



Staffing for Impact: Leveraging VAM to Improve Outcomes

Florida Organization of Instructional Leaders
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Value-added Model (VAM) Impact in School Improvement Schools

Rule 6A 1.099811, Florida Administrative Code (F.A.C), State System of support for Deficient and Failing Schools

- “Value-added model” or **“VAM”** means the individual student learning growth models based on the statewide standardized assessments authorized in section 1012.34(7), Florida Statute, and further described by Rule 6A-5.0411, F.A.C.
- **“VAM rating”** means a rating of Highly Effective, Effective, Needs Improvement or Developing and Unsatisfactory as assigned using the methodology described in Rule 6A-5.0411, F.A.C.

Teacher Impact on Student Learning

| VAM Rating... | Means... |
|------------------|--|
| Highly Effective | There is significant evidence that the teacher's impact on student learning has been greater than expected after controlling for factors that impact student growth. |
| Effective | There is evidence that the teacher's impact on student learning meets expectations after controlling for factors that impact student growth. |

Staffing School Improvement Schools (SI) in 2025-26

District must use the better of the 2024-25 aggregate scores containing VAM data

- 2021-22, 2023-24, 2024-25 (3-year aggregate Math and ELA); or
- 2023-24, 2024-25 (2-year aggregate Math and ELA); or
- 2024-25 1-year Algebra

VAM: Staffing Implications of SI Rule

The support and improvement strategies that **must be considered** by a district that has any SI school to improve student performance are to:

- Provide a literacy coach who has a record of effectiveness as an English Language Arts teacher or coach with a **VAM rating** of Highly Effective or Effective.
- Provide a mathematics coach who has a record of effectiveness as a mathematics teacher or coach with a **VAM rating** of Highly Effective or Effective.

VAM: Staffing Implications of SI Rule

- “Inexperienced teachers” means a teacher who has been teaching for three years or less as defined in Rule 6A-1.099811, F.A.C.

Tier 1 (Single grade of a D or graduation rate only):

- Ensure that the percentage of inexperienced teachers, instructional personnel in need of improvement and out-of-field instructional personnel with a **VAM rating** that is below Effective is at least or at a minimum, not higher than the district average.

Tier 2 and 3 (Single Grade of an F or DD):

- **DMT** – Ensure that the percentage of inexperienced teachers, instructional personnel with a **VAM rating** that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum not higher than the district average.
- **Charter or External Operator** – Ensure that instructional personnel with **VAM ratings** or district evaluations that are below Effective do not serve as instructional personnel at the school.



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Unified School Improvement (UniSIG) Supplemental Teacher and Administrator Allocation (STAA)

Purpose of STAA

Funding allocated to the most proven effective teachers and administrators who are teaching and leading traditional and charter, Title I public schools with school grades of D and F.

| | |
|---|------------------------|
| Eligible Teachers with a VAM Rating of Highly Effective | Not to exceed \$15,000 |
| Eligible Teachers with a VAM Rating of Effective | Not to exceed \$7,500 |
| Eligible Principals with a successful record in leading a turnaround school | Not to exceed \$15,000 |
| Eligible Assistant Principals with a successful record in leading a turnaround school | Not to exceed \$7,500 |

Disbursement Guidelines

- Allocation must be prorated if an eligible teacher teaches part-time.
- May be prorated based on the employment dates.
- Employees on approved Family and Medical Leave Act (FMLA) leave are eligible to be paid a prorated amount at the LEA's discretion.
- An eligible teacher does not have to be teaching a VAM grade level or subject to receive this allocation.
- An additional roster may be submitted in January to capture any staff hired after September 15th and before January 6th.

VAM Subjects and Grades

- VAM ratings are generated annually for the following subjects and grades:
 - English language arts (ELA) (4th, 5th, 6th, 7th, 8th, 9th, 10th)
 - Mathematics (4th, 5th, 6th, 7th, 8th)
 - Algebra 1 (8th & 9th)



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**Creating the Conditions for Retention:
Building a Student-Centered Learning
Environment That Keeps Highly Effective
Teachers**

THE FLORIDA EDUCATIONAL LEADERSHIP STANDARDS

| | |
|---|---|
| 1 | Professional and Ethical Norms <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i> |
| 2 | Vision and Mission <i>Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i> |
| 3 | School Operations, Management and Safety <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i> |
| 4 | Student Learning and Continuous School Improvement <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i> |
| 5 | Learning Environment <i>Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.</i> |
| 6 | Recruitment and Professional Learning <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i> |
| 7 | Building Leadership Expertise <i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.</i> |
| 8 | Meaningful Parent, Family and Community Engagement <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.</i> |



What makes a school or district a place where highly effective teachers want to stay?

ELEMENTS OF A STUDENT-CENTERED LEARNING ENVIRONMENT

**SHARED
VISION**

**HIGH
EXPECTATIONS**

**POSITIVE AND
TRUSTING
RELATIONSHIPS**

**COLLABORATIVE
ENVIRONMENT**

Which of these conditions is your greatest strength and which one needs more attention in your school or district?



Which of these conditions is most critical to retaining highly effective teachers in your context right now? Why?



SHARED VISION

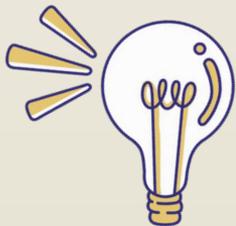
What

Vision statements define the organization's **purpose**. They focus on its goals and aspirations. With a shared vision, all organizational members have **internalized** the vision.

Why

A shared vision is imperative to reach the future your school ultimately wants to achieve. It leads to more success with change efforts through:

- Greater trust
- More coherence
- More effective implementation
- Increased commitment



In what ways does your vision create the kind of environment that attracts and supports highly effective teachers?

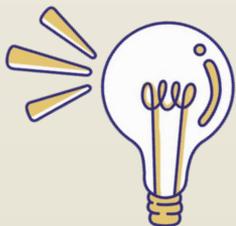
HIGH EXPECTATIONS

What

High expectations are the **beliefs** and **attitudes** about the capabilities of what students and staff members can **accomplish**.

Why

Student outcomes are strongly linked to **adult expectations**. When there is a high expectation for staff and students, it instills the confidence and agency to reach the ambitious goals that drive the school vision.



How are high expectations for benchmarks-aligned instruction communicated, supported and modeled for teachers and how does that impact who stays?

POSITIVE AND TRUSTING RELATIONSHIPS

What

A positive, trusting relationship exists when leaders and staff members feel **respected, safe** and experience transparent **communication.**

Why

Developing trust leads to an environment where teachers are more willing to engage in behaviors that support school improvement, such as:

- Sharing failures and challenges
- Speaking out
- Trying innovative ideas



What actions (big or small) show teachers that they are safe to speak up, take risks and be honest in your school or district?

COLLABORATIVE ENVIRONMENT

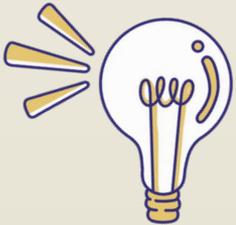
What

Collaborative environments are characterized by shared decision-making, working effectively as a team and a commitment to working toward a **shared vision**.

Why

Collaborative environments support reform efforts by encouraging:

- Voice
- Shared decision-making
- Learning across groups



How are teachers meaningfully included in decision-making and how does that impact their influence and desire to stay?

STAFFING FOR IMPACT

ONE BOLD MOVE

Goal: To synthesize learning about VAM, a student-centered learning environment and the role of the leader in retaining highly effective teachers.

Based on everything we explored today:

What is one bold move you'll take to improve how your school or district attracts, supports and retains highly effective teachers?

Write it down and prepare to share.

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