# 2014-2015 Annual Legislative Report on Teacher Evaluation

## Contents

# Summary

District performance evaluation results continue to be concentrated toward the higher-end of the four-level performance scale with 98.4% of teachers statewide receiving Effective or Highly Effective ratings.  In addition, substantial portions of educators were reported as not having been evaluated by their districts despite statutory requirements that they be evaluated annually, and despite extensions to the reporting deadlines to accommodate both the statutorily required validity study and related delay in reporting FSA and VAM data.

Approximately 1/3 of classroom teachers' evaluations include data from Florida's Value-Added Models (VAM), approved under section 1012.34(7), *Florida Statutes*. Using the 3 year combined aggregate VAM score for English language arts and Mathematics, a comparison of the academic performance of students (as measured by their teachers' VAM scores and school grades) and their teachers' performance evaluation results shows a relationship between performance indicators calculated by the department and performance evaluation results calculated by school districts. Overall, the average VAM score among teachers within each performance category increases as the rating improves. However, the variability of VAM scores within each performance evaluation category resulted in VAM score ranges that overlap across rating categories, indicating that teachers with the same VAM score received different final evaluation ratings, as assigned by the districts.

Because a teacher's overall performance evaluation rating is influenced by factors other than VAM scores, including instructional practice or observation data, professional responsibilities data, other sources of student performance data, and the methodology used by the individual district for incorporating VAM data in evaluations, it is not necessarily expected that the performance evaluation rating and VAM classification for every teacher be identical. However, when these measures do not align, they generally favor a higher rating for the teacher. As a result, nearly twice as many teachers received final evaluations of Highly Effective as had VAM scores that would have been classified under the methodology districts will begin using in 2015-16 under the recently-adopted SBE Rule 6A-5.0411, FAC, while there were nearly ninety-four times more teachers with VAM scores that would have been classified as Unsatisfactory using the same methodology as there were who received a final overall performance rating of Unsatisfactory. There is considerable overlap among VAM scores across each of the overall performance rating categories, indicating that VAM contributes little to the final overall performance rating. The department will begin monitoring district implementation of evaluation system requirements during the 2016-17 school year with a priority placed on those districts that have not satisfied statutory requirements including evaluating all instructional personnel and differentiating personnel evaluations across all four performance levels.

# Background

Section 1012.34(1)(c), *Florida Statutes* requires the department to publish a report by February 1 of each year that provides information on Florida's statewide teacher evaluation system. The report is required to contain the following information:

1. Performance evaluation results for the prior school year for instructional personnel and school administrators using four levels of performance, disaggregated by
   a. Classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, and
   b. All other instructional personnel, as defined in s. 1012.01(2)(b)–(d).

2. An analysis that compares performance evaluation results calculated by each school district to indicators of performance calculated by the department using standards established in State Board Rule 6A-5.0411, F.A.C.
3. Data reported under s. 1012.341.

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

# Section 1: Performance Evaluation Results for the 2014-15 School Year

Section 1012.34(2)(e), F.S. requires that evaluation systems for instructional personnel and school administrators differentiate among four levels of performance. The 2014-15 performance evaluation results indicate that while distinctions were made between the two highest evaluation categories, very few instructional personnel and administrators statewide received evaluations in the lower two categories, and in some districts, no staff at all were assigned evaluations in the lower two categories. An analysis of performance evaluation results by district showed that the statewide pattern persists in the majority of districts, although there are exceptions (see Appendices B, C and D). Despite the fact that most educators were rated either Effective or Highly Effective, the majority of both administrators and classroom teachers received an Effective Rating, as opposed to Highly Effective, for the 2014-15 school year. It is encouraging and consistent with statutory intent that districts are making important distinctions between teachers who are competent practitioners and those that represent the highest-performing members of their field, and individual district results indicate some districts are better able to make this distinction than others. A significant proportion of administrators (23.7%), other instructional personnel (32.3%) and classroom teachers (16.6%) were reported as not evaluated, or not reported at all, despite requirements in Section 1012.34(3)(a), F.S. that they be evaluated annually. Exhibit 1 presents a summary of statewide evaluation results in three employment categories: administrators, classroom teachers, and other instructional personnel.

**Exhibit 1: Fewer than 2% of Educators Who Were Evaluated Received Ratings Lower than Effective, and Nearly 1-in-5 Educators' Evaluations Were Either Not Conducted or Not Reported**

| Category* | Of Those with Evaluation Data, 2014-15 Personnel Evaluation, by Personnel Type | | | | | | | | | | Number Not Evaluated | Percent Not Evaluated, Based on Reported Data | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | N | % | N | % | N | % | N | % | N | % | | | |
| Administrators | 2,174 | 32.8% | 4,317 | 65.1% | 110 | 1.7% | 15 | 0.2% | 20 | 0.3% | 2,065 | 23.7% | 8,701 |
| Classroom Teachers | 59,528 | 37.5% | 96,709 | 60.9% | 1,526 | 1.0% | 792 | 0.5% | 347 | 0.2% | 31,614 | 16.6% | 190,516 |
| Other Instructional Personnel | 8,061 | 46.4% | 9,175 | 52.9% | 79 | 0.5% | 21 | 0.1% | 26 | 0.2% | 8,302 | 32.3% | 25,664 |
| Total | 69,763 | 38.1% | 110,201 | 60.3% | 1,715 | 0.9% | 828 | 0.5% | 393 | 0.2% | 41,981 | 19% | 224,881 |

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

The statewide evaluation results in Exhibit 1 show the clustering of evaluations in the upper two rating categories. The vast majority of classroom teachers (98.4%) received performance ratings from their districts in the top two categories, Highly Effective (37.5%) and Effective (60.9%). A small percentage (1.5%) of classroom teachers received a rating of either Needs Improvement or Developing, and less than one percent (0.2%) of classroom teachers received Unsatisfactory ratings. The distribution of statewide evaluation results is similar for other instructional personnel and administrators. Statewide, nearly one-quarter (23.7%) of administrators, nearly one-sixth (16.5%) of classroom teachers, and nearly one-third (32.3%) of other classroom personnel were reported as not evaluated, despite statutory requirements. Fifty-eight (78.4%) districts gave evaluations to at least 75% of classroom teachers, 29 (39.2%) gave evaluations to at least 75% of other instructional personnel, and 49 (66.2%) gave evaluations to at least 75% of administrators. At the other end of the spectrum, five districts (6.8%) reported not evaluating or did not report evaluations for 95% or more of their classroom teachers, seven (9.5%) reported not evaluating or did not report evaluations for 95% or more of their other instructional personnel, and 17 (23.0%) reported not evaluating or did not report evaluations for 95% or more of their administrators.

The distribution of evaluation ratings varies by district, but a large majority of classroom teachers in each district received a rating in one of the top two categories and very few in each district received a rating in the lowest category. A total of 48 districts (64.9%) did not use all four performance categories in the 2014-15 school year for classroom teachers, including 47 that did not assign a rating of Unsatisfactory to *any teachers* and nine that had no classroom teachers with a rating below Effective. Two districts assigned the same rating to all classroom teachers who received an evaluation; in one of these districts, all classroom teachers received a rating of Effective and in the other, all classroom teachers received a rating of Highly Effective. Evaluation results by district can be found in Appendices B through D.

## Section 2: District Performance-Level Standards

Districts currently have the flexibility to establish their own performance-level standards for the student performance component of teachers' evaluations until the 2015-16 school year, when State Board Rule 6A-5.0411, F.A.C. takes effect. Because of this, the standards and performance-level data used to evaluate teachers vary significantly by district. Even when examining the performance-level standards of only the subset of teachers who receive Value-Added Model (VAM) scores from the department, representing about one-third of teachers statewide, the specific measures and methods used for setting standards are not uniform across districts, making it difficult to draw conclusions about teacher quality and performance based on evaluation results. More consistent use of measures and establishment of uniform performance-level standards are necessary in order for evaluation results to be comparable between districts. Fortunately, this comparability should improve when the State Board of Education rule takes effect during the 2015-16 school year.

### Performance-Level Standards for VAM Data

Most districts set performance-level standards for VAM data by establishing classification rules that categorized VAM data prior to combining them with other teacher evaluation data. However, the criteria varied across districts such that teachers from different districts with the exact same VAM score and associated standard error could be assigned different classifications based on differences in how districts set cut scores. Classifying VAM scores helps simplify them for interpretability, discourages inappropriate attempts to compare and rank data that are not statistically different, and also provides transparency into how VAM scores are used in the evaluation process. However, given that evaluations inform compensation and employment decisions locally, statewide performance-level standards are necessary to ensure transportability and comparability of evaluation ratings that incorporate VAM data.

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

## Section 3: Comparative Analysis of District and State Performance and Evaluation Results

A comparison of the academic performance of students (as measured by their teachers' VAM scores and school grades) and their teachers' performance evaluation results revealed a relationship between indicators of performance calculated by the department and performance evaluation results calculated by school districts. Overall, the average VAM score among teachers within each performance category increases as the rating improves. However, the variability of VAM scores within each performance evaluation category resulted in VAM score ranges that overlap across rating categories, indicating that teachers with the same VAM score received different final evaluation ratings, as assigned by districts. This overlap is not surprising because there are several other sources of data used in conjunction with VAM scores to determine a teacher's performance evaluation. A comparison between evaluation results and VAM scores by school grades indicates that students who attend high quality schools, as measured by school grades of A or B, have better access to high quality teachers, whether this is measured by performance evaluation rating or by VAM classification, although the finding is significantly more pronounced when using VAM classification as the teacher quality metric.

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

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

Further, all analyses presented are based on the subset of teachers in the state who received both a District Performance Evaluation and a three-year aggregate combined VAM score (based on statewide, standardized assessment results) where there were at least 10 student assessments representing the teacher's VAM score.

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

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

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

While a similar number of teachers received Effective performance evaluations as were categorized Effective using the VAM classification methodology, nearly twice as many teachers received Highly Effective performance ratings as had VAM scores classified as Highly Effective. The opposite is true of the Needs Improvement and Unsatisfactory categories. Only 13% of the number of teachers rated as Needs Improvement using the department's VAM classification methodology compared to a final rating of Needs Improvement and only 1% of the number teachers of those categorized as Unsatisfactory based on VAM scores compared to a final rating of Unsatisfactory.

**Exhibit 2[1]: Nearly Twice as Many Teachers Received Final Evaluations of Highly Effective as Had VAM Scores Classified That Way, While There Were Nearly Ninety-Four Times More Teachers With Unsatisfactory VAM Scores as There Were Who Received a Final Performance Rating of Unsatisfactory**



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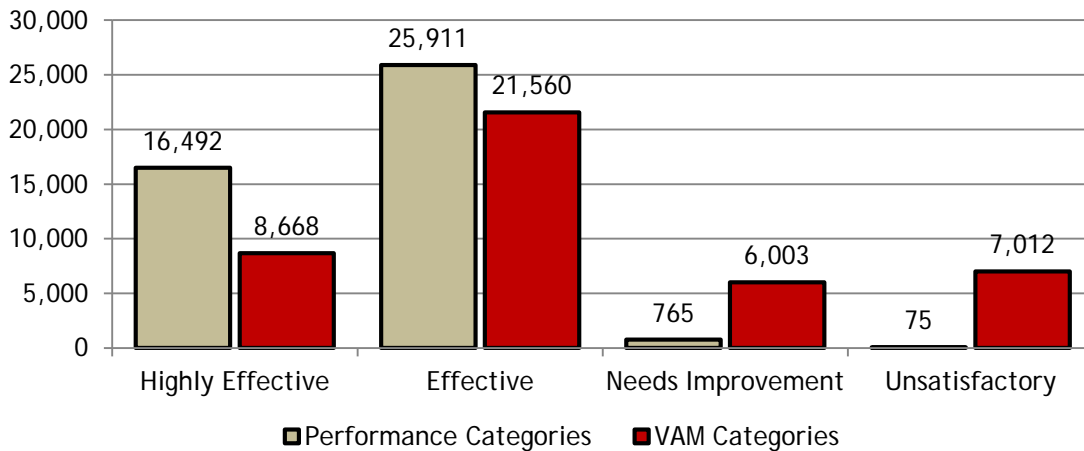
[1] Only teachers who received both a VAM score from the department and an evaluation from their district were included in the graph. In addition, for the purposes of comparisons, the 3 Years – Developing performance evaluation category was combined with the Needs Improvement category.

**Comparison of VAM Classification and Performance Evaluation Category Distributions by Informational Baseline School Grade**

While the results in Exhibit 3 show differences in the proportions of teachers within rating categories between the VAM classification and the final performance evaluation rating, both show differentiation among teacher performance levels that correlates with the informational baseline school grades. For example, the percentage of teachers at A schools who were identified as Highly Effective is substantially higher than the percentage of teachers at F schools who were identified as Highly Effective using both measures. Similarly, the percentage of teachers identified as Unsatisfactory increases as the school grade decreases, though this trend is not as pronounced in the performance ratings as it is in the VAM classification due to the very low number of teachers who received final ratings of Unsatisfactory. This is the type of relationship that you would expect to see between measures of school performance and measures of teachers performance within those schools.

**Exhibit 3: Informational Baseline School Grades Correlate with the Percentage of Teachers Rated as Highly Effective Based on Both the VAM Classification Methodology and the Final Performance Evaluation Rating**

| Informational Baseline 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 | 29.0% | 51.3% | 49.6% | 47.7% | 10.8% | 0.8% | 10.6% | 0.1% | 15,590 |
| B | 18.8% | 38.8% | 50.9% | 59.4% | 14.0% | 1.6% | 16.3% | 0.2% | 9,296 |
| C | 15.2% | 28.7% | 50.1% | 68.8% | 15.4% | 2.2% | 19.3% | 0.3% | 11,471 |
| D | 10.4% | 22.5% | 49.1% | 74.5% | 16.9% | 2.8% | 23.6% | 0.2% | 3,866 |
| F | 7.7% | 16.8% | 46.3% | 78.7% | 18.4% | 4.1% | 27.5% | 0.4% | 1,355 |
| Unavailable | 8.5% | 29.2% | 49.9% | 66.7% | 21.0% | 3.8% | 20.5% | 0.2% | 1,665 |
| Overall | 20.0% | 38.1% | 49.9% | 59.9% | 13.9% | 1.8% | 16.2% | 0.2% | 43,243 |

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

In order to examine the equitable access to high-quality teachers, VAM and overall performance ratings were grouped into two categories 1) Highly Effective and Effective or 2) Needs Improvement, 3 Years – Developing, and Unsatisfactory. Exhibit 9 shows the percentage of teachers in these two groups at A, B, C, D, and F schools. Exhibit 4 shows only a slight decline in the proportion of Highly Effective and Effective teachers based on Performance ratings from 99.1% at A schools to 95.6% at F schools. However, when looking at the availability of high-quality teachers, as measured by VAM classification, the difference is much more pronounced across school grades. Compared to the performance evaluation results shown, there is a much more dramatic decline in the availability of Highly Effective and Effective teachers from 78.6% at A schools to 54.1% at F schools. Based on either measure, the department's VAM classification or districts' performance evaluations, students at better performing schools seem to have greater access to high-quality teachers than students at lower performing schools.

**Exhibit 4: Students at High-Quality Schools Have Greater Access to High-Performing Teachers Whether Performance is Measured by VAM or by the Overall Evaluation**
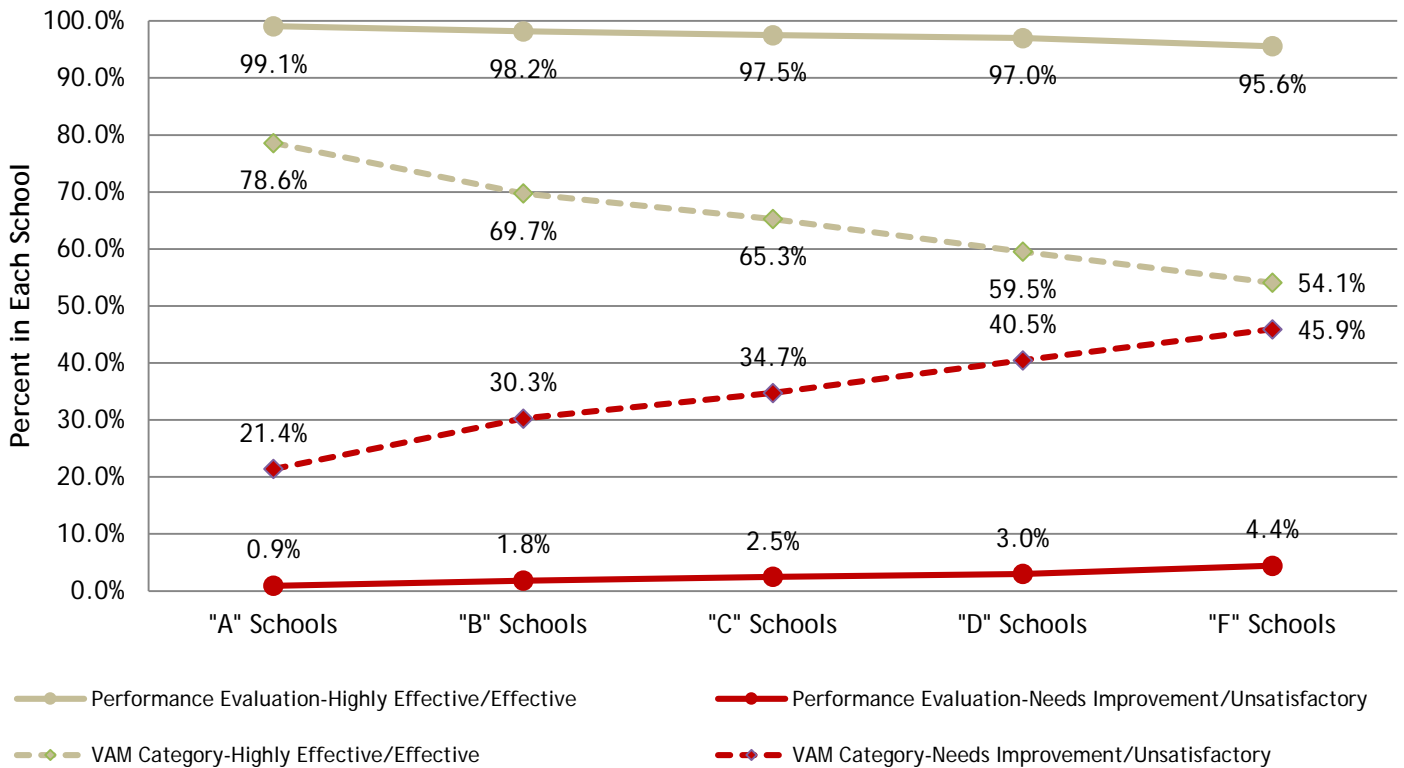


## Summary Statistics of VAM Scores by Performance Evaluation Rating Category

Overall, mean VAM scores show a pattern consistent with expectations that the higher the performance rating, the higher the average VAM score. In addition, the VAM score range is wider in the higher ratings than it is for the lower ratings, which may be a reflection of some districts' resistance to using the lower two categories for any of their teachers. These findings reinforce the importance of using multiple measures in teacher evaluation and demonstrate how VAM scores are particularly effective at identifying teachers at each end of the effectiveness distribution.

This section includes statewide summary statistics and associated graphs of three year aggregate combined VAM scores, which are weighted averages of teachers' VAM scores across both mathematics and reading over the years for which they have data across a three year period, at least one of which was during the 2014-15 school year. The combined VAM scores of teachers who only teach courses associated with one subject are equal to their subject-specific VAM scores. Teachers who teach at multiple schools within a district were included only once in this analysis. Exhibit 5 shows the summary statistics of three year aggregate combined VAM scores of teachers in each performance evaluation rating category.

**Exhibit 5: Although the Average VAM Score Generally Increases as the Final Performance Rating Increases, Some Teachers Received an Overall Performance Rating of Highly Effective Even Though They Had Very Low VAM Scores**

| Performance Evaluation Rating Category | Number of Teachers | Average VAM Score | Minimum VAM Score | Maximum VAM Score | Standard Deviation |
|---|---|---|---|---|---|
| Highly Effective | 16,492 | 0.174 | -5.283 | 5.316 | 0.416 |
| Effective | 25,911 | -0.087 | -4.342 | 6.125 | 0.420 |
| Needs Improvement | 484 | -0.405 | -3.747 | 1.654 | 0.491 |
| 3 Years - Developing | 281 | -0.471 | -3.538 | 1.420 | 0.537 |
| Unsatisfactory | 75 | -0.459 | -2.981 | 1.196 | 0.602 |
| Overall | 43,243 | 0.006 | -5.283 | 6.125 | 0.443 |

*Note: Only classroom teachers who received an evaluation from their district and who received a three year aggregate combined FSA VAM score from FDOE with a representation of at least 10 students are included.*

Several patterns are visible in the summary statistics shown in Exhibit 5. First, the average VAM score generally increases as the performance evaluation rating category increases. Second, the minimum and maximum VAM score in each performance evaluation rating category indicate overlapping VAM score ranges across all rating categories. However, since teacher evaluations are comprised of both[2] student growth measures and instructional practice scores and student growth measures can be comprised of more than just VAM data, some degree of overlap among the range of VAM scores among evaluation categories is to be expected.

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[2] Section 1012.34(3)(a), F.S. requires at least one-third of a teacher's annual evaluation to be based upon data and indicators of student learning growth or achievement.

# Section 4: Data reported under Section [1012.341, F.S.](#)

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

**School Board**
April Griffin, Chair
Cindy Stuart, Vice Chair
Doretha W. Edgecomb
Sally A. Harris
Carol W. Kurdell
Melissa Snively
Susan L. Valdes

**Hillsborough County**
P U B L I C   S C H O O L S
*Excellence in Education*

**Superintendent of Schools**
Jeff Eakins

January 11, 2016
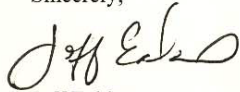
Pam Stewart
Commissioner of Education
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400

Dear Commissioner Stewart:

As required by Florida Statute 1012.341(2), Hillsborough County Public Schools has complied with the following:

(a)   The instructional personnel and school administrator evaluation systems base at least 40 percent of an employee's evaluation upon student performance and that student performance is the single greatest component of an employee's evaluation.

(b)   The instructional personnel and school administrator evaluation systems adopt the Commissioner of Education's student learning growth formula for statewide assessments as provided under s. 1012.34(7).

(c)   The school district's instructional personnel and school administrator compensation system awards salary increases based upon sustained student performance.

(d) The school district's contract system awards instructional personnel and school administrators based upon student performance and removes ineffective employees.

Sincerely,

Jeff Eakins
Superintendent

## Appendix A: Evaluation Results – Classroom Teachers

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Classroom Teachers | | | | | | | | | | Number Not Evaluated | Percent Not Evaluated | Total |
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| 01 | ALACHUA | 1,614 | 94.2% | 92 | 5.4% | 7 | 0.4% | 0 | 0.0% | 0 | 0.0% | 189 | 9.9% | 1,902 |
| 02 | BAKER | 135 | 46.1% | 155 | 52.9% | 3 | 1.0% | 0 | 0.0% | 0 | 0.0% | 32 | 9.8% | 325 |
| 03 | BAY | 784 | 44.5% | 949 | 53.8% | 13 | 0.7% | 16 | 0.9% | 1 | 0.1% | 193 | 9.9% | 1,956 |
| 04 | BRADFORD | 11 | 6.1% | 156 | 87.2% | 11 | 6.1% | 1 | 0.6% | 0 | 0.0% | 95 | 34.7% | 274 |
| 05 | BREVARD | 2,566 | 55.9% | 1,983 | 43.2% | 41 | 0.9% | 0 | 0.0% | 0 | 0.0% | 363 | 7.3% | 4,953 |
| 06 | BROWARD | 2,040 | 14.0% | 12,403 | 85.1% | 50 | 0.3% | 69 | 0.5% | 12 | 0.1% | 2,399 | 14.1% | 16,973 |
| 07 | CALHOUN | 13 | 9.4% | 126 | 90.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 42 | 23.2% | 181 |
| 08 | CHARLOTTE | 317 | 33.1% | 629 | 65.7% | 9 | 0.9% | 0 | 0.0% | 2 | 0.2% | 62 | 6.1% | 1,019 |
| 09 | CITRUS | 594 | 65.5% | 297 | 32.7% | 8 | 0.9% | 8 | 0.9% | 0 | 0.0% | 193 | 17.5% | 1,100 |
| 10 | CLAY | 2,072 | 80.9% | 488 | 19.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 15 | 0.6% | 2,575 |
| 11 | COLLIER | 153 | 5.4% | 2,685 | 94.0% | 14 | 0.5% | 3 | 0.1% | 0 | 0.0% | 345 | 10.8% | 3,200 |
| 12 | COLUMBIA | 397 | 62.9% | 225 | 35.7% | 9 | 1.4% | 0 | 0.0% | 0 | 0.0% | 45 | 6.7% | 676 |
| 13 | DADE | 5,978 | 33.6% | 11,570 | 65.1% | 164 | 0.9% | 65 | 0.4% | 5 | 0.0% | 6,128 | 25.6% | 23,910 |
| 14 | DESOTO | 168 | 61.1% | 103 | 37.5% | 0 | 0.0% | 4 | 1.5% | 0 | 0.0% | 47 | 14.6% | 322 |
| 15 | DIXIE | 1 | 0.8% | 120 | 98.4% | 1 | 0.8% | 0 | 0.0% | 0 | 0.0% | 6 | 4.7% | 128 |
| 16 | DUVAL | 1,076 | 14.8% | 6,029 | 82.7% | 85 | 1.2% | 101 | 1.4% | 0 | 0.0% | 1,137 | 13.5% | 8,428 |
| 17 | ESCAMBIA | 407 | 16.1% | 2,005 | 79.3% | 36 | 1.4% | 18 | 0.7% | 61 | 2.4% | 373 | 12.9% | 2,900 |
| 18 | FLAGLER | 497 | 71.3% | 187 | 26.8% | 7 | 1.0% | 6 | 0.9% | 0 | 0.0% | 88 | 11.2% | 785 |
| 19 | FRANKLIN | 8 | 11.4% | 58 | 82.9% | 4 | 5.7% | 0 | 0.0% | 0 | 0.0% | 11 | 13.6% | 81 |
| 20 | GADSDEN | 119 | 38.9% | 176 | 57.5% | 10 | 3.3% | 1 | 0.3% | 0 | 0.0% | 142 | 31.7% | 448 |
| 21 | GILCHRIST | 66 | 44.0% | 79 | 52.7% | 0 | 0.0% | 0 | 0.0% | 5 | 3.3% | 10 | 6.3% | 160 |
| 22 | GLADES | 63 | 50.4% | 57 | 45.6% | 5 | 4.0% | 0 | 0.0% | 0 | 0.0% | 14 | 10.1% | 139 |
| 23 | GULF | 32 | 27.4% | 85 | 72.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 4.9% | 123 |
| 24 | HAMILTON | 35 | 33.3% | 55 | 52.4% | 12 | 11.4% | 3 | 2.9% | 0 | 0.0% | 37 | 26.1% | 142 |
| 25 | HARDEE | 103 | 29.0% | 250 | 70.4% | 2 | 0.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 355 |
| 26 | HENDRY | 224 | 54.5% | 179 | 43.6% | 7 | 1.7% | 0 | 0.0% | 1 | 0.2% | 49 | 10.7% | 460 |
| 27 | HERNANDO | 1,052 | 70.2% | 444 | 29.6% | 2 | 0.1% | 0 | 0.0% | 0 | 0.0% | 160 | 9.7% | 1,658 |
| 28 | HIGHLANDS | 192 | 24.8% | 537 | 69.3% | 46 | 5.9% | 0 | 0.0% | 0 | 0.0% | 55 | 6.6% | 830 |
| 29 | HILLSBOROUGH | 6,803 | 48.7% | 6,698 | 47.9% | 303 | 2.2% | 54 | 0.4% | 124 | 0.9% | 2,067 | 12.9% | 16,049 |
| 30 | HOLMES | 69 | 31.5% | 142 | 64.8% | 6 | 2.7% | 2 | 0.9% | 0 | 0.0% | 24 | 9.9% | 243 |
| 31 | INDIAN RIVER | 341 | 52.4% | 255 | 39.2% | 38 | 5.8% | 16 | 2.5% | 1 | 0.2% | 409 | 38.6% | 1,060 |
| 32 | JACKSON | 24 | 5.4% | 402 | 90.7% | 5 | 1.1% | 11 | 2.5% | 1 | 0.2% | 67 | 13.1% | 510 |
| 33 | JEFFERSON | 16 | 26.2% | 45 | 73.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 25 | 29.1% | 86 |
| 34 | LAFAYETTE | 53 | 77.9% | 15 | 22.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 2.9% | 70 |
| 35 | LAKE | 274 | 11.3% | 2,118 | 87.6% | 26 | 1.1% | 0 | 0.0% | 0 | 0.0% | 763 | 24.0% | 3,181 |
| 36 | LEE | 2,048 | 38.4% | 3,172 | 59.4% | 38 | 0.7% | 48 | 0.9% | 32 | 0.6% | 599 | 10.1% | 5,937 |
| 37 | LEON | 1,785 | 89.5% | 181 | 9.1% | 7 | 0.4% | 21 | 1.1% | 0 | 0.0% | 361 | 15.3% | 2,355 |
| 38 | LEVY | 94 | 28.8% | 212 | 65.0% | 9 | 2.8% | 11 | 3.4% | 0 | 0.0% | 53 | 14.0% | 379 |

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Classroom Teachers | | | | | | | | | | Number Not Eval-uated | Percent Not Eval-uated | Total |
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| 39 | LIBERTY | 4 | 4.7% | 75 | 88.2% | 6 | 7.1% | 0 | 0.0% | 0 | 0.0% | 32 | 27.4% | 117 |
| 40 | MADISON | 38 | 26.4% | 105 | 72.9% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 67 | 31.8% | 211 |
| 41 | MANATEE | 324 | 14.6% | 1,889 | 85.0% | 5 | 0.2% | 5 | 0.2% | 0 | 0.0% | 1,205 | 35.2% | 3,428 |
| 42 | MARION | 537 | 21.6% | 1,948 | 78.2% | 3 | 0.1% | 0 | 0.0% | 2 | 0.1% | 373 | 13.0% | 2,863 |
| 43 | MARTIN | 764 | 68.1% | 322 | 28.7% | 33 | 2.9% | 0 | 0.0% | 3 | 0.3% | 170 | 13.2% | 1,292 |
| 44 | MONROE | 306 | 63.5% | 174 | 36.1% | 2 | 0.4% | 0 | 0.0% | 0 | 0.0% | 40 | 7.7% | 522 |
| 45 | NASSAU | 531 | 81.7% | 119 | 18.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 81 | 11.1% | 731 |
| 46 | OKALOOSA | 1,637 | 89.6% | 188 | 10.3% | 2 | 0.1% | 0 | 0.0% | 0 | 0.0% | 126 | 6.5% | 1,953 |
| 47 | OKEECHOBEE | 60 | 15.9% | 300 | 79.4% | 11 | 2.9% | 7 | 1.9% | 0 | 0.0% | 53 | 12.3% | 431 |
| 48 | ORANGE | 256 | 2.4% | 10,406 | 97.2% | 16 | 0.1% | 33 | 0.3% | 0 | 0.0% | 1,604 | 13.0% | 12,315 |
| 49 | OSCEOLA | 1,593 | 45.7% | 1,724 | 49.5% | 61 | 1.8% | 32 | 0.9% | 75 | 2.2% | 259 | 6.9% | 3,744 |
| 50 | PALM BEACH | 4,828 | 41.9% | 6,592 | 57.3% | 41 | 0.4% | 50 | 0.4% | 1 | 0.0% | 1,605 | 12.2% | 13,117 |
| 51 | PASCO | 2,819 | 88.7% | 336 | 10.6% | 22 | 0.7% | 2 | 0.1% | 0 | 0.0% | 1,859 | 36.9% | 5,038 |
| 52 | PINELLAS | 1,777 | 28.4% | 4,406 | 70.4% | 42 | 0.7% | 32 | 0.5% | 0 | 0.0% | 1,141 | 15.4% | 7,398 |
| 53 | POLK | 2,139 | 37.2% | 3,367 | 58.6% | 158 | 2.7% | 83 | 1.4% | 1 | 0.0% | 964 | 14.4% | 6,712 |
| 54 | PUTNAM | 192 | 33.3% | 373 | 64.8% | 7 | 1.2% | 4 | 0.7% | 0 | 0.0% | 141 | 19.7% | 717 |
| 55 | ST. JOHNS | 913 | 48.3% | 968 | 51.2% | 9 | 0.5% | 0 | 0.0% | 0 | 0.0% | 95 | 4.8% | 1,985 |
| 56 | ST. LUCIE | 1,489 | 68.9% | 636 | 29.4% | 8 | 0.4% | 9 | 0.4% | 18 | 0.8% | 451 | 17.3% | 2,611 |
| 57 | SANTA ROSA | 5 | 71.4% | 2 | 28.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1,836 | 99.6% | 1,843 |
| 58 | SARASOTA | 1,506 | 54.6% | 1,214 | 44.0% | 21 | 0.8% | 14 | 0.5% | 1 | 0.0% | 687 | 20.0% | 3,443 |
| 59 | SEMINOLE | 2,877 | 68.2% | 1,335 | 31.6% | 8 | 0.2% | 1 | 0.0% | 0 | 0.0% | 380 | 8.3% | 4,601 |
| 60 | SUMTER | 242 | 47.3% | 265 | 51.8% | 5 | 1.0% | 0 | 0.0% | 0 | 0.0% | 96 | 15.8% | 608 |
| 61 | SUWANNEE | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 408 | 100.0% | 408 |
| 62 | TAYLOR | 3 | 1.8% | 165 | 97.1% | 2 | 1.2% | 0 | 0.0% | 0 | 0.0% | 42 | 19.8% | 212 |
| 63 | UNION | 0 | 0.0% | 156 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 13 | 7.7% | 169 |
| 64 | VOLUSIA | 995 | 24.1% | 3,034 | 73.5% | 44 | 1.1% | 53 | 1.3% | 0 | 0.0% | 400 | 8.8% | 4,526 |
| 65 | WAKULLA | 107 | 38.8% | 169 | 61.2% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 55 | 16.6% | 331 |
| 66 | WALTON | 140 | 29.2% | 316 | 66.0% | 18 | 3.8% | 5 | 1.0% | 0 | 0.0% | 123 | 20.4% | 602 |
| 67 | WASHINGTON | 38 | 16.2% | 191 | 81.6% | 3 | 1.3% | 2 | 0.9% | 0 | 0.0% | 81 | 25.7% | 315 |
| 68 | FSDB | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 121 | 100.0% | 121 |
| 69 | WASHINGTON SPECIAL | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 13 | 100.0% | 13 |
| 71 | FL VIRTUAL | 1,023 | 70.5% | 416 | 28.7% | 12 | 0.8% | 0 | 0.0% | 1 | 0.1% | 398 | 21.5% | 1,850 |
| 72 | FAU LAB SCHOOL | 89 | 77.4% | 26 | 22.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 34 | 22.8% | 149 |
| 73 | FSU LAB SCHOOL | 17 | 11.6% | 123 | 83.7% | 7 | 4.8% | 0 | 0.0% | 0 | 0.0% | 14 | 8.7% | 161 |
| 74 | FAMU LAB SCHOOL | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 41 | 100.0% | 41 |
| 75 | UF LAB SCHOOL | 55 | 84.6% | 7 | 10.8% | 2 | 3.1% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% | 65 |
| STATEWIDE TOTAL | | 59,528 | 37.5% | 96,709 | 60.9% | 1,526 | 1.0% | 792 | 0.5% | 347 | 0.2% | 31,614 | 16.6% | 190,516 |

## Appendix B: Evaluation Results – Other Instructional Personnel

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Other Instructional Personnel | | | | | | | | | | Number Not Evaluated | Percent Not Evaluated | Total |
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | ALACHUA | 244 | 97.6% | 4 | 1.6% | 2 | 0.8% | 0 | 0.0% | 0 | 0.0% | 92 | 26.9% | 342 |
| 02 | BAKER | 23 | 69.7% | 10 | 30.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 5 | 13.2% | 38 |
| 03 | BAY | 155 | 72.4% | 58 | 27.1% | 1 | 0.5% | 0 | 0.0% | 0 | 0.0% | 41 | 16.1% | 255 |
| 04 | BRADFORD | 2 | 12.5% | 14 | 87.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 10 | 38.5% | 26 |
| 05 | BREVARD | 374 | 73.8% | 130 | 25.6% | 3 | 0.6% | 0 | 0.0% | 0 | 0.0% | 210 | 29.3% | 717 |
| 06 | BROWARD | 422 | 29.3% | 1,015 | 70.4% | 3 | 0.2% | 1 | 0.1% | 0 | 0.0% | 188 | 11.5% | 1,629 |
| 07 | CALHOUN | 1 | 6.3% | 15 | 93.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 | 30.4% | 23 |
| 08 | CHARLOTTE | 79 | 56.0% | 62 | 44.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 10 | 6.6% | 151 |
| 09 | CITRUS | 92 | 76.7% | 27 | 22.5% | 1 | 0.8% | 0 | 0.0% | 0 | 0.0% | 25 | 17.2% | 145 |
| 10 | CLAY | 272 | 88.9% | 34 | 11.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 63 | 17.1% | 369 |
| 11 | COLLIER | 18 | 5.2% | 328 | 94.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 12 | 3.4% | 358 |
| 12 | COLUMBIA | 71 | 89.9% | 8 | 10.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 45 | 36.3% | 124 |
| 13 | DADE | 897 | 46.1% | 1,048 | 53.9% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% | 614 | 24.0% | 2,560 |
| 14 | DESOTO | 36 | 83.7% | 7 | 16.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 10 | 18.9% | 53 |
| 15 | DIXIE | 0 | 0.0% | 15 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 14 | 48.3% | 29 |
| 16 | DUVAL | 28 | 2.8% | 973 | 96.4% | 5 | 0.5% | 3 | 0.3% | 0 | 0.0% | 177 | 14.9% | 1,186 |
| 17 | ESCAMBIA | 143 | 44.8% | 167 | 52.4% | 4 | 1.3% | 2 | 0.6% | 3 | 0.9% | 124 | 28.0% | 443 |
| 18 | FLAGLER | 93 | 89.4% | 11 | 10.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 44 | 29.7% | 148 |
| 19 | FRANKLIN | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 11 | 78.6% | 14 |
| 20 | GADSDEN | 31 | 50.8% | 28 | 45.9% | 2 | 3.3% | 0 | 0.0% | 0 | 0.0% | 36 | 37.1% | 97 |
| 21 | GILCHRIST | 7 | 38.9% | 11 | 61.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 5.3% | 19 |
| 22 | GLADES | * | -- | * | -- | * | -- | * | -- | * | -- | 8 | 100.0% | 8 |
| 23 | GULF | 12 | 52.2% | 11 | 47.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 | 23.3% | 30 |
| 24 | HAMILTON | 4 | 23.5% | 6 | 35.3% | 4 | 23.5% | 3 | 17.6% | 0 | 0.0% | 16 | 48.5% | 33 |
| 25 | HARDEE | 8 | 19.0% | 29 | 69.0% | 5 | 11.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 42 |
| 26 | HENDRY | 42 | 79.2% | 11 | 20.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 15 | 22.1% | 68 |
| 27 | HERNANDO | 156 | 90.7% | 16 | 9.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 61 | 26.2% | 233 |
| 28 | HIGHLANDS | 42 | 51.9% | 39 | 48.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 62 | 43.4% | 143 |
| 29 | HILLSBOROUGH | 769 | 48.9% | 778 | 49.5% | 14 | 0.9% | 0 | 0.0% | 10 | 0.6% | 983 | 38.5% | 2,554 |
| 30 | HOLMES | 9 | 37.5% | 15 | 62.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 4.0% | 25 |
| 31 | INDIAN RIVER | 16 | 30.2% | 34 | 64.2% | 2 | 3.8% | 1 | 1.9% | 0 | 0.0% | 134 | 71.7% | 187 |
| 32 | JACKSON | 0 | 0.0% | 45 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 12 | 21.1% | 57 |
| 33 | JEFFERSON | 3 | 50.0% | 3 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 20 | 76.9% | 26 |
| 34 | LAFAYETTE | 9 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 25.0% | 12 |
| 35 | LAKE | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 604 | 99.8% | 605 |
| 36 | LEE | 259 | 45.9% | 301 | 53.4% | 1 | 0.2% | 2 | 0.4% | 1 | 0.2% | 181 | 24.3% | 745 |
| 37 | LEON | 280 | 95.2% | 12 | 4.1% | 1 | 0.3% | 1 | 0.3% | 0 | 0.0% | 92 | 23.8% | 386 |
| 38 | LEVY | 9 | 40.9% | 13 | 59.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 33 | 60.0% | 55 |
| 39 | LIBERTY | 3 | 50.0% | 3 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 50.0% | 12 |

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Other Instructional Personnel | | | | | | | | | | Number Not Eval-uated | Percent Not Eval-uated | Total |
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| 40 | MADISON | 8 | 40.0% | 11 | 55.0% | 0 | 0.0% | 1 | 5.0% | 0 | 0.0% | 9 | 31.0% | 29 |
| 41 | MANATEE | * | -- | * | -- | * | -- | * | -- | * | -- | 5 | 55.6% | 9 |
| 42 | MARION | 84 | 30.0% | 196 | 70.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 86 | 23.5% | 366 |
| 43 | MARTIN | 119 | 81.5% | 24 | 16.4% | 3 | 2.1% | 0 | 0.0% | 0 | 0.0% | 28 | 16.1% | 174 |
| 44 | MONROE | 39 | 68.4% | 18 | 31.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 24 | 29.6% | 81 |
| 45 | NASSAU | 74 | 98.7% | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 65 | 46.4% | 140 |
| 46 | OKALOOSA | 132 | 95.7% | 6 | 4.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 107 | 43.7% | 245 |
| 47 | OKEECHOBEE | 12 | 26.7% | 33 | 73.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 18 | 28.6% | 63 |
| 48 | ORANGE | 318 | 15.0% | 1,804 | 85.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 864 | 28.9% | 2,986 |
| 49 | OSCEOLA | 273 | 56.8% | 177 | 36.8% | 17 | 3.5% | 2 | 0.4% | 12 | 2.5% | 143 | 22.9% | 624 |
| 50 | PALM BEACH | 473 | 52.3% | 430 | 47.5% | 0 | 0.0% | 2 | 0.2% | 0 | 0.0% | 920 | 50.4% | 1,825 |
| 51 | PASCO | 309 | 95.7% | 10 | 3.1% | 4 | 1.2% | 0 | 0.0% | 0 | 0.0% | 300 | 48.2% | 623 |
| 52 | PINELLAS | 371 | 40.8% | 536 | 59.0% | 1 | 0.1% | 1 | 0.1% | 0 | 0.0% | 368 | 28.8% | 1,277 |
| 54 | PUTNAM | 75 | 88.2% | 10 | 11.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 99 | 53.8% | 184 |
| 55 | ST. JOHNS | 154 | 75.9% | 49 | 24.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 150 | 42.5% | 353 |
| 56 | ST. LUCIE | 237 | 80.3% | 56 | 19.0% | 1 | 0.3% | 1 | 0.3% | 0 | 0.0% | 156 | 34.6% | 451 |
| 57 | SANTA ROSA | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 218 | 100.0% | 218 |
| 58 | SARASOTA | 207 | 84.5% | 38 | 15.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 46 | 15.8% | 291 |
| 59 | SEMINOLE | 251 | 74.3% | 86 | 25.4% | 1 | 0.3% | 0 | 0.0% | 0 | 0.0% | 268 | 44.2% | 606 |
| 60 | SUMTER | 42 | 57.5% | 31 | 42.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 19 | 20.7% | 92 |
| 61 | SUWANNEE | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 65 | 100.0% | 65 |
| 62 | TAYLOR | 1 | 4.0% | 24 | 96.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 13.8% | 29 |
| 63 | UNION | 0 | 0.0% | 18 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 18.2% | 22 |
| 64 | VOLUSIA | 201 | 45.6% | 238 | 54.0% | 1 | 0.2% | 1 | 0.2% | 0 | 0.0% | 79 | 15.2% | 520 |
| 65 | WAKULLA | 14 | 46.7% | 16 | 53.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 27 | 47.4% | 57 |
| 66 | WALTON | 18 | 29.0% | 43 | 69.4% | 1 | 1.6% | 0 | 0.0% | 0 | 0.0% | 19 | 23.5% | 81 |
| 67 | WASHINGTON | 6 | 20.7% | 23 | 79.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 22 | 43.1% | 51 |
| 68 | FSDB | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 26 | 100.0% | 26 |
| 69 | WASHINGTON SPECIAL | * | -- | * | -- | * | -- | * | -- | * | -- | 2 | 100.0% | 2 |
| 71 | FL VIRTUAL | 12 | 66.7% | 6 | 33.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 168 | 90.3% | 186 |
| 72 | FAU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 3 | 33.3% | 9 |
| 73 | FSU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 4 | 44.4% | 9 |
| 74 | FAMU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 9 | 100.0% | 9 |
| 75 | UF LAB SCHOOL | 13 | 92.9% | 0 | 0.0% | 1 | 7.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 14 |
| STATEWIDE TOTAL | | 8,061 | 46.4% | 9,175 | 52.8% | 79 | 0.5% | 21 | 0.1% | 26 | 0.1% | 8,302 | 32.3% | 25,664 |

## Appendix C: Evaluation Results – Administrators

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Administrative Personnel | | | | | | | | | | Number Not Eval-uated | Percent Not Eval-uated | Total |
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| 01 | ALACHUA | 3 | 4.1% | 66 | 90.4% | 4 | 5.5% | 0 | 0.0% | 0 | 0.0% | 18 | 19.8% | 91 |
| 02 | BAKER | 12 | 85.7% | 2 | 14.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 12.5% | 16 |
| 03 | BAY | 54 | 62.8% | 32 | 37.2% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 28 | 24.6% | 114 |
| 04 | BRADFORD | 0 | 0.0% | 8 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 42.9% | 14 |
| 05 | BREVARD | 136 | 63.3% | 79 | 36.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 28 | 11.5% | 243 |
| 06 | BROWARD | 114 | 16.3% | 581 | 83.1% | 4 | 0.6% | 0 | 0.0% | 0 | 0.0% | 70 | 9.1% | 769 |
| 07 | CALHOUN | * | -- | * | -- | * | -- | * | -- | * | -- | 1 | 11.1% | 9 |
| 08 | CHARLOTTE | 14 | 27.5% | 36 | 70.6% | 1 | 2.0% | 0 | 0.0% | 0 | 0.0% | 7 | 12.1% | 58 |
| 09 | CITRUS | 35 | 81.4% | 8 | 18.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 12 | 21.8% | 55 |
| 10 | CLAY | 1 | 0.9% | 109 | 99.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 110 |
| 11 | COLLIER | 8 | 5.4% | 141 | 94.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 150 |
| 12 | COLUMBIA | 16 | 55.2% | 13 | 44.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 12.1% | 33 |
| 13 | DADE | 476 | 54.3% | 394 | 44.9% | 7 | 0.8% | 0 | 0.0% | 0 | 0.0% | 267 | 23.3% | 1,144 |
| 14 | DESOTO | 5 | 83.3% | 1 | 16.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 16 | 72.7% | 22 |
| 15 | DIXIE | * | -- | * | -- | * | -- | * | -- | * | -- | 0 | 0.0% | 7 |
| 16 | DUVAL | 3 | 0.8% | 381 | 97.9% | 5 | 1.3% | 0 | 0.0% | 0 | 0.0% | 70 | 15.3% | 459 |
| 17 | ESCAMBIA | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 115 | 100.0% | 115 |
| 18 | FLAGLER | 30 | 93.8% | 2 | 6.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 9 | 22.0% | 41 |
| 19 | FRANKLIN | * | -- | * | -- | * | -- | * | -- | * | -- | 3 | 42.9% | 7 |
| 20 | GADSDEN | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 32 | 100.0% | 32 |
| 21 | GILCHRIST | 9 | 90.0% | 1 | 10.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 10 |
| 22 | GLADES | * | -- | * | -- | * | -- | * | -- | * | -- | 1 | 12.5% | 8 |
| 23 | GULF | * | -- | * | -- | * | -- | * | -- | * | -- | 1 | 16.7% | 6 |
| 24 | HAMILTON | * | -- | * | -- | * | -- | * | -- | * | -- | 1 | 11.1% | 9 |
| 25 | HARDEE | 1 | 6.3% | 13 | 81.3% | 2 | 12.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 16 |
| 26 | HENDRY | 13 | 48.1% | 13 | 48.1% | 1 | 3.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 27 |
| 27 | HERNANDO | 18 | 28.6% | 45 | 71.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 4.5% | 66 |
| 28 | HIGHLANDS | 14 | 30.4% | 32 | 69.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 2.1% | 47 |
| 29 | HILLSBOROUGH | 303 | 41.7% | 376 | 51.7% | 39 | 5.4% | 1 | 0.1% | 8 | 1.1% | 69 | 8.7% | 796 |
| 30 | HOLMES | 3 | 23.1% | 10 | 76.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 13.3% | 15 |
| 31 | INDIAN RIVER | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 53 | 100.0% | 53 |
| 32 | JACKSON | 0 | 0.0% | 24 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 4.0% | 25 |
| 33 | JEFFERSON | * | -- | * | -- | * | -- | * | -- | * | -- | 5 | 100.0% | 5 |
| 34 | LAFAYETTE | * | -- | * | -- | * | -- | * | -- | * | -- | 0 | 0.0% | 4 |
| 35 | LAKE | 91 | 68.9% | 41 | 31.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 9 | 6.4% | 141 |
| 36 | LEE | 52 | 18.8% | 215 | 77.9% | 8 | 2.9% | 1 | 0.4% | 0 | 0.0% | 11 | 3.8% | 287 |
| 37 | LEON | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 126 | 99.2% | 127 |
| 38 | LEVY | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 23 | 95.8% | 24 |
| 39 | LIBERTY | * | -- | * | -- | * | -- | * | -- | * | -- | 2 | 25.0% | 8 |

| District Number | District Name | 2014-15 Personnel Evaluations, Percent of Those with an Evaluation, Administrative Personnel | | | | | | | | | | Number Not Evaluated | Percent Not Evaluated | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Highly Effective | | Effective | | Needs Improvement | | 3 Years - Developing | | Unsatisfactory | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| 40 | MADISON | 2 | 20.0% | 8 | 80.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 16.7% | 12 |
| 41 | MANATEE | 48 | 38.4% | 77 | 61.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 42 | 25.1% | 167 |
| 42 | MARION | 22 | 18.6% | 96 | 81.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 32 | 21.3% | 150 |
| 43 | MARTIN | 16 | 29.6% | 38 | 70.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 6.9% | 58 |
| 44 | MONROE | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 24 | 100.0% | 24 |
| 45 | NASSAU | 24 | 80.0% | 6 | 20.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 | 18.9% | 37 |
| 46 | OKALOOSA | 39 | 92.9% | 3 | 7.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 56 | 57.1% | 98 |
| 47 | OKEECHOBEE | 0 | 0.0% | 20 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 5 | 20.0% | 25 |
| 48 | ORANGE | 6 | 1.3% | 441 | 96.5% | 0 | 0.0% | 10 | 2.2% | 0 | 0.0% | 64 | 12.3% | 521 |
| 49 | OSCEOLA | 13 | 9.8% | 91 | 68.4% | 17 | 12.8% | 0 | 0.0% | 12 | 9.0% | 17 | 11.3% | 150 |
| 50 | PALM BEACH | 267 | 66.6% | 132 | 32.9% | 2 | 0.5% | 0 | 0.0% | 0 | 0.0% | 246 | 38.0% | 647 |
| 51 | PASCO | 9 | 4.8% | 173 | 92.0% | 6 | 3.2% | 0 | 0.0% | 0 | 0.0% | 64 | 25.4% | 252 |
| 52 | PINELLAS | 2 | 0.7% | 257 | 94.8% | 12 | 4.4% | 0 | 0.0% | 0 | 0.0% | 68 | 20.1% | 339 |
| 53 | POLK | * | -- | * | -- | * | -- | * | -- | * | -- | 1 | 25.0% | 4 |
| 54 | PUTNAM | 21 | 43.8% | 27 | 56.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 7.7% | 52 |
| 55 | ST. JOHNS | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 90 | 100.0% | 90 |
| 56 | ST. LUCIE | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 114 | 98.3% | 116 |
| 57 | SANTA ROSA | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 73 | 100.0% | 73 |
| 58 | SARASOTA | 58 | 52.3% | 51 | 45.9% | 0 | 0.0% | 2 | 1.8% | 0 | 0.0% | 10 | 8.3% | 121 |
| 59 | SEMINOLE | 139 | 89.1% | 16 | 10.3% | 0 | 0.0% | 1 | 0.6% | 0 | 0.0% | 24 | 13.3% | 180 |
| 60 | SUMTER | 1 | 9.1% | 10 | 90.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 13 | 54.2% | 24 |
| 61 | SUWANNEE | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 21 | 100.0% | 21 |
| 62 | TAYLOR | 0 | 0.0% | 11 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 11 |
| 63 | UNION | * | -- | * | -- | * | -- | * | -- | * | -- | 6 | 100.0% | 6 |
| 64 | VOLUSIA | 46 | 25.0% | 138 | 75.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 34 | 15.6% | 218 |
| 65 | WAKULLA | 1 | 6.3% | 15 | 93.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 20.0% | 20 |
| 66 | WALTON | 3 | 15.0% | 17 | 85.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 16.7% | 24 |
| 67 | WASHINGTON | 0 | 0.0% | 12 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 14.3% | 14 |
| 68 | FSDB | * | -- | * | -- | * | -- | * | -- | * | -- | 9 | 100.0% | 9 |
| 69 | WASHINGTON SPECIAL | * | -- | * | -- | * | -- | * | -- | * | -- | 2 | 100.0% | 2 |
| 71 | FL VIRTUAL | 34 | 81.0% | 8 | 19.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 13 | 23.6% | 55 |
| 72 | FAU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 5 | 100.0% | 5 |
| 73 | FSU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 5 | 100.0% | 5 |
| 74 | FAMU LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 3 | 100.0% | 3 |
| 75 | UF LAB SCHOOL | * | -- | * | -- | * | -- | * | -- | * | -- | 0 | 0.0% | 5 |
| | STATEWIDE TOTAL | 2,174 | 32.8% | 4,317 | 65.1% | 110 | 1.7% | 15 | 0.2% | 20 | 0.3% | 2,065 | 23.7% | 8,701 |

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

| Performance Evaluation Category | Number of Teachers | Minimum VAM Score | Maximum VAM Score | Average VAM Score Mean | Standard Deviation |
|---|---|---|---|---|---|
| Highly Effective | 13,855 | -5.283 | 5.316 | 0.133 | 0.405 |
| Effective | 21,819 | -4.342 | 6.125 | -0.078 | 0.415 |
| Needs Improvement | 387 | -3.747 | 1.654 | -0.337 | 0.453 |
| 3 Years - Developing | 234 | -3.538 | 1.420 | -0.416 | 0.538 |
| Unsatisfactory | 61 | -2.981 | 0.532 | -0.485 | 0.608 |
| Overall | 36,356 | -5.283 | 6.125 | -0.003 | 0.428 |

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

| Performance Evaluation Category | Number of Teachers | Minimum VAM Score | Maximum VAM Score | Average VAM Score Mean | Standard Deviation |
|---|---|---|---|---|---|
| Highly Effective | 9,801 | -3.324 | 4.147 | 0.208 | 0.468 |
| Effective | 15,255 | -4.087 | 3.375 | -0.088 | 0.471 |
| Needs Improvement | 276 | -3.213 | 1.371 | -0.461 | 0.573 |
| 3 Years - Developing | 175 | -3.077 | 0.887 | -0.525 | 0.566 |
| Unsatisfactory | 44 | -1.873 | 2.129 | -0.348 | 0.624 |
| Overall | 25,551 | -4.087 | 4.147 | 0.018 | 0.498 |

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

| District ID | District Name | Gap Size (VAM - TE) | | | | | | | | | | | | | | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | -3 | | -2 | | -1 | | 0 | | 1 | | 2 | | 3 | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| 1 | Alachua | 60 | 11.5% | 100 | 19.1% | 249 | 47.6% | 114 | 21.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 523 |
| 2 | Baker | 0 | 0.0% | 25 | 32.1% | 27 | 34.6% | 24 | 30.8% | 2 | 2.6% | 0 | 0.0% | 0 | 0.0% | 78 |
| 3 | Bay | 2 | 0.4% | 88 | 18.1% | 166 | 34.2% | 212 | 43.7% | 16 | 3.3% | 1 | 0.2% | 0 | 0.0% | 485 |
| 4 | Bradford | 0 | 0.0% | 4 | 12.5% | 6 | 18.8% | 21 | 65.6% | 1 | 3.1% | 0 | 0.0% | 0 | 0.0% | 32 |
| 5 | Brevard | 46 | 3.5% | 184 | 13.8% | 427 | 32.1% | 598 | 45.0% | 74 | 5.6% | 1 | 0.1% | 0 | 0.0% | 1,330 |
| 6 | Broward | 41 | 1.1% | 674 | 18.4% | 735 | 20.0% | 1,779 | 48.5% | 437 | 11.9% | 0 | 0.0% | 0 | 0.0% | 3,666 |
| 7 | Calhoun | 0 | 0.0% | 10 | 23.3% | 7 | 16.3% | 25 | 58.1% | 1 | 2.3% | 0 | 0.0% | 0 | 0.0% | 43 |
| 8 | Charlotte | 14 | 6.1% | 45 | 19.6% | 64 | 27.8% | 92 | 40.0% | 15 | 6.5% | 0 | 0.0% | 0 | 0.0% | 230 |
| 9 | Citrus | 13 | 5.0% | 35 | 13.5% | 119 | 45.8% | 87 | 33.5% | 5 | 1.9% | 1 | 0.4% | 0 | 0.0% | 260 |
| 10 | Clay | 87 | 12.7% | 75 | 11.0% | 308 | 45.1% | 199 | 29.1% | 14 | 2.0% | 0 | 0.0% | 0 | 0.0% | 683 |
| 11 | Collier | 2 | 0.2% | 67 | 8.3% | 99 | 12.2% | 494 | 61.0% | 148 | 18.3% | 0 | 0.0% | 0 | 0.0% | 810 |
| 12 | Columbia | 5 | 3.1% | 31 | 19.5% | 73 | 45.9% | 49 | 30.8% | 1 | 0.6% | 0 | 0.0% | 0 | 0.0% | 159 |
| 13 | Dade | 82 | 1.6% | 890 | 17.8% | 1,374 | 27.4% | 2,367 | 47.2% | 298 | 5.9% | 0 | 0.0% | 0 | 0.0% | 5,011 |
| 14 | DeSoto | 2 | 2.8% | 24 | 33.3% | 21 | 29.2% | 24 | 33.3% | 1 | 1.4% | 0 | 0.0% | 0 | 0.0% | 72 |
| 15 | Dixie | 0 | 0.0% | 4 | 10.0% | 8 | 20.0% | 20 | 50.0% | 8 | 20.0% | 0 | 0.0% | 0 | 0.0% | 40 |
| 16 | Duval | 5 | 0.3% | 395 | 20.2% | 368 | 18.8% | 974 | 49.8% | 214 | 10.9% | 1 | 0.1% | 0 | 0.0% | 1,957 |
| 17 | Escambia | 31 | 4.7% | 145 | 22.2% | 150 | 23.0% | 247 | 37.8% | 77 | 11.8% | 2 | 0.3% | 1 | 0.2% | 653 |
| 18 | Flagler | 1 | 0.5% | 17 | 8.1% | 90 | 42.9% | 99 | 47.1% | 3 | 1.4% | 0 | 0.0% | 0 | 0.0% | 210 |
| 19 | Franklin | 0 | 0.0% | 3 | 15.0% | 5 | 25.0% | 12 | 60.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 20 |
| 20 | Gadsden | 7 | 10.1% | 17 | 24.6% | 22 | 31.9% | 20 | 29.0% | 2 | 2.9% | 1 | 1.4% | 0 | 0.0% | 69 |
| 21 | Gilchrist | 0 | 0.0% | 3 | 6.1% | 12 | 24.5% | 32 | 65.3% | 0 | 0.0% | 2 | 4.1% | 0 | 0.0% | 49 |
| 22 | Glades | 2 | 5.6% | 5 | 13.9% | 17 | 47.2% | 11 | 30.6% | 1 | 2.8% | 0 | 0.0% | 0 | 0.0% | 36 |
| 23 | Gulf | 0 | 0.0% | 4 | 10.0% | 14 | 35.0% | 20 | 50.0% | 2 | 5.0% | 0 | 0.0% | 0 | 0.0% | 40 |
| 24 | Hamilton | 0 | 0.0% | 8 | 32.0% | 10 | 40.0% | 7 | 28.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 25 |
| 25 | Hardee | 1 | 1.0% | 28 | 28.9% | 32 | 33.0% | 36 | 37.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 97 |

| District ID | District Name | Gap Size (VAM - TE) | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -3 | | -2 | | -1 | | 0 | | 1 | | 2 | | 3 | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| 26 | Hendry | 1 | 1.0% | 16 | 16.2% | 45 | 45.5% | 32 | 32.3% | 4 | 4.0% | 1 | 1.0% | 0 | 0.0% | 99 |
| 27 | Hernando | 11 | 2.6% | 54 | 12.6% | 193 | 45.0% | 166 | 38.7% | 5 | 1.2% | 0 | 0.0% | 0 | 0.0% | 429 |
| 28 | Highlands | 5 | 2.1% | 31 | 12.8% | 57 | 23.5% | 103 | 42.4% | 46 | 18.9% | 1 | 0.4% | 0 | 0.0% | 243 |
| 29 | Hillsborough | 190 | 5.1% | 620 | 16.6% | 1,403 | 37.6% | 1,362 | 36.5% | 150 | 4.0% | 8 | 0.2% | 0 | 0.0% | 3,733 |
| 30 | Holmes | 0 | 0.0% | 14 | 21.2% | 16 | 24.2% | 32 | 48.5% | 4 | 6.1% | 0 | 0.0% | 0 | 0.0% | 66 |
| 31 | Indian River | 1 | 0.4% | 24 | 10.5% | 103 | 45.2% | 97 | 42.5% | 3 | 1.3% | 0 | 0.0% | 0 | 0.0% | 228 |
| 32 | Jackson | 0 | 0.0% | 19 | 16.8% | 22 | 19.5% | 59 | 52.2% | 13 | 11.5% | 0 | 0.0% | 0 | 0.0% | 113 |
| 33 | Jefferson | 0 | 0.0% | 3 | 20.0% | 5 | 33.3% | 6 | 40.0% | 1 | 6.7% | 0 | 0.0% | 0 | 0.0% | 15 |
| 34 | Lafayette | 0 | 0.0% | 2 | 10.0% | 10 | 50.0% | 8 | 40.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 20 |
| 35 | Lake | 3 | 0.5% | 118 | 18.9% | 149 | 23.9% | 298 | 47.8% | 56 | 9.0% | 0 | 0.0% | 0 | 0.0% | 624 |
| 36 | Lee | 38 | 2.7% | 202 | 14.5% | 498 | 35.8% | 618 | 44.4% | 29 | 2.1% | 7 | 0.5% | 0 | 0.0% | 1,392 |
| 37 | Leon | 27 | 6.3% | 49 | 11.4% | 228 | 52.9% | 119 | 27.6% | 8 | 1.9% | 0 | 0.0% | 0 | 0.0% | 431 |
| 38 | Levy | 1 | 1.0% | 12 | 11.4% | 29 | 27.6% | 50 | 47.6% | 13 | 12.4% | 0 | 0.0% | 0 | 0.0% | 105 |
| 39 | Liberty | 1 | 4.3% | 4 | 17.4% | 3 | 13.0% | 10 | 43.5% | 5 | 21.7% | 0 | 0.0% | 0 | 0.0% | 23 |
| 40 | Madison | 2 | 6.7% | 4 | 13.3% | 11 | 36.7% | 12 | 40.0% | 1 | 3.3% | 0 | 0.0% | 0 | 0.0% | 30 |
| 41 | Manatee | 1 | 0.2% | 81 | 12.8% | 108 | 17.0% | 407 | 64.2% | 37 | 5.8% | 0 | 0.0% | 0 | 0.0% | 634 |
| 42 | Marion | 9 | 1.2% | 133 | 18.2% | 223 | 30.5% | 346 | 47.4% | 19 | 2.6% | 0 | 0.0% | 0 | 0.0% | 730 |
| 43 | Martin | 2 | 0.6% | 15 | 4.2% | 200 | 55.9% | 138 | 38.5% | 2 | 0.6% | 1 | 0.3% | 0 | 0.0% | 358 |
| 44 | Monroe | 5 | 3.9% | 12 | 9.4% | 54 | 42.5% | 52 | 40.9% | 4 | 3.1% | 0 | 0.0% | 0 | 0.0% | 127 |
| 45 | Nassau | 5 | 2.6% | 26 | 13.3% | 62 | 31.6% | 101 | 51.5% | 2 | 1.0% | 0 | 0.0% | 0 | 0.0% | 196 |
| 46 | Okaloosa | 31 | 6.5% | 42 | 8.8% | 206 | 43.4% | 192 | 40.4% | 4 | 0.8% | 0 | 0.0% | 0 | 0.0% | 475 |
| 47 | Okeechobee | 0 | 0.0% | 18 | 13.4% | 25 | 18.7% | 77 | 57.5% | 14 | 10.4% | 0 | 0.0% | 0 | 0.0% | 134 |
| 48 | Orange | 5 | 0.2% | 425 | 15.5% | 423 | 15.4% | 1,409 | 51.4% | 478 | 17.4% | 0 | 0.0% | 0 | 0.0% | 2,740 |
| 49 | Osceola | 10 | 1.0% | 93 | 9.5% | 228 | 23.3% | 594 | 60.7% | 53 | 5.4% | 0 | 0.0% | 0 | 0.0% | 978 |
| 50 | Palm Beach | 80 | 2.5% | 384 | 12.1% | 903 | 28.4% | 1,566 | 49.2% | 246 | 7.7% | 2 | 0.1% | 0 | 0.0% | 3,181 |
| 51 | Pasco | 76 | 8.3% | 143 | 15.7% | 495 | 54.2% | 190 | 20.8% | 9 | 1.0% | 0 | 0.0% | 0 | 0.0% | 913 |
| 52 | Pinellas | 25 | 1.4% | 271 | 15.3% | 515 | 29.2% | 837 | 47.4% | 118 | 6.7% | 0 | 0.0% | 0 | 0.0% | 1,766 |
| 53 | Polk | 11 | 0.7% | 278 | 17.4% | 538 | 33.6% | 762 | 47.6% | 12 | 0.7% | 0 | 0.0% | 0 | 0.0% | 1,601 |

| District ID | District Name | Gap Size (VAM - TE) | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -3 | | -2 | | -1 | | 0 | | 1 | | 2 | | 3 | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| 54 | Putnam | 2 | 1.2% | 34 | 20.2% | 62 | 36.9% | 64 | 38.1% | 6 | 3.6% | 0 | 0.0% | 0 | 0.0% | 168 |
| 55 | St Johns | 5 | 0.9% | 46 | 8.3% | 157 | 28.2% | 261 | 46.9% | 88 | 15.8% | 0 | 0.0% | 0 | 0.0% | 557 |
| 56 | St Lucie | 70 | 10.4% | 125 | 18.5% | 283 | 41.9% | 174 | 25.7% | 21 | 3.1% | 1 | 0.1% | 2 | 0.3% | 676 |
| 57 | Santa Rosa | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 |
| 58 | Sarasota | 7 | 1.0% | 64 | 9.5% | 248 | 36.6% | 336 | 49.6% | 22 | 3.2% | 0 | 0.0% | 0 | 0.0% | 677 |
| 59 | Seminole | 91 | 8.0% | 189 | 16.6% | 442 | 38.8% | 389 | 34.2% | 27 | 2.4% | 0 | 0.0% | 0 | 0.0% | 1,138 |
| 60 | Sumter | 1 | 0.7% | 27 | 19.7% | 59 | 43.1% | 49 | 35.8% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% | 137 |
| 62 | Taylor | 0 | 0.0% | 7 | 16.3% | 9 | 20.9% | 27 | 62.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 43 |
| 63 | Union | 0 | 0.0% | 4 | 7.4% | 6 | 11.1% | 32 | 59.3% | 12 | 22.2% | 0 | 0.0% | 0 | 0.0% | 54 |
| 64 | Volusia | 49 | 4.1% | 184 | 15.4% | 310 | 25.9% | 536 | 44.8% | 115 | 9.6% | 3 | 0.3% | 0 | 0.0% | 1,197 |
| 65 | Wakulla | 1 | 1.1% | 13 | 14.8% | 26 | 29.5% | 41 | 46.6% | 7 | 8.0% | 0 | 0.0% | 0 | 0.0% | 88 |
| 66 | Walton | 1 | 0.7% | 10 | 6.8% | 52 | 35.4% | 83 | 56.5% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% | 147 |
| 67 | Washington | 1 | 1.6% | 11 | 17.2% | 24 | 37.5% | 19 | 29.7% | 9 | 14.1% | 0 | 0.0% | 0 | 0.0% | 64 |
| 71 | Florida Virtual | 10 | 4.1% | 58 | 23.9% | 104 | 42.8% | 50 | 20.6% | 17 | 7.0% | 4 | 1.6% | 0 | 0.0% | 243 |
| 72 | Henderson FAU | 0 | 0.0% | 3 | 8.3% | 14 | 38.9% | 18 | 50.0% | 1 | 2.8% | 0 | 0.0% | 0 | 0.0% | 36 |
| 73 | FSU Lab School | 0 | 0.0% | 5 | 12.5% | 8 | 20.0% | 16 | 40.0% | 11 | 27.5% | 0 | 0.0% | 0 | 0.0% | 40 |
| 75 | PK Yonge | 1 | 8.3% | 1 | 8.3% | 3 | 25.0% | 5 | 41.7% | 1 | 8.3% | 1 | 8.3% | 0 | 0.0% | 12 |
| | Statewide | 1,180 | 2.7% | 6,755 | 15.6% | 12,966 | 30.0% | 19,306 | 44.6% | 2,995 | 6.9% | 38 | 0.1% | 3 | 0.0% | 43,243 |