

Informational Overview

Senate Advisory Committee on Testing
March 18, 2015

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Purpose

- ❑ Provide foundational knowledge for the Advisory Committee on Ohio's Testing to:
 - Build a shared understanding among committee members
 - Foster informed discussions and findings

Accountability Systems and Testing

- District and School Report Cards
- Teacher Evaluation System (OTES)
- Understanding Transitions

Elementary and Secondary Education Act (ESEA)

Federal, *No Child Left Behind, 2001*

Required Tested Subjects	Required Tested Grade Levels
Reading	3-8
Math	3-8
Science	Elementary Level (GR 3-5)—Once Middle Level (GR 6-8)—Once High School (GR 10-12)—Once

Ohio's Former State Tests

- ❑ **Ohio Achievement Assessment (OAA)**
 - Grades 3-8 Reading
 - Grades 3-8 Math
 - Grades 5 & 8 Science

- ❑ **Ohio Graduation Test (OGT)**
 - First administered in Grade 10
 - Reading, Math, and Science
 - Writing and Social Studies

- ❑ **Aligned to Ohio's Academic Content Standards, 2002**

Ohio's New State Tests

- ❑ **Partnership for Assessment of Readiness for College and Careers (PARCC)**
 - GR 3-8 English Language Arts
 - HS End of Course English I
 - HS End of Course English II

 - GR 3-8 Math
 - HS End of Course Algebra I /Integrated Math I
 - HS End of Course Geometry /Integrated Math II

- ❑ Aligned to Common Core State Standards

Ohio's New State Tests

❑ **American Institutes for Research (AIR)**

- Grade 5 & 8 Science
- Grade 4 & 6 Social Studies
- HS End of Course Physical Science / Biology
- HS End of Course American History
- HS End of Course American Government

❑ Aligned to Ohio's New Learning Standards

Report Card Accountability Measures

Informational Resource:

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

District and School Report Cards and Testing

- ❑ **Achievement Component**
 - Performance Indicators
 - Performance Index
- ❑ **Progress Component**
 - Value Added
- ❑ **Gap Closing**
 - Annual Measurable Objectives
- ❑ **K-3 Literacy**
- ❑ **Prepared for Success**

Achievement Component



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?

COMPONENT GRADE

Coming in
2016

GIFTED STUDENTS

GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

Calculation Pie Chart Trend



85.6%

102.8 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.4	x	1.3	=	0.5
Advanced	28.1	x	1.2	=	33.7
Accelerated	28.5	x	1.1	=	31.4
Proficient	31.0	x	1.0	=	31.0
Basic	8.5	x	0.6	=	5.1
Limited	3.3	x	0.3	=	1.0
Untested	0.1	x	0.0	=	0.0
					102.8

GRADE

A

Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

Indicators Comparison Achievement Levels Trend Gifted



95.8%

23 out of 24

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Grade	Subject	Percentage	Status
3rd Grade	Mathematics	88.9%	✓
	Reading	89.0%	✓
4th Grade	Mathematics	89.2%	✓
	Reading	93.3%	✓
5th Grade	Mathematics	81.4%	✓
	Reading	81.9%	✓
	Science	81.3%	✓
6th Grade	Mathematics	88.8%	✓
	Reading	91.7%	✓
7th Grade	Mathematics	84.0%	✓
	Reading	92.2%	✓

Performance Indicator Assessments Used

- GR 3-8 Reading / English Language Arts
- GR 3-8 Math
- GR 5 & 8 Science
- GR 4 & 6 Social Studies
- High School End of Course
 - English I and II
 - Algebra 1 / Integrated Math I
 - Geometry / Integrated Math II
 - American History
 - American Government
 - Physical Science / Biology

**Former System:
Are 80% of
Students Scoring
Proficient?**

Ohio's Former Achievement Measures

May 2014 "Proficient" Level Cut Scores

OAA and OGT

Grade	Reading			Math		
	Raw Correct	% Correct	Scaled	Raw Correct	% Correct	Scaled
3 rd	32/49	65%	400	30/52	58%	400
4 th	23/49	47%	400	25/52	48%	400
5 th	26/49	55%	400	23/52	44%	400
6 th	17/49	35%	400	20/50	40%	400
7 th	20/47	43%	400	16/50	32%	400
8 th	22/48	46%	400	16/46	35%	400
10 th	20/48	42%	400	19/46	41%	400

Ohio's Former Achievement Measures

May 2014 "Proficient" Level Cut Scores

OAA and OGT

Grade	Science			Social Studies		
	Raw Correct	% Correct	Scaled	Raw Correct	% Correct	Scaled
5th	25/48	52%	400			
8th	22/48	46%	400			
OGT	23/48	48%	400	23/48	48%	400

Performance Index

GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index



83.6%

100.3 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

- Calculation
 Pie Chart
 Trend

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.1	x	1.3	=	0.2
Advanced	25.1	x	1.2	=	30.1
Accelerated	27.6	x	1.1	=	30.4
Proficient	32.9	x	1.0	=	32.9
Basic	9.7	x	0.6	=	5.8
Limited	3.3	x	0.3	=	1.0
Untested	1.3	x	0.0	=	0.0
					100.3

Ohio's Former Achievement Measures

May 2014 “Advanced” Level OAA and OGT Cut Scores

Grade	Reading			Math		
	Raw Correct	% Correct	Scaled	Raw Correct	% Correct	Scaled
3 rd	43/49	88%	432	44/52	85%	447
4 th	44/49	90%	467	42/52	81%	447
5 th	43/49	88%	459	37/52	71%	439
6 th	39/49	80%	456	36/50	72%	448
7 th	38/47	81%	452	38/50	76%	458
8 th	40/48	83%	451	37/46	80%	459
10 th	39/48	81%	448	35/46	76%	444

Progress Component Value Added



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

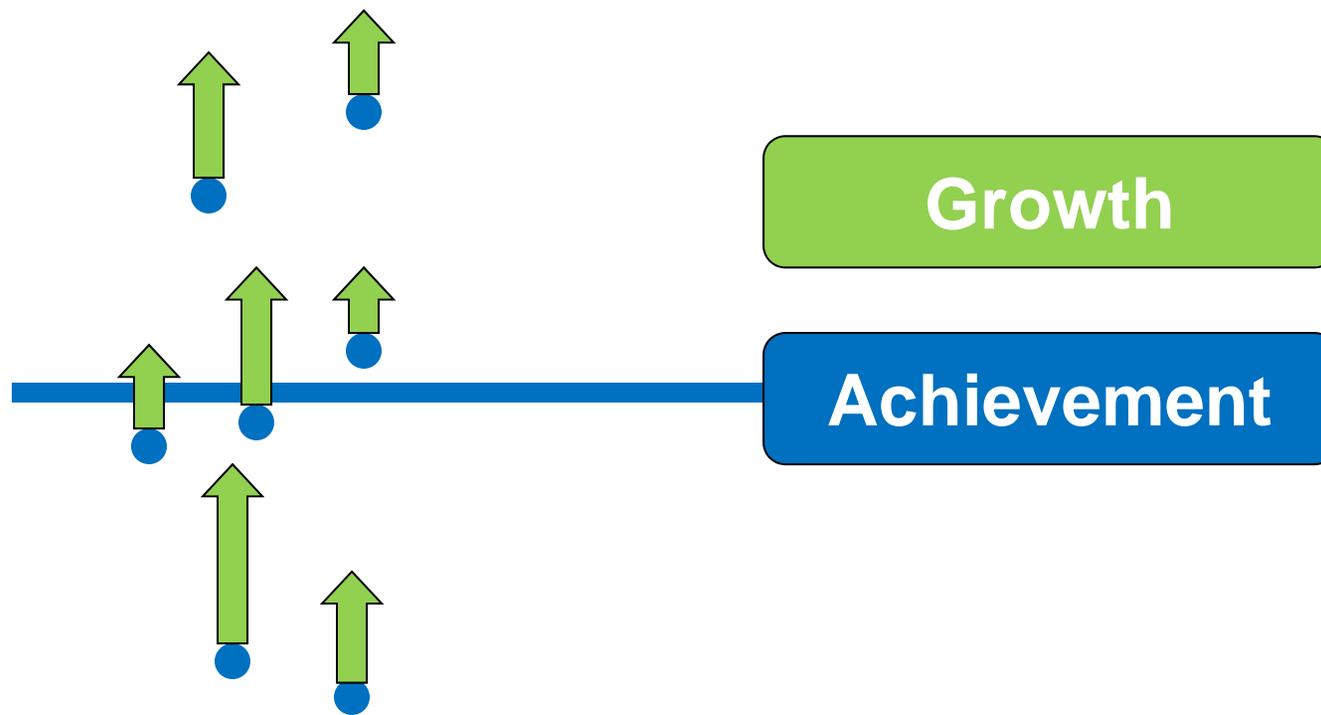
Overall.....	A
Gifted.....	B
Lowest 20% in Achievement.....	C
Students with Disabilities.....	A

COMPONENT GRADE

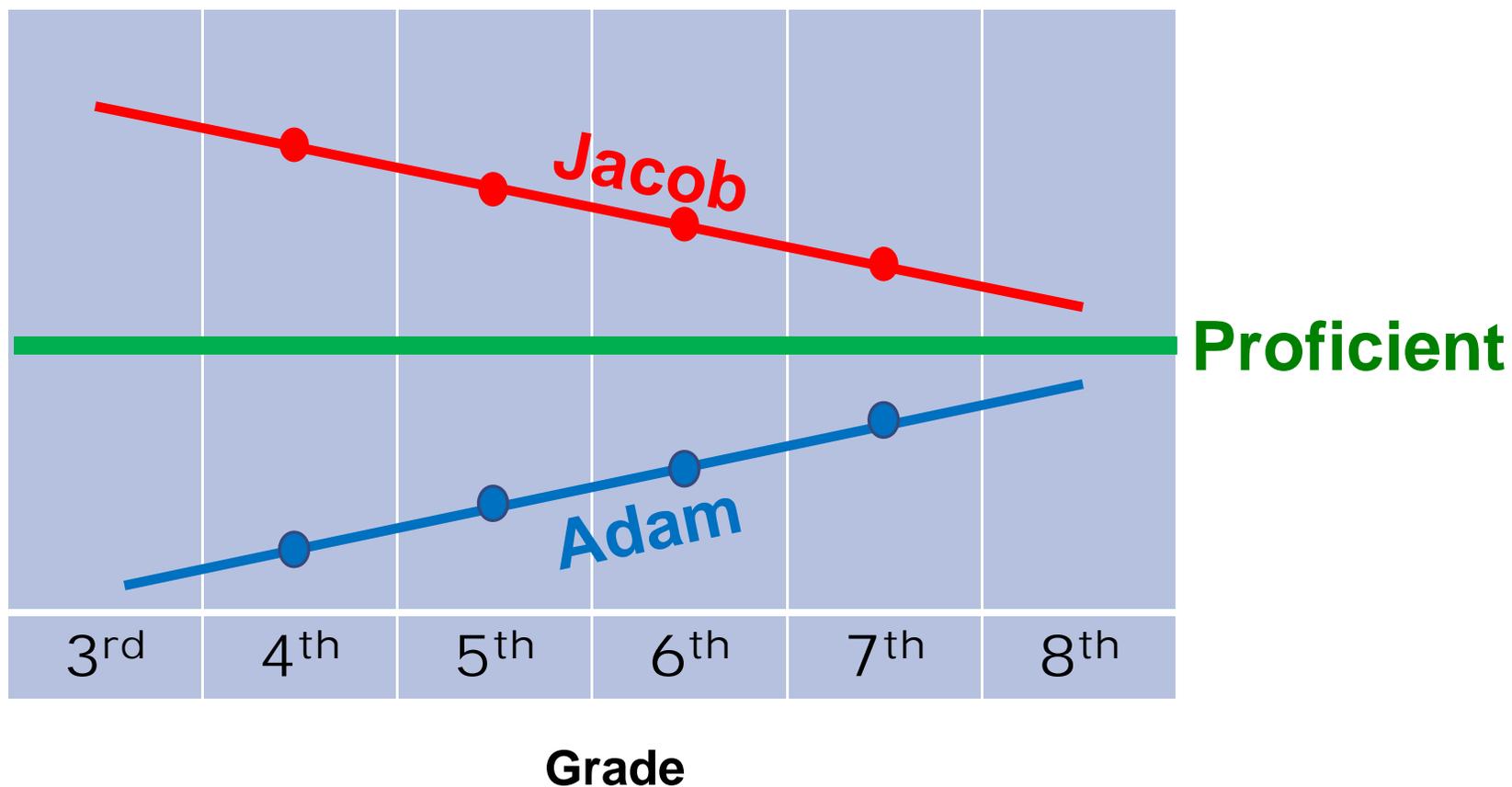
Coming in
2016

[VIEW MORE DATA](#)

Achievement & Growth: Understanding the Difference



Using Multiple Measures: Achievement & Growth

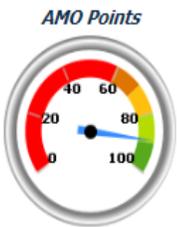


SAS EVAAS Value-Added Assessments Used

- ❑ Value-Added, itself, is not a test.
- ❑ The SAS EVAAS measure uses all available prior and current state testing data in the analysis.
- ❑ Growth is measured relative to the state as a whole.
 - This means that while achievement may decline with more rigorous measures of “achievement,” growth is measured relative to the growth across the state.

Gap Closing

GRADE
B

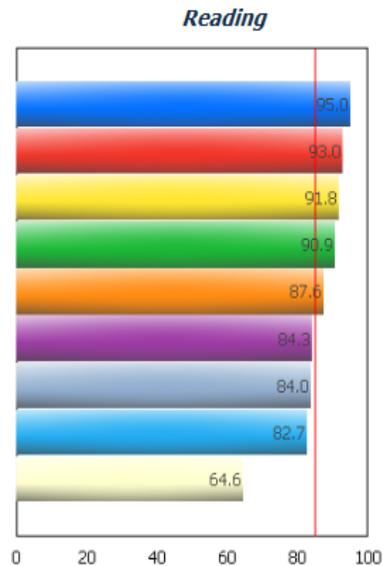


88.9%

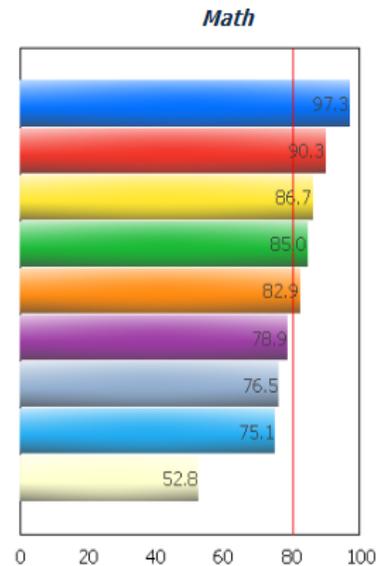
A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

Annual Measurable Objectives

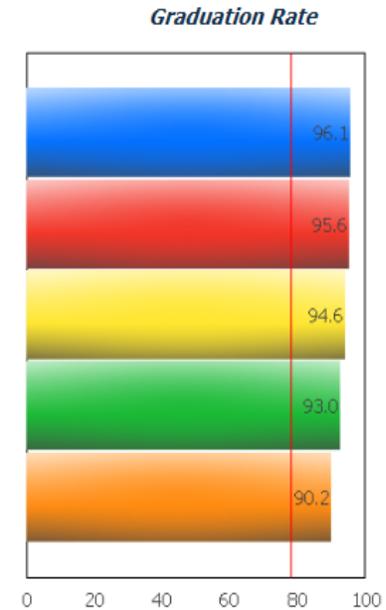
Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



■ Asian/Pacific Isl...
■ Multiracial
■ Hispanic
■ African American
■ Limited English
■ Students w/ Disab...
■ White
■ All Students
■ Econ Disadvantage



■ Asian/Pacific Is...
■ All Students
■ Hispanic
■ Econ Disadvantage
■ African American
■ Students w/ Disa...
■ White
■ Multiracial
■ Limited English



■ White
■ African American
■ Students w/ Disa...
■ All Students
■ Econ Disadvantage

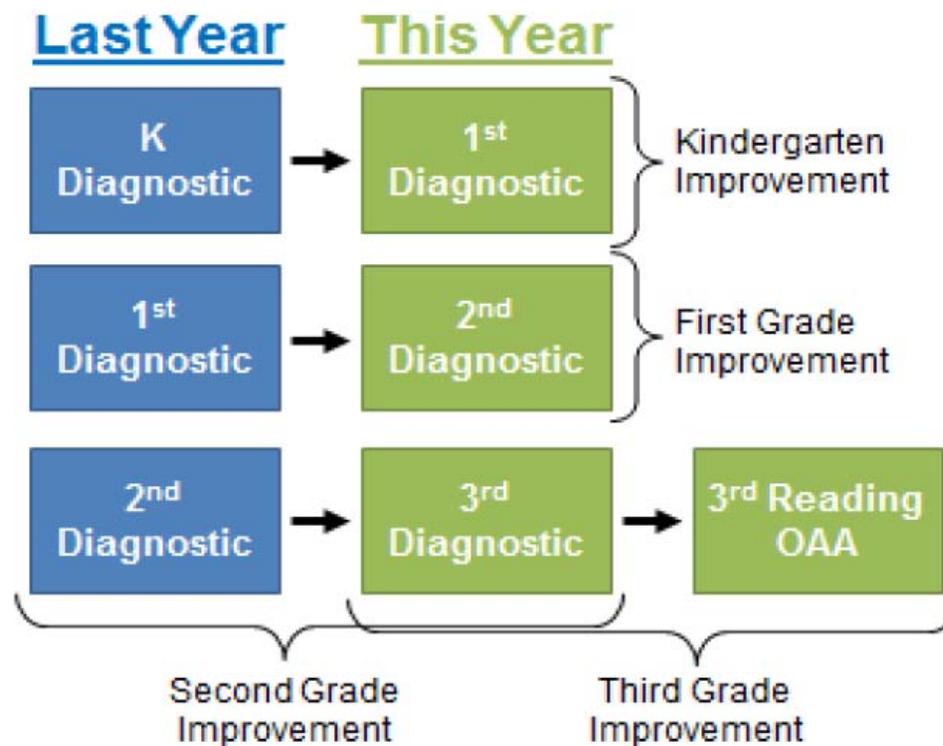
Gap Closing* Assessments Used

- ❑ GR 3-8 English Language Arts
- ❑ GR 3-8 Math
- ❑ HS End of Course English I & II
- ❑ HS End of Course Algebra I & Geometry

*Federal, ESEA/NCLB requirements on slide 4

Other Report Card Measures and Testing

K-3 Literacy Measure Assessments Used



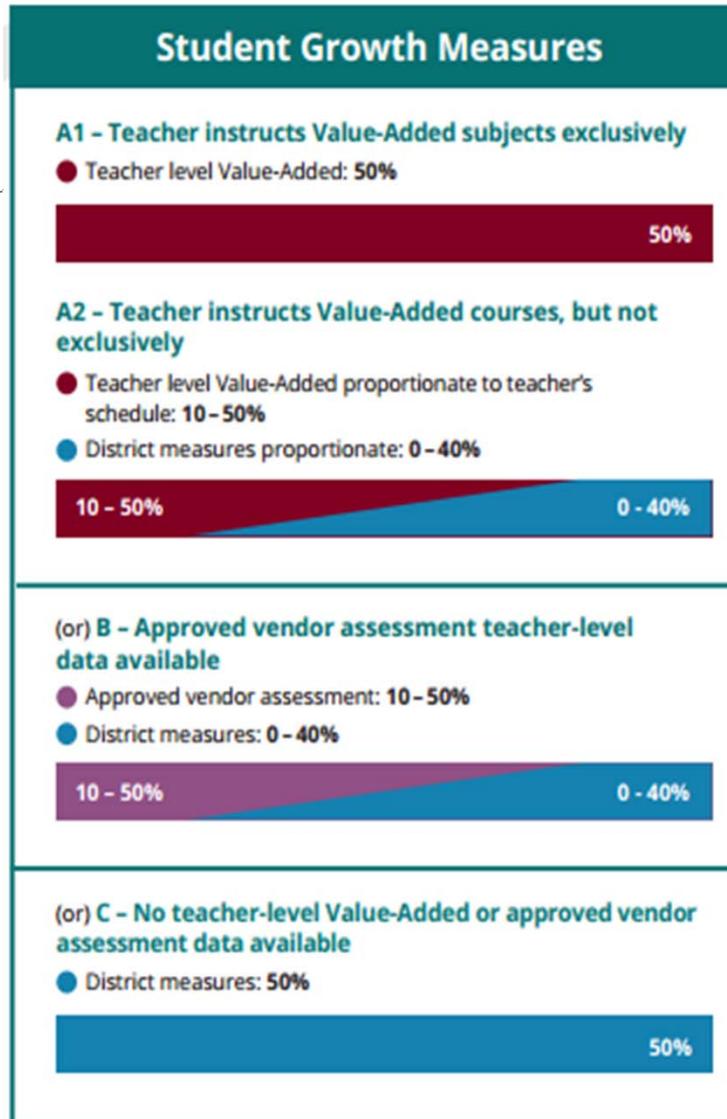
Prepared for Success Assessments Used

- ❑ **College Admission Test**
 - Participation rate and percent receiving non-remediation score
- ❑ **Advanced Placement (AP)**
 - Participation rate and percent scoring 3 or above
- ❑ **International Baccalaureate (IB)**
 - Participation rate and percent scoring 4 or above
- ❑ **Industry Credentials**
 - Percent of students with a credential

Ohio Teacher Evaluation System (OTES) and Student Growth Measures

OTES and Testing

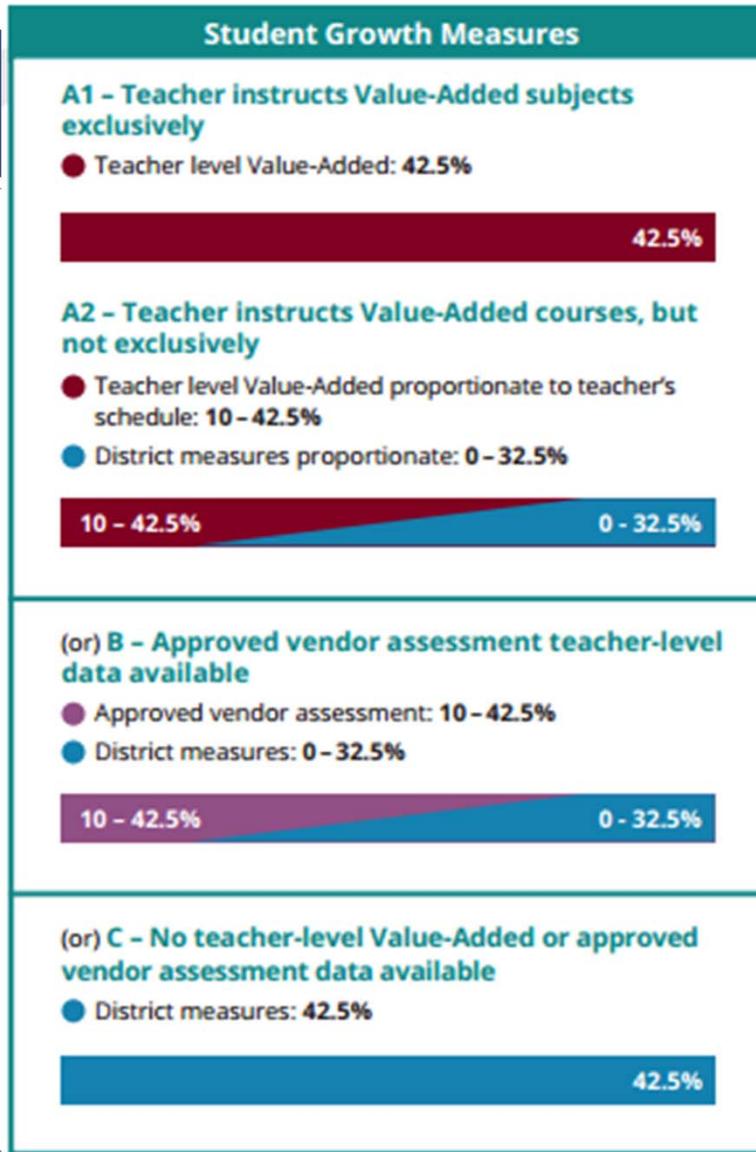
Original



OTES and Testing

Alternative

HB 362



OTES & Student Growth

❑ **Category A1–2: State Tests**

- SAS EVAAS Value Added

2013-14
A1 = 6%
A2 = 14%

❑ **Category B: Approved Vendor Tests**

- SAS EVAAS Value Added
- Vendor Growth Methodology

2013-14
B = 14%

❑ **Category C: District Measures**

- Student Learning Objectives (SLOs)
- Shared Attributions

2013-14
C = 66%

Questions?

Thank You!

Additional Information

Additional Resources:

- Testing Report and Recommendations, January 2015, ODE
- Understanding Ohio's School Report Card

Ohio's Former (Phasing Out) Graduation Requirements for Diploma and Testing

Ohio Graduation Test (OGT) Diploma Requirements

- OGT Reading
- OGT Math
- OGT Science
- OGT Social Studies
- OGT Science

* Alternative Ways to Meet Testing Requirements

Ohio's New (Phasing In) Testing Requirements for Diploma

High School End of Course Tests*

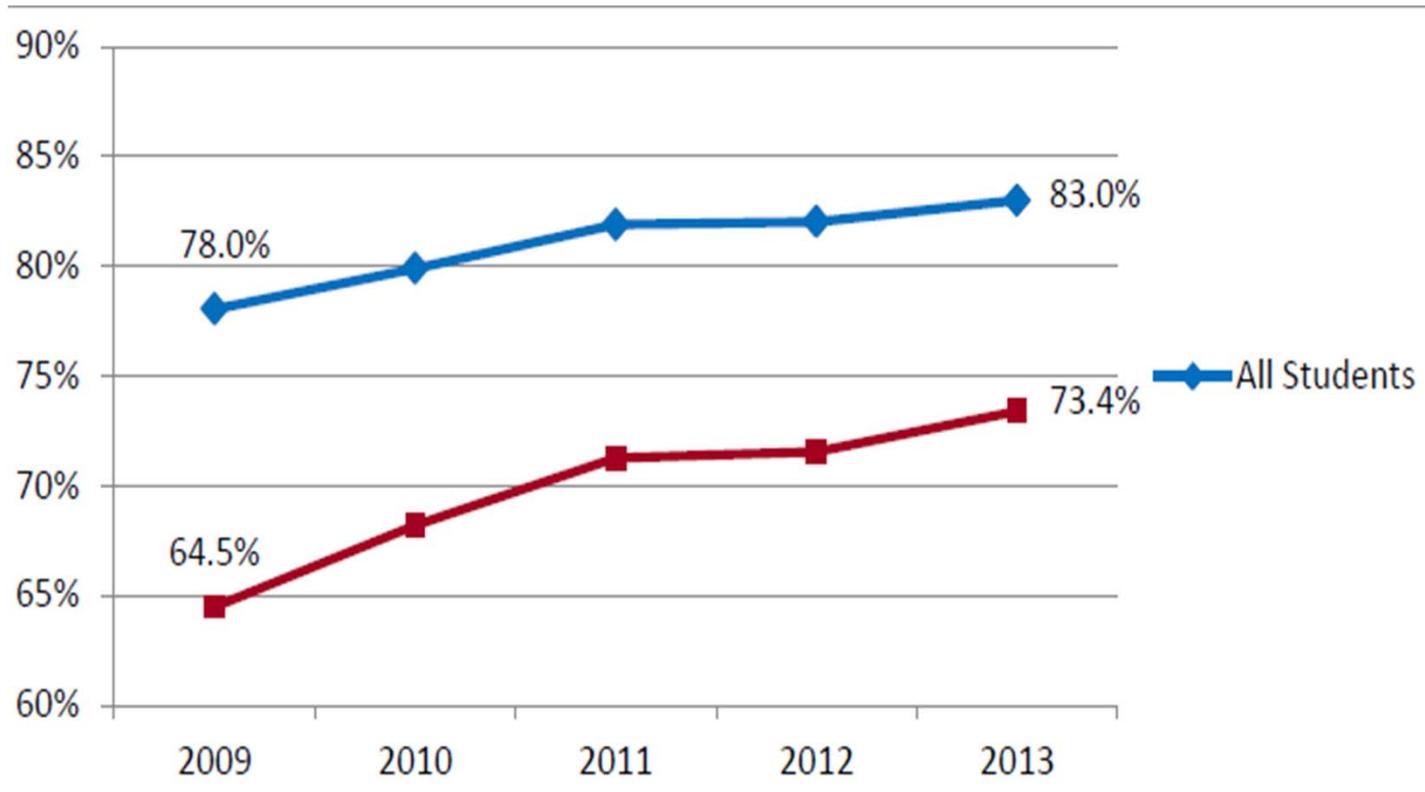
- English Language Arts I and II
- Algebra I or Integrated Math I
- Geometry or Integrated Math II
- Physical Science or Biology*
- American History*
- American Government*

- Advanced Placement (AP), International Baccalaureate (IB),
and Dual Credit Substitute Testing Options

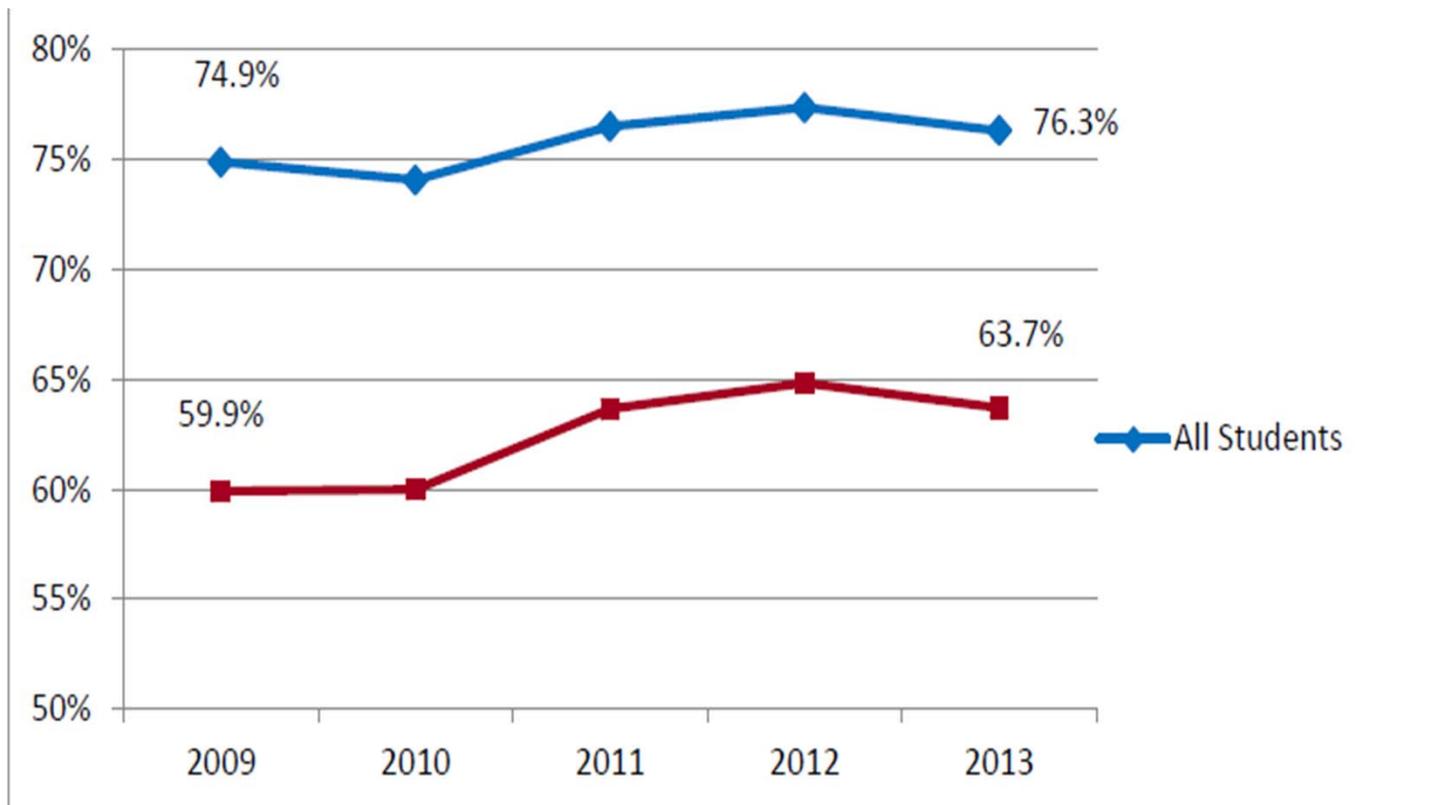
Ohio's 5-year Longitudinal Testing Data

- Data Source: Ohio's ESEA Flexibility Request, August 2014

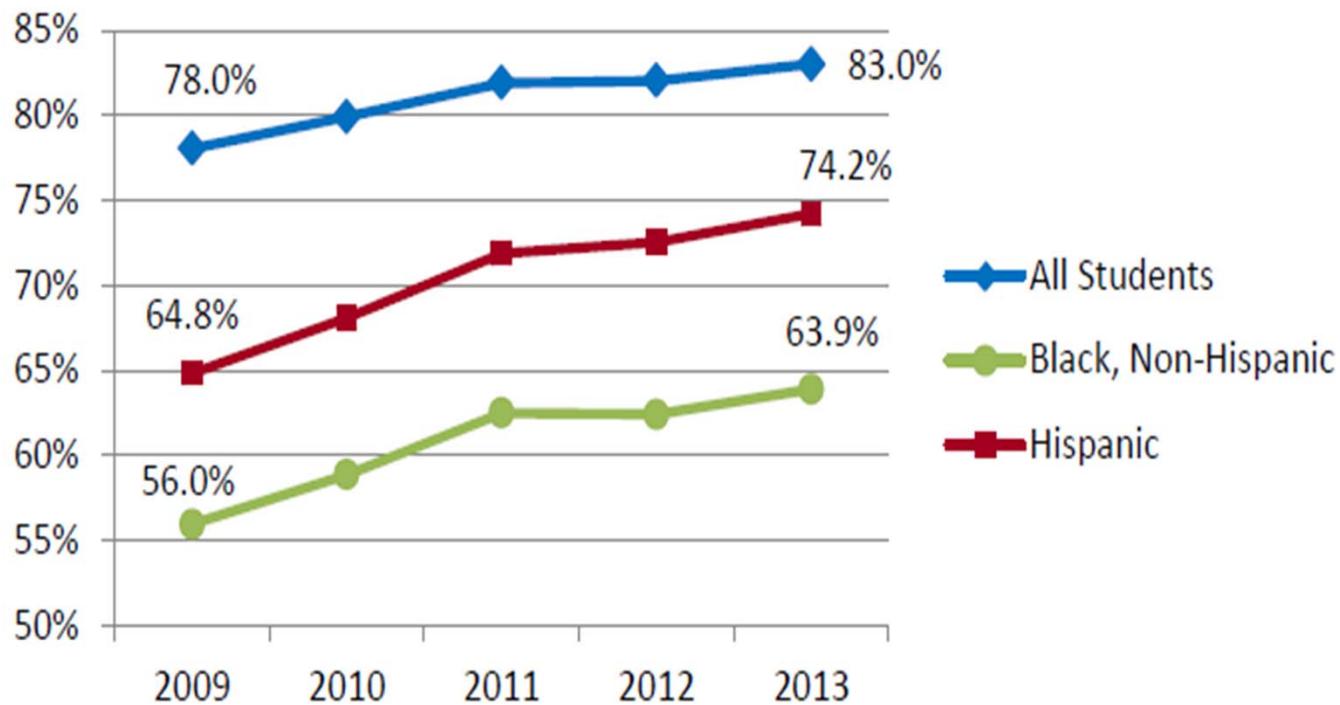
Ohio's Percent Proficient and Above Reading OAA-OGT Economically Disadvantaged



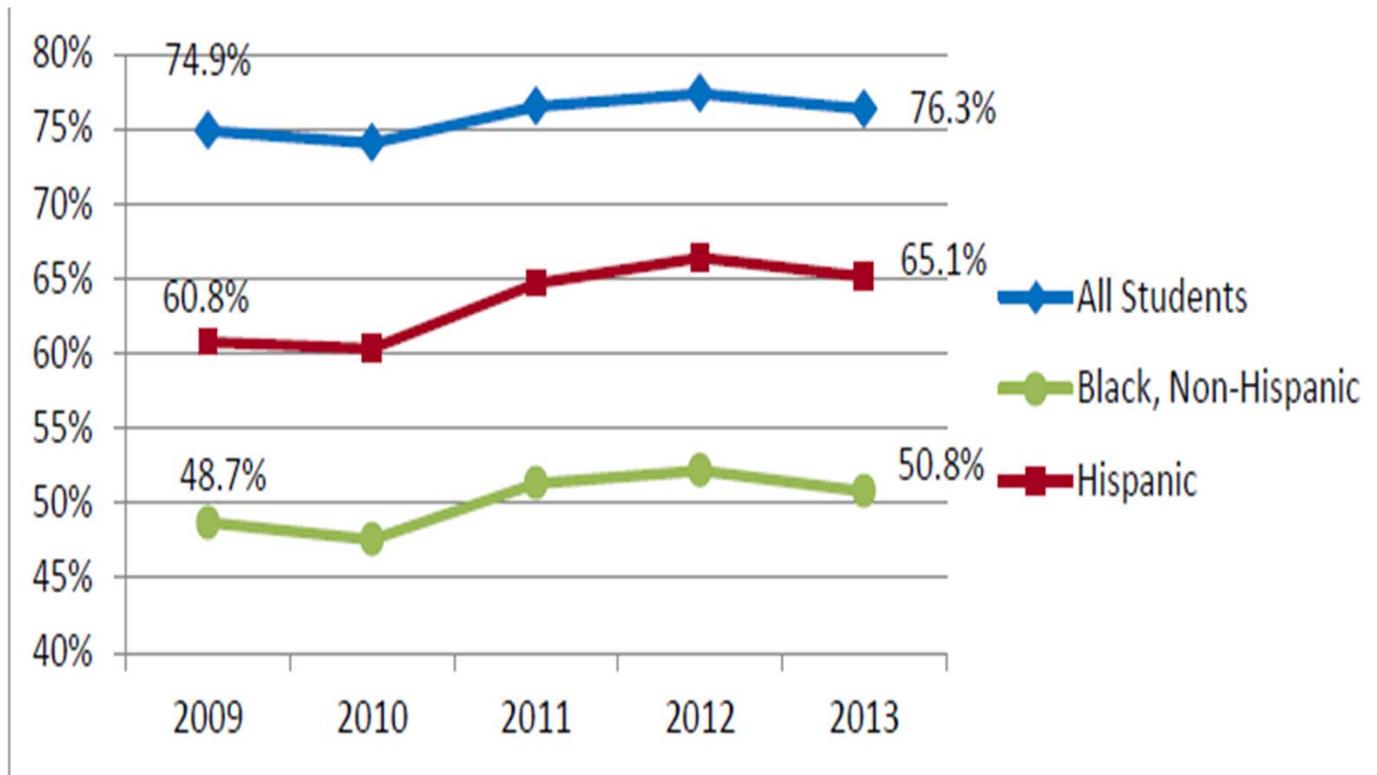
Ohio's Percent Proficient and Above Math OAA-OGT Economically Disadvantaged



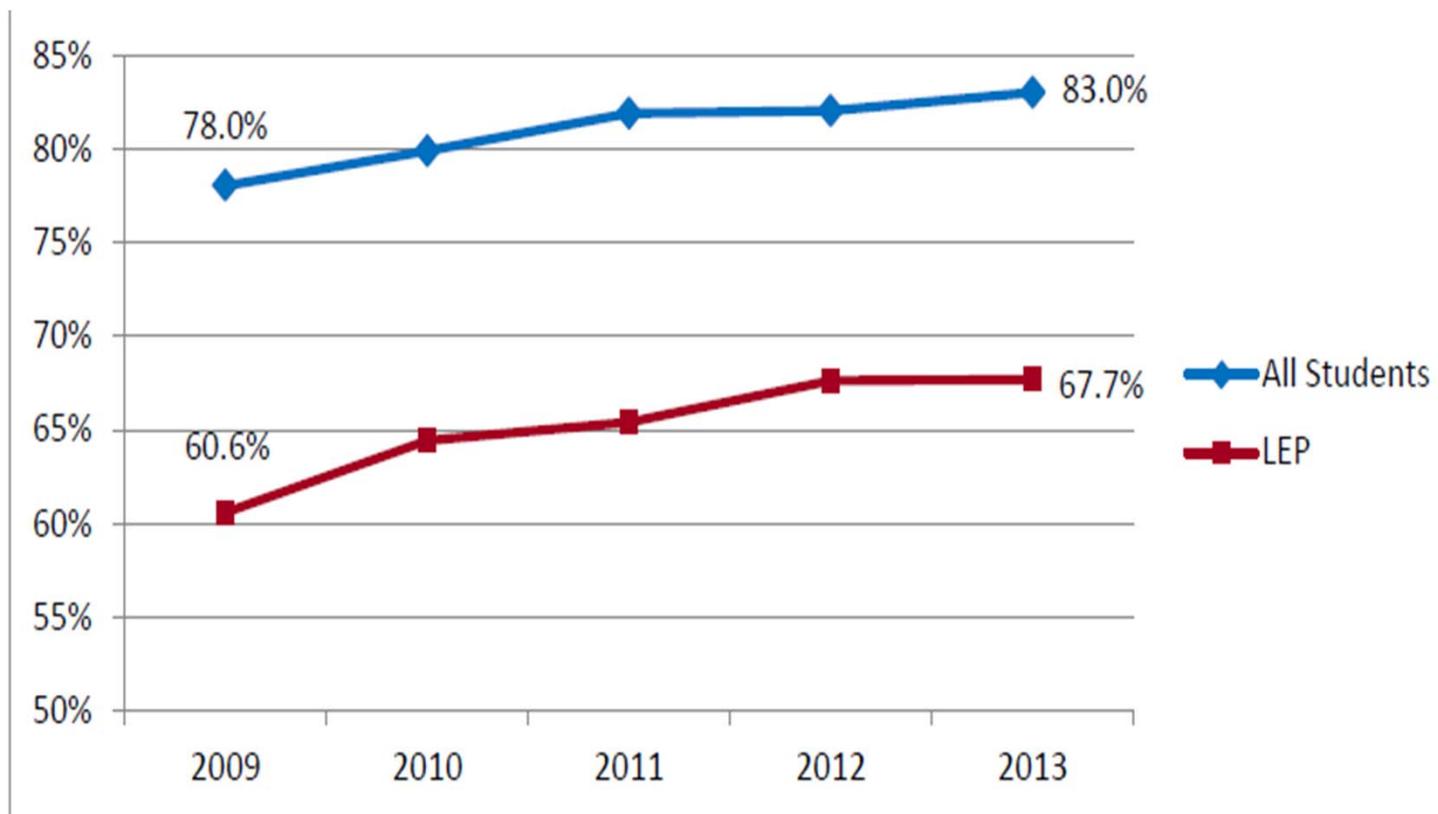
Ohio's Percent Proficient and Above Reading OAA-OGT Race/Ethnicity



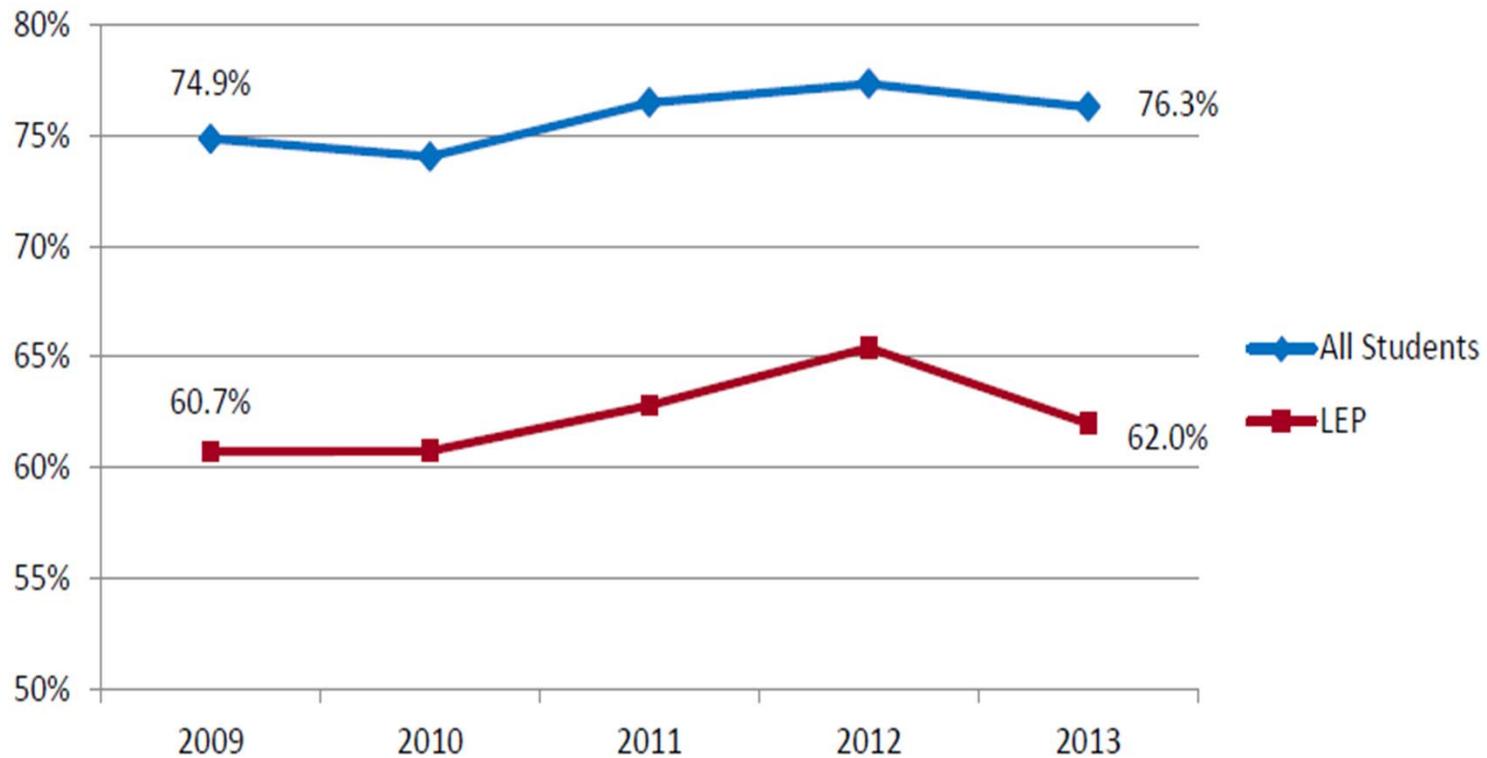
Ohio's Percent Proficient and Above Math OAA-OGT Race/Ethnicity



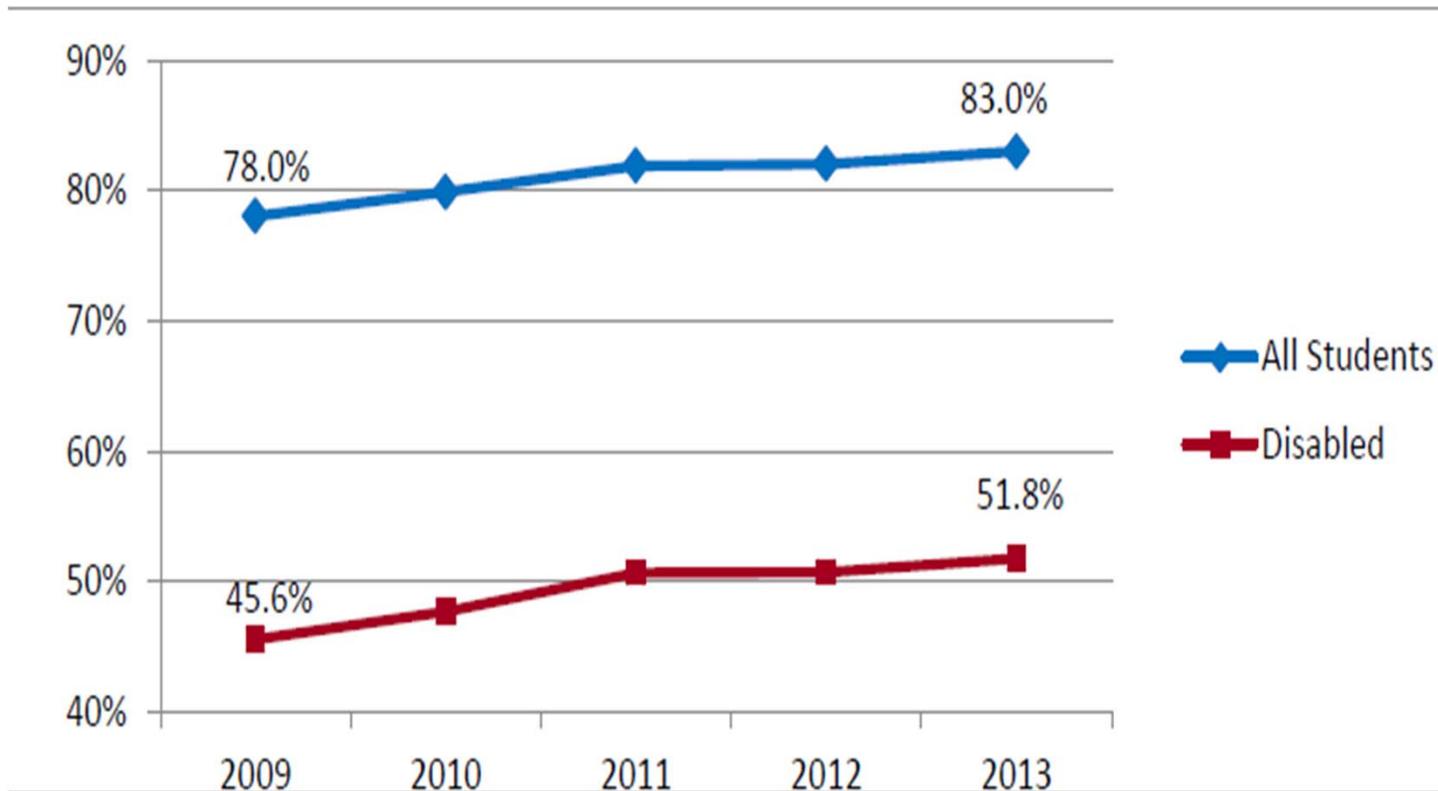
Ohio's Percent Proficient and Above Reading OAA-OGT English Language Learners (ELL)



Ohio's Percent Proficient and Above Math OAA-OGT English Language Learners (ELL)



Ohio's Percent Proficient and Above Reading OAA-OGT Students with Disabilities (SWD)



Ohio's Percent Proficient and Above Math OAA-OGT Students with Disabilities (SWD)

