

HB 64, effective September 29, 2015
Safe Harbor and Student Growth Measures FAQs

Q:

Does a district have a choice about whether they can use the 2013-2014 value-added data for A-1 teachers rated accomplished or skilled while retaining the less frequent evaluation cycles permitted?

A:

Yes. This is a local decision, subject to local policies, collective bargaining agreements and whether or not districts have memoranda of agreement to evaluate teachers using value-added data from 2014-2015 and 2015-2016.

Q:

Is the performance-only option gone for A1 teachers who had value-added data in 2013-2014, since there is now a growth measure available for them?

A:

No. Using the 2013-2014 data is optional under safe harbor for districts who do not have a memorandum of understanding in place. Therefore, a district may decide that a teacher rated accomplished may be evaluated solely based on performance. See this Web page for details.

Q:

What if a district already has local measures in place for A-1 teachers?

A:

Districts may continue to use them.

Q:

Can districts still choose to include the value-added data in calculating the student academic growth component for teacher and principal evaluations?

A:

Yes. A school district, educational service center, joint vocational school, community school or STEM school may enter into a memorandum of understanding (MOU) collectively with its teachers or principals stipulating that the value-added data based on the results of the state assessments from the 2014-2015 and 2015-2016 school years may be used to assess the student academic growth for purposes of teacher and principal evaluations.

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Q:

If no value-added data is used in calculating teacher and principal student growth, what measures will determine student growth instead?

A:

If no other student academic growth measure is available, a district could base teacher and principal evaluations solely on teacher or principal performance. It is important to remember, however, that the State Board of Education has adopted an evaluation framework document that clearly outlines other student academic growth measures that are recommended for use when no value-added is available. These include approved vendor assessments and local measures (student learning objectives and shared attribution).

Q:

Is it true that value-added data will not be included in the student growth measure component for both teacher and principal evaluations?

A:

House Bill 64 eliminates the use of the value-added progress dimension based on the results of the state assessments to calculate student academic growth for the purpose of conducting teacher and principal evaluations for the 2015-2016 and 2016-2017 school years – unless a district enters into a memorandum of agreement to do so.

Q:

What are district options for evaluating teachers who only teach value-added courses (A1)?

A:

Districts can:

1. Have a memorandum of understanding that allows the use of value-added data for teacher evaluation (in other words, data will still be generated and districts can opt-in);
2. Decide locally to use other types of student growth measures for teacher evaluation (ODE-approved vendor assessments and student learning objectives);
3. Use only the teacher performance measures to determine the overall evaluation rating. Note that teachers who do not have any type of student growth measure for the school year are NOT eligible for the less frequent evaluation cycle and must be fully evaluated.

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Q:

What are the options for Category A2 teachers who will have value-added data available?

A:

A2 teachers:

Will continue to use the student growth measures currently available to them (measures other than the state assessment value-added data);

May use state value-added if the district has a memorandum of understanding that allows the use of this data.

Q:

Will teachers continue to receive teacher-level value-added reports, including three-year composite data, from the state assessments from the 2014-2015 and 2015-2016 school years?

A:

Teachers will continue to receive annual teacher-level value-added reports including composite data. The reports and composite data generated from the 2014-2015 data will reflect a single year only.

Q:

Our district is creating a memorandum of understanding to continue using value-added data for the purpose of assessing student academic growth for teacher and principal evaluations. Can the memorandum change the manner in which value-added data is used in evaluations, as outlined in either the Original or Alternative Frameworks?

A:

No. Safe harbor for teachers limits district discretion to determining only if they will or will not use value-added data to assess student academic growth for purposes of their teacher or principal evaluations.

Thus, if a district decides to enter into a memorandum of understanding with its teachers or principals to use value-added data, they must continue to comply with these requirements:

- 1) When applicable to the grade level or subject area taught by a teacher, value-added 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 value-added is applicable.
- 2) If a teacher's schedule is comprised only of courses or subjects for which value-added is applicable, the entire student academic growth factor of the evaluation shall be based on value-added, unless the student has 45 or more excused or unexcused absences during the full academic year.

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Note: These requirements are outlined in Ohio Revised Code section 3319.112(A)(1)(a) and (A)(1)(b). For details on how teacher evaluation ratings are determined, see the graphic chart for framework your district selected: either the Original Framework or Alternative Framework posted here [Teacher Evaluations web page].