

Join the Heights Coalition for Public Education – Reject the Ohio Report Card

It is rigged, punitive, expensive, and destroying public education

We reject the Ohio Report Card. It is neither an accurate description of the quality of education in public schools, nor is it a resource for making them better for children.

We call for the Ohio legislature to end the destructive practice of using report card performance to make high-stakes decisions about students, teachers, schools, communities and public funds. It does not improve schools or strengthen public education.

This punitive policy fails to fulfill the state's obligation to provide its citizens a high quality system of public education, damaging students, teachers, instruction and public confidence in this essential institution.

The state report card, the vehicle for ranking and rating schools, has serious flaws:

- The report card reduces to a single letter an extremely complex process of human development.
- The report card does not reflect student effort and progress, nor the investment and commitment of the children, parents, educators and community that are being judged. It is an insult.
- It unfairly advantages communities and school districts that serve a homogeneous and economically advantaged population. And it unfairly judges any student who starts school underprepared, as an English Language learner, or with any learning barriers.
- The report card makes test performance the goal of education. This undermines engaged and authentic learning, and devalues the breadth of development that is core to educating youth for successful lives.
- The report card uses standardized tests to make critical decisions even though they are imprecise measures, highly biased, and provide unreliable evidence.

Our Position

Heights Coalition for Public Education is dedicated to a system of public schools that provides all children an education that gives them an equal opportunity to succeed in life. It is time to:

Abandon high-stakes testing.

Return responsibility to teachers – not vendors – for assessing student learning so the information informs instruction – the legitimate use of assessments, supports a broad curriculum, and encourages creative and higher level thinking.

Hold the legislature accountable for providing adequate and equitably distributed funds for all children. Stop transferring public funds to private schools and charter schools.

Value, trust, and invest in the development of teachers as respected professionals.

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