

Summer Updates

From Evaluations to Report Card to
Graduation Requirements-Get it Here!



Graduation Requirements – Class of 2019

Temporary Ohio law provided additional graduation options for students in the class of 2018, specifically, students who entered grade 9 between July 1, 2014, and June 30, 2015. **State law does not provide these options to students in the classes of 2019 and beyond.** Students in the classes of 2019 and beyond will be expected to satisfy one of the original [three pathways to graduation](#). Information regarding high school graduation requirements and the three pathways can be [found here](#).

For additional resources to support students in meeting graduation requirements, visit the links below.

[Resources: High School Tested Courses](#)

For each tested subject, available resources include Ohio's Learning Standards, Model Curriculum, practice tests and answer keys, test blueprints, released items, test and item specifications, data available in the Online Reporting System and additional resources to support student learning.

[Industry-Recognized Credentials](#)

Students may earn credentials in a classroom, on their own or through work-based learning experiences. Find a comprehensive list of all approved industry-recognized credentials with links to the credentialing organization webpages.

[Senior Only Credential Program](#)

Students across the state of Ohio are successfully earning industry-recognized credentials. Want to know what credentials students are earning in your area? [Click here](#) to access a list of credentials being earned by students in school districts across Ohio.

[WorkKeys Practice Tests](#)

WorkKeys practice tests are available on the [OhioMeansJobs webpage](#). When paired with a 12-point industry-recognized credential, students can use the WorkKeys assessment to satisfy graduation requirements.

[ACT and SAT Practice Tests](#)

Practice tests for the ACT and SAT are available on the [Department's webpage](#) and through the [OhioMeansJobs College and Career Readiness Tool](#). Students can satisfy graduation requirements by earning remediation-free scores on the college entrance tests.

OTES, OPES, and OSCES

There will be no changes to OTES, OPES and OSCES for 2018-2019 evaluations.

eTPES is now open. Administrators are updating staff rosters for 2018-2019 evaluations.

For logging in: usernames are in a standard format, firstname.lastname and may contain numbers if there are duplicate names in the system. Principals can find usernames for teachers and school counselors in user profiles. [eTPES Login Help for Teachers](#), [Principal Instructions for Teachers eTPES](#), eTPES technical support contact information: 877-314-1412, support@ohiotpes.com

Reminders

OTES

All licensed educators spending at least 50% of their contracted time instructing students need to be evaluated under OTES. Allowable exceptions include:

- Accepted notice of retirement by Board on or before December 1
- Was on leave for 50% or more of the school year as calculated by Board
- One-time RESA exemption

If a skilled or accomplished teacher has a rating carried forward from the previous year, the following are required:

- Professional growth or improvement plan
- One observation
- One conference
- Student growth measure rating of average or above (If there is no student growth measure, a full evaluation is required.)

The final summative rating in a rating carried forward year must be verified (pinned) by the evaluator.

Newly signed HB 216:

- OTES – adopt a new framework by May 1, 2020, taking effect 2020-2021; one-year pilot for 2019-2020; eliminates 50% SGM, but requires two measures of high quality data (one being VA where applicable) into the rubric; no more SLOs, no more shared-attribution; requires growth plans or improvement plans, no more 35-15-50 plan; **there will now be no changes for 2019-2020 either**

OSCES

Evaluators of school counselors must **upload a PDF copy of the certificate** received at OSCES training to eTPES before the superintendent or designee can approve them to evaluate school counselors.

Only licensed school counselor evaluations are to be entered in eTPES.

If a skilled or accomplished school counselor has a rating carried forward from the previous year, the following are required:

- Professional growth or improvement plan
- One observation
- One conference
- Metric of student outcomes rating of skilled or higher on the evaluation rubric

The final summative rating in a rating carried forward year must be verified (pinned) by the evaluator.

Student Growth Measures

The value-added composite will represent two years of data (2016-2017 and 2017-2018) for both teachers and principals.

Types of student growth measures:

- Value-added

- Approved vendor assessments
- Locally determined measures
 - Student learning objectives
 - Approved vendor assessments

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.

- **[Business Rules for Student Growth Measures](#)**
- **[Educator Evaluation and Value-Added](#)**
- **[10 Things You Need to Know About Educator Evaluation](#)**
- **[Educator Evaluation Timeline](#)**

Get Familiar With New Report Card Elements

The Ohio School Report Cards will include new calculations this year, and some existing calculations are changing from prior years. [Click here](#) to view the 2018 Report Card Update webinar (30 mins.)

The 2018 Ohio School Report Cards will include new calculations this year and some existing calculations are changing from prior years. If you are involved in any local report card processes, please take a few moments now to make sure you are aware of these changes and understand what you can do to make sure your letter grades are calculated accurately on your report cards.

Chronic Absenteeism indicator

The federal Every Student Succeeds Act (ESSA) requires each state to include at least one nonacademic measure of school quality or student success on its school report cards. Ohio developed a new Chronic Absenteeism indicator to fulfill this requirement. Starting in 2018, as part of the Indicators Met measure, Ohio will evaluate schools on the percentage of students who are chronically absent. This indicator is weighted equally to all the other indicators in the list. Other indicators include all the state tests, the End-of-Course Improvement indicator and the Gifted indicator.

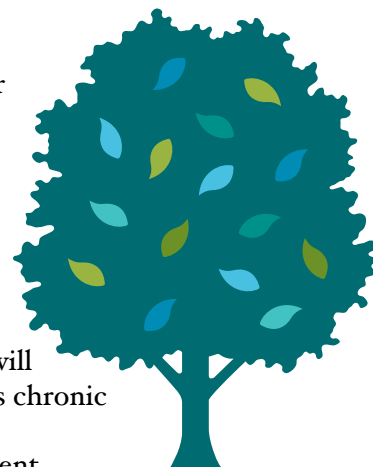
How is a student identified as being chronically absent?

Ohio defines chronic absenteeism as missing 10 percent or more of the school year for any reason, including excused absences, unexcused absences and out-of-school suspensions. Based on most schools' calendars, a student is chronically absent if he or she misses as few as two days of school per month.

How can districts or schools meet the Chronic Absenteeism indicator?

There are three ways to meet the indicator.

- Districts or schools will meet the indicator if their chronic absenteeism percentage is at or below the 2018 threshold of 13.6 percent. This percentage will change annually as Ohio moves towards its long-term goal to reduce the state's chronic absenteeism percentage to 5 percent.
- A school will meet the indicator by making 1.1 percentage points of improvement.
- A school will meet the indicator by making a 3 percent improvement across the two most recent years.



English learner progress - Gap Closing component

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation, so all of Ohio's students can be successful. The component also measures the progress English learners are making toward English language proficiency. Read more about the Gap Closing component and [what is new here](#).

A new calculation in the Gap Closing component uses the Ohio English Language Proficiency Assessment (OELPA) to measure whether English learners are making progress toward English proficiency. Schools have administered this test to English learners since 2016, but this is the first year the scores contribute to a graded component on the report card.

The OELPA includes four domains: reading, writing, listening and speaking. Students receive a score between 1 and 5 for each domain. To determine if a student has made progress, the scores from the domains are summed and the current year score is compared to the prior year score to see if students earned more points on the current year's test. Each student is expected to increase his or her total score by one or two points from one year to the next. The amount of expected progress for each student is based on the grade level and the total score from the student's first administration of the test, [using the table here](#).

How are points earned for this calculation?

Once a school has established each student's expected progress, the total points a student earned in the current year are compared to the points earned in the prior year to determine if the expectation was met. A school receives credit for all students who meet or exceed their progress expectation. "Proficient" students are those scoring any combination of 4's and 5's across all domains. A student is reclassified when this occurs and the student no longer is an English learner. Districts receive credit in the calculation for all students who exit English learner status based on their current year OELPA scores.



How many students are expected to make progress in English language proficiency?

Ohio's state ESSA plan includes a table to set the percent of students expected to make progress in English language proficiency each year. In 2018, Ohio expects 51 percent of the students in the group to meet their improvement goal of either one or two points.