

Policy updates on Value-Added analysis for OTES 3/27/13

Overview

This document updates policy decisions regarding the use of Value-Added data in OTES. Specifically, it addresses how extended reporting will be integrated into OTES and eTPES.

ODE has been working with LEAs to pilot an expansion of the EVAAS Value-Added system to provide student growth measures for teachers in “non-tested grades and subjects”. Participating LEAs such as TIF districts, SOAR/T-CAP districts, and RttT mini-grant winners have been using vendor assessments and state science assessments to generate EVAAS URM measures of teacher effectiveness through this extended Value-Added reporting.

Many questions have come from the field regarding how all these measures fit into the OTES system, as well as ODE’s intentions for Value-Added on new state assessments.

Policy Updates

Based on feedback from users, stakeholders and Ohio Education Research Center (OERC) researchers studying the implementation of these measures, the following policy updates apply:

- 1) The State intends to expand URM analyses where possible with the implementation of new assessments including the PARCC End-of-Course Exams.
- 2) Linkage and teacher Value-Added reports for Science in grades 5 & 8 will no longer be available for the current Science Ohio Achievement Assessments. This had previously been optional for LEAs. It is the state’s intent to resume URM Value-Added reporting for Science when the new state science assessments are implemented.
 - a. Districts that want to use Science Value-Added data as part of their student growth measures may consider using the building level measures, which will still be available, as a shared attribution measure.
- 3) All URM teacher reports before the 2012-13 school year are considered pilot data. The URM Composite, which will be included in eTPES, will begin with assessment data from the 2012-13 school year. The currently available reports (based on 2011-12 tests) will be considered pilot data and not included in the URM Composite and won’t count towards OTES.
 - The first year of the URM Composite, for 2012-13 testing, will be released in September 2013. This will include the extended Value-Added data for this current school year.
 - The current URM Composite (based on 2011-12 tests) will not be available in eTPES (it will still be in EVAAS for diagnostic purposes)

- TIF can still access and use the URM EVAAS report as needed
 - The ratings should be manually entered by building principals as ODE Approved Vendor Assessment data (category B) for teachers that do not have state Value-Added data (category A) available; or as local measures (category C) for teachers that DO have other state Value-Added data (category A) available.
- This does NOT change the MRM composite, which is still active and available in eTPES

The following table summarizes the kinds of Value-Added measures that will be included in OTES, including the relevant assessments, OTES categories and dates that the reports will apply to OTES.

EVAAS Value-Added Report		Value-Added Reports apply to OTES (by school year of report)				
		2011-12	2012-13	2013-14	2014-15	
OTES Teacher Category	A	MRM Composite (OAA, PARCC)	Math and Reading OAA, 4-8	Math and Reading OAA, 4-8	Math and Reading OAA, 4-8	Math and Reading PARCC, 4-8
		URM State Composite (future <i>state</i> assessments such as PARCC End-of-Course, Science, Social Studies)				TBD
B	URM Vendor-Composite (<i>vendor-based</i> assessments)		Terra Nova, ACT End-of Course, NWEA MAP, STAR	Terra Nova, ACT End-of Course, NWEA MAP, STAR	Terra Nova, ACT End-of Course, NWEA MAP, STAR	

Types of Value-Added Reports

There are important distinctions to make between types of EVAAS Value-Added reports (MRM and URM), which are reported separately; but even more importantly between reports based on state assessments versus extended vendor assessments. Value-Added based on state assessments qualify for Category A, and are subject to requirements in law based on HB 555. Value-Added data from the extended pilot qualifies for Category B, and is subject to Category B requirements (namely that it must be used if available, and must represent at least 10%)

Therefore, there are three types of Value-Added reports:

State Value-Added (Category A)

- 1) *MRM composite* (state assessments), math and reading, grades 4-8
- 2) *URM state composite* (future state assessments), based on future state assessments including PARCC End-of-Course exams and state science and social studies tests. This measure may be implemented for the 2014-15 school year.

Vendor Assessment Value-Added (Category B)

- 3) *URM extended composite* (vendor assessments). This measure may include EVAAS reports generated from vendor assessments. Currently, the available pools include participants with Terra Nova, ACT End-of-Course, NWEA MAP, and STAR assessments.

All value added data based on new state assessments adopted and used moving forward will be considered Category A data and will be directly loaded into eTPES as part of the Value-Added composites. This includes PARRC End-of-Course exams.

Vendor Assessment Value-Added will qualify as Category B.

Teachers with both State Value-Added, and Vendor Value-Added data, are Category A teachers and could use the Vendor Value-Added data as a LEA measure.

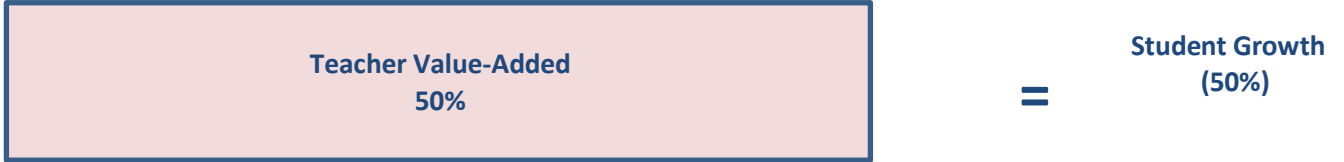
Three categories of teachers based on availability of Teacher Value-Added and LEA decisions

It is important to note that the combination of measures within this general framework will vary, depending on the grades and subjects taught, and LEA decisions. Subsequently, there will be three categories (A, B, C) for teachers based on the availability of Teacher Value-Added and LEA decisions.

The EVAAS Teacher Value-Added reports shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the measure is applicable.

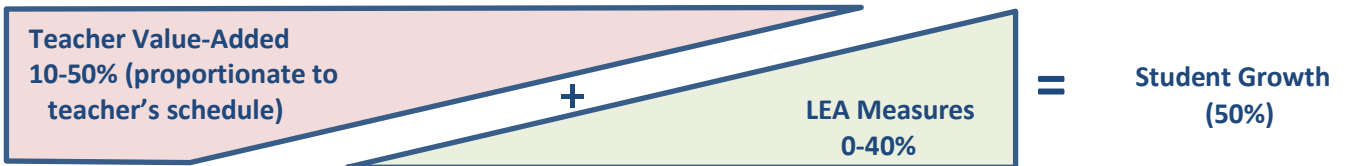
A: Teacher-level Value-Added data available

A1: Instructs Value-Added courses/subjects exclusively*

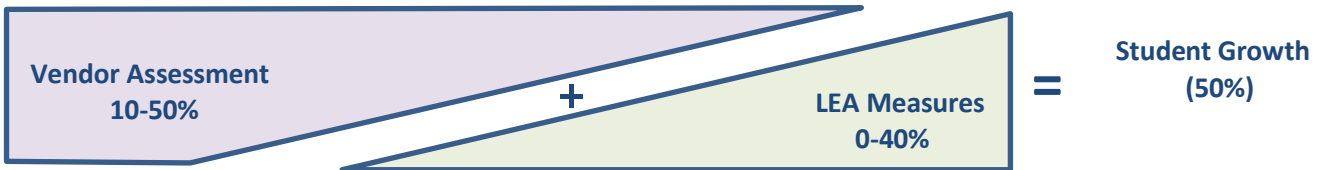


*This requirement is phased in. Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on Value-Added. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on Value-Added.

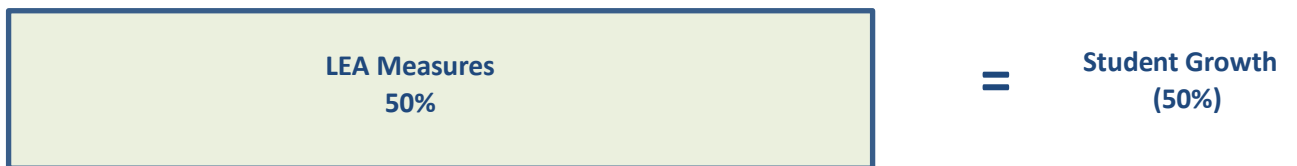
A2: Instructs Value-Added courses/subjects, but not exclusively



B: Approved-Vendor Assessment data available



C: No Teacher-level Value-Added or Approved-Vendor Assessment data available



The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

1	Teacher Value-Added	<ul style="list-style-type: none"> ○ MUST use if available ○ 50% when the teacher <i>only</i> instructs Value-Added courses/subjects <ul style="list-style-type: none"> ● Requirement begins on or after July 1, 2014. Until then, Value-Added must be greater than 25% ○ Otherwise percentage is proportionate to the teacher’s schedule in terms of Value-Added courses/subjects and other courses/subjects ○ EVAAS Value-Added metric, aggregated across grades and subjects including up to three years of data into multi-year composite report.
2	Vendor Assessments	<ul style="list-style-type: none"> ○ MUST use if LEA has assessment in place and data available according to Vendor’s requirements. ○ 10-50% if applicable and no Value-Added data available. ○ Two types of Vendor Assessment measures: <ul style="list-style-type: none"> ● Extended EVAAS reporting utilizing vendor assessments such as the Terra Nova, ACT End-of Course, NWEA MAP, and STAR; or ● Vendor-based measures from assessments on ODE-Approved List published on ODE website
3	LEA-Determined Measures	<ul style="list-style-type: none"> ○ Teacher Category A2: MAY use in proportion to teacher’s schedule ○ Teacher Category B: MAY use depending on LEA decisions ○ Teacher Category C: MUST use for 50% ○ Three types of LEA-Determined measures <ul style="list-style-type: none"> ● Student Learning Objective (SLO) process for measures that are specific to relevant subject matter. Measures must be district-approved and may include: <ul style="list-style-type: none"> ○ Locally developed assessments; ○ Pre/Post assessments; ○ Performance-based assessments; ○ Portfolios; ○ Other vendor assessments not on the ODE-Approved Vendor List ● Shared attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> ○ Building or District Value-Added is recommended if available; ○ Team Value-Added (based on LRC measures) ○ Building or District-based SLOs. ● 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