

Hello, my name is Beth Osyk. I would like to thank Chairman Cupp and all of the members of the Joint Education Oversight Committee for the opportunity to give a technical perspective on the Every Student Succeeds Act. I am a parent in the Twinsburg school district and a software engineer.

First, thank you for your excellent efforts to involve constituents. The Ohio Department of Education has done a tremendous job soliciting feedback from many stakeholders, as highlighted in Section 5.3D of the ESSA draft and the white paper from Philanthropy Ohio. With incorporation of this feedback, Ohio will certainly have a superb assessment system.

The goal of testing is to provide a basis and mechanism for improving the educational process. To do so, an assessment system shall be fair, informative and reliable.

Fair: Each child has a chance to demonstrate competence.

Informative: The results are useful for planning improvements in the areas of curriculum, student readiness, and classroom management.

Reliable: The tests and metrics accurately reflect student achievement.

The Ohio intentions are right in line with these values. Special attention is paid to subgroups of students according to performance level and ESSA criteria. A wide variety of indicators are utilized. Ohio has partnered with the American Institutes for Research, a leader in the standardized testing space.

There are some current weaknesses that significantly impact the utility of the results. Specifically:

1. Weighting strategies

The report card currently uses summative letter grades as the main reporting strategy. To assure that every concern is reflected in the grade, weighting strategies are used to calculate the letter grades from the indicators. Unfortunately, the weighting strategies are complex and opaque due to the large number of concerns. For example, whole letter grades are deducted for poor subgroup performance and the threshold for passing a test differs by both subject and grade level.

We want a report card that is clear and actionable, while still covering all concerns. This can be done by introducing action items. The summative letter grades should reflect overall district performance. Then, a details section will cover each indicator and any action items resulting from a deficiency. Groups are itemized. The pass threshold should be uniform.

Graphs should be carefully chosen to highlight the particular deficiency. Selecting a proper visualization helps us understand the data as "...information visualization helps us think" [1]. I have included a draft website of a revised report card with my written testimony.

2. Metric choice

The "Value-Added" metric is not appropriate as the sole measure of progress, as it computes a progress differential, not the total amount of progress. It is a comparative metric of district effectiveness. As the ODE technical reference states, it measures if a student makes "similar progress as students with the average district" [2]. It does not convey the total amount of progress, nor if progress met an absolute goal (for example, one grade level of learning per year). As a sole metric, it also codifies low expectations. According to a Battelle for Kids presentation, children in high poverty districts may receive

favorable “Value-Added” scores despite low test scores [3]. A new metric is needed here. “Value-Added” could perhaps look at subject deficiencies – for example, is a district performing poorly in math compared to others?

Reorganizing metrics under two categories, Achievement and Progress, will help improve clarity. Achievement would cover test scores, pass rate, graduation rate, and prepared for success metrics. Progress would cover amount of material learned in the past year, including a new metric for progress in terms of grade levels, any "gap closing" metrics, and any K-3 literacy metrics.

3. Test reliability

The assessment system has undergone significant changes recently, including a vendor switch (PARCC to AIR) and a format change (paper to online).

Multiple districts show large decreases in test results and indicators during this transition period. It is unlikely the students or staff have changed significantly. The likely explanation is that the testing process is unreliable and that the results do not accurately reflect student achievement. Ohio Technical Advisory Committee meeting minutes state that the paper and online test items were different and that the test items were more difficult than in past years [4].

Ensuring test reliability is paramount. The focus must be on improving ESSA required tests. Additional state tests should be omitted or offered on an ungraded basis to try new testing techniques and get feedback. Tests should not be moved online until reliability can be guaranteed.

These technical problems underlie complaints regarding "overtesting" and "too much time". These weaknesses severely limit the value of the tests. Therefore, people perceive testing as a stressor and a time sink instead of as a valuable resource. The proposed changes will help improve stakeholder sentiment.

Thank you for taking the time for my feedback, and please feel free to use me as a resource. With a continuous improvement mentality, Ohio can have a fair, informative, and reliable assessment system inspiring confidence and pride.

Best,
Elizabeth Osyk

References:

[1] Stephen Few, “Now You See It: Simple Visualization Techniques for Quantitative Analysis”. Analytics Press, 2009.

[2] SAS Institute Inc., “How will EVAAS accommodate changes in Ohio’s tests?”
[http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Value-Added-Technical-Reports-1/Transition to new tests .pdf.aspx](http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Value-Added-Technical-Reports-1/Transition%20to%20new%20tests%20.pdf.aspx)

[3] Mary Peters, Ph.D. “Understanding Teacher Value-Added Reports”. OSBA Capital Conference, 2012.
<http://www.ohioschoolboards.org/sites/default/files/2012SATues2.pdf>

[4] Ohio Technical Advisory Committee meeting report, March 2016.
[https://education.ohio.gov/getattachment/Topics/Testing/State-Test-Updates-for-2015 2016/March-2016/Comparability-of-Paper-and-Online-Testing-Frequent/TAC_Report.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Testing/State-Test-Updates-for-2015%202016/March-2016/Comparability-of-Paper-and-Online-Testing-Frequent/TAC_Report.pdf.aspx)

Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

GRADE

C

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 the performance of all students, regardless of achievement level.

Performance Index

Calculation
 Pie Chart
 Trend



78.6%
94.3 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%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.8	x	1.3	=	1.0
Advanced	26.8	x	1.2	=	32.1
Accelerated	24.8	x	1.1	=	27.3
Proficient	23.3	x	1.0	=	23.3
Basic	13.2	x	0.6	=	7.9
Limited	8.9	x	0.3	=	2.7
Untested	2.3	x	0.0	=	0.0
					94.3

GRADE

C

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.
[Click here](#) for a complete list of passage rates required to meet each indicator.

Indicators Met %

Indicators
 Comparison
 Achievement Levels
 Trend



72.4%
21 out of 29

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	English Language Arts	80.6%	✓
	Mathematics	89.5%	✓
4th Grade	English Language Arts	68.5%	✗
	Mathematics	85.3%	✓
	Social Studies	88.6%	✓
5th Grade	English Language Arts	77.9%	✓
	Mathematics	84.1%	✓
	Science	85.7%	✓
6th Grade	English Language Arts	68.5%	✗
	Mathematics	72.9%	✗
	Social Studies	71.2%	✓

GIFTED INDICATOR ✗

Figure 1: Current Twinsburg Achievement Page.

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

For more detailed data on Progress and Value-Added, [click here](#).

COMPONENT GRADE

B

GRADE

B

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

B

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

D

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

Value-Added Data

Progress vs. Performance Index

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	4.70	0.99	-4.79	-3.63	1.63
4th Grade	3.47	-3.46			0.29
5th Grade	2.96	-3.71		3.38	1.34
6th Grade	-2.66	1.23	-4.79		-3.63
7th Grade	4.95	-1.15			2.72
8th Grade	1.21	7.74		-8.81	1.26

Test Grade		Progress Score	Test Grade		Progress Score
High School	English I	-2.20	High School	Algebra I	3.19
	English II	3.82		Geometry	-0.32

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00

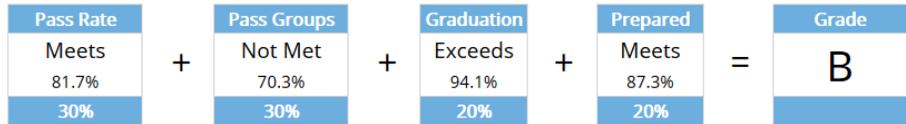
Figure 2: Current Twinsburg Progress Page.

Appleville School District

Achievement



Achievement measures **what students know** through test performance, graduation rate and credentials.



Indicator	Chart	Action
Median Score		
Pass Rate		
Median Score: Performance Groups Replaces Performance Index		<i>Improve gifted score</i>
Pass Rate: Performance Groups Replaces Performance Index		<i>Improve Group 3 and Group 2 pass rates</i>
Gifted Indicators Percent receiving services.	More charts or tables would be included for the remaining metrics. The website would also allow viewing by grade level.	
Graduation Rate Four year and five year.		
Prepared for Success ACT, SAT remediation free. AP, IB pass rates.		
Progress Metrics (Separate Page) A Value-Added subject comparison might look like this. Gap closing and K-3 literacy would be included in Progress.		<i>Improve science curriculum</i>

Figure 3: Draft of Proposed Revised Report Card.