



**ESSA Task Force Meeting #16  
January 8, 2019 at 6 p.m.  
441 4<sup>th</sup> Street NW, Room 1117  
Washington, DC 20001**

**Minutes**

Task Force Members - Present

**Karen Williams** (President, Ward 7 Representative, and ESSA Task Force Chair, DC State Board of Education)

**Alex Rose-Henig** (Director of Academic Programs, BASIS DC PCS)

**Anne Herr** (Parent and Director of School Quality, FOCUS DC)

**Beverly Lucas** (Director of Continuing Education, University of the District of Columbia)

**Donna Johnson** (Director of Accountability, OSSE)

**Elizabeth Primas** (ESSA Program Manager, National Newspaper Publishers Association)

**Hannah Dunn** (Student, Woodrow Wilson High School, DCPS)

**Jack Jacobson** (Vice President and Ward 2 Representative, DC State Board of Education)

**Joe Weedon** (DCPS Parent)

**Josh Boots** (Executive Director, EmpowerK12)

**Jhonna Turner** (Parent Engagement Program Coordinator, Washington Lawyers' Committee)

**Juliana Herman** (Deputy Chief of Policy, DCPS)

**Kerry Savage** (Policy Analyst, PAVE) (delegate of **Maya Martin Cadogan**, Executive Director, PAVE)

**Laura Fuchs** (WTU Board Member and Teacher, HD Woodson High School, DCPS)

**Richard Pohlman** (Executive Director, Thurgood Marshall Academy PCS)

**Samantha Brown** (Special Education and Reading Teacher, Calvin Coolidge High School, DCPS)

**Sheila Strain-Clark** (Parent and Chief of Programs, Sasha Bruce Youthwork)

**Suzanne Wells** (Founder, Capitol Hill Public Schools Parent Organization)

**Yolanda Corbett** (Co-Chair, Parent Advocate Leaders Group)

Task Force Members - On the Phone

**Allyson Criner Brown** (Member, Ward 7 Education Council; Associate Director, Teaching for Change)

Task Force Members - Absent

**Daniel Rodriguez** (Student, Benjamin Banneker Academic High School, DCPS)

**Deborah Dantzer Williams** (Head of School, Inspired Teaching Demonstration School)

**Erin Kupferberg** (Senior Manager of School Quality and Accountability, DC PCSB)

**Faith Gibson Hubbard** (Chief Student Advocate and Interim Ombudsman, Office of the Student Advocate)

**Jacque Patterson** (Chief Community Engagement and Growth Officer, KIPP DC)

**Ramona Edelin** (Executive Director, DC Association of Chartered Public Schools)

**Shana Young** (Chief of Staff, OSSE)

**Stacy Smith** (General Manager, Hyatt Place Washington, DC)

**Tumeka Coleman** (Teacher, Walker-Jones Education Campus, DCPS)



Presenters**Justin Tooley** (Special Assistant for Legislation and Policy, OSSE)SBOE Staff**John-Paul Hayworth**, Executive Director**Rhoma Battle**, Budget & Operations Specialist**Alex Jue**, Policy Analyst**Lanita Logan**, Staff Assistant**Paul Negron**, Public Affairs Specialist**Matt Repka**, Policy Analyst**Executive Summary**

At the sixteenth meeting of the ESSA Task Force, members dedicated meeting time to a discussion of the recently released school report cards with the Office of the State Superintendent of Education (OSSE), before breaking into three committees to discuss a proposed plan to develop a final set of recommendations that the Task Force would deliver to the DC State Board of Education.

**Agenda Items**Welcome

Ms. Williams welcomed ESSA Task Force (TF) members to the sixteenth meeting of the group and the first meeting of 2019. She turned the meeting over to Ms. Johnson and Mr. Tooley from OSSE, to present a brief update on the agency's ongoing progress on accountability metrics for schools under the Every Student Succeeds Act.

OSSE Update

Ms. Johnson provided an update on OSSE's data collection, community outreach, and other next steps concerning the ongoing development of the DC school report card. She shared some usage statistics from [dcschoolreportcard.org](http://dcschoolreportcard.org): over 26,000 unique users have accessed the site since its December launch. Ms. Johnson said that in the past weeks, OSSE has seen an uptick in the number of mobile users accessing the site, and that users in general tend to stay on the website for significantly longer than the average website: over 4 minutes per session on average. She said that the site experiences the heaviest traffic on Monday mornings and on Saturdays.

Ms. Johnson described how OSSE is collecting feedback: the agency has a team that monitors and responds to questions and comments sent to a dedicated email address, as well as from social media. She said OSSE also aggregates feedback from school and LEA leaders, community organizations, and public meetings held in the community.

A TF member asked whether there were trends with respect to some schools or LEAs being viewed more frequently than others on the site, and Ms. Johnson said that it was of interest to the agency but that it would take more time to generate sufficient data.



Ms. Johnson asked TF members to revisit the assignment Ms. Williams had issued to them at the previous meeting: to go out into their respective communities and collect feedback and reactions to the school report card. She asked them what they had learned so far. One TF member said that some teachers wanted to know what the next steps were for schools that received a low rating and were Comprehensive Support or Targeted Support grant-eligible. Ms. Johnson said that schools would be responsible for developing their individual applications, and that resources and a timeline were available online now. Another TF member added that some DCPS schools had instituted surveys to begin that process, but that it was still unclear what the involvement of local school advisory teams would be. The TF member said that guidance from the schools themselves has been unclear so far.

Another TF member asked about the DCPS surveys, and Ms. Johnson said that was likely LEA-specific (or even school-specific) and not a statewide initiative. She said that another issue that had come up at her school was the question of growth metrics and how they were applied at the middle school level; the TF member asked how the metrics will be calculated for the 2019-20 school year. Ms. Johnson said that there were two components that measured growth: median growth percentile and growth-to-proficiency. She explained how those metrics were calculated and how they would be applied in the middle school context.

A TF member said that she had heard questions about what would happen to the one-star schools that accepted grant funding should those schools fail to substantially improve. Ms. Johnson said that schools were not obligated to apply for or accept the grant funding; another TF member said that there were no consequences or stipulations attached to the grant funding beyond the requirements of the grant application itself. The first TF member asked how equity was being considered in allocating the grant funds (e.g. accounting for school size). Ms. Johnson said that the same funding (\$1 million per school over three years) was made available regardless of school characteristics. The TF member asked how teachers should get feedback to OSSE; Ms. Johnson recommended they contact their LEA lead point of contact first, but that they should also consider reaching out directly to OSSE.

A TF member asked if there was a way to compare school reports to District averages; Ms. Johnson said that she was not aware that was possible, but that many metrics had District averages embedded in the data visualization on every school profile page.

Another TF member said that a parent was disappointed that there was no interactive comment section included on the report card; Ms. Johnson said that the purpose of the report card was to provide school data only, but she advised the member to tell parents to contact their school directly with any concerns or questions about the school. The TF member said that she thought testimonials might be valuable as a feature of future report cards.

Ms. Johnson highlighted some of the supplemental resources and materials available through [dcschoolreportcard.org](http://dcschoolreportcard.org) and the OSSE website, including FAQs, a user guide, and video tutorials. She provided a recap of OSSE's data collection, validation, and confirmation efforts, including additional measures undertaken this year that require LEA certification of data to promote accuracy.



Ms. Johnson concluded the update by talking about next steps for the fourth and final phase of report card engagement, in which OSSE will collect feedback and integrate it into future iterations of the school report card. A TF member asked whether OSSE would analyze the impacts of the STAR rating in terms of enrollment and application trends; Ms. Johnson said that OSSE was interested in continuing to look at both of these areas for any patterns or trends, though it would be difficult to definitively conclude much based on one year of data.

Ms. Johnson thanked the TF members for their time. Ms. Williams split the task force into its three committees to discuss the proposed final memorandum project, which would incorporate recommendations from each committee about how to achieve greater equity under ESSA. The proposed report would be delivered to the DC State Board of Education no later than July 2019.

### Committee Work

The **Academic Equity Committee** continued a discussion from the December meeting about how to support schools that meet OSSE's Comprehensive Support 1 designation (i.e. that are among the bottom five percent on the STAR Framework) and other one-star-designated schools. TF members in the committee agreed that it was important to work to support these schools by providing more data around school improvement and to allocate resources effectively. A TF member asked about conducting further research on the impacts of poverty and educational outcomes. Committee members discussed teacher quality and teacher retention issues, bringing in outside organizations to collaborate within a school, and how best to replicate frameworks and methods that are proven to be effective.

The **School Resources and Funding Equity** discussed inviting external guests to attend the February TF meeting, including local education researchers and experts. The committee is potentially interested in developing a set of recommendations around how school budget data will be compiled and displayed in the second iteration of school report cards in late 2019.

The **Leading for Equity Committee** discussed the feasibility of recommending optional resources and supports to schools rather than proposing statewide requirements. TF members agreed that supporting one- and two-star-designated schools was very important considering the predicted negative impacts of the ratings on school enrollment. The committee explored the idea of consolidating "elements of effective leadership" across schools and districts, both in central offices and in schools, and highlighting District organizations that are working to promote effective leadership in the ESSA era.

### **Next Steps and Adjourn**

The TF will next meet on Tuesday, February 12, 2019 from 6 to 8 p.m. at 441 4<sup>th</sup> Street NW in Room 1114.

