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Value-Added Transition to the Iowa Assessments

As of the 2014-15 school year, the Houston Independent School District (HISD) began administering the Iowa/Logramos Assessments and stopped administration of the Stanford/Aprenda assessments. This resource answers several key questions around this assessment transition and what it will mean for educators in HISD.

Will teachers and schools receive value-added measures based on the Iowa/Logramos Assessments?

Yes, SAS® EVAAS® will use student scores from the Iowa/Logramos Assessments to provide teacher and school value-added measures in Grades 4-7 for Social Studies; Grades 4, 6, and 7 for Science; and Grades 3-8 for Language Arts.

The value-added reports for the Iowa/Logramos Assessments are built on a regression-based model in which the growth measure is based on the difference between students' *predicted* achievement and their *observed* achievement. This model is also called the predictive model, or the URM. The predicted achievement for each student is based on his or her prior testing history, and these prior test scores do not have to be on the same scale. In other words, the Iowa/Logramos Assessments test scores do not have to be on the same scale of the Stanford/Aprenda test scores or the STAAR test scores. The important thing is that there is a predictive relationship between the test scores on the Iowa/Logramos Assessments and test scores on Stanford/Aprenda and STAAR 3-8. There is a history of using the predictive model (URM) to provide value-added reporting for HISD, as it is the model used for analysis with the STAAR EOC assessments.

In the predictive model (URM), a relationship is determined between students' current year data and their prior testing history to create a regression-based model. That model is then used to predict a given student's test score based on the average student performance in that year for students with similar prior testing history. As in the gain-based model for STAAR Math and Reading, a value-added measure of zero does not indicate that students made no growth. Rather, it indicates that students made, on average, their expected or predicted amount of growth on the Iowa/Logramos given their prior performance on the Stanford/Aprenda and other assessments.

Does the transition to the Iowa/Logramos Assessments change how value-added measures are *calculated*?

Yes, the assessment transition will lead to some changes in the models used to calculate value-added measures. In the past, the gain model (MRM) was used to provide district, school, and teacher value-added measures for both STAAR 3-8 and the Stanford/Aprenda assessments. The gain model is used when students take consecutive assessments in the same subject area over multiple years, such as Reading in Grades 3-8. In the past, HISD's EVAAS models have mapped student scores on the Stanford/Aprenda assessments to STAAR-like state normal curve equivalents (NCEs). This mapping process allowed for the use of the gain model even when students would take different assessments in the same subject area in consecutive years, for example, Stanford/Aprenda Science in Grades 3, 4, 6, and 7 and STAAR Science in Grades 5 and 8.

Because HISD has decided not to map student scores on the Iowa/Logramos Assessments to state-like scores, the results of the Iowa/Logramos Assessments cannot be incorporated into the gain model. Instead, HISD will use the predictive model (URM) to provide school and teacher value-added measures for Language Arts, Social Studies, and Science in Grades 3-8 (see below for the specific assessments and value-added models used for each grade and subject).

Additionally, because students in grades K-2 only take the Iowa/Logramos Assessments, the value-added reporting for STAAR Grade 3 Math and Reading will be completed using the predictive model (URM) beginning with the 2015 analyses. In the 2014-2015 reporting, this analysis will likely use prior student scores on Stanford/Aprenda assessments, but moving forward, it will transition to the use of the Iowa/Logramos Assessments as predictors.

Which assessment and model will be used to provide value-added reporting for teachers and schools in 2015?

The following chart may be helpful in answering this question:

Subject Area	Grades	Assessment Used to Provide Value-Added Measures	Model Used to Provide Value-Added Measures
Language Arts	3-8	Iowa/Logramos Assessment	Predictive (URM)
Math	3	STAAR	Predictive (URM)
	4-8	STAAR	Gain (MRM)
Reading	3	STAAR	Predictive (URM)
	4-8	STAAR	Gain (MRM)
Science	4, 6, and 7	Iowa/Logramos Assessment	Predictive (URM)
	5 and 8	STAAR	Predictive (URM)
Social Studies	4-7	Iowa/Logramos Assessment	Predictive (URM)
	8	STAAR	Predictive (URM)

Will the reporting in the web application look different due to the change in methodology?

There will be no substantive changes to the appearance of teacher reports. Teacher reports look the same in the web application regardless of whether the predictive model (URM) or the gain model (MRM) is used to provide the value-added measure.

School reports for the Iowa/Logramos Assessments will look different from reports for the Stanford/Aprenda assessments because of the use of the predictive model (URM) rather than the gain model (MRM). The new school reports will resemble what is currently used for the STAAR EOC school reports. There are many resources available for users as they learn to use these reports for the first time, including the Help and Virtual Learning Modules.

What other changes will I see in the EVAAS reporting due to the transition to the Iowa/Logramos Assessments?

The assessment transition will change other aspects of HISD's EVAAS reporting. Because the Iowa/Logramos Assessments are district-administered assessments, EVAAS reporting will only include school and teacher reports.

HISD's decision to keep results from the Iowa/Logramos Assessments separate from the STAAR assessments, rather than equating the scores, will also change the reference group for the school and teacher reporting for them. In previous years, a school's progress for Stanford/Aprenda was compared to the average progress made by students across the state (mapping the scores to a STAAR-like NCEs); in the 2015 reporting, a school's progress for the Iowa/Logramos Assessments will be compared to the average school in terms of progress made by students in the district. For teacher reporting, in previous years, a teacher's progress for Stanford/Aprenda was compared to the progress made by students across the state (again, mapping the scores to a STAAR-like NCEs). In the 2015 reporting, a teacher's progress for the Iowa/Logramos Assessments will be compared to the average teacher in terms of progress made by students in the district.