Value-Added in Ohio

April 26, 2016
Why is student growth important?

Achievement only tells part of the story

All students can show growth
Achievement Only Tells Part of the Story

- **Jacob**
  - 3rd grade: Below proficient
  - 4th grade: Below proficient
  - 5th grade: Below proficient
  - 6th grade: Below proficient
  - 7th grade: Improving
  - 8th grade: Above proficient

- **Adam**
  - 3rd grade: Below proficient
  - 4th grade: Below proficient
  - 5th grade: Below proficient
  - 6th grade: Below proficient
  - 7th grade: Below proficient
  - 8th grade: Below proficient
Relationship Between Achievement and Poverty
All Schools Can Show Growth
Value-Added Measures the Growth of a Group of Students

Growth

Achievement
Value-Added in Ohio

2002: Battelle for Kids’ SOAR Collaborative

2007: Value-Added on School and District Report Cards

2011: Teacher Reports Phased-in

2013: A-F Report Card first published

2016: Additional Grades and Subjects
Ohio’s School Report Cards

Progress: Value-Added

- Overall
- Gifted
- Lowest 20%
- Students with Disabilities

Not directly impacted by participation
Ohio’s School Report Cards

**Achievement**
This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

- **Performance Index**: 85.0% - B
- **Indicators Met**: 87.5% - B

**Component Grade**: Coming in 2016

**Component Grade**

**Gap Closing**
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

- **Annual Measurable Objectives**: 78.0% - C

**Component Grade**: Coming in 2016

**K-3 Literacy**
This grade answers the question – Are more students learning to read in kindergarten through third grade?

- **K-3 Literacy Improvement**: 55.0% - C

**Component Grade**: Coming in 2016

**Progress**
This is your district’s average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year’s worth of growth? Did they get more? Did they get less?

- **Value-Added**: Overall - A, Gifted - C, Lowest 20% in Achievement - B, Students with Disabilities - B

**Component Grade**: Coming in 2016

**Graduation Rate**
This grade answers the question – How many ninth graders graduate in four years or five years?

- **Graduation Rates**: 95.0% of students graduated in 4 years - A, 94.9% of students graduated in 5 years - B

**Component Grade**: Coming in 2016

**Prepared for Success**
This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

**Component Grade**: Coming in 2016
Ohio’s School Report Cards

Overall
This measures the progress for all students in math and reading, grades 4-8.

GRADE: C

Gifted Students
This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE: B

Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE: F

Students with Disabilities
This measures the progress for students with disabilities.

GRADE: F

Coming in 2018

High School
A High School measure of progress will be reported in the 2014-15 school year.

Progress
This is your school’s average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question - Did the students get a year’s worth of growth? Did they gain? Did they lose?

Component Grade
Coming in 2016

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>All Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>-3.71</td>
<td>5.25</td>
<td>0.25</td>
</tr>
<tr>
<td>4th Grade</td>
<td>-2.35</td>
<td>1.22</td>
<td>-0.84</td>
</tr>
<tr>
<td>5th Grade</td>
<td>1.35</td>
<td>3.20</td>
<td>2.83</td>
</tr>
<tr>
<td>6th Grade</td>
<td>-7.17</td>
<td>3.26</td>
<td>-3.04</td>
</tr>
<tr>
<td>7th Grade</td>
<td>-1.43</td>
<td>3.47</td>
<td>0.84</td>
</tr>
<tr>
<td>8th Grade</td>
<td>1.38</td>
<td>-1.63</td>
<td>1.14</td>
</tr>
<tr>
<td>High School</td>
<td>-4.19</td>
<td>-2.02</td>
<td>-4.28</td>
</tr>
</tbody>
</table>

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Value-Added Measurement

- Uses a student’s test history to measure each student’s growth from year to year.
- Each student serves as his/her own control.
- Value-Added grades look at groups of students (by district, school, teacher).
Value-Added Measurement

Maintaining your place in the distribution is meeting growth expectations
(One year’s growth in one year’s time)

The growth index includes a measure of statistical confidence.
Value-Added Resources

Ohio's Value-added system uses an advanced methodology (Education Value-added Assessment System-EVASS) initially formulated by William Sanders and further developed by Sanders and John Campbell (1992). Threshold procedures, while computationally complex, have a substantial body of empirical testing in research literature to support them.

Technical reports:
- Transition to New Test
- Introduction to URM Modeling Approach
- Dropout Recovery Technical Document
- Lowest 20%
(e) The overall score under the value-added progress dimension of a school district or building, for which the department shall use up to three years of value-added data as available. The letter grade assigned for this growth measure shall be as follows:

(i) A score that is at least two standard errors of measure above the mean score shall be designated as an "A."

(ii) A score that is at least one standard error of measure but less than two standard errors of measure above the mean score shall be designated as a "B."
ORC 3302.03 Sets the Grade Scale

(iii) A score that is less than one standard error of measure above the mean score but greater than or equal to one standard error of measure below the mean score shall be designated as a "C."

(iv) A score that is not greater than one standard error of measure below the mean score but is greater than or equal to two standard errors of measure below the mean score shall be designated as a "D."

(v) A score that is not greater than two standard errors of measure below the mean score shall be designated as an "F."
# Grade Scale for Report Cards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Index:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2 or greater</td>
<td>Growth is 2 standard errors or more above the Growth Standard (0) Significant evidence of exceeding the growth expectation.</td>
</tr>
<tr>
<td>B</td>
<td>Equal to or greater than 1, but less than 2</td>
<td>Moderate evidence of exceeding the growth expectation.</td>
</tr>
<tr>
<td>C</td>
<td>Equal to or greater than -1, but less than 1</td>
<td>Evidence of meeting the growth expectation.</td>
</tr>
<tr>
<td>D</td>
<td>Equal to or greater than -2, but less than -1</td>
<td>Moderate evidence of not meeting the growth expectation.</td>
</tr>
<tr>
<td>F</td>
<td>Less than -2</td>
<td>Growth is more than 2 standard errors below the Growth Standard (0) Significant evidence of less progress than expected.</td>
</tr>
</tbody>
</table>
Gain Index and Letter Grade Distributions

- Gain Index: +2
- Letter Grades: A, B, C, D, F
How does Value-Added address student mobility?

Students must meet full academic year requirements to be included in Value-Added measures.

H.B. 487: General Assembly added *high mobility* measure.

What is a high mobility school or district?
Ohio Teacher Evaluation System

Final Summative Evaluation Rating

Accomplished  Skilled  Developing  Ineffective

Teacher Performance  50%
Students, Content, Assessment, Instruction, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth

Student Growth Measures  50% original; 35% alternative
Value-Added
Approved Vendor Assessments
Local Measures

Alternative Components
(choose one or any combination)  15%
Student Surveys
Teacher Self-Evaluations
Peer Review Evaluations
Student Portfolios
District-Determined Component
## Levels of Teacher Value-Added Performance

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
</table>
| **Most Effective**     | **5**  
Index 2 or greater:  
Growth is 2 standard errors or more above the Growth Standard (0)  
Significant evidence of exceeding the growth expectation. |
| **Above Average**      | **4**  
Index equal to or greater than 1, but less than 2:  
Moderate evidence of exceeding the growth expectation. |
| **Average**            | **3**  
Index equal to or greater than -1, but less than 1:  
Evidence of meeting the growth expectation. |
| **Approaching Average**| **2**  
Index equal to or greater than -2, but less than -1:  
Moderate evidence of not meeting the growth expectation. |
| **Least Effective**    | **1**  
Index: Less than -2:  
Growth is more than 2 standard errors below the Growth Standard (0)  
Significant evidence of less progress than expected. |
Resources and Trainings

In-person regional trainings held in March and April

Ohio Portal Resources
portal.battelleforkids.org/Ohio
- Online courses
- Video series

Ohio Department of Education technical documentation