

Educator Evaluation and Value Added

What grades and subjects will be included in Teacher Value-Added?

In 2018-19, teachers of the following courses will receive EVAAS reports:

- Grades 4, 5, 6, 7 and 8 mathematics and English language arts;
- Grades 5 and 8 science;
- Algebra I for high school credit;
- American Government for high school credit;
- American History for high school credit;
- Biology for high school credit;
- English I & II for high school credit;
- Geometry for high school credit; and
- Integrated Mathematics I & II for high school credit. ([State Guidelines, p.1](#))

What data will be used in the value-added composite for 2018-2019 evaluations?

The value-added composite will represent two years of data (2016-2017 and 2017-2018) for both teachers and principals.

What is the number of students a teacher must have to receive a value-added report?

In order for a teacher to receive a teacher level Value-Added report, they must claim instructional responsibility for at least six full time equivalent (FTE) students who all took the same 4-8 state reading and/or math assessment and/or at least ten full-time equivalent students for state end of course exams and 5th and 8th grade science exams. ([Business Rules, p. 4](#))

How do the end of course assessments measure growth?

[This document](#) provides a brief explanation of how student growth is measured for tests that are not given in consecutive years.

How do I know if I need to write an SLO?

Ask your evaluator about the student growth measures that will be used as part of your evaluation.

How do we know what category a teacher or principal is?

[Teacher categories:](#)

- A1- Teacher instructs value-added subjects exclusively
- A2- Teacher instructs value-added courses, but not exclusively
- B- Approved vendor assessment teacher-level data available
- C- No teacher-level value-added or approved vendor assessment data available

[Principal categories:](#)

- A- Building-level value-added data available
- B- Approved vendor data available
- C- No building-level value-added or approved vendor assessment data available

How does a teacher become eligible for a less-frequent evaluation cycle?

In districts where the local board of education has decided that ratings may be carried forward, accomplished teachers may be evaluated every 3 years and skilled teachers may be evaluated every 2 years per [Ohio Revised Code 3319.111](#). Teachers who do not have any type of student growth measure are NOT eligible for the less frequent evaluation cycle and must be fully evaluated. Refer [to the tables](#) to see what is required for skilled and accomplished teachers during the years they are not fully evaluated.

May districts elect to use shared attribution as a local student growth measure for 2018-2019 evaluations?

Districts may still use shared attribution as a local student growth measure. Guidance regarding the use of shared attribution is posted on [this web page](#).

What happens if a student takes an end-of-course exam for graduation requirements, but does not take a specific course from a teacher in that year?

When teachers participate in the [Roster Verification](#) process, they should only claim instructional time for students that they taught in the current school year. It is possible for one or more students not to be claimed by any teacher in cases in which no course is taken in the current school year. For example, if a student took the biology end-of-course exam for graduation requirements, but did not take a biology course during the 2017-18 school year, no teacher would have claimed that student and the score would not be used in any teacher's report.

Are test results for students who are retested in a high school subject area included in value-added calculations?

Beginning 2017-2018, scores from students retaking end-of-course tests will not be used in teacher or principal value-added calculations. ([Roster Verification FAQs, p. 3](#)).

How are the cumulative performance rating and the student growth measures (SGM) summative rating combined into the final summative rating?

The cumulative performance rating and the SGM summative rating are combined using a 600 point scale, described [in this document](#). There is an [interactive worksheet](#) that can calculate the ratings for you and [there is a PPT](#) that explains how to use it.

How do districts represent teachers' schedules when setting up eTPES for student growth measures?

First the superintendent or designee sets up the default percentages for each type of growth measure. Percentages can then be customized for individual teachers ([Principal User Guide, p. 149](#)) and weighted if needed ([Custom SGM Weights](#)).

There is statute that describes how percentages for growth measures should be determined:

When applicable to the grade level or subject area taught by a teacher, the value-added progress dimension... 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 [[ORC 3319.112 \(A\)\(1\)](#)].

Does administering the WebXam make the teachers Category B?

It depends. If the Career Center, Joint Vocational School, comprehensive high school or community-charter school administers the optional pre-tests and subsequently, the required post-tests, then the teacher would be category B and the rating must be used in the teacher's evaluation for 10%-50%. If the pre-tests are not used, then the teacher is not category B and local growth measures would be used. The optional pre-tests are [approved through June 30, 2019](#).