

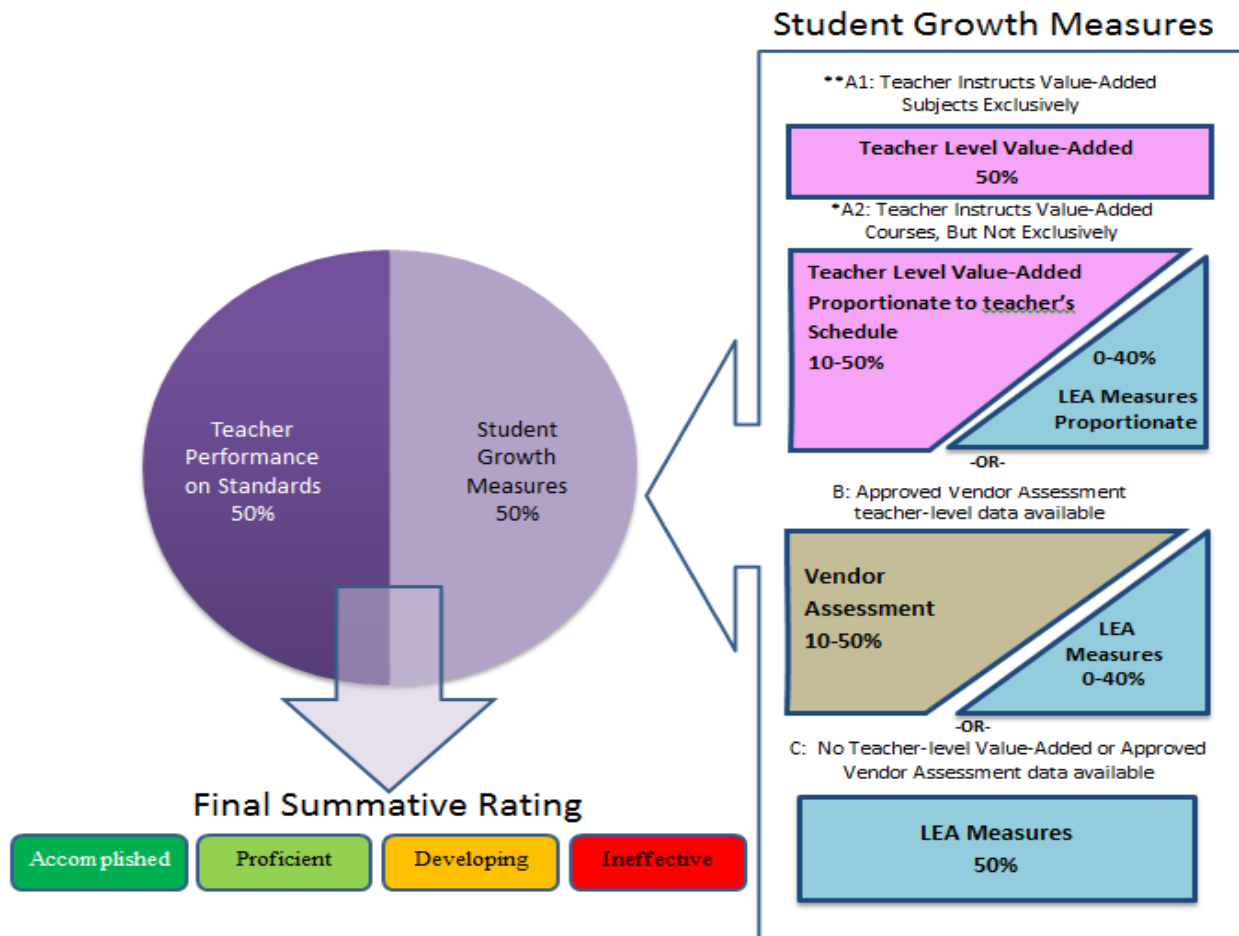
Student Growth Measures Frequently Asked Questions

In accordance with Ohio Revised Code and State Board of Education Framework

Student Growth Measures Overview

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors) and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Districts and schools must use data from the state Ohio Achievement Assessments when available. If those are not applicable for a given subject or grade, districts or schools can use other assessments provided by national testing vendors and approved for use in Ohio. For subjects for which traditional assessments are not an option – such as art or music – the district or school establishes a process to create student learning objectives to measure student progress in those



COURSES.

**A1-If a teacher's schedule is comprised only of courses or subjects for which the Value-Added progress dimension is applicable: Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the Value-Added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the Value-Added progress dimension.

*A2-The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

Implementation

Q: When looking at the graphic on the teacher performance side, it appears the evaluation system begins with student growth measures from the previous year. However, only a small percentage of teachers have student growth data (Value-Added) available going into the first year of implementation. What do the rest of the teachers use as the basis for their professional growth plan?

A: In the first year of implementation, every teacher and principal starts on a professional growth plan (unless the teacher or principal is already on an improvement plan). Starting with a professional growth plan allows for comparability within buildings, districts and the entire state. Professional growth plans help teachers focus on areas of professional development that will enable them to improve their practice. If student growth data are available, they are part of the plan. However, completing the self-assessment enables teachers to identify professional goals in the initial and subsequent years. After the first year of implementation in 2013-2014, all teachers and principals will have a professional growth plan or improvement plan based on their student growth measures.

Q: Can student growth measures be more than 50% of the teacher or principal evaluation?

A: No. State law is very clear that student growth measures must be used for 50% of the evaluation. This applies to all traditional public schools, Educational Service Centers, Boards of Developmental Delay, and community schools in the Race to the Top grant.

Q: Do districts and schools have to determine the weighted percentage breakdown of the three categories of teachers and must they report their default plans to the state?

A: Yes. In the Electronic Teacher and Principal Evaluation System (eTPES), districts and schools will enter estimated percentages for each teacher category. This applies to all traditional public schools, Educational Service Centers, Boards of Developmental Delay, and community schools in the Race to the Top grant.

Q: Do all teachers in the same department or grade in a district have to use the same weighted percentage for growth measures?

A: The district develops an overall plan (with input from teachers) for using student growth measures for evaluation. Whenever possible, the goal is district-wide consistency. However, there may be instances when certain teachers need different percentages (for example, in the case of a new teacher). The district ultimately makes this decision.

Q: Will the Ohio Department of Education audit our district on our student growth measures process? What happens if our district or school is found inadequate?

A: The department will randomly audit districts and schools. If there are areas of concern, the department and the district or school will create a correction plan. The district or school must make the corrections identified in the plan.

Q: How will my student growth measures be determined if I'm responsible for multiple subjects?

A: If you are a teacher with multiple subjects that have Value-Added data, you will receive a composite report for reading and math. If you teach other non-Value-Added grades/ subjects using approved vendor and/ or local measures, your data for growth measures should be proportional to your teaching schedule.

Q: How is the state supporting the implementation of student growth measures?

A: The department is offering train-the-trainer sessions during 2012-2014 to assist schools in making decisions as they implement student growth measures for teacher and principal evaluations. The state will continue to offer training and subsequent technical assistance regionally as well as through online modules.

Q: What is the department’s guidance on how best to roll out the student growth measures training at the local level?

A: American Institutes for Research and the department developed training to support the local implementation of student growth measures. The training is divided into four modules with each module lasting one to two hours in length. The department does not recommend combining all four trainings into one session. The modules are most effective when presented one at a time. It is possible to split modules into smaller segments, if needed. Each district or school knows the best delivery of the modules to meet staff needs.

Q: How will student growth measures be used for intervention specialists?

A: For intervention specialists, the student growth measures depend on the availability of data. If you instruct students in grades/ subjects using the Value-Added progress dimension, you must complete the Roster Verification/Linkage process and *may* receive a Value-Added report. If you instruct grades/subjects that do not receive Value-Added reports, but your district or school uses an assessment on the Approved Vendor list, you must use data from those assessments. If neither is available, you will use the Student Learning Objective process with measures specific to your instructional setting.

In co-teaching situations, it is very important to link your students to you, the teacher, to be accurate. For Value-Added reports, this linkage determines your student growth report information. A similar district-developed process is necessary to verify student rosters for the student growth measures data in situations using approved vendor assessments or local measures. For more information please see the *Business Rules for Student Growth Measures* document [here](#).

[Here](#) is more information on the linkage process.

Phone: 1.866.543.7555

Email: support@battelleforkids.org (Race to the Top districts and schools)

www.mcoecn.org/link (Non-Race to the Top districts)

Q: How can I demonstrate growth for my gifted students when they are already high performing?

A: Many gifted students enter school near, at, or above the proficient level. When no Value-Added or vendor assessment growth data are available, you will write student learning objectives. When writing student learning objectives, you will describe the specific student population and how this affects the establishment of growth targets. High achievement scores do not necessarily indicate progress, but gains do. Additionally, be certain to use assessments with “stretch” for the growth calculation. Stretch is where there are enough advanced knowledge/skill questions in assessments for these high-performing students to show achievement.

Q: If I am an itinerant teacher, do I have student growth measures for teacher evaluation?

A: Your district or school will evaluate all teachers under the new evaluation model, unless the *Business Rules for Student Growth Measures* state otherwise. Therefore, your district or school needs to carefully review, on a case-by-case basis, whether each itinerant teacher meets the criteria stated in the *Business Rules*. Some of these criteria include a minimum of six students and meeting the locally determined minimum interval of instruction.

You can view the *Business Rules for Student Growth Measures* and the *Itinerant Teachers and Ohio’s New Evaluation System* documents [here](#).

Q: How do I determine whether or not I have the required six full-time equivalent students to generate a teacher-level Value-Added report?

A: If you teach a Value-Added course, you should automatically link regardless of the number of students you instruct. To receive a teacher-level Value-Added report, you must link to the equivalent of at least six full-time students for a grade/subject area. After linking, you will receive scores for your students. The *system* determines the students who factor into the full-time equivalent and determines whether you meet the minimum of six full-time equivalent students.

Value-Added Measures

Q: My district has extended reporting and receives a URM Value-Added report in the high school and in science and social studies in the elementary and middle school. Does HB 555 still apply?

A: No. All URM teacher Value-Added reports before 2012-2013 are considered pilot data and do not count towards OTES. The first year of the URM Composite, for 2012-2013 testing, will be released in September 2013 and shall be used as Category B data at a minimum of 10 percent. District and schools participating in the Teacher Incentive Fund, the Tennessee Comprehensive Assessment Program, and Battelle for Kids' SOAR are examples of those participating in this extended reporting. For more information, [here](#) is the *Policy Update for Value-Added* document.

Q: If all the courses I teach are Value-Added, is my entire (50%) student growth measure comprised of teacher-level Value-Added data?

A: Yes, but it is phased in over a two-year period. If your schedule is comprised only of courses or subjects for which the Value-Added progress dimension is applicable, until June 30, 2014, the majority ($\geq 26\%$) of the student academic growth factor of the evaluation shall be based on the Value-Added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the Value-Added progress dimension.

If you are instructing Value-Added courses, but not exclusively, the student growth measure progress dimension shall be used in proportion to the part of a your schedule of courses or subjects for which the dimension is applicable.

Q: I am a teacher who has Value-Added data, but I also teach other non-Value-Added courses. My Value-Added data is from the year before. My district has determined that I can use local measures, too. Are the local measures from the current year or are the local measures from the same year as the Value-Added data?

A: If you have Value-Added data available, then it must be used. Your district will decide if local student growth measures are used in combination with Value-Added data. A district might determine, as in this case, that your student growth measures will be the Value-Added data which is only available from the previous year and local measures, which are always from the current year.

Q: Will grades 5 and 8 science OAA be a part of Value-Added?

A: Since the current science Ohio Achievement Assessment includes content from multiple grade levels, it does not count towards teacher evaluation. Future Ohio science assessments will have a Value-Added calculation and will count towards teacher evaluation. The timeline for the teacher-level Value-Added report availability is not yet determined.

Q: Will the end-of-course and end-of-year exams have a Value-Added report. If yes, when?

A: Yes. These exams will have a Value-Added report for tested areas. The timeline for the teacher-level Value-Added report availability is not yet determined.

Approved Vendor Assessment Measures

Q: If I have Value-Added data available, it must be used. However, what if I have an approved vendor assessment at my grade level? Does the vendor assessment count, too?

A: The vendor assessment requirement is only when Value-Added data *is not available*. So for example, if you are a 4th-grade teacher instructing both science and math, you will have a Value-Added report for math. You also administer an approved vendor assessment for science and will receive a growth report from the vendor. In this case, you will only be required to use the Value-Added data. Your district may still choose to use the approved vendor data as a local measure in combination with the Value-Added data, if you do not exclusively instruct Value-Added courses. However, if you do not receive a Value-Added report but use an approved vendor assessment in the manner prescribed by the vendor, you must use the growth data provided.

Q: The Request For Qualifications submitted for Terra Nova that is posted on the department's website states student growth can be visible, if the test is used in consecutive years. I give the Terra Nova to all students for gifted identification purposes and only test every other year. If this is the case, can this test be used for student growth?

A: The vendor data is only a required component, if a growth report is "available." This means the district or school meets the vendor's administration requirements. In the situation above, it does not sound like a growth report would be available.

Q: Does my district have to purchase vendor assessments from the department's approved list?

A: Your district is not required to purchase approved vendor assessments. However, if you do not have Value-Added data and use an approved vendor assessment in accordance with the vendor's guidelines and receive the vendor growth report, then the data from the vendor assessment must be used in your student growth measures calculation. If neither Value-Added nor approved vendor data are available, you will use the Student Learning Objective process with measures specific to your instructional setting.

Q: How is the approved vendor assessment data entered into the electronic Teacher and Principal Evaluation System (eTPES)?

A: Your district will receive your teacher-level growth report from the vendor that will include a 1-5 rating for student growth. This number must be entered into the electronic Teacher and Principal Evaluation System (eTPES) at the local level for each teacher with data from the approved vendor assessment.

Q: If I am using an approved vendor assessment, do I need to write a student learning objective around it?

A: No. If you use an approved vendor assessment in accordance with the vendor's guidelines and receive the vendor growth report, this report will provide a 1-5 rating for you. It is a district decision to combine local student growth measures, such as student learning objectives, in content areas not measured by the approved vendor assessment.

Local Student Growth Measures

Q: What are the options for local student growth measures?

A: There are three types of local student growth measures that show the your effect on student learning:

1. Student Learning Objectives
2. Shared Attribution
3. Approved Vendor Assessments (for Category A teachers per House Bill 555 guidelines)

Q: What are SLOs?

A: The **Student Learning Objective** is a process to identify and use measures that are specific to relevant subject matter. Measures for student learning objectives must be district-approved and may include:

- District-approved, locally developed assessments
- Pre/Post assessments
- Performance-based assessments
- Portfolios
- Vendor assessments not on the Ohio Department of Education's approved list.

Student learning objectives demonstrate a teacher's impact on student learning within a given interval of instruction. Student learning objectives also contribute to distinguishing between effective and ineffective teaching. Ohio has developed clear guidance documents for districts and schools on developing, approving and scoring student learning objectives. For more information on this topic, visit the department's evaluation website [here](#).

Shared Attribution

Q: What is shared attribution?

A: Shared attribution is an *optional* local student growth measure that can be attributed to a group of teachers. It encourages collaborative goals and may be used as data in the student growth component of teacher and principal evaluations.

Q: What are some examples of shared attribution that our district or school may choose to use?

- A:** Shared attribution measures may include:
- Building or District Value-Added is recommended if available;
 - Building teams (such as content area) may utilize a composite Value-Added score;
 - Building- or District-based student learning objectives.

Q: Will Shared Attribution scores be pre-loaded into the electronic Teacher and Principal Evaluation System?

A: No. Since districts and schools determine the percentage they will assign to the shared attribution and which measure of shared attribution will be used (i.e. district, building or department level Value-Added), shared attribution scores are manually entered.

Q: What are the pros and cons to using shared attribution?

A: By choosing to use a measure that can be attributed to a group or the entire staff, many districts aim to encourage collaboration among staff. However, districts and schools must also consider that you and many teachers evaluated by this data may not be directly involved in establishing the score, i.e. high school teachers and special areas. Furthermore, a shared measure is not a true picture of your impact on the students you instruct. For these reasons, the department recommends that districts using shared attribution as a local growth measure in teacher evaluation should consider keeping the weighted percentage low (between 5-10% or at least less than half of the student growth measure).

eTPES

Q: What is eTPES and are district and schools required to use it?

A: eTPES is the electronic Teacher and Principal Evaluation System. All traditional public schools, Educational Service Centers, Boards of Developmental Delay, and community schools in the Race to the Top grant are required to use the system. [Here](#) is more detailed information. Scroll down the page to Ohio eTPES.

Student Growth Measures for Principals

Q: What are the student growth measures for principals and did they change with the enactment of HB 555?

A: Student growth measures for principals did not change in House Bill 555. The weighting will remain a local decision since no principal will have only Value-Added data available within a given building. For more information regarding the possible combination of student growth measures for principals, please see the *House Bill 555 Frequently Asked Questions* document located [here](#).

Student Growth Measures - General Information

Q: I need more information on student growth measures. Where do I find that information?

A: Here is a [link](#) on the Ohio Department of Education's website that includes an overview of student growth measures, the department-approved list of assessments, student learning objectives information and tools, and steps for designing local student growth plans for evaluation. Additional information is added to this part of our website regularly.

Business Rules for Student Growth Measures

Q: This document frequently sites the Rules for Student Growth Measures. Where can I find these rules?

A: There is a link on the Student Growth Measures webpage for this document.
www.evaluation.education.ohio.gov