



## Ohio Administrative Code

### Rule 3301-28-06 Value-added progress dimension.

Effective: [March 26, 2020](#)

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(A) The value-added progress dimension uses assessment data from multiple assessments over multiple years to determine if a school district or building is producing student academic progress.

(B) The local report card shall include graded performance measures for the value-added progress dimension described in sections 3302.01 and 3302.021 of the Revised Code. These measures shall include a grade for the progress of students overall, progress of students identified as gifted, progress of students with disabilities, and progress of students whose performance places them in the lowest quintile for achievement on a statewide basis.

(1) Prior to the 2015-2016 school year, a composite of academic progress was computed for each school district and building from the progress made in reading and mathematics.

(2) Beginning with the local report card released for the 2015-2016 school year, a composite of academic progress shall be computed for each school district and building from the progress made in reading, mathematics, science and social studies using data from assessments described in division (A)(1) of section 3301.0710 of the Revised Code and from the progress made in reading and mathematics using data from the English language arts I, English language arts II, algebra I/integrated math I, and geometry/integrated math II assessments described in division (B)(2) of section 3301.0712 of the Revised Code. This composite shall use up to three years of measured progress data as available.

(C) The department shall assign a letter grade for each value-added performance measure using the following performance benchmarks:

(1) A composite that is at least one standard error of measure above the mean score shall be designated as an A;

(2) A composite that is less than one standard error of measure above but greater than one standard



error of measure below the mean score shall be designated as a B;

(3) A composite that is less than or equal to one standard error of measure below the mean score but greater than two standard errors of measure below the mean score shall be designated as a C;

(4) A composite that is less than or equal to two standard errors of measure below the mean score but is greater than three standard errors of measure below the mean score shall be designated as a D; and

(5) A composite that is less than or equal to three standard errors of measure below the mean score shall be designated as an F.

(D) The mean is determined by Ohio's growth expectation.

(1) For the 2014/2015 calculation, the standard for Ohio's growth expectation for grades four through eight in reading and mathematics is met when the student group makes one year's growth from one year to the next in relation to the current year's statewide student achievement distribution.

(2) Beginning with the 2015/2016 calculation, the standard for Ohio's growth expectation for grades four through eight in reading and mathematics is met when the student group makes one year's growth from one year to the next in relation to the current year's statewide student achievement distribution. For grade six social studies, grades five and eight science and for the reading and mathematics assessments described in division (B)(2) of section 3301.0712 of the Revised Code, standard for Ohio's growth expectation is met when the student group makes the same amount of progress as the average student group for that year in that same subject and grade.

(E) Prior to the 2015-2016 calculation, the students included in the value-added measure for students whose performance places them in the lowest quintile for achievement on a statewide basis shall be determined using an average of the current and previous years' assessments scores in reading and mathematics. Beginning with the 2015-2016 calculation, the students included in the value-added measure for students whose performance places them in the lowest quintile for achievement on a statewide basis shall be determined using an average of the current and previous year's assessments scores using all applicable subjects.



(F) The students included in the value-added measure for students identified as gifted will include students identified as gifted in superior cognitive ability and specific academic ability fields pursuant to Chapter 3324. of the Revised Code.

(G) The department shall not assign a grade of "A" for overall score on value-added progress dimension under division (C)(1)(e) of section 3302.03 of the Revised Code unless the school district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1)(f) of section 3302.03 of the Revised Code is a "C" or higher.

(H) In accordance with sections 3302.036, 3301.0711, 3301.0714, and 3319.321 of the Revised Code and the Family and Educational Rights and Privacy Act (FERPA) (January 2013), 20 U.S.C. 1232g, individual student test scores and individual student reports shall be made available only to a student's classroom teacher, other appropriate educational personnel, and the student's parent or guardian.