

# Designing a Local Student Growth Measures Plan for Teachers and Principals

A step-by-step approach for designing a local student growth measures plan,  
including templates to inventory teachers, principals, and assessments.

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# Introduction

## [What is a Student Growth Measures Plan?<sup>1</sup>](#)

“Teacher evaluation as required by [ORC3319.111](#)<sup>2</sup> relies on two key evaluation components: a rating of Teacher Performance and a rating of student academic growth, each weighted at 50 percent of each evaluation. The following guidance speaks to the student growth measures component, specifically addressing determinations to be made for using student growth measures within teacher evaluation.” (K. Harper)

## [Designing a Local Student Growth Measures Plan Workbook:](#)

This workbook has been created as a supplement for *planning purposes only* to provide examples and templates for districts to utilize when designing their locally determined student growth measures plan, using the ODE guidance documents.

## [ODE Recommendations:](#)

The Ohio Department of Education recommends a three-step process in designing a local student growth measures plan. (Education, Ohio Department of, 2013)<sup>3</sup>

Step One: Conduct an inventory of needs and resources

Step Two: Determine and create (if necessary) student growth measures to be used

Step Three: Communicate expectations and refine the entire process

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<sup>1</sup> A special thanks to Dr. Kathy Harper, Greene Co. ESC, for sharing this definition.

<sup>2</sup> [O.R.C. 3319.111](#)

<sup>3</sup> [Steps for Designing a Local Student Growth Measures Plan](#)



III. Determine available assessments and develop a list of assessments and other data that are appropriate for use in combination with SLOs in various grade levels and content areas within your LEA.

- ✓ Is our LEA using any of the ODE approved vendor assessments?  
[Approved Vendor List](#)<sup>4</sup>
- ✓ Which grade level(s) and course(s), have current ODE approved vendor assessments available?
- ✓ Does the manner in which our LEA is using the ODE vendor assessment meet the definition of student growth?
- ✓ Have we secured the vendor assessment growth reports?
- ✓ Which assessments are not on the ODE approved vendors assessment list, but could be used in SLOs? (Ohio Department of Education, 2013)<sup>5</sup>

**Action Item:** Please refer to Appendix "[Inventory of Available Assessments](#)" for completing this step.

IV. Determine which educators are required to be evaluated by the new system.

**Action Item:** Please refer to Appendix "[Inventory of Educators](#)" for completing this step.

V. Categorize those educators into three groups:

- 1) Those with Value-Added data
- 2) Those with data from assessments on the ODE approved list
- 3) Those with none of the above data

Within each category, note any special considerations that may impact the plan, such as:

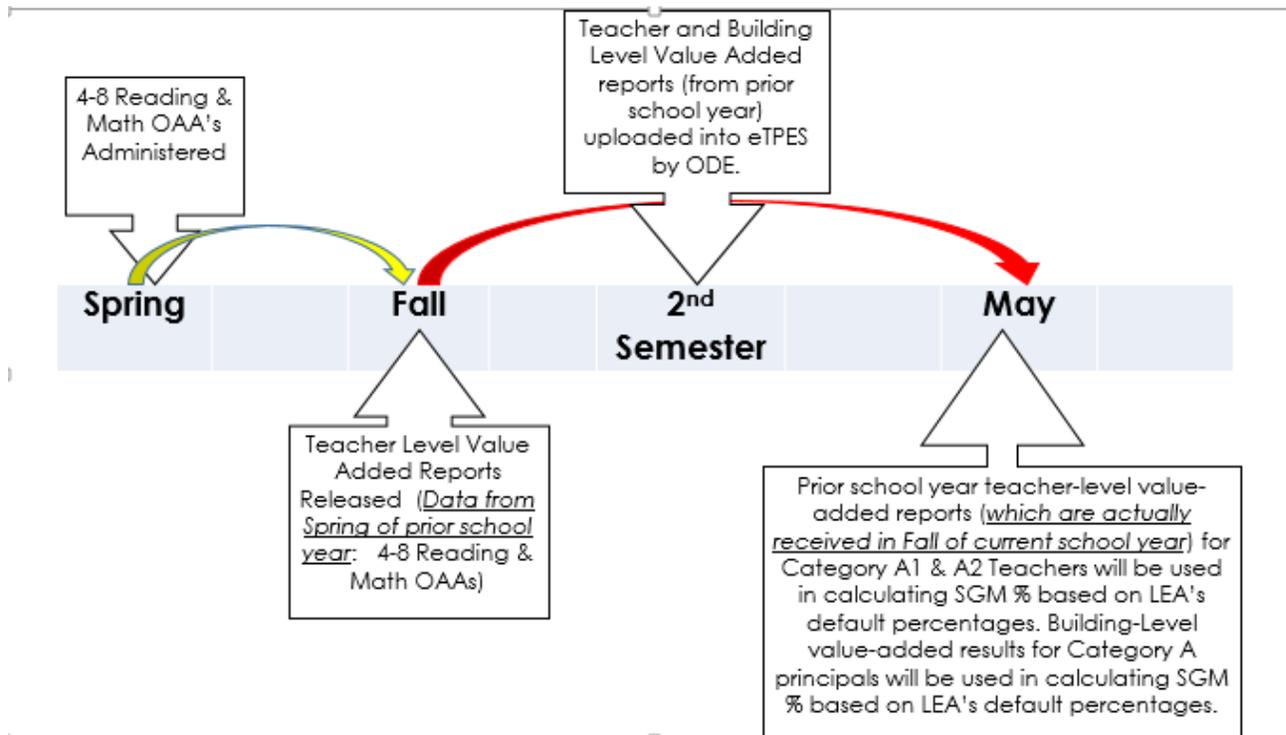
- The amount of time teachers spend with specific groups of children;
- Part-time and multiple building assignments;
- Teachers on special assignment.

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<sup>4</sup> [Approved List of Vendor Assessments](#)

<sup>5</sup> [Guidance on Selecting Assessments for SLOs](#)

**A. Value Added Teachers: Who has teacher-level EVAAS Value-Added data, grades 4-8 reading and math?**



**Value Added Data Usage 2013-2014:**

**A1 teacher in the previous year:**

Value-Added data from the prior year must be used at **26% - 50% in the current year**, according to the LEA's SGM plan

**A2 teacher in the previous year:**

Value-Added data from the prior year must be used at **10% - 50% in the current year**, according to the LEA's SGM plan.

**Inventory teachers receiving an EVAAS teacher-level value added report (Fall of current year) from courses instructed in the prior year.**

- Review schedules of teaching staff receiving value-added reports in the fall (based on the prior year's schedule).
- Categorize A1 teachers: Who instructed **all** value added courses in the prior year **and** current year?
- Categorize A2 teachers: Who instructed **some** value added course(s), but not exclusively in the prior year? What percent of time was spent instructing in value added course(s) in the prior year?
- What is the required value-added weight for the current year according to ORC3319.112 and the ODE SGM Business Rules?

**Action Item:** Please refer to Appendix "[Inventory of Value Added Teachers](#)" for completing this step.

**Inventory principals receiving an EVAAS principal composite value added report.**

- Review principals' building assignments for prior year and current year.
- Categorize which principals are A.

**Action Item:** Please refer to Appendix "[Inventory of Value Added Principals](#)" for completing this step.

**B. ODE Approved Vendor Assessment Educators**

**Who has data from assessments on the ODE approved vendor assessment list?**

- Which educators are using an ODE approved vendor assessment? (Refer to the LEA's "Available Assessments Inventory".)
- Are any Category A educators using an ODE approved vendor assessment? If so, that assessment becomes a local measure.

**Action Item:** Please refer to Appendix "[Inventory of Vendor Assessment Educators](#)" for completing this step.

## C. No Value Added or Vendor Assessment(s) Educators

### Who has no Value-Added or approved vendor data?

**Action Item:** Please refer to Appendix “[Inventory Educators No Value Added or Vendor Assessment Data](#)” for completing this step.

### **Special Considerations:** Which Educators are New to Value Added Assignment for the Current Year?

**Inventory teachers and principals that did not receive a value added report from prior year, but are new to a value added assignment for the current year.**

This may include:

- New teachers or principals, e.g. newly hired principal with no previous principal experience, Year One Resident Educators
- Any teacher that changed assignment from the prior year to the current year, e.g. teacher instructed 3<sup>rd</sup> grade in previous year, and currently instructs 6<sup>th</sup> grade math
- Any principals that changed assignment from the prior year to the current year, e.g. principal assigned to K-2 building in previous year and currently assigned to grades 6-8 building.

**Determine current year SGM category, dependent upon available data.**

- Are there ODE-approved vendor assessments available? (Category B)
- If there are no ODE-approved vendor assessments available, LEA measures will be used. (Category C)

**Action Item:** Please refer to Appendix “Inventory of Educators: New to Value Added Assignment for Current Year” for completing this step.

Step Two: Determine and create (if necessary) student growth measures to be used.

- I. Determine what percentages your LEA will attribute to Value Added data, assessments from the ODE approved list and local measures within each category. (Category A1 and A2 teachers shall attribute the Value- Added dimension at the weighted percentage required by O.R.C.)

**Value Added Data**

<b>How much will our LEA attribute to teacher-level value added data, Category A1 and A2?</b>		
	<b>Teacher Value Added</b>	<b>LEA Measures</b>
A1: Teacher Instructs Value-Added Subjects <b>Exclusively (2013-2014)</b> <sup>6</sup>	26-50%	0-24%
A1: Teacher Instructs Value-Added Subjects <b>Exclusively (2014-2015)</b> <sup>7</sup>	50%	
A2: Teacher Instructs Value-Added Subjects, but <b>Not Exclusively</b>	Proportional to teaching schedule 10-50%	Proportional to teaching schedule 0-40%

<b>How much will our LEA attribute to building-level value added data for principals?</b>	
<b>Building Value-Added</b>	<b>LEA Measures</b>
10-50%	0-40%

<sup>6</sup> [O.R.C. 3319.111](#), [O.R.C. 3319.112](#)

<sup>7</sup> [O.R.C. 3319.111](#), [O.R.C. 3319.112](#)

## ODE-Approved Vendor Assessment Data

How much will our LEA attribute to the assessments from the ODE-Approved Vendor List?

Vendor Assessment	LEA Measures
10-50%	0-40%

## Category B: Special Considerations

- How many years has the assessment(s) been administered?
- Is there trend data to analyze?
- Are there variations in the number of vendor assessments available by course and/or grade level?

## LEA Measures: Teachers

**What LEA measures will be used?**

Types:

- Student Learning Objectives (SLOs)
- Shared Attribution

Category A Only:

- If LEA measures are used, vendor assessment data may be used.

## LEA Measures: Principals

**What LEA measures will be used?**

Types:

- Average of all teachers' student growth ratings
- Building-Based Student Learning Objectives (SLOs)
- Shared Attribution

## LEA Default Percentages for Teacher Categories

*\*This information may appear differently in eTPES Spring 2014.*

Teacher Category		Value-Added	Vendor Assessment	LEA Measures		Total = 50%
				SLOs/Other*	Shared Attribution	
A: Value-Added	A1 (exclusive)	26-50% (2013-14)		Remaining % may be split among SLOs and shared attribution areas		50%
		50% (2014-15)		N/A 2014-2015		50%
	A2 (non-exclusive)	Proportionate to teacher schedule; 10-50%		Remaining % may be split among SLOs and shared attribution areas		50%
B: Approved Vendor Assessment			10% or greater	Remaining % may be split among SLOs and shared attribution areas		50%
C: LEA Measures				Remaining % may be split among SLOs and shared attribution areas		50%

\*For Category A, teachers with Value-Added may also include ODE-Approved Vendor Assessment data in this LEA Measures.

**If the district decides to allow variation from the default percentages, they must make manual adjustments within eTPES.** (Ohio Department of Education, 2013)<sup>8</sup>

- Districts should try to be as consistent as possible when setting percentages.
- Percentages should not be determined by individual teachers or determined based on individual past results.

**Action Item:** Determine the 2013-2014 and 2014-2015 default percentages for your LEA. Please refer to Appendix "[LEA Default Percentages for Teacher Categories](#)" for completing this step.

<sup>8</sup>[Combining the Student Growth Measures in the Educator Evaluation Systems](#)

## LEA Default Percentages for Principal Categories

*\*This information may appear differently in eTPES Spring 2014.*

Principal Category	Value-Added	Vendor Assessment	LEA Measures		Total = 50%
			SLOs/Other*	Shared Attribution	
<b>A: Value-Added</b>					<b>50%</b>
<b>B: Approved Vendor Assessment</b>					<b>50%</b>
<b>C: LEA Measures</b>					<b>50%</b>

\*For Category A principals, this could also include the ODE-Approved Vendor Assessment data average of all teachers' growth ratings.

**If the district decides to allow variation from the default percentages, they must make manual adjustments within eTPES.** (Ohio Department of Education, 2013)<sup>9</sup>

- Districts should try to be as consistent as possible when setting percentages.
- Percentages should not be determined by individual principals or determined based on individual past results.

**Action Item:** Determine the default percentages for principals in your LEA. Please refer to Appendix "[LEA Default Percentages for Principals](#)" for completing this step.

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<sup>9</sup>[Combining the Student Growth Measures in the Educator Evaluation Systems](#)

- II. Determine how the LEA will implement the local measures process.
- Will shared attribution measures be used?
  - Who is required to create SLOs?
  - Within the guidelines of 2-4 SLOs, how many SLOs are required for each educator?
  - Who will be approving the SLOs?
  - How will SLOs be tracked, through revisions, and to final approval?
  - What guidance, training, and support will be provided to educators and evaluators?

### Will shared attribution measures be used?

- **What shared attribution measures are we using?**
- **Have we secured the proper reports?**
- **Will the same shared attribution measures be used for all educators within each SGM category?**

**Note: Only one shared attribution measure may be used per educator.**

### Will SLOs be used?

- **Who is required to create SLOs?**
  - Which categories of educators will have LEA measures?
  - Did we select SLOs as an LEA measure?
  - Which SGM categories will this include?
- **Within the guidelines of 2-4 SLOs, how many SLOs are required for each teacher?**

- **What assessments will be used?**

- Refer to your LEA's "Available Assessments Inventory"
- If assessments do not exist for certain grade level(s) and/or courses, have we followed the "SLO Guidelines for Selecting Assessments"? (Ohio Department of Education, 2013)<sup>10</sup>
- Will we have a district-approved list of SLO assessments?

**Action Item:** Inventory educators writing SLOs, # of SLOs, and courses SLOs will be written. Please refer to Appendix, "[Inventory of Educators Writing SLOs](#)" for completing this step.

## SLO Approval

- **Who is approving SLOs in our LEA?**

- LEAs are responsible for SLO approval.
- ODE recommends this process is completed by a committee(s).

- **Has SLO calibration been completed?**

SLO calibration is the process of ensuring a thorough and fair review of all SLOs by *systematically* requiring high quality and rigor across SLOs.

## SLO Procedures

- **How will SLOs be tracked?**

- Submission
- Revisions
- Final Approval

- **What guidance, training, and support will be provided to educators and evaluators?**

**Action Item:** Complete the SLO tracking form for each educator in your LEA, as well as the LEA SLO Professional Development Plan. Please refer to Appendix,

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<sup>10</sup> [Guidance on Selecting Assessments for SLOs](#)

“[SLO Tracking Form](#)”, “[SLO Professional Development Plan](#)” for completing this step.

### Step Three: Communicate Expectations and Refine the Entire Process.

- I. Design communication plans, training, and professional development opportunities around requirements and implementation for teachers and their evaluators.
  - A. **How will the SGM plan be communicated to all stakeholders?**
  - B. **What training will be provided to educators, e.g. SLO training, Interpreting Teacher-Level Value Added Reports, SGM training?**
  - C. **What ongoing professional development and support will be needed to sustain and refine the process?**

**Action Item:** Complete the LEA SGM Professional Development Plan. Please refer to Appendix, “[SGM Professional Development Plan](#)” for completing this step.

# Appendix

## Inventory Templates















## LEA Default Percentages for Teacher Categories

*\*This information may appear differently in eTPES Spring 2014.*

Teacher Category		Value-Added	Vendor Assessment	LEA Measures		Total = 50%
				SLOs/Other*	Shared Attribution	
A: Value-Added	A1 (exclusive)					50%
	A2 (non-exclusive)					50%
B: Approved Vendor Assessment						50%
C: LEA Measures						50%

### LEA Default Percentages for Principal Categories

Principal Category	Value-Added	Vendor Assessment	LEA Measures		Total = 50%
			SLOs/Other*	Shared Attribution	
<b>A: Value-Added</b>					<b>50%</b>
<b>B: Approved Vendor Assessment</b>					<b>50%</b>
<b>C: LEA Measures</b>					<b>50%</b>



## SLO Tracking Form

Educator Name	SLO Event	Date Completed
	Original SLO Submission	
	Committee Feedback Provided to Educator	
	SLO Approval	
	Midpoint Check-In <i>(recommended, not required)</i>	
	SLO End-of-Interval Scoring and Conference	
	Final SLO Score Entered in eTPES	

## SLO Professional Development Plan/Timeline

**Directions:** Insert dates for each content area for professional development/training.

Grade Level	ELA	Math	Science	Soc. St.	P.E.	Art	Music	Other (_____)	Other (_____)
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

## SGM Professional Development Plan/Timeline

Training for Educators on District Evaluation Plan (Performance Rating Rubrics/Protocols & SGM Plan)

Date	Agenda Items	Target Audience (Identify which educators will attend the training)	Follow-Up Training Date (if applicable)	Follow up Training Agenda Items	Target Audience (Identify which educators will attend the training)

## LEA SGM Plan Checklist

Date Completed	Task
	Explore Collaboration Opportunities
	Assemble LEA Design Team
	Inventory available assessments
	Determine educators required to be evaluated by new system
	Categorize educators into three groups
	Inventory educators receiving teacher-level or principal composite value added report
	Inventory vendor assessment educators
	Inventory educators with no value added or vendor assessment data
	Inventory educators new to value added assignment
	Determine LEA Default Percentages for Teacher Categories
	Determine LEA Default Percentages for Principal Categories
	Inventory educators writing SLOs
	Develop SLO professional development plan
	Develop SGM professional development plan

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