



ESSA Task Force Meeting #2
August 22, 2017 at 6:00 PM
441 4th 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)
- **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)
- **Jacque Patterson** (DC Regional Director, Rocketship Public Schools)
- **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)
- **Richard Pohlman** (Executive Director, Thurgood Marshall Academy Public Charter School)
- **Samantha Brown** (Special Education and Reading Teacher, Calvin Coolidge High School)
- **Shana Young** (Chief of Staff, Office of the State Superintendent of Education)
- **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)

Phone:

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



Absent:

- **Donald Hense** (Chairman, Friendship Public Charter Schools)
- **Elizabeth Primas** (ESSA Program Manager, National Newspaper Publishers Association)
- **Jack Jacobson** (Vice President and Ward 2 Representative, State Board of Education)
- **Maya Martin** (Executive Director, Parents Amplifying Voices in Education)

SBOE Staff:

- **Maria Saliccioli**, Policy Analyst
- **Paul Negrón**, Program Support Specialist
- **Jamikka Kendrick**, Staff Assistant

Executive Summary

Task force members introduced themselves by name, affiliation, and the constituent groups with which they would be able to liaise. The five groups that produce report cards on District schools – District of Columbia Public Schools (DCPS), DC Public Charter School Board (PCSB), Learn DC, My School DC, and Great Schools – shared an overview of their report cards, focusing on the features that are available to families who use their services. The group discussed the next steps for the committee, participated in an education-related icebreaker, and prepared for the next meeting on September 5, 2017, from 6:00 – 8:00 PM.

Agenda Items

Welcome and Introductions

Dr. Lannette Woodruff opened the meeting by introducing the Every Student Succeeds Act (ESSA) and briefly outlining the work the task force (TF) would undertake. The TF will submit a formal report card for State Board vote in the next year, and the TF will also address issues including school climate, science assessment, and high school evaluation.

TF members were asked to state their names, affiliations, and platforms, as were presenters who attended the meeting to share information about existing report cards.

Presentation of Existing Report Cards

Dr. Woodruff presented a slide showing the common features shared between report cards. The presenters then began to demonstrate the report cards their organizations create.

DCPS

Juliana Herman presented about **DCPS and its use of a school profile and scorecard**. The report card allows families to compare schools’ academic and non-academic offerings, view schools on a map, and learn more about schools’ student performance data and school climate. The first page of a DCPS profile is a general overview of an individual school. Profiles feature descriptive



identifiers of the unique educational opportunities in each school. Principals personalize the pages for their respective schools, focusing on the opportunities they are most interested in highlighting.

School profiles also include school photographs, ward information, and information on community partnerships and programs in buckets – academic enrichment, wellness and fitness, arts and culture, and special education services. The profiles also provide basic demographic information.

In-depth information can be found under the Student Performance and Progress section. These include PARCC data, growth, and other metrics for individual schools and across the District. Scorecards also include information on school safety metrics, titled “Safe and Effective Schools.” These metrics include truancy, self-reported satisfaction, and retention of highly effective teachers. Each metric has a hover-over definition to help families understand what is being communicated.

DCPS surveys grade 3+ students each spring on five criteria of school climate – Learning Environment, Interpersonal Relationships, Safety, Social-Emotional Learning, and Overall School Satisfaction. Schools’ climate scores are comprised of the results from these surveys.

DCPS’ profile also contains Unique School Indicators – schools can indicate one additional metric that tells parents something particular about their school. This additional metric could be related to Partnership for Assessment of Readiness for College and Careers (PARCC) Performance Level changes or home visit data. The final feature on the page is general information, including facilities information and destination schools (for example, an elementary school page would display its feeder middle school as a destination school).

A related DCPS document is the High School Family Guide, which contains pages that are designed to display unique offerings in high schools. These offerings indicate what is unique or special about a particular high school and lists school course offerings and career pathways. The Guide also has a section informing families about programs that prepare students for college and career, existing extra-curricular activities, the school’s graduation rate, and basic demographics.

PCSB

DC Public Charter School Board (PCSB) presented on its School Quality Report. Presenter Erin Kupferberg shared that individual school pages are more in-depth than the report cards featured in their presentation. Report cards are designed to highlight a school’s academic performance and give parents information to help them research schools. Profiles have a picture of the ward, basic school information (address, phone, website), and a history of the school’s tier performance. Each school earns points that lead to a tier rating – Tier 1 is the highest tier, Tier 2 is mid-performing, and Tier 3 schools are low performing. School Quality Reports display grades served (at present and in the future), and they present demographic information as well. Racial demographics are displayed in pie charts and other information, such as the percentage of students who are English Language Learners, economically disadvantaged, have individual



education plans (IEPs), or are considered at-risk, is presented next to the pie chart. Ms. Kupferberg also noted that the bottom of the page includes notes from schools.

The PCSB School Quality Report also offers a series of graphs on school performance, which includes Student Progress, Student Achievement, Gateway (students' academic preparation), and School Environment. The graphs are presented as bubbles on bars, and the further to the right a bubble is placed equates to an increased amount of, points a school has for each measure. At a glance, viewers have an idea of overall performance – where schools are strong and where they need work

School environment highlights attendance, re-enrollment as a proxy for parent satisfaction, and class assessment scores from observations conducted through the Office of the State Superintendent of Education (OSSE) for all Pre-K teachers in the city. Some schools have additional display measures, like campuses including Pre-K. In these instances, PCSB decided to show pre-testing outcomes. These outcomes are students' results on school-selected assessments, and the data is presented with a display range to provide families with context on what the scores mean.

Ms. Kupferberg noted that the reports were more in-depth at one point. After receiving parent feedback, PCSB redesigned their reports to only include specific information from their website.

Learn DC

Learn DC is a website, hosted by OSSE, which historically hosted state education plan information and now hosts report card-style functions. Shana Young presented on Learn DC, differentiating between the report cards and the site's equity reports, which were developed collaboratively with the Deputy Mayor for Education (DME), DCPS, and DCPCSB. The presentation focused more closely on Learn DC's offerings.

Learn DC was originally targeted toward parents as a one-stop shop for information and resources and was created to comply with the prior education law, the Elementary and Secondary Education Act (ESEA). It presents school Local Education Agency (LEA) information, but users can generate some District-wide data. Learn DC has reports with basic school information (address, ward, principal contact information) and more detailed school data (PARCC results, attendance, school classification, instructional staff credentials).

Learn DC's report cards link to OSSE's equity reports, which are a more in-depth dive into data disaggregated by race, ethnicity, economic status, special education status, and other factors. OSSE will present on these reports at an upcoming meeting.

Learn DC also features school profiles, which feature basic data on median growth percentile (MGP), early childhood programming, enrollment, and discipline data. Users can take this data and build comparison charts between schools. Users can also download in-depth data into Microsoft Excel spreadsheets.



Ms. Young summarized Learn DC’s strengths and weaknesses. She stated that while there is robust data for families to download and compare, some data elements link to separate websites and the website is fairly repetitive.

My School DC

Cat Peretti presented for My School DC, which hosts school profiles. These profiles are shorter than others due to the fact that My School DC did not want to duplicate existing profiles. Instead, the goal was to create a succinct, cross-sector, up-to-date method for people to learn about schools. Data could be used to inform lottery applications and/or help parents decide if they wanted to fill out applications at all. My School DC links to school websites, DCPS school profiles, Learn DC profiles, equity reports, and more resources. In this manner, My School DC hopes to offer parents a one-stop website without having cumbersome profiles.

Schools develop the “About this School” section independently. Ms. Peretti added that families are frequently interested in school hours, including before- and after-care. My School DC also lists information on school uniforms, additional enrichment, and any features that merit particular attention.

My School DC features PARCC scores, demographics, and enrollment data collected from OSSE. One unique My School DC feature is lottery preferences, where parents may utilize the site to understand which lottery preferences are offered and in what order.

Schools use the site to post information on their open houses. My School DC doesn’t recommend sectors or schools, because those are personal choices, but they encourage parents to attend open houses, talk to staff, and call schools. Ms. Peretti stated that the team is excited to provide apples-to-apples comparisons between schools, and she added that the page had one million views and 183,000 unique viewers in 2017 to-date.

My School DC features a section called the “School Finder,” which Ms. Peretti described as a lower traffic but unique feature. Ms. Peretti stated that there are 232 schools in the District. Families can input their address and view the closest school and their in-boundary feeder pattern, which represents where a child can attend school without an application. Transit times via bus and car are built into the map, which enables viewers to learn how long it will take to navigate from their homes to individual schools at 8:00 AM. School performance basics, such as the number of students at a school who met expectations on the PARCC exam – are also listed on the mapping tool. School Finder includes cross-sector programmatic definitions for words including immersion, Montessori, before- and after-care. These definitions were aligned to both DCPS and PCSB’s definitions. Ms. Peretti concluded by adding that My School DC will add approximately seven or eight more filters to the School Finder in the near future.

Great Schools

The final presenter, Carrie Goux, provided a live demonstration of the Great Schools website. Great Schools is an independent organization that profiles schools across the nation. Ms. Goux shared that the organization has been around since the late 1990’s. Historically, Great Schools exclusively presented test scores. Ms. Goux stated that over the past few years, Great Schools



has expanded to present new, disaggregated data on school quality. This new data helps parents gain a better understanding of schools. She added that equity has had an increasing role in Great Schools' focus over the past several months.

Ms. Goux provided a tour of the website, noting that the design is parent-centric and parents are their only stakeholder. The entire website has been translated into Spanish. School summary ratings are a combination of test scores, growth, and college readiness in the case of high schools. Over the next few weeks, Great Schools will update the methodology behind its summary ratings.

The site's table of contents leads parents quickly to sections focused on academics, educational equity, and environment, with a tutorial that explains each section. Each school has an equity rating, which indicates how different groups of students perform at the school and how well the school is moving to close achievement gaps. Parents can review schools and teachers, which creates a community.

Ms. Goux shared that one of the site's functions allows parents to compare nearby schools, including a filter specifically for high-performing schools. Great Schools has a series of actionable tips, links to articles, and a test score module to help parents make easy comparisons and learn about topics like advocating for their students and Common Core standards. Data comes from school districts or from the US Department of Education.

School leaders can provide information on their schools; as examples, Ms. Goux cited school start dates, classes offered, and dress code. High school profiles also include college readiness data, with past college readiness ratings and parent tips to help clarify the data. Additionally, high school families can see information about advanced coursework.

Ms. Goux concluded her presentation, which marked the end of the report card presentations.

Discussion

Dr. Woodruff encouraged TF members to consider the features that were non-negotiable as opposed to those that were simply wish-list items that would be nice to have. Ms. Young added that the goal for OSSE would be to design a report card with common information presented the same way across schools. With this common information, families, schools, and school leaders could engage with the same language. Ms. Young stated that part of the conversation would have to include the question of which specific data can be collected and shared, and also which data might be unique to a particular sector, either public schools or public charter schools.

Ms. Simon added that DCPS is federally required to have a report card, because report cards are mandated at the LEA level. She noted that the conversation about developing report cards should examine the way these two report cards, LEA-level and state-level, relate to one another.

A TF participant asked, from the school-level perspective, if there could be a centralized citywide database that all metrics went to and report card orgs could share in and pull from the



database. Dr. Woodruff stated the group should look to find common ground between the report cards and use those shared metrics as a starting point. She added that parents are not always invested in the distinction between public and charter schools, and she encouraged TF members to first think about how to serve their parents and communities, reminding everyone that nearly half of public school children in the District live in wards 7 and 8.

A TF participant inquired about the usage goals of sites and how these sites are marketed to the public. The participant also asked how sites work to define terms in a way that families can understand them, and also inquired about how, if at all, report card sites are interconnected.

Ms. Young shared that in her opinion, Learn DC is not marketed well. She believes the site can define terms better, but she added that OSSE is researching how to communicate with public-, parent- and family-centered language. For example, school climate may mean temperature to some people. It is important to think strongly about how to orient language in the future. Ms. Young stated that is imperative to request feedback in order to obtain specificity and clarity. Learn DC is not interconnected with other report card sites, but their data is shared. While some assessment data is shared across sites, the sites don't "talk" to one another. Learn DC does offer PCSB and other data on their site.

Ms. Kupferberg shared that PCSB has utilized its parent advisory committee over the last few years for recommendations on how to define terms. PCSB shares information with My School DC and Learn DC to ensure parents can access PCSB information. PCSB would like the information that is shared to be more web-friendly. The information currently, in PDF form, is not currently web-friendly. Ms. Kupferberg added that PCSB did not get a lot of direct traffic when their school reports were interactive, perhaps in part because the reports were not successfully marketed.

Ms. Simon stated that DCPS profile are among the most highly trafficked pages for the DCPS website.

Ms. Peretti added that My School DC has a significant outreach campaign which drives people to their website and hotline, which is fully-staffed and multi-lingual. Their advertising methods include traditional advertisements (sides of buses, metro stops) as well as grassroots strategies, grocery stores, and social media. She added that a must-have report card feature is smartphone accessibility (if not a phone app, then a responsive design), and TF members agreed. Language accessibility is a challenge, but the District's technical team conducted a plan-language review of the My School DC website and made some recommendations for ways to improve language accessibility. Families who hover-over terms can see definitions now; Ms. Peretti noted that it was difficult to find simple but nuanced language.

A TF participant shared an appreciation for Great Schools' classifications and asked how report cards capture the experience of parents with children with IEPs.



Ms. Goux stated that they host information from the US Department of Education on students who receive special education services, specifically IEPs and 504s. The data they receive is not broken down by the types of disabilities students have, which she identified as a challenge.

A TF member wanted to know about the timeline over the next two years and asked about the report cards' primary audience. The TF member then asked if there should be a condensed and long-form version of report cards, or if the TF would produce a single version.

Dr. Woodruff clarified the timeline for the task force and the process behind the report cards. She stated that the group would see what exists, set definitions, and then move forward with designing a new report card.

A TF member shared a concern that everything is marketed toward parents. As a student, he had completed applications for his siblings, and he didn't understand the data that was presented. He stated that he did not know the meaning of certain scores and wanted to note that parents are not the only stakeholders for these report cards. Students may not understand what sites are offering.

Dr. Woodruff shared one of her priorities for a school and asked people to think about their own, noting that it was not necessary to think about what was mandatory but instead important to think beyond that.

Group Activity

TF Members took a few minutes to write out some popular education acronyms, and Dr. Woodruff read the answers.

Next Steps and Adjourn

The TF will meet again on Tuesday, September 5, 2017, from 6:00 – 8:00 PM at 441 4th Street NW, room 1114.

