

## 2014-2015 Guidance Document

### Determining Final Student Growth Measure and Summative Ratings

*Using a 600-point formula for teacher and principal evaluations*

#### Overview

Beginning in the 2014-2015 school year, Ohio is using a formula-based approach in the calculation of educator evaluation. The calculation is built on a 600-point scale to be used on a consistent basis for all educators, including those whose districts or community schools select the original framework and those who choose the alternative framework of the Ohio Teacher Evaluation System. The 600-point formula also will be used with evaluations of principals, who will follow the original framework (the alternative framework is not for use by principals). The formula will be used to calculate the final summative ratings and all components of the evaluation system within the electronic Teacher and Principal Evaluation System beginning in the year 2014-2015. It will not be used retroactively.

This guidance document outlines the technical aspects of the 600-point formula used in calculating final summative ratings in Ohio educator evaluations. A short summary of this technical document, the [Overview of the New Formula for Ohio Educator Evaluation System Final Summative Ratings](#), also is available.

#### Ratings and Points in the 600-Point Formula

To calculate the final summative evaluation rating, assign the point value that corresponds to the ratings from each component:

- Student growth measures.** This component may entail multiple measures including Value-Added scores, department-approved vendor assessments and local measures including student learning objectives and shared attribution. Each measure has its own 1-to-5 rating. A most effective (5) rating results in 600 points; above average (4), 400 points; average (3), 300 points; approaching average (2), 200 points; and least effective (1), 0 points. Later in this document, Steps Two and Three explain how the points from this 600 scale and the district-assigned weights are used in a formula to determine student growth measure ratings.

Student Growth	
• Most Effective (5)	600
• Above Average (4)	400
• Average (3)	300
• Approaching Average (2)	200
• Least Effective (1)	0

**Educator performance on the standards.** A rating of accomplished (4) results in 600 points; skilled (3), 400 points; developing (2), 200 points; and ineffective (1), 0 points.

Performance	
• Accomplished (4)	600
• Skilled (3)	400
• Developing (2)	200
• Ineffective (1)	0

- **An approved alternative component.** If selected, an alternative component rating of level 4 results in 600 points; level 3 rating, 400 points; level 2 rating, 200 points; and level 1 rating, 0 points.

Alternative Component	
• Level 4	600
• Level 3	400
• Level 2	200
• Level 1	0

### Step One: District Selection of Evaluation Framework

For the 2014-2015 school year, districts have the option of choosing between two teacher evaluation frameworks shown on the next page: the original framework (Figure 1) or the alternative framework (Figure 2). For the purposes of principal evaluation, the district will use the original framework.

# Ohio TEACHER EVALUATION SYSTEM (OTES)

Original Framework

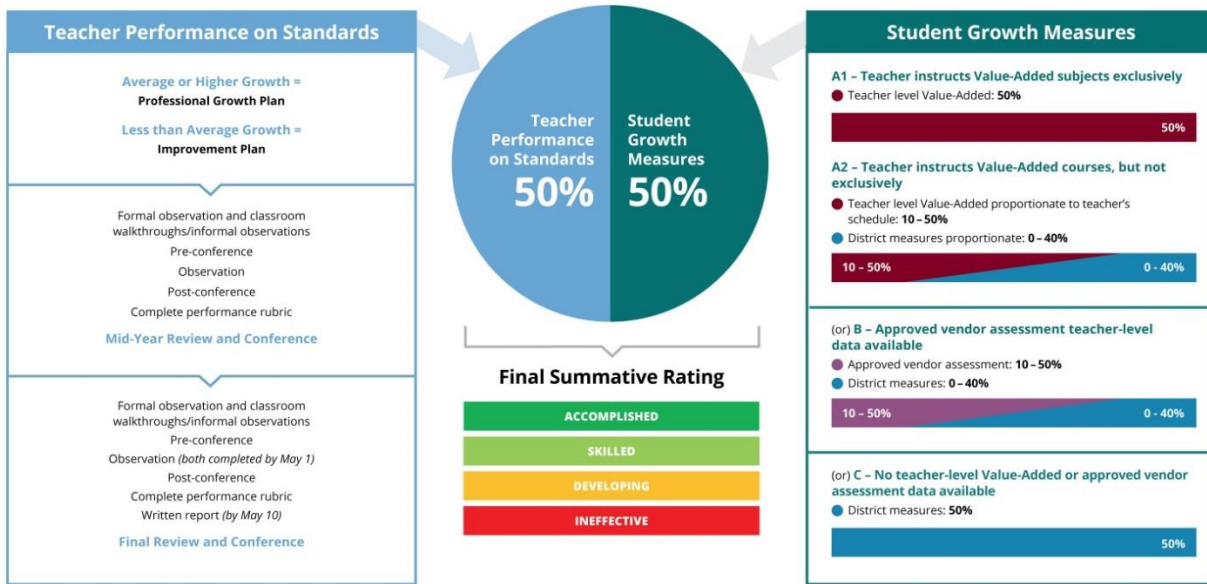
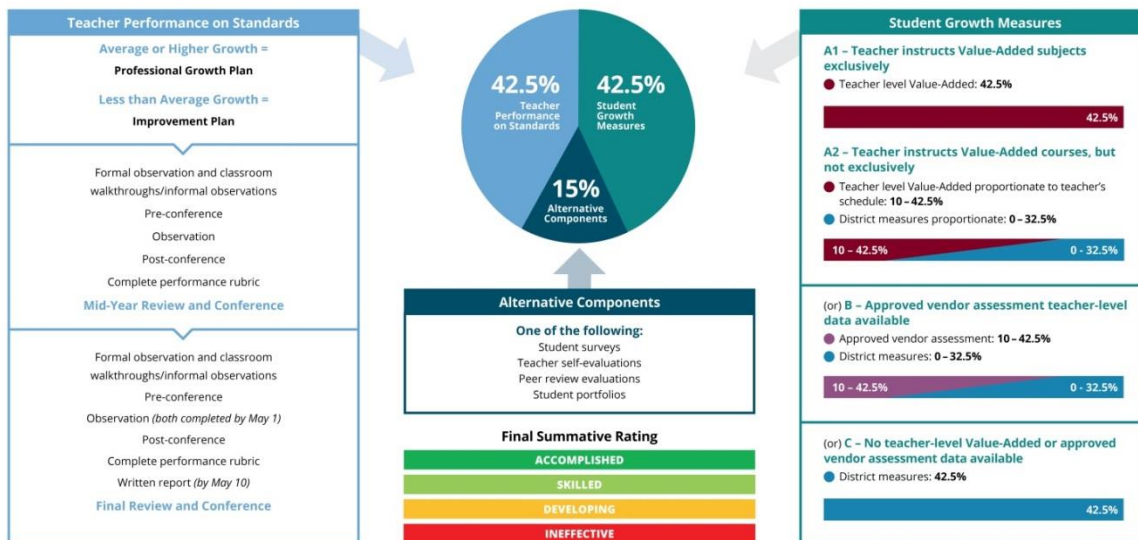


Figure 1. Original Teacher Evaluation Framework

# Ohio TEACHER EVALUATION SYSTEM (OTES)

Alternative Framework for 2014–2015\*



\* For the 2015-2016 academic year and thereafter, the teacher performance measure and student growth measure shall be equal percentages (with a minimum of 42.5 percent each), and the remaining percentage shall be the selected alternative component.

Figure 2. Alternative Framework for 2014-2015

## Step Two: District Determination of Student Growth Measure Percentages and Categorization of Educators

In Ohio, the student growth measure component for educator evaluation will include a combination of measures based on data availability and local decisions. If the district decides to use the original framework, growth measures would account for 50 percent of the educator’s evaluation. If the district chooses the alternative framework for teacher evaluation, growth measures would account for 42.5 percent of the evaluation.

A combination of student growth measures could be used depending upon the grades and subjects taught. Pictured next are the possible percentages for student growth measures in the original (Figure 3) and alternative framework (Figure 4). Districts determine both the category of the educator and appropriate percentages for the type of student growth measure.

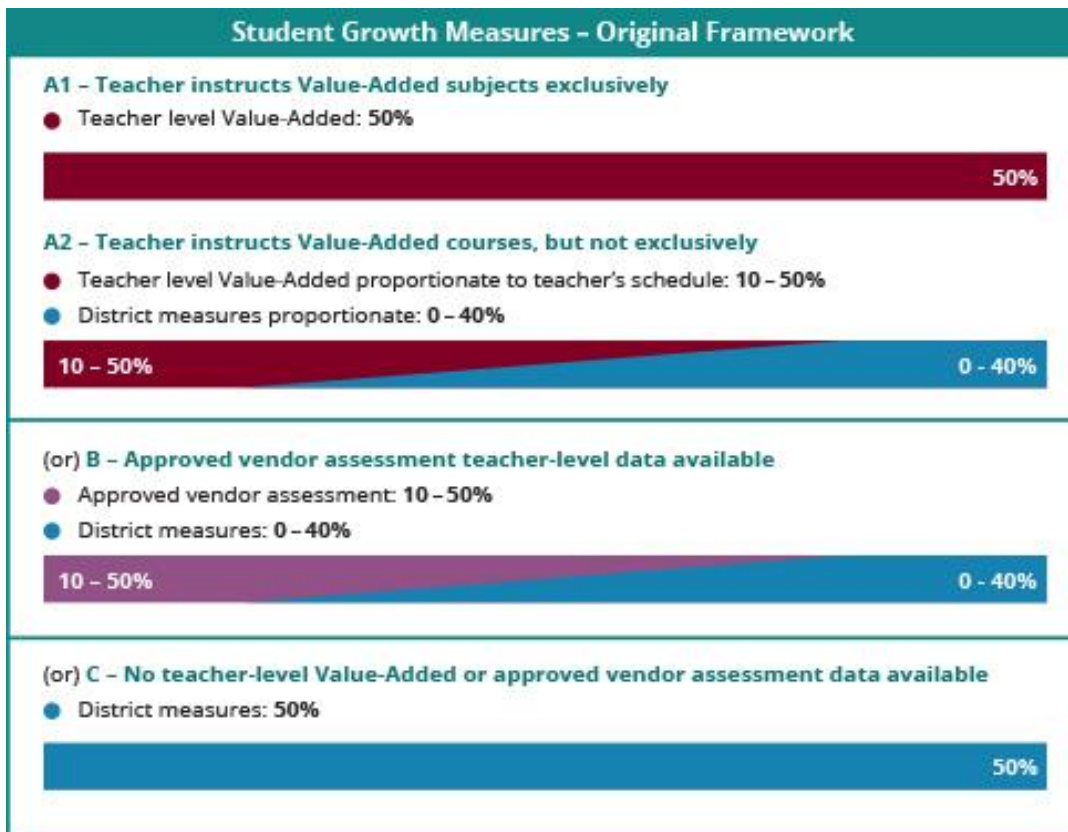


Figure 3. Original Framework (50%) – Student growth measure percentages by teacher category

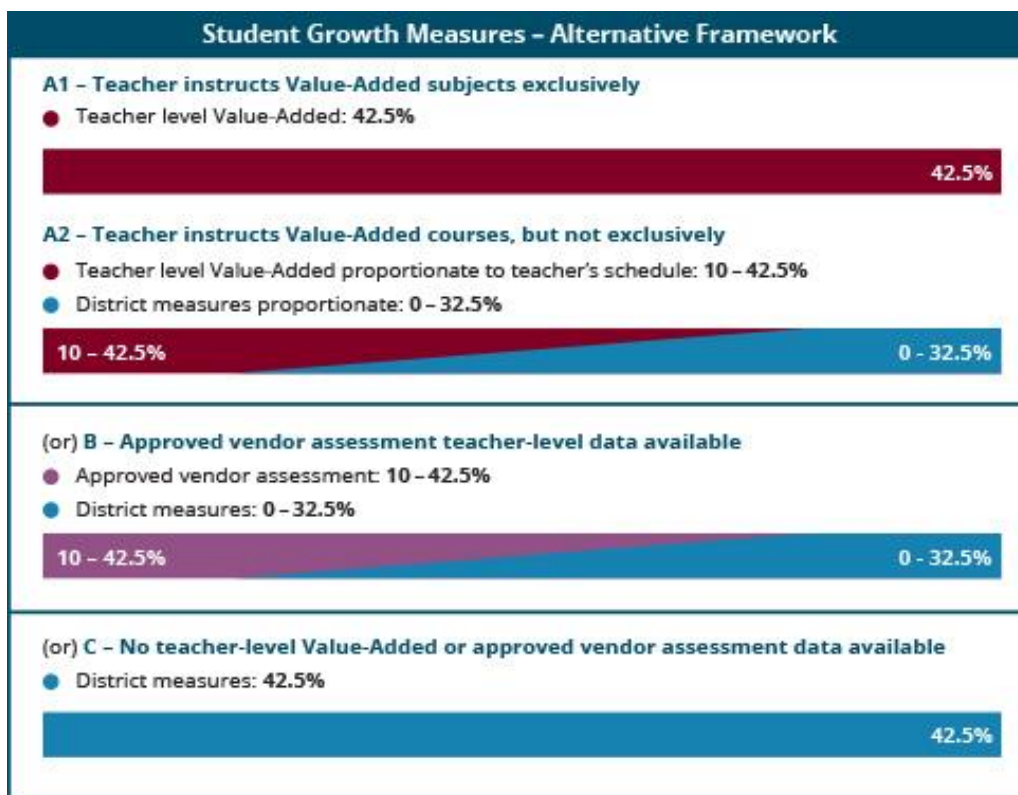


Figure 4. Alternative Framework (42.5%) – Student growth measure percentages by teacher category

Once the district has determined the percentages allocated for each type of student growth measure for the teacher and principal, the district will categorize the educator based upon the type of student growth measure data available for the educator. Those percentages will be used to calculate a student growth measure score using the 600-point formula.

Type of Student Growth Measure Available	Category of Educator
Value- Added	A1 (Exclusive Value-Added data): teacher A2 (Value-Added and other measures): teacher A (Building level Value-Added data): principal
ODE-Approved Vendor Assessment	B
Local Measures	C

Figure 5: Categories of educators by types of student growth measures.

For example, if a district has chosen to use the **Original Framework**, the student growth measure percentage of the evaluation would be 50%. Within that 50%, the district has determined that based upon the teachers' instructional schedules and guidance from the Ohio Department of Education, A2 teachers Value-Added data will count for 30% of the evaluation, the student learning objectives will account for 10%

of the evaluation (each weighted equally within this type of measure), and shared attribution will account for 10% of the evaluation, totaling 50%.

Student Growth Measures 50%	A2 Value-Added	30%
	Student Learning Objectives	10%
	Shared Attribution	10%
<b>Total Student Growth Measures Percentage</b>		<b>50%</b>

Figure 6: Original Framework Example

Another district has chosen to use the **Alternative Framework**; the student growth measure percentage here would be 42.5%. Within the 42.5% attributed to student growth measures, the district has determined that their A2 teachers' Value-Added data will account for 12.5%, and the student learning objectives together will account for 30% (with each objective weighted equally within the 30%), totaling 42.5%.

Student Growth Measures 42.5%	A2 Value-Added	12.5%
	Student Learning Objectives	30%
<b>Total Student Growth Measures Percentage</b>		<b>42.5%</b>

Figure 7: Alternative Framework Example

### Step Three: Calculation of Student Growth Measures

Once student growth measure percentages are determined and entered into the electronic Teacher and Principal Evaluation System (eTPES) by the district designee, those percentages are used in calculating the student growth measure score for each educator. Each type of student growth measure will receive the district-determined weight to calculate the final summative rating.

Each student growth measure receives a rating of 1 to 5 that corresponds to the point schedule (0, 200, 300, 400 and 600) as indicated on page 1 and the calculations on the next two pages. This point schedule – in tandem with the overall component ranges – was designed to help avoid miscategorizing a teacher as Least Effective on student growth and to acknowledge teachers who achieve a rating of Most Effective on one or more measures. It is also important to note that district decisions about the weight assigned to student growth measure *subcomponents* (e.g., Value-Added, student learning objectives) will play a large role in determining a teacher's student growth component rating and, in turn, his or her final summative rating.

If the student growth measure has only one type of measure, use the full percentage allotted by the district to calculate the rating. When multiple scores are available within a type of student growth measure, for example when multiple student learning objectives are employed, the scores are weighted equally among all the learning objectives.

For example, District A allocates 10% of the 50% student growth measure to student learning objectives and the teacher was responsible for two of those objectives. Each objective would be worth 5% of the evaluation in the formula calculation. District B allocates 50% of student growth measures for ODE-approved vendor assessment data and uses data from four vendor assessments. Each of the four measures would be weighted at 12.5% of the evaluation.

**To calculate the rating:** See Step 3 in Figures 8 and 10 below for examples using the following calculation: First convert each of the student growth measure scores (1 to 5) for student growth to a point value using the 600-point scale (see figures on p. 1). Next, multiply the district-assigned weight by the point value and divide that figure by the number of ratings within each subcomponent. Then total the resulting applied points for all measures. Figure 9 (original framework) and Figure 10 (alternative framework) provide the scale for determining the student growth measure rating.

### Student Growth Example – Original Framework

Student Growth Measures 50%		A2 Value-Added	30%			
		Student Learning Objectives	10%			
		Shared Attribution	10%			
<b>Total Student Growth Measures Percentage</b>			<b>50%</b>			
Step 1: Framework Choice	Step 2: District-Determined Weight Following ODE Guidance and Categorization of Educator (A2 example)	Step 3: Calculation				
		Scores (examples only)	Rating Points	x Subcomponent Weight	÷ Number of Ratings	= Applied Points
Student Growth Measures 50%	A2 Value-Added	2	200	30%	1	60
	Student Learning Objective 1	5	600	10%	2	30
	Student Learning Objective 2	4	400	10%	2	20
	Shared Attribution	1	0	10%	1	0
<b>Student Growth Measures Total</b>						<b>110</b>
<b>Student Growth Measures Rating</b>						<b>Approaching Average</b>

Figure 8 – Based on example in Figure 6. The student growth measure rating of 110 corresponds to the Approaching Average rating shown in Figure 9.

- $200 \times 0.30 \div 1 = 60$ ;  $600 \times 0.10 \div 2 = 30$ ;  $400 \times 0.10 \div 2 = 20$ ;  $0 \times 0.10 \div 1 = 0$
- $60 + 30 + 20 + 0 = 110$  Student Growth Measure

### Scale for Determining Student Growth Measure Ratings - Original Framework

• Most Effective (5)	250-300
• Above Average (4)	175-249
• Average (3)	125-174
• Approaching Average (2)	50-124
• Least Effective (1)	0-49

Figure 9

## Student Growth Example – Alternative Framework

Student Growth Measures 42.5%		A2 Value-Added	12.5%			
		Student Learning Objectives	30%			
		<b>Total Student Growth Measures Percentage</b>	<b>42.5%</b>			
Step 1: Framework Choice	Step 2: District-Determined Weight Following ODE Guidance and Categorization of Educator (A2 example)	Scores (examples only)	Step 3: Calculation			
			Rating Points	x Subcomponent Weight	÷ Number of Ratings	= Applied Points
Student Growth Measures 42.5%	A2 Value-Added	2	200	12.5%	1	25
	Student Learning Objective 1	5	600	30%	2	90
	Student Learning Objective 2	4	400	30%	2	60
<b>Student Growth Measures Total</b>						<b>175</b>
<b>Student Growth Measures Rating</b>						<b>Above Average</b>

Figure 10 - Based on example in Figure 7. The student growth measure rating of 175 corresponds to rating of Above Average rating shown in Figure 11.

$200 \times 0.125 \div 1 = 25$ ;  $600 \times 0.30 \div 2 = 90$ ;  $400 \times 0.30 \div 2 = 60$   
 $25 + 90 + 60 = 175$  Student Growth Measure

### Scale for Determining Student Growth Measure Ratings - Alternative Framework

• Most Effective (5)	213-255
• Above Average (4)	149-212
• Average (3)	106-148
• Approaching Average (2)	43-105
• Least Effective (1)	0-42

Figure 11

### Rounding Rules

There will be multiple instances where decimals may be used in the 600-point formula. Basic rounding rules will apply ONLY in the last calculation for the final student growth measure total. Rounding should be done to the nearest whole number in this calculation. If the rounding digit is below 5 you do not change the digit in the ones place. If the rounding digit is five or more, round up the ones place digit.

### Examples:

Student Growth Measure Total Calculation:  $222.5 = 223$  (Round up the ones place to 223 when there are 5 or more in the tenths place.)

Student Growth Measure Total Calculation:  $332.1 = 332$  (Do not round up the ones place when there is a 1, 2, 3 or 4 in tenths place.)



## Step Four: Calculations of Final Summative Rating Using the 600-Point Formula

Once districts have entered all student growth measures, performance and alternative component 1 to 5 ratings into the electronic Teacher and Principal Evaluation System, **the system will complete the calculations for the final summative rating**. To do so, it will convert each of the 1 to 5 ratings to a point value and, in the steps leading up to this final summative rating, it will:

- Determine the student growth measure total by multiplying each measure by the measure’s weight. This total will then be rounded if necessary to convert to a whole number.
- Multiply the performance points and alternative component (if used) by their weights. These totals will be added the student growth measure points to determine the total summative points.
- The total summative points will then be converted to a rating.

The examples below and on the following pages demonstrate the process and calculations for combining evaluation measures into a Final Summative Rating using the 600-point model.

### Examples – Original Framework

*Ratings and Points for Examples 1 and 2*  
**Original Teacher Evaluation Framework**

Student Growth		Performance		Final Summative Rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Ineffective	0-99
• Least Effective (1)	0				

Figure 12

**Example One: Category A1 Teacher.** Ms. Smith is a category A1 teacher exclusively instructing grade 8 English language arts. Her district uses the original framework for evaluation. Fifty percent of her final summative rating will be student growth measures. The district weights Value-Added for A1 teachers 50%.

		Scores (examples only)	Rating Points	x Subcomponent Weight	÷ Number of Ratings	= Applied Points
Student Growth Measures 50%	A1 Value-Added	3	300	50%	1	150
	<b>Student Growth Measures Total</b>					
Performance on Standards 50%	Developing	2	200	50%		100
<b>Final Summative Rating</b>						<b>250 Developing</b>

Figure 13

- $300 \times 0.50 \div 1 = 150$  Student Growth Measure
- $200 \times 0.50 = 100$  Performance
- $150 + 100 = 250$  Final Summative

**Example Two: Category A2 Teacher.**

Mr. Day is a category A2 teacher. His district is using the original evaluation framework. The district has weighted Value-Added for A2 teachers at 30%. The remaining 20% is attributed to district measures of which 10% is a student learning objective and 10% is shared attribution.

		Scores (examples)	Rating Points	x Subcomponent Weight	÷ Number of Ratings	= Applied Points
Student Growth Measures 50%	A2 Value-Added	1	0	30%	1	0
	Student Learning Objective	3	300	10%	1	30
	Shared Attribution	3	300	10%	1	30
	<b>Student Growth Measures Total</b>					
Performance on Standards 50%	<b>Skilled</b>	3	400	50%		200
<b>Final Summative Rating</b>						<b>260 Developing</b>

Figure 14

- Value-Added ( $0 \times 0.30 \div 1 = 0$ ); Student Learning Objective ( $300 \times 0.10 \div 1 = 30$ ); Shared Attribution ( $300 \times 0.10 \div 1 = 30$ )  
 $0 + 30 + 30 = 60$  Student Growth Measures
- $400 \times 0.50 = 200$  Performance
- $60 + 200 = 260$  Final Summative

## Examples –Alternative Framework

### Ratings and Points – Examples Three and Four Alternative Teacher Evaluation Framework

Student Growth		Performance		Alternative Component		Final Summative Rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Level 4	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Level 3	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Level 2	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Level 1	0	• Ineffective	0-99

Figure 15

#### Example Three: Category B Teacher.

Mr. Reeves is a Category B teacher. His district is using the alternative framework for evaluation. The district has weighted vendor assessments at 30%. The remaining 12.5% was attributed to district measures, which are two student learning objectives.

Student Growth Measures 42.5%		Scores (examples only)					Applied Points
		Rating Points	x Subcomponent Weight	÷ Number of Ratings	=	Applied Points	
	Vendor 1	5	600	30%	3	60	
	Vendor 2	4	400	30%	3	40	
	Vendor 3	4	400	30%	3	40	
	Student Learning Objective 1	4	400	12.5%	2	25	
	Student Learning Objective 2	3	300	12.5%	2	18.75	
<b>Student Growth Measures Total</b>						<b>184</b>	
<b>Performance on Standards 42.5%</b>	<b>Skilled</b>	3	400	42.5%		170	
<b>Alternative Component</b>		3	400	15%		60	
<b>Final Summative Rating</b>						<b>414 Skilled</b>	

Figure 16

- Vendor 1 ( $600 \times 0.30 \div 3 = 60$ ); Vendor 2 ( $400 \times 0.30 \div 3 = 40$ ); Vendor 3 ( $400 \times 0.30 \div 3 = 40$ ); Student Learning Objective 1 ( $400 \times 0.125 \div 2 = 25$ ); Student Learning Objective 2 ( $300 \times 0.125 \div 2 = 18.75$ )  
 $60 + 40 + 40 + 25 + 18.75 = 183.75 = 184$  Student Growth Measures
- $400 \times 0.425 = 170$  Performance
- $400 \times 0.15 = 60$  Alternative Component
- $184 + 170 + 60 = 414$  Final Summative

**Example Four: Category C Teacher.**

Miss Franklin is a Category C teacher. Her district is using the alternative framework for evaluation. The district has weighted student learning objectives as 30%. The remaining was attributed to Shared Attribution at 12.5%.

		Rating x Subcomponent ÷ Number of = Applied				
		Scores (examples only)	Points	Weight	Ratings	Points
<b>Student Growth Measures 42.5%</b>	Student Learning Objective 1	3	300	30%	3	30
	Student Learning Objective 2	1	0	30%	3	0
	Student Learning Objective 3	2	200	30%	3	20
	Shared Attribution	3	300	12.5%	1	37.5
	<b>Student Growth Measures Total</b>					
Performance on Standards 42.5%	<b>Skilled</b>	3	400	42.5%		170
<b>Alternative Component</b>		3	400	15%		60
<b>Final Summative Rating</b>						<b>318 Skilled</b>

Figure 17

- Student Learning Objective 1 ( $300 \times 0.30 \div 3 = 30$ ); Student Learning Objective 2 ( $0 \times 0.30 \div 3 = 0$ ); Student Learning Objective 3 ( $200 \times 0.30 \div 3 = 20$ ); Shared Attribution ( $300 \times 0.125 \div 1 = 37.5$ )  
 $30 + 0 + 20 + 37.5 = 87.5 = 88$  Student Growth Measures
- $400 \times 0.425 = 170$  Performance
- $400 \times 0.15 = 60$  Alternative Component
- $88 + 170 + 60 = 318$  Final Summative