



**TEACHER  
& LEADER  
EFFECTIVENESS**

**TLE**

**OTHER ACADEMIC MEASURES**

ADOPTED POLICIES FOR THE IMPLEMENTATION OF TLE



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## ■ Teacher & Leader Effectiveness: Other Academic Measures

### Adopted Recommendation #6A

Other Academic Measures are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impacted by the teacher.

### Adopted Recommendation #6B

Other Academic Measures are additional alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impacted by the leader.

### Adopted Recommendation #7A

The TLE Commission recommends that the teacher make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher has at least two options that are grade level appropriate.

### Adopted Recommendation #7B

The TLE Commission recommends that the leader make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each leader has at least two options that are grade level appropriate.

### Adopted Recommendation #8

Approve the Other Academic Measures List (page 5).

### Adopted Recommendation #9

District OAM policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.
4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

## OTHER ACADEMIC MEASURES

On December 19, 2012, the Oklahoma State Board of Education adopted policies recommended to them by the TLE Commission concerning Other Academic Measures which will comprise fifteen percent of teachers' total evaluation score under the TLE system. Other Academic Measures are additional alternative instruments ensuring a robust evaluation. They capture unique facets of effective teaching, reflect student academic performance impacted by the teacher, and are specific to teachers' job assignments. A Working Group which included both educators and stakeholders collaborated, evaluated, and synthesized both the approved list of Other Academic Measures and recommendations to the TLE Commission. The professional expertise the Working Group provided is greatly appreciated by the TLE Commission, State Board of Education, and the State Department of Education.

*Please note that all information included in this document should be implemented by LEAs with fidelity as Other Academic Measures are a statutory requirement of the Teacher & Leader Effectiveness system in the state of Oklahoma.*

## Adopted Recommendation #10

The following suggestions are provided to give guidance to districts in the establishment of policies related to OAMs:

1. Districts may consult with a consortium of districts (such as their local REAC<sup>3</sup>H Network) or regional committees to provide consistency from district to district on the development and implementation of local OAM policies.
2. District OAM evaluation policies should consider the following:
  - a. Determining timelines and processes for selection of OAMs, end of year scoring of OAMs, and inclusion of OAM results into the final evaluation score. (Recommended procedures for this component are provided as Recommendation #11. Some of the language used throughout this section is based on the recommended procedures and may not be relevant to all district OAM policies.)
  - b. Offering as many OAM choices as possible to teachers and leaders, ensuring that no fewer than two appropriate options are available for each teacher or leader. (For teachers and leaders of multiple subjects and/or multiple grade levels, a total of at least two OAM options must be available. It is not the intent of the TLE Commission that teachers and leaders have at least two options available for each subject and/or grade level taught. Nor is it the intent of the TLE Commission that teachers and leaders of multiple subjects and/or multiple grades would be required to select an OAM for each subject or grade taught.)
  - c. Determining whether a teacher or leader may select more than one OAM. If a district policy allows for more than one OAM, the policy will also need to include how the multiple measures will result in an OAM evaluation rating of 1-5. It is suggested that no more than two OAMs be chosen in a given year by a teacher or leader, and that if two are chosen that the scores attained be averaged together.
  - d. Allowing those teachers who receive an individual Value Added Model (VAM) score because they teach in a grade and subject that has state tests used for calculating individual VAM scores to substitute their VAM score (on a 5-point scale) for the OAM if they choose.

- e. Establishing a process for teachers and leaders to collaboratively develop SMART goals and 5-point rating scales with peers.
- f. Establishing a mediation process in the cases where teachers or leaders and their respective evaluators cannot agree on a SMART goal or 5-point rating scale.
- g. Providing processes for teachers or leaders who encounter extenuating circumstances (such as extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher or leader's students) after initial agreement of SMART goals and 5-point rating scales. This process might include development of a high quality reflective analysis of their student performance and factors that contributed to the teacher or leader's inability to reach expected targets.

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## Adopted Recommendation #11

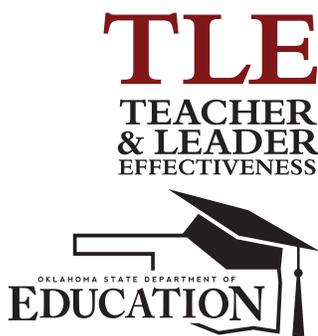
Recommended Procedures for Evaluation Processes Discussed in Recommendation #9, Section 2.a

1. During the first nine weeks of school, each teacher and each leader shall do each of the following:
  - a. Determine an academic area of focus for the teacher or leader's students that will guide the OAM for the teacher or leader.
  - b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.
  - c. Select an OAM that will be used to measure the performance of the academic area of focus at the end of the year (or after instruction for the academic area of focus is complete). See "Approved Other Academic Measures List."
  - d. Establish a SMART goal for the academic area of focus as measured by the OAM. SMART goals are Specific, Measurable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data.
  - e. Establish a 5-point rating scale for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.
  - f. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. Additional consultation may be necessary in order to reach agreement.

2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers and leaders shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.
  3. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of teacher and leader evaluations during the year following their attainment.
- d. Examples of “SMART goals for the academic area of focus” include but are not limited to:
    - All students below proficient on the state math test will improve scores by one performance level, and all students scoring proficient or advanced will remain above proficient or improve by one performance level.
    - 95% of students will reach grade level on the state reading test.
    - Scores of a 3, 4, or 5 on the U.S. History Advanced Placement exam will increase by 20%.
    - Students will earn the highest score possible on site-reading at contest from at least one judge.
  - e. Examples of “5-point rating scales for the SMART goals” include but are not limited to:
    - SMART goal: 95% of students will reach grade level on the state reading test, as measured by Proficient and Advanced scores.
      - 5 – 100% of students score Proficient or Advanced
      - 4 – 95% of students score Proficient or Advanced
      - 3 – 90% of students score Proficient or Advanced
      - 2 – 75% of students score Proficient or Advanced
      - 1 – less than 75% of students score Proficient or Advanced
    - SMART goal: 15% more students will pass the \_\_\_\_\_ (off the shelf assessment) for eighth grade this year than passed the same assessment for seventh grade last year.
      - 5 – 20% increase in passing rate
      - 4 – 15% increase in passing rate
      - 3 – 10% increase in passing rate
      - 2 – 5% increase in passing rate
      - 1 – less than 5% increase in passing rate

**Examples of Terms and Processes Described in Section 1.a through 1.f**

- a. Examples of “academic areas of focus” include but are not limited to:
  - Mathematical problem solving skills.
  - Reading on grade level.
  - Reading sight-music fluently.
  - Understanding verb conjugation in world languages.
- b. Examples of “pre-assessments of the academic area of focus” include but are not limited to:
  - Fourth grade state math test scores of current fifth grade students
  - Student results from reading screener administered in the first weeks of school
  - Beginning of year benchmark (baseline) assessments
  - Selections from “Approved Other Academic Measures List”
- c. Examples of “Other Academic Measures” are provided in “Approved Other Academic Measures List.”



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## ■ Approved Other Academic Measures List

The measures listed below are approved for the Other Academic Measures (OAMs) component of the TLE System. Districts have discretion to allow additional OAMs for teachers and leaders for whom there are not at least two options on the approved list that are relevant to their job duties and provide actionable feedback, as long as the additional OAMs meet the definition of Other Academic Measure approved by the Oklahoma State Board of Education based on the recommendations of the TLE Commission.

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> <li>• End of Instruction (EOI)</li> <li>• Oklahoma Core Curriculum Tests (OCCT)</li> <li>• Oklahoma Modified Alternate Assessment Program (OMAAP)</li> <li>• Oklahoma Alternate Assessment Program (OAAP)</li> <li>• PARCC Assessments (when available)</li> </ul>	<p>5 – 95% proficient or advanced            4 – 85% proficient or advanced            3 – 75% proficient or advanced            2 – 65% proficient or advanced            1 – less than 65% proficient or advanced</p> <p>5 – 20% increase in student proficiency            4 – 15% increase in student proficiency            3 – 10% increase in student proficiency            2 – 5% increase in student proficiency            1 – less than 5% increase in student proficiency</p>
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)	<ul style="list-style-type: none"> <li>• School-wide VAM (All subjects)</li> <li>• School-wide VAM (Literacy and Numeracy)</li> <li>• School-wide VAM (Literacy)</li> <li>• School-wide VAM (Numeracy)</li> <li>• Individual VAM</li> </ul>	<p>5 – 5 on School-Wide Value Added Score            4 – 4 on School-Wide Value Added Score            3 – 3 on School-Wide Value Added Score            2 – 2 on School-Wide Value Added Score            1 – 1 on School-Wide Value Added Score</p>
“Off the Shelf” Assessments – Assessments commonly used throughout the state and/or nationally.	<ul style="list-style-type: none"> <li>• Advanced Placement (AP)/International Baccalaureate (IB) Exams</li> <li>• Assessments on the ACE Alternate Test List</li> <li>• BEAR/DIBELS/Literacy First</li> <li>• Computer Generated Assessments</li> <li>• EXPLORE/PLAN/ACT/WorkKeys</li> <li>• Industry Recognized Certification Exams</li> <li>• NWEA MAP Tests</li> <li>• SAT/PSAT</li> <li>• Star Reading/Star Math</li> <li>• Test of English as a Foreign Language (TOEFL)</li> <li>• Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.)</li> </ul>	<p>5 – 100% on grade level            4 – 90% on grade level            3 – 80% on grade level            2 – 70% on grade level            1 – less than 70% on grade level</p> <p>5 – 20% increase in passing rate            4 – 15% increase in passing rate            3 – 10% increase in passing rate            2 – 5% increase in passing rate            1 – less than 5% increase in passing rate</p>

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
A-F Report Card Components	<ul style="list-style-type: none"> <li>• Overall School Grade or GPA</li> <li>• Student Academic Performance Grade</li> <li>• Student Growth Grade</li> <li>• Whole School Performance Grade</li> <li>• Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth)</li> </ul>	<p>5 – A on an individual component  4 – B on an individual component  3 – C on an individual component  2 – D on an individual component  1 – F on an individual component</p> <p>5 – Improvement of GPA by one point  4 – Improvement of GPA by one-half point  3 – Improvement of GPA by one-quarter point  2 – Same GPA  1 – Lowered GPA</p>
Surveys	<ul style="list-style-type: none"> <li>• Gallup Student Poll</li> <li>• Tripod Student Perception Survey</li> </ul>	<p>5 – 90% approval rating with 75% response rate  4 – 80% approval rating with 75% response rate  3 – 70% approval rating with 75% response rate or 80% approval rating with 50% response rate  2 – 60% approval rating with 75% response rate or 70% approval rating with 50% response rate  1 – Less than 60% approval rating with 75% response rate or less than 70% approval rating with 50% response rate</p>
Student Competition	<ul style="list-style-type: none"> <li>• National, State, Area, or Regional Competitions (Sponsored or OSSAA or similar organization)</li> <li>• Robotics Competitions</li> <li>• State Science Fair</li> </ul>	<p>5 – 1st or 2nd place in area competition  4 – 3rd or 4th place in area competition  3 – 1st or 2nd place in regional competition  2 – Invitation to regional competition  1 – No invitation to regional competition</p> <p>5 – 20% increase in students who qualify to compete  4 – 15% increase in students who qualify to compete  3 – 10% increase in students who qualify to compete  2 – 5% increase in students who qualify to compete  1 – less than 5% increase in students who qualify to compete</p>
Miscellaneous	<ul style="list-style-type: none"> <li>• IEP Goal Attainment</li> <li>• Linguifolio</li> <li>• Service Learning Project Portfolios</li> <li>• Student Community Service Project Portfolios</li> <li>• Teacher/Leader Portfolios</li> <li>• Third Grade Promotion</li> <li>• State-, District- and/or Consortium-Developed Benchmark Assessments</li> </ul>	<p>5 – 100% of Students Meeting All IEP Goals  4 – 90% of Students Meeting All IEP Goals  3 – 80% of Students Meeting All IEP Goals  2 – 70% of Students Meeting All IEP Goals  1 – Less than 70% of Students Meeting All IEP Goals</p> <p>Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally- or regionally-developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales for these measures.</p>

# Other Academic Measure Sample Worksheet Based on Recommended Procedures

TEACHER/LEADER'S NAME

POSITION

SCHOOL YEAR

SCHOOL DISTRICT

SCHOOL

**PART A:** To be completed within the first nine-weeks of school or as set by district policy.

## STEP 1: Identify an Academic Area of focus

## STEP 2: Identify the Pre-Assessment chosen and results of the Pre-Assessment

## STEP 3: Select an Other Academic Measure

Check One (or more than one if allowed by district policy)	Identify Specific Selection
<input type="checkbox"/> State Assessments	
<input type="checkbox"/> Value-Added Model (VAM) score	
<input type="checkbox"/> "Off the Shelf" Assessments	
<input type="checkbox"/> A-F Report Card Components	
<input type="checkbox"/> Surveys	
<input type="checkbox"/> Student Competition	
<input type="checkbox"/> Miscellaneous	
<input type="checkbox"/> Other (Only allowable if there are not two options on the Approved OAM List that are relevant to the job duties of the educator)	

## STEP 4: Establish a SMART Goal

## STEP 5: Establish a 5-Point Rating Scale

5	
4	
3	
2	
1	

DATE COMPLETED

EDUCATOR'S SIGNATURE\*

ADMINISTRATOR'S SIGNATURE\*

\* Signatures indicate that the educator and administrator agree to the goal and 5-point rating scale that will be used in the final evaluation.

**PART B:** To be completed at the end of the school year or after instruction in the academic area of focus is complete.

## STEP 6: Evaluation

OAM Rating Score	Evidence or Comments

DATE COMPLETED

EDUCATOR'S SIGNATURE\*

ADMINISTRATOR'S SIGNATURE\*

\* Signatures indicate that the educator and administrator agree to the factual findings of the rating assigned.

## ■ Frequently Asked Questions

### **When will Other Academic Measures become part of teachers' evaluation scores?**

Currently, statute requires the entire TLE system, including the quantitative portion, be implemented in the 2013-2014 school year. The Oklahoma State Department of Education is requesting a one-year delay in the implementation of the quantitative portion of TLE. If the proposed delay is passed during legislative session, Other Academic Measures will be collected at the site level during 2013-2014. This data will be included and calculated as 15% of teachers' final evaluation scores in 2014-2015.

### **Why is there a year lag between the time Other Academic Measures are collected at the site level and when they are calculated as part of teachers' final evaluation scores?**

Because many of the approved Other Academic Measures include benchmarks, state exams, and even value added scores, much of the data used to evaluate a teachers' effectiveness using Other Academic Measures is not available until late spring/early summer, after site evaluations have been completed. Therefore, a one-year lag between collecting data for the quantitative portion of the TLE system, including Other Academic Measures, and using that data as part of teacher evaluation scores will always exist.

### **When should local school boards begin adopting policies for Other Academic Measures?**

Even if the requested delay of quantitative components is passed, the collection of Other Academic Measures will occur in the 2013-2014 school year. The Oklahoma State Department of Education strongly suggests that local boards begin to adopt policies regarding Other Academic Measures in the spring of 2013. School districts and school boards should work closely with educators from their district to develop policies.

### **If there are at least two approved Other Academic Measures on the State Board approved list, may a local school board adopt additional academic measures for the teacher to use as part of his/her evaluation?**

No. If there are two OAMs on the approved list that apply to a teacher's specific job assignment, the teacher must choose an OAM from the approved list. School boards may only adopt additional OAMs if there are not two measures that apply to specific teachers on the State Board approved list of Other Academic Measures. Please refer to recommendations #6a – # 11 for additional questions regarding the adoption of additional OAMs.

### **How will this information be communicated with school board members, administrators, and teachers?**

Both district superintendents and the Oklahoma State Department of Education will be critical in communicating all information regarding OAMs to school board members, administrators, and teachers. The OSDE will be hosting videoconference training sessions, providing information through professional organizations, hosting regional trainings, and posting videos online for informational and educational purposes. Communication from the OSDE to school board members, administrators, and teachers will begin during the week of January 22, 2013.

### **How will Other Academic Measures data be collected and reported to the OSDE?**

The Oklahoma State Department of Education is currently partnering with Office of Management and Enterprise Services (OMES) to develop a data application which will allow administrators to enter qualitative and OAM scores electronically. More information regarding reporting will be given to you as soon as it is available.