

Educator Evaluation and Teacher Value Added

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

In 2017-18, 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;
- Grade 6 social studies;
- 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)

Will there be teacher value-added for fourth or sixth grade social studies in 2017-2018?

The grade 6 social studies assessment was a valid test in 2016-2017 and value-added will be counted in teacher evaluations in 2017-2018. There is no value-added for fourth grade social studies.

What data will be used in the value-added composite for 2017-2018 evaluations?

The value-added composite will represent one year of data (2016-2017) 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 fulltime 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, 6th grade social studies, 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 2017-2018 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 2016-17 school year, no teacher would have claimed that student and the score would not be used in any teacher's report. However, if a student takes an end-of-course that is included in the value added calculation for a school, it will be included even if the student does not take the related course. Because the principal evaluations are based on the school's value added, it would be included. (Please note, high school value added only includes ELA and Math end-of-course assessments, so, the biology test would NOT be included in the principal evaluation because that end-of-course would not be included in the value added calculation for the school.)

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

Results from students retested in high school subject areas will not be used in teacher-level value-added calculations unless retested students retake the associated course ([Roster Verification FAQs](#), p. 3). For principal evaluations, retakes are included in the value added calculation if the student's prior score was less than proficient. For example, a student takes Algebra I and scores "basic" in 2015-2016; in 2016-2017 student retakes Algebra I; score will be included in the building value-added calculation (even if student is not enrolled in an Algebra I course).

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. 151) 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.