

STATE REPORT CARD: TALKING POINTS

This week, the Ohio Department of Education will release the 2014-15 Report Card to the public. The results are based on the Partnership for Assessment of Readiness for College and Careers (PARCC) and the American Institute of Research (AIR) assessments, now referred to as the Ohio State Tests (OST). Educators and parents should be aware of the following when reviewing this report card:

OHIO AND THE NATION

- ❖ The OST set new goals for students using higher expectations that match the rigor and scope of the new Ohio Learning Standards. Results for schools and individual students were projected to be lower than what educators and families typically expect.
- ❖ **This year's report card results include four separate tests, reflecting an unprecedented number of changes in state testing over a short period of time.** In the 2013-14 year, students took the OGT (Ohio Graduation Test) and the OAA (Ohio Achievement Assessment). In 2014-15, students took the OGT, OAA, AIR (American Institute of Research) and PARCC (Partnership for Assessment of Readiness for College and Careers). Students moved from two tests to four, and one of the four (*PARCC has already been abandoned by the Ohio Department of Education after the first year of administration.*)
- ❖ **As projected by many, the combination of a harder test and a higher performance standard caused many cities to see across-the-board declines in students' performance on state tests.** Ohio was no exception. Ohio's performance resulted in sweeping changes in the state's indicator targets.
 - For example, eighth-grade math target dropped from 80% to 63%. As a result of the students' performance statewide, the state has set new indicator targets from which schools will be measured.
- ❖ **Lower proficiency scores do not mean that our schools are performing worse or that students are learning less or are not capable.** According to Senator Peggy Lehner (Ohio Senate and Education Chair), "We are in a transition period, which means the test results do not reflect the actual performance of the district and you don't expect the data to be reliable for another year or two."
- ❖ **Students who took PARCC online performed more poorly nationwide than those who took the paper-and-pencil test.** (PARCC acknowledged the discrepancies in scores across different formats if its exams in response to questions from *Education Week*. - Feb. 22, 2016, Benjamin Herold - see attached article). *DPS students took the tests online.*

The report card falls short in providing important context to parents and taxpayers about the uniqueness of Ohio's more than 600 districts; is overwhelming in its complexity; and uses a one-size-fits-all approach to create antagonism between school districts and communities.

Instead of providing the contextual information that allows parents and communities to fully understand their district, The Ohio 8 Coalition is concerned that the state's report card creates antagonism between school districts and communities through rankings and letter grades. Despite this frustration, The Ohio 8 Coalition continues to embrace their diverse and unique student population. –The Ohio 8 Coalition

DAYTON PUBLIC SCHOOLS

The report card for Dayton Public Schools combines the results of 28 individual schools, which masks many district highlights.

- ❖ **The DPS four-year graduation rate has remained stable at 72 percent.**
- ❖ **Stivers School for the Arts met all report card indicators.**
- ❖ **The district overall met the indicator for eleventh-grade writing. Four high schools met the indicator: Belmont, Ponitz CTC and Stivers and Thurgood Marshall.**
- ❖ **Valerie met the third-grade reading indicator with 90 percent of the students scoring proficient or better.**
- ❖ **Charity Adams Earley Girls Academy met the sixth-grade reading indicator.**
- ❖ **Stivers School for the Arts and Ponitz Career Technology Center were the only two high schools in Dayton to receive an A and B, respectively, for their graduation rate.**
- ❖ **The district saw a decline in its Performance Index with the introduction of the new test and online administration of the test.** After maintaining a PI of 75 points for four years, the PI declined 13 points.
- ❖ **District-wide, 85 percent of our third-grade students met the Third-grade Reading Guarantee promotion score, which is an increase over last year.**

Like many schools and districts across Ohio, we will continue to work through these testing transitions. We also will continue to advance those successes and district highlights not captured on the state report card.