

**Agenda**  
**ESSA Task Force**  
**October 3, 2017**

6:00 – 6:05            **Welcome**  
Opening remarks  
Overview of September 5<sup>th</sup> minutes  
2017 PARCC results by ward

6:05 – 6:35            **Presentation of PARCC Data Findings –**  
**Josh Boots, EmpowerK12**

6:35 – 6:50            **Q&A with Josh**

6:50 – 7:55            **Focus Group Training – Patience Peabody**  
**and Shana Young, OSSE**  
Overview of report card creation process and timeline  
Introduction to the toolkit and focus group training

7:55 – 8:00            **Next Steps and Adjourn**  
Overview of the November meeting  
Focus group sign up

# PARCC 2017 Results

Presentation for SBOE ESSA Taskforce (Part 1 of 2)

# Agenda

- What is the PARCC assessment and why do we take it
- How and where are the results reported
- Overall DC 2017 results
- Proficiency changes
- Brief review of demographic results and trends
- Part 2 planned analysis

Drag and drop the given rational numbers into the correct order on the number line from least to greatest.

# What is the PARCC assessment and why do we take it?

- Next we will look at a couple of examples of why the shift in assessment from DC CAS to PARCC was so vital
  - The first two items, one from 8<sup>th</sup> grade DC CAS math and the other from 8<sup>th</sup> grade PARCC, illustrate similar questions assessing content mastery but at very different, grade level appropriate ways
  - The third item is a PARCC item, demonstrating the new, innovative ways we expect students to not only demonstrate understanding but also apply critical thinking skills

# DC CAS 8<sup>th</sup> Grade Math Released Item (Comp)

Eva measured the distance around each tree in her yard and then calculated the approximate width of each tree. The table below shows the width Eva calculated for each tree.

**Tree Widths**

Tree	Width (in meters)
1	0.5091
2	0.5202
3	0.5150
4	0.5029

Which tree has the smallest width?

- F** tree 1
- G** tree 2
- H** tree 3
- J** tree 4

# PARCC 8<sup>th</sup> Grade Math Released Item (Comp)

Laurie entered the mass, in kilograms, of four substances into a spreadsheet. Her spreadsheet automatically converted the masses into scientific notation.

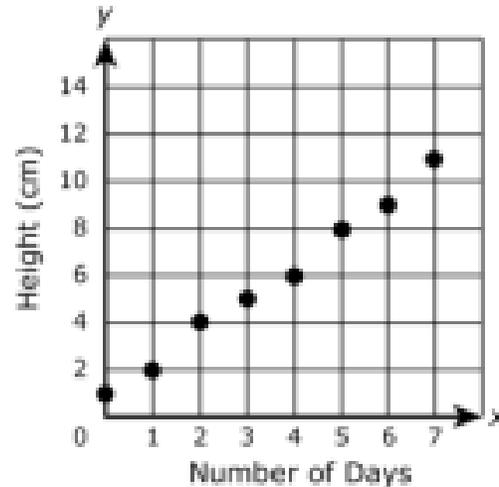
	<b>A</b>	<b>B</b>
	<b>Substance</b>	<b>Mass (kilogram)</b>
<b>1</b>	Substance A	$2.45 \text{ E-}4$
<b>2</b>	Substance B	$6.8 \text{ E-}3$
<b>3</b>	Substance C	$7.125 \text{ E-}5$
<b>4</b>	Substance D	$9.0 \text{ E-}4$

Which list shows the four substances in order from **least** mass to **greatest** mass?

- A. Substance A, Substance B, Substance C, Substance D
- B. Substance B, Substance A, Substance D, Substance C
- C. Substance C, Substance A, Substance D, Substance B
- D. Substance C, Substance D, Substance A, Substance B

# PARCC Released Item – Innovative Item Type

Points are shown plotted on the coordinate plane. The points represent a relation, where  $x$  is the input and  $y$  is the output.



Complete the sentence to explain whether or not this set of points represents a function.

Drag and drop each appropriate phrase into each box.

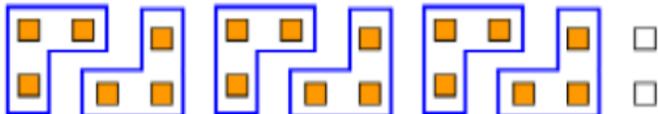
does represent a function	does not represent a function
each input has only one output	each output has only one input
one input has two outputs	one output has two inputs

It  because .

# PARCC Sample Items – Critical Thinking

## 6<sup>th</sup> Grade Math Question

**PARCC:** Two students use different methods to evaluate  $4\frac{1}{2} \div \frac{3}{4}$

	Student 1	Student 2
Step 1		$4\frac{1}{2} \div \frac{3}{4}$
Step 2		$4\frac{2}{4} \div \frac{3}{4}$
Step 3		$\frac{18}{4} \div \frac{3}{4}$

For each step shown, explain how the diagram drawn by student one relates to the expression written by student two. Show your work.

## 7<sup>th</sup> Grade PARCC ELA Question

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from **both** selections.

# PARCC: How do we take it in DC

- Administered each spring measuring content acquisition, critical thinking, and problem solving skills
- Students in grades 3-8 take math and English language arts each year
- High schoolers are required to take Geometry (or Integrated Math 2) and English 2 in the year which they complete the course, may take optional course assessments
- Students with IEPs are provided appropriate accommodations

# PARCC: How administration has changed

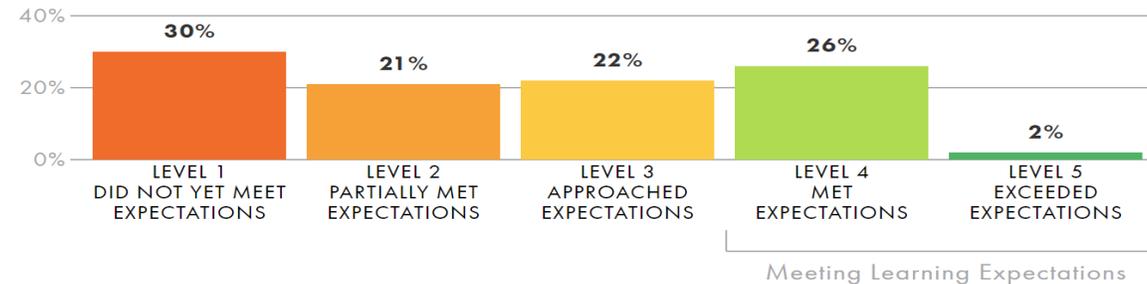
- In 2015, we administered part of the PARCC in late fall/early winter and the rest in late spring
  - Now we take all of it in the spring
- Transition from paper to computer-based
  - All DC schools were given a couple years to transition from paper to computer
  - Most went straight to computer, while others transitioned this year
- PARCC uses advanced statistics to ensure the results every year, no matter the format, are valid and reliable. Meaning any shifts in performance are *real* changes in student mastery

# PARCC's link to College Readiness

- Colleges and universities participated in Common Core and PARCC creation
- Studies reveal students who score a 4 or higher on PARCC are highly likely to succeed in entry-level, credit-bearing coursework in higher education
- Institutions of higher education in KY, MA, and IL are accepting PARCC scores for entry into credit-bearing coursework
- Starting in 2018, UDC Community College will accept PARCC level 4+ for entry into credit-bearing courses

# How are the results reported

- Students earn overall scale scores for math and ELA 650-850
- Students also receive an overall performance level 1-5



- In most places, our education organizations refer to “proficiency” or being “on grade level” as earning a Level 4 or 5
- PCSB also reports percent of students attaining Level 3+
- Most current scorecards report percent of students at each level

# Where are the results reported

- Annually, OSSE posts results at <http://results.osse.dc.gov/>
- This OSSE webpage includes additional data downloads and resources here: <https://osse.dc.gov/parcc>
- As we learned in August, results also appear on DCPS Scorecard, PCSB PMF Reports, MySchoolDC, GreatSchools, and OSSE Equity Reports
- EmpowerK12 and DFER DC created an interactive DC PARCC data dashboards, available here:  
<http://www.empowerk12.org/2017-dc-parcc-dashboard.html>
- Students and families receive individual score reports at beginning of next school year

# Results.osse.dc.gov

## Performance Summary

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2016-17 school year.

### ENGLISH LANGUAGE ARTS/LITERACY



### MATHEMATICS



### SCIENCE

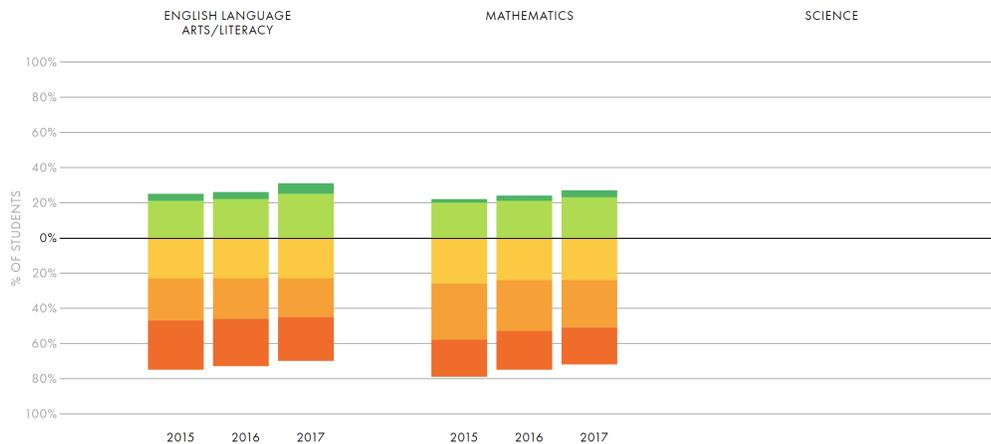


## Assessment Performance Over Time

### PERCENTAGE OF STUDENTS IN DISTRICT OF COLUMBIA AT EACH PERFORMANCE LEVEL OVER TIME

- LEVEL 5 Exceeded Expectations
- LEVEL 4 Met Expectations
- LEVEL 3 Approached Expectations
- LEVEL 2 Partially Met Expectations
- LEVEL 1 Did Not Yet Meet Expectations

This chart displays the percentages of students in each performance level in 2016 and 2017. Each vertical bar represents all students from a given year, and within each vertical bar, each color represents the percentage of students at a specific performance level. Results shown above the 0% line represent students scoring at levels 4 and 5 which indicate being on track for the next grade level and to leave high school college and career ready.



## Performance of Specific Groups of Students

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2016-17 school year. [Read more about what 'Grade Level & Assessment' means.](#)

- GRADE LEVEL & ASSESSMENT**
- RACE/ETHNICITY
- GENDER
- SPECIAL POPULATIONS

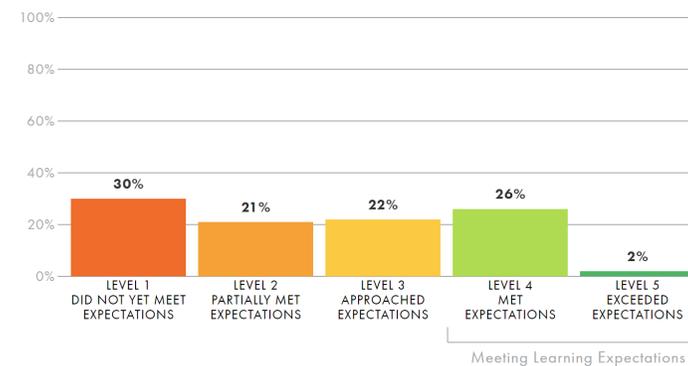
GRADE LEVEL & ASSESSMENT	ENGLISH LANGUAGE ARTS/LITERACY	MATH	SCIENCE
All Grades	31%	27%	N/A
Grades 3-8 (enrolled)	31%	29%	N/A
Grades 9-12 (enrolled)	27%	13%	N/A
Grade 3 Test	28%	39%	N/A
Grade 4 Test	32%	32%	N/A
Grade 5 Test	34%	30%	N/A
Grade 6 Test	28%	23%	N/A
Grade 7 Test	32%	19%	N/A
Algebra I Test (7th graders)	N/A	84%	N/A

English Language Arts/Literacy (PARCC)

Grade 3

### PERCENTAGE OF STUDENTS IN EACH PERFORMANCE LEVEL

PARCC English Language Arts/Literacy, Grade 3 Test



28% of students in the District of Columbia who took the Grade 3 test met or exceeded expectations.

# Osse.dc.gov/PARCC

## Office of the State Superintendent of Education

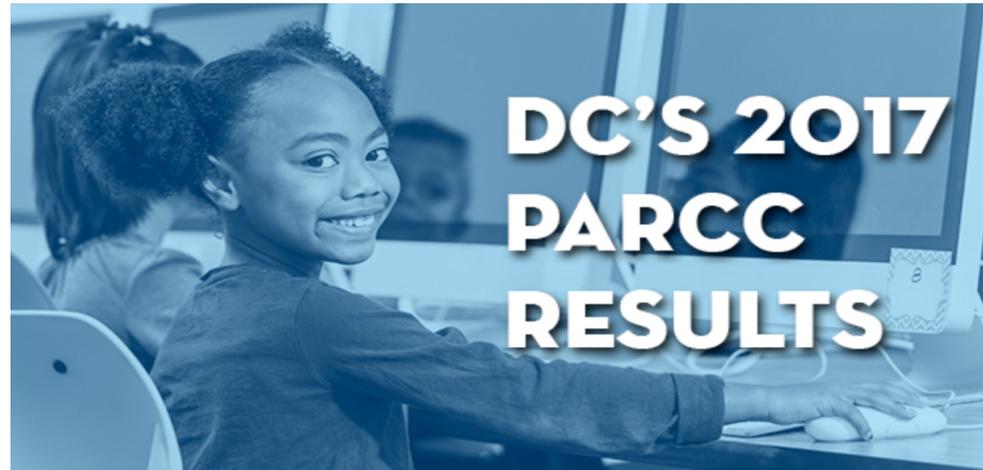
<a href="#">OSSE Home</a>	<a href="#">Services</a>	<a href="#">Programs</a> ▼	<a href="#">Resources</a>	<a href="#">LearnDC</a>	<a href="#">SBOE</a>	<a href="#">Career Opportunities</a>	<a href="#">Start of School</a>	<a href="#">About OSSE</a> ▼
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### Programs



- ▼ [Assessments and Accountability](#)
  - ▼ [State Assessment](#)
    - ▼ [PARCC](#)
      - [2016-17 Results and Resources](#)
      - [2015-16 PARCC Results and Resources](#)
      - [2014-15 Results and Resources](#)
  - ▶ [Alternate Assessments](#)
    - [DC Science Assessment](#)
    - [Accommodations](#)
    - [ACCESS for ELLs](#)
    - [Formative Assessments](#)
  - ▶ [National Assessment of Educational Progress \(NAEP\)](#)
    - [Next Generation Assessment](#)
    - [Meetings](#)
    - [Test Coordinators Training](#)

### The Partnership for Assessment of Readiness for College and Careers (PARCC)



[Explore the 2016-17 Results](#) | [Read OSSE's Statement on DC's 2017 PARCC Results](#)

- [2016-17 Results & Resources](#)
- [2015-16 Results & Resources](#)
- [2014-15 Results & Resources](#)

The Partnership for Assessment of Readiness for College and Careers, or PARCC, is the District of Columbia's annual assessment of mathematics and English language arts (ELA), based on the [Common Core State Standards \(CCSS\)](#). The PARCC assessments measure the knowledge and skills that matter most for students – understanding complex texts,

# EmpowerK12.org/2017-dc-parcc-dashboard.html

## 2017 DC PARCC Results by School

To use this dashboard, begin by making selections from the filters at left. Tables can be sorted by clicking on the column headers. Best viewed on a desktop or tablet.

Back to [2017 DC PARCC Results](#) (Note: Dashboard may take a few moments to load depending on your connection speed)



### Proficiency Metric

- Level 3+
- Level 4+

### Subject

- ELA
- Math

### Sector

- Public
- Public Charter

### School Type

- All

### School

- All

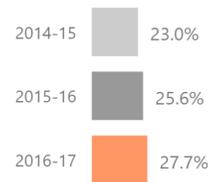
### Grade Level

- All

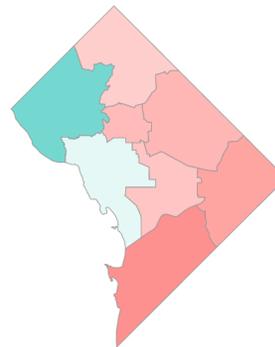
### ELA Proficiency by Year



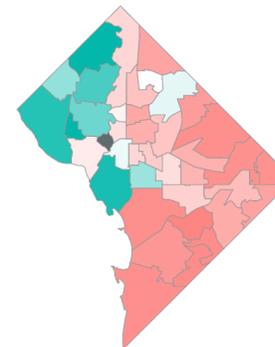
### Math Proficiency by Year



### PARCC Results by Ward of School



### PARCC Results by ANC of School

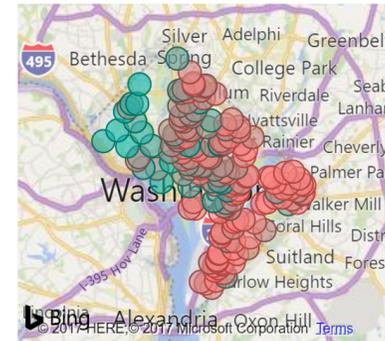


### Ward

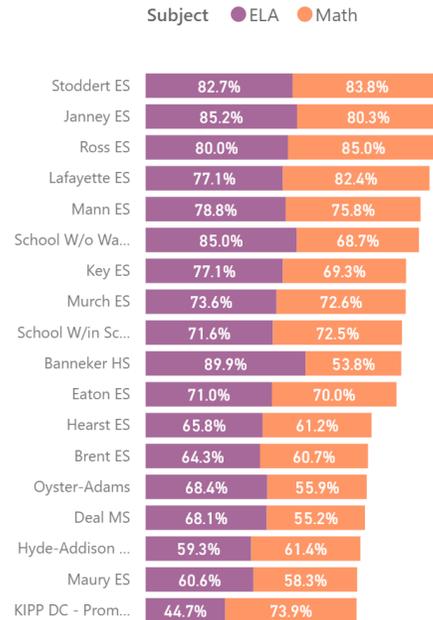
- All

### ANC

- All



### SY1617 Proficiency by School and Subject



### School Detailed Proficiency Table (total columns show combined ELA and math when both subjects selected)

Subject School (Ward-ANC)	ELA			Math			Total		
	1617 Prof	1617 Rank	2yr Chg	1617 Prof	1617 Rank	2yr Chg	1617 Prof	1617 Rank	2yr Chg
Achievement Prep - ES (8-8E)	9.9 %	166	-4.4 %	19.7 %	97	-7.1 %	14.8 %	125	-5.7 %
Achievement Prep - MS (8-8E)	23.3 %	86	-6.4 %	9.6 %	145	-23.2 %	16.5 %	117	-14.8 %
Aiton ES (7-7C)	12.3 %	151	8.3 %	18.5 %	106	11.9 %	15.4 %	122	10.1 %
Amidon-Bowen ES (6-6D)	10.3 %	163	8.7 %	5.5 %	167	0.1 %	7.9 %	171	4.4 %
Anacostia HS (8-8A)	3.8 %	189	1.7 %	1.1 %	183	1.1 %	2.4 %	190	1.4 %
Ballou HS (8-8C)	9.2 %	169	9.2 %	0.8 %	185	0.8 %	5.1 %	182	5.1 %
Bancroft ES (1-1D)	26.8 %	76	15.0 %	28.4 %	70	8.8 %	27.6 %	75	11.9 %
Banneker HS (1-1B)	89.9 %	1	15.6 %	53.8 %	24	22.3 %	71.6 %	10	18.9 %
Barnard ES (4-4C)	42.2 %	39	15.9 %	34.9 %	55	9.7 %	38.6 %	47	12.8 %
BASIS DC (2-2C)	58.3 %	21	-9.5 %	59.0 %	18	-1.1 %	58.7 %	20	-5.3 %
Beers ES (7-7B)	27.8 %	74	19.6 %	23.9 %	83	9.2 %	25.9 %	84	14.4 %
Brent ES (6-6B)	64.3 %	17	-3.9 %	60.7 %	17	3.7 %	62.5 %	13	-0.1 %
Bridges (4-4C)	23.7 %	85		30.5 %	64		27.1 %	79	
Brightwood EC (4-4A)	17.6 %	121	11.2 %	27.2 %	74	11.6 %	22.4 %	90	11.4 %

# Individual score reports

## Mathematics

### Scott Testtaker

Anywhere Middle School

### 7th Grade Assessment Results

DC Public Schools

#### About This Assessment

Scott took the PARCC (Partnership for Assessment of Readiness for College and Careers) in Mathematics in spring 2017. PARCC asks students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in this grade or course, and ultimately in college and careers. These results are one of several ways to understand Scott's needs and strengths. Based on this information, families may work with teachers and schools to identify resources to provide their child support. Schools may use the information in this report to better plan instruction and enrichment for students in the coming year.

If you have questions about this report, please talk to Scott's teacher or principal, or contact DCPS at **(202) 123-4567**. If you have questions about the PARCC test, please contact OSSE at **(202) 719-6500**.

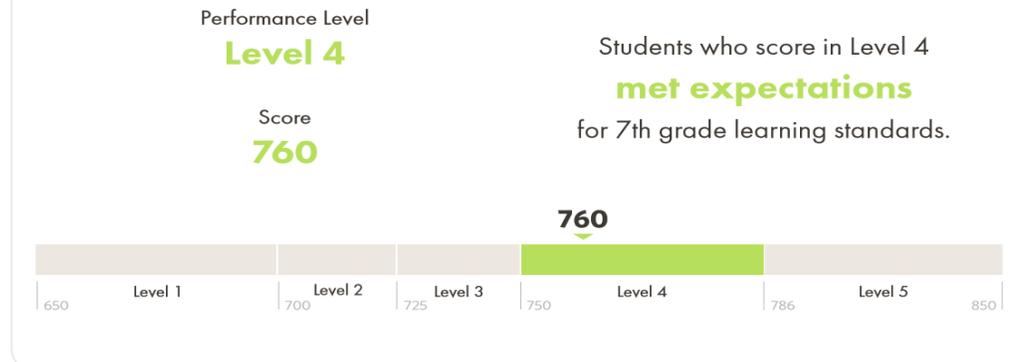
#### How Can You Use This Report?

This report will help you answer questions about the development of Scott's skills:

- How did Scott score?
- What are Scott's strengths and weaknesses in this subject?
- How did Scott's score compare to that of other students?

#### How Did Scott Perform On This Math Assessment?

This section shows your student's overall score on the assessment. The score determines which performance level your student is in.



- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Approached Expectations
- Level 4 Met Expectations\*
- Level 5 Exceeded Expectations\*

\*Levels 4 & 5 indicate being on-track for the next grade level and on track to leave high school college and career ready

#### Want to Know More?

Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.

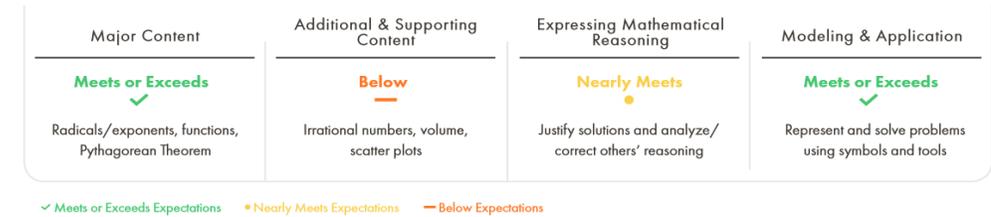
## Grade 7 Math Details

Performance Level

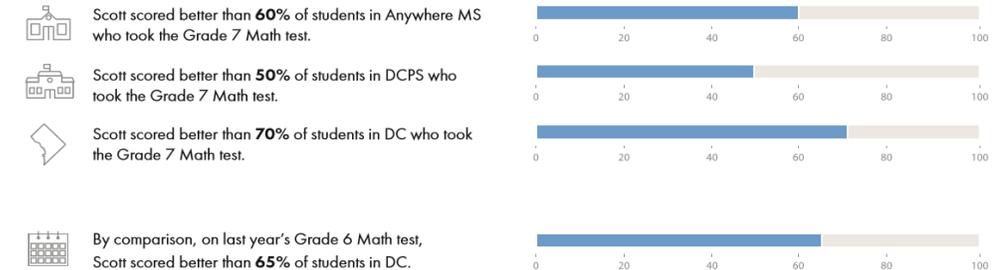
**Level 4**

#### How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This sections shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.



#### How Did Scott's Performance Compare?



#### What Is Next?

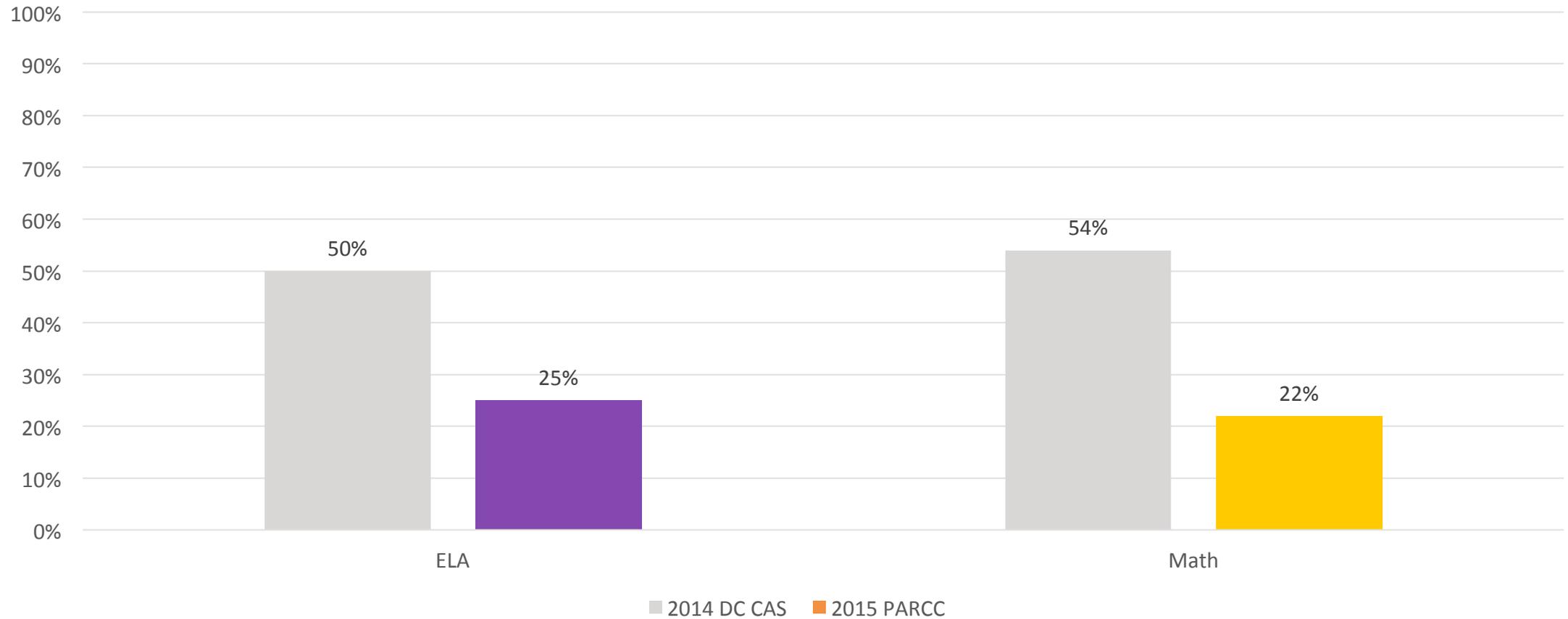
Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

- What is Scott learning in math this year?
- How is Scott doing?
- How can I use this information to work with Scott this year?
- What resources should I use to support Scott?

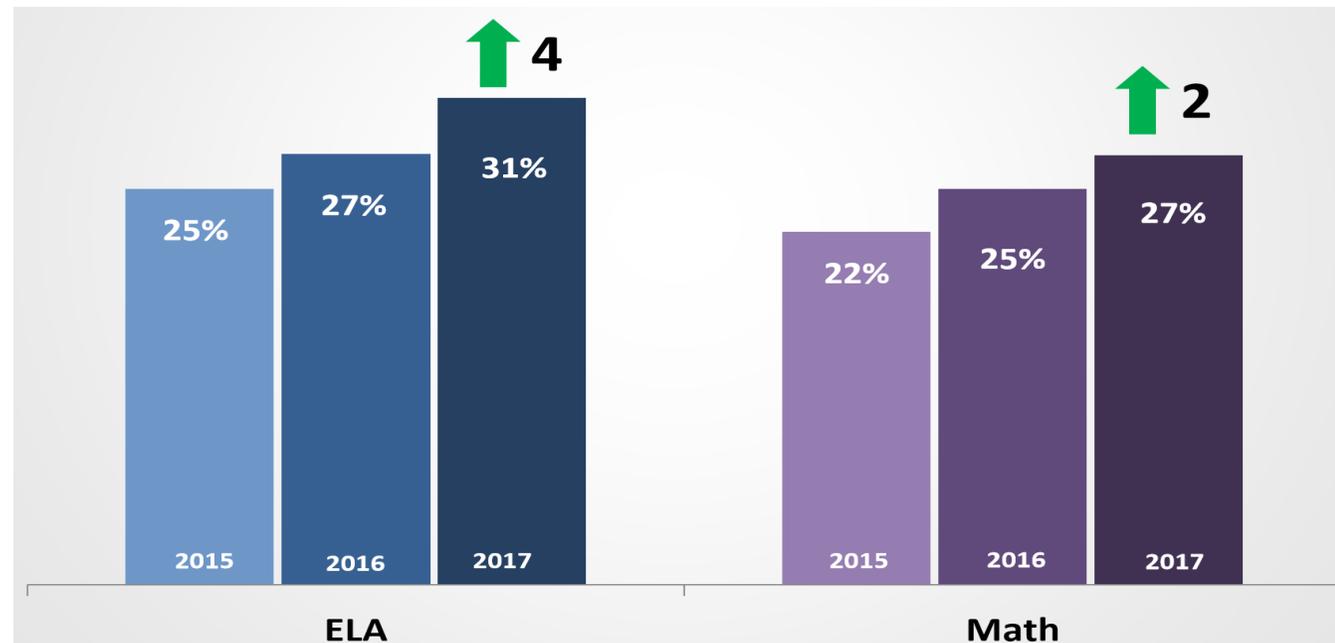
Where can you find more information?

- How Scott's school and other schools scored: Visit [Results.OSSE.DC.gov](http://Results.OSSE.DC.gov) or call DCPS (123) 456-7890
- How the test is designed and what it measures: Visit [PARCConline.org](http://PARCConline.org) or call OSSE (202) 719-6500
- How do families, educators, and schools use these reports: Visit [OSSE.DC.gov/parcc](http://OSSE.DC.gov/parcc) or call OSSE (202) 719-6500

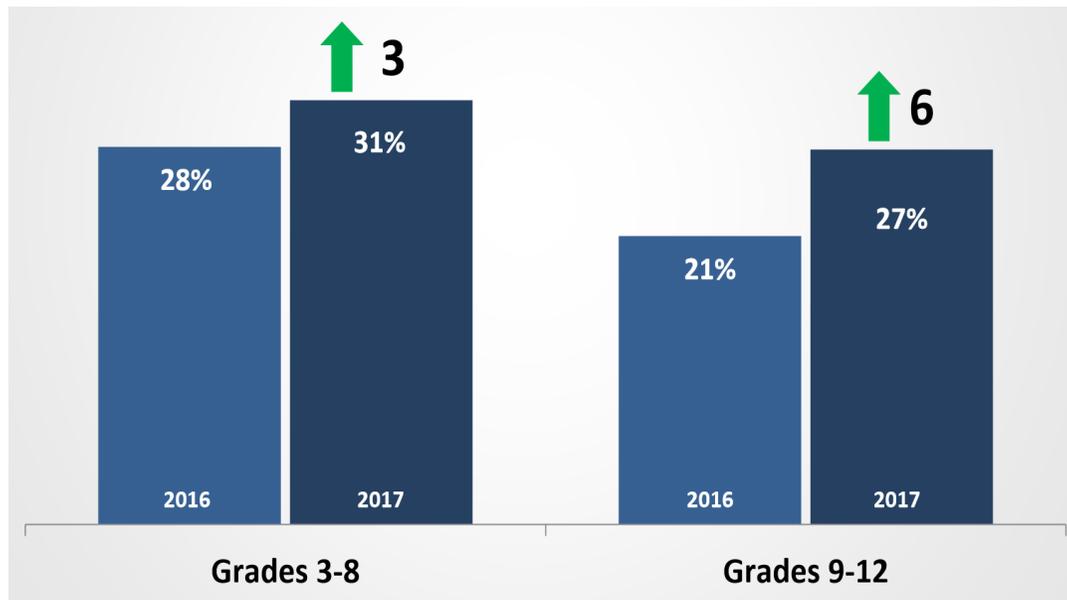
# DC CAS-to-PARCC Impact on Proficiency



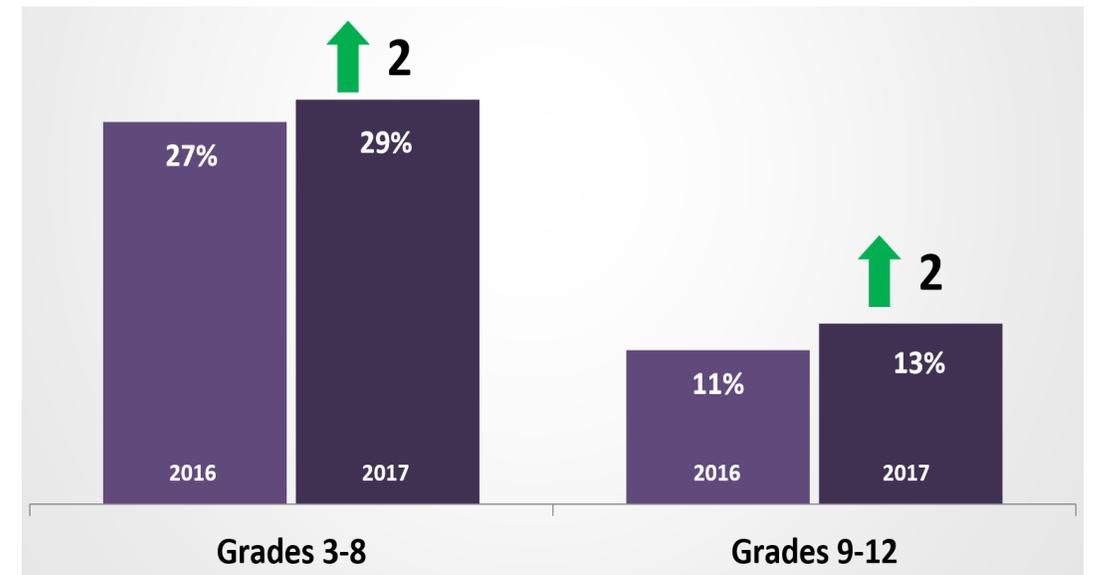
# 2017 PARCC Results – DC Overall Since 2015



# 2017 PARCC Results – DC by Grade Band



**English/Language Arts**



**Mathematics**

# 2017 PARCC Results – Individual Grade Level

Tested Grade	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
<b>Grades 3-8 (enrolled)</b>	<b>27.5%</b>	<b>30.9%</b>	<b>3.4%</b>	<b>27.3%</b>	<b>28.9%</b>	<b>1.6%</b>
Grade 3 Test	25.7%	27.9%	2.2%	37.3%	39.2%	1.9%
Grade 4 Test	28.7%	32.5%	3.8%	31.5%	32.4%	0.9%
Grade 5 Test	29.1%	34.2%	5.1%	29.9%	29.9%	0.0%
Grade 6 Test	25.6%	28.5%	2.9%	20.9%	23.3%	2.4%
Grade 7 Test	27.1%	32.2%	5.1%	16.7%	19.5%	2.8%
Grade 8 Test	29.2%	30.2%	1.0%	14.3%	16.5%	2.2%

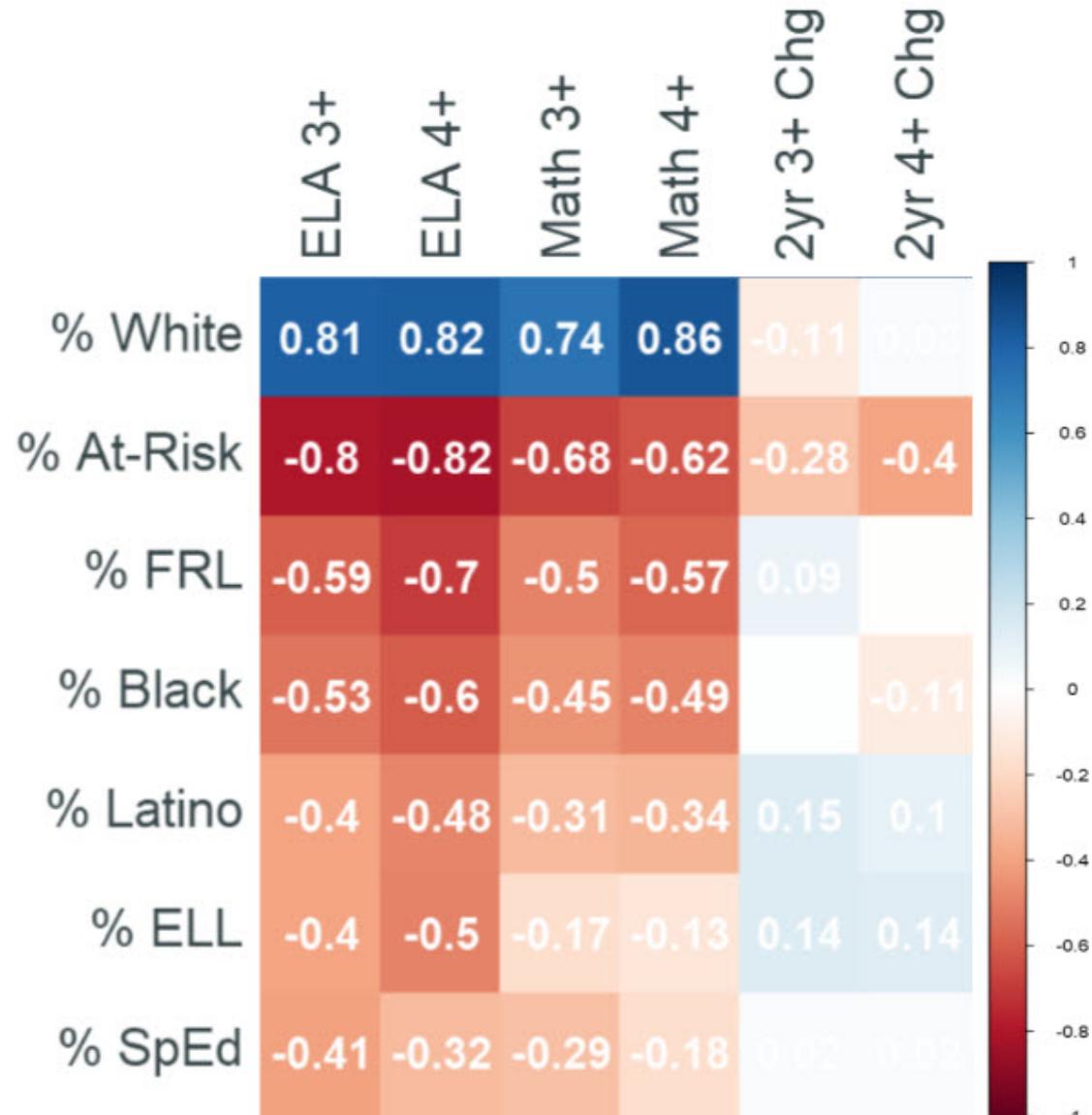
# 2017 PARCC Results – Race/Ethnicity

Race/Ethnicity	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
<b>All Groups</b>	<b>26.7%</b>	<b>30.5%</b>	<b>3.8%</b>	<b>24.8%</b>	<b>26.9%</b>	<b>2.1%</b>
Asian	55.7%	66.2%	10.5%	59.7%	64.5%	4.8%
Black/ African American	19.3%	22.0%	2.7%	17.4%	18.6%	1.2%
Hispanic/ Latino	24.7%	28.9%	4.2%	22.0%	26.0%	4.0%
Two or More Races	61.8%	66.7%	4.9%	57.2%	62.8%	5.6%
White/ Caucasian	74.3%	82.0%	7.7%	71.0%	75.5%	4.5%

# 2017 PARCC Results – Student Groups

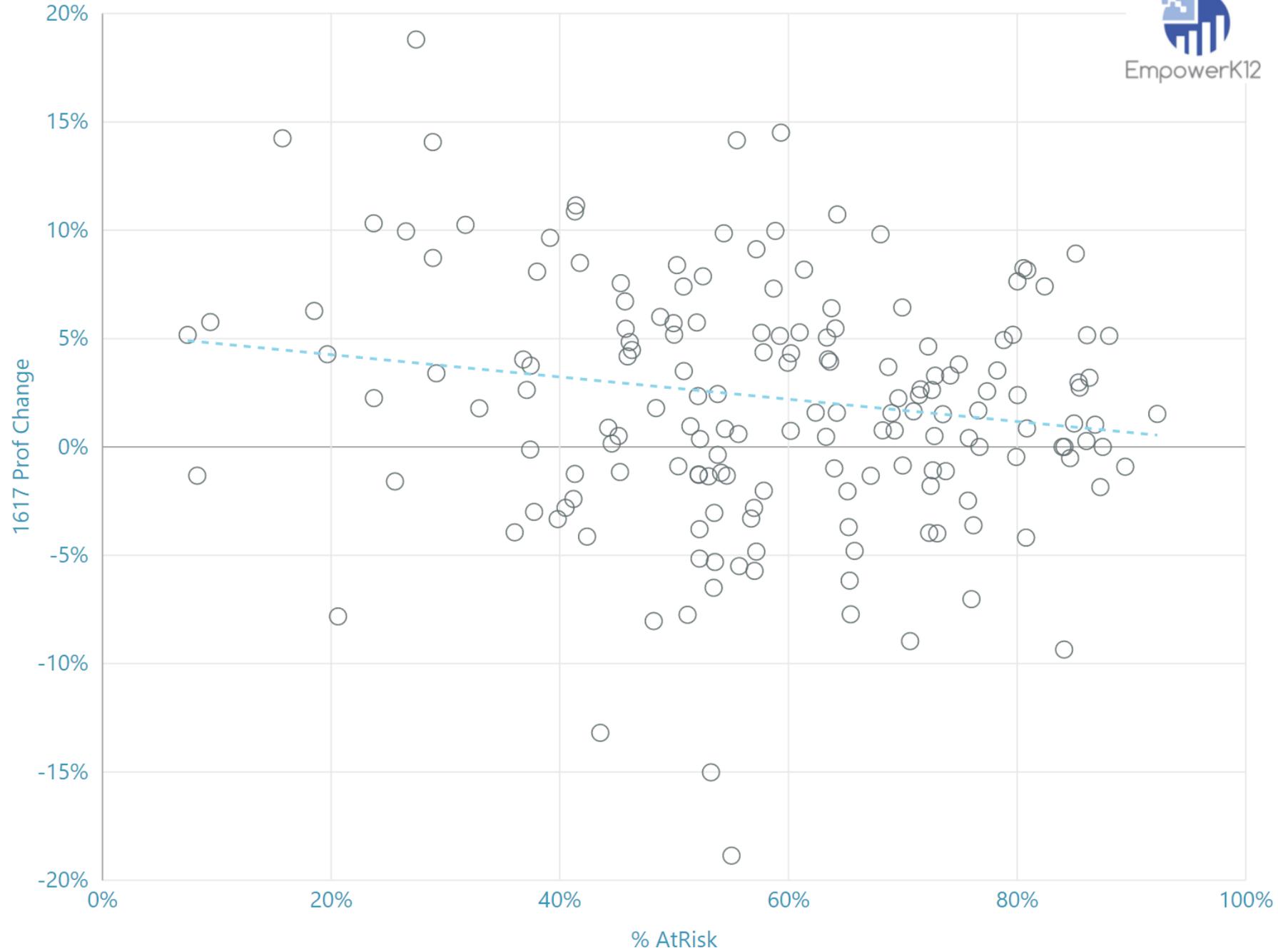
Student Group	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
<b>All Groups</b>	<b>26.7%</b>	<b>30.5%</b>	<b>3.8%</b>	<b>24.8%</b>	<b>26.9%</b>	<b>2.1%</b>
Female	31.6%	36.5%	4.9%	26.1%	28.2%	2.1%
Male	21.8%	24.5%	2.7%	23.6%	25.6%	2.0%
English Learner	13.8%	16.5%	2.7%	18.5%	21.2%	2.7%
Students with Disabilities	5.4%	6.3%	0.9%	6.4%	6.9%	0.5%
At-Risk	13.2%	15.8%	2.6%	12.9%	14.2%	1.3%
Economically Disadvantaged	18.2%	21.4%	3.2%	16.9%	19.0%	2.1%

## Correlation Plot Between PARCC Proficiency and Demographics

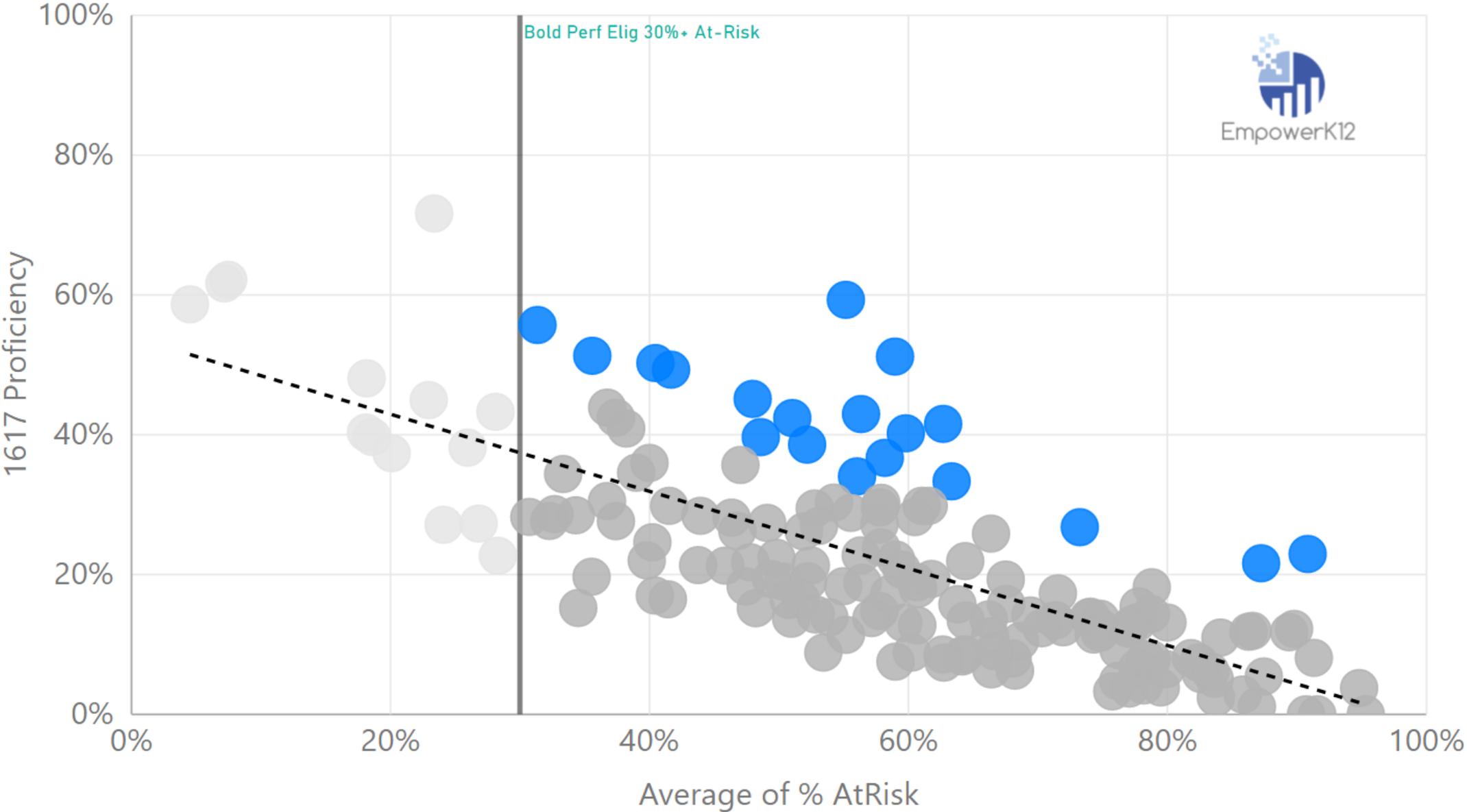




# % AtRisk and PARCC Proficiency Change by DC School

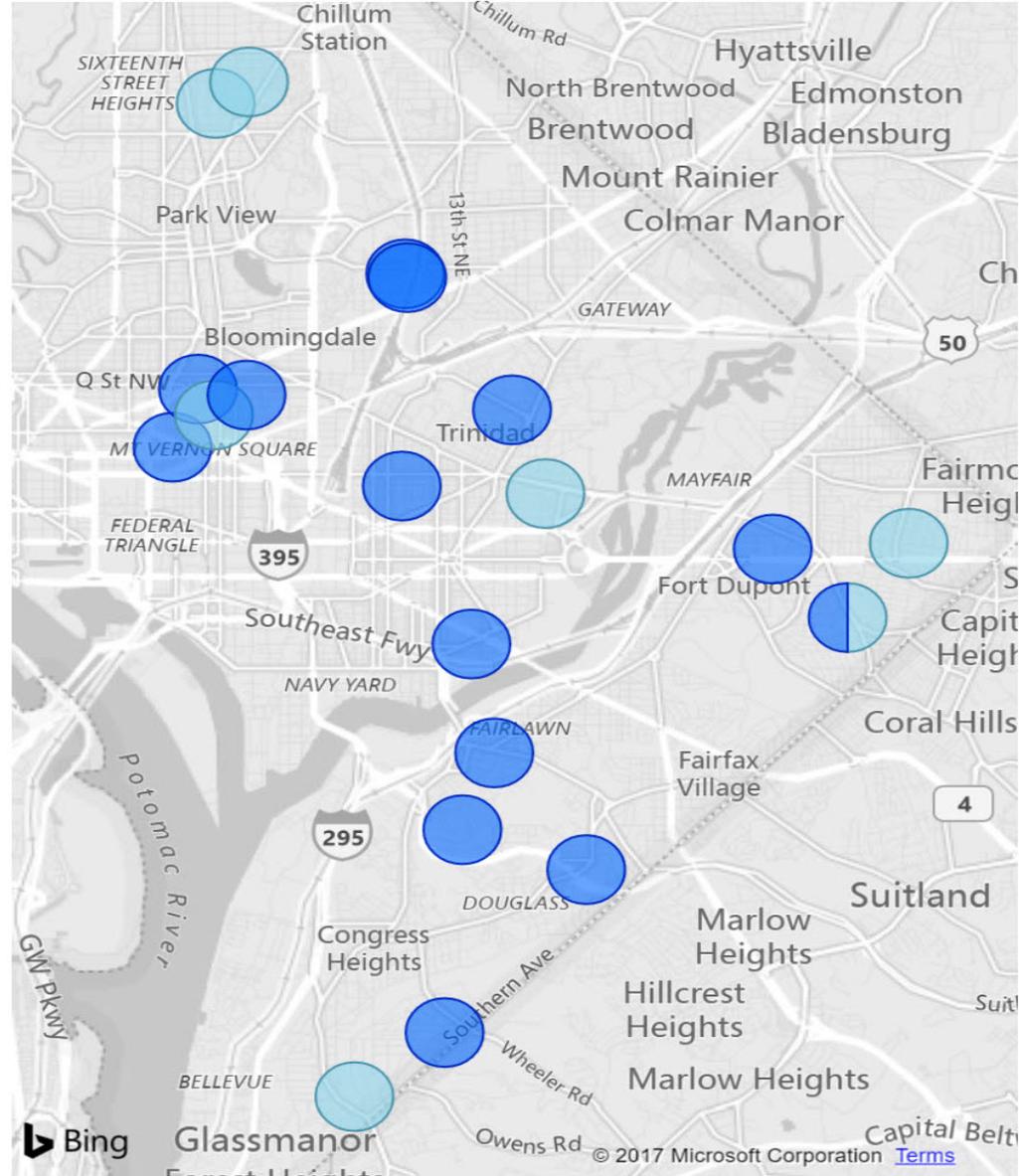


# Impact of At-Risk Demographic on Schoolwide Proficiency

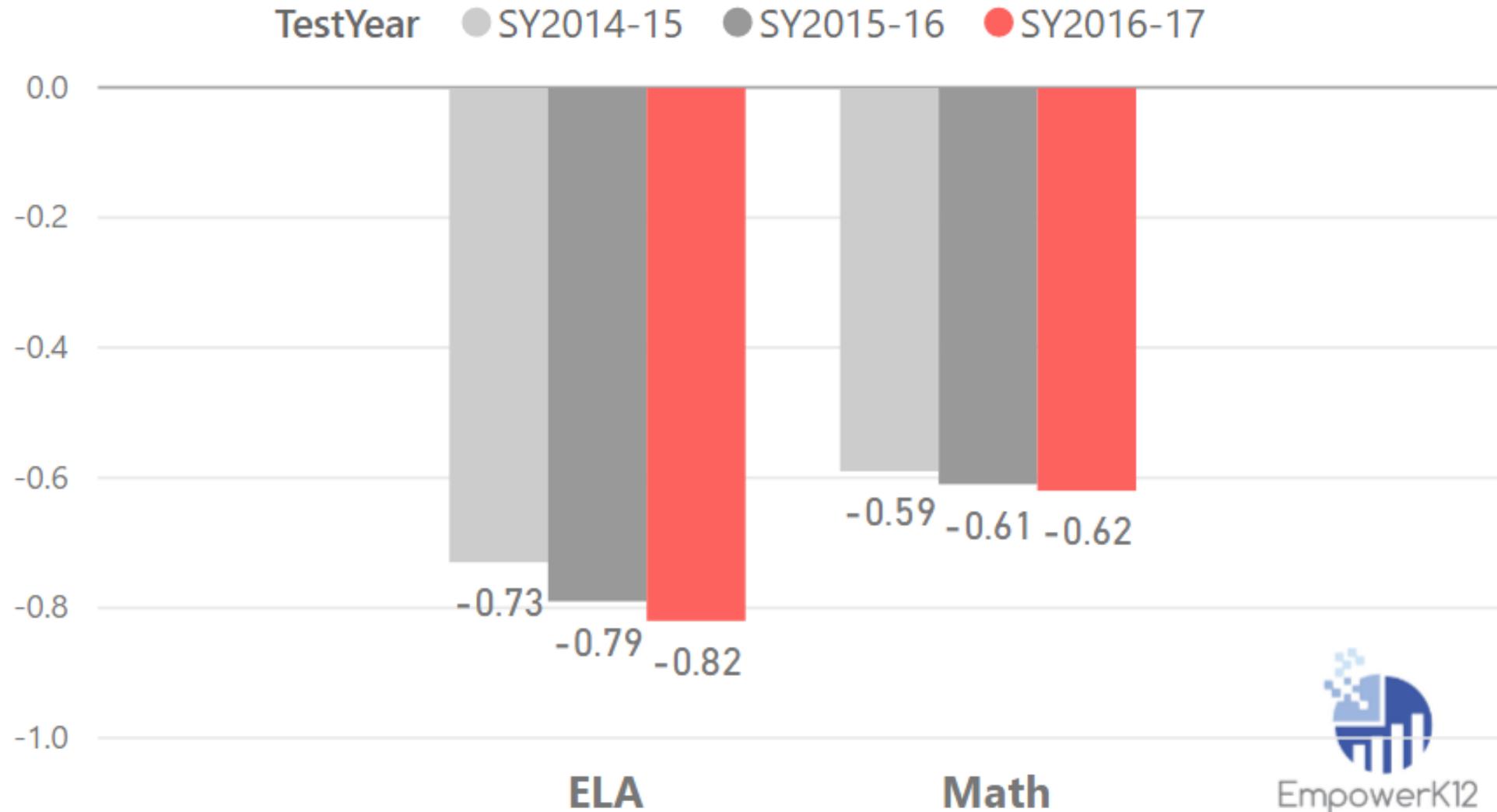


EmpowerK12 **BOLD Performance**  
**2017 DC Schools**

Bold Status ● Honorable Mention ● Winner



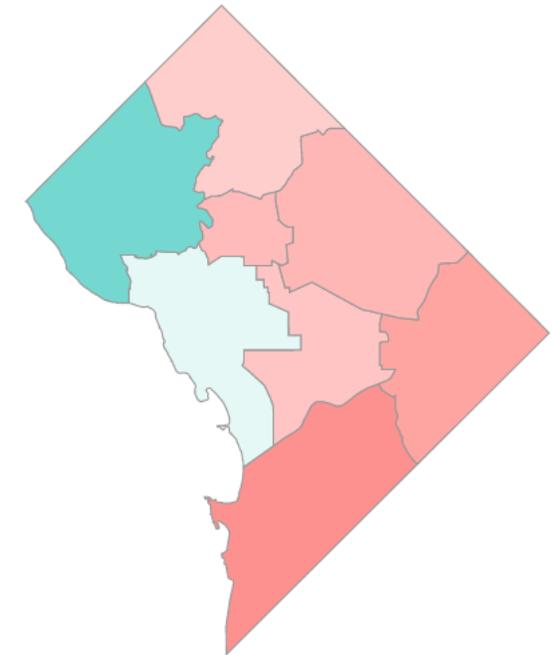
## AtRisk 4+ Achievement Correlation by Subject and TestYear



# 2017 PARCC Results – by Ward

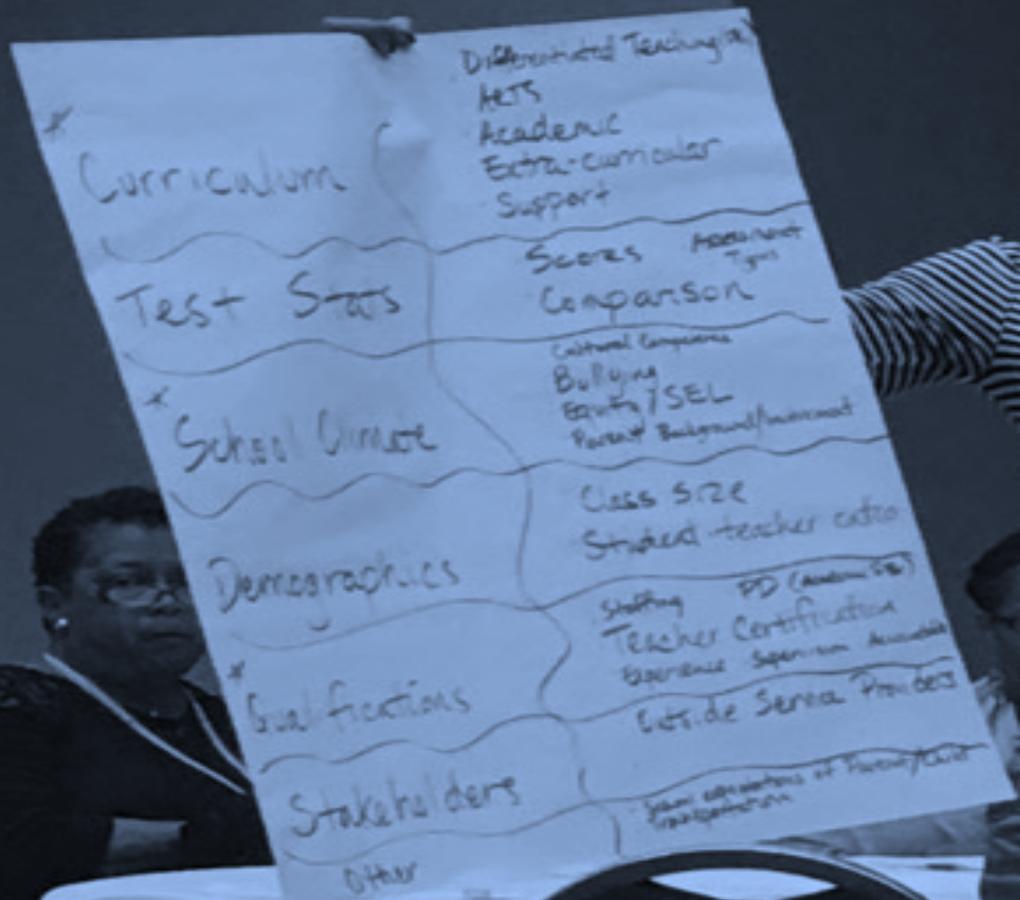
Ward	ELA % 4+			Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
<b>All</b>	<b>26.7%</b>	<b>30.5%</b>	<b>3.8%</b>	<b>24.8%</b>	<b>26.9%</b>	<b>2.1%</b>
Ward 1	25.7%	28.4%	2.7%	19.6%	23.0%	3.4%
Ward 2	47.4%	50.8%	3.4%	49.1%	50.3%	1.2%
Ward 3	59.9%	69.8%	9.9%	52.4%	58.3%	5.9%
Ward 4	27.3%	32.1%	4.8%	24.9%	28.0%	3.1%
Ward 5	23.9%	26.6%	2.7%	19.9%	22.6%	2.7%
Ward 6	24.8%	29.1%	4.3%	25.0%	27.7%	2.7%
Ward 7	16.2%	18.7%	2.5%	19.9%	19.8%	-0.1%
Ward 8	12.8%	14.3%	1.5%	10.7%	11.3%	0.6%

PARCC Results by Ward of School



# PARCC Data Review – Part 2 Content

- Additional PARCC achievement analyses
  - Schools in Ward 5/7/8 compared to Maryland schools across the border
  - EmpowerK12 Bold Performance schools deep-dive
  - Further analysis on achievement gaps
- PARCC growth data review (if available)
  - Median growth percentile
  - Comparative analysis of growth and achievement gaps
  - Examine growth-to-proficiency as it relates to STAR framework
- Additional Equity Report data review (if available)



# Building a Parent-Driven School Report Card

October 3, 2017



# Goals for Today

- i. Goals of report card and task force (5 mins)
- ii. Overview of engagement strategy (5 mins)
- iii. Engagement session simulation (40 mins)
- iv. Feedback discussion (15 mins)



# Goals of the Report Card



# Why are we building a new Report Card?

School report cards have historically been designed with policymakers in mind—they weren't readily shared with parents and guardians and they weren't designed in a way that families could understand or get valuable information about a school



# How we hope the report card will be used

<b>Inform Parents</b>	<b>Shape Better Policy</b>	<b>Propel School Improvement</b>
<p>Families at all income levels will use the system and reports to inform their school choices and/or <b>engage more deeply with their current school</b></p> <p>Clear information will <b>help families determine the best fit school for their children</b>, and illuminate schools in all sectors who are succeeding at serving children</p>	<p>System leaders will use the reports to <b>make better policy and resource choices</b> and facilitate conversations across LEAs and the city about education</p>	<p>These reports will <b>create a common language</b> used across and within the education sectors</p> <p>School leaders and educators will use the information in the system to inform their thinking and planning, and <b>share what is working</b></p>



# Roles

## OSSE



- Designs and publishes the report card
- Engages the community for feedback on how to make the report card accessible and useful for families
- Works with LEAs on data collection, compliance and distribution

## SBOE



- Approves the accountability system and report card contents and format
- Engages the community for feedback on how to make the report card accessible and useful for families

## ESSA Task Force

- Provides feedback and guidance on community engagement approach
- Engages directly with their communities to collect feedback to inform report card design



# Report Card Engagement Strategy Overview

# Important Guardrails for the Engagement Process

Our **primary audience** for the report card is **parents and families** and we will prioritize their needs, but we know other groups will use it and need to be engaged

We must **balance needs of users** of the information and the **effort required of schools** to produce it

**Some data points are required by law** or by the accountability framework which we can't exclude from the report card

**We need to launch in 2018** but this isn't a one-time effort, we will continue to refine the look and feel and metrics over time



# Sustainable & Authentic Engagement

## **Expert-Informed:**

1

OSSE will use research and tools from the field, informed by nationally- recognized partners. We will use best practices in engagement to provide diverse and accessible points of access for feedback.

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## **Locally-Led:**

2

Engagement will be OSSE sponsored and advocate encouraged. Through partnerships, training and resources, OSSE will build the capacity of local groups to engage in their own communities, in all Wards.

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## **Feedback Driven:**

3

OSSE is committed to listening and refining as we build, and designing transparent and systematic methods for documenting and sharing feedback, including regular public reporting.

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## **Ongoing and Sustainable:**

4

Ongoing parent and community feedback will be built into report card governance structures and continuous improvement cycles.



# Our hope for the engagement process overall

Individual Parents	DC Community	OSSE
<ul style="list-style-type: none"><li>▪ Feel empowered to state their opinion</li><li>▪ <b>Feel agency over the report card and decisions that affect their lives and the lives of their children</b></li><li>▪ Receive services better aligned to their needs</li><li>▪ Increase knowledge of DC's school accountability measures</li><li>▪ Increase confidence in decisions they make about school choice and supporting the school community they choose</li></ul>	<ul style="list-style-type: none"><li>▪ <b>New ideas will lead to innovation and creative solutions</b></li><li>▪ Reduced conflict about the purpose of and access to the report card</li><li>▪ Inclusion and cohesion of the final report card</li><li>▪ <b>Create bridges between “us” and “them”</b></li><li>▪ Community will feel ownership of the report card resource</li><li>▪ Special populations will feel reduced isolation</li><li>▪ The report card will meet the needs of the community at large</li></ul>	<ul style="list-style-type: none"><li>▪ Show that voices are valued in the development of community resources</li><li>▪ <b>Develop better quality Report Card due to input of parents</b></li><li>▪ Build capacity and an ongoing framework for community input</li><li>▪ Increase stakeholder buy-in of the report card</li><li>▪ OSSE will be seen as an agency that has a greater understanding of parent needs</li><li>▪ OSSE will be known as open to increased accountability from the community</li><li>▪ <b>OSSE will be seen as a trustworthy partner to parents</b></li></ul>



# Our Timeline for Engagement

## Phase 1: Parent-Driven Content

*August – December, 2017*

### *The Big Question(s):*

- *What information do parents need to make informed decisions about their child's school options and how to deepen their engagement with their child's current school?*

## Phase 2: Parent-Friendly Design

*January – April, 2018*

### *The Big Question(s):*

- *How do parents need to see data on the report card in order to understand it?*
- *How should data be organized and prioritized on the report card for parents to find what's most important to them quickly and understand what they are reading?*
- *What else do parents need to make informed decisions that need to be "near" the report card for ease of experience?*

## Phase 3: A Successful Launch

*April, 2018 & Beyond*

### *The Big Question(s):*

- *How do we get the community excited about the report card, build momentum for our uses cases, and educate people on how best to use it and provide ongoing feedback?*



# Phase One's Three-Pronged Strategy

## A Focus on Content

***The Big Question(s):** What information do parents need to make informed decisions about their child's school options and how to deepen their engagement with their child's current school?*

### Flagship Feedback Sessions

**Goal:** To solicit deep feedback on research-based questions targeted towards key questions related to report card content as well as more bottoms-up feedback sessions

- **8-10 feedback sessions** led by OSSE and expert partners
- The feedback sessions will have a corresponding **outreach plan** to ensure the **right people are in the room**
- Will employ a **live social media** plan to **create a buzz** about the events and **tell the story** of our community engagement in action

### Community-Led Feedback

**Goal:** To build local capacity and allow community partners to engage various stakeholder groups across special populations and in every ward

- Create a **community toolkit** where any group can access materials and submit feedback
- Recruit **partners** who can use the toolkit to engage their parents networks

### Online Survey

**Goal:** To allow parents and stakeholders who cannot make an in-person engagement activity the opportunity to provide input on the content of the report card

- Launch in **October**
- **Distributed** via social media, newsletters, text message, OSSE's parent engagement center and parent summit
- **Partners** will receive a **social media kit** to share the survey – a link to this will exist on the survey page to encourage parents to spread the word



# Why we need your help

- This task force is a key pathway to soliciting feedback from communities across the city
- You have authentic relationships and expertise that we don't have, which will result in better feedback to inform the development of the Report Card
- We hope the toolkit can make it easier for you to facilitate meetings with your networks about content included on the Report Card



# Community-Led Feedback: The Toolkit

Facilitate your session in four steps: prepare – promote – host – send feedback

## 1. PREPARE FOR YOUR SESSION

- Facilitator Guide
- Get to know ESSA
- Funds Request Form
- Register your event with OSSE

## 2. PROMOTE YOUR SESSION

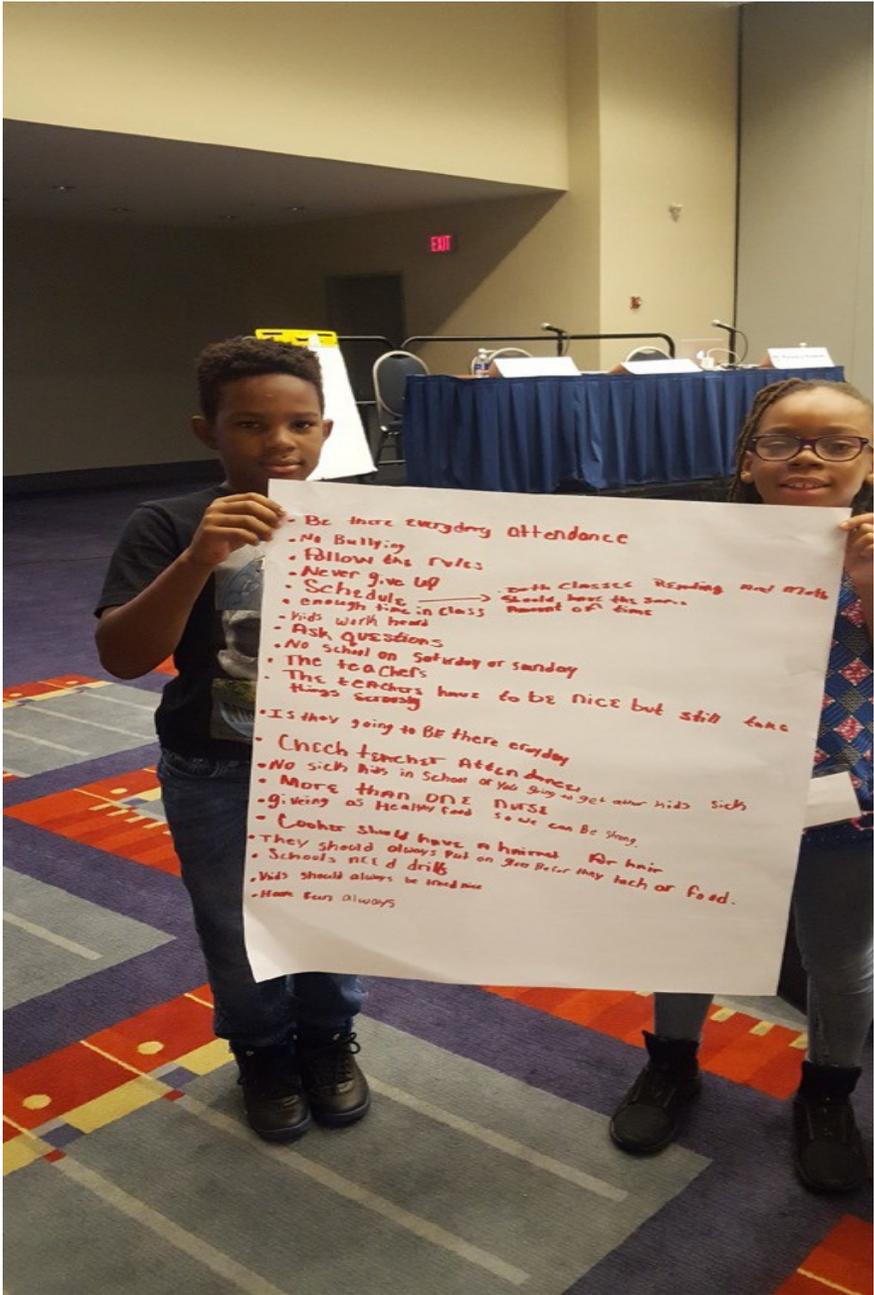
- Invitation Email Template
- Flyer Template
- Sample Facebook Posts
- Sample Twitter Posts
- Sample Text Message

## 3. HOST YOUR SESSION

- Facilitator Script
- Parent FAQ Fact Sheet
- Sign in sheet
- "You Design It" Activity
- "Jargon" Activity
- "Top 3/Bottom 3" Activity
- Sample Agenda
- Sample Deck
- Name Badge Template

## 4. SUBMIT YOUR FEEDBACK

- Feedback Collection Portal



# OSSE Parent Summit

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# Upcoming Task Force Focus Groups

TF Member Name	TF Member Contact Info	Focus Group Name/Details	Participants	Meeting Date/Time	Meeting Location
Suzanne Wells, Sheila Clark, Joe Weedon	703-909-1653, <a href="mailto:m.godec@att.net">m.godec@att.net</a>	CHPSPO	10 - 15 CHPSPO members ranging from early childhood to high school	Monday, October 23, 6:30 - 8 pm	School on Capitol Hill
Suzanne Wells, Sheila Clark, Joe Weedon	703-909-1653, <a href="mailto:m.godec@att.net">m.godec@att.net</a>	Ward 6	10 - 15 Ward 6 parents ranging from early childhood to high school	Wednesday, November 1, 6:30 - 8 pm	School or library in SW DC
Allyson Criner Brown	202 656 2559 <a href="mailto:allysontfc@gmail.com">allysontfc@gmail.com</a>	Ward 7 education council and PTO for child's school	10-20 members of the ward 7 education council	October 19th 6:30-8 PM;	200 Stoddert PI SE
Donald L. Hense	202 251 6346 <a href="mailto:dhense@friendshipschools.org">dhense@friendshipschools.org</a>	Friendship Collegiate Academy	parents at back to school night	September 20, 2017 6:00 PM	Friendship Collegiate Academy
Dr. Elizabeth V. Primas	202 288 1442 <a href="mailto:eprimas@nnpa.org">eprimas@nnpa.org</a>	Friendship COLlegiate Academy	parents and teachers	September 20, 2017 6:00 PM	Friendship Collegiate Academy
Erica Hwang	2024684660; <a href="mailto:erica.hwang@dc.gov">erica.hwang@dc.gov</a>	Brightwood EC/Teaching for Change Parent Meeting	15- 20 parents, ranging from PreK to 8	Tuesday, 10/17, from 9 am to 10 am (Tentative)	1300 Nicholson Street NW
Erica Hwang	2024684660; <a href="mailto:erica.hwang@dc.gov">erica.hwang@dc.gov</a>	WTU Meeting	15-20 teachers, ranging from PreK to 8		1300 Nicholson Street NW
Laura Fuchs	971-219-3935 <a href="mailto:laurajf@gmail.com">laurajf@gmail.com</a>	WTU Representative Assembly Meeting	20-50 WTU Members	Tuesday, 10/12 4:30PM-6PM	151 T St NE, McKinley Tech HS Cafeteria
Laura Fuchs	971-219-3935 <a href="mailto:laurajf@gmail.com">laurajf@gmail.com</a>	SHAPPE Meeting	10-20 SHAPPE Members	10/24 6-8 PM	Luke C Moore (1001 Monroe St NE)
Yolanda Campbell	202-597-8037 <a href="mailto:Corbertyolanda82@gmail.com">Corbertyolanda82@gmail.com</a>	hosts own meeting in support group	5-20 (all depends on who attends)	every 3rd saturday of the month, next one in October	TBA
Shelia Strain Clark	202-607-4875 <a href="mailto:ssclark1105@gmail.com">ssclark1105@gmail.com</a>				
Samantha Brown	202-487-6329 <a href="mailto:sambrown@umich.edu">sambrown@umich.edu</a>	ANC ward 4 and ward 4 education alliance	ward 4 community members	10/12/2017 6-8PM Powell ES	
Dr. Elizabeth V. Primas	202 288-1442 <a href="mailto:eprimas@nnpa.org">eprimas@nnpa.org</a>	Friendship Tech Prep PCS Parents' Chat and Chew	Ward 8	10/25 9:30 - 10:30am	620 Milwaukee PI. SE DC20032
Jacque Patterson	(202) 834-2553	Ward 8 Education Council	Ward 8	Monthly	TBA
Jacque Patterson	(202) 834-2553	Ludlow-Taylor ES PTO	Ward 6	Monthly	

# What happens next with the Task Force

## Meeting 3: October 3, 2017

- OSSE presents the Toolkit and engagement approach
- ESSA task force provides feedback on the toolkit
- OSSE identifies any further supports needed around parent engagement

## Meeting 4: November 7, 2017

- OSSE provides update on toolkit and process revisions based on previous meeting
- ESSA Task force members present updates on parent feedback collected to date

## Meeting 5: December 5, 2017

- OSSE provides a report or presentation on parent feedback collected to the task force
- OSSE proposes content and form of Report Card to the task force
- ESSA task force make recommendations to OSSE proposal

## Meeting 6 or 7

- OSSE presents preliminary design ideas and direction for the Report Card and collects additional feedback



Engagement Session  
Simulation



# Agenda

- i. Welcome & Introductions (0 mins)
- ii. Why We are Here! (2 mins)
- iii. Activity: You Build It! (13 mins)
- iv. Activity: Edu-Jargon (10 mins)
- v. Activity: Top Three – Bottom Three (10 mins)
- vi. Group Discussion (5 mins)



Why We're Here



# Why We're Here

**1**

Building a tool that shares the same information about ALL schools, DCPS and charter, in ONE place

**2**

Report card will have federally required data

**3**

Report card will have other data driven by input on what parents want to see



# Activity Description

## Activity 1: You Design It

- **Small group activity** where parents work together to determine what they would include on the report card of their dreams
- Designed to be **open-ended** and solicit ideas we haven't thought about

## Activity 2: Edu-Jargon

- **Individual activity** where parents compete a worksheet containing federally required data
- Designed to help us **learn which terms are confusing**

## Activity 3: Top 3 / Bottom 3

- **Group activity that gets parents moving around the room** where they mark the 3 most important and 3 least important data points to them from the required list
- Designed to help us **determine what's most and least important to parents**



Activity: What Do You Want  
to Know?



# Instructions

**1** Designate a note-taker at your table

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**2** Discuss as a group: What information is important for you personally, as a parent, to know about a school? The note-taker will write your answers using the format on the worksheet

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**3** Discuss as a group: If you were a school administrator, How would you measure that information? What data would you collect?

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**4** The note-taker will write your answers using the format on the worksheet

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## Activity: Edu-Jargon



# Instructions

- 1** Look at the list of required measures on your worksheet

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- 2** On your own or with your tablemates, write what you think they mean or what information or data you might anticipate seeing based on the title

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- 3** Circle words that are confusing or that you don't understand

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Activity: Top Three –  
Bottom Three



**1** Take a walk around the room and read the required metrics posted on the wall

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**2** Place a “check” on the three that are the most important to you and a “minus” on the three that are the least important to you

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# Feedback Discussion



# What feedback do you have on our approach or the toolkit?

- How could we improve our approach? What do you like about it?
- What's most confusing about the toolkit? How about most helpful?
- What additional support do you want or need from us or our partners?
- What questions do you still have for us?