

Ohio Education Association
Value-Added Student Growth Data in Teacher Evaluations
June 11, 2013

Student Growth Percentage Used in Teacher Evaluations

A last-minute amendment to HB 555 (129th General Assembly) requires that the 50% student growth factor on teacher evaluations be comprised of the value-added (VA) student growth measure *in proportion* to the part of a teacher's schedule of courses/subjects that are VA applicable (grades 4-8, math and reading). If a teacher's schedule is comprised *only* of courses/subjects for which VA is applicable, the following applies:

- Beginning March 22, 2013 until June 30, 2014, the majority of the student growth factor shall be based on VA.
- On or after July 1, 2014, 100% of the 50% student growth factor shall be based on VA.

Sub. HB 59 – As Passed by the Senate:

VA - not designed for teacher evaluation

- Sub. HB 59 lowers the student growth factor on teacher evaluations from 50% to 35%. However, "a school district may attribute an additional percentage to the academic growth factor, not to exceed 15% of each evaluation."
- Sub. HB 59 does not change the role of VA within the student growth factor (i.e. proportional to VA applicable course load up to 100%), but by reducing the student growth factor to 35%, it would also reduce the role of VA as compared with current law.
- For example, a teacher with only VA courses/subjects would be impacted as follows (assuming the student growth factor is reduced to 35%):
 - Current law: VA comprises 100% of the 50% student growth measure = VA is 50% of overall evaluation.
 - Sub HB 59: VA comprises 100% of the 35% student growth measure = VA is 35% of overall evaluation.

OEA Talking Point: Overall, the Senate change to the way the student growth factor is used on teacher evaluations is a move in the right direction in ongoing efforts to ensure that teacher evaluations are fair, accurate and based on multiple measures. OEA supports the reduction of the student growth factor to 35% of a teacher's evaluation. However, OEA opposes the option to add up to an additional 15%; if used this would contribute to an overreliance on student growth data on teacher evaluations.

Student Absences and Teacher Evaluations

It is of ongoing concern that Ohio law does not exclude a student from a teacher's student growth calculation unless the student has 60 or more *unexcused* absences for the school year. Including a student that has missed up to a third of the school year in a teacher's student growth calculation is not fair to teachers and leads to inaccuracies in student growth data, especially when considering that Ohio law defines a "chronic truant" as a student with 15 unexcused absences in a school year. Studies demonstrate that excessive student absences translate to lower test scores. Tennessee only allows 30 absences.

Sub. HB 59 – As Passed by the Senate:

- In calculating student academic growth for a teacher's evaluation, a student shall not be included if the student has 30 or more excused or unexcused absences.

why double?

OEA Talking Point: Urge legislators to support the Senate reduction to the number of student absences allowed before a student is no longer included in the student growth calculation used on a teacher's evaluation. Studies demonstrate that excessive student absences translate to lower test scores. This change will bring more fairness and accuracy to teacher evaluations and bring Ohio in line with other states using student growth measures, such as Tennessee.