



**ESSA Task Force Meeting #2  
September 5, 2017 at 6:00 PM  
441 4<sup>th</sup> Street, NW, Suite 1114  
Washington, DC 20001**

**Attendance**

ESSA Task Force Members:

**Present:**

- **Lannette Woodruff** (Task Force Co-Chair and Ward 4 Representative, State Board of Education)
- **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 Dantzler Williams** (Head of School, Inspired Teaching Public Charter School)
- **Donald Hense** (Chairman, Friendship Public Charter Schools)
- **Elizabeth Primas** (ESSA Program Manager, National Newspaper Publishers Association)
- **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)
- **Julie Anne Green** (Executive Director, New Futures)
- **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)
- **Richard Pohlman** (Executive Director, Thurgood Marshall Academy Public Charter School)
- **Samantha Brown** (Special Education and Reading Teacher, Calvin Coolidge High School)
- **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)

**Absent:**

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



- **Jacque Patterson** (DC Regional Director, Rocketship Public Schools)
- **Shana Young** (Chief of Staff, Office of the State Superintendent of Education)

#### **SBOE Staff:**

- **John-Paul Hayworth**, Executive Director
- **Paul Negron**, Program Support Specialist
- **Jamikka Kendrick**, Staff Assistant

#### **Executive Summary**

Dr. Lannette Woodruff opened the task force meeting by reviewing participants' "must have" and "wish list" items for a report card. The group then heard from the Office of the State Superintendent on the STAR Framework, which is the District's new method of evaluating schools under the recently approved ESSA State Plan. Next, the group heard a presentation on the District's equity reports and had a brief discussion. Dr. Woodruff ended the meeting by asking participants to identify focus groups they could convene to solicit feedback on what features would be most desirable in school and state report cards. The next meeting will take place on October 3, 2017, from 6:00 – 8:00 PM at 441 4<sup>th</sup> Street NW, room 1114.

#### **Agenda Items**

##### **Welcome**

Dr. Woodruff greeted participants and asked them to look at the group's list of "must have" and "wish list" items for a school report card. She asked task force (TF) participants to examine the items with partners and categorize them. Dr. Woodruff displayed her categorizations and asked participants to let her know if she had incorrectly categorized a wish list or must have item. She reminded participants that the group would be making decisions that would affect students across the District, and that it is important to give all stakeholders a voice in the report card creation process.

##### **Presentation of ESSA Reporting Requirements and The School Transparency and Reporting System STAR Framework**

Dr. Woodruff introduced Mr. Justin Tooley and Ms. Chloe Woodward-Magrane of the Office of the State Superintendent of Education (OSSE) and shared that TF members could find a relevant article in their binders. Mr. Tooley said that they would present on the statutory requirements for school report cards under ESSA, the only guidelines that are set in stone. The two presenters also shared information on the STAR Framework.

State Education Agencies (SEAs), of which OSSE is one, must create report cards. Local Education Agencies (LEAs) may also create report cards. In statute, report cards are required to be concise, understandable, created in consultation with parents and written in parent-friendly language, and available to the public. Mr. Tooley added that while these items are required, they are a floor rather than a ceiling for report card content.



Mr. Tooley outlined the ESSA requirements for the report card, providing an overview of accountability-related data elements, discipline/violence related data elements, teacher data, and other data elements. Other data elements include budget information, NAEP results, AP credit, and the number of students enrolled in preschool programs. He added that while the state-level report card will make comparisons between schools, individual school report cards will simply present their own data.

A TF member asked about student subgroups like race, gender and socio-economic status, and Mr. Tooley noted that subgroup performance is legally required for the report card. Another TF member asked about the purpose of the task force, given the large number of requirements for the report card. Mr. Tooley explained that even if it was limited to required elements, the task force needs to be thoughtful about how information is presented – for example, whether a data element be presented as a table or a graph, on the first page or on another page. There are many decisions to be made, even for required elements. He added that there are data that OSSE collects but that are not legally required to include on a report card; it's up to the task force to determine whether or not these data should be presented. Finally, there is data that OSSE does not collect and that is not required for school report cards. This is complicated, given that OSSE may not have the authority or capacity to collect particular data items, but the task force has an opportunity to determine whether or not these data would be useful on a report card.

Dr. Woodruff shared that students may need to access this data, in addition to parents, and the group will need to be thoughtful about how data is presented. She reminded TF members that the report card needs to reflect community feedback, not just TF member opinions.

Mr. Tooley told TF members that the US Department of Education had just approved the District's ESSA State Plan and that OSSE would start engaging in implementation work in the near future. Ms. Woodward-Magrane then took the opportunity to walk TF members through OSSE's STAR accountability framework. She added that she recognized some TF members from public engagement efforts around this framework, and that the presentation would be familiar information to these people.

Ms. Woodward-Magrane shared that OSSE will use 2017-2018 data to create accountability ratings for the finalized report card. She presented the STAR (School Transparency and Reporting) Frameworks for Elementary Schools without Pre-Kindergarten, Elementary Schools with Pre-Kindergarten, Middle Schools, and High Schools. She explained the meaning of the measures in the frameworks; academic achievement is comprised of [PARCC](#) scores (the number of students who receive a college- and career-ready score) and MSAA scores (a measure of academic achievement of students with cognitive disabilities). Academic growth is broken into median growth percentile and growth to proficiency, both of which measure the academic success of students across all levels of achievement.

School environment will be measured by in-seat attendance, re-enrollment (as a proxy for family satisfaction), and access and opportunities. OSSE is not currently ready to measure access and opportunities, but is planning to run pilot studies that will test measures of access and opportunity. Once access and opportunity measures have been identified, this metric will be included in report card scoring.



A TF member asked if the task force was working on access and opportunities, and the group informed her that the ESSA task force would tackle this issue. Mr. Tooley shared that nothing is being piloted yet, but OSSE is working to identify access and opportunity measures for these upcoming pilot studies.

OSSE measures English language proficiency for English language learners using the ELS exam.

A TF member asked to clarify the growth to proficiency metric, wondering if it was measuring the rate at which students approached proficiency; Mr. Tooley suggested the group should return to this question at a later time.

Another TF member asked what happened when schools do not have enough students in a certain category; Ms. Woodward-Magrane explained that schools are not evaluated on categories where their n size is too low to measure, and those schools are graded out of a lower number of points.

A TF member asked about whether ELL students are required to take both [ACCESS](#) and PARCC; Ms. Woodward-Magrane was unable to answer this question for all students because rules vary in different contexts, but she said that certain students are counted in both categories. She also clarified how pre-kindergarten students are assessed, explaining that the framework uses the CLASS assessment tool, which evaluates class organization, emotional support, and instructional support.

Ms. Woodward-Magrane moved on to discuss the high school framework, noting that four-year graduation rates are a factor in high schools' scores. Given that PARCC is relatively new, she noted that there are limitations around measuring growth, which is why it is not one of the components of high school scores, but OSSE is dedicated to measuring high school growth in the near future. She also pointed out that the SAT is a component of academic achievement, in addition to PARCC and MSAA.

She concluded by diving into school environment and school quality. At the high-school level, there are measures of school quality that are not included in elementary and middle schools' scores: [AP/IB](#) participation and performance, and the alternative graduation rate.

Dr. Woodruff asked when the PARCC is administered, and Ms. Woodward-Magrane explained that it is connected to specific courses, so students take PARCC exams the year they take the connected classes. It is not tied to a particular grade level.

A TF member noted that while PARCC is used in certain states, the SAT is used nationally and could be used as a diagnostic for school quality, given that it is used for colleges. He asked why PARCC preparation is so intense, and the test is weighted more heavily on school report card, when the SAT is such a valid measure. Mr. Tooley said that federal law requires the District to administer a test, and another TF member noted that policy choices are being made in using the PARCC exam. A school-based TF member shared that he would align instruction to the SAT if he was not required to administer the PARCC, and he said it was interesting to think about how instructional leaders would behave differently if they were not required to prepare for the PARCC. A TF member addressed the issue of cultural bias in the SAT and said she thought it was good that the SAT is only a piece of academic



achievement. She urged caution around having the SAT serve as the primary measure of academic achievement, particularly for schools with low-income students.

Mr. Tooley said this was an important conversation to have, and Ms. Woodward-Magrane said this conversation served as an important tie-in to the overarching question of what pieces of information feel important and are useful for parents.

A TF member asked if the group was charged with suggesting changes to the accountability system in addition to the report card. She indicated that she was promised the community would have input on these matters. Dr. Woodruff responded that accountability should evolve as the city changes, and the committee was formed to ensure the Board can make recommendations to OSSE. She lauded OSSE's involvement with the task force's work and told the TF member her point was well-taken.

### **Presentation of Equity Reports**

Dr. Woodruff introduced the equity reports, the result of collaboration between OSSE, DC Public Schools (DCPS), the DC Public Charter School Board (DC PCSB), and the Deputy Mayor for Education (DME). Mr. Tooley and Ms. Woodward-Magrane, in partnership with Ms. Rashida Young of DC PCSB, presented on the reports. Ms. Young provided the history of the equity reports, sharing that the school and citywide reports offer profile information. In the 2012-2013 school year, DC PCSB, DCPS, and the New Schools Venture Fund discussed creating a report that would present comparable data between schools. Before creating the reports, the group met with charter LEAs and gathered their feedback on the metrics they were comfortable presenting, as well as those metrics that would possibly be misunderstood without appropriate context.

The data presented on each school are compared across schools that offer the same grade levels (for example, schools that serve grades 3 – 8 are compared to one another). On school-level report cards, school data is compared to the city average. Ms. Young noted that the report is called an equity report because viewers can easily understand how students are served across metrics. The report is not high-stakes – they are not used to evaluate schools – and defined targets do not exist for any of the given metrics, but the hope is that these reports will start conversations.

Over time, the reports have improved their ability to create apples-to-apples comparisons, shoring up differences between the charter and public school sectors. The only comparable data that is not separated by grade band is PARCC data, since PARCC tests are not tied to particular grade levels. The report's most unique metric is mid-year withdrawal data; viewers can see how many students join or leave a school during the school year.

2016-2017 is the fifth year equity reports have been produced; the group is aware that the reports may go extinct as the ESSA report cards are established, and the group is fine with that, as long as the information contained on the reports is moved to the new state and school report cards.

Ms. Young added that in the beginning, the group thought families could use these reports in conjunction with existing report cards, but over time, they have noticed that school leaders, other states, and education leaders use the reports more often than families do.



### **State Board of Education of the District of Columbia**

441 4<sup>th</sup> Street, NW ~ Suite 530S & 723N ~ Washington, DC 20001 ~ (202) 741-0888  
[www.sboe.dc.gov](http://www.sboe.dc.gov) ~ [sboe@dc.gov](mailto:sboe@dc.gov) ~ [facebook.com/dcstateboard](https://www.facebook.com/dcstateboard) ~ @DCSBOE



She hopes that the visualization becomes more digestible when it moves from a practitioner-used report to a family-friendly report card.

Ms. Young asked how parents receive the reports; as an example, she said that parents may or may not find withdrawal rates interesting.

One TF member shared that she did use equity reports when searching for a school for her child, and when she saw high rates of suspension for black students, she removed some schools from her list. She found the equity reports on the My School DC site, and she noted that not all information has to be listed in all places. She added that people look at different information at different times, based on how old their children are; discipline is very important to her now, but she will be interested in AP offerings when her child goes to high school.

## Q&A

A TF member noted that parents don't always have time to visit schools, and she wondered about what information is available for all schools. Ms. Young responded that different entities try to provide drop-down information of different reports, but it can be difficult for parents to find the reports that host desirable information.

## Group Discussion

Dr. Woodruff noted that it would be important to identify which schools need additional resources, regardless of whether or not this shows up on the equity reports or the school/state report cards.

A TF member shared his website, which presents PARCC data.

Another TF member spoke on behalf of families with students with special needs, noting that it's important to look at the rate at which these students are suspended. She shared that it's helpful to find this information, as well as achievement levels broken down by gender and race. She is looking forward to the time when a single document unites all of this data.

Dr. Woodruff said it's important to keep coming back to the big picture and remember that the group is meeting to serve all students well.

## Closing

Dr. Woodruff shared information about the next meeting; TF member Josh Boots will present on PARCC data, and OSSE will provide training on leading focus groups to gather community input.

The group was charged with identifying two focus groups, ideally containing both parents and students, they could meet with. The meetings should be arranged by September 29,



and after the October training, TF members will be prepared to run focus groups. TF members should send the details of their focus groups to Ms. Maria Saliccioli.

A TF member asked if she should set up a group or if she should attend an existing meeting; Dr. Woodruff said TF members could set up their own meetings, or they could attend existing meetings. She recommended that TF members work in teams, but added that the group would like to speak with as many people as possible, as soon as possible, to ensure all voices are heard. She said that it was important for the groups to connect with parents.

A TF member asked how much time she should ask for, and how many people should be in the focus group. Dr. Woodruff said that this information would be determined over the next few days and that the Board would share this information with TF members after that is completed.

A TF member asked for a live document that would track focus groups, to ensure that TF members were aware of any scheduled meetings and could tag along.

The group was asked, as a closing activity, to respond to two prompts:

1. Please write a one-sentence definition of equity.
2. In your opinion, what do you think is the most important equity issue in our schools?

The meeting was adjourned at approximately 8:00 PM.

The TF will meet again on Tuesday, October 3, 2017, from 6:00 – 8:00 PM at 441 4<sup>th</sup> Street NW, room 1114.

