BUSINESS RULES FOR STUDENT GROWTH MEASURES

I. Teacher of Record

- ✓ The state definitional framework for Teacher-Student Data Linkages (TSDL) should guide the implementation of student growth measures. Specifically, the state definition of **"Teacher of Record"** should be utilized in determining which students are included in a teacher's measures. This definition is based on the principle that teachers are linked to students for whom they provide instruction.
- ✓ It is recommended that LEAs adopt the **state TSDL definitional framework**. These definitions should be used for educator evaluation purposes.
- ✓ The **Link Roster Verification** process is an important component for EVAAS Teacher-Level Value-Added reports. Active participation of teachers is essential.
- ✓ Other student growth measures do not yet utilize the Link Roster Verification process. LEAs should **informally verify rosters** at the local level.
- ✓ Teachers remain the Teacher of Record when they have **student teachers.**
- ✓ Teachers on **extended leave** will still need to include student growth measures.
- ✓ Teachers who were **late hires** (hired after the opening day of school) will still need to include student growth measures.
- ✓ **Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO), and Dual Enrollment** arrangements should be guided by the Teacher of Record definition.
- ✓ **Teachers employed by ESCs** are still covered by OTES requirements. There may be different scenarios depending on who provides supervision and EMIS reporting, especially as it relates to participating in Link Roster Verification.

II. Student Enrollment and Attendance

- ✓ Students with **forty-five or more excused or unexcused absences** are excluded.
- ✓ For SLOs, LEAs should utilize the **interval of instruction** as defined by the LEA. This will be different for some categories of teachers depending on their assignments.

III. Data availability scenarios

- ✓ Growth measures must include a **minimum effective n size of six students.** There is no maximum number of students. Measures should include as much student data as possible, while considering consistency of requirements among teachers.
- ✓ Some teachers on the cusp of the six-student minimum, such as special education and gifted, might receive a Value-Added report one year but not the next or vice versa depending on the amount of data.
- ✓ In some limited cases, teachers may not have student growth data and will utilize only the teacher performance measures.
- ✓ For SLOs, there may be rare circumstances where teachers instruct numerous courses or when a teacher has a large student population which causes data collection to be unnecessarily arduous. Flexibility within the district plan is recommended to keep the local growth measures requirements consistent among teachers.
- ✓ When Value-Added data is involved, teachers changing assignments must follow specific guidelines regarding Value-Added usage.

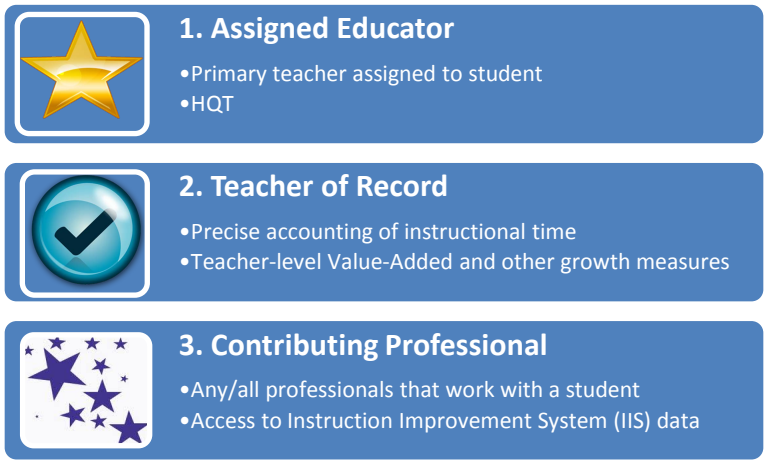
I. Teacher of Record

The state definitional framework for Teacher-Student Data Linkages should guide the implementation of student growth measures. Specifically, the state definition of "Teacher of Record" should be utilized in determining which students are included in a teacher's measures. This definition is based on the principle that teachers are linked to students for whom they provide instruction.

It is recommended that LEAs adopt the state definitional framework.

The concept of "Teacher of Record" is crucial for developing student growth measures as it insures that teachers are linked to the students for whom they provide instruction. Teacher of Record has many different uses and connotations in local settings. The traditional notion of teacher of record typically considers one teacher who has some responsibility (often assigns a grade) for a student. However, that definition is not sufficient for high stakes growth measures. A more sophisticated definition of Teacher of Record insures that teachers are linked to students for whom they provide instruction.

Accordingly, ODE has developed a definition framework that includes three types of Teacher/Student Data Linkages:



1. Primary assignment (one teacher): An ***Assigned Educator*** *is the educator assigned to a student, usually for HQT assignment purposes. In some cases, this translates into the teacher responsible for assigning a grade.*
   - This is a common connotation for Teacher of Record answering, "Which teacher has primary responsibility for a student?"
   - Specifically for identifying HQT status.
   - Other uses: computer-based coursework (for example, the teacher serves as a facilitator/monitor and assigns the grade).

2. Precise accounting of instructional time for teacher-level Value-Added and other evaluation metrics including student growth in non-tested subjects: *A* ***Teacher of***

Record *is an educator who is responsible for a significant portion of a student's instructional time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relevant assessment in grades/subjects that do not have state assessments.*

- 2A: Teacher-level Value-Added. Specifically designed to provide accurate data (roster verification) for EVAAS teacher-level Value-Added reporting.
    - The Teacher(s) of Record should represent the 100% proportion of a given student's instructional time for a specific subject/course aligned to a state assessment. This weighted variable is an input into the EVAAS calculation for more accurate and fair teacher-level calculations.
        - For example, a 5th grade math teacher that is responsible for entirety of teaching a particular 5th grade student in math would account for 100%.
        - A team teaching situation may result in a 50/50% split.
    - The Link Roster Verification process is utilized for this purpose.

- 2B: Other student growth measures including SLOs. LEAs should follow the Teacher of Record principle in developing rosters. That is, a teacher's roster should include students that he/she has provided instruction for.
    - Whereas Value-Added uses the Link Roster Verification process to split proportions of instructional time, other measures do not require that level of disaggregation. *SLOs only require accurate rosters, not proportional splits of instructional attribution.*
    - In situations where teachers share instruction for a student or group of students, those students may appear on both teachers' rosters.
    - The Link (Roster Verification) process is not yet utilized for this purpose. LEAs should informally verify rosters at the local level. Some Race to the Top LEAs will be piloting Link Roster Verification for all grades/subjects in 2012-13.

3. Multiple linkages: *A* ***Contributing Professional*** *works with/has responsibility for a student and/or teacher, and should be specifically linked with relevant students.*
    - This is a yes/no flag to allow for simple and non-mutually exclusive linkages. Numerous educators could be linked to a student.
    - Provides accurate linkages for the Instructional Improvement System (IIS) data system. See http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1885&Content=141126 for more information.

The concept of Teacher of Record is used in various ways with varying connotations at different levels. For educator evaluation purposes, the Teacher(s) of Record as defined in the state definitional framework determines which students are included in a teacher's growth measures.

Link (Roster Verification) for Value-Added

The Link Roster Verification process is an important component for EVAAS Teacher-Level Value-Added reports. Active participation of teachers is essential.

Link (also known as Roster Verification) is a key component for teacher Value-Added. The Roster Verification process allows teachers to attribute instructional influence on student progress. In order for a teacher to receive a teacher-level Value-Added report, they must claim attribution for at least six students who all took the same OAA.

A crucial element of roster verification is engaging teachers in the process, to build greater awareness and trust in measures of effectiveness. The active participation of teachers and principals is essential for validating the subjects and students instructed by a teacher.

The process includes:

- Establishing a roster of students taught throughout the year;
- Indicating the month(s) when students are in and out of the classroom (i.e., mobility); and
- Reporting the percentage of instruction a teacher has for a given student for a given subject

The Teachers of Record claim instructional attribution by entering a weighted variable for each student that can range from as little as 20% to 100%.

This process is completed annually in the spring and requires teachers to utilize the online system to verify rosters, and building principals to approve and submit for each building. More information can be found at:
http://portal.battelleforkids.org/ohio/Race_to_the_Top/linkage_overview.html?sflang=en

Rosters for other growth measures

Other student growth measures do not yet utilize the formal Link Roster Verification process explained above. LEAs should informally verify rosters at the local level.

The formal Link Roster Verification process is currently conducted only for teacher Value-Added. However, LEAs should carefully develop rosters based on the Teacher of Record principle for their other measures.

For example, Mrs. Bennett is a sixth grade science teacher and is writing an SLO for sixth grade science using a district-approved assessment. Her roster for that SLO should include all sixth grade science students for which she provides instruction.

In another example, Mr. Adams is the special education teacher for five students in fifth grade and three students in sixth grade. His district uses an inclusion model where he goes into the regular classroom to support his special education students. He also pulls these students to provide additional support, as needed, in his own classroom. Because Mr. Jones does not have six students in each grade that he instructs, he will not receive a teacher-level Value-Added report. Therefore, he must use local measures, which could mean the special education students he serves will be included on both his SLOs as well as the regular classroom teacher's SLOs.

It is important to note that while Value-Added requires the Link Roster Verification process to not only identify which students a teacher provides instruction for, it also addresses attribution of that instructional time. Informal roster verification for other measures does not need to address proportional attribution. It only needs to address accurate rosters.

A Race to the Top pilot project is testing the use of Link Roster Verification for all types of measures.

Student teachers

Teachers remain the Teacher of Record when they have student teachers.

The classroom teacher is still responsible for the instruction in the class, and the measures should reflect that accordingly.

For example, Mrs. Jones is a self-contained fifth grade math teacher who would otherwise claim 100% of all her students in fifth grade math when completing the Link Roster Verification process. Mrs. Jones has a student teacher during the spring semester. Mrs. Jones would continue to claim 100% of the instructional time for her students.

ODE and many of the teacher preparation programs are recommending a co-teaching model that offers benefits for both teachers and students. Co-teaching provides teachers opportunities for professional growth; it reduces teacher-student ratio; it allows for the sharing of knowledge, skills, and resources; and it facilitates teachers' ability to adapt and modify their lessons. Successful co-teaching is a highly collaborative endeavor between the teachers involved and includes time for teachers to co-plan and debrief the co-teaching experience. Effective co-teaching supports the improvement of instructional practices that meet the needs of all students.

The effects of co-teaching between student teachers and veteran teachers have been documented. In a four-year study of students in co-teaching classrooms and traditional single-teacher classrooms, students in the co-teaching classroom statistically outperformed students in reading and math achievement as compared to students in the traditional classrooms [see Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the Face of Student Teaching Through Co-teaching. *Action in Teacher Education* 32(1), 3-14.]

Extended leave

Teachers on extended leave will still need to include student growth measures.

The Teacher of Record definition should guide how this is implemented.

- For Value-Added, teachers who were on extended leave would participate in the Link Roster Verification process.
- For Approved Vendor Assessments, LEAs should follow the Vendor-provided guidance
- For SLOs, LEAs should attempt to gather the two relevant data points based on the interval of instruction as defined by the LEA

For example, Ms. Carter was on extended leave from September through December, but returned to teach middle school band in January. She should be able to develop SLOs for the second half of the school year.

Depending on the timing and the previous guidance, a teacher who had been on extended leave could still have student growth measures, but if not, that teacher would use only her teacher performance measures to determine the summative rating.

Late hires (hired after the opening day of school)

> *Teachers who were late hires (hired after the opening day of school) will still need to include student growth measures.*

The Teacher of Record definition should guide how this is implemented.

- For Value-Added, teachers who were late hires would participate in the Link Roster Verification process.
- For Approved Vendor Assessments, LEAs should follow the Vendor-provided guidance
- For SLOs, LEAs should attempt to gather the two relevant data points based on the interval of instruction as defined by the LEA

For example, Mr. Mohler was a late hire and started his 4th grade position on November 1. Mr. Mohler would participate in Link Roster Verification and claim instructional attribution for the time he was there. If also using SLOs, he should update the SLO based on the relevant interval of instruction as defined by the LEA. In this case, the baseline SLO measure would need to align as much as possible to Mr. Mohler's start date.

Depending on the timing and the previous guidance, a late hire is likely to have student growth measures, but if not, his/her teacher performance measures would determine the summative rating.

Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO) & Dual Enrollment

> *Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO), Dual Enrollment, and other similar arrangements should be guided by the Teacher of Record definition.*

As outlined in the Teacher of Record definition, teachers should link to students for whom they provide instruction. In these education settings, teachers would only need student growth measures if they are providing instruction.

For example, if a student is not on a teacher's roster and is receiving instruction from a college faculty member, then that student's growth measures would not be a part of that teacher's evaluation. The OTES student growth measure requirements apply to the teachers that are required to participate in OTES.
Another example: in a Credit Flex scenario where a teacher serves only as an academic advisor (not instructor) and provides oversight of the Credit Flex Plan, then the teacher would not be a Teacher of Record for evaluation purposes. According to the state's definition, that teacher would be serving as an Assigned Educator and would not create growth measures.

ESC teachers and Link Roster Verification

> *Teachers employed by ESCs are still covered by OTES requirements. There may be different scenarios* depending on who provides supervision and EMIS reporting, *especially as it relates to participating in Link Roster Verification.*

ESCs may employ teachers that work in a variety of settings, which should be considered when addressing growth measures especially as it relates to Link Roster Verification for Teacher Value-Added.

> *Scenario 1: ESC teacher working in a school district.* This scenario is essentially no different than a teacher that works for the school district. That teacher should Link as part of the district Link Roster Verification process.
>
> *Scenario 2: ESC teacher working in multiple school districts.* This teacher may participate in Link with different buildings. If enough data is available, he/she will receive a composite Value-Added report.
>
> *Scenario 3: ESC teacher teaches at the ESC building.* In this case, the ESC needs to participate directly in the Link Roster Verification process.

II. Student Enrollment and Attendance

Forty-five excused or unexcused absences rule

> *Students with forty-five or more excused or unexcused absences are excluded from growth measures.*

House Bill 59 added this provision to the Ohio Revised Code:

> In calculating student academic growth for an evaluation, a student shall not be included if the student has forty-five or more excused or unexcused absences for the school year.

ODE will automatically filter students with forty-five or more excused or unexcused absences from the data file that generates Teacher Value-Added.

LEAs should remove students with forty-five or more excused or unexcused absences from their Approved Vendor Assessment and LEA measures.

Interval of instruction for SLOs

> *For SLOs, LEAs should utilize the relevant interval of instruction as defined by the LEA.*

SLOs should be designed on the maximum available interval of instruction. An SLO on a yearlong course should use a yearlong interval of instruction. It is important to note, that the OTES timeline requires a somewhat shortened "year". That is, the yearlong course will need to collect the second data point in a timely fashion in order to meet the evaluation requirements. Likewise, a semester course should use a semester interval of instruction.

In situations where students join a class late in the year or withdraw early, the SLO should attempt to at minimum identify the two relevant data points based on the minimal interval of instruction as defined by the LEA. For example, an LEA may utilize a six-week reporting period. A student moves in to the district late, but has data that can serve as baseline and end-of-course based on the six-week interval. In this case, the SLO should reflect those data points.

In situations where a student is not in the class for the minimal interval of instruction to collect the necessary two data points, he/she would be excluded from the final rating for the SLO.

III. Data availability scenarios

Minimum number of students

> *Growth measures must include a minimum effective n size of six students. There is no maximum number of students. Measures should include as much student data as possible, while considering consistency of requirements among teachers.*

The statistical requirements for generating the EVAAS Value-Added metrics require the equivalent of six students in any one report. For example, to generate a 7th grade reading report, there must be at least six students attributed to the teacher. Since the Link Roster Verification process allows percentages to be split, the minimum of six applies as effective counts. That is, twelve students attributed at 50% would also meet the minimum n size of six requirement.

One effect of this is that some teachers who participate in the Link Roster Verification process and claim instruction time may not receive a teacher-level report because not enough data is available. This might be a more frequent occurrence with special education teachers, gifted teachers, etc.

The six-student minimum also applies to the other growth measures. When developing SLOs, teachers must have at least six students. When appropriate, SLOs may be written across grade bands to capture the minimum n size of six.

In most cases, SLOs can be written with a grade band pool of students to address small data size issues. For example, Mr. Thomas teaches K-3 students with severe cognitive disabilities. He has one kindergarten, two first grade, one second grade, and three third grade students. His SLO can be written as a grade-band SLO covering the standards and content for grades K-3.

Likewise, Mrs. Carter instructs mathematics for middle school talented and gifted students. She does not have six students in each grade level she instructs. Therefore, her SLO may cover the grade band from fifth through eighth so that she captures enough students to maintain the minimum n size of six.

However, there may be very limited cases where teachers do not have enough data to generate a growth measure.

There is no maximum number of students. Measures should include as much student data as possible.

Special Education/Gifted/other teachers not reaching the six student threshold for Value-Added

Some teachers on the cusp of the six-student minimum, such as special education and gifted, might receive a Value-Added report one year but not the next or vice versa depending on the amount of data.

With the minimum n size of six rule, there may be some teachers that participate in the Link Roster Verification process and claim instruction time, but do not receive a teacher-level report because not enough data is available. This might be a more frequent occurrence with special education teachers, gifted teachers, etc. who do not teach large numbers of students (or claim large percentages of students) that take state assessments. In some cases, teachers who are on the cusp of the six-student threshold year in and year out might receive a Value-Added report one year, but not the next. These teachers should plan accordingly and include local measures, such as grade-band SLOs, as needed.

Teachers without student growth data

In some limited cases, teachers may not have student growth data and will utilize only the teacher performance measures.

In some very limited cases based on the rules above, a teacher may not have student growth data. For example, Mr. Diaz teaches a multiple handicapped (MH) unit with only four students. These four students are the only students that Mr. Diaz provides instruction for. Since there is not enough data to reach the minimum six-student requirement, Mr. Diaz would not have student growth measures for these four students.

LEAs may decide to include a shared attribution measure (such as building-level Value-Added or a building SLO) as an LEA measure that could apply to these teachers as their student growth measure. This is a local decision.

In these rare situations where a teacher does not have student growth measures, the teacher performance aspects of the OTES framework would represent his/her summative evaluation. This must be approved by the building principal and superintendent and noted as such in the eTPES system.

Teachers with large student populations and multiple courses (SLOs)

For SLOs, there may be rare circumstances where teachers instruct numerous courses or when a teacher has a large student population which causes data collection to be unnecessarily arduous. Flexibility within the district plan is recommended to keep the local growth measures requirements consistent among teachers.

EVAAS Value-Added reports will utilize all relevant student data.

In the case of teachers instructing large numbers of courses, the district plan should guide the administration to work with the teacher to first identify the required courses as a focus for the SLOs. If this doesn't help to narrow the focus to the required number of SLOs as determined by the district plan, then the focus should next be upon those courses with the highest number of student enrollment for the teacher's recommended 2-4 SLOs. The district plan should strive for

comparability and consistency among teachers across subjects and grade levels regarding the total number of SLOs.

In cases where a teacher has large student populations, again it is recommended that the district plan guide the administration and teacher to focus the SLOs in a manner that encompass as many students as possible. The district plan should strive for comparability and consistency across subject and grade levels regarding the total number of SLOs per teacher as well as the size of the student population for each SLO. The plan should focus the number of the SLOs such that they are comparable across subjects and grade levels.

For example, an elementary music teacher is assigned to teach grades 2 through 6. Based on the district plan, if the other grade and subject area teachers in the same building as the music teacher are required to develop 2 SLOs that include approximately 125 students each, then the music teacher should also develop 2 SLOs that encompass approximately the same number of students. Since the content and assessments will be different at each grade level instructed and there is an excessively large student population, the administrator, after consulting with the music teacher, might decide to have the music teacher develop one SLO for grade 2 (representing the lower elementary level) and one for grade 6 (representing the upper elementary level) with each SLO encompassing all students enrolled in the second and sixth grade classes. This decision puts the music teacher in a comparable situation as the other teachers within the same building, represents his or her teaching assignments and student population, and fulfills the district's requirement of 2 SLOs per teacher.

Teachers in New Assignment: Value-Added Data Usage

When Value-Added data is involved, teachers changing assignments must follow specific guidelines regarding Value-Added usage;

- A1 teacher in the previous year – The Value-Added data from the prior year must be used at 26% - 50% in the current year, according to the district's student growth measures plan;
- A2 teacher in the previous year– The Value-Added data from the prior year must be used at 10% - 50% in the current year, according to the district's student growth measures plan.

The table on the following page illustrates the above guidelines in five applicable cases:

Example Scenarios	2012-2013 Teacher Instructs	2013-2014 Teacher Instructs	2013-2014 Teacher Category	2013-2014 Required Value-Added Weight
Scenario 1	**All** Value-Added courses	**Some** Value-Added courses	A2	Value-Added = 26-50%; local measures proportionate to 2013-14 assignment
Scenario 2	**All** Value-Added courses	**No** Value-Added courses	A2	Value-Added = 26-50%; local measures constitute the remaining percent based on current assignment
Scenario 3	**Some** Value-Added courses	**No** Value-Added courses	A2	Value-Added = 10-50%; local measures constitute the remaining percent based on current assignment
Scenario 4	**Some** Value-Added courses	**All** Value-Added courses	A2	Value-Added = 10-50%; local measures constitute the remaining percent based on current assignment
Scenario 5	**No** Value-Added courses	**Some** or **All** Value-Added courses	B or C Dependent upon available data	Approved Vendor Assessments (10-50%) and/or local measures must be used