



**ESSA Task Force Meeting #5
December 5, 2017 at 6:00 PM
441 4th Street, NW, 1117
Washington, DC 20001**

Minutes

ESSA Task Force Members:

Present:

Lannette Woodruff (Task Force Co-Chair and Ward 4 Representative, State Board of Education)
Josh Boots (Executive Director, EmpowerK12)
Samantha Brown (Special Education and Reading Teacher, Calvin Coolidge High School)
Yolanda Corbett (Co-Chair, Parent Advocate Leaders Group)
Laura Fuchs (WTU Board Member and Teacher, HD Woodson High School)
Anne Herr (Parent and Director of School Quality, FOCUS)
Jack Jacobson (Vice President and Ward 2 Representative, State Board of Education)
Erin Kupferberg (Senior Manager of School Quality and Accountability, DC Public Charter School Board)
Maya Martin (Executive Director, Parents Amplifying Voices in Education)
Jacque Patterson (DC Regional Director, Rocketship Public Schools)
Amon Payne (Student, Emerson Preparatory Academy)
Elizabeth Primas (ESSA Program Manager, National Newspaper Publishers Association)
Alex Rose-Henig (Dean of Students, BASIS DC)
Sheila Strain-Clark (Parent and Chief of Programs, Sasha Bruce Youthwork)
Jhonna Turner (Parent Engagement Program Coordinator, Washington Lawyers' Committee)
Joe Weedon (Ward 6 Representative, State Board of Education)
Suzanne Wells (Founder, Capitol Hill Public Schools Parent Organization)

Phone:

Allyson Criner Brown (Ward 7 Education Council Member and Associate Director, Teaching for Change)
Deborah Dantzer Williams (Head of School, Inspired Teaching Public Charter School)

Absent:

Ramona Edelin (Executive Director, DC Association of Chartered Public Schools)
Faith Gibson Hubbard (Chief Student Advocate, State Board of Education)
Donald Hense (Chairman, Friendship Public Charter Schools)
Juliana Herman (Deputy Chief of Policy, DC Public Schools)
Erica Hwang (Instructional Coach, Brightwood Education Campus)



Richard Pohlman (Executive Director, Thurgood Marshall Academy Public Charter School)

Daniel Rodriguez (Student, Benjamin Banneker High School)

Karen Williams (President and Ward 7 Representative, State Board of Education)

Shana Young (Chief of Staff, Office of the State Superintendent of Education)

Presenters:

Patience Peabody (Director of Communications, OSSE)

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

Naomi Watson (Deputy Chief of Staff, OSSE)

SBOE Staff:

John-Paul Hayworth, Executive Director

Jamikka Kendrick, Staff Assistant

Paul Negron, Program Support Specialist

Matt Repka, Policy Analyst

Maria Saliccioli, Policy Analyst

Executive Summary

Dr. Woodruff welcomed Task Force (TF) members to the fifth ESSA Task Force meeting. The meeting opened with a presentation on parent feedback by TF members Maya Martin and Josh Boots, and then the Office of the State Superintendent (OSSE) provided an update on the report card creation process. TF members offered comments and asked questions to gain a greater understanding of the report card work. In closing, Dr. Woodruff shared a draft definition of equity and asked TF members to indicate which parts of the definition resonated with them and where they identified potential areas for change.

Agenda Items

Welcome

Dr. Woodruff greeted TF members and gave an overview of the agenda. She announced that SBOE had passed a resolution that would allow all TF members to vote on any official business; previously, the TF was composed of voting and non-voting members.

She then introduced TF members Maya Martin, Executive Director of Parents Amplifying Voices in Education (PAVE) and Josh Boots, Executive Director of EmpowerK12, before their presentation on parent feedback on school report cards.

Parent Feedback on School Report Card

Ms. Martin discussed PAVE's work engaging parents by canvassing public spaces, which yielded a wealth of survey responses ranking the importance of various data point that could be included on



a report card. These surveys indicated that parents were most interested in data on student performance by subgroup and teacher quality; both of these items were cited by over 85% of parents. Other commonly cited priorities from these surveys were rates of school re-enrollment, school funding, and attendance. The data points that were least often ranked as top priorities were feeder patterns, school safety, and afterschool activities.

Parents shared with Ms. Martin that current tools to compare schools are insufficient; they appreciate MySchoolDC's blend of numeric and self-reported data, but are discouraged by the need to click on multiple links to find reports. Ms. Martin added that parents have some understand of existing tools, but have told her that without an expert to interpret the data, it's hard to fully understand all of the available metrics.

After Ms. Martin's presentation, Mr. Boots gave task force members a mockup of a potential report card, created in response to parents' feedback across PAVE/EmpowerK12 focus groups. He developed the report card to be easy to navigate on phones and computers, since he has found that parents do not often print out paper materials to compare schools.

Mr. Boots' report card incorporates elements from the Public Charter School Board (PCSB)'s online report cards, with modifications designed to help parents interpret graphs more easily. He also created a feature that presents similar schools on each school's report card to help families make easy comparisons. He also emphasized which data points are self-reported, rather than official counts, and highlighted school mission statements, which parents have said they are interested in. Mr. Boots concluded by saying he hoped this could be a starting point for OSSE.

Task Force Member Comments and Questions

TF members posed several questions and made various comments to Ms. Martin and Mr. Boots. The questions and their answers were:

- Whether re-enrollment rates are a good proxy for school climate
 - Mr. Boots agreed this issue merited further discussion with OSSE and explained that he used it as a placeholder data point
- Why the conversation was focused on layout, rather than content
 - Ms. Martin explained that it is impossible to completely divorce the two for parents, and creating a visual helped enhance PAVE and EmpowerK12's conversations with parents
- Why the materials represented a particular approach to parent engagement
 - Dr. Woodruff noted that all TF members engaged with their communities with their own approaches, which reflects different communities' needs and preferences. OSSE will strive for a report card that is inclusive of all of these needs and preferences.
- The number of people PAVE and EmpowerK12 engaged
 - Ms. Martin said there were roughly 65 at their presentation and they had received 51 surveys. She planned to receive up to 500 surveys from families by the end of the engagement process
- Whether data were available by ward
 - Yes, they are

Update on the School Report Card



Dr. Woodruff introduced Justin Tooley and Naomi Watson of OSSE. Mr. Tooley thanked Ms. Martin and Mr. Boots for their presentation and shared that OSSE's presentation would connect to PAVE/EmpowerK12's presentation.

Mr. Tooley reviewed the project timeline and OSSE's, SBOE's, and the TF's roles for creating the report card, as well as the project timeline. Ms. Watson then framed the conversation by saying that the presentation was designed to provide an update on parent report card feedback to-date, and while OSSE's materials did not include the final, comprehensive set of parent feedback, it will be added for a future version of the materials.

Mr. Tooley and Ms. Watson provided an overview of remaining engagement opportunities, noting that December 15 is the absolute final deadline for parent feedback. Ms. Peabody added that they expected over 1500 pieces of parent feedback through surveys and in-person engagement; she asked the TF to keep in mind that input should more than double between now and December 15.

Ms. Watson said OSSE organized parent feedback into three categories: top themes, other important themes/subgroup needs, and ESSA required data.

The top six themes from survey feedback, in order of greatest importance to respondents, are currently:

- 4-year HS graduation rate
- Violence, including harassment and bullying
- Advanced coursework
- College enrollment
- School-related arrests
- Number of inexperienced teachers.

The bottom six themes, in order of least importance to survey respondents, are:

- Pre-kindergarten
- Alternative assessments
- 1-5 STAR rating
- DC Science
- PARCC Math
- PARCC ELA

From in-person feedback, the top six themes are:

- Discipline/safety
- Teacher data
- College readiness
- HS graduation rate
- State assessment growth
- State assessment annual performance

The bottom six themes, in order from least to most important, from in-person sessions were:

- Per-pupil expenditures
- Pre-kindergarten test scores
- State assessment annual performance
- Re-enrollment rates



- Average student attendance rates
- Discipline and safety

Mr. Tooley then moved into a proposal for the 2018 report card launch. He and Ms. Watson presented suggested report card content in categories: Teacher Data, Parent and Family Engagement, Graduation and College Preparation, Diversity, Grades and Test Scores, and Discipline. These represent categories of data that families are very interested in. The content in the presentation is not comprehensive, but an accompanying handout included all proposed data. This handout, as well as the presentation, can be found at <https://sboe.dc.gov/essa-updates>.

For teacher data, the public has expressed an interest in teachers' educational experience, effectiveness, and more. To share this information, OSSE proposes presenting the following measures:

- Educator qualifications - inexperience (the number of teachers in their first year of teaching)
- Educator qualifications - emergency/provisional credentials
- Educator qualifications - out of certification

For parent and family engagement. Mr. Tooley said families are interested in schools' services, how schools work with parents, and the rate of parent engagement at the school. OSSE proposes to measure this by:

- Linking to school parent engagement plans
- Linking to school PTO/PTA information

TF members noted that that external links are not an ideal way to present data, since one of the original objectives of the school report card was to consolidate information and permit for side-by-side comparisons.

For graduation and college preparation, OSSE proposes using the following measures:

- SAT "college ready" benchmark
- SAT DC Percentile Threshold (to be set by OSSE)
- Graduation Rate
- AP/IB participation
- AP/IB performance
- Alternate graduation rate

Mr. Tooley added that parents are interested in college enrollment data, but DC is not yet ready to represent this data, as it is contingent upon data from the National Student Clearinghouse. He said this would ideally be included in the 2019 report card. A TF member added parents are also interested in college, military, and career enrollments. Another TF member agreed and shared a concern that reporting college enrollment data would encourage schools to push college-only programs.

For diversity, parents were interested in understanding demographic data within schools, and the efforts around supporting certain subgroups. The proposed measure to report on diversity is school enrollment, with counts showing number of students in each subgroup.

For grades and test scores, OSSE proposed to report:

- Assessment results
- English proficiency for ELLs



- Median growth percentile
- Growth to proficiency
- Progress in achieving English Language

For discipline, parents wanted to learn about school safety and approaches to discipline. Proposed measures include:

- In-school suspension
- Out-of-school suspension
- Expulsion
- School-related arrests
- Incidents of violence
- Bullying
- Harassment

OSSE's next steps include continued public engagement, logging and analyzing public feedback, updating materials shared with the TF, submitting a final proposed list to the SBOE in January, and previewing next steps on design at a future TF meeting.

Task Force Member Comments and Questions

TF members' questions were as follows:

- One TF member questioned the phrasing of "inexperienced" for first-year teachers
 - Ms. Peabody explained this was shorthand for the TF and would not be presented that way on the report card. Another TF member said that parents want to know how many first-year teachers are at a school, and the TF member who asked the question said that this was better framing.
- A TF member asked if all schools have parent engagement plans
 - Ms. Watson said they do not. A TF member suggested creating a standardized parent engagement template to facilitate comparison.
- A TF member asked if college enrollment data were affected by the number of students who can afford college tuition
 - Mr. Tooley and Ms. Watson said that yes, this is a barrier to enrollment
- One TF member inquired about how stakeholders will be engaged after the initial report card is created, particularly around data points that are not ready for 2018 but will be on the 2019 report card
 - Mr. Tooley and Ms. Watson said they would follow up about this
- A TF member asked why teacher retention data is not a proposed metric
 - Ms. Watson said the city does not reliably collect this data, and it would be difficult to include it on a report card. The TF member said that the city should look beyond current available data, and teacher retention data is a long-term opportunity. Another TF member said he believed schools were already required to report on teacher quality, and they could include teacher retention data in these reports
- A TF member asked why OSSE did not propose including data on teachers' races
 - Ms. Watson said the state does not accurately collect these data. A TF member said this information should be presented and the city should know how the teaching force compares to its students, demographically
- One TF member asked if grades and test scores would only be reported for English Language Learner students



- Ms. Watson explained that the PowerPoint presentation represented a summary, and data for all subgroups in all subjects would be reported
- A TF member asked how schools would gather bullying and harassment data
 - Another TF member said this is already federally required data
- Another TF member asked why teachers in their first five years of teaching were not considered inexperienced, rather than just those in their first year of teaching
 - Mr. Tooley said this definition is provided in ESSA, not created by the District
- One TF member asked why data on mid-year withdrawals from schools was not included in the report card
 - Ms. Watson said that it would be, and while the presentation represented a summary of the top items that would be reported, the appendix in the accompanying document contained the full list of items OSSE was considering for inclusion
- A TF member asked whether the product should be called something other than a report card, expressing concern that it would be seen as providing grades for schools, rather than profiling them
 - Ms. Peabody said this could be discussed
- One TF member asked for a definition of parent-friendly
 - Dr. Woodruff explained that the TF wanted a report card that worked for a wide audience as clearly as possible

TF members also made the following suggestions:

- A TF member expressed a desire for objective measures, in part to ensure report cards were not biased against DCPS. This TF member noted some concern around teacher quality measures in particular, and suggested that teachers' experience should be represented in data
- A TF member suggested that if teacher retention could not be included on report cards, OSSE could consider reporting principal turnover
 - Ms. Watson said it could be considered, but reporting on individual principals' retention rates creates sensitive data.
- One TF member suggested providing clear guidelines on how in-school suspension is defined, and breaking out types of suspensions if possible
- Another TF member noted that families want to understand all data in terms of subgroups – for example, how well schools educate black male students
- A TF member noted that PTOs and PTAs are sometimes considered a privilege and expressed interested in seeing the metrics that would be presented for special education students

Dr. Woodruff said the TF should continue asking for items that should be included going forward.

Report Card Timeline

Mr. Tooley and Ms. Watson reviewed the next steps in the report card creation process, noting that they would plan to finish gathering input by December 15.

Closing



Dr. Woodruff presented a draft definition of equity for the task force, sharing that she developed it by considering the small groups' definitions of equity from the previous meeting and gathering expert input. She encouraged TF members to share any initial reactions to the definition before leaving, and, after taking time to reflect, to provide comments via email. She then ended the meeting.

The TF will meet again on Tuesday, January 9, 2017, from 6:00 – 8:00 PM at 441 4th Street NW, room 1117.