

Ohio Association of Independent Schools
P.O. Box 400, Hebron, OH 43025
Phone: (740) 928-0595 Fax: (740) 527-2082
Dan Dodd, Executive Director
dandodd@oais.org • www.oais.org

Senate Finance Committee
Testimony - Ohio Association of Independent Schools
Dan Dodd, Executive Director

Chairman Oelslager, Vice Chair Manning, Ranking Member Skindell and members of the Senate Finance Committee, thank you for the opportunity to testify regarding House Bill 49. OAIS is thankful for two of the changes contained within the substitute bill; those being the authorization of direct payment of auxiliary services funding to secular private schools and the requirement to allow international students at boarding schools to participate in high school athletics. OAIS member schools have another recommendation to incorporate into the budget, which is the elimination of the high school course mandates for ISACS-accredited schools.

For decades, OAIS has advocated against the use of testing to determine high school graduation and against mandated courses that are required for graduation. For college prep schools like ISACS-accredited schools, our accrediting body, our administrators, our parents and the expectations of college admissions departments should determine what courses are required at our schools, not government. The Ohio General Assembly is not equipped to mandate what courses of study are best for our schools. Those decisions should be left to those in the best position to make them.

OAIS is incredibly proud of the work that Hawken School and its staff have done with the Mastery Transcript Consortium. This group of over 100 independent schools, five of which are in Ohio, is reimagining the concept of assessing student learning and the high school transcript. The E.E. Ford Foundation recently made its largest ever award of \$2 million to the group to aid its development. The consortium's director, Dean Patricia Russell from Phillips Academy, said that private schools, with their ability to operate free from politicians who might interfere, are best suited to get this process off the ground. This freedom is true for independent schools in most states, but not Ohio.

We would like the General Assembly to take the next step in giving us the freedom that private schools have in other states. We are grateful for the testing exemption that you approved in 2013 and 2015, but it is time to take that next step. Just like not all private schools can join the Mastery Transcript Consortium, not all private schools should have the freedom that ISACS-accredited schools are requesting. However, the hurt feelings of some school associations or questionable academic outcomes of some schools should not stand in the way of progress for those who continue to achieve at the highest levels. Vouchers, churches, or dioceses do not prop up our schools; if they fail to educate students, they close. Over 99% of our graduates attend college, and of those attending public universities in Ohio, over 96% of them attend four-year universities. They graduate and attend college prepared for the work. No other group of schools comes close to matching those statistics.

Thank you for your continued support of independent education and for your service to our state. I would be happy to answer any questions you may have.

- Agnon School
- Andrews Osborne Academy
- Birchwood School
- Canton Country Day
- Cincinnati Country Day
- Cincinnati Hills Christian Academy
- Columbus Academy
- Columbus Jewish Day School
- Columbus School for Girls
- Columbus Torah Academy
- Gilmour Academy
- Grand River Academy
- Hathaway Brown School
- Hawken School
- Hershey Montessori School
- Hudson Montessori School
- Lake Ridge Academy
- Laurel School
- Lawrence School
- Linden Grove School
- Lippman Day School
- Mansion Day School
- Marburn Academy
- Maumee Valley Country Day
- McGuffey Foundation School
- Miami Valley School
- The New School
- Old Trail School
- Olney Friends School
- Ratner School
- Ridgewood School
- Ruffing Montessori School - Cleveland Heights
- Ruffing Montessori School - Rocky River
- Schilling School for Gifted Children
- Seven Hills School
- Spring Garden Waldorf School
- Springer School and Center
- Summit Country Day
- University School
- Village Academy Schools
- Wellington School
- Welsh Hills School
- Western Reserve Academy



(<https://www.insidehighered.com>)

Top private high schools start campaign to kill traditional transcripts and change college admissions

Submitted by Scott Jaschik on May 10, 2017 - 3:00am

What if traditional high school transcripts -- lists of courses taken, grades earned and so forth -- didn't exist?

That's the ambition of a new education reform movement, which wants to rebuild how high schools record the abilities of students -- and in turn to change the way colleges evaluate applicants. Sounds like quite a task. But the idea is from a group with considerable clout and money: more than 100 private schools around the country, including such elite institutions as the Dalton School and the Spence School in New York City, plus such big guns as the Cranbrook Schools in Michigan, the Phillips Academy in Massachusetts and Miss Porter's School in Connecticut.

The organizers of the effort believe all kinds of high schools and colleges are ready for change, but they argue that it will take the establishment to lead this particular revolution. Organizers believe that if more than 100 such elite private schools embrace a new transcript, they will attract supporters in higher ed who will embrace the approach for fear of losing top applicants (both in terms of their academics and ability to pay). And then the plan could spread -- over perhaps a decade -- to public high schools as well. Along the way, the group hopes to use the ideas of competency-based education -- in which demonstration of mastery matters and seat time does not -- to change the way high schoolers are taught.

The group is called the [Mastery Transcript Consortium](#) [1], and the product it hopes to create is the mastery transcript. It would not include courses or grades, but levels of proficiency in various areas. Instead of saying a student earned a certain grade in Spanish 2, the mastery transcript might say the student can understand and express ideas in some number of languages. And there could be different levels of mastery. Instead of a grade in algebra or geometry, the mastery transcript would indicate whether a student can understand and use various kinds of concepts. The document above is a model for what a list of credits might look like, but officials stressed this could change considerably.

Further, the model envisions that each credit earned would be backed up by examples of student work, so an admissions officer could see lab reports, essays and so forth.

In some ways, the project sounds like the ["digital locker" the Coalition for Access, Affordability and Success](#) [2] is promoting as an option for college applicants -- one that could start well before someone is ready to apply to college. And the mastery project organizers have been in touch with coalition leaders.

But the difference with mastery is that there is no additional digital requirement to build something -- this would be the natural result of going through high school.

The Edward E. Ford Foundation on Tuesday announced a \$2 million grant to support the effort, and the initial schools involved have pledged to raise money to match that grant.

Patricia Russell has taken a yearlong leave from her position as a dean at Phillips Academy to help get the effort moving toward pilots with a small group of high schools and colleges. Among the requirements to participate: no grades and no standardization. She said each high school would be required to come up with its own system for evaluating student knowledge and skills. "It has to vary from school to school," she said, and the idea is to move away from identifying students by some number representing their achievement.

Mastery in this context is closely related to the competency idea much discussed these days in higher education. A student could earn mastery after completing a program of study with a teacher or simply by showing mastery gained independently. "What the mastery transcript does is completely disentangle seat time and course credits," she said.

Public high schools should be part of the process, Russell said, and they are already being consulted. But she said private schools, with their ability to operate free from politicians who might interfere, are best suited to get this process off the ground. She also said the great respect of top colleges for the graduates of these schools means the process will be taken seriously.

"The distinct reason why this project is being founded by a group of independent schools is that we are more nimble and have had disproportionate access to highly selective higher education."

But she said "absolutely this can scale" and the long-term goal is to have this approach do away with traditional high school grades and transcripts.

The original idea for the project came from Scott Looney, head of school of the Hawken School, a private institution in Cleveland. In an interview, he said that he wanted to experiment with a transcript of the sort the consortium is designing. When he spoke to contacts in the college admissions world, they said that if his school acted alone, they would hate the idea, as they would need to figure out how to read the new transcript and how to compare applicants using it with those at schools with more traditional transcripts. So he asked them how they would feel if he got 25 other schools to join in the effort, and they liked the idea. (The model above comes from the initial efforts at Hawken.)

Looney said he realized then that he couldn't act alone.

He also said he wants all students -- including those at public schools -- to have the options being created. One possibility, he said, is that if public schools lag a bit in producing these new mastery transcripts, teachers at his school (and others) could review portfolios of their work and certify their masteries. "Why do you have to attend Hawken to have Hawken certify you?" he asked.

Once the new mastery transcript takes hold, he said, colleges will value it over traditional materials they currently receive.

Looney said that, initially, he expected the use of the mastery transcript might encourage colleges to pay more attention to standardized-test scores. Admissions officers "may default to measures that they know," he said.

But once they get comfortable with the new transcript, Looney predicted, they will find it superior to any information they currently get from test scores. In some cases, state legislation would be needed to allow public universities to alter admissions standards, but he said he thought that could happen in time.

Eventually, he said, many of the elements that make up rankings methodologies could be challenged as well. The transcript is designed to avoid not only grades but class rank (part of the *U.S. News & World Report* methodology). If more colleges drop standardized-test requirements, something happening already, that could undercut another part of the rankings methodology.

Much work remains to be done, he said, describing the process as taking up to 10 years, and longer in states where laws would need to change to permit high schools to report student achievement in new ways. In some cases, schools might use both approaches. But Looney said that when top colleges embrace this idea, which he predicted they would in time, the current system would be replaced. Already, he said, the organization has been having discussions with college admissions leaders and presidents anxious for change.

He pledged one thing amid the pilots and work ahead: "We will design this intentionally to make it impossible to distill a student into a single number."

Reactions and Questions

Several admissions experts, reached late Tuesday, said they were just learning about the concept and needed to study it.

Michael Reilly, executive director of the American Association of Collegiate Registrars and Admissions Officers, said via email that he saw both potential and challenges in the idea, about which he said he needs to learn more.

"My initial read is that this would be a good set of information to augment a traditional transcript but, by itself, could harm students seeking to attend institutions that are mandated to evaluate admissions, at least in part, on completion of a core set of courses and the performance (grades) in those courses," he said. "It is not unlike the challenge of higher education institutions looking to develop outcome or competency transcripts. Until these are common currency, students would be negatively impacted when they seek to transfer to more traditional institutions if that is the only document they present. Promising, but I'd like to hear how it would be transitioned into the existing processes."

[Admissions](#) [3]

Source URL: <https://www.insidehighered.com/news/2017/05/10/top-private-high-schools-start-campaign-kill-traditional-transcripts-and-change?width=775&height=500&iframe=true>

Links:

[1] <http://www.mastery.org/>

[2] <https://www.insidehighered.com/news/2015/09/29/80-colleges-and-universities-announce-plan-new-application-and-new-approach>

[3] <https://www.insidehighered.com/news/focus/admissions>

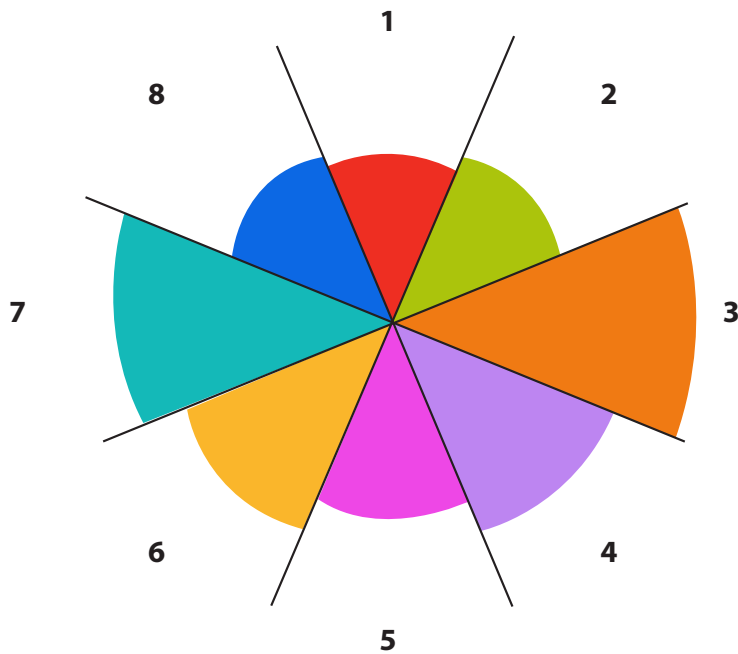
Smith, Joseph '17

Parents: Scott and Gina Smith
Student Residence Address & Phone:
1234 Cleveland Avenue
Cleveland, OH 44108
(555) 555-5555

Date of Birth: 10/11/1998
Entered:
Today's Date: 1/16/2017
Status: Current Student
Sex: Male



Hawken School
CEEB Code: 361262
12456 County Line Road, P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-2916, fax (440) 423-2994



Featured Credits:

- 7b** Foster integrity, honesty, fairness and respect
- 3b** Lead through influence
- 3c** Build trust, resolve conflicts, and provide support for others
- 3g** Coordinate tasks, manage groups, delegate responsibilities
- 3h** Implement decisions and meet goals
- 8e** Persistence

Earned Credits:

- 1 Analytical and Creative Thinking**
 - b. Detect bias, and distinguish between reliable and unsound information
 - e. Analyze and create ideas and knowledge
- 2 Complex Communication—Oral and Written**
 - a. Understand and express ideas in two or more languages
 - c. Listen attentively
 - d. Speak effectively
- 3 Leadership and Teamwork:**
 - a. Initiate new ideas
 - b. Lead through influence
 - c. Build trust, resolve conflicts, and provide support for others
 - d. Facilitate group discussions, forge consensus, and negotiate outcomes
 - f. Enlist help
 - g. Coordinate tasks, manage groups, and delegate responsibilities
 - h. Implement decisions and meet goals
 - i. Share the credit
- 4 Digital and Quantitative Literacy:**
 - a. Understand, use, and apply digital technologies
 - c. Use multimedia resources to communicate ideas effectively in a variety of forms
 - d. Master and use higher-level mathematics
 - e. Understand traditional and emerging topics in math, science, and technology, environmental sciences, robotics, fractals, cellular automata, nanotechnology, and biotechnology
- 5 Global Perspective**
 - b. Understand non-western history, politics, religion and culture
 - e. Develop social and intellectual skills to navigate effectively across cultures
 - h. Leverage social and cultural differences to create new ideas and achieve success
- 6 Adaptability, Initiative, and Risk-Taking**
 - a. Develop flexibility, agility, and adaptability
- 7 Integrity and Ethical Decision-Making**
 - a. Sustain an empathetic and compassionate outlook
 - b. Foster integrity, honesty, fairness and respect
 - c. Exhibit moral courage in confronting unjust situations
 - d. Act responsibly, with the interests and well-being of the larger community in mind
 - e. Develop a fundamental understanding of emerging ethical issues and dilemmas regarding new media and technologies
- 8 Habits of Mind**
 - b. Creativity
 - e. Persistence



Hawken School

CEEB Code: 361262

12456 County Line Road, P.O. Box 8002

Gates Mills, Ohio 44040-8002

(440) 423-2916, fax (440) 423-2994

Available Credits:

1 Analytical and Creative Thinking

- Identify, manage and address complex problems
- Detect bias, and distinguish between reliable and unsound information
- Control information overload
- Formulate meaningful questions
- Analyze and create ideas and knowledge
- Use trial and error; devise and test solutions to problems
- Imagine alternatives
- Develop cross-disciplinary knowledge and perspectives
- Engage in sustained reasoning
- Synthesize and adapt
- Solve new problems that don't have rule-based solutions
- Use knowledge and creativity to solve complex "real-world" problems

2 Complex Communication— Oral and Written

- Understand and express ideas in two or more languages
- Communicate clearly to diverse audiences
- Listen attentively
- Speak effectively
- Write clearly and concisely—for a variety of audiences
- Explain information and compellingly persuade others of its implications

3 Leadership and Teamwork:

- Initiate new ideas
- Lead through influence
- Build trust, resolve conflicts, and provide support for others
- Facilitate group discussions, forge consensus, and negotiate outcomes
- Teach, coach and counsel others
- Enlist help
- Collaborate tasks, manage groups, and delegate responsibilities
- Implement decisions and meet goals
- Share the credit

4 Digital and Quantitative Literacy:

- Understand, use, and apply digital technologies
- Create digital knowledge and media
- Use multimedia resources to communicate ideas effectively in a variety of forms
- Master and use higher-level mathematics
- Understand traditional and emerging topics in math, science, and technology, environmental sciences, robotics, fractals, cellular automata, nanotechnology, and biotechnology

5 Global Perspective

- Develop open-mindedness, particularly regarding the values, traditions of others
- Understand non-western history, politics, religion and culture
- Develop facility with one or more international languages
- Use technology to connect with people and events globally
- Develop social and intellectual skills to navigate effectively across cultures
- Use 21st century skills to understand and address global issues
- Learn from, and work collaboratively with, individuals from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue
- Leverage social and cultural differences to create new ideas and achieve success

6 Adaptability, Initiative, and Risk-Taking

- Develop flexibility, agility, and adaptability
- Bring a sense of courage to unfamiliar situations
- Explore and experiment
- Work effectively in a climate of ambiguity and changing priorities
- View failure as an opportunity to learn, and acknowledge that innovation involves small successes and frequent mistakes
- Cultivate an independence of spirit to explore new roles, ideas, and strategies
- Develop entrepreneurial literacy

7 Integrity and Ethical Decision-Making

- Sustain an empathetic and compassionate outlook
- Foster integrity, honesty, fairness and respect
- Exhibit moral courage in confronting unjust situations
- Act responsibly, with the interests and well-being of the larger community in mind
- Develop a fundamental understanding of emerging ethical issues and dilemmas regarding new media and technologies
- Make reasoned and ethical decisions in response to complex problems

8 Habits of Mind

- Conscientiousness
- Creativity
- Love of Learning/Curiosity
- Resilience
- Persistence
- Self-Efficacy
- Stress Management
- Time Management

Mastery Transcript Consortium Schools

FOUNDING SCHOOLS

The Blake School / Minneapolis, MN
The Buckley School / Sherman Oaks, CA
Catlin Gabel School / Portland, OR
The Dalton School / New York, NY
*** Hawken School / Gates Mills, OH
The Island School / Eleuthera, Bahamas
Latin School of Chicago / Chicago, IL
Marin Academy / San Rafael, CA
Mounds Park Academy / Saint Paul, MN
The Nueva School / San Mateo, CA
Punahou School / Honolulu, HI
Sage Hill School / Newport Coast, CA
San Francisco University High School / San Francisco, CA
The Spence School / New York, NY
Tilton School / Tilton, NH
Wildwood School / Los Angeles, CA

MEMBER SCHOOLS

Allen Academy / Bryan, TX
The Athenian School / Danville, CA
The Bay School of San Francisco / San Francisco CA
The Berkeley Carroll School / Brooklyn, NY
The Branson School / Ross, CA
Brooks School / North Andover, MA
The Bush School / Seattle, WA
Cannon School / Concord, NC
Cary Academy / Cary, NC
Chadwick School / Palos Verdes Peninsula, CA
Chadwick International / Incheon, South Korea
The Chapin School / New York, NY
Charles Wright Academy / Tacoma, WA
Christchurch School / Christchurch, VA
The College Preparatory School / Oakland, CA
Colorado Academy / Denver, CO
Cranbrook Schools / Bloomfield Hills, MI
Crystal Springs Uplands School / Hillsborough, CA
Drew School / San Francisco, CA
The Galloway School / Atlanta, GA
Gann Academy / Waltham, MA
The Geneva School / Winter Park, FL
Gilman School / Baltimore, MD
Global Online Academy / Seattle, WA
Graded – The American School of Sao Paulo / Sao Paulo, Brazil
Greens Farms Academy / Westport, CT
Head-Royce School / Oakland, CA
The Hewitt School / New York, NY

Holderness School / Plymouth, NH
Holton-Arms School / Bethesda, MD
The Independent School of Winchester / Winchester, VA
Journeys School of Teton Science Schools / Jackson, WY
Kamehameha School Maui / Pukalani, HI
King's Academy / Madaba-Manja, Jordan
Laguna Blanca School / Santa Barbara, CA
Lakeside School / Seattle, WA
*** Laurel School / Shaker Heights, OH
*** Lawrence School / Sagamore Hills, OH
The Lovett School / Atlanta, GA
Malvern Preparatory School / Malvern, PA
The Masters School / Dobbs Ferry, NY
*** The Miami Valley School / Dayton, OH
Mid-Pacific Institute / Honolulu, HI
Midland School / Los Olivos, CA
Milton Academy / Milton, MA
Miss Porter's School / Farmington, CT
Mount Vernon Presbyterian School / Atlanta, GA
Noble and Greenough School / Dedham, MA
North Shore Country Day School / Winnetka, IL
The Northwest School / Seattle, WA
The Ocean School / Los Angeles, CA
One Schoolhouse / Bethesda, MD
Oregon Episcopal School / Portland, OR
Parish Episcopal School / Dallas, TX
Phillips Academy / Andover, MA
Pius XI High School / Milwaukee, WI
Polytechnic School / Pasadena, CA
Pomfret School / Pomfret Center, CT
Putney School / Putney, VT
Riverdale Country School / Bronx, NY
Rowland Hall / Salt Lake City, UT
Rutgers Preparatory School / Somerset, NJ
San Domenico School / San Anselmo, CA
Singapore American School / Singapore
St. Francis Episcopal School / Houston, TX
St. George's Independent School / Memphis, TN
St. John's School / Houston, TX
St. Luke's School / New Canaan, CT
The Stone Independent School / Lancaster, PA
Tahoe Expedition Academy / Kings Beach, CA
The Thacher School / Ojai, CA
University Preparatory Academy / Seattle, WA
University School of Nashville / Nashville, TN
Urban School of San Francisco / San Francisco, CA
Watershed School / Boulder, CO
Westridge School / Pasadena, CA
Westtown School / West Chester, PA
Windward School / Los Angeles, CA
Winsor School / Boston, MA
Woodlawn School / Mooresville, NC
World Leadership School / Boulder, CO
Wooster School / Danbury, CT

*** denotes OAIS member school