

**Appendix D2-1
Evaluation System**

I. (D)(2)(i) Percentage of participating LEAs that measure student growth

Aligned with State Fiscal Stabilization Fund, Phase II Application, Indicator (b)(2): Indicate whether the state provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in the manner that is timely and informs instruction.

Oklahoma does not as yet provide student academic growth data to teachers. However, the state is moving quickly in that direction. Several of the initial requirements for growth reporting are in place. Oklahoma has developed unique number identifiers for each student. Student identification numbers are collected at the time of testing. A pre-code file for each district with the student identifier number is generated for Grades 3-8 by the WAVE. Additionally, the state collects teacher identification for each student at the time of testing.

Oklahoma is posed to provide student academic growth data to all teachers of reading/language arts and of mathematics during the 2010-11 school year. The milestones and timelines for these reports are provided below.

Milestones and Timelines

Milestone 1: Report Student Achievement Growth results to reading language arts and mathematics teachers.			
Subtask	Initiation Date	Completion Date	Responsible Party
Contract with National Expert on Student Achievement Growth Models	March 2010	April 2010	Oklahoma State Department of Education
Develop methodology for calculation of Student Achievement Growth	May 2010	July 2010	Oklahoma State Department of Education; National Expert on Growth Models
Contract with Vendor for work related to generation of reports for student	August 2010	January 2011	Oklahoma State Department of Education

growth			
Distribute Reports to Districts	February 2011	February 2011	Oklahoma State Department of Education
Distribution of Reports in subsequent years	August of each year	August of each year	Oklahoma State Department of Education

Potential Obstacles

There are not state funds available to allow for the development and implementation of Student achievement growth reporting without federal assistance.

Public Reporting

Oklahoma will report the results of Student Achievement Growth on an annual basis. The reporting will occur in the summer of each year on the Student Accountability and Assessment page of the Oklahoma Department of Education website. Progress toward the development and distribution of the student academic growth reports will be reported quarterly on the website, <http://www.sde.state.ok.us/Finance/Recovery/SFSFII/default.html>

Funding

Oklahoma will use federal funds to finance the implementation of Indicator (b)(2). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Federal	2,500,000	Generation and Distribution of Student Achievement Growth Reports

II. (D)(2)(ii) – (D)(2)(iv) Percentage of participating LEAs with qualifying evaluation systems for teachers; Percentage of participating LEAs with qualifying evaluation systems for principals; Percentage of participating LEAs with qualifying evaluation systems that are used to inform: Developing teachers and principals, Compensating teachers and principals, Promoting teachers and principals, Retaining effective teachers and principals, Granting career teaching status and/or full certification (where applicable) to teachers and principals, and Removing ineffective teachers and principals with and without career teaching status.

Aligned with the following State Fiscal Stabilization Fund, Phase II Application Indicators:

- **Indicator (a)(4)**
- **Indicator (a)(5)**

- **Indicator (a)(7)**

Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

The State Department of Education currently provides to LEAs the Oklahoma *Criteria for Effective Teaching and Administrative Performance*. Oklahoma schools must use these criteria as the common core of standards for evaluation of teachers and principals. Oklahoma's State Board of Education, in collaboration with the State Department of Education, will establish a rigorous and uniform rubric-based evaluation system for teachers and principals, using best practice research as well as significant input from teachers and principals. The common rubric to be used in all Oklahoma LEAs will require uniform application of the evaluation system across the state.

Evaluating Teacher Effectiveness

Oklahoma plans to use two separate tools, used jointly, to measure teacher effectiveness: 1) assessments of student growth and 2) rubric based performance assessments. The State Department of Education will implement performance management and survey systems to provide data systems support for this initiative. After the new evaluation system based on performance rubrics is in place, a teacher and principal effectiveness measure based on student academic growth data will be included in pilot evaluations, with the intention of going statewide.

Oklahoma will measure the contribution each teacher makes to student learning by measuring student growth through achievement test measures. Teachers will be measured according to the average achievement of each student for whom they have been responsible for instruction for the full year and for whom they have accurate pre-test data.

Oklahoma will use a nationally recognized vendor to establish the growth measures. The calculations and analyses necessary to produce reliable value-added, growth scores are very complex and it needs to take a proactive approach to instilling teacher confidence in the objectivity of the assessment system. In order to vet potential vendors, a sample of test data for 5th grade math teachers will be submitted to multiple vendors. The vendor will be selected based

upon the quality of the returned sample calculations and in compliance with all contract-bidding guidelines.

Only teachers in tested grades or subjects where a test was given in the previous year will be assessed with an individual value-added score, and those grades and subjects for which there is not currently a reliable testing measure will remain untested until such a test can be created. In the interest of equity and to ensure that teachers are evaluated, those teachers who are in non value-added grades and subjects will be assessed with emphasis placed on their observed performance evaluations (discussed in more depth below). The evaluation will include a component addressing student achievement as well as their contribution to the success of their school as measured by the school's value-added scores. School value-added scores will be calculated based on all the same formulas as the individual teacher value-added scores, with the exception they will include the scores of all students who were enrolled in said school for the full academic year.

While only a portion of Oklahoma's teachers will have individual student achievement scores, all teachers will be assessed using a newly designed teacher performance rubric. The rubric will be carefully designed to comply with all state regulations while being more effective in the process of identifying the effectiveness and developmental needs of teachers. It will assist teachers and reviewers in identifying behaviors proven to increase student academic achievement.

Five domains will be covered by the rubric: organizational/classroom management, instructional effectiveness, professional growth and continuous improvement, interpersonal skills, and leadership skills. Under each domain, a manageable number of dimensions will be listed to assist the reviewer in precisely determining how the teacher performs within each domain. The final rubric will include clear indicators of each domain and dimension that will be provided to each teacher and reviewer along with training to understand fully the measures. The rubric will be divided into five numerical performance levels explicitly defined for each dimension.

Teachers who meet the lowest performance level (1) criteria will be equivalent to "unsatisfactory," and teachers who meet the highest performance level (5) criteria will equate to the most effective teachers.

The performance level indicators developed for each dimension will align with the behaviors that would be demonstrated by a teacher who fit into each performance category. There will be clearly demonstrated distinctions in each category and each description will be crafted to be as objective as possible. Additionally, they will be carefully tailored to be appropriate for both elementary and secondary level teachers while weighting certain dimensions over others to ensure that a teacher receiving a high rubric score is an effective teacher and one receiving a low score is not.

Assessment Rubric Training

All reviewers will be thoroughly trained in using the assessment rubric during multi-day sessions to ensure that each reviewer observes, reports, and differentiates the same behaviors in the same way. Required refresher courses will be given yearly and as necessary to ensure consistency. The State Department of Education will work with LEAs to provide in-depth training for teachers on the rubric in order to engender confidence in its objectivity, teach them how to properly interpret their results, and to set expectations of performance. In the first year of implementation, all teachers will be required to attend a half-day training session. Sessions will be conducted with groups of 50-100 teachers. In subsequent years, all probationary teachers will be required to attend this initial training in the summer prior to their first year. Once per year, a one-hour refresher course will be provided during required professional development days or faculty meetings. At any time, a teacher or principal may request additional training and/or discussion.

Calibration: Four calibration systems will be developed in order to ensure inter-rater reliability. The first calibration will occur during the initial implementation process. During the initial reviewer training, trainees will observe videos of lessons and classroom interactions of teachers that are not from their own LEA. Trainees will use the performance rubric to score the teachers on the video. Trainers will compare the scores by which video was reviewed, ensuring that the scores given by all reviewers for a particular teacher were satisfactorily similar. The second calibration will occur during the pilot rollout. Principals and central office administrators in participating LEAs will assemble a group of teachers considered to be highly effective. After and during observations, trainees will use the performance rubric to score the teachers and compare

reviewer scoring according to which a teacher was reviewed. This same process will then be conducted with a random assembly of teacher volunteers.

The third calibration is planned to occur after the full-scale rollout and will continue throughout the life of the assessment system. The formal evaluation review process will be calibrated by utilizing a dual-rater review system on a random sampling of evaluations, where two reviewers observe the teacher simultaneously and compare their evaluation results only after the completion of the review process. At the request of a teacher, his/her review may also be conducted using a dual-rater review process to account for potential discrepancies with the principal's results. Where there is a variance in the scores between the principal and the reviewer, discussion will occur as to which result to accept. All variances will be noted in the principal's evaluation. When a reviewer (including principals) exceeds a maximum number of variances, that reviewer must retrain.

The fourth calibration will be a data-driven comparison conducted after the district begins receiving complete value-added calculations. The distribution of the district-wide evaluation results will be compared with the district's value-added score distribution to ensure that the observed behaviors of teachers as indicated on the rubric align with the distribution of the value-added scores based on actual student academic achievement data.

Each year, upon the principal's submission of the formal evaluation report, a confidential feedback survey will automatically be provided to teachers on a secure website. One-day workshops will be held every summer for three years to suggest tangible changes to the assessment process, informed by the survey results. Attendees to the workshops will include 20-40 principals, assistant principals, teachers, administrators and union representatives. After the assessment system has been in place for three years, summer workshops will be held as necessary to ensure the efficacy of the assessment tool in identifying and improving effective teachers.

Milestones and Timelines

Milestone 1: Design a teacher evaluation rubric system including : 1) student growth assessments and 2) rubric based performance assessments

Subtask	Initiation Date	Completion Date	Responsible Party
Hire a nationally recognized vendor to establish the student growth measures	April 2010	August 2010	State Department of Education
Work with the national experts, teacher organizations, Oklahoma legislators, Oklahoma business leaders, and others to draft the evaluation rubric	August 2010	November 2010	State Department of Education
Implement performance management and survey systems to provide data systems support for this initiative for LEAs to use to document the teacher evaluations	June 2010	September 2010	State Department of Education

Milestone 2: Train teachers and administrators in the use of the evaluation rubric

Subtask	Initiation Date	Completion Date	Responsible Party
Develop training modules for teachers and administrators using the rubric for reviews	January 2011	February 2011	State Department of Education
Provide mandatory half-day training session for all teachers/administrators	June 2011	On-going	State Department of Education
Provide follow-up workshop training	August 2012	On-going	State Department of Education

Milestone 3: Implement the evaluation rubric

Subtask	Initiation Date	Completion Date	Responsible Party
Pilot the rubric with a sample of volunteer districts across the state.	April 2011	May 2011	State Department of Education
Calibrate the rubric to document inter-rater reliability	May 2011	June 2011	National Expert and the State Department of Education
Survey participants for feedback regarding the instrument	May 2011	May 2011	State Department of Education
Hold workshops to obtain feedback from rubric users regarding tangible changes to the assessment	May 2011	June 2011	State Department of Education

process			
Implement the evaluation system statewide	August 2011	May 2012	State Department of Education
Milestone 4: Report by LEA the number and percentage of teachers rated at each performance rating or level			
Subtask	Initiation Date	Completion Date	Responsible Party
Obtain results for each LEA of the completed rubric evaluations using the state performance management systems	May 2012	June 2012	State Department of Education
Publish the results of the evaluations to the state website: http://www.sde.state.ok.us/Default	August 2012	ongoing	State Department of Education

Potential Obstacles

The State of Oklahoma will use Race to the Top funds to implement the new evaluation rubric system. Should Oklahoma not be awarded the Race to the Top grant, the timeline for implementation will likely be extended. There are not state funds available to allow for the development and implementation of the common statewide evaluation rubric without federal assistance.

Public Reporting

Oklahoma will report the results of the teacher evaluations for each LEA on an annual basis. The reporting will occur in the summer of each year to describe the evaluation results of the previous school year.

An external evaluator will be hired to document progress toward reaching the goals of the teacher evaluation system. The evaluator will provide monthly status reports, quarterly reviews and annual evaluation reports. The status reports and the evaluation reports will be made public and posted on the Oklahoma State Department of Education web site:

<http://www.sde.state.ok.us>.

Funding

Oklahoma will use federal funds to finance the implementation of Indicator (a)(4). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Race to the Top Grant	\$7,000,000	<ul style="list-style-type: none">• Develop the teacher evaluation rubric• Incorporate teacher evaluation into the state teacher information web reporting site• Train teachers and administrators to use the rubric• Pilot the rubric• Implement the teacher evaluation system statewide

Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number

and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

As of January 2010, the Oklahoma State Department of Education does not collect information from each of the 539 LEAs regarding the public reporting of teacher evaluation ratings. The Professional Services Department plans to survey each of the LEAs to determine whether or not they publically report teacher ratings by school.

Milestones and Timelines

Milestone 1: Survey each Oklahoma LEA to determine if teacher evaluation ratings are publically reported by school.			
Subtask	Initiation Date	Completion Date	Responsible Party
Amend the existing school reporting requirement to include teacher evaluation ratings by school	April 2010	May 2010	State Department of Education
Require each LEA to provide the needed information via the reporting tool	August 2010	ongoing	State Department of Education
Milestone 2: Publish the LEAs that provide teacher evaluation ratings by school on the state website.			
Subtask	Initiation Date	Completion Date	Responsible Party
Obtain results for each LEA of the completed rubric evaluations using the state performance management systems	August 2010	ongoing	State Department of Education
Publish the results of the evaluations to the state website: http://www.sde.state.ok.us/Default	August 2011	ongoing	State Department of Education

Potential Obstacles

The State of Oklahoma will use Race to the Top funds to implement the new teacher evaluation reporting system. Should Oklahoma not be awarded the Race to the Top grant, the timeline for development and implementation will likely be extended.

Public Reporting

The state will report the LEAs that publish teacher evaluation ratings by school on an annual basis. The reports will occur in the summer of each year to represent the teacher evaluation ratings from the preceding school year.

An external evaluator will be hired to document progress toward reaching the goal of public reporting of teacher evaluations. The evaluator will provide monthly status reports, quarterly reviews and annual evaluation reports. The status reports and the evaluation reports will be made public and posted on the Oklahoma State Department of Education web site:

<http://www.sde.state.ok.us>

Funding

Oklahoma will use Race to the Top funds to finance the implementation of Indicator (a)(5). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Race to the Top Grant	\$50,000	<ul style="list-style-type: none">Expand the teacher information site to include data on teacher evaluationsCommunicate the new requirements to LEAs

Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

The State Department of Education currently provides to LEAs the Oklahoma *Criteria for Effective Teaching and Administrative Performance*. Oklahoma schools must use these criteria as the common core of standards for evaluation of principals. Oklahoma's State Board of Education, in collaboration with the State Department of Education, will establish a rigorous and

uniform rubric-based evaluation system for principals, using best practice research as well as significant input from educators. The common rubric to be used in all Oklahoma LEAs will require uniform application of the evaluation system across the state.

Leadership Evaluation

Just as teachers will be assessed with more than one tool, the effectiveness of district and school leadership including principals and assistant principals will be measured according to multiple data points: school achievement data, parent/student/teacher surveys, and the performance rubric.

School-level value-added achievement growth scores will be calculated, and principals and assistant principals will be expected to lead their schools to a minimum gain each year.

Confidential parent and student surveys will be sent out twice annually to measure the parent and student perceptions of the climate of the school and interactions with teachers and administrators, as well as academic achievement levels. The principal performance rubric will be designed to correspond to the teacher performance rubric. It will be based in part on the New Leaders for New Schools model and will include, but not be limited to, the domains of student achievement; culture and vision/leadership skills; professional growth and responsibility; interpersonal skills; instructional leadership; and organizational/school management. The dimensions under each domain will be customized for the principal and school administrator roles.

Milestones and Timelines

Milestone 1: Design a principal evaluation rubric system including school value-added scores, parent/student/teacher surveys, the performance rubric, and student achievement data.			
Subtask	Initiation Date	Completion Date	Responsible Party
Hire a nationally recognized vendor to establish the school value-added measures and incorporate into a common rubric	April 2010	August 2010	State Department of Education
Develop parent/student/teacher surveys	August 2010	September 2010	State Department of Education, LEA representatives and National Expert
Work with the national experts, teacher organizations, Oklahoma legislators, Oklahoma business leaders to draft the performance evaluation rubric	June 2010	December 2010	State Department of Education and National Experts
Combine each of the four components into a unified evaluation rubric system	January 2011	January 2011	State Department of Education and National Experts
Implement performance management and survey systems to provide data systems support for this initiative for LEAs to use to document the principal evaluations	June 2010	August 2010	State Department of Education
Milestone 2: Train administrators in the use of the evaluation rubric			
Subtask	Initiation Date	Completion Date	Responsible Party
Develop training modules for administrators using the rubric for reviews	February 2011	March 2011	State Department of Education
Provide mandatory training session for all administrators	June 2011	On-going	State Department of Education

Provide follow-up workshop training	August 2012	On-going	State Department of Education
Milestone 3: Implement the evaluation rubric			
Subtask	Initiation Date	Completion Date	Responsible Party
Pilot the rubric with a sample of volunteer districts across the state.	April 2011	May 2011	State Department of Education
Calibrate the rubric to document inter-rater reliability	April 2011	June 2011	National Expert and the State Department of Education
Survey participants for feedback regarding the instrument	April 2011	May 2011	State Department of Education
Hold workshops to obtain feedback from rubric users regarding tangible changes to the assessment process	April 2011	July 2011	State Department of Education
Implement the evaluation system statewide	August 2011	May 2012	State Department of Education
Milestone 4: Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level			
Subtask	Initiation Date	Completion Date	Responsible Party
Obtain results for each LEA of the completed rubric evaluations using the state performance management systems	August 2011	May 2012	State Department of Education
Publish the results of the evaluations to the state website: http://www.sde.state.ok.us/Default	August 2012	ongoing	State Department of Education

Potential Obstacles

The State of Oklahoma will use Race to the Top funds to implement the new evaluation rubric system. Should Oklahoma not be awarded the Race to the Top grant, the timeline for implementation will likely be extended. There are not state funds available to allow for the development and implementation of the common statewide evaluation rubric without federal assistance.

Public Reporting

Oklahoma will report the results of the principal evaluations for each LEA on an annual basis. The reporting will occur in the summer of each year to describe the evaluation results of the previous school year.

An external evaluator will be hired to document progress toward reaching the goals of the development, implementation and reporting of the principal evaluation system. The evaluator will provide monthly status reports, quarterly reviews and annual evaluation reports. The status reports and the evaluation reports will be made public and posted on the Oklahoma State Department of Education web site: <http://www.sde.state.ok.us>.

Funding

Oklahoma will use federal funds to finance the implementation of Indicator (a)(7). The budget for the project is provided in the table that follows.

Funding Source	Amount	Justification
Race to the Top Grant	\$5,000,000	<ul style="list-style-type: none">• Develop the principal evaluation rubric• Incorporate principal evaluation into the state principal information web reporting site• Train principals and district administrators to use the rubric• Pilot the rubric• Implement the principal evaluation system statewide