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House Bill 524 – Sponsor Testimony
Ohio House Education Committee
April 26, 2016

Chairman Brenner, Ranking Member Fedor, and members of the House Education Committee, thank you for giving us the opportunity to offer sponsor testimony on House Bill 524.

As many of you know, “value-added modeling is a statistical analysis used to measure the academic *growth* rates of groups of students from year-to-year.” Another way to think of this is as a trajectory of “academic *progress* made by the district, school, or teacher within a *tested* grade or subject over time.”¹

House Bill 524, as it currently stands, presents a shell for the committee to explore the topic of value-added, its impact on our schools, and most importantly, what it does or does not reveal about educational progress. There is no dispute that the results of the 2014-2015 state Report Cards were less than desirable. In fact, we have now been searching for ideas on how to quickly correct this situation. However, first, let’s work together to explore and understand why this occurred and how more plausible, long-term solutions can be found instead of simply taking small steps on a big, never-ending issue.

Among the questions that come to mind and that should and hopefully will be answered by the ensuing discussions on the bill are:

1. What, in understandable language, is “value-added”?
2. What, in understandable language, does it measure?
3. Why should what it measures...be measured?

¹ Common Questions about Ohio’s Value-Added Student Growth Measure. *Ohio Department of Education*. (2016) p. 1 < <http://education.ohio.gov/getattachment/Topics/Data/Accountability-Resources/Value-Added-Technical-Reports-1/Questions-Value-Added-Student-Growth.pdf.aspx>>

4. Is it a proper measure of student learning and progress?
5. Is it a reliable indicator of student learning and progress?
6. How does it inform a teacher's ability to teach?
7. Is it an appropriate measure for all schools?

As a frame of background, the value-added progress dimension has three (but not limited to) main entities attached to it: the Ohio Department of Education (ODE), SAS®, and Battelle for Kids. We have heard from both sides of value-added: (1) this is a highly complex mathematics algorithm that computes the numbers to produce the results by qualified individuals who run the numbers; versus (2) it's a "black box" located in the basement of Battelle that computes the scores utilizing a mysterious, highly complex formula. These two explanations are only a small piece of the discussion about the effect of value-added on scores and the confusion it has brought to the public.

At the end of this testimony under Appendix A, are three sets of school districts with the value-added progress dimension from the Report Cards released this year. As you can see, there is a color-coded method that is used when the final results are calculated. The green represents 'significant evidence that students made more progress than the Growth Standard'; the light green represents 'moderate evidence' of progress made; the yellow represents 'evidence that students made progress similar to the Growth Standard'; the brown represents 'moderate evidence' of less progress made; and the red represents 'significant evidence of less progress made than the Growth Standard'.² The Gallipolis City School District example represents all of these entities.

House Bill 524 seeks to thoroughly review the value-added progress dimension that is calculated for the state Report Cards and to provide more transparency for districts, schools, and students. We would be happy to answer any questions.

² Ibid.

Appendix A

Progress Details

Value-Added Data

Progress vs. Performance Index

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	-19.60	-9.80	-19.87
4th Grade	-5.64	-5.99	-7.51
5th Grade	-9.91	-1.37	-7.72
6th Grade	-12.97	-2.28	-10.44
7th Grade	-6.11	-11.84	-10.55
8th Grade	-10.67	0.59	-8.96
High School	-0.99	-7.89	-6.50

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

Source: Ohio School Report Cards: Delaware City School District – Progress. *Ohio Department of Education*. (2016).

Progress Details

Value-Added Data

Progress vs. Performance Index

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	-6.61	-4.18	-7.15
4th Grade	-5.72	-0.84	-4.39
5th Grade	-5.69	-4.59	-6.68
6th Grade	-0.52	-0.31	-0.55
7th Grade	-3.87	-2.00	-3.94
8th Grade	1.75	-1.60	0.40
High School	-5.53	-1.20	-4.84

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

Source: Ohio School Report Cards: Lima City School District – Progress. *Ohio Department of Education*. (2016).

Progress Details

Value-Added Data

Progress vs. Performance Index

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	0.86	-7.71	-4.00
4th Grade	-1.23	-4.25	-3.44
5th Grade	0.30	-4.77	-2.60
6th Grade	0.67	-6.54	-3.46
7th Grade	0.72	0.86	1.03
8th Grade	1.65	-1.86	0.19
High School	6.88	-4.56	1.55

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

Source: Ohio School Report Cards: Gallipolis City School District – Progress. *Ohio Department of Education*. (2016).