

Transition to New Assessments: Impact on Report Cards and Educator Evaluation

As Ohio transitions to new assessments, many have asked how the next generation of state tests will be integrated into District/School Report Cards and educator evaluation systems. In general, these tests will be integrated into Report Cards with very little change to the overall structure. The number of indicators will increase and the tests feeding into the measures will change, but the calculations used to generate the measures and Report Cards will still be very similar. This document outlines changes that can be expected during this transition.

Report Cards

When will the 2015 Report Card be released?

The 2015 Report Card (based on 2014-15 data) will be released on a different time schedule than usual. Data from the new assessments will not be available until fall 2015, which is a few months later than before. Accordingly, the timeline for the report card will be pushed back a few months. The exact date has not yet been determined until we establish the final timeline for test data to be returned to the districts. The timeline for report cards allows processing time for the calculations and ensures that districts will have time to submit and review their data for accuracy. The department is very aware of the importance of timely data and will work to ensure that 2015 report cards are released as soon as possible while still ensuring a quality process. This is a one-year timing issue during the transition. The department anticipates that the 2015-16 report card will be released on a normal time schedule – late summer 2016.

What tests will be included in the Performance Index?

The Performance Index will be the same conceptual measure as in the past, but new tests will be included. Specifically, for the 2014-15 report card, the Performance Index will include:

- 3rd grade Reading OAA
- 3rd grade math, and 4-8 English language arts and math, PARCC
- 5th and 8th grade science
- 4th and 6th grade social studies
- 10th grade OGTs
- All high school-level math and English language arts end-of-course exams

In 2015-16, the PI will include:

- 3-8 ELA and math, PARCC
- 5th and 8th grade science
- 4th and 6th grade social studies
- All high school-level math and English language arts end-of-course exams

Will schools and districts continue to earn bonus points on the Performance Index for students who are formally accelerated?

Yes, a formally accelerated student's assessment that falls in the "Proficient" range will continue to count as if it is in the "Accelerated" range; an assessment in the "Accelerated" range will count as

"Advanced"; and an assessment in the "Advanced" range will be given a weight of 1.3 points in the "Advanced Plus" range.

What indicators will be on future Report Cards?

The number of indicators on Report Cards will increase and vary over the next few years during the transition. For the 2014-2015 Report Card, districts and schools may have up to 36 indicators:

- 3rd grade Reading OAA
- 3rd grade math, and 4-8 ELA and math, PARCC (11)
- 5th and 8th grade science
- 4th and 6th grade social studies
- 10th grade OGTs (5)
- 11th grade OGTs (5)
- All math and English language arts end-of-course exams (6)
- Physical science, American history and government end-of-course exams
- Gifted Indicator

The 2015-16 Report Card will have up to 32 indicators:

- 3-8 ELA and math, PARCC (12)
- 5th and 8th grade science
- 4th and 6th grade social studies
- 11th grade OGT (5)
- All math and English language arts end-of-course exams (6)
- Biology, physical science, American history and government end-of-course exams
- Gifted Indicator

The 2016-17 Report Card will have up to 27 indicators:

- 3-8 ELA and math, PARCC (12)
- 5th and 8th grade science
- 4th and 6th grade social studies
- All math and English language arts end-of-course exams (6)
- Biology, physical science, American history and government end-of-course exams
- Gifted Indicator

What passing percentage will be needed to “meet” each test indicator?

For 2014-15, a passage rate of 80 percent will be needed to meet the Grade 3 Reading OAA indicator and the five Grade 10 OGTs. The rate for the five Grade 11 OGTs is 85 percent. The percentage needed to meet each of the indicators with new assessments will be set later this year.

How is the Gifted Indicator calculated?

Districts and schools will be given a “Met” or “Not Met” designation based on whether they meet the minimum threshold for three parts: the Gifted Performance Index, Gifted Value-Added, and Gifted Input points awarded for identification and service.

For the 2014-15 school year, the thresholds needed to meet the Gifted indicator include:

- Gifted Performance Index – 115 points
- Gifted Value-Added – Grade of “C” or higher
- Gifted Input Points = 40 points

For the 2015-16 school year, the thresholds needed to meet the Gifted indicator include:

- Gifted Performance Index – 116 points
- Gifted Value-Added – Grade of “C” or higher
- Gifted Input Points = 60 points

For the 2016-17 school year and beyond, the thresholds needed to meet the Gifted indicator include:

- Gifted Performance Index – 117 points
- Gifted Value-Added – Grade of “C” or higher
- Gifted Input Points = 80 points

Additional information on each piece of the Gifted calculation can be found [here](#).

What will be included in Gap Closing: Annual Measurable Objectives (AMOs)?

The Annual Measurable Objectives measure includes the math and reading proficiency measures (as required for federal reporting), as well as graduation rate. For the 2014-15 Report Card, AMOs will include:

- 3rd grade reading OAA
- 3rd grade math, and 4-8 ELA and math, PARCC
- 10th grade reading and math OGT

For the 2015-16 Report Card, OGTs will no longer be included and AMOs will consist of:

- 3-8 ELA and math, PARCC
- Geometry
- Integrated Math II
- English Language Arts II

Why isn't the Grade 3 PARCC reading test being administered in 2014-15?

Ohio uses the results of the grade 3 reading assessment to determine student promotion or retention for the Third Grade Reading Guarantee. Because the first year of the PARCC assessments will not have data until fall 2015, the OAA will be used for an additional year so that promotion decisions can be made in a timely manner. According to state law, all third-grade students will take both the fall and spring reading OAA, and the scores will be used for the 2015 Report Card and as baseline data for teacher value-added. This is a one-year situation unique to the transition to new assessments, and in 2015-16 all students will take the 3rd grade 3 ELA PARCC assessment.

Will schools and districts receive Value-Added grades during the transition to the new assessments?

Yes, we are able to measure growth using both the old and new state assessments, so all districts and any schools serving students in one or more grades between four and eight will continue to receive up to four value-added letter grades (Overall, Students with Disabilities, Gifted, and Lowest

20 percent) during the transition. In 2014-15 and beyond, the following assessments will be used to generate the four value-added grades:

- 4th through 8th grade PARCC ELA and math (10 tests)
- 5th and 8th grade science
- 6th grade social studies

The grade 3 reading OAA and the grade 3 PARCC math test administered to students in the 2014-15 school year will be used as the baseline data for the purpose of generating the 2016 measure grades.

How do new tests affect the Value-Added baseline?

In prior years, the calculation used a base year (currently 2010) to benchmark student growth. A group of students was deemed to have made a year's worth of growth if they maintained the same relative position with respect to statewide student achievement in the base year for a specific subject and grade. During the transition to the new assessments, Ohio will use a "Within-Year" approach that will gauge whether the students maintained their relative position with respect to statewide student achievement from the prior to the current year rather than comparing their position to the base year. This approach will allow schools and districts to show growth even though the old and new assessments are scaled very differently.

How can schools and districts show growth on new tests?

Value-Added growth is based on whether a group of students maintains their place in the distribution relative to the state as a whole. Even if overall achievement scores drop, schools and districts can show growth by maintaining or increasing their position in the overall distribution of scores.

What courses are included in the high school Value-Added measure for the Report Card?

State law specifies that the high school Value-Added measure for Report Cards includes the math and English language arts end-of-course exams. Starting with the 2014-15 Report Card, high school Value-Added will include:

- Algebra I
- Integrated Math I
- Geometry
- Integrated Math II
- English Language Arts I
- English Language Arts II

When will high school Value-Added be graded?

High school Value-Added will be reported, but not graded, on the 2014-15 Report Card. It will first be graded on the 2015-16 Report as an individual measure, and it also will contribute to the Progress Component grade.

When will Overall and Component grades come out?

Overall and Component Report Card grades will not be published until the 2015-16 Report Card. The 2014-15 Report Card will only include grades for individual measures (such as Performance Index and 4-year graduation rate). The State Board will be finalizing the structure for determining Overall and Component grades. Information on the State Board Accountability Committee can be found [here](#).

When will the calculation for the Prepared for Success Component be ready?

Ohio law requires the State Board of Education to determine the grading scale for the Prepared for Success component and the first letter grades won't be issued until 2016. The 2015 Report Cards will include data to help districts gauge the extent to which students are prepared for college or for a career, and the State Board will be finalizing the structure of the component grade over the next months. Information on the State Board Accountability Committee can be found [here](#).

What is Safe Harbor and how does it affect the various sanctions or penalties that are levied when report card letter grades are low?

Recent legislative changes provided Safe Harbor provisions, which consider potential decreases in achievement scores during the transition year and how that relates to specific sanctions in the accountability system. State law includes a number of provisions that levy sanctions against poor performing schools or districts. The Safe Harbor law includes a provision that says the 2014-15 Report Card letter grades will not be used in determining whether districts and schools are subject to the following sanctions or penalties:

- Restructuring, except as required through the federal No Child Left Behind law
- Columbus Parent Trigger
- Academic Distress Commissions
- New buildings eligible for Educational Choice or Cleveland scholarships
- Challenged School Districts
- Community School Closure

This Safe Harbor provision only applies to the 2014-15 Report Card.

How does Safe Harbor affect Report Cards?

The Safe Harbor legislation provides districts and schools with time to adjust to the new assessments by changing the timeline for Overall and Component grades. Originally, schools and districts were scheduled to receive an overall letter grade for the 2014-15 Report Card. This will now first be reported on the 2015-16 Report Card. Another provision gave the State Board of Education the discretion to delay the six Component grades and the Board exercised this option. Component grades also now will first be issued on the 2015-16 Report Card. Note that 2015 letter grades will still be earned for up to 10 individual measures such as the graduation rate, PI score, the indicators and the AMOs, but the measure grades will not be combined into Component and Overall grades.

Educator Evaluation and Teacher Value Added

When will the 2014-15 teacher Value-Added be released?

The 2014-15 teacher Value-Added will be released on a different time schedule than usual. Data from the new assessments will not be available until fall 2015, which is a few months later than before. Accordingly, and similar to the 2014-15 Report Card, the timeline for the teacher Value-Added will be pushed back a few months. The exact date has not yet been determined pending the determination of when the test data will be returned to districts.

The diagnostic data available in EVAAS is incredibly valuable to teachers, and ODE will work to ensure that the 2014-15 data are released as soon as possible while still ensuring a quality process. This is a one-year timing issue during the transition, and ODE anticipates that the 2015-16 Teacher Value-Added reports will be released in the traditional timeframe.

What new grades and subjects will be included in Teacher Value-Added?

Teachers in several new grades and subjects will now receive Teacher Value-Added reports. Teachers of these subjects should plan on participating in the Roster Verification process in the spring of 2015. Teachers will only claim students that receive instruction in the relevant year.

In 2014-15, teachers of the following courses will verify rosters and receive EVAAS reports:

- English language arts and math, grades 4 - 8
- Science, grades 5 & 8
- Social Studies, grade 6
- Algebra I
- Integrated Math I
- English Language Arts I
- Physical Science

In 2015-16, additional courses will be implemented including:

- Geometry
- Integrated Math II
- English Language Arts II
- American History

In 2016-17, American government courses will be included in the teacher Value-Added process.

Please note that as of 2014-15, grade 4 social studies will not be included as a Teacher Value-Added report.

What happens if student takes an End-of-Course exam for graduation requirements, but does not take a specific course from a teacher in that year?

When teachers participate in the Roster Verification process, they should only claim instructional time for students that they taught in the current school year. It is possible for one or more students not to be claimed by any teacher in cases in which no course is taken in the current school year. For example, if a student takes the physical science end-of-course exam for graduation requirements, but did not take a physical science course during the 2014-15 school year, no teacher would claim that student and the score would not be used in any teacher's report.

Double Testing Waiver

How does the "Double Testing" waiver benefit Ohio's students?

Ohio has received a [waiver](#) from the U.S. Department of Education that addresses situations in which accelerated students are taking high school end-of-course exams before entering grade 9. For the 2014-15 school year, Ohio has been approved to allow middle school students who are enrolled in high school-level courses (math, reading and science) to take the relevant aligned assessment associated with the course. For

example, an 8th grade student taking Algebra I will take the Algebra I exam instead of the grade 8 math test. This is a significant reduction in test burden to the student and ensures that students and districts have data from assessments that are aligned to the relevant curriculum. The waiver requires the scores of middle school students to count in the middle school rather than at the high school. This means some middle schools will have Report Card Indicators using these end-of-course exams in addition to having the traditional middle school Indicators.

Please note that the USDOE Waiver has been approved only for 2014-15; ODE must request an extension for the 2015-16 school year.

Why do accelerated students count at the middle school?

It is important for districts, schools and teachers to be held accountable for the students that they are responsible for serving. Report Card grades are assigned to outcomes and should be aligned to students within a particular education setting. The USDOE is very clear in its guidance to Ohio that middle school students have to count at the middle school even when they are taking a high school course and assessment.

Are high schools unfairly penalized when students are accelerated?

It is important to do what is best for each student, including acceleration policies that provide the opportunity to take high school courses in middle school when appropriate. Students now will take two assessments in math and English language arts, and many high schools will get credit for administering the second test in the series (geometry/integrated math II and ELA II) because that course is taken in the high school. High schools also will be accountable for more students in science when the transition from physical science to biology is complete. A small number of students may complete all the required testing before entering high school. However, it is likely that those students will take AP/IB courses, or will participate in dual enrollment, and their advanced coursework will contribute to the high school's Prepared for Success grade.