



ESSA Task Force Meeting #13
October 9, 2018 at 6:00 PM
441 4th 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)
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)
Erin Kupferberg (Senior Manager of School Quality and Accountability, DC PCSB)
Jhonna Turner (Parent Engagement Program Coordinator, Washington Lawyers' Committee)
Josh Boots (Executive Director, EmpowerK12)
Juliana Herman (Deputy Chief of Policy, DCPS)
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 (Ward 7 Education Council Member; Associate Director, Teaching for Change)
Kerry Savage (Policy Analyst, Parents Amplifying Voices in Education) (delegate of **Maya Martin**)

Task Force Members - Absent

Anne Herr (Parent and Director of School Quality, FOCUS DC)
Daniel Rodriguez (Student, Benjamin Banneker Academic High School, DCPS)
Deborah Dantzler Williams (Head of School, Inspired Teaching Demonstration School)
Faith Gibson Hubbard (Chief Student Advocate, Office of the Student Advocate)
Hannah Dunn (Student, Woodrow Wilson High School, DCPS)
Jack Jacobson (Vice President and Ward 2 Representative, DC State Board of Education)
Jacque Patterson (Community Engagement Officer, KIPP DC)
Joe Weedon (Ward 6 Representative, DC State Board of Education)
Ramona Edelin (Executive Director, DC Association of Chartered Public Schools)
Shana Young (Chief of Staff, OSSE)
Stacy Smith (General Manager, Hyatt Place)



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

Presenters

Cindy Minn (Analyst, Education Forward DC)

Christine Rhyner (Partner, Client Team, TNTP)

Denisha James (Director of Teacher Education, Trinity Washington University)

Jacquelyn Davis (Partner, Human Capital, Education Forward DC)

Justin Tooley (Special Assistant for Legislation and Policy, OSSE)

Margie Yeager (Partner, Advocacy, Education Forward DC)

Marni Bromberg (Project Director, TNTP)

Sarah Barrett (Manager, Education Forward DC)

SBOE Staff

John-Paul Hayworth (Executive Director)

Alex Jue (Policy Analyst)

Paul Negron (Public Affairs Specialist)

Matt Repka (Policy Analyst)

Brian Robinson (Policy Fellow)

Executive Summary

Ms. Williams welcomed ESSA Task Force (TF) members to the thirteenth ESSA Task Force meeting. Representatives from the Office of the State Superintendent of Education (OSSE) presented to the TF members on the status of the accountability system as part of the District's compliance with the federal Every Student Succeeds Act (ESSA) law. Presenters from the education advocacy nonprofit organizations TNTP and Education Forward DC, who are collaborating with OSSE on teacher data collection and analysis efforts, provided an update on their work and solicited feedback from TF members on their priorities for teacher data collection.

Agenda Items

Welcome

Ms. Williams welcomed TF members and said that the majority of the meeting time would be given over to the Office of the State Superintendent of Education (OSSE) and TNTP presenters to provide updates, with a brief update on TF committees to follow at the end.

Update from OSSE

Ms. Johnson and Mr. Tooley presented an update on OSSE's ESSA implementation efforts to date, including the implementation of a new accountability system. As part of the District of Columbia's ESSA plan, OSSE pledged to update the State Board of Education multiple times per year on the status of ESSA implementation, including school report cards, the collection and use of teacher data, access to opportunities and growth metrics, and the agency's plans for future data collection.

Ms. Johnson gave a recap of OSSE's public engagement efforts to communicate the launch of the school report card. She also demonstrated some of the online capabilities of the near-final report



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card, including detailed school data breakdowns and comparison tools that allow users to more quickly view school characteristics side-by-side and compared to averages. She provided an overview of the current design of the School Transparency and Reporting (STAR) Framework website content, which provides an overview on the STAR rating and more technical information on how it is calculated. She provided an overview on the agency’s data collection and reporting requirements under ESSA. A TF member asked if OSSE’s Classroom Assessment Scoring System (CLASS) for pre-kindergarten would be used and reported at the subgroup level. Ms. Johnson stated that it would, contingent on class size and privacy and identifiability thresholds, but because it was a whole-class metric, each subgroup in a classroom would receive the score of the whole class. Ms. Johnson said that OSSE is seeking to create “meaningful differentiation” in their metrics as required by ESSA.

Ms. Johnson introduced the Access to Opportunities metric, which attempts to gauge the well-roundedness of educational opportunities, and the quality of those opportunities, at a given school. She said that this was an idea that first came about in discussions with the State Board. This includes subjects like arts and music, world language, and advanced coursework offerings. She said she will present a more final version of this metric in a later meeting of the ESSA Task Force. A TF member asked if other input-based metrics would be available in the STAR Framework; Ms. Johnson said that there were some input-based metrics in the school report card as a whole but that this would be the first in the STAR Framework. Ms. Johnson said OSSE is looking at and working with other states that have attempted to implement similar metrics for guidance.

Mr. Tooley presented to the ESSA TF members on the status of school climate surveys. OSSE is currently piloting an optional school climate survey program at a state level with several local education agencies (LEAs). The agency is required to submit a plan to the Council that describes how they will expand school climate surveys to all District public schools for grades 6–12 beginning in school year 2020–21. Mr. Tooley provided an overview of several climate surveys currently in use in some of the District’s schools, and invited TF members to look at the surveys online if they were interested in further exploring the material.

Ms. Johnson said that OSSE is interested in developing high school growth metrics for future inclusion in the school reporting and accountability system. She said OSSE plans to bring a proposal to SBOE by the end of the current school year to incorporate high school growth, but that those discussions currently remain in the preliminary stage. A TF member asked whether the proposal would recommend the incorporation of the new metric beginning with the 2019–20 school report cards, and Ms. Johnson said that decision had not yet been made. Another TF member asked whether the changes to the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium would affect the data available, and Ms. Johnson said that was something they would consider.

A TF member asked where the school report card materials could be found. Ms. Johnson said they would be available at www.dcschoolreportcard.org.

Ms. Johnson introduced representatives for TNTP, who are currently working with OSSE on teacher data collection.



Update from TNTP

Ms. Rhyner delivered a brief update on the status of teacher data collection in the District. TNTP and Education Forward DC are working to build a central hub of teacher data that spans the District's many LEAs. She said the TNTP/Education Forward DC team was interested to hear from the ESSA Task Force about their priorities and challenges concerning teacher data and the main issues they should examine. Over the next few months, the team will explore how to share teacher data in ways that inform state- and local-level initiatives.

Ms. Rhyner walked ESSA TF members through some of the key constraints to collecting and sharing data, and their guiding principles for the teacher data project. She led the TF in a breakout activity where members discussed in small groups the talent challenges they thought were most important to address, what data and analyses would help their understanding of those challenges, and what kinds of decisions would be made accordingly.

TF members, working in four groups, identified four priority issue areas they wanted to further understand:

Teacher retention: Which teachers are leaving, and why? Where do they go? What makes a teacher decide to leave, or decide to stay, and is the trend improving or worsening? TF members felt a better understanding of teacher retention could inform affordable housing and compensation policies and the uniform per-student funding formula, help the District reduce turnover, and help the city better plan for teacher vacancies.

Teacher preparation and vacancies: What teacher preparation programs and colleges are sending the most teachers to the District, and is there a relationship between these programs and teacher performance? Which District schools have the most vacancies? TF members said that this information could inform program design and improve schools' staffing practices.

Educator diversity: Does workforce diversity match the District's? Do teachers have the time and ability to learn about the communities they serve? TF members said that knowing more about workforce diversity would be beneficial to those making staffing and recruiting decisions, and for targeted diversity training efforts.

Equity in access to effective teachers: Are effective teachers equitably distributed? Are they equitably compensated across different LEAs in the greater Washington metropolitan area? TF members believed that this information would help LEAs develop better incentives to attract, retain, and develop their teachers.

Ms. Rhyner reconvened the TF members as one group and reviewed TNTP's planned next steps on teacher data collection. The organization is currently speaking with stakeholder groups in the District; in the next phase of engagement, TNTP will take the information they have gathered, compile it, and synthesize recommendations to present to District agencies, including OSSE and the Office of the Deputy Mayor for Education.



Next Steps and Adjourn

Ms. Williams thanked the presenters and asked a new TF member to introduce themselves to the group. She also informed TF members that the committees would reconvene at the following meeting and that TF members should review the materials from the September meeting. She then adjourned the meeting. The TF will next meet on Tuesday, November 13, 2018 from 6 to 8 p.m. at 441 4th Street NW in Room 1117.

