

Steps for Designing a Local Student Growth Measures Plan

The following is a suggested process for local education agencies (LEAs) to create a plan for designing their local Student Growth Measures component.

Step 1: Conduct an inventory of needs and resources

- 1a. Explore opportunities for collaboration with other LEAs, educational service centers (ESCs) and higher education institutions within your community and/or region.
- 1b. Determine which teachers on staff are required to be evaluated by the new system.
- 1c. Categorize those teachers into three groups: those with Value-Added data, those with data from assessments on the ODE approved list and 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.
- 1d. 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.

Step 2: Determine and create (if necessary) student growth measures to be used

- 2a. Determine what percentages your LEA will attribute to Value-Added data, assessments from the ODE-approved list and local measures within each category.
- 2b. Determine how the LEA will implement the local measures process:
 - Will shared attribution measures be included?
 - Who is required to create SLOs?
 - Are team SLOs acceptable?
 - How many SLOs are required by each teacher?
 - How will SLOs be approved?
 - What guidance, training and support will be provided to teachers and evaluators?

Step 3: Communicate expectations and refine the entire process

- 3a. Design communication plans, training and professional development opportunities around requirements and implementation for teachers and their evaluators.
- 3b. Plan a pilot of the Student Growth Measures process, allowing multiple opportunities for teachers to collaborate, discuss their questions and concerns with administrators, and share promising practices with one another.