

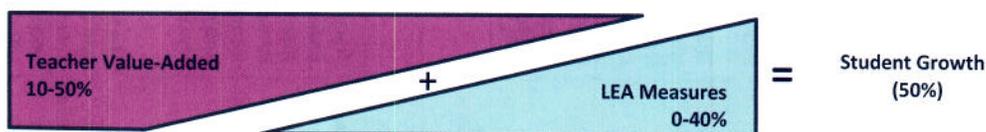
Implementing the OTES Model: Student Growth

Assessment of Student Growth

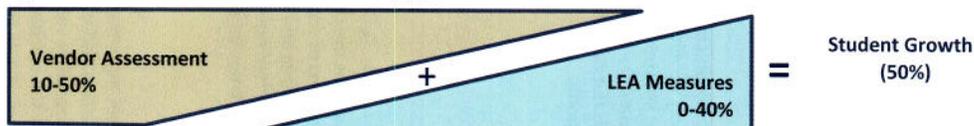
Student growth measures shall account for fifty percent (50%) of the teacher evaluation. For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio's LEAs the student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments and LEA-determined student growth measures.

It is important to note that the combination of measures within this general framework will vary depending on the grades and subjects taught. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines shall be updated as research and best practices emerge to inform revisions. Subsequently, the specific student growth components will be divided into three categories for teachers based on the availability of Teacher Value-Added and LEA decisions:

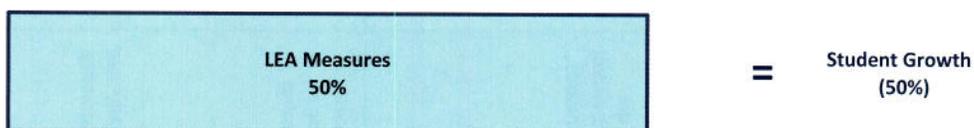
A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



C: No Teacher-level Value-Added or Approved Vendor Assessment data available



As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules, Value-Added processing and HB 153 evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement teacher Value-Added on a phased-in schedule beginning in 2010-11.