

Progress Component Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data, but not inclusive. Please verify all relevant reports from EMIS.**

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
Traditional Progress		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Progress
	Value-Added	Report Portal > Secure Data Center >Value Added > District (or School) Value Added – 4 th -8 th Grade Subject Tests
	Value-Added	Report Portal > Secure Data Center >Value Added > District (or School) Value Added – End of Course Exams
	Value-Added	Report Portal > Secure Data Center >Value Added > District (or School) Value Added – Overall and Subject Composites

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Introduction

The Progress Component closely examines the academic growth of students based on their past state test performance. It measures how well students are progressing compared to expected growth on Ohio's State Tests using a value-added model. This model compares the change in achievement of a group of students to an expected amount of change based on prior achievement history. The overall value-added progress measure contributes fully to the star rating assigned to schools and districts. This component helps to understand and quantify the academic growth of students, providing valuable insights into the effectiveness of educational programs and interventions.

Definitions

VALUE-ADDED

The term “value-added” refers to a statistical analysis used to measure the impact of districts, schools, and teachers on the academic growth (or progress rates) of groups of students from year to year. More simply put, academic growth is measured by looking at current achievement compared to prior achievement results on Ohio's State Tests (OSTs).

EFFECT SIZE

Effect size is a value which measures how strong the relationship is between two variables in a population, or a sample-based estimate of that quantity or magnitude. For the Progress component, it means a composite measure of academic growth relative to the mean of the state as a whole that reflects the amount of academic growth of the school or district ([OAC 3301-28-01](#)). The numerical values for this element can be positive or negative numbers. On the positive side, the larger the effect size, the stronger the relationship between the two variables. When looking at a negative number, the smaller the effect size, the stronger the relationship between the two variables. For the current calculation, some districts or schools will have effect sizes of +0.7 at the high end or -0.7 at the low end. Effect size of +0.1 and greater and less than -0.1 are deemed to be statistically significant for districts. For school buildings the numbers reach statistical significance at +0.2 and -0.2.

GROWTH INDEX

Growth index is a measure of statistical certainty. For the Progress component, it means a composite measure of statistical significance that reflects the reliability of the data to indicate the academic growth of the school or district in relation to the state as a whole ([OAC 3301-28-01](#)). The growth index, also sometimes called the gain index, will fall in the range of +2.0 to -2.0 for almost all schools and districts. For this calculation, a growth index of +2.0 and higher meets the criteria to be deemed statistically significant. On the low end, a growth index less than -2.0 is deemed statistically significant.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

[First-Time Test-takers](#) who meet the criteria for Where Kids Count business rules are included in this component. For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

IMPACT OF SCHOOL GRADE SPAN CHANGES

When using multiple years of data, there is a chance that a school will change the grades it serves from one year to the next. In cases where a school no longer serves a specific grade, the prior year data from that grade continues to be included in the calculation for the years it is relevant. For example, if an elementary school served kindergarten through sixth grade in 2022-2023 and then switches to only serve kindergarten through fifth grade in 2023-2024, the school's sixth grade tests from 2023-2024 will be included in the building level calculation for the two-year composite calculated for the 2023-2024 report card and the three-year composite calculated for the 2024-2025 report card.

Similarly, when a school adds a grade (e.g. – the sixth grade from the example above moves over to the middle school that formerly had served only grades 7 and 8), the data from that grade does not follow to the new building. Thus, for this example, the middle school would only have one year of 6th grade data in 2023-24 but would use two years' data to calculate the growth for 7th and 8th grade. In 2024-25, the school would have two years' data for 6th grade and three years' data for grades 7 and 8.

Measure Calculation

The Progress Component will use the overall value-added score for a district or building with three consecutive years of value-added data as described in state law. Since 2021-2022 was the first year that the Department used the new two-step calculation, the 2022-2023 ratings were based on two years of data (tests from 2021-2022 and 2022-2023). In 2023-24, the rating will be based on three consecutive years of data if available.

- **Code:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** All subjects
- **Grades:** 4-8, high school
- **Tests:** 4-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes

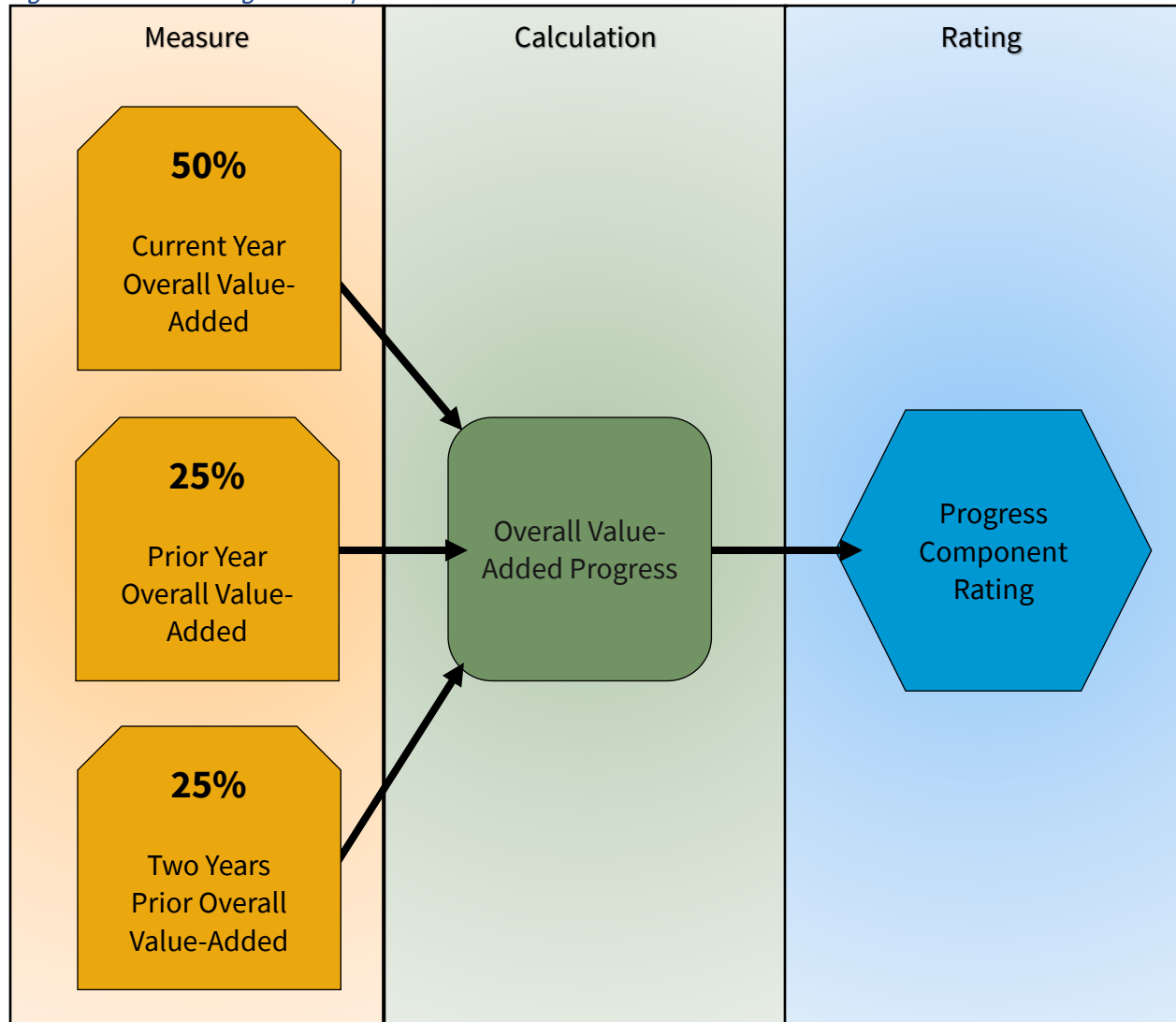
Ohio uses a contractor, SAS, Inc., to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found on the Department's

[Value-Added Resources](#) page. These documents will provide readers with information about the older calculations and the one used today.

Component Rating Calculations and Descriptions

The three measures are prescribed a weight in state law that must be applied before adding the results to create an Overall Value-Added Progress. It is then compared to a range of scores to determine the star rating for the Progress Component.

Figure 3: Visual of Progress Component Calculation



WEIGHTING ADJUSTMENTS

The weights listed above are when three years of data are available. In some cases, only two or one year is available. In those situations, the weights will be adjusted using the following table.

Table 2: Weight Adjustment

Measure	Measure Overall Percentage		
Current Year Overall Value-Added	50	67	100
Prior Year Overall Value-Added	25	33	N/A
Two Years Prior Overall Value-Added	25	N/A	N/A

School level effect sizes are much more variable than district level effect sizes. This is because growth is the average across a group of students, and districts tend to be much larger than schools. The combination of maintaining consistent policy and accounting for the differences between schools and districts results in small, but important, differences for the cut points as they impact schools and districts. The table below shows the differences in the data needed to assign the five-star ratings.

Table 3: District Progress Component Rating Scale and Descriptions

PROGRESS COMPONENT RATING SCALE AND DESCRIPTIONS FOR DISTRICTS		
District Score Range	Rating	Rating Description
Growth index of at least +2 and effect size of at least +0.1	5 Stars	Significant evidence the district exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.1	4 Stars	Significant evidence the district exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	3 Stars	Evidence the district met student growth expectations
Growth index less than -2 and effect size of at least -0.1	2 Stars	Significant evidence the district fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.1	1 Star	Significant evidence the district fell short of student growth expectations by a larger magnitude

Table 4: School Progress Component Rating Scale and Descriptions

PROGRESS COMPONENT RATING SCALE AND DESCRIPTIONS FOR SCHOOLS		
School Score Range	Rating	Rating Description
Growth index of at least +2 and effect size of at least +0.2	5 Stars	Significant evidence the school exceeded student growth expectations by a larger magnitude

Growth index of at least +2 and effect size of less than +0.2	4 Stars	Significant evidence the school exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	3 Stars	Evidence the school met student growth expectations
Growth index less than -2 and effect size of at least -0.2	2 Stars	Significant evidence the school fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.2	1 Star	Significant evidence the school fell short of student growth expectations by a larger magnitude

EVAAS WEBSITE

Ohio’s value-added data is available to members of the public on the [Ohio EVAAS](#) webpage. School and district personnel can review their unmasked student-level growth data by logging in to the restricted EVAAS website with a username and password. Members of the general public cannot gain access to the restricted site due to student-privacy laws, but appropriate school district personnel may contact their district’s EVAAS Administrator (a role in OEDS-R) to request that access be established for them.

The 2023-2024 school and district report card grades must be released no later than September 15, 2024. The EVAAS website will not be updated with 2023-2024 value-added data until several weeks later (usually in early October). Thus, there is a period of about 3 weeks when the two sites do not align with the ratings and data. The EVAAS site reports the school year being displayed at the top of each report with a heading that says “Year”. Users who are visiting the EVAAS site can review the “Year” label to determine whether the data have been updated and thus align to the latest report card.