



**ESSA Task Force Meeting #12
September 11, 2018 at 6:00 PM
441 4th Street, NW, 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)
Josh Boots (Executive Director, EmpowerK12)
Tumeka Coleman (Teacher, Walker-Jones Education Campus, DCPS)
Hannah Dunn (Student, Woodrow Wilson High School, DCPS)
Laura Fuchs (WTU Board Member and Teacher, HD Woodson High School, DCPS)
Anne Herr (Parent and Director of School Quality, FOCUS DC)
Donna Johnson (Director of Accountability, OSSE)
Erin Kupferberg (Senior Manager of School Quality and Accountability, DC PCSB)
Jacque Patterson (Community Engagement Officer, KIPP DC)
Richard Pohlman (Executive Director, Thurgood Marshall Academy PCS)
Daniel Rodriguez (Student, Benjamin Banneker Academic High School, DCPS)
Alex Rose-Henig (Director of Academic Programs, BASIS DC PCS)
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, DC State Board of Education)
Suzanne Wells (Founder, Capitol Hill Public Schools Parent Organization)

Task Force Members - On the Phone

Deborah Dantzer Williams (Head of School, Inspired Teaching Demonstration School)
Faith Gibson Hubbard (Chief Student Advocate and Interim Ombudsman, Office of the Student Advocate)

Task Force Members - Absent

Samantha Brown (Special Education and Reading Teacher, Calvin Coolidge High School, DCPS)
Allyson Criner Brown (Ward 7 Education Council Member; Associate Director, Teaching for Change)
Yolanda Corbett (Co-Chair, Parent Advocate Leaders Group)
Ramona Edelin (Executive Director, DC Association of Chartered Public Schools)
Juliana Herman (Deputy Chief of Policy, DCPS)
Jack Jacobson (Vice President and Ward 2 Representative, State Board of Education)
Maya Martin (Executive Director, Parents Amplifying Voices in Education)
Elizabeth Primas (ESSA Program Manager, National Newspaper Publishers Association)
Stacy Smith (General Manager, Hyatt Place)
Shana Young (Chief of Staff, OSSE)



Also in Attendance

Kirsten James (Data Initiatives Manager, DCPS) [*delegate of Juliana Herman*]

Presenters

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

Chloe Woodward-Magrane (Interim Director of Communications, OSSE)

SBOE Staff

John-Paul Hayworth, Executive Director

Dyvor Gibson, Administrative Support Specialist

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 twelfth ESSA TF meeting. This meeting marked the beginning of the second year of the TF, and the first with Ms. Williams as the new chair of the body. Representatives from the Office of the State Superintendent of Education (OSSE) presented to the group on the draft school report card and the latest phase of their public engagement efforts. TF members and OSSE representatives discussed the current design of the report card, from what measurements are currently included and how they anticipated members of the public would use the information. After OSSE's presentation, TF members broke into three new committees. The committees have been consolidated from four into three groups - Academic Equity, Leading for Equity, and School Resources and Funding Equity - for the second year of the task force. TF members discussed their groups' purpose statements and goals for the coming year, and agreed to continue those discussions at the next TF meeting on October 9.

Agenda ItemsWelcome

Ms. Williams welcomed TF members to the meeting. She introduced herself as the new chair of the ESSA TF following Dr. Lannette Woodruff's resignation from the State Board in July of this year. Ms. Williams spoke about the accomplishments of the TF in the first year, including the group's role in the design of the District of Columbia school report card currently being developed by the OSSE. She asked everyone at the table to re-introduce themselves for the benefit of the new TF members.

Report Card Design Feedback

Ms. Woodward-Magrane shared an update on OSSE's school report card engagement over the spring and summer of 2018. In the second phase of public engagement, OSSE heard from over 2,200 education stakeholders via both in-person meetings and online surveys. Ms. Woodward-Magrane said that over two thirds of those leaving feedback identified as parents. A TF member asked if the OSSE website - osse.dc.gov/dcschoolreportcard - showed breakdowns of where and



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by which organizations the feedback was collected, and Ms. Woodward-Magrane said that was available online.

Ms. Woodward-Magrane said that the four main themes of report card feedback were layout and organization, terminology, definitions, and word choice. She said people wanted clearer and more literal definitions, and that the more unfamiliar respondents were with a term, the more information they typically demanded.

Ms. Woodward-Magrane said that OSSE had made several changes in response to the feedback received so far. She said that the School Transparency and Reporting (STAR) Framework¹ summative rating¹ will no longer appear in the report card header, as it had the potential to be confusing to readers. OSSE will still include the STAR rating on the front page and on the STAR rating report card section deeper into the report card. OSSE had also changed the layout to reduce the amount of blank space and make the information being presented more dense.

For the current draft, OSSE had also reorganized the school profile page, including the school principal's name, something that was frequently requested. The new design makes school demographic information more prominent, combines teacher and health staffing information into one section, adds performance comparisons to the state average, and adds trend data where possible (though Ms. Woodward-Magrane noted that this was not available for every school). Ms. Johnson said that the trend data also allows users to look at trends by demographic subgroups. OSSE will add a comparison function on its website that allows users to see high-level information on multiple schools side-by-side, including school programs, grades served, teacher information, school safety and discipline measures, and whether a school has before- and after-care programs available.

A TF member asked what metrics would be used to represent teacher information, school safety and discipline, and before- and after-care. Ms. Johnson said it would be the percentage of teachers with two or more years of experience, suspensions, and a yes-no binary of whether such programs were available, respectively. She said that for the comparison tool to be useful, OSSE needed to use basic metrics that were available for all schools. A TF member asked what the source of the teacher experience data was, and Ms. Johnson said that it was based on the information schools are required to report to the federal government. A TF member said he was not sure the discipline rates metric being used was what people really wanted, and that parents might instead want to know about discipline programming, like restorative justice. Ms. Johnson said that there was an opportunity for schools to include this information in their "Message from the School" section on the first page, which is entirely at the discretion of the school. Ms. Woodward-Magrane said that restorative justice programs might also show up in the "Programs" section of the report card. A TF member asked when OSSE collected their parents' contact information and how they planned to go about doing so for the current year. Ms. Johnson said that she would discuss OSSE's data

¹ The STAR Framework is a statewide accountability system that provides a summative rating of all public and public charter schools in the District of Columbia that incorporates multiple measures and differentiated scores for each subgroup of students. More information about the STAR Framework can be found at <https://osse.dc.gov/essa>.



collection procedures in the next section of the presentation. Ms. Woodward-Magrane said that parent engagement and parent contacts were a strong theme from the engagement sessions.

Ms. Johnson presented a draft of the current school report card design, walking through its sections and components as currently designed. She said that once the report cards are published, OSSE will be able to update this information on an ongoing basis. A TF member said that she did not think PTA presidents would feel comfortable with having their information publicly available on a website, and Ms. Johnson said the report card does not require a PTA email address. Another TF member asked if schools without PTOs would be able to provide other information, like that of a community-based organization, and Ms. Johnson said it could either be blank or the school could change it to what they wanted. Ms. Johnson said that this iteration of the mockup is focused on the structure and design; language will be finalized at a later date.

Ms. Johnson shared printed resources on the engagement process with the TF members and discussed the more technical resources available online via the OSSE website. A TF member asked if the report card and resources would be available in time for the citywide EdFest event in December, and Ms. Woodward-Magrane said that OSSE was not sure what date they would be available.

Ms. Woodward-Magrane presented a preview of how OSSE would roll out the report cards and communicate with parents going forward. This third phase of report card engagement involves conducting outreach prior to the launch of the report card, communicating the launch, and following up with training and establishing systems for receiving feedback after the report cards are made public. She said that direct communications (mailing lists, social media, parent advisory groups) are one part of their strategy; the other part is community-based outreach alongside community partners, including the SBOE's ESSA Task Force. She said that OSSE would continue to update and make resources available through their website.

A TF member asked about growth-to-proficiency and on-track-to-proficiency metrics, and asked if the latter would be incorporated because it had proved popular in focus groups. Ms. Woodward-Magrane said that OSSE would take feedback into account but that they could not guarantee they would adopt all of the parental recommendations. Ms. Johnson said that she understood the concerns, and that they would work to promote understanding of the metrics. She noted that they had not finalized any language recommendations yet. The TF member asked about next steps and whether an "access to opportunities" metric would be included, and Ms. Johnson said that was part of the planned engagement for the second year.

A TF member asked if STAR ratings were available now, and Ms. Johnson said they were still being calculated. She said they would be released day-and-date with the school report card. TF members and OSSE representatives discussed the rollout of the report card to schools and the public and what OSSE anticipated the reaction would be. Several TF members were concerned that the STAR ratings would trigger a surge in applications to highly-rated schools, but that low ratings would deter parents from reading further about a school. A TF member asked about parents of students in low-rated schools and whether OSSE had thought about how to provide actionable information and resources to those parents to make changes in their communities. Ms. Johnson



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and Ms. Woodward-Magrane said they hope the STAR rating would be accessible to parents, to start discussions in school communities, and that OSSE was committed to supporting LEAs with resources and funding. Several TF members said that they were afraid the STAR rating would be considered a substitute for school quality because of the strong preexisting social and cultural connotations of five-star ratings, and that schools with higher percentages of at-risk populations were disadvantaged by the metric.

Another TF member asked if there would be explanatory language on how OSSE defines a “three-star” or “four-star” school and what that really meant relative to expectations. Ms. Johnson said that OSSE was focusing on providing more explanatory information and supporting context rather than developing additional labels to go with the stars. TF members mentioned that the current rules for calculating the STAR rating are such that there will always be low-ranked schools in addition to high-ranked ones. Ms. Johnson said that this would be true in the first year but that because the benchmarks for the rating system would stay constant for three years, low-ranked schools in year one could still improve in years two and three.

Ms. Woodward-Magrane circulated a draft of a Frequently Asked Questions (FAQs) document describing the school report card, and asked TF members what questions they might want to include and what other resources they needed from OSSE. TF members asked about resources for how to discuss the report cards with their schools, what next steps parents could take, and how OSSE could advise and support parents. A TF member asked whether a one-star school meant that that school was being marked for closure; TF members wanted to know what OSSE would do to support low-rated schools. TF members recommended moving questions about the STAR rating to the top of the FAQ document. A TF member said that a public-facing version of the FAQ should include answers to more basic questions for a lay audience.

A TF member advised OSSE to add more information on the Every Student Succeeds Act (ESSA), and TF members discussed equity considerations and their school- and student-level impacts.

Ms. Woodward-Magrane said that their next steps would be to incorporate this feedback and finalize copies of the documents. She asked TF members to share them with their networks once they were released. A TF member said he thought it might be helpful to go through the technical guide/calculations in the STAR rating.

The report cards are scheduled to launch in December 2018. At the next TF meeting in October, OSSE will focus on the third phase of report card engagement and an update on teacher data, and in November, OSSE plans to present on the logistics of the school report card launch.

Committee Breakout

The **Leading for Equity** Committee discussed a draft purpose statement and some proposed goals for the committee. The proposed goals for the committee include an examination of the teacher and principal pipeline in the District of Columbia. The group discussed the limits of state authority versus public charter autonomy, and the balance of the committee’s composition. Committee members expressed an interest in coming up with a plan to address equity gaps in ESSA and develop recommendations on improving the quality of teacher and principal support. Committee



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members agreed that identifying and showcasing exemplary practices could be an effective way to tackle the topic of teacher preparation and support in a manner that is equally relevant to both traditional public and public charter schools. The committee appointed Alex Rose-Henig to serve as the committee’s point of contact.

The **Academic Equity** Committee reviewed and provided feedback on its purpose statement and two proposed goals. For the purpose statement, they discussed the phrase “access to opportunities” and worked to clarify its meaning through the selection of new verbiage. The committee determined that “access” might not be the best word choice, as students should have more than just access—students should actually be using and engaging. The committee also clarified the intention of the word “opportunities” in the draft statement to mean “resources” that are inclusive of both tangible items and personnel that help both students and parents inside and outside of schools. The committee spent a short amount of time reacting to the two proposed goals; they expressed an interest in ensuring that their goals address achieving and delivering concrete outcomes and reports/plans over the coming year. The committee selected Sheila Strain-Clark as spokesperson.

The **School Resources and Funding Equity** Committee reviewed and provided feedback on their purpose statement and three proposed goals. The committee appointed Laura Fuchs to serve a coordination role for the committee with the SBOE staff. The purpose statement was adopted by consent without discussion. The committee requested additional time to work on the particular language of the goals prior to the next full task force meeting. The intention is to create a goal that would set a foundation of data and information related to schools budgets that would be reported consistently and uniformly for all public and public charter schools through the school report card. The committee is eager to begin this process in coordination with the community and representatives of the two sectors to ensure transparency and funding equity.

Next Steps and Adjourn

Ms. Williams thanked TF members and asked them to take a group picture; she then adjourned the meeting. The TF will meet next on Tuesday, October 9, 2018 from 6:00-8:00 PM at 441 4th Street NW in Room 1117.

