ESSA Task Force Meeting #7
February 6, 2018 at 6:00 PM
441 4th Street, NW, 1117
Washington, DC 20001

Minutes

ESSA Task Force Members:

Present:

Josh Boots (Executive Director, EmpowerK12)
Samantha Brown (Special Education and Reading Teacher, Calvin Coolidge High School)
Yolanda Corbett (Co-Chair, Parent Advocate Leaders Group)
Allyson Criner Brown (Ward 7 Education Council Member and Associate Director, Teaching for Change)
Laura Fuchs (WTU Board Member and Teacher, HD Woodson High School)
Juliana Herman (Deputy Chief of Policy, DC Public Schools)
Anne Herr (Parent and Director of School Quality, FOCUS)
Erica Hwang (Instructional Coach, Brightwood Education Campus)
Maya Martin (Executive Director, Parents Amplifying Voices in Education)
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)
Daniel Rodriguez (Student, Benjamin Banneker High School)
Alex Rose-Henig (Director of Interventions, BASIS DC)
Sheila Strain-Clark (Parent and Chief of Programs, Sasha Bruce Youthwork)
Joe Weedon (Ward 6 Representative, State Board of Education)
Suzanne Wells (Founder, Capitol Hill Public Schools Parent Organization

Phone:

Faith Gibson Hubbard (Chief Student Advocate, State Board of Education)
Erin Kupferberg (Senior Manager of School Quality and Accountability, DC Public Charter School Board)
Jhonna Turner (Parent Engagement Program Coordinator, Washington Lawyers' Committee)

Absent:

Donald Hense (Chairman, Friendship Public Charter Schools)
Jack Jacobson (Vice President and Ward 2 Representative, State Board of Education)
Karen Williams (President and Ward 7 Representative, State Board of Education)
Lannette Woodruff (Task Force Co-Chair and Ward 4 Representative, State Board of Education)
Shana Young (Chief of Staff, Office of the State Superintendent of Education)

Presenters:

Justin Tooley (Special Assistant for Legislation and Policy, Office of the State Superintendent of Education)
Naomi Watson (Deputy Chief of Staff, Office of the State Superintendent of Education)

Chloe Woodward-Magrane (Deputy Director of Communications, Office of the State Superintendent of Education)

SBOE Staff:

John-Paul Hayworth, Executive Director
Kit Faiella, Policy Fellow
Paul Negron, Public Affairs Specialist
Abby Ragan, Policy Fellow
Matt Repka, Policy Analyst
Maria Salciccioli, Senior Policy Analyst

Executive Summary

Mr. Hayworth welcomed Task Force (TF) members to the seventh ESSA Task Force meeting. Representatives from the Office of the State Superintendent (OSSE) opened the meeting by gathering TF input on their upcoming report card layout engagement process. Mr. Boots then presented a tool he is developing to help education stakeholders understand education data. After this presentation, the group engaegd in a conversation about its shared definition of equity, and TF members broke into their subcommittees to discuss the scope of their upcoming recommendations to SBOE. After these conversations ended, the TF was adjourned until March 6, 2018.

Agenda Items

Mr. Hayworth opened the meeting by introducing the newest member of the ESSA TF, Wilson High School student Hannah Dunn. He then invited OSSE to present updates on the upcoming state report card and their engagement process.

School Report Card Design Preview

Ms. Watson, Deputy Chief of Staff at OSSE, introduced the report card preview, and then said the group would engage in a short activity with Ms. Woodward-Magrane, Deputy Director of Communications.

Ms. Watson said that, in the next phase of engagement, OSSE hopes to understand the most useful, understandable way to share school data. To understand which metrics are most important to parents, she announced plans to consult all community partners and stakeholders - the TF, local education agencies (LEAs), and schools - to gather feedback and make report card decisions.

Ms. Watson said the three areas OSSE planned to engage stakeholders on were layout and navigation, language and visualization, and use and adoption. Engagement on the report cad's design would involve developing a toolkit and training community partners; online collection, analysis, and feedback publication; and gathering the in-depth feedback necessary for a technical build.

Ms. Watson requested that TF members schedule two engagement conversations in March and come prepared to give feedback on the engagement toolkit at the April TF meeting. Ms. Watson then asked Ms. Woodward-Magrane to lead an activity with the TF. Ms. Woodward-Magrane explained some aspects of the report card that fall under the design category – layout, navigation, language, and style. Layout could include where information is on the page or how it is grouped; navigation could refer to search and sort functions or pop-out sections. Language could refer to terminology or the amount of text on the page, and style could refer to data visualizations or color palate. She asked the TF to turn to their handouts and indicate critical questions to ask in each of these four domains - what choices would the TF like to help OSSE make?

A TF member asked if they should indicate where they thought metrics should be positioned on the report card, and Ms. Woodward-Magrane clarified that she wanted to know what questions OSSE should ask that would elicit responses about specific metrics in particular areas of the report card.

After TF members indicated their feedback, OSSE thanked the TF and collected their insights, which would be used to inform their upcoming engagement toolkit.

Presentation on 2017 Equity Reports

Mr. Boots then began his presentation, explaining that he would present 2017 equity report data through an equity lens so that TF members could understand current inequity in DC. He showed a data visualization on attendance rate by demographic and ward of school, noting pertinent information, such as the fact that including that special education students have lower rates of attendance than their peers do, and wards 7 and 8 have the lowest attendance rates of all the wards.

Participants asked if data were broken down by grade and sector, and Mr. Boots said they are not. Mr. Boots then presented suspension rates by demographic and ward of school; he added that OSSE reports suspensions for students who serve 1 or more days, and those who serve 11 or more days. He pointed out that students in ward 8 are most likely to serve 11 or more days' suspension.

A TF member asked about rates of students leaving schools by ward, and Mr. Pohlman responded that schools are required to submit an exit code when students withdraw, but the codes do not have sufficient detail to capture the reasons students leave schools, and he believed OSSE would not have adequate detail to answer the TF member's question. Mr. Boots added that he believed that it would be possible to present information on the rates of students leaving schools by demographic groups, but the city does not have the information from individual schools.

One TF member noted that DC has many transient students, some of whom may withdraw multiple times during a single year and account for many data points, and Mr. Boots said that many factors comprise the withdrawal rate, but without specific data from OSSE, it would be difficult to determine the primary causes.

Mr. Boots presented another area of inequity – the media growth percentile, which measures how much students in grades 4 – 8 grew compared to their peers, has discrepancies across demographics and wards. His website is not yet final, but will eventually be able to break down data into demographics within wards.

Mr. Boots concluded by presenting his in-progress list of schools that beat expectations for student growth. A TF member asked if he could separate data by grade or school level (i.e., elementary, middle, high), and Mr. Boots explained that there is not any data on high school growth yet, but he

could sort by elementary and middle schools. While some high schools take PARCC, he added that this data is not reliable because not every school takes it. He agreed with a TF member that it is difficult to track high school growth because of the wide variety of courses students take.

Draft Equity Definition

Members of the task force read the draft equity definition established at a prior meeting. Ms. Salciccioli then asked TF members to identify any parts of the definition that resonated with them.

TF members identified:
- College **and** career readiness
- Language about productive citizens

TF members also noted language that they would like to change:
- "Regardless of" does not celebrate diversity – it should be highlighted
- The definition seemed, to some TF members, to refer to school quality rather than equity
- TF members disagreed about the language "success for all DC students"
- TF members thought language about testing should be general and should not reference the PARCC exam specifically
- A TF member noted that schools do not feel supported through monitoring
- Another TF noted that many protected groups under DC law were not specifically named in the definition
- A TF member said the definition should have a broader definition of student success

TF members agreed that the final definition should drive equity in the district and should stand alone, separate from the work of the ESSA TF. One TF member suggested that since the document was going to be internal, it was not important to come to consensus, but Ms. Salciccioli explained that the definition would help the TF make recommendations through an equity lens, so it was important to be on the same page.

Ms. Salciccioli suggested that between this meeting and the next meeting, interested TF members could work to refine the definition. Multiple TF members volunteered to help, and Ms. Salciccioli said she would send them a document so they could edit the definition collaboratively.

Committee Breakout

Ms. Salciccioli announced that TF members would break into their subcommittees, which will be vehicles to make recommendations to SBOE and OSSE. She announced each group (Academic Rigor, School Climate, Leadership, and School Resources and Funding Equity) and read the names of the TF members who would comprise them. Each group met for the remainder of the meeting to discuss the scope of their group, identify 2 – 3 key areas on which they were most interested in making recommendations, and generate a list of experts who might be able to inform the subcomittee's work.

Closing

TF members will be asked to identify 1 – 2 community meetings where they can engage parents and other education stakeholders on the layout of the upcoming state report card. At the next TF

meeting, OSSE will train TF members to collect parent feedback, and TF members will have continued opportunities to create a TF definition of equity and work in their subcommittees.

The TF will meet again on Tuesday, March 6, 2018, from 6:00 – 8:00 PM at 441 4th Street NW, room 1117.