



**ESSA Task Force Meeting #14
November 13, 2018 at 6 p.m.
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)
Daniel Rodriguez (Student, Benjamin Banneker Academic High School, DCPS)
Deborah Dantzer Williams (Head of School, Inspired Teaching Demonstration School)
Donna Johnson (Director of Accountability, OSSE)
Erin Kupferberg (Senior Manager of School Quality and Accountability, DC PCSB)
Hannah Dunn (Student, Woodrow Wilson High School, DCPS)
Jack Jacobson (Vice President and Ward 2 Representative, DC State Board of Education)
Jacque Patterson (Chief Community Engagement and Growth Officer, KIPP DC)
Jhonna Turner (Parent Engagement Program Coordinator, Washington Lawyers' Committee)
Josh Boots (Executive Director, EmpowerK12)
Juliana Herman (Deputy Chief of Policy, DCPS)
Kerry Savage (Policy Analyst, PAVE) (delegate of **Maya Martin**, Executive Director, PAVE)
Laura Fuchs (WTU Board Member and Teacher, HD Woodson High School, DCPS)
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)

Task Force Members - On the Phone

Allyson Criner Brown (Member, Ward 7 Education Council; Associate Director, Teaching for Change)
Richard Pohlman (Executive Director, Thurgood Marshall Academy PCS)

Task Force Members - Absent

Anne Herr (Parent and Director of School Quality, FOCUS DC)
Elizabeth Primas (ESSA Program Manager, National Newspaper Publishers Association)
Faith Gibson Hubbard (Chief Student Advocate and Interim Ombudsman, Office of the Student Advocate)
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 Washington, DC)
Tumeka Coleman (Teacher, Walker-Jones Education Campus, DCPS)
Yolanda Corbett (Co-Chair, Parent Advocate Leaders Group)



Presenters

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

SBOE Staff

John-Paul Hayworth, Executive Director

Miguel Aguero, Staff Assistant

Alex Jue, Policy Analyst

Paul Negron, Public Affairs Specialist

Matt Repka, Policy Analyst

Executive Summary

Ms. Williams welcomed ESSA Task Force (TF) members to the fourteenth ESSA Task Force meeting. Representatives from the Office of the State Superintendent of Education (OSSE) updated the TF members on the timeline for the school report card launch and provided an overview of upcoming ESSA school improvement designations. The TF split into its three committees to work on their group goals and projects for 2019.

Agenda ItemsWelcome

Ms. Williams welcomed ESSA Task Force (TF) members to the fourteenth ESSA Task Force meeting and turned over the presentation to Ms. Johnson and Mr. Tooley.

Update from OSSE

Ms. Johnson and Mr. Tooley presented an update on OSSE's priorities over the next month and the remainder of the school year. OSSE is conducting engagement meetings in the community in advance of the launch of the school report card, which is expected in early-to-mid December. Ms. Johnson said that the agency is finalizing supplemental resources, including explanatory brochures and FAQ sheets, that it will make available online in advance of the launch. OSSE is making an effort to support local education agency (LEA) leaders before the launch of the report card, including making embargoed materials available in advance and hosting a support webinar in late November. A TF member asked if ESSA TF members would be able to participate in that webinar; Ms. Johnson said that it was intended to be a closed session because the materials included identifiable student-level data.

A TF member asked about the FAQ document release date and time; Ms. Johnson said she expected it to be live by the end of the week but that she could not confirm the exact time. Another TF member asked whether the school report card mobile website would look substantially different from the desktop version and thought it would be important to include the mobile version in the video walkthroughs.

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The TF member asked whether the materials would launch before EdFEST and whether OSSE would have a presence at EdFEST. Ms. Johnson said that OSSE would have tables at the event to have attendees explore the report cards.

Ms. Johnson said that under the federal ESSA law, OSSE must designate its lowest-performing schools for two varying levels of support: Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS). Schools identified as those in the lowest five percent according to the School Transparency and Reporting (STAR) Framework will be eligible to apply for \$11 million in grant funding over three years. TS schools are those that have any subgroup of students performing at or below the five percent threshold. Ms. Johnson said the designations would be released in December 2018. A TF member asked if the CS grants were competitive, and Ms. Johnson said that it would not be based on a formula or competition, but based on the number of schools in the District of Columbia, she expected roughly ten schools would be eligible for the funding.

A TF member asked if LEAs would provide additional support to the newly designated CS schools; Ms. Johnson said she expected that they would but it would be up to the LEAs to decide how best to do that. Another TF member asked if there would be technical assistance for the CS schools in completing the grant applications, since these were the schools that were likely struggling administratively already; Ms. Johnson said that OSSE would have to examine the situation on a case-by-case basis if a CS school failed to or chose not to apply for the grant.

A TF member asked if OSSE was assisting schools with messaging on 1- and 2-star schools, and whether there would be context provided to parents about the limitations of the STAR rating. Ms. Johnson said that a low STAR rating did not necessarily equate to a CS or TS designation and the agency would work to clarify that to parents.

Ms. Johnson spoke about two different tiers for CS schools, called Comprehensive Support 1 and 2 (CS1 and CS2). CS1 schools are those that fall below the aforementioned five percent threshold, while CS2 schools are any high schools in which both the four- and five-year adjusted cohort graduation rates are below 67 percent. TF members and Ms. Johnson discussed how the CS and TS designations would be calculated and how the designations would then be used by both OSSE and LEAs. OSSE is developing templates for CS schools to develop needs assessments, resource equity analyses, and school improvement plans, while TS schools will work with their LEAs to develop school improvement plans. Ms. Johnson said that OSSE wants its CS school grant awardees to focus their efforts in three priority areas: people, curriculum and instruction, and structures.

A TF member asked Ms. Johnson about the likelihood that low-performing schools would lose more in per-pupil funding due to enrollment declines than the CS and TS grant funds could make up, and whether there would be other funding available to stabilize schools that are losing students. Ms. Johnson said that OSSE would make an effort not to dictate to schools how to message their rating, because the rating may be attributable to many different unique and school-specific factors. The agency is emphasizing a holistic approach to reading the report cards that encourages readers



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to go beyond the rating. The TF member said that based on her experience from focus groups, parents would not do so.

Another TF member said that parents might not necessarily understand more complex measures of educational growth but they would understand symbols, and that they might comprehend the significance of the stars without taking any other information from the report card.

Ms. Johnson and the TF members discussed the timeline and next steps for CS and TS schools, how grants would be disbursed, and how schools might develop their school improvement plans. Schools designated CS1 will have until February 2019 to submit a grant application to receive funding, and until May to follow up with needs assessments and school improvement plans.

Ms. Williams thanked Ms. Johnson and Mr. Tooley for their work and the TF members for their questions and concerns. She said that OSSE would return in subsequent TF meetings to further discuss the school report card. Lastly, Ms. Williams invited the TF members to the SBOE's Teacher and Principal Retention Forum at Walker-Jones Education Campus on November 28.

Committee Work

Ms. Williams introduced the committee work portion of the meeting by saying that she felt this was a valuable opportunity to further examine issues of equity. She asked the groups to start thinking about what direction they would like to take their work in, and that in January the groups would start to build toward their final deliverable items.

The **Academic Equity Committee** discussed what deliverables would be realistic for their group to accomplish in the remaining six months. One possibility is a set of research questions for the proposed District of Columbia Education Research Collaborative, which if established would eventually outlive the task force. The committee talked about opportunities and resources, as well as researching best practices and what strategies are working in other school districts.

The committee discussed the \$11 million in OSSE grant funds for CS1-designated schools and agreed that it would not be enough. The committee is interested in what resources the TF can bring to help schools make improvements, and how the committee and TF could potentially work with the State Board to make that happen.

The **School Resources and Funding Equity Committee** discussed how to expand and enhance the budget section of the school report card to make it more understandable for members of the public. They discussed what budget data should be transparent and uniform across both sectors at the LEA level and school level, including basic breakouts for budget spending (e.g. special education, technology, books, salaries, facilities, overhead), and information on funding sources and amounts. The committee discussed transparent budget information as being important to the goal of equity.

The **Leading for Equity Committee** talked about how to leverage their membership to support leaders of schools with one- or two-star ratings on their school report card. The group discussed how schools should ideally communicate their ratings to current and prospective families and the



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implications of the stars on equity across the District. The committee resolved to further discuss its goals and intended scope of work at the December TF meeting.

Next Steps and Adjourn

Ms. Williams thanked the TF members and asked them to continue to build out their recommendations with their groups before the next meeting. She then adjourned the meeting. She said the committees should be prepared to finalize their goals at the December meeting after OSSE presents on school report cards.

The TF will next meet on Tuesday, December 11, 2018 from 6 to 8 p.m. at 441 4th Street NW in Room 1117.

