



**ESSA Task Force Meeting #4
November 7, 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)

Alex Rose-Henig (Dean of Students, BASIS DC)

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

Amon Payne (Student, Columbia Heights Educational Campus)

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

Daniel Rodriguez (Student, Benjamin Banneker High School)

Deborah Dantzer Williams (Head of School, Inspired Teaching Public Charter School)

Erica Hwang (Instructional Coach, Brightwood Education Campus)

Erin Kupferberg (Senior Manager of School Quality and Accountability, DC Public Charter School Board)

Faith Gibson Hubbard (Chief Student Advocate, State Board of Education)

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

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

Joe Weedon (Ward 6 Representative, State Board of Education)

Josh Boots (Executive Director, EmpowerK12)

Juliana Herman (Deputy Chief of Policy, DC Public Schools)

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

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

Maya Martin (Executive Director, Parents Amplifying Voices in Education)

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

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

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

Phone:

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

Jacque Patterson (DC Regional Director, Rocketship Public Schools)

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

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

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

Absent:



Julie Anne Green (Executive Director, New Futures)

Donald Hense (Chairman, Friendship Public Charter Schools)

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

Presenters:

Lillian Lowery (Vice President for P-12 Policy and Practice, Education Trust)

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 fourth ESSA Task Force meeting. The meeting opened with a brief update from the Office of the State Superintendent (OSSE) on community feedback regarding the District's statewide report card. Focus group members who conducted focus groups shared their insights from these meetings. Dr. Lillian Lowery, Vice President at the Education Trust, then gave a presentation on educational equity, using data from District of Columbia schools. After this presentation, the task force broke into groups to define equity as it pertains to public education. As the meeting drew to a close, TF members shared their small groups' definitions of equity.

Agenda Items

Welcome

Dr. Woodruff greeted TF members and provided an overview of the meeting agenda, announcing its focus on equity. She gave a brief summary of the previous TF meeting, thanking Mr. Boots for presenting on PARCC data and acknowledging that OSSE had incorporated TF members' feedback on ESSA focus groups.

Update on Report Card Focus Groups

Ms. Watson and Mr. Tooley presented an update on OSSE's work on school report cards. The meeting fell during the first phase of the engagement process, but over 100 members of the



community had been engaged, with many more meetings to come. Near 75% of these respondents were parents. Ms. Watson and Mr. Tooley shared that OSSE updated the toolkit to make it more family-friendly, using feedback the TF provided in October. Ms. Watson and Mr. Tooley encouraged the TF to share OSSE's online feedback-gathering survey; families are able to provide feedback on the school report card through either in-person focus groups or the online survey.

TF members had an opportunity to see respondents' priorities at this stage, but Ms. Watson and Mr. Tooley reminded the TF that responses could change as more families responded to the survey and participated in focus groups. TF members noted that stakeholders' priorities may range widely, wondered whether respondents felt comfortable enough to be frank in their responses, and clarified that elementary and high school report cards may look slightly different.

Ms. Watson and Mr. Tooley took note of these comments and informed the TF about upcoming feedback sessions on the report cards, the next of which would take place on November 8 at the Bellevue Library.

Presentation on Equity

Dr. Woodruff thanked OSSE and TF members for their efforts with the focus groups. She then introduced Dr. Lowery, sharing one of her quotes on equity and informing the group of her many accomplishments in the field of education.

Dr. Lowery said that equity has become a buzzword, so people may use it with different definitions in mind, and she hoped the TF could reach a working definition of equity by the end of the meeting. She gave an overview of the rest of the meeting, saying that she would share relevant data, help facilitate small group discussions, and, with Dr. Woodruff, bring the group back together for a shared discussion.

Dr. Lowery presented data highlighting the fact that students of color and low-income students in the District have less access to experienced and highly-qualified teachers, are less likely to take and pass AP exams, and perform less well on the SAT, [PARCC](#), [NAEP](#), and other tests. A TF member referenced a study conducted by Mathematica in DC schools that found a correlation between student success and access to highly-rated teachers.

Dr. Lowery broke the data out further, noting that students of color and low-income students are improving on the highly-regarded NAEP test more quickly than their peers, but that is not the case for the PARCC exam or other measures that are used more widely in schools. Furthermore, gaps between different student demographic groups remain significant.

These trends are also present in high school graduation rates, which show that students of color, students with disabilities, and low-income students are less likely to graduate in four years than their peers. This data can be broken out to show that District students who live in lower-income wards are less likely to graduate in four years. Graduation rates are the highest in Wards 2 and 3,



and are the lowest in Ward 8. Fifteen percent of students in Ward 8 will receive at least one out-of-school suspension in a given school year; in Ward 3, that number is 2%.

Finally, while low-income students in DC are less likely to be enrolled in preschool than their wealthier peers, preschool enrollment is relatively high, and the enrollment gap is smaller than other gaps. A TF member noted that inequity persists despite similar rates of preschool access, because the quality of preschool education varies greatly across the city.

Q&A with Dr. Lowery

TF members asked Dr. Lowery the following questions:

- How many District students take the NAEP exam?
- Would it be possible to share more data on student growth?
- What is the cutoff SAT score that indicates college readiness?
- Could you share data on elementary, middle, and high school suspension rates, broken out by ward?
- Are there additional metrics here racial achievement gaps exist?

Dr. Lowery noted that white students in the District are more likely than black or Latino students to be enrolled in higher-level math in 8th grade, and they are more likely to take AP exams in high school. She told the TF she would work with her team to find answers to any questions she was unable to answer during the meeting. Dr. Lowery thanked the TF for the unique perspectives they brought to the discussion, and she encouraged them to bring their expertise to the small group discussions on equity. She recommended that TF members consider the obstacles in students' paths and identify potential solutions to remove these obstacles.

Group Breakout – Defining Equity

TF members split into four groups and worked to create definitions of equity, keeping Dr. Lowery's presentation in mind. Once each group had an opportunity to create a draft definition, the TF reconvened as a large group.

Create Task Force Definition of Equity

Each group shared the results of their conversations about equity. Takeaways across the four groups included:

- We want equal outputs from kids, but inputs differ
- Standardization may drive inequity
- Goal: measure inputs and outputs, and use that information to drive equity
- Equity is giving individuals what they need to succeed
- Equity is NOT equal resources



- Methods of reaching equity are complex
- Challenges: limited resources, talent, capacity
- Equity is more than a school-level issue
- We need to talk about community first – there is more than one DC community
- DC and the US have NEVER been equitable – we must acknowledge this
- Equity is a collective community decision to bring kids the resources they need to succeed
- We must allocate resources to remedy injustice and level the playing field

Closing

In closing, Dr. Woodruff thanked TF members and presenters and distributed an exit slip, asking each TF member whether the presentation helped advance his/her understanding of equity, and inquiring about their preferred means of adopting a shared definition of equity that will guide the remainder of the TF's work.

The TF will meet again on Tuesday, December 5, 2017, from 6:00 - 8:00 PM at 441 4th Street NW, room 1117.