

Student Growth Measures Overview

Ohio's system for evaluating teachers will provide educators with a rich and detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system relies on two key evaluation components: a rating of teacher performance (based on classroom observations and other factors) and a rating of student academic growth. A district may choose from the original framework or the alternative framework. The original framework includes 50% teacher performance and 50% student growth measures. The alternative framework utilizes 50% teacher performance, 35% student growth measures and 15% from Alternative Components.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies may use data from the state assessments when available. If those are not applicable for a given subject or grade, districts can choose to use other assessments provided by national testing vendors and approved for use in Ohio. For subjects without state assessments or approved Vendor assessments – such as art or music – districts should establish a process to create Student Learning Objectives (SLOs) to measure student progress.

This overview will outline the three types of measures to be included, provide important definitions, and explain the three categories of teachers based on data availability and local decisions.

- HB 64 permitted districts to designate either 50% (Original Framework) or 35% (Alternative Framework) as the portion of the evaluation devoted to measures of student growth for teachers.
- The student growth component includes **multiple measures**.
- This component includes student growth measures for **three categories of teachers** based on availability of Teacher Value-Added and District decisions.
- **Teacher-level Value-Added** *may* be included where available (“tested grades and subjects” which includes state assessments.)
- The Ohio Department of Education (ODE) must create an **assessment list** for measuring growth in “non-tested grades and subjects.”
- **Locally-determined** measures also will be included.
- A **Student Learning Objective (SLO)** process will be utilized as locally-determined measures.
- Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports.
- The student growth component shall be updated as **research and best practices** emerge.

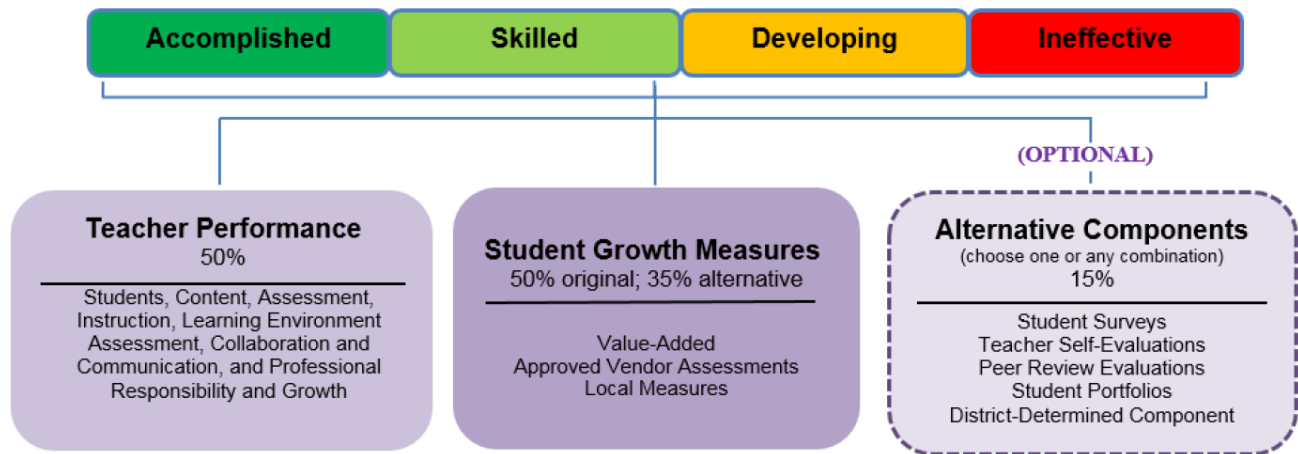
Why measure student growth?

The National Comprehensive Center for Teacher Quality (NCCTQ) states, “the focus on evaluating educators by measuring growth rather than attainment is fairer to teachers and principals whose students enter classrooms well below grade level.” These measures have the potential to inform instruction, build stakeholder commitment, provide a critical dimension to the assessment of teacher effectiveness and, most importantly, improve student performance across a broader set of expectations.

How does the Student Growth Measures component fit into the evaluation framework?

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:

Final Summative Evaluation Rating



Important terms and definitions

Student Growth. For the purpose of use in evaluation systems, student growth is defined as *“the change in student achievement for an individual student between two or more points in time”* (excerpted from *Measuring Student Growth for Teachers in Non–Tested Grades and Subjects: A Primer*) (n.d.). Retrieved from http://nassauboces.org/cms/lib5/NY18000988/Centricity/Domain/156/NTS_PRIMER_FINAL.pdf July 28, 2015.

Tested Grades and Subjects. The US Department of Education (USDOE) defines “tested grades and subjects” as those covered by the state’s assessment under the ESEA and “non-tested grades and subjects” as those without such data.

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added” which can represent a variety of statistical modeling techniques. The Ohio, EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability system for several years. Ohio’s Race to the Top plan provided for the expansion of Value-Added to the teacher level. Value-Added calculations utilize data from the state tested subjects and grades, as applicable. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. The Ohio Department of Education provides professional development and other related services across the state.

ODE-Approved Vendor Assessment. Ohio Revised Code 3319.112(B)(2) requires ODE to develop a list of student assessments that measure mastery of the course content for appropriate grade levels, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE periodically releases a Request for Qualifications (RFQ) so interested vendors can demonstrate their assessments qualify for use in Ohio schools. The list of approved assessments is maintained and updated by the ODE.

Student Learning Objectives (SLOs). A student learning objective is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or subgroups of students. Student learning objectives demonstrates a teacher’s impact on student learning.

Shared Attribution. Shared attribution measures are student growth measures that can be attributed to a group, including a district, building, department or grade-level team. These measures encourage collaborative goals and may be used as data in the student growth component.

Multiple Measures. The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

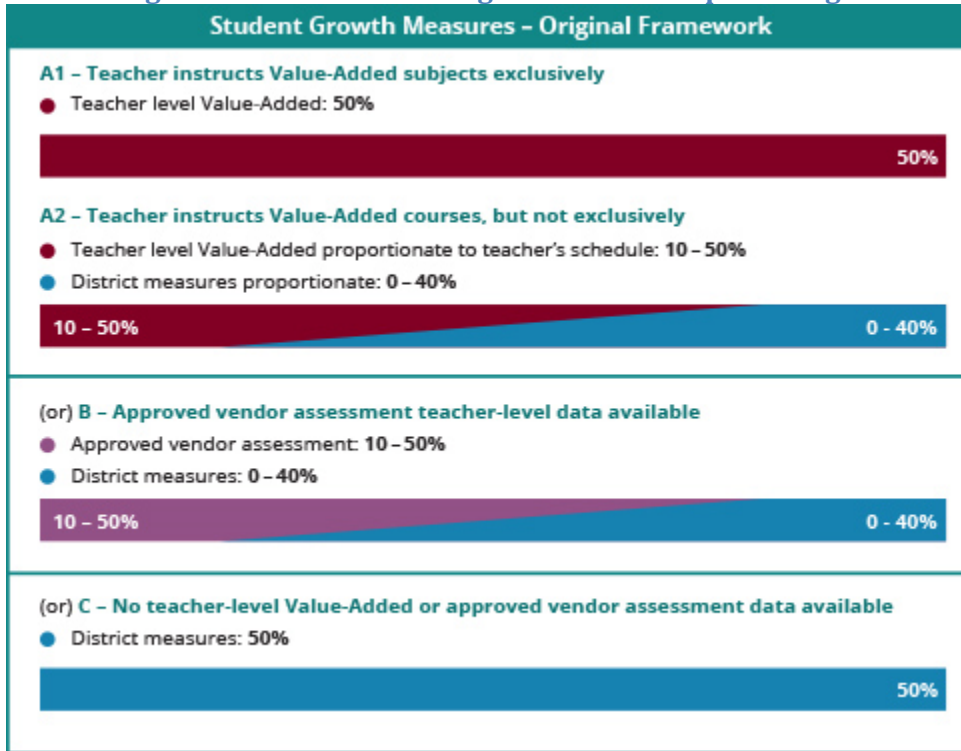
Teacher Value-Added. By methodological definition, teacher-level Value-Added includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added metrics create effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a fifth-grade teacher may have a Value-Added rating for fifth-grade mathematics, a separate rating for fifth-grade reading, and an overall composite rating. The composite rating is used for teacher effectiveness in the student growth measure portion of evaluation. Third, the Value-Added metric eventually rolls into a multi-year trend including up to three years of data when available so that multiple years of multiple measures are represented.

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

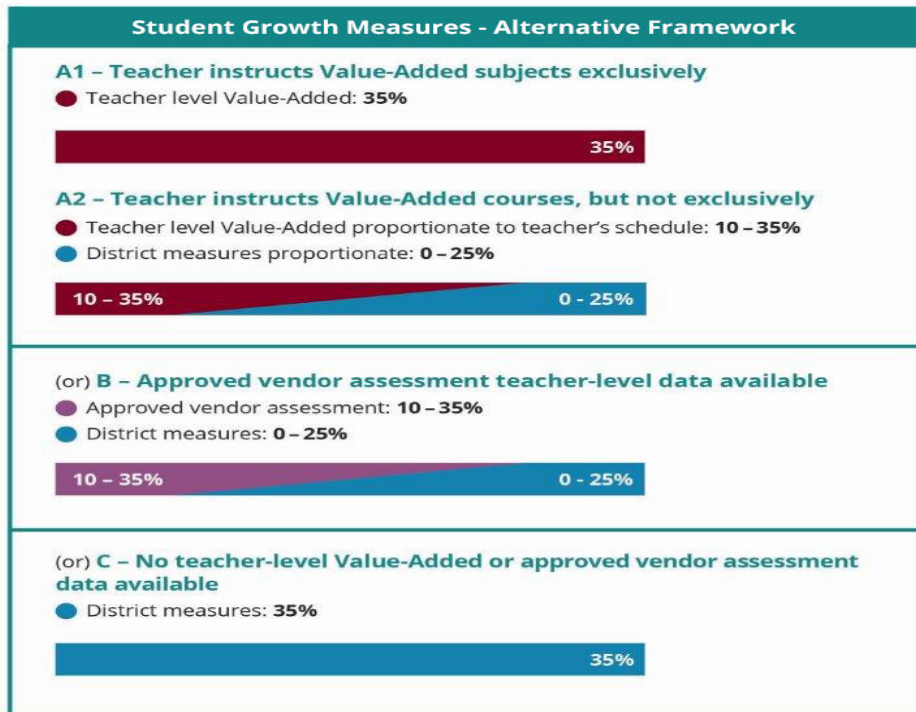
It is important to note that the combination of measures within this general framework will vary, depending on the grades and subjects taught, and district decisions. Subsequently, there will be three categories (A, B, C) for teachers based on the availability of Teacher Value-Added and District decisions.

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

Original structure - student growth measure percentages



Alternative structure - student growth measure percentages



Some student growth data will be based on the previous year's results due to testing schedules, Value-Added processing, and statutory requirements for evaluation timeline.

Some examples of the teacher categories

Note: The percentages in the examples below are based on the original 50/50 framework and include teachers who remained in the same teaching assignment the following year. Districts will need to consult the [Business Rules for Student Growth Measures](#) when determining percentage requirements for teachers who have changed teaching assignments.

Example #1: A sixth-grade math teacher in Category A1 only teaches sixth grade math, and her district will use only Value-Added as her student growth measure component.

- The Value-Added report would represent the entire 50% percentage of the student growth measure component.

Example #2: A fourth-grade teacher in a self-contained classroom teaches all four Core subjects and is in Category A2:

- The Value-Added composite report (which includes math and reading) would represent 25% of SGM. The remaining 25% would be locally-determined measures.

Example #3: A seventh-grade social studies teacher teaches four periods of history and one period of economics. The district uses an assessment that is on the Approved Vendor list for history so this teacher would be in Category B:

- The district determines that Category B teachers will use Approved Vendor Assessments for 35% and locally-determined measures for the remaining percentage of SGM. Therefore, this seventh-grade social studies teacher could have 35% based on the Approved Vendor Assessment in history and 15% based on SLOs in economics.

Example #4: A high school music teacher without Value-Added or Approved Vendor Assessment data would be in Category C, and will utilize relevant Student Learning Objectives (SLOs) as locally-determined measures:

- This music teacher will develop SLOs for the student growth component. If her district included a shared attribution measure for Category C teachers, then that would be included.

Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports.

Three types of Student Growth Measures

The following table describes the three types of student growth measures including certain legislative requirements and LEA options. Percentages are based on original 50/50 framework.

1	Teacher Value-Added	<ul style="list-style-type: none"> • MAY use if available • A1: Entire percentage of SGM 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. • A2: Otherwise percentage is proportionate to the teacher’s schedule in terms of Value-Added courses/subjects and other courses/subjects <ul style="list-style-type: none"> ○ May use Value-Added <i>at least</i> proportionately from 10-50%. • EVAAS Value-Added metric from state assessments, 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 approved vendor assessments such as the Terra Nova, ACT Quality Core, 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 0-40%. • Teacher Category B: MAY use depending on LEA decisions 0-40%. • Teacher Category C: MUST use for full percentage of SGM. • 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"> • Other vendor assessments not on the ODE Approved List • Career Technical Educational assessments not on the ODE Approved List • Locally developed assessments • Performance-based assessments • Portfolios. ○ 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; • Building teams (such as content and specialized areas) may utilize a composite Value-Added score • 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.