

High-Quality Student Data Frequently Asked Questions

1. Who is responsible for reviewing and approving local measures of high-quality student data (HQSD)?

The [High-Quality Student Data Guidance Tool](#) states, “The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education...” It is a local decision.

2. How does a school or district determine which teachers are required to have two measures of high-quality student data?

If a teacher is being evaluated using the Ohio Teacher Evaluation System (OTES) 2.0, that teacher is required to use two measures of high-quality student data. According to Ohio law, the requirements for a teacher to be evaluated using OTES 2.0 are below:

- The teacher is employed under a teaching license and
- The teacher spends at least 50 percent of the time employed providing instruction to students.

3. Are teachers on the less frequent evaluation cycle required to have two measures of high-quality student data?

Yes, teachers on the less frequent evaluation cycle must utilize two measures of high-quality student data.

4. Must teachers have two measures of HQSD for each course they instruct?

No, teachers are required to use a minimum of two measures of HQSD within the evaluation process.

5. Do the HQSD instruments have to provide data for all students the teacher instructs?

No, teachers have multiple options when it comes to the focus of the HQSD instruments. For example, HQSD might focus on

- a particular content area if multiple content areas are taught,
- a particular strand or skill set within a content area or
- a particular subgroup of students.

6. Is there a minimum number of students teachers must instruct in order to be required to have two measures of HQSD?

All teachers who meet the criteria to be evaluated under OTES 2.0 must have two measures of HQSD regardless of the number of students instructed.

7. Is there a minimum length of instruction that an HQSD measure must be based on?

No, there is no identified length of instruction. However, teachers should consider whether the length of instruction covered by the HQSD measure is sufficient to clearly demonstrate an impact on student learning.

8. At what point during the school year should HQSD instruments be administered?

This is a local decision. HQSD instruments may be used to measure student growth and/or achievement. As such, they can be administered when it is most appropriate. Educators should consider the evaluation cycle timeline when deciding when to administer the HQSD measures. Evaluations must be completed by May 1. Therefore, teachers should allow sufficient time to analyze and use the data in the manner prescribed on the [HQSD Guidance Tool](#). Additionally, if

teachers are using a vendor assessment, they should follow the administration guidelines provided by the vendor.

9. If a school administers an assessment that is on ODE's [Approved Vendor List](#) for HQSD, must the instrument be used as a measure of HQSD?

No, the selection and approval of HQSD instruments is a local decision; therefore, districts may decide whether these assessments will be used as measures of HQSD. Assessments that are on ODE's Approved Vendor List have been vetted by the Department and meet HQSD criteria.

10. Can educators use vendor assessments that are not on ODE's [Approved Vendor List](#) as HQSD measures?

The selection and approval of HQSD instruments is a local decision. As such, vendor assessments that are not on ODE's Approved Vendor List may be used as measures of HQSD provided they are vetted and approved by the school or district to ensure they meet the criteria identified on the [HQSD Guidance Tool](#).

11. Can teachers use current teacher-created or district-created assessments as measures of HQSD?

Schools and districts may approve the use of locally created assessments as measures of HQSD *provided the measures have been vetted* to ensure they meet the criteria identified on the [HQSD Guidance Tool](#).

12. The [OTES 2.0 Framework](#) states, "The teacher evaluation will use at least two measures of district-determined high-quality student data to provide evidence of student learning attributable to the teacher being evaluated." Can one instrument provide both measures of HQSD? It is possible for one instrument to provide both measures of HQSD. This would be a local decision as to if one data set can provide multiple measures that can be used as HQSD. However, teachers have a multitude of data to consider when making decisions about student learning and improving instructional practice. As such, teachers are encouraged to consider using two separate instruments to get a broader picture of their students.

13. A teacher planned to use her value-added report as one of her two required pieces of HQSD. However, she did not receive a value-added report due to lack of data points. Does this teacher still need a second measure of HQSD to replace the value-added?

Yes, a teacher who meets the criteria to be evaluated under OTES 2.0 is required to have two measures of HQSD. Reminder, some teachers, such as intervention specialists, may not receive a value-added report every year and should plan accordingly.

14. If a teacher has a change of position, must the value-added from the prior year's grade level and subject taught be used as one of the two measures of HQSD?

This is a local decision. The [OTES 2.0 Framework](#) states, "When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension, and the teacher shall use at least one other measure of HQSD to demonstrate student learning."

15. The [OTES 2.0 Framework](#) describes four ways teachers must use the data generated by the HQSD instruments. Are teachers required to use the data from both HQSD instruments in each of the four ways listed on the HQSD Guidance Tool?

Yes, teachers should be able to demonstrate they have used the data from both HQSD instruments in each of the four ways identified on the [HQSD Guidance Tool](#).