

STATEMENT OF WORK (Rev 3)

PROJECT: Study of district subscription and use of commercial test instruments

RESEARCH OBJECTIVE:

1. Compose a list of the more popular commercial test instruments that are administered as “whole grade” tests in a school district.
2. Estimate the frequency of use, by instrument, with the unit of measure being the school district
3. Estimate the frequency of use, by instrument, with the unit of measure being the student
4. Estimate the nominal number of days of formal testing annually for each grade cohort.
5. Collect technical documentation on the instruments, particularly the more frequently used instruments, pertinent to the validity of inferences

LEGISLATIVE USE:

Specific use is unknown.

ANTICIPATED STUDY OUTPUT

The study will report the name of the instrument, the applicable content and grade level of the instrument, the extent of adoption, the nominal inferences with the instruments, and the amount of testing days per school year. Further, the study might report, if desired and the data are available, a relatively short description of the instrument including how the instrument is administered, security provisions, report scaling, the quantity and quality of evidence supporting the validity of recommended/suggested uses, and the cost of the instrument.

STUDY STRUCTURE

The effort will have at least four phases: phase one is the study of data on instruments already being collected with EMIS records and listed by ODE for some purpose. Phase two is the solicitation rich data input from a sample of districts to guide the collection of data. Phase three is collecting of data from school districts using both a sampling frame and opening the survey to all districts. Phase four is the compiling of the data into a final report that summarizes the costs and commitments in the use of third party commercial test instruments.

Phase one. Phase one includes the requesting of data from the Ohio Department of Education consistent with data fields reportedly collected by the Education Management Information System (EMIS). Districts already report some of the data that might be used to perform the study. The request for this data has already been submitted to ODE.

While awaiting a response from ODE, JEOC research has commenced design of an electronic survey and has field tested a concept for entering the data. The survey includes extensive lists of test instruments that have some standing within ODE. For the most part a complete survey has been constructed for further testing and adjustment.

Phase two. Phase two is for meeting with key districts to probe local district knowledge in refining the survey instrument. JEOC research is concerned that constructing a survey in the absence of district participation might result in a survey that is ineffective due to ignorance of district practices.

It is also anticipated that the survey will be distributed to a very small number of districts identified in the sample frame.

Phase three. This is the survey administration phase and can be broken down into three sequential steps. The early sample portion of the study is to be used to improve the survey instrument and processes for soliciting participation. The early sample is to poll, maybe, 10 districts from the sampling frame. The second step is to solicit responses using the sampling frame. The nominal approach will be the solicitation of responses from both the districts in the frame as well as the alternative (or substitute) districts to the sampling frame. By this method, a representative model can be built from the data even if the model needs to rely on some districts from the substitute list.

The sample has been selected to poll every member of the urban eight districts as well as the South-Western school district (because of the size of the district). This is done for political reasons. Further the sampling frame is drawn to be representative of the district typology and from across the regions of Ohio. In general, the sampling frame is more responsive to the district as the unit of analysis than the student as the unit of analysis. This is done to capture district policy in choosing the tests that are used.

A final step in phase three is to invite all districts to participate in the study. Those districts not in the sampling frame are held in reserve against the possibility that the survey turns out to be flawed. Allowing them to participate allows them to have voice provided there is the opportunity to include results from the open participation portion of the study. A draft invitation is shown as Exhibit 2.

Exhibit 2 – Request for information

Dear Superintendent {Merge superintendent's last name here}

The state legislature is interested in the amount of formal testing of students that occurs throughout the school year. The Joint Education Oversight Committee (JEOC) has tasked their staff with collecting data from school districts including the name and nature of locally selected commercial assessments used either for assessing an entire cohort of students (whole grade testing) or used to support teacher evaluation (whole classroom testing).

I am writing to ask for your support in collecting this data. Your district has been selected in the sample frame for this portion of the study based on random identification within the ODE school typology framework (e.g. urban, suburban, rural, and residential income) and based on geographic location (NE, SE, SW, NW or central). Therefore your responses will be interpreted as representative of other school districts much like your district.

Your district's input on this important topic will be collected using an on-line SurveyMonkey instrument of 33 questions that includes a list of assessments for ease of selection. A key informant at your district should be able to complete the survey in as little as 30 minutes, maybe less.

Please assist the Joint Education Oversight Committee by assigning a knowledgeable member of your district staff to respond to the survey at {*enter link here*}. We would like to close the survey by {*enter a date that provides about 5 working days; email the survey on a Monday morning and indicate*

closing the survey on the Friday of the same week. Plan to look at the responses at noon on Wednesday and then issue a follow-up email either thanking or encouraging participants.}

You are also welcome to view the survey if you choose. If you have questions or suggestions about the survey, please contact me, Lauren Monowar-Jones.

Thank you for your consideration in collecting this data to better inform public policy,

{electronic signature and contact information}

Phase four. The emphasis of phase four is on the technical qualities of the commercially available instruments found in ODE documentation. One reason to do this activity is to better understand the quality of the inference being made with the test instruments. It is reasonable to anticipate that some of the instruments will have little or no subscription in Ohio and need not be studied. At this time the intent would be to contact the vendors shown in Table A1 (appendix) and to request the detailed information listed in Exhibit 3.

Exhibit 3 – List of data to be requested from test vendors listed in Table 1 or other ODE documents

Test Attribute	Test Vendor Response
1. Name of test vendor	<i>Corporate name</i>
2. Name of test instrument	<i>Trade name of instrument</i>
3. Specific version of test instrument	<i>This may be the trade name or a specific version for the trade name. For example the trade name instrument might be might supplied in a regular version, a short form version, an o-line version or a paper version, etc. The specific version is to be listed here</i>
4. The focal grade level of students taking the instrument	<i>This might be a list of grades or a range of grades; it should be the list appropriate for the specific version listed in prompt 3</i>
5. Content domain for the instrument	<i>This is the nominal domain such as Mathematics or a more general domain such as intelligence. The response to this prompt should relate to the inference that would typically be made using the test instrument</i>
6. Approximate number of tests supplied to Ohio schools	<i>An approximate figure is appropriate here.</i>
7. Frequency of test administration	<i>How many times a year is the test offered in Ohio. If the test is administered at the complete discretion of the buyer, please so state.</i>

Exhibit 2 – List of data to be requested from test vendors listed in Table 1

(Continued)

8. Is a technical manual available for the test instrument?	<i>A yes or no response would be inappropriate. If there is a technical manual available on-line, please supply the link to the manual. If the manual is available only as print, please supply a copy. The expectation for the technical manual is that it will include the collection of evidence supporting the validity of inferences you, the test vendor, claim as appropriate for the instrument. If there is a separate collection of evidence for the validity of inferences, please supply that documentation also.</i>
9. Is there a test administration manual available?	<i>A yes or no response would be inappropriate. If the test administration manual is available on-line, please supply the link to the manual. If the manual is available only as print, please supply a copy. The expectation for the test administration manual is that it will include a description of test security practices and provisions as well as processes for test accommodations.</i>
10. Cost of test instrument	<i>What is the price of the instrument and is the price the same for all Ohio schools?</i>

Appendix A

Table A1 – Test instruments with extant codes in EMIS

Option	Assessment
Valid Options for Regular EMIS Collection Requests	
AC	American College Testing Assessment (ACT)
AP	Advanced Placement Assessment (AP)
GA	Ohio Achievement Assessment (OAA)
GB	Preschool Assessment (ELA)
GD	NWEA Measures of Academic Progress (MAP) DORP Growth Assessment only
GE	End of Course Exam (GE)
GF	Ohio Test of English Language Acquisition Proficiency Assessment (OTELA-OELPA)
GM	Preschool Early Childhood Outcome (ECO) Assessment
GN	Next Generation Assessment (NGA)
GO	Kindergarten Readiness Assessment (KRA)
GS	Preschool Ages & Stages Questionnaire/Social Emotional (ASQ/SE) Assessment
GU	CTE Industry Assessment
GW	Industry Credential
GX	Ohio Graduation Test (OGT)
GY	CTE Technical Assessment
IB	International Baccalaureate (IB)
SA	Scholastic Aptitude Test (SAT)
WK	ACT WorkKeys Assessment
Valid Options for Special Collections	
HA	Achieve 3000
Option	Assessment
HB	ACT Assessment Program (AAP)
HC	Academic Intervention Monitoring System (AIMSweb)
HD	Basic Achievement Skills Inventory - Comprehensive Version
HE	Bateria III Woodcock Munoz Pruebas de habilidad cognitiva-Revisada
HF	Bateria III Woodcock Munoz-NU Pruebas de aprovechamiento
HG	Clark's Drawing Abilities Test
HH	Cognitive Abilities Test (CogAT)
HJ	Cognitive Abilities Test (CogAT), Nonverbal Battery
HK	Compass (ACT)
HL	Comprehensive Testing Program (CTP)
HM	Dance Talent Assessment Process (DTAP)
HN	Das-Naglieri Cognitive Assessment Systems (CAS)
HP	Dibels
HR	Differential Ability Scales
HS	Diagnostic Online Math Assessment (DOMA) (Let's Go Learn)
HT	Diagnostic Online Reading Assessment (DORA) (Let's Go Learn)
HU	Explore (ACT)

HV	Inspect (Key Data)
HW	InView - A Measure of Cognitive Abilities
HX	Iowa Assessments
HY	iReady Diagnostic
HZ	Kaufman Assessment Battery for Children (KABC)
JA	Kaufman Test of Educational Achievement (KTEA)
JB	Leiter International Performance Scale-Revised (Leiter-R)
JC	Logramos Assessment
JD	Measures of Academic Progress (MAP) (NWEA)
JE	Metropolitan Achievement Tests
JF	Music Talent Assessment Process (MTAP)
JG	Naglieri Nonverbal Ability Test
JH	Otis Lennon School Ability Test
JJ	Performance Assessment (Global Scholar)
JK	PLAN (ACT)
JL	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
JM	PRO-Core (PRO-Core Learning Systems)
JN	Quality Core (ACT)
JP	Raven's Progressive Matrices (Standard and Advanced Form)
JR	Readistep
JS	SAT I Reasoning Test
JT	Riverside Interim
JU	Scholastic Reading Inventory (SRI)
JV	Scholastic Math Inventory (SMI)
JW	Stanford Achievement Test
JX	Stanford Aprenda
JY	Stanford-Binet Intelligence Scales
JZ	Standardized Testing and Reporting (STAR) Early Literacy
KA	Standardized Testing and Reporting (STAR) Early Math
KB	Standardized Testing and Reporting (STAR) Math Enterprise
KC	Standardized Testing and Reporting (STAR) Reading Enterprise
Option	Assessment
KD	Terra Nova
KE	Test of Cognitive Skills
KF	Test Packs (Edmentum)
KG	Tests of Achievement and Proficiency (TAP)
KH	Theatre Arts Talent Assessment Process (TTAP)
KJ	Torrance Tests of Creative Thinking
KK	Universal Nonverbal Intelligence Test (UNIT)
KL	Wechsler Individual Achievement Test (WIAT)
KM	Wechsler Intelligence Scale for Children
KN	Wechsler Nonverbal Scale of Ability
KP	Wechsler Preschool and Primary Scale of Intelligence
KR	Woodcock Johnson NU Tests of Achievement
KS	Woodcock-Johnson, Tests of Cognitive Abilities - NU

Appendix B

Sampling: The school district is the unit of analysis for purpose of sampling. The aim of the sampling plan is to collect data that is representative of Ohio in the context of Ohio's school District Typology, is geographically dispersed, includes all of the "big 8" urban districts, and samples at least one school system in each JEOC member's political district.

The study shall be conducted so that the frequency of subscription of particular commercial instruments can be estimated as well as an estimate of the frequency of tests administered. The primary thrust of phase one is the collection of data from the field in a manner that provides sufficient sample coverage as well as some amount of political coverage in the sense that various types of schools from across the entire state are surveyed including at least one district for each JEOC member's district. The conduct of phase one includes the determination of districts in the sample space, a trial script and data collection to define the domain and locate practical problems with the study, the solicitation of willing participants (i.e. key informants at LEAs), and the collection of the data in a format that supports the analysis of the data.

For purposes of the study, there is no clear theoretical reason to suspect that any intra-class correlations within school district typologies represent a common influence and, therefore, each district is thought to be an independent actor. Further, while there may be some simple statistical analysis, there is little reason to think that the sample space needs to be augmented for the presence of design effects.¹

Ohio's 2013 list of public districts by typology lists and characterizes 614 public districts. It is anticipated that the study will sample one-tenth of the districts or about 61 districts. Typology 0 can be ignored due to the small number of districts (5; 4 of them islands in Lake Erie with very modest enrollments) in that typology.

It was anticipated that the sample space would be comprised roughly as shown in Table 1.

Table 1 – Counts of Districts in the ODE Typology Table for 2013.

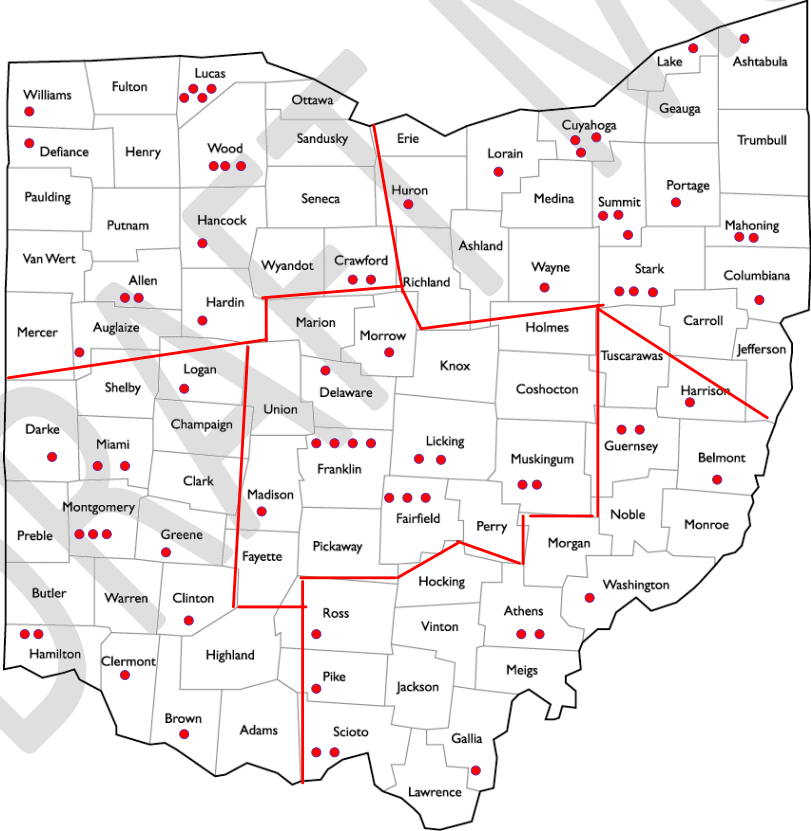
Typology	Description	Number of districts	Number of districts to be sampled.
1	Rural - High Student Poverty & Small Student Population	124	12
2	Rural - Average Student Poverty & Very Small Student Population	107	11
3	Small Town - Low Student Poverty & Small Student Population	111	11
4	Small Town - High Student Poverty & Average Student Population Size	89	9

¹ see Kish, 1965. Survey Sampling. Wiley. pages 88 and 162, for a description of the attenuation of independent degrees of freedom due to intra-class correlations in samples

5	Suburban - Low Student Poverty & Average Student Population Size	77	8
6	Suburban - Very Low Student Poverty & Large Student Population	46	5
7	Urban - High Student Poverty & Average Student Population	47	5
8	Urban - Very High Student Poverty & Very Large Student Population	8	8
		Total	69

After the sample was drawn using mostly an approach based on a subjective five region geographic distribution and a random number assignment, all typology eight schools were added, South-western was added, and three more schools were added for JEOC inclusion. The sample frame is shown in Appendix A.

Figure 2 – County Location of Schools in the Sample Frame



Notes: The red dots a district in the associated county is to be sampled.

Appendix B – Sampling frame

Primary source			Backup Source			2013 Typology
IRN	District Name	County	IRN	District Name	County	
046854	Berne Union Local	Fairfield	048413	Elgin Local	Marion	1
048876	Tri-Valley Local	Muskingum	048439	Ridgedale Local	Marion	1
043596	Bellevue City	Huron	046177	Brown Local	Carroll	1
049841	Fairless Local	Stark	050245	LaBrae Local	Trumbull	1
046524	Wynford Local	Crawford	050575	Northwestern Local (Wayne)	Wayne	1
044172	Kenton City	Hardin	050641	North Central Local	Williams	1
050625	Edon-Northwest Local	Williams	050617	Edgerton Local	Williams	1
045922	Trimble Local	Athens	043778	Claymont City	Tuscarawas	1
047308	Rolling Hills Local	Guernsey	050500	Warren Local	Washington	1
045245	Harrison Hills City	Harrison	050484	Fort Frye Local	Washington	1
045377	Georgetown Exempted Village	Brown	048710	New Lebanon Local	Montgomery	1
046623	Ansonia Local	Darke	046060	Western Brown Local	Brown	1
046870	Fairfield Union Local	Fairfield	048819	Northmor Local	Morrow	2
046847	Amanda-Clearcreek Local	Fairfield	047837	Danville Local	Knox	2
046458	United Local	Columbiana	050112	Bristol Local	Trumbull	2
049957	Tuslaw Local	Stark	049247	Waterloo Local	Portage	2
046508	Buckeye Central Local	Crawford	045807	Spencerville Local	Allen	2
047456	McComb Local	Hancock	047498	Hardin Northern Local	Hardin	2
069682	East Guernsey Local	Guernsey	050682	Elmwood Local	Wood	2
049155	Western Local	Pike	049593	Bloom-Vernon Local	Scioto	2
049510	Paint Valley Local	Ross	046649	Franklin Monroe Local	Darke	2
046391	Clinton-Massie Local	Clinton	049767	Botkins Local	Shelby	2
048090	Riverside Local (Logan)	Logan	047613	Bright Local	Highland	2

Primary source			Backup Source			2013 Typology
IRN	District Name	County	IRN	District Name	County	
048256	Jefferson Local	Madison	048884	West Muskingum Local	Muskingum	3
045534	Mount Gilead Exempted Village	Morrow	048447	River Valley Local	Marion	3
048371	Springfield Local (Mahoning)	Mahoning	049908	Northwest Local (Stark)	Stark	3
050039	Mogadore Local	Summit	046821	Vermilion Local	Erie	3
050567	Norwayne Local	Wayne	049866	Lake Local (Stark)	Stark	3
046722	Northeastern Local (Defiance)	Defiance	045948	Minster Local	Auglaize	3
045609	Rossford Exempted Village	Wood	048926	Benton Carroll Salem Local	Ottawa	3
049668	Wheelersburg Local	Scioto	049536	Union-Scioto Local	Ross	3
044321	Marietta City	Washington	046276	Southeastern Local (Clark)	Clark	3
046326	Clermont Northeastern Local	Clermont	048744	Valley View Local	Montgomery	3
048611	Bethel Local	Miami	046144	Ross Local	Butler	3
044115	Heath City	Licking	045013	Washington Court House City	Fayette	4
048850	Maysville Local	Muskingum	043760	Circleville City	Pickaway	4
044768	Sheffield-Sheffield Lake City	Lorain	044610	Orrville City	Wayne	4
045773	Elida Local	Allen	045856	Buckeye Local (Ashtabula)	Ashtabula	4
045765	Bath Local	Allen	043679	Bryan City	Williams	4
044347	Martins Ferry City	Belmont	043992	Fostoria City	Seneca	4
044461	New Boston Local	Scioto	044669	Portsmouth City	Scioto	4
044644	Piqua City	Miami	046243	Tecumseh Local	Clark	4
048736	Northridge Local	Montgomery	043588	Bellefontaine City	Logan	4
046748	Big Walnut Local	Delaware	043877	Delaware City	Delaware	5
048041	Southwest Licking Local	Licking	048009	Licking Heights Local	Licking	5
044164	Kent City	Portage	044545	North Royalton City	Cuyahoga	5
049973	Woodridge Local	Summit	046813	Perkins Local	Erie	5
044362	Maumee City	Lucas	048223	Springfield Local (Lucas)	Lucas	5
043638	Bowling Green City	Wood	044875	Sylvania City	Lucas	5

Primary source			Backup Source			2013 Typology
IRN	District Name	County	IRN	District Name	County	
043521	Athens City	Athens	047399	Three Rivers Local	Hamilton	5
044677	Princeton City	Hamilton	045617	Tipp City Exempted Village	Miami	5
046995	New Albany-Plain Local	Franklin	046961	Gahanna-Jefferson City	Franklin	6
043547	Bay Village City	Cuyahoga	048496	Highland Local (Medina)	Medina	6
048215	Ottawa Hills Local	Lucas	046607	Solon City	Cuyahoga	6
045583	Perrysburg Exempted Village	Wood	047274	Bellbrook-Sugarcreek Local	Greene	6
045674	Yellow Springs Exempted Village	Greene	047340	Forest Hills Local	Hamilton	6
045070	Whitehall City	Franklin	044339	Marion City	Marion	7
044800	South-Western City	Franklin	043901	East Cleveland City	Cuyahoga	7
045005	Warrensville Heights City	Cuyahoga	043653	Brooklyn City	Cuyahoga	7
044628	Painesville City Local	Lake	043984	Findlay City	Hancock	7
048231	Washington Local	Lucas	044081	Winton Woods City	Hamilton	7
048751	Huber Heights City	Montgomery	043851	Deer Park Community City	Hamilton	7
043802	Columbus City	Franklin	No backup			
043786	Cleveland Municipal City	Cuyahoga				
045161	Youngstown City	Mahoning				
043711	Canton City	Stark				
043489	Akron City	Summit				
044909	Toledo City	Lucas				
043752	Cincinnati City	Hamilton				
043844	Dayton City	Montgomery				
045872	Jefferson Area Local	Ashtabula				
045955	New Bremen Local	Auglaize	045971	Waynesfield-Goshen Local	Auglaize	NA
065680	Gallia County Local	Gallia	044032	Gallipolis City	Gallia	NA