2012-2013 Value-Added Progress Dimension

Background

Ohio first incorporated a value-added progress dimension into its accountability system in 2007. The calculation was designed to estimate the influence of school districts and buildings on the academic gain of student populations. Specifically, the calculation measured district and school value-added effects for each subject and grade tested in consecutive year/grade combinations.

From 2007 through 2012, the growth estimates were computed based on a single year's growth reported for the Ohio Achievement Assessments (OAAs) in math and reading for fourth through eighth grades using test data for all of the students in the school or district. Scores of "Above", "Met" or "Below" were assigned based on the amount of growth made by the students.

2012-2013 Report Card

Beginning with the 2012-2013 school year, the value-added calculation will be used differently.

Under the "old" system, a school or district could see its final rating increase or decrease based on its value-added score. This no longer will be the case. Value-added results still will be reported for the Ohio Achievement Assessments (OAA) in math and reading for fourth through eighth grades using the scores of "all students" in the school or district, but instead of receiving one of three possible ratings that affect the overall designation, districts and buildings will receive one of five letter grades of A, B, C, D, and F.

In addition, beginning in 2013, the calculation not only with provide a single year's estimate for math, reading, and a composite for each grade and across grades, but where possible the letter grades will be assigned using a multi-year average composite gain with up to three years of data.

Moreover, for the first time, district and school value-added effects will be disaggregated for three subgroups of students. The subgroups to now receive reports include: a "gifted" value-added report; a "students with disabilities" value-added report; and a report that includes students whose performance places them in the "lowest quintile for achievement" on a statewide basis.

Each subgroup will be a separate graded measure so districts and some schools will receive up to four value-added progress measure letter grades on their 2013 report card. Just like the "overall" or "all students" value-added report, the value-added results for each subgroup analysis will be reported for math, reading, and composite across grades. Because this is the first year of disaggregating the data, a single year's composite will be used to issue the letter grades for the subgroup measures. In the future, these grades also will be assigned using a multi-year average with up to three years of data.

Once the estimate is calculated, each of the four value-added measures will have the estimate divided by the standard error to obtain a gain index. The gain index is used to determine which letter grade the school or district receives. The letter grades are as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Gifted Value Added

The Gifted value-added measure will include the math assessments from students identified as gifted in mathematics, the reading assessments of students identified as gifted in reading and both the reading and math assessments of students identified as being superior cognitive gifted.

Note that students are included in this calculation if they are *IDENTIFIED* with the appropriate gifted label; they need not be served.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Students with Disabilities Value Added

The Students with Disabilities value added measure will include ALL students who are identified with ANY disability, not just those students whose disability requires an accommodation for reading or mathematics.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Lowest 20% Value Added

This calculation measures the growth of students whose test scores place them in the lowest 20% using a statewide distribution of all scores.

Because the calculation is estimating the growth for the 2012-13 school year, students were identified as being in the lowest 20% by averaging their scores from the current and previous school years with each subject being averaged separately.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

SAS Technical Documentation

Ohio uses a contractor to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found by clicking here.