

RINGWOOD PUBLIC SCHOOLS TLE - OTHER ACADEMIC MEASURES POLICY

During the 2013-2014 school year, one hundred percent (100%) of the evaluation rating of teachers and administrators shall be based on the qualitative component (Tulsa Model) of the TLE. This year the district will pilot the student academic growth and other academic measurement quantitative components of the TLE in all school sites within the school district.

About OAM

Other Academic Measures (OAM) are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching and reflecting student academic performance impacted by the teacher. OAM will comprise fifteen percent of a teacher's total evaluation score, as designated by the Oklahoma State Board of Education, beginning in the 2015-16 school year.

Adoption and Selection of OAM

Each academic year, administrators from each school site will create a district list of acceptable OAM from the Oklahoma State Board of Education "Approved Measures List". This list will be approved by the local board of education before being presented to teachers for OAM selection.

Teachers will select one OAM from the district OAM list relevant to the teacher's job duties that will provide actionable feedback to the teacher. In the event that there are not at least two options of OAM on the approved list relevant to the teacher's job duties, the school site administrator will provide to the teacher at least two relevant options that meet the definition of OAM adopted by the Oklahoma State Board of Education. In the event a teacher and administrator confer and receive agreement on a potential OAM not already listed as a district OAM, the administrator may present it to the superintendent and board of education for approval to be placed on the acceptable OAM list.

Timelines and Procedures for Evaluation Processes

1. During the first nine weeks of school, each teacher shall become familiar with the OAM process, and complete the following:
 - a. Determine an academic area of focus for the teacher's students that will guide the OAM for the teacher;
 - 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 academic area of focus at the end of the year (or after instruction for the academic area of focus is complete);
 - 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 shall be established based on pre-assessment data.

- i. SMART goals may be developed collaboratively by teachers with their peers.
 - ii. In the event teachers and their evaluators cannot reach agreement on a SMART goal (and/or rating scale, *below*), the issue shall be mediated by the superintendent of schools or designee, who shall have final authority;
 - 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 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 up 5-point rating scale for the OAM. Documentation of student performance shall be provided.
 3. In the event a teacher encounters an extenuating circumstance (e.g., extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or a situation that materially impacts the achievement of the teacher's students) after initial agreement of the SMART goal and 5-point rating scale, the teacher will be evaluated through an alternative process involving the development of a high-quality reflective analysis of their student performance and factors that contributed to the teacher's inability to reach expected targets.
 4. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated into teacher evaluations during the year following their attainment (OAM will be fully implemented in the year 2014-15, and these results will not be part of the teacher's evaluation until 2015-16).

Ringwood Public Schools
Approved Other Academic Measures List by Site
2013-14

Ringwood Elementary School

Student Attendance - Site

District Benchmark Assessments

“Off the Shelf” Assessments – Including but not limited to Study Island, STAR Reading,

Literacy First, or other assessments/components of RSA Testing, Acuity, or Aspire

Teacher / Leader Portfolios

IEP Goal Attainment

Ringwood Junior/High School

Student Attendance - Site

District Benchmark Assessments

“Off the Shelf” Assessments – Including but not limited to Quality Core,

ACT (Composite or 4 Sub-score Areas), Acuity, Aspire

Graduation Rate

EXPLORE, Acuity, or Aspire

National, State, Area, or Regional Student Competitions

Teacher / Leader Portfolios

IEP Goal Attainment