INSIDE the OPT-OUT Movement
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Inside the Opt-Out Movement

Expert Presenters:

**Michael P. Evans**, associate professor of family, school, and community connections, Miami University
Related Commentary: “The Opt-Out Movement Is Gaining Momentum”

**Jessica K. Beaver**, research associate, Research for Action
Related Commentary: “When Students Opt Out, What Are the Policy Implications?”

Related Commentary Package:
**Inside Opt-Out: The Pushback Against Testing**
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Understanding the Rise of Ohio’s Opt-Out Movement

Michael P. Evans, Ph.D.
Associate Professor of Family, School & Community Connections
Miami University
College of Education, Health & Society
Understanding Ohio’s Opt Out Movement

• Across the country the Opt-Out movement has been growing exponentially.
• Anecdotally the movement is growing in Ohio, but the Ohio Department of Education is NOT currently tracking Opt-Outs.
• Working with Dr. Andrew Saultz (Miami University), I am currently working on a study to better understand the opt-out movement, including who participates, what rationale informs their participation and identification of long-term goals.
How did we get here?
Ohio Opt-Out Timeline

- Ohio adopts Common Core Standards in 2010 for Math and English
- Adoption required for Participation in Race to the Top (Ohio is awarded $400 million)
- Simultaneously Ohio enters into agreement with Partnership for Assessment of Readiness for College and Careers (PARCC)
How did we get here?
Ohio Opt-Out Timeline

By 2011 Ohio districts have initiated Common Core Transition Plans/Curriculum Alignment efforts.

2011-14 Ohio districts complete transition to the Common Core State Standards. PARCC under development and piloted with full implementation set for 2014-15.

How did we get here?
Ohio Opt-Out Timeline

2014-2015 - First round of performance based PARCC assessments begin. Local and national media cover opt-outs and issues related to assessments.

February 2015 Ohio Department of Education issues “Information on Student Participation on State Tests” outlining potential consequences for opting out.

March 2015 Ohio Governor John Kasich signs HB 7 into law protecting opt-out students from being negatively affected by retention or lowered grades for 2014-15.

May 2015, PARCC Governing Board votes to reduce total testing time by 90 minutes and consolidate the two testing windows.
How widespread is the Opt-Out Movement?

The State of Ohio

There are 614 public districts in Ohio and to date we have collected data from 310 (50.5%).

14.5% of sample Districts had ZERO Opt-Outs

77% of sample Districts had < 1% of students Opt-Out.

16 (5%) of the districts had a significant number of opt outs to the extent that it would have threatened their federal funding (>4.5%).

We describe these districts as “pockets of dissent”

These districts Opt-Out percentages ranged from 4.6% to 28%.

Pockets of Dissent Demographics

<table>
<thead>
<tr>
<th></th>
<th>All Ohio Districts (n = 614)</th>
<th>Sample (n = 310)</th>
<th>Pockets of Dissent (n = 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Income</td>
<td>$33,132</td>
<td>$33,438</td>
<td>$32,674</td>
</tr>
<tr>
<td>($17,910 – $73,125)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% low-income</td>
<td>39%</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>% minority</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Where are these “Pockets of Dissent” located?

District Typology

- Rural – High Poverty
- Rural – Average Poverty
- Small Town – Low Poverty
- Small Town – High Poverty
- Suburban – Low Poverty
- Suburban – Very Low Poverty
- Urban – High Poverty
- Urban – Very High Poverty
United Opt Out – Ohio
www.unitedoptout.com

Who are they? United Opt Out National serves as a focused point of unyielding resistance to corporate ed. reform. We demand an equitably funded, democratically based, anti-racist, desegregated public school system for all Americans that prepares students to exercise compassionate and critical decision making with civic virtue.

What are their primary concerns related to Opt Out?
1) negatively affects my child’s social-emotional well being
2) kills his or her curiosity and love for learning
3) places developmentally inappropriate and undue and unhealthy stress on child
4) reduces his or her capacity for attaining new knowledge
5) replaces his or her higher order thinking with “drill and kill” curriculum
6) diminishes opportunities for socialization, and
7) diverts funding that could go to fund programs in my child’s school to testing companies and publishing companies.

Ohioans Against the Common Core

Who are they: Ohioans Against Common Core is a single-issue education advocacy group. Through information and outreach, our goal is to reverse Ohio’s adoption of the national Common Core Standards and the PARCC testing agreement in its entirety.

What are the primary concerns:
• To affirm the right of parents in their child’s education
• To restore local control of education
• To assure the teaching of American values
• To restore the right of teachers to practice their craft
• To reduce the power of standardized testing

*The above text comes from http://ohioansagainstcommoncore.com/about-us/
Inside the Opt-Out Movement: Opt-Outs and Performance-Based Accountability

Prepared by Research for Action • June 2015
How Might Opt-Outs Matter?

Research Questions

1. How sensitive are school performance ratings to student opt-outs?
2. What might this sensitivity mean for teachers and principals?
3. What are the potential policy implications for states and schools?
How sensitive are school performance ratings to student opt-outs?
# PA School Performance Profiles (SPP)

<table>
<thead>
<tr>
<th>DATA ELEMENT</th>
<th>PERCENT OF TOTAL SPP SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators of Academic Achievement</td>
<td>40%</td>
</tr>
<tr>
<td>Indicators of Academic Growth (PVAAS)</td>
<td>40%</td>
</tr>
<tr>
<td>“Closing the Achievement Gap”*</td>
<td>10%</td>
</tr>
<tr>
<td>Other Academic Indicators</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Up to 7 additional points</td>
</tr>
</tbody>
</table>

*not yet implemented
Opt-Out Simulation: K-5 School with SPP of 72.2

If...
11 high-performing students, out of 95 students eligible for testing, opt out

Then...
the school’s SPP score would drop below 70.

Key:

- 11 high-performing students
- 84 test-takers

- >100
- 90-100
- 80-89.9
- 70-79.9
- 60-69.9
- <60
- N/A
- Insufficient Sample
Opt-Out Simulation: K-5 School with SPP of 72.2

If...
20 low-performing students, out of 95 students eligible for testing, opt out

Then...
the school’s SPP score would increase to 80.

Key:
- >100
- 90-100
- 80-89.9
- 70-79.9
- 60-69.9
- <60
- N/A
- Insufficient Sample
What might this sensitivity mean for teachers and principals?
Opt-Outs and Effectiveness Ratings in PA

TEACHER EFFECTIVENESS SYSTEM (ACT 82) IN PA

[CATEGORY NAME], [PERCENTAGE]

[CATEGORY NAME], [PERCENTAGE]

[CATEGORY NAME], [PERCENTAGE]
What are the potential policy implications for states and schools?
Potential School Implications: State Level

State examples: PA, CO, NY

Critical Questions:

1. How will state departments of education address opt-outs in evaluations of schools, districts, teachers and principals?

2. Will SEAs release data about which students are opting out?
95% participation rate requirement, ESEA Waivers

Critical questions:

1. Will sanctions be levied against states not meeting the 95% threshold?

2. Will the Department of Education approve NCLB waivers in states where opt-out levels are high and/or growing?

3. How will opt-outs be addressed in ESEA reauthorization?
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
This Commentary special collection offers a range of perspectives on parents’ opting their children out of tests, from researchers who are studying the phenomenon, to parents who have long embraced testing boycotts, to teachers whose opinions on the subject vary widely.

Read the related Commentaries written by the guest speakers:

“The Opt-Out Movement Is Gaining Momentum” by Michael P. Evans & Andrew Saultz

“When Students Opt Out, What Are the Policy Implications?” by Jessica K. Beaver & Lucas Westmaas