

House Bill 555 FAQs

General Questions

What Changed?

House Bill (HB) 555, signed by Governor Kasich on Friday, December 21, 2012 further delineates what measures teachers can utilize for Student Growth Measures. The effective date of HB 555 is March 22, 2013. However, many districts have been piloting and/or implementing work this school year around Student Growth Measures and questions regarding this new legislation are being asked.

House Bill 555 creates a number of legislated changes to previous Ohio Department of Education policies.

[Back to Top](#)

Implementation

Should I discontinue the work of creating Student Learning Objectives (SLOs)?

No. Student Learning Objectives will continue to be utilized for evaluative purposes for most teachers. Many districts have piloted and/or implemented the work of SLOs for the 2012-2013 school year and are continuing to see positive feedback and results. Some are currently implementing and should continue with the plan for SGMs that was approved for the 2012-2013 school year. As well, regional trainings are continuing to occur, providing districts with the opportunity to send their own representatives to be trained as trainers for their own districts. In Ohio, the majority of teachers will write SLOs for evaluative purposes.

[Back to Top](#)

When do I have to implement?

HB 555 is effective March 22, 2013. However, specific questions regarding local implementation must be directed to Board legal counsel due to varying dates of collective bargaining agreements, RttT, SIG, TIF, etc.

[Back to Top](#)

I heard that Category A teachers are going to be required to use Value-Added Data for all 50% of their Student Growth Measures. Is this true?

Yes, but it is phased in through next year. For those teachers who teach only the Value-Added Progress dimension and no other classes, please read the second bullet for guidance. However, for teachers who instruct courses that are reported with the Value-Added Progress dimension and instruct courses that are not reported for Value-Added purposes, the weight of the Value-Added must be provided proportionately to their schedule. HB 555 requires the following for Category A teachers who have Value-Added Data.

- When applicable to the grade level or subject area taught by a teacher, the value-added progress dimension or alternative student academic progress measure shall be used in the student academic growth portion of an evaluation in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable. Please note: While the terminology "alternate student academic progress measure" is new in HB 555, it does not reference the Alternate Assessments. There is currently no plan to implement an alternative to Value-Added.
- If a teacher's schedule is comprised only of courses or subjects for which the value-added progress dimension is applicable, one of the following applies:
 - Beginning March 22, 2013 until June 30, 2014, the majority of the student academic growth factor of the evaluation shall be based upon the value-added progress dimension (>25%).
 - On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension (50%).

As of July 2014, all 50% of the SGM must be Value-Added for those teachers who teach only the subject(s) or course(s) where the Value-Added progress dimension is reported. For other teachers who teach multiple subjects or courses but have some value-added progress dimension reported, the weight of the value-added measure must be proportionate to their individual schedule (the minimum weight of the Value-Added metric for SGM must be 10%).

[Back to Top](#)

Should Category A teachers continue to write SLOs as we have piloted this year?

Yes. Many districts are utilizing their Building Leadership Teams to review and approve individual SLOs (as suggested by guidance from the Ohio Department of Education). Continuing to have all teachers participate in the writing process will allow exposure and best practice approaches will continue to develop. As well, for Category A1 teachers, the 50% requirement for Value-Added data is phased in as a majority in 2013-2014 and 50% in 2014-2015 so those teachers could use SLOs for some portion of student growth measures in 2013-2014 if the district so chooses.

[Back to Top](#)

How will teacher's student growth measures be determined if the teacher is responsible for multiple subjects?

Teachers with multiple subjects that have Value-Added data will be issued reports for a composite of reading and math. For other assessments (approved vendor and local measures), the assessment data measures should be representative of the teacher's schedule. HB 555 states that if there is Value-Added data available, it must be used proportionately to the overall teacher's schedule.

Example: A fourth grade elementary teacher (non-departmentalized) teaches all required subjects (e.g., science, social studies, math and ELA). However, there is a Value-Added score for math and reading only. Thus, because this teacher teaches all four subjects, the Value-Added weight must be 25%, representing half of the teacher's schedule.

[Back to Top](#)

How are adult education instructors affected by House Bill 555?

Instructors of adult education are exempt from the statutory requirements for teacher evaluations in Revised Code 3319.111 of the effective date of the bill.

[Back to Top](#)

Are we able to use Performance Index for Shared Attribution?

The Performance Index Score was deleted from the Shared Attribution list of choices in summer 2012, as it was more of an achievement score, not a growth score. OTES training manuals include the old graphic with Performance Index as a suitable piece that could be used for Shared Attribution. Districts that incorporated this measure into their evaluative plan for the 2012-2013 year can continue to that plan, but must adjust their evaluation metrics according to the updated graphic below thereafter. Only one Shared Attribution measure can be utilized per educator, and shared attribution is not required to be used as part of local measures.

[Back to Top](#)

Vendor Assessments and Data

It is my understanding if a teacher has Value-Added data available, it must be used. However, what if this same teacher has a vendor assessment at his/her grade level? Does the vendor assessment count, too? For example, grade 4 will have Value-Added data. We also give the Terra Nova to all grade 4 students. So, do we count both?

The Vendor Assignment requirement is for when Value-Added is not available. So for example, if you have a 5th grade math teacher with a value-added report AND Terra Nova data; that teacher would only be required to use the Value-Added. However, any of the teachers in that district who do not receive a Value-Added report would need to use the Terra Nova if the district administers the assessment in the manner described by the vendor. It is a district decision if the Terra Nova data would be treated as a local measure only in 2013-2014 for Category A1 teachers with Value-Added.

[Back to Top](#)

The RFP submitted for Terra Nova that is posted on the Ohio Department of Education website states that their student growth can be visible if the test is used in consecutive years, (i.e. Terra Nova reading test percentile in grade 3 compared to Reading test percentile in grade 4). We 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 growth?

The vendor data would only be a required component if “available”, which means the district meets the vendor’s requirements. In the situation above it does not sound like they would have the data available. The district must follow the guidelines set forth by the testing Vendor to properly illustrate student growth.

[Back to Top](#)

Do we have to purchase a vendor assessment(s) from the Ohio Department of Education Approved Vendor List?

Districts are not required to purchase approved vendor assessments. If a Category B teacher administers a vendor assessment from the Ohio Department of Education Approved Vendor Assessment list according to the vendor’s guidelines, then that data will need to be used in the student growth measures calculation. If a teacher has value- added data, then the value-added data must be used in the student growth measures calculation. For teachers without value-added or approved vendor assessment data, local student growth measures will be used. Watch for an updated list of Ohio Department of Education Approved Assessments this Spring.

[Back to Top](#)

Student Growth Measures for Principals

Have the Student Growth measures for Principals changed?

Student growth measures for principals did not change in HB 555. The weighting will remain a local decision as no principal will have only Value-Added data available within a given building. Therefore, The Ohio Department of Education recommends that districts consider a combination of measures from the following categories:

OPTION 1: BUILDING LEVEL VALUE-ADDED DATA AVAILABLE

Building-Value-Added (10-50%) + Local Measures (0-40%) = 50% Student Growth

OPTION 2: APPROVED VENDOR ASSESSMENTS DATA AVAILABLE

Aggregate Vendor Assessment (10-50%) + Local Measures (0-40%) = 50% Student Growth

OPTION 3: NO BUILDING LEVEL VALUE-ADDED DATA OF APPROVED VENDOR ASSESSMENT DATA AVAILABLE

Local Measures (50%) = 50% Student Growth

[Back to Top](#)