



LEA Student Growth Measures Plan Checklist

Use the checklist to self-assess and self-select appropriate activities for your
LEA's SGM plan.



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Directions: Review the checklist to self-assess and self-select appropriate activities for your LEA's SGM plan.

Determine staff members required to be evaluated by new system.

For 2013-2014, confirm:	Planning for 2014-2015, consider:
All educators meeting the ORC3319.111 and 3319.02 requirements are included in your educator inventory.	Will the LEA hire any educators that meet the ORC3319.111 and 3319.02 requirements?
If your district is implementing OTES, ensure the staff roster is accurate in eTPES and all evaluation data is completed by May 1, 2014.	Will any 2013-2014 educators retire, resign, etc. and need to be removed from the inventory?
For OPES, ensure the eTPES staff roster is accurate in eTPES and all evaluation data is entered prior to June 15, 2014.	Will any 2013-2014 educators change assignment for 2014-2015 resulting in not meeting the O.R.C. criteria?

Inventory teachers receiving teacher-level Value Added reports.

For 2013-2014 :	Planning for 2014-2015, consider:
Review schedules of teaching staff receiving individual value-added reports fall 2013 (schedules from 2012-2013 and 2013-2014 school years)	Which teachers will participate in link roster verification spring 2014?
Categorize: Which teachers are A1? A2?	Who instructed all value added courses for 2013-2014 (exclusively)?

Review principals' building assignments for 2012-2013 and 2013-2014. Categorize: Which principals are A?	Who instructed some value added course(s) for 2013-2014, but not exclusively? What percent of time was spent instructing in value added course(s)?
	Will any of these teachers' schedules change for 2014-2015?

Inventory Assessments and ODE-Approved Vendor Assessment Educators

For 2013-2014:	Planning for 2014-2015, consider:
Review your LEA's 2013-2014 SGM Plan assessment inventory and ODE-approved vendor assessment teacher inventory.	Will new ODE-approved vendor assessment be added? Will any 2013-2014 vendor assessments be removed?
Categorize Category B teachers and principals.	Which grade level(s), course(s), and buildings will have ODE- approved vendor assessments available?
Confirm vendor assessment growth reports have been secured.	Which teachers and principals have ODE-approved vendor assessment data?
	Which assessments are not on the ODE-approved vendor assessment list, but could be used in SLOs?

Inventory educators with no Value-Added or ODE-approved vendor assessment data.

For 2013-2014, determine:	Planning for 2014-2015, consider:
Teachers with no teacher-level value added data or ODE-approved vendor assessment data.	Will any 2013-2014 Category C teachers change schedule? Will the change result in a new category?
Principals with no building-level value added data or ODE-approved vendor assessment data.	Will any 2013-2014 Category B teachers change schedule? Will the change result in being category C?
Teachers and principals new to value added assignment. Determine category based upon available data. (If there are no ODE-approved vendor assessments available, LEA measures will be used.)	Which educators were new to Value Added for 2013-2014, and will need to be re-categorized for 2014-2015?

Determine LEA Default Percentages for Teachers and Principals

For 2013-2014, determine:	Planning for 2014-2015, consider:
Default percentages for teacher categories: A1, A2, B, and C.	Will the 2013-2014 default teacher percentages remain or be modified for 2014-2015?
Default percentages for principal categories: A, B, and C.	Will the 2013-2014 default principal percentages remain or be modified for 2014-2015?
Inventory any educators that require special consideration for SGMs.	Inventory any educators that require special consideration for SGMs.

Determine how local measures will be implemented.

For 2013-2014:	Planning for 2014-2015, consider:
Inventory educators writing SLOs, # of SLOs, type of SLOs (broad, targeted) and courses SLOs will be written.	Will the # of SLOs remain the same? Will any courses and/or grade levels be added? If so, what assessments will be used?
Inventory educators using shared attribution measure and the type of shared attribution measure being used.	Will shared attribution measures continue to be used? What type and which categories of educators?
What assessments will be used? Do the assessments meet the criteria on the SLO assessment checklist?	Who will need SLO training? Who will serve on the SLO approval committee and when will re-calibration training occur?

Determine ongoing professional development and support.

For districts IMPLEMENTING a SGM Plan for 2014-2015:	For districts REVISING a current SGM Plan for 2014-2015:
How will the SGM plan be communicated to all stakeholders?	Provide on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs.
What training will be provided to educators, e.g. SLO training, Interpreting Teacher-Level Value Added Reports, SGM training?	Analyze teacher-level, building-level, and district-level student growth measures results. Identify and plan appropriate professional learning opportunities.
If implementing SLOs, consider developing a district-level plan identifying timelines for submission, approval, and scoring, as well as guidelines for ensuring consistency and comparability amongst grade levels, subject areas, and courses with large populations of students.	Review your LEA's SLO process and guidelines. Reflecting on 2013-2014, do any revisions need to be made? What areas might need continued professional development, e.g. assessment literacy?
What ongoing professional development and support will be needed to sustain and refine the process?	Create a needs assessment to survey staff for recommendations in identifying ongoing PD and support.