

# 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.

Mindy Schulz  
Allen County ESC  
Director of Curriculum  
eTPES, OTES, OPES  
State Trainer  
October 2013

# Table of Contents

<b>I.</b>	<b>Introduction .....</b>	<b><a href="#">2</a></b>
	Definition of a Student Growth Measures Plan .....	<a href="#">2</a>
	ODE Recommendations.....	<a href="#">2</a>
<b>II.</b>	<b>Step One: Conduct an Inventory of Needs and Resources.....</b>	<b><a href="#">3</a></b>
	Explore Opportunities for Collaboration.....	<a href="#">3</a>
	Assemble a Local Team .....	<a href="#">3</a>
	Determine Available Assessments .....	<a href="#">4</a>
	Determine Educators Required to be Evaluated by New System .....	<a href="#">4</a>
	Categorize Teachers Into Three Groups.....	<a href="#">4</a>
	Value Added Teachers .....	<a href="#">5-6</a>
	ODE-Approved Vendor Assessments.....	<a href="#">6</a>
	Educators with No Value Added or ODE-Approved Vendor Assessments.....	<a href="#">7</a>
	New Value Added Teachers: Special Considerations.....	<a href="#">7</a>
<b>III.</b>	<b>Step Two: Determine and Create (if necessary) Student Growth Measures to be Used.....</b>	<b><a href="#">8</a></b>
	Determine LEA Default Percentages.....	<a href="#">8-10</a>
	LEA Default Plan: Special Considerations .....	<a href="#">10</a>
	Determine LEA Principal Default Percentages .....	<a href="#">11</a>
	Determine How the LEA will Implement the Local Measures Process .....	<a href="#">12-13</a>
<b>IV.</b>	<b>Communicate Expectations and Refine the Entire Process.....</b>	<b><a href="#">14</a></b>
	Communicate Plans, Training, and Professional Development .....	<a href="#">14</a>
<b>V.</b>	<b>Appendix: Inventory Templates.....</b>	<b><a href="#">15-29</a></b>
<b>VI.</b>	<b>Checklist for Designing a Local Student Growth Measures Plan.....</b>	<b><a href="#">30</a></b>
<b>VII.</b>	<b>Bibliography .....</b>	<b><a href="#">31</a></b>

## 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

---

<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](#)

## Step One: Conduct an inventory of needs and resources

- I. Explore opportunities for collaboration with other LEAs, educational services centers (ESCs) and higher education institutes within your community and/or region.

List below any potential LEA's, ESCs, and higher education institutes you might consider for a collaborative partnership:

1. \_\_\_\_\_ (LEA)
2. \_\_\_\_\_ (LEA)
3. \_\_\_\_\_ (LEA)
4. \_\_\_\_\_ (LEA)
5. \_\_\_\_\_ (LEA)
6. \_\_\_\_\_ (ESC)
7. \_\_\_\_\_ (ESC)
8. \_\_\_\_\_ (Higher Ed.)
9. \_\_\_\_\_ (Higher Ed.)

- II. Assemble a local team to design the SGM plan and work to communicate with staff, receive input, and assist with required tasks.

List members to include on your LEA SGM plan design team:

Name	Building	Role

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 teachers on staff are required to be evaluated by the new system.

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

V. Categorize those teachers 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.

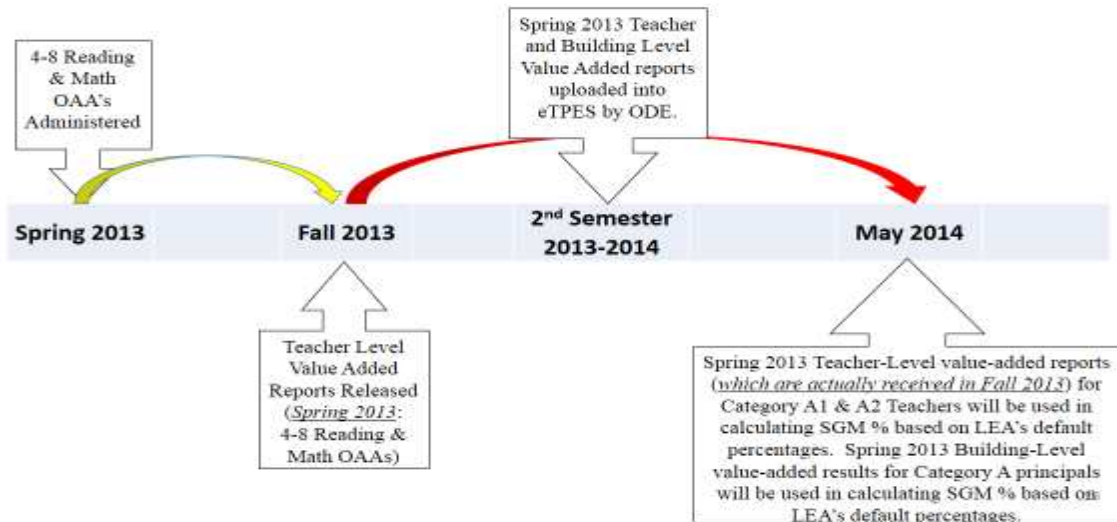
---

<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 Timeline



### **Value Added Data Usage:**

#### **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.

- Did the teacher receive a teacher-level value added report this fall?
- Who instructed **all** value added courses last year (exclusively)?
- Who instructed **some** value added course(s), but not exclusively? What percent of time was spent instructing in value added course(s)?
- What is the teacher's current (2013-2014) SGM category?
- What is the required value-added weight for the current year (2013-14) (Ohio Department of Education, 2013)<sup>6</sup>?

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

## B. ODE Approved Vendor Assessment Teachers

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

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

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

---

<sup>6</sup> [Business Rules for Student Growth Measures](#)

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

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

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

## Principals

**Which principals are Category A, B, or C?**

**Action Item:** Inventory Category A, B, C principals for your LEA. Please refer to Appendix "[Inventory Principals](#)" for completing this step.

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

**Inventory teachers that did not receive a value added report from prior 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

**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 Teachers: Special Considerations to the Default Plan](#)" 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 law.)

### Value Added Data

How much will our LEA attribute to teacher-level value added data, Category A1 and A2?		
	Teacher Value Added	LEA Measures
A1: Teacher Instructs Value-Added Subjects <b>Exclusively (2013-2014)</b> <sup>7</sup>	26-50%	0-24%
A1: Teacher Instructs Value-Added Subjects <b>Exclusively (2014-2015)</b> <sup>8</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%

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

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

<sup>8</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

### 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 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	
<b>A: Value-Added</b>	<b>A1 (exclusive)</b>	26-50% (2013-14)		Remaining % may be split among SLOs and shared attribution areas		<b>50%</b>
		<b>50% (2014-15)</b>				
	<b>A2 (non-exclusive)</b>	10-50%; representative & proportionate to teacher schedule		Remaining % may be split among SLOs and shared attribution areas		<b>50%</b>
<b>B: Approved Vendor Assessment</b>			10% or greater	Remaining % may be split among SLOs and shared attribution areas		<b>50%</b>
<b>C: LEA Measures</b>				Remaining % may be split among SLOs and shared attribution areas		<b>50%</b>

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

**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.

## LEA Default Plan: Special Considerations

- **Are there any special considerations to include in the LEA SGM plan?**
  - Possible Examples:
    - New Teacher
    - Multiple Building Assignments
    - Teacher on Special Assignment

- **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 teachers or determined based on individual past results.

**Action Item:** Inventory any teachers that require special consideration for SGMs. Please refer to Appendix “[Special Considerations to the LEA Default Percentages for Teachers](#)” for completing this step.

### 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>

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

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

<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 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 teachers within each SGM category?

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

#### 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 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 teachers writing SLOs, # of SLOs, and courses SLOs will be written. Please refer to Appendix, "[Inventory of Teachers 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 teachers 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,

<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



## Inventory of Available Assessments

[illegible]

## Inventory of Teachers

[illegible]

## Inventory of Value Added Teachers

Teacher Name	Does the teacher meet the criteria for the new evaluation system?	Did this teacher receive a teacher-level value added report this fall from prior year (2012-13)?	Did this teacher instruct ALL value-added courses in the prior year (2012-13)? (List courses & grade levels instructed from prior year.)	Did this teacher instruct SOME value added courses, but not exclusively in the prior year (2012-13)? List % of schedule spent instructing value added course(s). Include subject area(s) & grade level.	2013-14 (Current Year) Teacher Instructs	2013-2014 (Current Year) Teacher Category	2013-2014 Required Value-Added Weight (for Current Year's Evaluation - May 2014)	Rationale

## Inventory of Vendor Assessment Teachers

Teacher Name	Does the teacher meet the criteria for the new evaluation system?	Current Year Grade Level(s)/Courses Instructed	Category A: Value Added	Category B: ODE approved vendor assessment data available?	Are any Category A teachers using ODE approved vendor assessments?

### Inventory Teachers: No Value Added or Approved Vendor Data

[illegible]

## Inventory Principals

[illegible]

## Inventory Teachers: New to Value Added for Current Year

Teacher Name	Does the teacher meet the criteria for the new evaluation system?	Current Year Grade Level(s)/Courses Instructed	Category A: Value Added	Category B: ODE approved vendor assessment data available?	Are any Category A teachers using ODE approved vendor assessments?	Category C: No Teacher Level Value Added report or ODE Approved Vendor Assessment Available	Who is new to value added assignment in the current year? Is there ODE approved vendor assessment data available? (If not, teacher is Category C.) Identify current year SGM category.

## LEA Default Percentages for Teacher Categories

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

Educator 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%



## Inventory Special Considerations to the LEA Default Plan

[illegible]

### LEA Default Percentages for Principal Categories

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

## Inventory of Teachers Writing SLOs

Teacher Name	Current Year Grade Level(s)/Courses Instructed	Category A: Value Added	Category B: ODE approved vendor assessment data available?	Are any Category A teachers using ODE approved vendor assessments?	Category C: No Teacher Level Value Added report or ODE Approved Vendor Assessment Available	Does this teacher's SGM category require SLOs, according to the LEA SGM plan? List # and courses SLOs are required. Also, note if teacher will write any targeted SLOs.

## SLO Tracking Form

Teacher Name	<i>SLO Event</i>	<i>Date Completed</i>
	Original SLO Submission	
	Committee Feedback Provided to Teacher	
	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 subject 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 Teachers on District Evaluation Plan (Performance Rating Rubrics/Protocols & SGM Plan)

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)

## LEA SGM Plan Checklist

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

## BIBLIOGRAPHY

- Education, Ohio Department of. (2013, May 12). *Steps for Designing a Local Student Growth Measures Plan*. Retrieved from Ohio Department of Education:  
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Additional-Information/Steps-for-Designing-a-Local-Student-Growth-Measure>
- LaWriter Ohio Laws and Rules. (2013, March 22). *3319.111 Applicability of section; evaluating teachers on limited contracts*. Retrieved from LaWriter Ohio Laws and Rules:  
<http://codes.ohio.gov/orc/3319.111>
- LaWriter Ohio Laws and Rules. (2013, September 29). *3319.112 [Effective 9/29/2013] Standards-based state framework for the evaluation of teachers*. Retrieved from LaWriter Ohio Laws and Rules:  
<http://codes.ohio.gov/orc/3319.112v2>
- Ohio Department of Education. (2013, July 26). *Approved Vendor Assessments*. Retrieved from Ohio Department of Education: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Approved-List-of-Assessments#approved>
- Ohio Department of Education. (2013, September 13). *Local Measures*. Retrieved from Ohio Department of Education: [http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/041113-Guidance\\_on\\_Selecting\\_Assessments\\_for\\_SLOs.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/041113-Guidance_on_Selecting_Assessments_for_SLOs.pdf.aspx)
- Ohio Department of Education. (2013, September 13). *Local Measures*. Retrieved from Ohio Department of Education: <http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/112912-SLO-Requirements-and-Recommendations.pdf.aspx>
- 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\\_Business-rules-for-SGM-FINAL-040913-3.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/091913_Business-rules-for-SGM-FINAL-040913-3.pdf.aspx)
- 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)