

**Am. Sub. HB 166 Report Card Study Committee**

**The Alliance for High Quality Education[[1]](#footnote-1)\***

**Report Card Reform Recommendations Testimony**

**Wednesday, November 13, 2019**

Members of the Report Card Study Committee, thank you for the opportunity to testify and formally present the Alliance for High Quality Education’s (AHQE) proposed report card reform recommendations.

My name is Anthony Podojil, Ph.D., and I am the Alliance’s Executive Director. Prior to joining the Alliance as its executive director, I served as superintendent for the West Geauga Local Schools for thirteen years. I began my educational career as an early primary teacher and served as both a Middle School and High School Principal while working in five districts ranging from rural, suburban and urban. I earned my doctorate at Cleveland State University in the area of Urban Educational Administration. With me today to assist with answering questions is Jessica Voltolini.

The Alliance has been working for several months on finalizing the report card reform recommendations shared with this Committee on November 5th. I have incorporated the recommendations below but do not plan on reading them all word-for-word to you. Instead, my goal is to share the process the Alliance has used in identifying the proposed reforms and wish to spend my time addressing your questions.

Jessica and I have worked closely with the Alliance’s Executive, Legislative, and Accountability Committees on the recommendations. In addition, we discussed the proposal with Alliance members through a series of regional meetings I hosted with Alliance members this fall. Jessica and I have also been actively consulting and collaborating with many stakeholders, including but not limited to, the Department of Education, BASA, OSBA, OASBO, Ohio 8, Columbus City School District, Ohio Excels, The Thomas B. Fordham Institute, Ohio Association for Gifted Children, and the OFT.

We feel strongly that stakeholder collaboration is critical to consensus building and identifying the reform recommendations where there is already existing alignment. The stakeholder meetings have been equally helpful in identifying the areas in which we need to continue to discuss and work together. We look forward to continuing to work with these stakeholders together with the members of this Study Committee, the General Assembly, the State Board of Education, the Ohio Department of Education, and the administration to make necessary changes to Ohio’s accountability system and the report card.

**Overall Rating and Reform Priorities**

* Eliminate A-F letter grades and eliminate overall summative rating.
* Move to an Every Student Succeeds Act (ESSA) compliant dashboard.
* Reflect only federally-required accountability components aligned to minimum ESSA requirements.
* For all Report Card components, require the State Board of Education to review, analyze, and evaluate cut scores at a minimum every three years.
* Re-evaluate all state and federal law report card/accountability “triggers” and align with ultimate report card reforms.

**Achievement Component**

* Use Performance Index (PI) as the only measure of achievement.
* Add a .8 to the cut score range for purposes of measuring PI component.
* Eliminate Indicators Met.
* As part of the ESSA-compliant dashboard, include comparisons to similar districts and state PI average. Also report raw test scores by subgroup.

**Progress Component**

* Report both 1-year and 3-year average value-added data for federal reporting purposes but permit each district/school to elect which valuation to use for state report card purposes.
* In the alternative, use a weighted 3-year average value-added data.
* Utilize a two standard error deviation metric when score setting rather than the current one standard deviation metric.
* Eliminate subgroup demotions.

**Graduation Component**

* Report both four-year and five-year graduation cohort rates.
* Report the number of students with disabilities who did not graduate as part of their respective four-year cohort but are still receiving educational services per an Individualized Education Plan (IEP).
* Include student mobility impact as part of calculating graduation rates.

**Gap Closing Component**

* Shift focus and replace with an “Equity Component” focused on measuring subgroup performance as it relates to meeting both achievement and growth targets.
* Report raw test scores by subgroup and include comparisons to similar districts and state averages.
* Eliminate letter grade demotion as it relates to federal assessment participation requirements; identify ESSA-compliant way to incorporate participation into this component.

**K-3 Literacy Component**

* Report the percentage of students who score proficient or higher and the percentage of students who have met the fourth grade promotion criteria.
* Include a report card measurement for only those school buildings serving students grades K-2.

**Prepared for Success Component**

* Eliminate Prepared Success Component.
* Propose that districts/schools report high school graduation seal data as part of the ESSA-compliant dashboard.

Thank you again for the opportunity to testify today. Jessica and I are happy to discuss and answer any questions you have at this time.

1. \* The Alliance for High Quality Education is a consortium of 73 high-performing school districts located throughout the State of Ohio including the Toledo, Cleveland, Akron-Canton, Columbus, Dayton and Cincinnati areas. The Alliance for the last twenty-seven years has represented its members' interests on matters of state education policy and funding, as well as contributing to fostering high quality educational opportunities for students in their districts and those across the state. [↑](#footnote-ref-1)