	0.3%	8,486

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Desoto									
A	-	-	-	-	-	-	-	-	0
B	-	-	-	-	-	-	-	-	0
C	6.3%	0.0%	81.3%	93.8%	6.3%	6.3%	6.3%	0.0%	16
D	11.4%	14.3%	48.6%	68.6%	22.9%	17.1%	17.1%	0.0%	35
F	8.3%	16.7%	29.2%	75.0%	14.6%	8.3%	47.9%	0.0%	48
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	3
Overall	8.8%	12.7%	46.1%	76.5%	15.7%	10.8%	29.4%	0.0%	102

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Dixie									
A	37.5%	50.0%	50.0%	25.0%	12.5%	25.0%	0.0%	0.0%	8
B	0.0%	37.5%	87.5%	50.0%	12.5%	12.5%	0.0%	0.0%	8
C	16.1%	29.0%	58.1%	48.4%	19.4%	22.6%	6.5%	0.0%	31
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	17.0%	34.0%	61.7%	44.7%	17.0%	21.3%	4.3%	0.0%	47

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Duval									
A	18.3%	15.2%	59.5%	79.6%	10.3%	5.2%	11.9%	0.0%	756
B	10.2%	9.9%	62.0%	84.6%	16.0%	5.5%	11.8%	0.0%	363
C	12.3%	5.6%	50.6%	85.9%	19.3%	8.4%	17.8%	0.1%	824
D	5.3%	2.0%	48.0%	88.2%	20.7%	9.8%	26.0%	0.0%	492
F	3.5%	1.6%	47.3%	86.1%	20.5%	12.0%	28.7%	0.3%	317
Unavailable	0.8%	0.0%	39.8%	66.9%	26.3%	31.6%	33.1%	1.5%	133
Overall	10.9%	7.3%	53.1%	83.6%	17.2%	8.9%	18.8%	0.1%	2,885

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Escambia									
A	13.0%	22.9%	55.7%	72.5%	12.2%	4.6%	19.1%	0.0%	131
B	14.2%	26.0%	52.5%	68.5%	12.3%	5.5%	21.0%	0.0%	219
C	8.7%	24.0%	52.4%	71.6%	17.0%	4.4%	21.8%	0.0%	412
D	11.4%	19.5%	55.3%	67.5%	14.6%	10.6%	18.7%	2.4%	123
F	8.5%	14.9%	51.1%	72.3%	23.4%	10.6%	17.0%	2.1%	47
Unavailable	0.0%	35.7%	71.4%	57.1%	14.3%	7.1%	14.3%	0.0%	14
Overall	10.8%	23.5%	53.5%	70.3%	15.2%	5.8%	20.5%	0.4%	946

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Flagler									
A	35.8%	73.7%	53.7%	23.2%	5.3%	3.2%	5.3%	0.0%	190
B	10.3%	53.4%	62.1%	43.1%	15.5%	3.4%	12.1%	0.0%	58
C	18.8%	50.0%	62.5%	34.4%	3.1%	15.6%	15.6%	0.0%	32
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	14.3%	71.4%	42.9%	14.3%	28.6%	14.3%	14.3%	0.0%	7
Overall	28.2%	66.9%	56.1%	28.2%	7.7%	4.9%	8.0%	0.0%	287

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Franklin									
A	66.7%	11.1%	22.2%	88.9%	11.1%	0.0%	0.0%	0.0%	9
B	-	-	-	-	-	-	-	-	0
C	22.2%	0.0%	50.0%	94.4%	22.2%	5.6%	5.6%	0.0%	18
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	100.0%	50.0%	0.0%	50.0%	0.0%	0.0%	2
Overall	34.5%	3.4%	44.8%	89.7%	17.2%	6.9%	3.4%	0.0%	29

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Gadsden									
A	7.7%	76.9%	57.7%	23.1%	11.5%	0.0%	23.1%	0.0%	26
B	50.0%	75.0%	0.0%	25.0%	0.0%	0.0%	50.0%	0.0%	4
C	0.0%	0.0%	55.6%	100.0%	22.2%	0.0%	22.2%	0.0%	9
D	4.2%	14.6%	47.9%	81.3%	20.8%	4.2%	27.1%	0.0%	48
F	3.8%	34.6%	57.7%	57.7%	23.1%	7.7%	15.4%	0.0%	26
Unavailable	0.0%	8.3%	41.7%	75.0%	41.7%	16.7%	16.7%	0.0%	12
Overall	5.6%	32.0%	50.4%	63.2%	20.8%	4.8%	23.2%	0.0%	125

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Gilchrist									
A	8.3%	52.8%	66.7%	47.2%	19.4%	0.0%	5.6%	0.0%	36
B	20.8%	50.0%	50.0%	45.8%	12.5%	0.0%	16.7%	4.2%	24
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	13.3%	51.7%	60.0%	46.7%	16.7%	0.0%	10.0%	1.7%	60

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Glades									
A	20.0%	51.4%	48.6%	45.7%	11.4%	2.9%	20.0%	0.0%	35
B	40.0%	60.0%	20.0%	40.0%	0.0%	0.0%	40.0%	0.0%	5
C	0.0%	41.7%	50.0%	58.3%	25.0%	0.0%	25.0%	0.0%	12
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	17.3%	50.0%	46.2%	48.1%	13.5%	1.9%	23.1%	0.0%	52

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Gulf									
A	-	-	-	-	-	-	-	-	0
B	3.4%	10.3%	62.1%	89.7%	31.0%	0.0%	3.4%	0.0%	29
C	11.8%	11.8%	58.8%	88.2%	17.6%	0.0%	11.8%	0.0%	34
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	7.9%	11.1%	60.3%	88.9%	23.8%	0.0%	7.9%	0.0%	63

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Hamilton									
A	-	-	-	-	-	-	-	-	0
B	-	-	-	-	-	-	-	-	0
C	18.8%	31.3%	43.8%	50.0%	18.8%	18.8%	18.8%	0.0%	16
D	0.0%	0.0%	50.0%	62.5%	18.8%	37.5%	31.3%	0.0%	16
F	16.7%	25.0%	66.7%	58.3%	8.3%	16.7%	8.3%	0.0%	12
Unavailable	-	-	-	-	-	-	-	-	0
Overall	11.4%	18.2%	52.3%	56.8%	15.9%	25.0%	20.5%	0.0%	44

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Hardee									
A	20.0%	20.0%	60.0%	80.0%	20.0%	0.0%	0.0%	0.0%	10
B	13.3%	13.3%	60.0%	73.3%	20.0%	13.3%	6.7%	0.0%	15
C	6.1%	10.2%	63.3%	75.5%	18.4%	12.2%	12.2%	2.0%	49
D	6.0%	10.0%	40.0%	60.0%	28.0%	30.0%	26.0%	0.0%	50
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	3
Overall	7.9%	11.0%	54.3%	70.1%	22.0%	18.1%	15.7%	0.8%	127

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Hendry									
A	-	-	-	-	-	-	-	-	0
B	39.3%	0.0%	35.7%	100.0%	17.9%	0.0%	7.1%	0.0%	28
C	16.9%	0.0%	56.6%	100.0%	13.3%	0.0%	13.3%	0.0%	83
D	16.7%	0.0%	41.7%	100.0%	8.3%	0.0%	33.3%	0.0%	12
F	4.0%	0.0%	48.0%	100.0%	36.0%	0.0%	12.0%	0.0%	25
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	2
Overall	18.7%	0.0%	50.7%	100.0%	17.3%	0.0%	13.3%	0.0%	150

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Hernando									
A	23.3%	64.4%	56.2%	35.6%	9.6%	0.0%	11.0%	0.0%	73
B	8.1%	56.8%	67.6%	43.2%	17.1%	0.0%	7.2%	0.0%	111
C	11.3%	42.8%	55.6%	57.2%	16.7%	0.0%	16.4%	0.0%	311
D	3.2%	34.0%	63.8%	66.0%	12.8%	0.0%	20.2%	0.0%	94
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	36.4%	36.4%	63.6%	45.5%	0.0%	18.2%	0.0%	11
Overall	10.7%	46.5%	58.8%	53.5%	15.8%	0.0%	14.7%	0.0%	600

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Highlands									
A	-	-	-	-	-	-	-	-	0
B	23.0%	38.1%	58.7%	60.3%	9.5%	1.6%	8.7%	0.0%	126
C	10.8%	31.8%	62.2%	66.2%	10.8%	2.0%	16.2%	0.0%	148
D	11.1%	24.4%	42.2%	75.6%	13.3%	0.0%	33.3%	0.0%	45
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2
Overall	15.6%	33.6%	58.3%	64.8%	10.6%	1.6%	15.6%	0.0%	321

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Hillsborough									
A	16.8%	59.3%	57.7%	38.8%	14.3%	1.2%	11.1%	0.7%	2,168
B	9.9%	47.4%	58.5%	48.5%	17.4%	2.5%	14.2%	1.6%	730
C	9.5%	39.3%	53.8%	55.8%	18.0%	2.8%	18.7%	2.1%	1,490
D	7.4%	32.1%	54.2%	61.8%	19.2%	3.6%	19.2%	2.5%	448
F	2.3%	26.2%	43.8%	67.7%	21.5%	4.6%	32.3%	1.5%	130
Unavailable	4.0%	28.2%	64.9%	59.9%	20.3%	8.9%	10.9%	3.0%	202
Overall	12.1%	47.4%	56.3%	48.6%	16.6%	2.5%	15.0%	1.5%	5,168

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Holmes									
A	40.0%	30.0%	40.0%	70.0%	10.0%	0.0%	10.0%	0.0%	10
B	-	-	-	-	-	-	-	-	0
C	3.4%	6.8%	64.4%	88.1%	13.6%	5.1%	18.6%	0.0%	59
D	7.7%	0.0%	34.6%	84.6%	15.4%	15.4%	42.3%	0.0%	26
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	2
Overall	8.2%	7.2%	54.6%	85.6%	13.4%	7.2%	23.7%	0.0%	97

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Indian River									
A	21.4%	35.7%	42.9%	44.6%	17.9%	19.6%	17.9%	0.0%	56
B	21.7%	53.6%	65.2%	42.0%	5.8%	4.3%	7.2%	0.0%	69
C	11.8%	32.2%	48.0%	49.3%	20.4%	17.8%	19.7%	0.7%	152
D	2.8%	5.6%	47.2%	63.9%	19.4%	16.7%	30.6%	13.9%	36
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	4
Overall	14.5%	34.1%	50.8%	48.6%	16.4%	15.5%	18.3%	1.9%	317

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Jackson									
A	20.0%	16.0%	52.0%	84.0%	12.0%	0.0%	16.0%	0.0%	25
B	17.4%	11.6%	47.8%	85.5%	20.3%	2.9%	14.5%	0.0%	69
C	6.3%	3.1%	54.7%	84.4%	20.3%	12.5%	18.8%	0.0%	64
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	72.2%	100.0%	22.2%	0.0%	5.6%	0.0%	18
Overall	11.9%	8.0%	53.4%	86.4%	19.3%	5.7%	15.3%	0.0%	176

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Jefferson									
A	-	-	-	-	-	-	-	-	0
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	0.0%	0.0%	57.1%	85.7%	35.7%	14.3%	7.1%	0.0%	14
F	6.3%	18.8%	31.3%	81.3%	50.0%	0.0%	12.5%	0.0%	16
Unavailable	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	1
Overall	3.2%	9.7%	41.9%	83.9%	45.2%	6.5%	9.7%	0.0%	31

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Lafayette									
A	-	-	-	-	-	-	-	-	0
B	15.4%	80.8%	73.1%	19.2%	7.7%	0.0%	3.8%	0.0%	26
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	15.4%	80.8%	73.1%	19.2%	7.7%	0.0%	3.8%	0.0%	26

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Lake									
A	18.5%	27.7%	63.1%	70.8%	11.5%	1.5%	6.9%	0.0%	130
B	19.6%	18.6%	58.3%	79.4%	10.8%	2.0%	11.3%	0.0%	204
C	11.0%	10.5%	56.1%	88.3%	17.6%	1.2%	15.4%	0.0%	410
D	9.6%	13.7%	52.1%	84.9%	12.3%	1.4%	26.0%	0.0%	73
F	7.6%	9.1%	48.5%	90.9%	21.2%	0.0%	22.7%	0.0%	66
Unavailable	4.5%	4.5%	63.6%	95.5%	27.3%	0.0%	4.5%	0.0%	22
Overall	13.5%	14.8%	56.9%	83.9%	15.2%	1.3%	14.4%	0.0%	905

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Lee									
A	17.7%	31.3%	59.1%	67.2%	14.1%	0.4%	9.1%	1.0%	772
B	12.6%	24.4%	53.5%	70.9%	16.7%	2.0%	17.3%	2.6%	492
C	7.9%	17.2%	53.6%	74.9%	21.1%	3.7%	17.4%	4.3%	517
D	8.0%	23.2%	40.8%	68.8%	20.0%	2.4%	31.2%	5.6%	125
F	4.8%	17.3%	46.2%	76.0%	24.0%	0.0%	25.0%	6.7%	104
Unavailable	2.8%	15.5%	80.3%	83.1%	9.9%	1.4%	7.0%	0.0%	71
Overall	12.3%	24.5%	55.4%	71.1%	17.2%	1.7%	15.1%	2.7%	2,081

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Leon									
A	23.1%	87.8%	62.2%	11.9%	8.2%	0.3%	6.5%	0.0%	294
B	16.4%	81.1%	59.8%	16.4%	18.0%	2.5%	5.7%	0.0%	122
C	11.9%	68.1%	67.6%	25.9%	11.9%	5.4%	8.6%	0.5%	185
D	4.7%	48.4%	56.3%	45.3%	25.0%	6.3%	14.1%	0.0%	64
F	-	-	-	-	-	-	-	-	0
Unavailable	14.3%	89.3%	82.1%	10.7%	3.6%	0.0%	0.0%	0.0%	28
Overall	16.9%	77.8%	63.5%	19.5%	12.3%	2.6%	7.4%	0.1%	693

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Levy									
A	41.2%	58.8%	52.9%	41.2%	5.9%	0.0%	0.0%	0.0%	17
B	8.9%	17.8%	62.2%	77.8%	20.0%	4.4%	8.9%	0.0%	45
C	14.3%	10.7%	60.7%	85.7%	17.9%	3.6%	7.1%	0.0%	28
D	0.0%	13.3%	56.7%	70.0%	26.7%	16.7%	16.7%	0.0%	30
F	-	-	-	-	-	-	-	-	0
Unavailable	23.8%	42.9%	52.4%	57.1%	14.3%	0.0%	9.5%	0.0%	21
Overall	14.2%	24.1%	58.2%	70.2%	18.4%	5.7%	9.2%	0.0%	141

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Liberty									
A	-	-	-	-	-	-	-	-	0
B	10.0%	27.5%	45.0%	62.5%	25.0%	10.0%	20.0%	0.0%	40
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	25.0%	25.0%	50.0%	75.0%	25.0%	0.0%	4
Overall	9.1%	25.0%	43.2%	59.1%	27.3%	15.9%	20.5%	0.0%	44

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Madison									
A	-	-	-	-	-	-	-	-	0
B	20.0%	60.0%	60.0%	40.0%	0.0%	0.0%	20.0%	0.0%	5
C	30.8%	46.2%	53.8%	46.2%	15.4%	7.7%	0.0%	0.0%	13
D	13.8%	65.5%	48.3%	34.5%	20.7%	0.0%	17.2%	0.0%	29
F	0.0%	33.3%	66.7%	66.7%	33.3%	0.0%	0.0%	0.0%	3
Unavailable	0.0%	50.0%	100.0%	50.0%	0.0%	0.0%	0.0%	0.0%	4
Overall	16.7%	57.4%	55.6%	40.7%	16.7%	1.9%	11.1%	0.0%	54

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Manatee									
A	26.2%	56.1%	61.2%	42.9%	8.8%	1.0%	3.7%	0.0%	294
B	21.1%	57.0%	59.9%	40.8%	13.4%	2.1%	5.6%	0.0%	142
C	16.9%	50.3%	58.9%	45.9%	13.6%	3.8%	10.7%	0.0%	338
D	7.5%	47.5%	62.5%	46.3%	18.8%	5.0%	11.3%	1.3%	80
F	11.3%	28.2%	47.9%	62.0%	28.2%	9.9%	12.7%	0.0%	71
Unavailable	0.0%	18.2%	69.7%	60.6%	27.3%	21.2%	3.0%	0.0%	33
Overall	18.6%	50.1%	59.6%	45.9%	14.1%	3.9%	7.7%	0.1%	958

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Marion									
A	19.1%	29.8%	69.1%	70.2%	9.6%	0.0%	2.1%	0.0%	94
B	8.4%	16.1%	65.0%	83.9%	21.0%	0.0%	5.6%	0.0%	143
C	9.3%	16.9%	64.6%	83.1%	11.8%	0.0%	14.3%	0.0%	356
D	6.2%	12.1%	53.8%	86.1%	17.2%	1.8%	22.8%	0.0%	338
F	3.4%	13.8%	65.5%	84.5%	20.7%	1.7%	10.3%	0.0%	58
Unavailable	0.0%	20.0%	55.0%	70.0%	20.0%	10.0%	25.0%	0.0%	20
Overall	8.5%	16.3%	61.3%	82.9%	15.4%	0.9%	14.8%	0.0%	1,009

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Martin									
A	18.9%	65.4%	65.0%	34.6%	8.8%	0.0%	7.4%	0.0%	217
B	22.5%	50.0%	40.0%	50.0%	12.5%	0.0%	25.0%	0.0%	40
C	12.5%	50.7%	52.2%	49.3%	16.9%	0.0%	18.4%	0.0%	136
D	0.0%	20.0%	40.0%	80.0%	33.3%	0.0%	26.7%	0.0%	15
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	40.9%	81.8%	59.1%	9.1%	0.0%	9.1%	0.0%	22
Overall	15.6%	56.5%	58.6%	43.5%	12.6%	0.0%	13.3%	0.0%	430

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Monroe									
A	28.3%	46.7%	60.0%	53.3%	8.3%	0.0%	3.3%	0.0%	60
B	9.9%	32.1%	72.8%	67.9%	12.3%	0.0%	4.9%	0.0%	81
C	5.7%	30.2%	77.4%	67.9%	11.3%	1.9%	5.7%	0.0%	53
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	11.1%	88.9%	88.9%	11.1%	0.0%	0.0%	0.0%	9
Overall	13.8%	35.0%	70.9%	64.5%	10.8%	0.5%	4.4%	0.0%	203

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Nassau									
A	27.3%	64.7%	48.7%	34.8%	12.8%	0.5%	11.2%	0.0%	187
B	11.5%	49.2%	49.2%	50.8%	16.4%	0.0%	23.0%	0.0%	61
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	23.4%	60.9%	48.8%	38.7%	13.7%	0.4%	14.1%	0.0%	248

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Okaloosa									
A	19.4%	78.0%	60.9%	21.8%	10.0%	0.2%	9.7%	0.0%	432
B	13.0%	70.1%	66.2%	29.9%	9.1%	0.0%	11.7%	0.0%	77
C	11.5%	83.9%	56.3%	16.1%	11.5%	0.0%	20.7%	0.0%	87
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	2.3%	67.4%	67.4%	32.6%	11.6%	0.0%	18.6%	0.0%	43
Overall	16.4%	77.2%	61.3%	22.7%	10.2%	0.2%	12.1%	0.0%	639

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Okeechobee									
A	-	-	-	-	-	-	-	-	0
B	11.8%	11.8%	70.6%	82.4%	5.9%	5.9%	11.8%	0.0%	17
C	12.4%	6.2%	60.5%	91.5%	12.4%	2.3%	14.7%	0.0%	129
D	11.1%	11.1%	55.6%	88.9%	22.2%	0.0%	11.1%	0.0%	9
F	-	-	-	-	-	-	-	-	0
Unavailable	5.6%	5.6%	66.7%	94.4%	16.7%	0.0%	11.1%	0.0%	18
Overall	11.6%	6.9%	61.8%	90.8%	12.7%	2.3%	13.9%	0.0%	173

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Orange									
A	20.1%	85.0%	61.7%	14.9%	10.4%	0.1%	7.9%	0.0%	1,889
B	15.1%	79.5%	59.9%	19.9%	14.1%	0.6%	10.9%	0.0%	668
C	9.3%	76.9%	61.0%	23.1%	16.5%	0.0%	13.3%	0.0%	897
D	10.3%	76.4%	56.1%	23.6%	16.8%	0.0%	16.8%	0.0%	369
F	6.9%	81.9%	65.3%	18.1%	11.1%	0.0%	16.7%	0.0%	72
Unavailable	3.0%	85.1%	76.2%	14.9%	10.9%	0.0%	9.9%	0.0%	101
Overall	15.2%	81.4%	61.1%	18.4%	13.0%	0.2%	10.6%	0.0%	3,996

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Osceola									
A	18.9%	39.6%	62.1%	53.7%	8.8%	6.7%	10.2%	0.0%	285
B	11.1%	33.6%	63.8%	66.1%	14.1%	0.3%	11.1%	0.0%	298
C	9.7%	37.1%	63.5%	62.5%	15.0%	0.4%	11.7%	0.0%	698
D	10.4%	39.6%	64.6%	60.4%	14.6%	0.0%	10.4%	0.0%	48
F	0.0%	16.7%	83.3%	75.0%	16.7%	8.3%	0.0%	0.0%	12
Unavailable	5.6%	35.2%	66.7%	61.1%	14.8%	3.7%	13.0%	0.0%	54
Overall	11.7%	36.7%	63.6%	61.4%	13.5%	1.9%	11.2%	0.0%	1,395

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Palm Beach									
A	22.4%	61.9%	63.6%	38.0%	7.8%	0.1%	6.1%	0.0%	2,005
B	15.6%	39.2%	63.1%	60.8%	12.2%	0.0%	9.1%	0.0%	778
C	11.1%	26.6%	65.5%	72.8%	11.7%	0.6%	11.6%	0.1%	1,068
D	9.0%	20.6%	65.5%	76.8%	11.9%	2.6%	13.5%	0.0%	310
F	7.2%	9.9%	53.2%	89.2%	31.5%	0.9%	8.1%	0.0%	111
Unavailable	2.1%	25.5%	78.7%	74.5%	14.9%	0.0%	4.3%	0.0%	94
Overall	16.7%	44.2%	64.2%	55.4%	10.6%	0.4%	8.5%	0.0%	4,366

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Pasco									
A	17.7%	84.7%	65.7%	14.7%	11.8%	0.5%	4.8%	0.0%	373
B	11.9%	79.5%	66.0%	20.0%	13.5%	0.5%	8.6%	0.0%	385
C	11.5%	71.6%	60.6%	26.6%	15.5%	1.8%	12.4%	0.0%	444
D	8.8%	77.3%	56.0%	21.5%	21.0%	1.3%	14.3%	0.0%	400
F	9.9%	63.7%	54.9%	29.7%	19.8%	6.6%	15.4%	0.0%	91
Unavailable	5.4%	82.1%	75.0%	16.1%	8.9%	1.8%	10.7%	0.0%	56
Overall	12.0%	77.4%	62.0%	21.3%	15.6%	1.4%	10.5%	0.0%	1,749

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Pinellas									
A	19.3%	33.2%	58.4%	66.1%	11.0%	0.7%	11.3%	0.0%	584
B	10.2%	26.3%	57.9%	72.2%	16.1%	1.5%	15.8%	0.0%	539
C	9.1%	21.7%	58.2%	77.2%	17.2%	1.1%	15.5%	0.0%	746
D	8.6%	21.4%	51.9%	77.4%	15.8%	1.1%	23.7%	0.0%	266
F	4.5%	16.7%	46.6%	80.7%	25.4%	2.7%	23.5%	0.0%	264
Unavailable	1.7%	23.0%	61.8%	74.2%	17.4%	2.8%	19.1%	0.0%	178
Overall	10.6%	24.8%	56.6%	73.8%	16.3%	1.4%	16.5%	0.0%	2,577

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Polk									
A	20.6%	56.4%	51.8%	42.7%	14.7%	0.9%	12.8%	0.0%	218
B	10.2%	32.7%	55.5%	66.5%	18.4%	0.8%	15.9%	0.0%	245
C	7.7%	23.1%	56.7%	70.3%	18.7%	6.5%	16.9%	0.1%	818
D	4.5%	21.0%	52.3%	73.9%	20.7%	5.2%	22.5%	0.0%	849
F	3.3%	17.3%	48.6%	76.2%	22.9%	6.5%	25.2%	0.0%	214
Unavailable	0.0%	17.2%	55.9%	79.6%	25.8%	3.2%	18.3%	0.0%	93
Overall	7.3%	25.6%	53.9%	69.6%	19.7%	4.8%	19.2%	0.0%	2,437

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Putnam									
A	20.0%	0.0%	70.0%	100.0%	0.0%	0.0%	10.0%	0.0%	10
B	35.3%	17.6%	35.3%	82.4%	17.6%	0.0%	11.8%	0.0%	17
C	9.7%	5.8%	66.9%	94.2%	9.7%	0.0%	13.6%	0.0%	154
D	16.7%	4.2%	44.4%	91.7%	19.4%	4.2%	19.4%	0.0%	72
F	8.3%	0.0%	58.3%	100.0%	8.3%	0.0%	25.0%	0.0%	12
Unavailable	0.0%	20.0%	60.0%	60.0%	20.0%	20.0%	20.0%	0.0%	5
Overall	13.3%	5.9%	58.5%	92.6%	12.6%	1.5%	15.6%	0.0%	270

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
St. Johns									
A	34.7%	61.7%	54.9%	37.9%	6.6%	0.4%	3.8%	0.0%	470
B	18.3%	35.7%	62.6%	61.7%	11.3%	2.6%	7.8%	0.0%	115
C	8.8%	26.5%	69.6%	73.5%	8.8%	0.0%	12.7%	0.0%	102
D	0.0%	100.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	2
F	-	-	-	-	-	-	-	-	0
Unavailable	11.1%	33.3%	77.8%	66.7%	8.3%	0.0%	2.8%	0.0%	36
Overall	27.2%	51.3%	59.3%	48.0%	7.7%	0.7%	5.8%	0.0%	725

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
St. Lucie									
A	26.1%	0.0%	39.1%	60.9%	17.4%	26.1%	17.4%	13.0%	23
B	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	1
C	-	-	-	-	-	-	-	-	0
D	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%	33.3%	0.0%	3
F	0.0%	0.0%	57.1%	57.1%	14.3%	28.6%	28.6%	14.3%	7
Unavailable	-	-	-	-	-	-	-	-	0
Overall	17.6%	0.0%	44.1%	64.7%	14.7%	23.5%	23.5%	11.8%	34

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Santa Rosa									
A	20.7%	58.4%	55.7%	40.6%	10.6%	0.8%	13.0%	0.3%	377
B	16.7%	43.3%	60.0%	56.7%	10.0%	0.0%	13.3%	0.0%	120
C	11.1%	55.6%	72.2%	44.4%	5.6%	0.0%	11.1%	0.0%	18
D	7.1%	32.1%	57.1%	67.9%	21.4%	0.0%	14.3%	0.0%	28
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	50.0%	70.0%	50.0%	20.0%	0.0%	10.0%	0.0%	10
Overall	18.4%	53.5%	57.5%	45.8%	11.0%	0.5%	13.0%	0.2%	553

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Sarasota									
A	26.4%	57.8%	56.7%	40.1%	11.8%	1.9%	5.1%	0.2%	526
B	15.2%	35.0%	61.4%	60.9%	11.7%	4.1%	11.7%	0.0%	197
C	18.0%	34.6%	52.1%	58.8%	13.7%	6.6%	16.1%	0.0%	211
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	13.8%	31.0%	79.3%	65.5%	3.4%	3.4%	3.4%	0.0%	29
Overall	21.9%	47.2%	57.3%	49.2%	11.9%	3.4%	8.8%	0.1%	963

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Seminole									
A	13.6%	62.5%	65.6%	36.2%	12.1%	1.3%	8.7%	0.0%	1,004
B	12.2%	58.9%	60.7%	40.6%	16.4%	0.5%	10.6%	0.0%	377
C	10.1%	59.5%	57.0%	40.5%	21.5%	0.0%	11.4%	0.0%	79
D	8.8%	62.6%	56.0%	37.4%	23.1%	0.0%	12.1%	0.0%	91
F	10.0%	50.0%	55.0%	50.0%	15.0%	0.0%	20.0%	0.0%	20
Unavailable	0.0%	18.8%	53.1%	81.3%	28.1%	0.0%	18.8%	0.0%	32
Overall	12.5%	60.5%	63.1%	38.6%	14.5%	0.9%	9.8%	0.0%	1,603

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Sumter									
A	21.7%	49.4%	53.0%	50.6%	18.1%	0.0%	7.2%	0.0%	83
B	4.5%	36.4%	43.2%	61.4%	27.3%	2.3%	25.0%	0.0%	44
C	-	-	-	-	-	-	-	-	0
D	6.8%	27.3%	22.7%	70.5%	29.5%	2.3%	40.9%	0.0%	44
F	-	-	-	-	-	-	-	-	0
Unavailable	16.7%	33.3%	66.7%	50.0%	0.0%	16.7%	16.7%	0.0%	6
Overall	13.6%	40.1%	43.5%	58.2%	22.6%	1.7%	20.3%	0.0%	177

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Suwannee									
A	-	-	-	-	-	-	-	-	0
B	5.3%	26.3%	71.1%	68.4%	13.2%	5.3%	10.5%	0.0%	38
C	17.1%	28.6%	68.6%	60.0%	14.3%	8.6%	0.0%	2.9%	35
D	8.3%	22.2%	47.2%	22.2%	13.9%	38.9%	30.6%	16.7%	36
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	10.1%	25.7%	62.4%	50.5%	13.8%	17.4%	13.8%	6.4%	109

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Taylor									
A	9.1%	18.2%	81.8%	81.8%	9.1%	0.0%	0.0%	0.0%	33
B	-	-	-	-	-	-	-	-	0
C	3.0%	6.1%	54.5%	75.8%	21.2%	18.2%	21.2%	0.0%	33
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	6.1%	12.1%	68.2%	78.8%	15.2%	9.1%	10.6%	0.0%	66

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Union									
A	39.3%	100.0%	60.7%	0.0%	0.0%	0.0%	0.0%	0.0%	28
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	39.3%	100.0%	60.7%	0.0%	0.0%	0.0%	0.0%	0.0%	28

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Volusia									
A	13.0%	24.5%	62.7%	73.3%	12.4%	2.1%	11.8%	0.0%	330
B	10.5%	28.5%	63.0%	67.1%	15.3%	4.5%	11.2%	0.0%	516
C	7.1%	22.5%	53.8%	70.9%	17.5%	6.5%	21.6%	0.1%	676
D	3.0%	17.9%	60.4%	75.4%	21.6%	6.7%	14.9%	0.0%	134
F	6.7%	6.7%	60.0%	93.3%	13.3%	0.0%	20.0%	0.0%	15
Unavailable	0.0%	32.7%	73.5%	67.3%	20.4%	0.0%	6.1%	0.0%	49
Overall	8.7%	24.5%	59.4%	70.6%	16.2%	4.8%	15.6%	0.1%	1,720

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Wakulla									
A	37.5%	62.5%	56.3%	37.5%	3.1%	0.0%	3.1%	0.0%	32
B	9.4%	35.8%	66.0%	64.2%	11.3%	0.0%	13.2%	0.0%	53
C	18.2%	63.6%	54.5%	36.4%	22.7%	0.0%	4.5%	0.0%	22
D	0.0%	14.3%	42.9%	42.9%	42.9%	42.9%	14.3%	0.0%	7
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	3
Overall	17.9%	46.2%	60.7%	51.3%	12.8%	2.6%	8.5%	0.0%	117

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School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Walton									
A	22.6%	66.0%	66.0%	34.0%	9.4%	0.0%	1.9%	0.0%	53
B	5.2%	34.0%	67.0%	60.8%	19.6%	5.2%	8.2%	0.0%	97
C	18.2%	36.4%	57.6%	57.6%	9.1%	6.1%	15.2%	0.0%	33
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	10.0%	60.0%	80.0%	10.0%	10.0%	30.0%	0.0%	10
Overall	11.9%	42.0%	64.8%	53.9%	14.5%	4.1%	8.8%	0.0%	193

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
Washington									
A	30.4%	34.8%	52.2%	65.2%	8.7%	0.0%	8.7%	0.0%	23
B	5.9%	17.6%	88.2%	82.4%	0.0%	0.0%	5.9%	0.0%	17
C	4.4%	28.9%	53.3%	64.4%	20.0%	6.7%	22.2%	0.0%	45
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	4
Overall	11.2%	27.0%	61.8%	69.7%	12.4%	3.4%	14.6%	0.0%	89

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
FDSB									
A	-	-	-	-	-	-	-	-	0
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	0.0%	55.3%	81.6%	36.8%	10.5%	7.9%	7.9%	0.0%	38
Overall	0.0%	55.3%	81.6%	36.8%	10.5%	7.9%	7.9%	0.0%	38

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
FLVS									
A	-	-	-	-	-	-	-	-	0
B	14.1%	42.3%	49.3%	56.3%	16.9%	1.4%	19.7%	0.0%	71
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	3.0%	83.3%	80.7%	16.7%	13.0%	0.0%	3.3%	0.0%	269
Overall	5.3%	74.7%	74.1%	25.0%	13.8%	0.3%	6.8%	0.0%	340

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
FAU Lab									
A	35.7%	92.9%	64.3%	7.1%	0.0%	0.0%	0.0%	0.0%	14
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	35.7%	92.9%	64.3%	7.1%	0.0%	0.0%	0.0%	0.0%	14

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
FSU Lab									
A	16.7%	3.3%	56.7%	83.3%	10.0%	13.3%	16.7%	0.0%	30
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	16.7%	3.3%	56.7%	83.3%	10.0%	13.3%	16.7%	0.0%	30

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
UF Lab									
A	18.8%	87.5%	62.5%	12.5%	0.0%	0.0%	18.8%	0.0%	16
B	-	-	-	-	-	-	-	-	0
C	-	-	-	-	-	-	-	-	0
D	-	-	-	-	-	-	-	-	0
F	-	-	-	-	-	-	-	-	0
Unavailable	-	-	-	-	-	-	-	-	0
Overall	18.8%	87.5%	62.5%	12.5%	0.0%	0.0%	18.8%	0.0%	16

* Teachers who received a performance rating of 3 Years - Developing are included with Needs Improvement.

