

EDMONDS SCHOOL DISTRICT
20420 68th Avenue West
Lynnwood, WA 98036-7400

EDMONDS EDUCATION ASSOCIATION
19105 36th Avenue West, Suite 101
Lynnwood, WA 98036

Implementation Procedures

STUDENT GROWTH

The Procedural Agreement contains language regarding student growth data as part of the new teacher evaluation system. We have agreed to the following principles and guidelines regarding establishing student growth goals and artifacts.

GUIDELINES – Conversation regarding student growth goals and student growth data artifacts will occur during the beginning of the year evaluation conference (SG 6.1)

During the pre/post observation conferences there will be continued conversations regarding whole classroom student growth goals, as well as student growth goals for subgroups of students not reaching full learning potential. (SG 6.1, SG 3.1)

The employee may submit student growth data artifacts to show evidence of student growth at any time during the school year. (SG 3.2, SG 6.2)

Examples of appropriate and relevant student growth data artifacts may include, but are not limited to, the following items:

- Student presentations
- Student performances (solo or group)
- Student art work
- Student projects
- Pre and post tests
- Classroom based assessment
- Anchor tasks
- Writing samples
- Portfolios
- Student work samples
- Student reflection/journals
- Teacher observation
- Teacher checklist
- Skill inventory
- Physical education matrix
- Entrance and exit slips
- Computer programs that chart progress
- Student task cards
- DIBELS
- Running Records
- QRI
- Benchmark CSA
- Easy CBM
- Functional Academics
- STAR Assessment
- Progress monitoring data from IEP

For student growth goal 8.1 regarding establishing team student growth goals, at the proficient level, teachers are responsible for consistently and actively collaborating with other grade, school, or district team members to establish goal(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the year.

Examples of activities/processes to meet this goal may include, but are not limited to, the following items:

- Grade level conversations about student learning data
- Common assessments (e.g. health and fitness CBA)
- Meetings to plan how to help students who aren't making growth
- P-3/cross grade level alignment, including: knowing where students are and where they need to be; use of common vocabulary; and across grades and schools
- Review student work
- Monitor growth of students at two (2) points in time—progress monitoring data (elementary learning support and Title 1 uses DIBELS, secondary learning support uses easyCBM)
- Work together to plan interventions – PLCs, MTI, Child Study Team meetings, IEP meetings, LAP Accelerated Learning Plans
- Work together to individualize student needs
- Work with parents around student learning goals
- Work to implement best practices
- Common assessments
- Common learning goals across building or content areas