

LEADER PERFORMANCE EVALUATION PROCEDURES

During the 2013-2014 school year, one hundred percent (100) of the evaluation rating of leaders shall be based on the qualitative component of the TLE. As required by 70 O.S. § 6-101.10 for purposes of testing the TLE, the school district will incorporate the student academic growth and other academic measurement quantitative components of the TLE in select option: (all) or (a representative sampling of school sites within the school district).

The board of education shall annually approve a list of other academic measures ("OAM") from the list of options which have been approved by the State Board of Education. OAM are alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impact by the leader. Each leader shall have at least two options that are grade level appropriate. The leader shall be required to select another academic measure from the list approved by the board of education that is relevant to the job duties assigned to that leader. The other academic measure should be selected by the leader with the understanding that the measure is to be utilized to provide actionable feedback to the leader. If there are not at least two options of OAM listed on the approved OAM list that are relevant to the job duties of a leader, two other relevant options will be provided by the board of education that meet the definition of other academic measure adopted by the Oklahoma State Board of Education.

The rating scale for each leader shall be a 5 point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

The timeline for the evaluation process shall be as follows:

1. During a school year, each leader shall do each of the following:
 - a. Determine an academic area of focus for the leader's students that will guide the other academic measures for the 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 another academic measure that will be used to measure the performance of the academic area of focus at the end of the school year (or after instruction for the academic area of focus is complete). Those leaders who receive an individual value added model score because they teach in a grade and subject that has state tests used for calculating individual value added model scores may substitute the value added model score (on a 5 point scale) for the other academic measure if they so choose.
 - d. Establish a SMART goal by the end of the first semester for the academic area of focus as measured by the other academic measure. SMART goals are Specific, Measureable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data. Leaders may collaboratively develop SMART goals and 5 point rating scales with peers.
 - e. Establish a 5-point rating scale, by the end of the first semester, 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. If the leader and the evaluator cannot agree on the SMART goal and 5-point rating process, the Superintendent shall provide mediation.
2. At the end of the school year (or after instruction for the academic area of focus is complete), all 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 OAM are unavailable until after evaluations must be completed for re-employment decisions, other academic measure results will be calculated as 15 of leader evaluations during the year following their attainment.
4. If a leader encounters an extenuating circumstance including, but not limited to, extended illness, acceptance of a student leader, natural disaster, flu epidemic, or those situations that materially impact the achievement of the leader's students after a SMART goal has been agreed upon, the leader shall be evaluated via the

development of a high quality reflective analysis of their student performance and factors that contributed to the leader's inability to reach expected targets.

The district shall utilize the other academic measure sample worksheet provided by the State Department of Education.

Data shall be collected by the evaluator on an ongoing basis in compliance with the system of evaluation selected by the board of education. The data shall be maintained in an evaluation file for the leader. Final scores for the other academic measure component shall be determined by the end of the school year.