

Measures and Accountability

Ensure *all* K-12 students in Ohio receive the education they deserve.

State policymakers have established a system of school accountability and measures to ensure that our schools deliver on this promise, helping to address inequities based on factors such as socioeconomic status and geographic location. Accountability means holding everyone to challenging, consistent standards of performance across every part of the education system, including:

- Districts, schools, superintendents and boards of education via school and district report cards;
- Teachers & principals via educator evaluations; and
- Students via graduation requirements.

Accountability. As demonstrated by school and district report cards, accountability has come under attack in recent years as the state increased expectations, transitioned to new assessments and adjusted measures. Since students do not enter school in the same place academically, finding the right balance between absolute performance and progress is critical in ensuring a fair, accurate picture and, more importantly, in ensuring schools are adequately and successfully preparing all students for success.

Future debate and decisions will encounter and need to resolve tensions that have risen to the surface:

Reporting vs. Accountability. Families, educators and communities want to know many things about their schools. Ohio needs to be clear about which information is simply reported for transparency purposes and which data and information should be used to hold schools and districts accountable.

Many, Complex Measures vs. Simplicity. Increasing the numbers and types of measures used to evaluate a school offers a more comprehensive, fuller picture of a school's performance. However, more measures can lead to confusion as stakeholders may struggle to understand how to read and interpret these measures. In addition, some of the non-academic indicators can be difficult to measure and may lead to unintended consequences.

Academic vs. Non-Academic Measures. Ohio's new strategic plan outlines four equal learning domains, including non-academic skills like social-emotional learning. The current report card primarily evaluates two of the four domains. Measuring the other domains (social-emotional learning and leadership and reasoning) could provide a more holistic picture of student performance. However, these measures do not currently exist and we'll need to work collaboratively to determine what those measures could be.

Philanthropy Ohio believes that our state accountability system should be:

- **Equitable:** Report cards should disaggregate student data by income, race, ethnicity and disability.
- **Clear:** Report cards should allow parents and community members to quickly understand student performance and the overall quality of a school.
- **Consistent:** Report cards should be as consistent as possible from year to year to allow accurate comparisons and prevent the need to learn a new system each year.
- **Honest:** Report cards should be transparent, reflect the real performance of schools and not succumb to pressures to make schools look better than they actually are.
- **Comprehensive:** Report cards should balance the use of achievement, growth, subgroup performance and other indicators of student success to ensure a complete view of performance that doesn't simply reflect a school's socioeconomic status.
- **Aligned:** Report cards should align to the overall vision for education in the state and clearly connect to state rewards and required interventions.



P-20 VISION

Each and every Ohio student is actively engaged in their learning, has access to high-quality education opportunities in early childhood, K-12 and post-secondary education and is prepared to enter the workforce and succeed in life.

Measures and Accountability

Recommendations

Stand Firm

- The General Assembly, Governor and Ohio Department of Education (ODE) should resist the calls to retreat on or weaken efforts to transparently report student performance and hold schools accountable for serving all students.

Improve Measures

- ODE should work with a diverse group of Ohioans who represent different sectors to review and improve the measures on the report cards, including how the state presents the measures.

Minimize Adjustments

- The General Assembly, Governor and ODE should minimize adjustments to the system, beyond what is required to respond to new research and cutting edge practices in making report cards better.

Increase Transparency

- ODE should develop a formal report card measuring the state's performance, providing a consistent look at statewide progress on critical benchmarks/indicators.
- The General Assembly should require schools and districts to proactively notify and share the report cards with parents and families when the report cards are released.



Empowering Change

500 South Front Street, Suite 900
Columbus, Ohio 43215-7628

info@philanthropyohio.org • 614.224.1344

www.philanthropyohio.org

Philanthropy Ohio © 2018

ABOUT PHILANTHROPY OHIO

Philanthropy Ohio is an association of foundations, corporate giving programs, individuals and organizations actively involved in philanthropy in Ohio. Its mission is to lead and equip Ohio philanthropy to be effective, powerful change agents in our communities. It provides the network, tools and knowledge to help people engaged in philanthropy become more effective, powerful change agents in their communities. Together, its more than 220 members hold over \$50 billion in assets and provide over \$4 billion in grants to nonprofit organizations that work to improve the lives of community residents.