

Concerns about the trustworthiness of the State Report Card

- Constant changes, three assessments in three years.
- Value-Added (VA) is based on a proprietary formula that is not shared with public school leaders. Additionally, changes to the variables and how they have been used without consulting the General Assembly or notification to public school leaders.
- The report card results are tied to socioeconomic (SES) status. It had been shown for many years that the grading of Performance Index and other metrics are highly correlated with the SES of a school or district. Even VA is becoming more correlated with SES.
- The Graduation Rate cohorts used to not take into account the percentage of time a student is educated at the finishing school. So a student could transfer in their 4th year, have to take a 5th year, and then the ending school is penalized for not graduating the student on time.
- 3 out of the total 6 metrics on the report card are based on assessment scores making the report card highly redundant. 2 of the 3 are straight performance scores so if a school fails on one - that will negatively impact the other. It is important to note that Elementary schools will only have 4 metrics (so 2 out of the 4 are based on assessments), Middle schools will only have 3 (so 2 out of 3), and High school will have 5 (2 out of 5). This will also come into play once an overall grade is included in the report card.
- The Prepared for Success metric is based on the “Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.” Bonus points are given for scoring well on AP assessments. This unfairly punishes students who do not want to go to college and wait until graduation to start a trade. This effectively means that schools that have career-oriented students who do not have the ability to start their trade ahead of graduation are going to fail this metric. Also, there are some schools that do not offer AP assessments, which is unfair to students and to the grading because that is automatic 0 bonus points. This also penalizes schools serving a high percentage of SES students.
- There is a difference in how the letter grades are interpreted depending on the metric. If you get a C on VA, that means that you had expected growth but expected achievement (100% of students getting proficient) gives a school a B. For graduation rate, the state average was 83.6% in 2017 but you would need an 84% to get a C.
- It appears that an overall grade for schools will likely combine and weight each component grade. It's unclear of the methodology ODE plans to use for an overall grade. This may be difficult to make a fair and accurate assessment of schools based on the point above.
- Over the last decade, Ohio's report card has grown from 7 pages to 25. And now, ODE is launching a new program to test student's non-academic 'social-emotional' and 'leadership' reasoning skills. Can anyone demonstrate that these constant changes have, in any way, helped the system of public schools, helped Ohio families or helped students?