



District Leader Evaluation  
The School District of Osceola County Florida  
*Student Achievement – Our Number One Priority*  
*Effective July 1, 2014*



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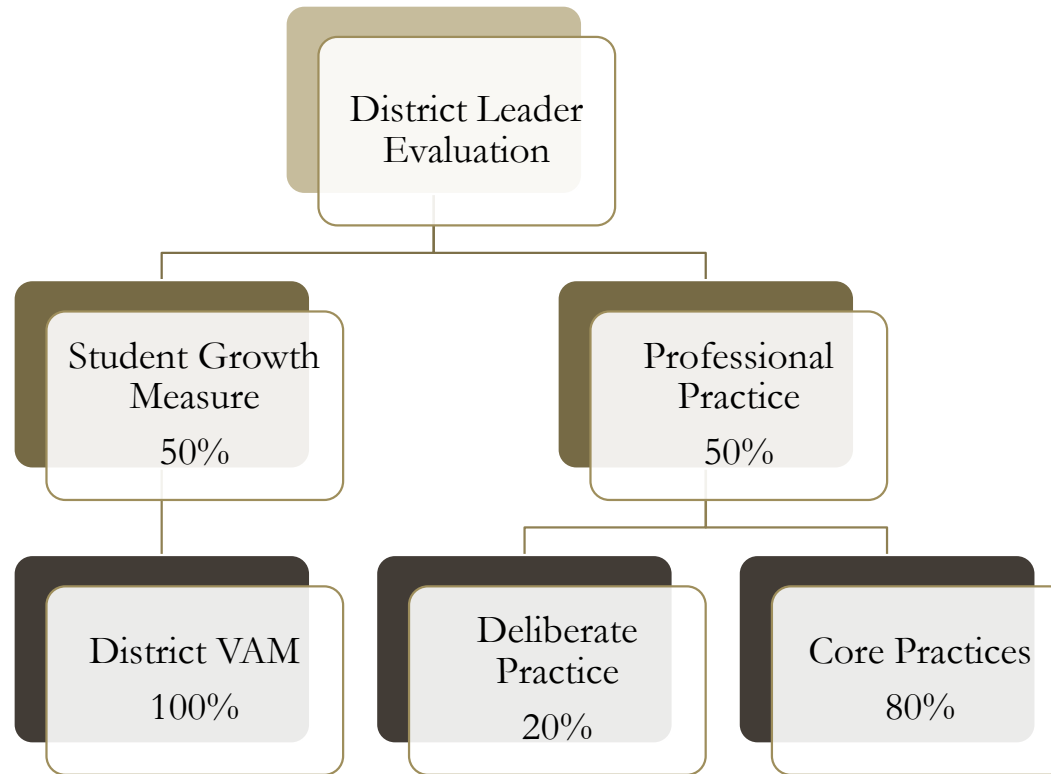


## Introduction

The School District of Osceola County's District Leader Evaluation System is designed to contribute to the District Evaluation Systems' Plan pursuant to state statute. The system also supports district and school level improvement plans that are consistent with the overreaching focus of student achievement.

District employees appraised under this model includes all district level leaders comprising of Assistant Superintendents, Chiefs, Executive Directors, Directors, and Coordinators.

## Evaluation Framework



## Professional Practice

The Professional Practice portion of the District Leader Evaluation equates to fifty percent of the final score and is comprised of Seven Core Professional Practices (80%), and Deliberate Practice (20%). The following rating rubric will be applied after the Professional Practice Score is configured.

<b>Professional Practice Score</b>	<b>Performance Rating</b>
3.5 – 4.0	Highly Effective
2.4 - 3.49	Effective
1.5 – 2.49	Needs Improvement
1.0 – 1.49	Unsatisfactory

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Specific professional practices utilized by district leaders (directly or as a result of their actions) can impact student achievement, through the support of school level leaders and district initiatives. The seven Core Professional Practices highlighted in the School District of Osceola County's District Leader Evaluation targets proficiency areas that support school principals and the school district's vision.

**Core Practice #1:** Getting Results

**Core Practice #2:** Continuous Improvement of Teaching and Learning

**Core Practice #3:** Building School Leaders' Sense of Efficacy for School Improvement

**Core Practice #4:** Using Data as a Problem Solving Strategy at the District and School Level

**Core Practice #5:** Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

**Core Practice #6:** Using the District Systems to Support, Monitor and Evaluate the Effectiveness of School Leaders

**Core Practice #7:** Ensuring Productive Leadership Succession.

## Core Practice #1: Getting Results

Narrative: This proficiency area focuses on actual results in improving desired student learning growth and achievement. Priority attention is on the district administrators' leadership behaviors that influence the school site instructional leadership, faculty development, and school operations that impact the quality of the learning environment; it also addresses supporting processes that result in improving the percentage of effective and highly effective principals and teachers in the supervised schools by focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness relating to behaviors that impact student results.

### Leadership Practice Indicators:

#### 1.1:

The district leader's behaviors and actions result in positive trend lines on principal and teacher effectiveness relating to behaviors that impact student results.

#### 1.2:

The district leader knows and understands the unique characteristics and challenges of each school and acts in ways that contribute to the effective operations, organization, and school-wide improvement of teaching and learning.

### Rating Rubric

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.
Evaluation Focus: Data that impacts district and/or student results, for which the leader is responsible, consistently exceed expectations.	Evaluation Focus: Data that impacts district and/or student results, for which the leader is responsible, consistently meet expectations.	Evaluation Focus: Data that impacts district and/or student results, for which the leader is responsible, is inconsistent in meeting expectations.	Evaluation Focus: Data that impacts district and/or student results, for which the leader is responsible, is consistently below expectations.

## Core Practice #2: Continuous Improvement of Teaching and Learning

Narrative: Core Practice #2 is focused on continuous improvement of teaching and learning or what the district office leader does to engage school administrators and faculty in meaningful professional learning (which includes being involved in what the school level educators are learning). Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader’s personal participation in professional learning plays a major role in making professional learning efforts pay off. This core practice addresses the district administrator’s role as a leader of learners.

### Leadership Practice Indicators:

#### 2.1:

The district leader engages school administrators and/or faculty in meaningful professional learning (which includes being involved in what school level educators are learning).

#### 2.2:

The district leader differentiates support to principals in relation to evidence of compliance and skill in the implementation of professional learning initiatives, with flexibility for school based innovation.

### Rating Rubric

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p>
<p>Evaluation Focus: The district administrator’s actions that result in professional learning cultures in the school supervised where 90%+ of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS.</p>	<p>Evaluation Focus: The district administrator’s actions that result in professional learning cultures in the school supervised where at least 75% of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS.</p>	<p>Evaluation Focus: The district administrator’s quality and frequency of engagement where professional learning cultures in the schools supervised have under 75% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS.</p>	<p>Evaluation Focus: The district administrator’s quality and frequency of engagement where professional learning cultures in the schools supervised have under 50% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS.</p>



## Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement

**Narrative:** Core Practice #3 is focused on the district administrators impact on building principals' and assistant principals' sense of efficacy for school improvement. Efficacy is the belief about one's own ability (self-efficacy), or the ability of one's colleagues collectively (collective efficacy), to perform a task or achieve a goal. One of the most powerful ways in which districts influence teaching and learning is through the contribution they make to feelings of professional efficacy on the part of school principals and emerging school leaders. Principals possessed of strong efficacy beliefs will be more likely than others to undertake and persist in school-improvement projects. Principal efficacy provides a crucial link between district initiatives, school conditions, and student learning.

### Leadership Practice Indicators:

#### 3.1:

The district leader encourages teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work.

#### 3.2

The district leader ensures that newly assigned school level administrators are provided differentiated support in relation to evidence of compliance and skill in meeting expectations from the district, state, and federal levels.

#### 3.3:

The district leader provides support in matters concerning community relations that contribute to the effectiveness of processes that allow school level administrators to understand and respond in a timely manner to community interests and concerns.

### Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
<p>Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district administrator's actions influence <u>all</u> school level leaders, <u>resulting in positive outcomes</u> by those leaders regarding district initiatives, school conditions, and/or student learning.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district administrator's actions influence the <u>majority</u> of school level leaders, <u>resulting in positive outcomes</u> by those leaders regarding district initiatives, school conditions, and/or student learning.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The district administrator's actions influence on school level leaders, produces <u>inconsistent results, or a lack of positive outcomes</u> by those leaders regarding district initiatives, school conditions, and/or student learning.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: The district administrator's actions influence on school level leaders, produces <u>inconsistent results, or a lack of positive outcomes</u> by those leaders regarding district initiatives, school conditions, and/or student learning. <u>Corrective action plans to change those conditions are not evident.</u></p>

## Core Practice #4: Using Data as a Problem Solving Strategy at the District and School Level

Narrative: This proficiency area focuses on four areas that involve use of data as a key tool for problem solving: 1). Helping principals and teachers use their data, transform the data into actionable evidence, and help principals understand the implications of evidence for their improvement efforts; 2). Collecting and using data about local family educational cultures – norms, beliefs, values, and practices reflecting families’ dispositions toward schooling and their role in it; 3). Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change) for their students’ (individual students and student populations) achievement to improve; and 4). Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staffs, and calling on district staff members and others with special expertise to help them with data analysis and use.

### Leadership Practice Indicators:

#### 4.1:

The district leader works with stakeholders to systematically collect quality data (evidence about school and classroom conditions, teacher effectiveness, safety, student health, and or county/state/federal compliance) that impacts student achievement.

#### 4.2:

The district leader helps principals and teachers (directly or as a result of their actions) use their data, transform the data into actionable evidence, and help principals understand the implications of evidence for their improvement efforts.

### Rating Rubric

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district Leader’s problem solving methods are employed with data collection and analysis used to guide quality decision-making. The district leader and the leaders in schools supervised <u>all</u> employ data based problem solving to generate continuous improvement.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district Leader’s problem solving methods are employed with data collection and analysis used to guide quality decision-making. The district administrator and the leaders in schools supervised employ data based problem solving <u>on major improvement priorities</u> to generate continuous improvement.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: There is inconsistent use of problem solving methods that employ data collection and analysis used to guide quality decision-making on district priorities. The district leader and/or the leaders in schools supervised are <u>inconsistent or not yet effective</u> at employing data based problem solving on major improvement priorities to generate continuous improvement.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: <u>Priority attention is not focused on problem solving methods</u> that employ data collection and analysis used to guide quality decision-making on district priorities. The leaders in schools supervised are seldom being engaged by the district administrator in employing data based problem solving on major improvement priorities to generate continuous improvement.</p>

## Core Practice #5: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

Narrative: The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools, and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Where Core Practice #2 is focused on impact on professional learning of those supervised, the focus of this Core Practice is on the impact of the administrator’s professional learning – does the administrator’s learning result in continuous improvement in their performance? The district administrator practices and models deliberate practice by concentrating on a very few professional growth goals or targets in a set time period where the administrator strives for deep learning and personal mastery of a few “thin slices.”

### Leadership Practice Indicators:

#### 5.1:

The district leader engages in professional learning that improves professional practice, which aligns with the needs of the district and schools, demonstrating improvement in specific performance areas based on previous evaluations and formative feedback.

#### 5.2:

The district leader practices and models deliberate practice by concentrating on a specific professional growth goals or targets in a set time period where the administrator strives for deep learning and personal mastery of a few “thin slices.”

### Rating Rubric

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district administrator is engaged in multi-dimensional deliberate practice growth targets directly related to capacity to support improvements in the schools supervised.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district administrator is engaged in deliberate practice growth targets directly related to capacity to support improvements in the schools supervised.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The district administrator has limited engagement in deliberate practice growth targets directly related to job responsibilities but has limited focus on improvements in the schools supervised.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: The district administrator has no to minimal engagement in deliberate practice growth targets directly related to job responsibilities.</p>

## Core Practice #6: Using the District Systems to Support, Monitor and Evaluate the Effectiveness of School Leaders

Narrative: District office administrators are responsible for monitoring the effectiveness of school principals. This indicator addresses the proficiency and focus of the district administrators' monitoring processes to maintain awareness of principal effectiveness and the use of monitoring data to improve principal performance. The focus is on how well the district administrator monitors principal use of strategies supported by contemporary research, principal proficiency on issues contained in the district's leader evaluation system and the Florida Principal Leadership Standards (FPLS). This indicator also focuses on the district administrators' use of the monitoring process to provide quality and timely feedback to principals. The feedback processes need to deepen principal understanding of the impact of their practices on school effectiveness and the effective use of high-effect size leadership practices.

### Leadership Practice Indicators:

#### 6.1:

The district leader's monitoring practices regarding responsibilities of the School Level Leaders are consistently implemented in a supportive and constructive manner.

#### 6.2:

The district leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight strengths of the school administrator.

### Rating Rubric

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus:</p> <p><u>In addition to meeting qualifiers in the effective range:</u></p> <p>The focus and specificity of feedback creates a clear vision that directly aligns with district and or school improvement goals and links the cause and effect relationship between leadership practices and student achievement.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus:</p> <p>The district leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of the principal.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus:</p> <p>The district leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve principal or organizational performance, or there are principals to whom feedback is not timely or not focused on priority improvement needs.</p>	<p>Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus:</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

## Core Practice #7: Ensuring Productive Leadership Succession.

Narrative: Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant. Succession planning increases the availability of experienced and capable leaders that are prepared to assume roles as they become available. Through the succession planning process, district leaders recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles. Effective district leaders recognize the importance of stable leadership in schools and work to minimize the effects of frequent principal turnover.

### Leadership Practice Indicators:

#### 7.1

The district leader actively participates in succession planning for roles within their department and/or leadership roles at the school level.

#### 7.2

The district leader supports and directs principals to effectively distribute leadership responsibilities to mitigate at least some of the negative consequences of principal turnover.

### Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
<p>The district leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus:</p> <p>7.1 Professional development opportunities are offered for all employees within department (or all assigned school level leaders) to broaden base of experience and knowledge, and allowing for career advancement opportunities.</p> <p>7.2 The district leader provides a maximum effort of support to school administrators <u>resulting in minimal principal turnover</u>.</p>	<p>The district leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus:</p> <p>7.1 Professional development opportunities are offered for most employees within department (or most school level leaders) to broaden base of experience and knowledge, and allowing for career advancement opportunities.</p> <p>7.2 The district leader provides frequent support to school administrators <u>resulting in minimal principal turnover</u>.</p>	<p>The district leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus:</p> <p>7.1 Few professional development opportunities are offered to support advancement of supervised staff, or broaden base of experience and knowledge school level leaders.</p> <p>7.2 The district leader understands the importance of providing support to school administrators however, <u>little attention is given to minimizing principal turnover</u>.</p>	<p>The district leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus:</p> <p>7.1 Professional development opportunities are not offered to supervised staff or school level leaders.</p> <p>7.2 The district leader does not provide support for school administrators, thus <u>no effort is given to minimizing principal turnover</u>.</p>

## Indicator Scoring

The following rubric will be applied when scoring the indicators targeted in the seven professional core practices.

<b>Indicator Score</b>	<b>Performance Rating</b>
4	Highly Effective
3	Effective
2	Needs Improvement
1	Unsatisfactory

# Deliberate Practice

The School District of Osceola County uses the following Deliberate Practice Template

<b>SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA</b> <b>Deliberate Practice Growth Target</b> <small>Action Research consists of a defined plan of study in which the administrator documents the expected changes to be made and collects formal data on the resulting changes in students.</small>
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Administrator: \_\_\_\_\_ Employee ID #: \_\_\_\_\_ School/Dept: \_\_\_\_\_  
 School Year: \_\_\_\_\_ School Grade: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_  
 Indicator(s): \_\_\_\_\_

<b>Focus Issues(s):</b> <i>Why is the target worth pursuing?</i>
<b>Growth Target:</b> <i>Describe what you expect to occur as a result of your action plan</i>
<b>Anticipated Gain(s):</b> <i>What do you hope to learn?</i>
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
<b>Plan of Action:</b> <i>A general description of how you will go about accomplishing the target?</i>

Progress Points: <i>List progress points or steps toward fulfilling your goal that enable you to monitor the progress of your goal.</i>	Dates:
1.	
2.	
3.	

DP Initial Date \_\_\_\_\_ Administrator's Signature \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_  
 DP Mid-year Date \_\_\_\_\_ Administrator's Signature \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_  
 DP Finalize Date \_\_\_\_\_ Administrator's Signature \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_

## Deliberate Practice Scoring

The Deliberate Practice Score will consist of 20% of the District Leaders Professional Practice Score. The leader may select 1 to 2 specific growth targets. The leaders target(s) will be assessed on the following scoring rubric and chart.

Each growth target will receive a rating following the chart below.

Scoring a Growth Target	Rating Rubric
Highly Effective	Target met; all progress points achieved; impact verifiable and evident
Effective	Target met; progress points met; impact not yet evident
Needs Improvement	No target met; at least one progress point met
Unsatisfactory	No target met; no progress point met

Use the chart below to convert each Growth Target Rating to a Point Value.

Target Rating	Point Value
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1



## Formulas for the Deliberate Practice Score

- One target

Target 1 Point Value = Deliberate Practice Score

- Two targets

$(\text{Target 1 Point Value} + \text{Target 2 Point Value}) / 2 = \text{Deliberate Practice Score}$

## VAM / Student Growth Measure

The district wide VAM will contribute to fifty percent of the District Level Leader's overall final performance evaluation. The following rubric will be applied to the VAM Score.

<b>District Wide VAM Score</b>	<b>Performance Score</b>
4	Highly Effective
3	Effective
2	Needs Improvement
1	Unsatisfactory

## SDOC's Business Rules VAM Computation

### Categories

#### *Highly Effective*

To be classified in this category, a teacher must have an Aggregate VAM score higher than 0.15. In addition, after calculating the confidence interval, there must be a 97.5% certainty that the “true” score lies in the positive range.

#### *Unsatisfactory*

To be classified in this category, a teacher must have an Aggregate VAM score lower than -0.15. In addition, after calculating the confidence interval, there must be a 97.5% certainty that the “true” score lies in the negative range.

#### *Needs Improvement*

To be classified in this category, a teacher must have an Aggregate VAM score lower than zero and not meet the above criteria for Unsatisfactory. In addition, after calculating the confidence interval, there must be a 90% certainty that the “true” score lies in the negative range. When the teacher's relative standard error exceeds 0.8, this rule does not apply, and the teacher defaults to the Effective category.

#### *Effective*

To be classified in this category, a teacher must not meet criteria for any of the above three categories.

## Detailed Criteria

### *Highly Effective*

- ☑ Aggregated VAM score  $> 0.15$
- ☑ Confidence level of 97.5% that score is positive (i.e., Lower Bound of CI falls above 0 when  $k=1.96$ )

### *Unsatisfactory*

- ☑ Aggregated VAM score  $< -0.15$
- ☑ Confidence level of 97.5% that score is negative (i.e., Upper Bound of CI falls under 0 when  $k=1.96$ )

### *Needs Improvement*

- ☑ Path A
  - Aggregated VAM score  $< -0.15$
  - Does not meet criteria for Unsatisfactory (i.e., Upper Bound of CI falls above 0 when  $k=1.96$  is equivalent to less than 97.5% certainty of negative score)
  - Relative Standard Error (RSE)  $< 0.8$
  - Confidence level of 90% that score is negative (i.e., Upper Bound of CI falls under 0 when  $k=1.28$ )
- ☑ Path B
  - Aggregated VAM score between 0 and  $-0.15$
  - Relative Standard Error (RSE)  $< 0.8$
  - Confidence level of 90% that score is negative (i.e., Upper Bound of CI falls under 0 when  $k=1.28$ )

## *Effective*

### ☒ Path A

- o Aggregated VAM score  $> 0.15$
- o Does not meet criteria for Highly Effective (i.e., Lower Bound of CI is under 0 when  $k=1.96$  is equivalent to less than 97.5% certainty of positive score)

### ☒ Path B

- o Aggregated VAM score between 0 and 0.15

### ☒ Path C

- o Aggregated VAM score  $< -0.15$
- o Does not meet criteria for Unsatisfactory (i.e., Upper Bound of CI is over 0 when  $k=1.96$  is equivalent to less than 97.5% certainty of negative score)
  - o Relative Standard Error (RSE) is  $>$

### ☒☒☒ Path D

- o Aggregated VAM score  $< -0.15$
- o Does not meet criteria for Unsatisfactory (i.e., Upper Bound of CI is over 0 when  $k=1.96$  is equivalent to less than 97.5% certainty of negative score)
- o Relative Standard Error (RSE) is  $< 0.8$
- o Does not meet criteria for Needs Improvement (i.e., Upper Bound of CI is over 0 when  $k=1.28$  is equivalent to less than 90% certainty that score is negative)

### ☒ Path E

- o Aggregated VAM score between 0 and -0.15
- o Relative Standard Error (RSE) is  $> 0.8$

### ☒ Path F

- o Aggregated VAM score between 0 and -0.15
- o Relative Standard Error (RSE) is  $< 0.8$
- o Does not meet criteria for needs Improvement (e.g., Upper Bound of CI is over 0 when  $k=1.28$  is equivalent to less than 90% certainty that score is negative)

## Positive Aggregated Value Added Model (VAM) Score

Lower Bound of 95% Confidence  
Interval  $\geq 0$

?

VAM Score - 2 SEs  $\geq 0$

4 = Highly Effective

Lower Bound of 95% Confidence  
Interval  $< 0$

?

VAM Score - 2 SEs  $< 0$

3 = Effective

**SE = Standard Error of Measurement**

# Negative Aggregated Value Added Model (VAM) Score

Upper Bound of  
68% Confidence Interval > 0  
↕  
VAM Score + 1 SE > 0

↓  
3 = Effective

Upper Bound of  
68% Confidence Interval < 0  
AND Upper Bound of  
95% Confidence Interval > 0  
↕  
VAM + 1 SE < 0  
AND  
VAM + 2 SEs > 0

↓  
2 = Needs Improvement /  
Developing

Upper Bound of  
95% Confidence Interval < 0  
↕  
VAM Score + 2 SEs < 0

↓  
1 = Unsatisfactory

SE = Standard Error of Measurement