



Audio

FULL DETAILS AND TRANSCRIPT

Digging Into the Statewide Testing System

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Topic: Using Student Achievement Data to Support Instructional Decision Making

Highlights

- The Ohio Improvement Process has three major data tools to support data-driven instructional decision making: (1) the Success website, (2) Data Driven Decisions for Academic Achievement, and (3) the value-added system.

About the Interviewees

Christopher Woolard is a research and evaluation manager for the Ohio Department of Education—Office of Policy and Accountability. His work focuses on data tools for educators, curriculum alignment, and state-level research. He received his Ph.D. in political science from Miami University and B.A. in education from Muskingum College. His current research interests include international benchmarking of state standards and assessments, and best practices in online education. He also teaches adjunct courses at Ohio University-Pickerington.

Full Transcript

Hi this is Chris Woolard. I am the research and evaluation manager for the Ohio Department of Education.

Ohio is very much committed to providing a sophisticated data system for educators to support data-based decision making. Our school improvement process, called the Ohio Improvement Process and is often referred to as just the OIP, has the interconnected set of tools to help district and school leadership teams use data to strategically inform school improvement plans. We have three major tools that draw on state testing data, accountability data, and statewide collection. These include the Success website; the Data Driven Decisions for Academic Achievement initiative, also known as the D3A2 initiative; and our value-added web system.

I can talk a little bit at first about our Success website. Success is an incredibly popular website across the state with teachers and administrators. It's essentially the state's starting point for understanding and digging into the statewide testing system. There are parent and student sections. There is also the password-protected teacher section. The parent and student sections are places where they can go to access practice tests, get support resources, and examine release questions. The password-protected side of it includes teacher resources on a whole variety of things. There are diagnostic tools, activities. They also have access to the release questions; they have the ability to make practice tests. Teachers have the ability to dig into subgroup data. They have the ability to re-roster in there. They can examine constructing scoring rubrics down those student files and print a variety reports, including detailed data on test questions.

Another component of our statewide data system is the Data Driven Decisions for Academic Achievement initiative. There are several components to this. First there is the resource exchange side of things that's publicly available. Teachers can go in there, they can search by subject, benchmark, indicator, grade level, and find a whole bunch of aligned resources. Districts that choose to formally participate in the D3A2 experience, and this is at no cost to them, have their state testing data entered into the system. And when this happens it goes through what we refer to as a "scrubbing process" where they go in and that's an extra check to go in to make sure that the testing data and the teacher data is matched up so that when teachers log in to see their IM analysis, that they are getting accurate data that's checked at the district level.

Another key component of our data system is our value-added. Now, Ohio has a robust value-added system that is a key component of our accountability structure. As part of that, there is an extensive variety of data that is available through our separate value-added system that's related to this growth measure. Teachers and administrators can log into the system, get access to detailed breakdowns of value-added growth measure data at the student level. They can access a variety of diagnostic reports that allow them to examine growth across buildings, grade levels, subgroups, and performance quintiles to really help them target instructional strategies.