

Fairfield's C&I Update

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Office of Curriculum and Instruction

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They're Back ... Teacher-Value Added Reports

For the past several years, Ohio has been in safe harbor status when it came to teacher level value-added. This meant the teacher level value-added measure did not affect any high stakes decisions – hiring, continuing contract, etc. Starting with the 2017-2018 school year, safe harbor has been lifted; and we have to utilize this measure as part of the evaluation system again.

So, what exactly is value-added? “Value-added reports provide reliable measures of the academic progress a group of students has made, on average, in a tested grade and subject or course. These measures are different from measures of student achievement. Achievement measures, such as test scores or the percentage of students who tested proficient or above, indicate where students performed academically at a single point in time. Growth measures indicate how much progress the students have made, as a group, over time.” (ohiova.sas.com)


There are a number of resources available to help us better understand and utilize value-added reports at the district, building, and teacher level. Resources can be found at a number of places. Here are just a few:

- [Value-Added Student Growth Measure](#)
- [Common Questions about Ohio's Value-Added Student Growth Measure](#)

While value-added is a measure that sometimes seems confusing and even a bit scary, it has been an area where our district, our buildings, and our teachers have done well over the past couple of years. Continue to focus on each child's needs, and continue to engage and differentiate to reach all of our learners. By doing so, you will ensure all of our students grow and grow.

2017 Report Card

Progress




The Progress component looks closely at the growth that all students are making based on their past performances.

For more detailed data on Progress and Value-Added, [click here](#).

GRADE	Overall
A	This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-6 and some end-of-course exams.
GRADE	Gifted Students
A	This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
A	This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.
GRADE	Students with Disabilities
C	This measures the progress for students with disabilities.

2016 Report Card

Progress

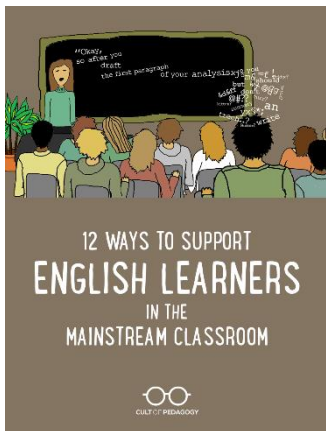


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GRADE	Gifted Students
A	This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
B	This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.
GRADE	Students with Disabilities
B	This measures the progress for students with disabilities.

To learn more ways to assist your EL students AND support all of your students, visit the blog (or podcast) below:

[Click here.](#)



ESL Q & A

This corner of the Curriculum & Instruction monthly newsletter focuses on questions specific to our English Learners. This month, the Q & A focuses on ways to support EL students and their acquisition of the English language in the mainstream classroom.

1. **Make it Visual** – EL students have a difficult time processing spoken language. So, as you give directions, try writing them on the board, as well. You can also support harder concepts with pictures or diagrams. You can also try

modeling the steps of a process or showing what a finished product may look like when completed. Using techniques like these is called nonlinguistic representation. This may also help all of your students understand concepts better.

2. **Honor the “Silent Period”** – Many people who are learning a new language go through a “silent period” when they may speak very little or maybe nothing at all. Many of your students do not want to make mistakes when they are talking, so they choose to wait until

they feel they have “perfected” the English word/words. So, remember it is okay for your new language learners to not speak at all for a while. It doesn’t mean they are not listening – they are definitely soaking it all in!

3. **Pre-Teach Whenever Possible** – If you plan to read an article or show a video, try giving a hard copy or the link ahead of time to your English Learners. If they are able to preview the material, it may increase the chances they will understand more of it when you show it to the entire class.

Office 365 ‘Intranet’

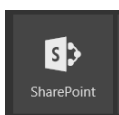


Office 365 has a powerful ‘intranet’ called ‘Sharepoint’ that we use as a district to share information.

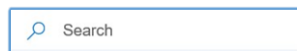
When you login to Office 365, go to your Hollywood Squares (App Tiles).



Then click ‘Sharepoint’.



From there, you can do a search for a Fairfield site.



Building sites are named ‘Building Name +Staff + Site’. Central Staff Site and Freshman Staff Site are examples.

FAB sites are named ‘Office of + Name’ i.e. Office of Curriculum and Instruction, Office of Special Services.

When the site name appears, click directly on the name. Once the site opens

click ‘Follow’ in the top right corner of the site.



The site you have chosen will now appear in your ‘Following’ list when you first click on the Sharepoint App.

These sites are plum full of information that you need such as building documents, event calendars, technology sign-up information and much more.

Enjoy!

A powerful new way to share information is found in Office 365

Following

- Bullying & Harassment Prev... ★
- FCSD Administrators ★
- Administrator's Site ★
- West RTI/IEP group ★
- Office Of The Treasurer ★

[See all](#)

Great Kids, Great Staff, and a Great Community

