

# Improve Your District's Student Growth Measures Plan

**Ohio's Spring Education Symposium  
March 28, 2014**

*Presented By:*

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# Intended Outcomes

*Participants will:*

- Review the OTES & OPES student growth measures (SGM) framework.
- Analyze their district's current SGM assessments for quality and relevant use.
- Evaluate and refine their district's current SGM plan for potential revisions and considerations.

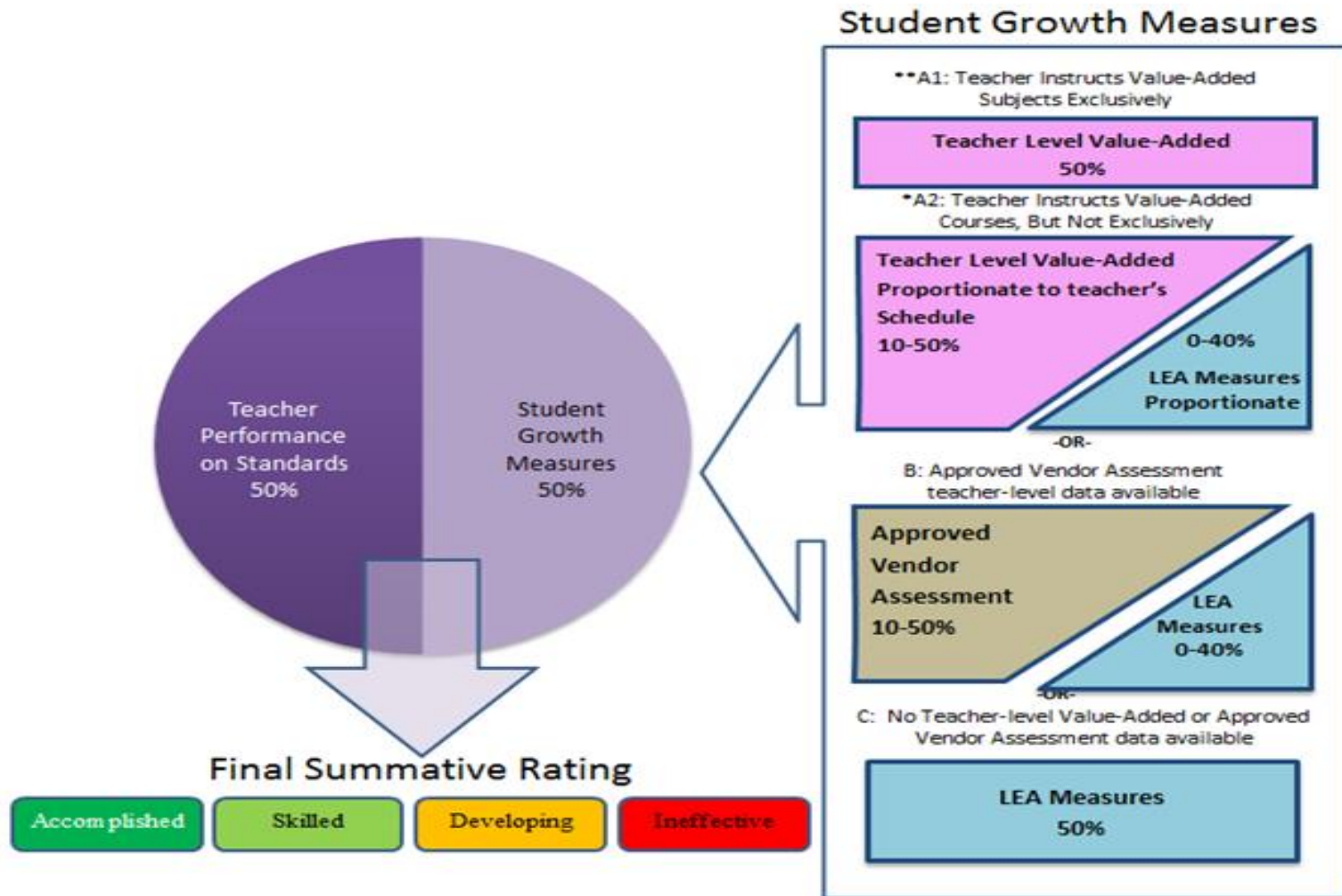
# Session Format

- I do
  - Presenter will provide information, demonstrate, and model refining a SGM plan
- We do
  - Participants will practice applying SGM plan revisions
- You do
  - Participants will refine their district SGM plan using own district, school information

# Definition of Student Growth

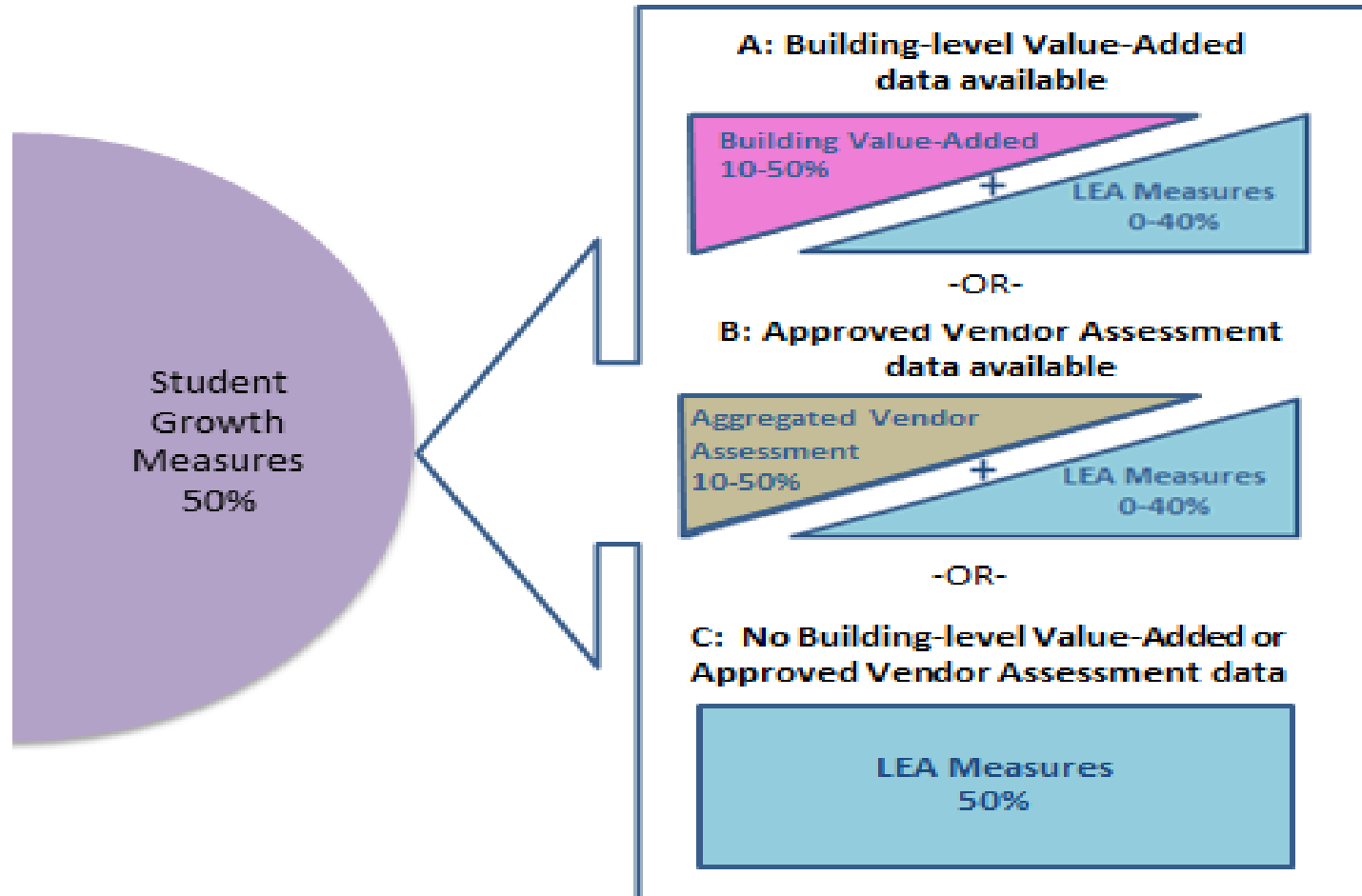
For the purpose of use in Ohio's evaluation systems, student growth is defined as the change in student **achievement** for an individual student between **two or more points in time.**

# SGM Framework – OTES



# SGM Framework – OPES

## Student Growth Measures



# What is a Student Growth Measures Plan?

“Teacher evaluation as required by [O.R.C.3319.111](#) 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

# Let's Review: ODE Steps for Designing a Local SGM Plan

- 1) Conduct an inventory of needs and resources.
- 2) Determine and create (if necessary) student growth measures to be used.
- 3) Communicate expectations and refine the entire process.



# Step One: Designing a Local SGM Plan

**Conduct an inventory of  
needs and resources.**

# Who is required to be evaluated by the new evaluation systems?

Any person who is employed under a teaching license or under a professional or permanent teacher's certificate and who spends at least 50 percent of his/her time employed providing student instruction. This does not apply to a teacher employed as a substitute. (ORC3319.111)

This usually excludes:

- Speech pathologists, occupational therapists
- Teachers on assignment
- Nurses, psychologists, guidance counselors

# Who is required to be evaluated by the new evaluation systems?

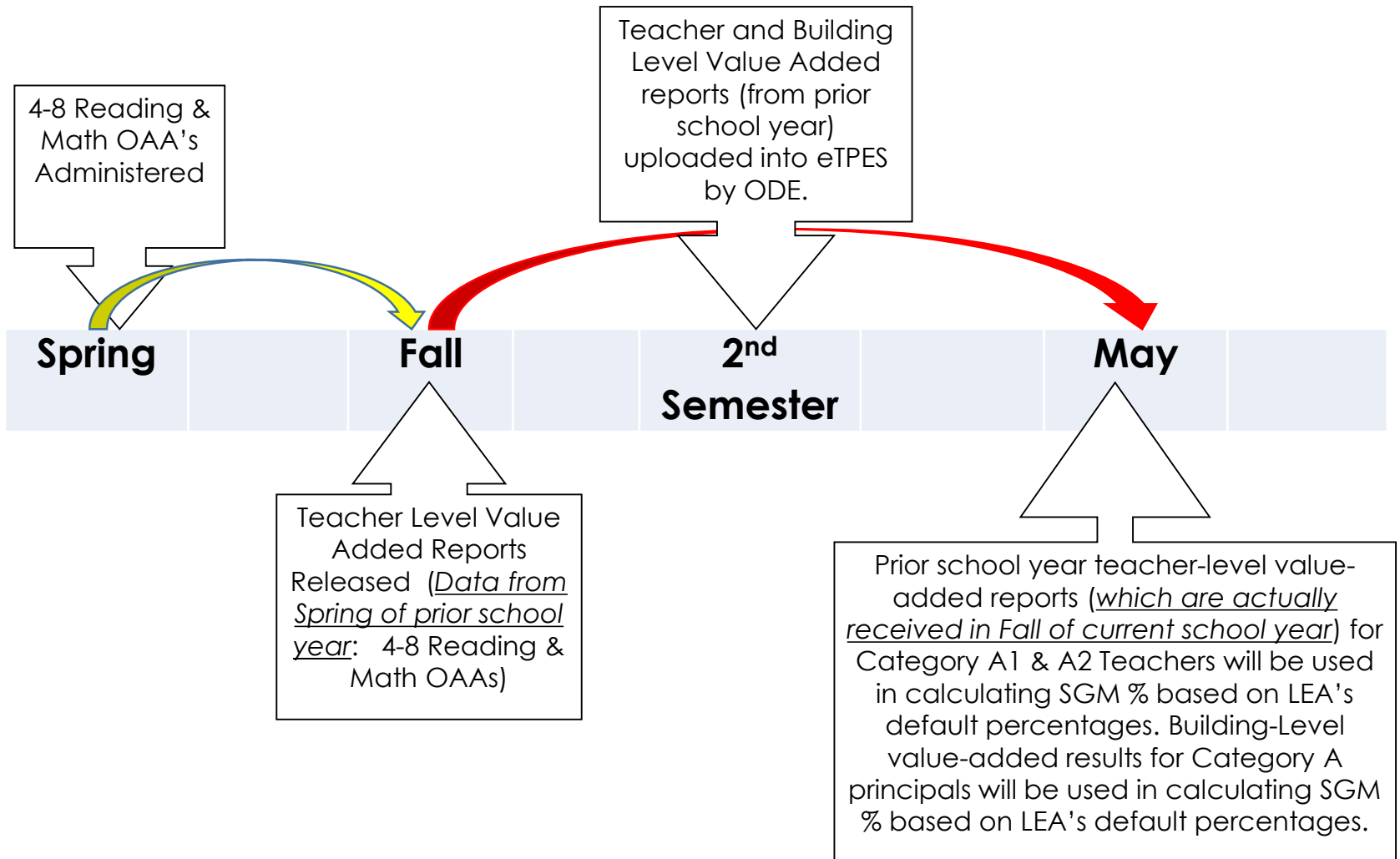
O.R.C. 3319.02 D(1)

The procedures for the evaluation of principals and assistant principals shall be based on principles comparable to the teacher evaluation policy adopted by the board under section [3319.111](#) of the Revised Code, but shall be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work.

# Categorize Educators

- Who has teacher-level EVAAS Value-Added data, grades 4-8 reading and/or math? **Category A1 & A2**
- Which principals are assigned to buildings with Value-Added data? **Category A**
- Who does not have teacher-level Value-Added data (or building-level for principals), but has data from assessments on the ODE approved vendor assessment list? **Category B**
- Who has no Value-Added or approved vendor data? **Category C**

# Value Added Data Timeline



# Who is a Value-Added Teacher for 2013-2014?

If a teacher received a value-added report fall 2013 from course(s) instructed 2012-2013, they are considered a value-added teacher for the spring 2014 evaluation. Of those, determine:

- Who instructed **all** value added courses for 2012-2013 (exclusively)?
- Who instructed **some** value added course(s) for 2012-2013, but not exclusively? What percent of time was spent instructing in value added course(s)?

# Who instructed all value added courses for 2012-2013?

## Category Determination

Previous School Year (2012-2013)	Current School Year (2013-2014)	Assigned Category in eTPES (2013-2014)	SGM Percentage
All VA	All VA	A1	26-50% (2013-2014 only) <i>Category A1 teachers must use their teacher-level Value-Added report as the full 50% student growth measure beginning July 2014.</i>
All VA	Some VA	A2	26-50% because previous year had full VA
All VA	No VA	A2	

# Who instructed some value added course(s) for 2012-2013?

## Category Determination

Previous School Year (2012-2013)	Current School Year (2013-2014)	Assigned Category in eTPES (2013-2014)	SGM Percentage
Some VA	All VA	A2	Proportionate to schedule; 10-50%
Some VA	Some VA	A2	
Some VA	No VA	A2	



# Principal in Building with Value-Added Data

# of Years in Same Building	SGM Decisions
4 or more	Category A
3	Category A <ul style="list-style-type: none"><li>• Enter the verified principal composite provided by ODE when available*</li><li>• If principal composite is not verified or is incorrect, use the 2-year building average available in the EVAAS report</li><li>• May have local measures</li></ul>

**Currently, building-level Value-Added data is based on a 3-year composite.**

**\*If principals 3-year composite is incorrect, SAS and ODE are working to create principal composite reports which will be available in the spring.**

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# Principal in Building with Value-Added Data Cont.

# of Years in Same Building	SGM Decisions
2	<p>Category A</p> <ul style="list-style-type: none"> <li>• Enter the verified principal composite provided by ODE when available*</li> <li>• If principal composite is not verified or is incorrect, use the 1-year data available in the EVAAS report</li> <li>• May have local measures</li> </ul>
1 – YES, previous principal experience	<ul style="list-style-type: none"> <li>• Category A if previous assignment was in a building with Value-Added. **Use decision process for principals with 2, 3, or 4+ years in a Value-Added building.</li> <li>• Category B or C if previous assignment was in a building without Value-Added data. Use data from current assignment to determine category</li> </ul>

**Currently, building-level Value-Added data is based on a 3-year composite.**

**\*If principals 3-year composite is incorrect, SAS and ODE are working to create principal composite reports which will be available in the spring.**

# Special Considerations: Principals

**Are any principals in a building with no Value-Added data, but were previously assigned to a building with Value-Added data?**

- Category A
- Override the default percentage pre-loaded data and enter data from the previous school; \*\*Use decision process for principals with 2, 3, or 4+ years in a value added building.
- May have local measures from current assignment

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

- 1) What ODE-approved vendor assessments did we use for 2013-2014? Will our LEA use any of the newly added [ODE approved vendor assessments](#) for 2014-2015?
- 2) Will our LEA continue using the 2013-2014 vendor assessments?
- 2) LEA Considerations:
  - 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?
  - Are any Category A2 teachers using an ODE approved vendor assessment? If an A2 teacher uses an approved ODE vendor assessment, that assessment becomes a local measure.

# Who has No Value-Added or ODE-Approved Vendor Data?

Inventory educators with  
no value-added or  
ODE-approved vendor  
assessment data.  
(Category C)

# Special Considerations: Teachers

## **Who is new to Value Added assignment for the current year?**

- Inventory teachers that did not receive a value added report from previous year, but have been assigned to a value added course for current year.

This *may* include:

- \*New teachers, e.g. Year One Resident Educators, new hire
- \*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

# Special Considerations: Teachers

For teachers new to value-added assignment and not receiving a teacher-level value-added report in the fall:

- 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)

# Categorizing Teachers New to Value-Added

## Category Determination

Previous School Year	Current School Year	Assigned Category in eTPES	SGM Percentage
No VA	All VA	B or C	B if ODE approved vendor assessment is used; all others are category C
No VA	Some VA	B or C	
No VA	No VA	B or C	



# Special Considerations: Principals

**Are any 1<sup>st</sup> year principals assigned to a building with Value-Added data?**

<b># of Years in Same Building</b>	<b>SGM Decisions</b>
1– NO previous principal experience	<ul style="list-style-type: none"><li>• Category B if the building has ODE-approved vendor data (may also have local measures)</li><li>• Category C if no ODE-approved vendor data</li></ul>

# Step Two: Designing a Local SGM Plan

**Determine and create  
(if necessary) student growth  
measures to be used.**

# Determine LEA Default Percentages

What percentages will your LEA attribute to:

- Value-Added data (Category A1 and A2)?
- Assessments from the ODE approved vendors (Category B)?
- Local Measures within each category?  
(Local Measures may also apply to Category A1 (2013-2014 only), Category A2 teachers, Category A principals, and Category B educators)

# SB229 Legislative Update

## **SB229 Proposed Changes to Current O.R.C. 3319.111**

(a) One factor shall be student academic growth which shall account for fifty thirty-five per cent of each evaluation.

A school district may attribute an additional percentage to the academic growth factor, not to exceed fifteen per cent of each evaluation. However, a school district may instead attribute that additional percentage to any of the factors set forth in division (A)(1)(b) of this section.

(b) The remainder of each evaluation may include a combination of the following factors:

- (i) Formal observations and reviews as required by division (A)(3) of this section;
- (ii) Student surveys;
- (iii) Any other factors the board determines necessary and appropriate.

# SB229 Legislative Update Cont.

## **2013-2014**

Any proposed changes to ORC3319.111 will not alter the 2013-2014 OTES or OPES framework and requirements. The proposed effective date for SB229 is July 1, 2014.

## **Disclaimer**

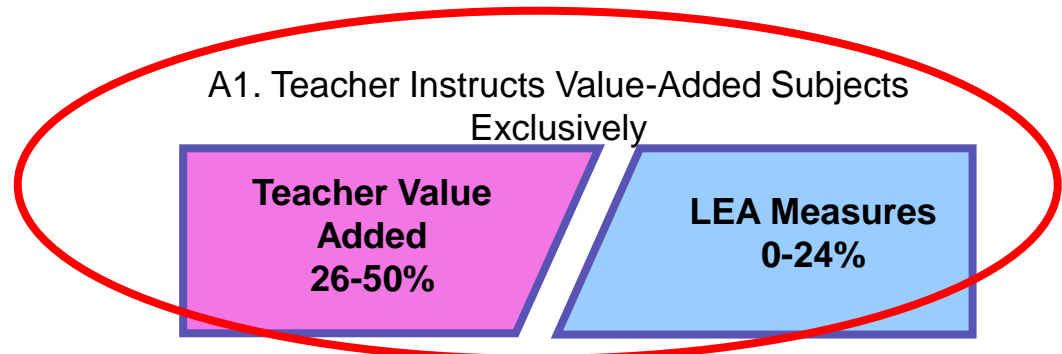
Information presented in this session is what is available today. Anything can change this afternoon or tomorrow. New and/or revised legislative mandates can be proposed and passed, even after a requirement has been implemented.

## **To check the status of SB229:**

[http://www.legislature.state.oh.us/bills.cfm?ID=130\\_SB\\_229](http://www.legislature.state.oh.us/bills.cfm?ID=130_SB_229)

# How much will our LEA attribute to Teacher-Level Value-Added Data?

**2013-2014**



A2. Teacher Instructs Value-Added Subjects, but Not Exclusively



[O.R.C. 3319.111](#), [O.R.C. 3319.112](#)

# How much will our LEA attribute to Teacher-Level Value-Added Data?

**2014-2015**

## A1. Teacher Instructs Value-Added Subjects Exclusively

Teacher Value Added  
50%

## A2. Teacher Instructs Value-Added Subjects, but Not Exclusively

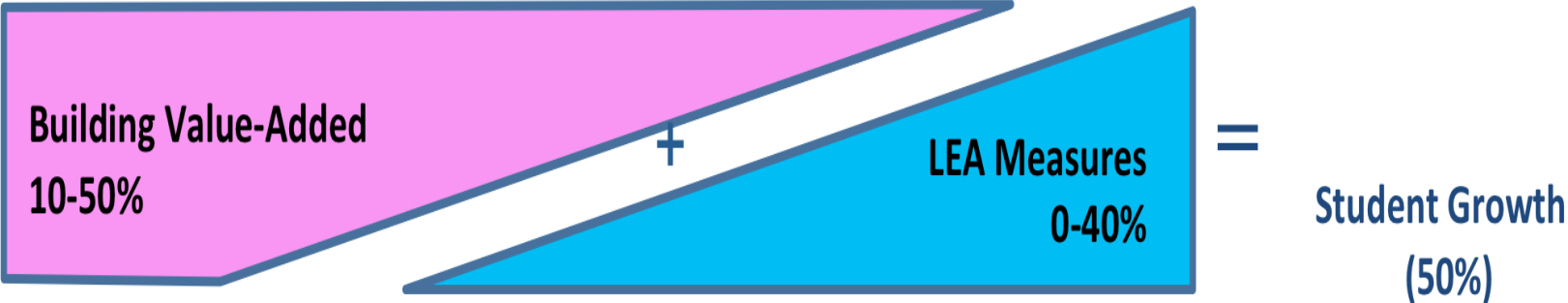
Teacher-Level  
Value Added  
*Proportional to teaching  
schedule*  
10-50%

0-40%  
LEA Measures  
*Proportional to  
teaching schedule*

[O.R.C. 3319.111](#), [O.R.C. 3319.112](#)

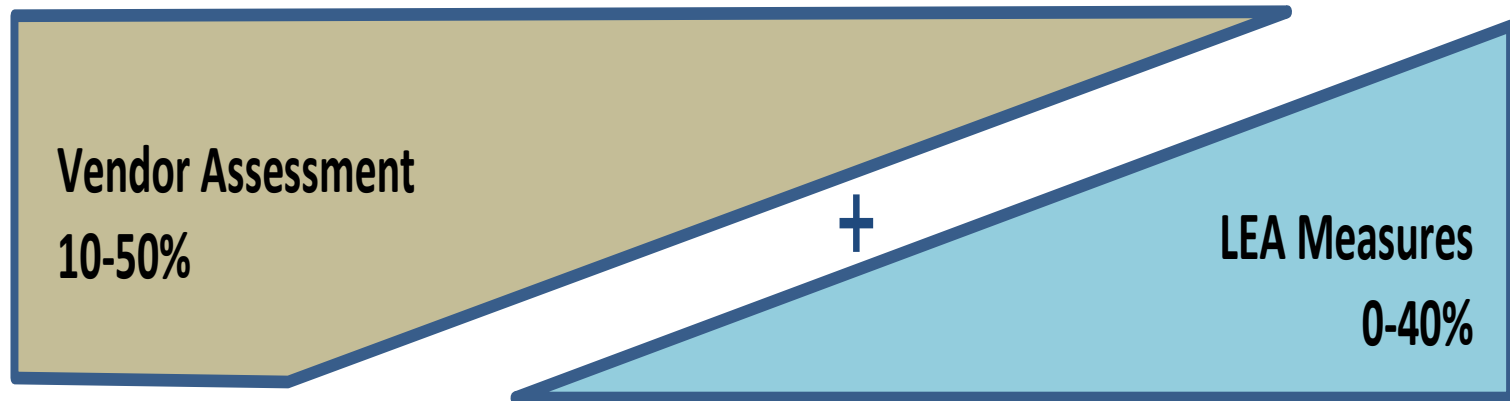
# How much will our LEA attribute to Building-Level Value-Added Data for Principals?

A: Building -level Value-Added data available





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



# 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?

# What LEA measures will be used for teachers?

1. **Student Learning Objective (SLO)** process for measures that are specific to relevant subject matter. Measures must be district-approved and may include:
  - Other vendor assessments not on the ODE Approved List
  - Career Technical Educational assessments
  - Locally developed assessments
  - Performance-based assessments
  - Portfolios.
2. Teacher Category A2 (with Value-Added) also may use **Vendor assessments** as an LEA-determined measure proportionate to the teacher's schedule for non-Value-Added courses/subjects.
3. **Shared attribution**

# What LEA Measures will be used for principals?

1. An **average of all teachers' student growth ratings** in the building
2. Building-Based **Student Learning Objectives (SLOs)** process for using measures that are specific to relevant building goals and priorities and aligned with Ohio Improvement Process. Measures for SLOs must be district-approved and may include both direct and indirect measures such as:
  - Student achievement trends
  - Locally developed assessments
  - Progress on school improvement plans
  - Student course taking patterns, e.g. more students taking advanced courses, PSEO, etc.
3. **Shared Attribution**

# What is Shared Attribution for Teachers?

- Shared attribution is a collective measure.
- The LEA determines which measure of shared attribution it would like to use.
- Shared attribution could be:
  - A building or district **value-added score**
    - Recommended if available
  - Building team composite **value-added score** (i.e. the 5<sup>th</sup> grade VAM score or the middle school reading ELA team's combined VAM score)
  - Building-level or district-level **SLOs**

# What is Shared Attribution for Principals?

- Shared attribution is a collective measure.
- The LEA determines which measure of shared attribution it would like to use.
- Shared attribution could be:
  - **District Value-Added** is recommended if available
  - **Groups of schools** (such as grade level buildings or regional areas within a district) may utilize an average **Value-Added** score
  - **District-based SLOs**

# What Default Percentages will your LEA Set for 2013-14?

## Teacher Percentages (OTES)

Enter the desired evaluation component percentages for Value-Added, Vendor Assessment, and LEA measures in each teacher category.

Teacher Category	Value Added (%)	+	Vendor Assessment (%)	+	LEA MEASURES		=	Total (%)
					SLO (%)	Shared Attribution (%)		
<b>A1</b> Value-Added (exclusive) and LEA Measures	<input type="text" value="0"/> <i>must be 26-50%</i>	+	N/A	+	<input type="text" value="0"/> <i>must be 0-24%</i>	+	<input type="text" value="0"/> <i>must be 0-24%</i>	= <b>0</b> <i>must equal 50%</i>
<b>A2</b> Value-Added (non-exclusive) and LEA Measures	<input type="text" value="0"/> <i>must be 10-50%</i>	+	N/A	+	<input type="text" value="0"/> <i>must be 0-40%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	= <b>0</b> <i>must equal 50%</i>
<b>B</b> Vendor Assessment and LEA Measures	N/A	+	<input type="text" value="0"/> <i>must be 10-50%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	= <b>0</b> <i>must equal 50%</i>
<b>C</b> LEA Measures only	N/A	+	N/A	+	<input type="text" value="0"/> <i>must be 0-50%</i>	+	<input type="text" value="0"/> <i>must be 0-50%</i>	= <b>0</b> <i>must equal 50%</i>

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

# What Default Percentages will your LEA Set for 2014-15?

*\*This information may appear differently in eTPES 2014-2015.*

Educator Category		Value-Added	Vendor Assessment	LEA Measures		Total = 50%
				SLOs/Other*	Shared Attribution	
A: Value-Added	A1 (exclusive)	50%				50%
	A2 (non-exclusive)	10% or greater		*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 A2, teachers with Value-Added may also include ODE-Approved Vendor Assessment data in this LEA Measures.



# Special Considerations

If the district decides to allow variation from the default percentages, they must make manual adjustments within eTPES.

- 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.

# What Default Percentages Will Your LEA Set for Principals?

## Principal Percentages (OPES)

Enter the desired evaluation component percentages for building Value-Added, Aggregated Vendor Assessment, and LEA measures in each principal category.

Principal Category	Value Added (%)	Vendor Assessment (%)	LEA MEASURES		Total (%)				
			SLO (%)	Shared Attribution (%)					
<b>A</b> Value-Added and LEA Measures	<input type="text" value="0"/> <i>must be 10-50%</i>	+	N/A	+	<input type="text" value="0"/> <i>must be 0-40%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	=	<b>0</b> <i>must equal 50%</i>
<b>B</b> Vendor Assessment and LEA Measures	N/A	+	<input type="text" value="0"/> <i>must be 10-50%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	+	<input type="text" value="0"/> <i>must be 0-40%</i>	=	<b>0</b> <i>must equal 50%</i>
<b>C</b> LEA Measures only	N/A	+	N/A	+	<input type="text" value="0"/> <i>must be 0-50%</i>	+	<input type="text" value="0"/> <i>must be 0-50%</i>	=	<b>0</b> <i>must equal 50%</i>

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

# 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 teacher?
- 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 teachers 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 teachers 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 the LEA's "Available Assessments Inventory"
- \*If assessments do not exist for certain grade level(s) and/or courses, have the "SLO Guidelines for Selecting Assessments" been followed?
- \*Will the LEA create a district-approved list of SLO assessments?

# 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 teachers and evaluators?

# SLO Tracking Form

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



# SLO Professional Development Form (Example)

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

# Step Three: Designing a Local SGM Plan

**Communicate expectations and refine the entire process.**

Design communication plans, training, and professional development opportunities around requirements and implementation for teachers and their evaluators.

# SGM Professional Development Form (Example)

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

# Additional Session Resources

To access session resources, including the step-by-step workbook and templates on how to design and improve your own LEA SGM Plan, go to:

**<http://bit.ly/SGMPlan>**

# Works Cited

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- Ohio Department of Education. (2013, September 25). *Student Growth Measures for Teachers*. Retrieved from Ohio Department of Education: [http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/091913\\_Combining-the-SGM-scores-one-pager.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/091913_Combining-the-SGM-scores-one-pager.pdf.aspx)

# Questions?

Improve Your District's SGM Plan

Steps for Designing a Local SGM Plan

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