



DC ESEA Waiver Renewal Initial Stakeholders Meeting Notes

- **Participants:**
 - Mix of LEAs and Education Stakeholders
 - Teachers and Principals were also present

- **Presenters:**
 - Dr. Amy Maisterra, Interim State Superintendent
 - Jeffrey Noel, Assistant Superintendent of Data, Accountability, Assessments and Reporting
 - Sharon Gaskins, Deputy Assistant Superintendent of Accountability, Performance and Support
 - Etai Mizrav, Education Policy and Compliance Specialist
 - Bonnie O’Keefe, Management Analyst, Assessment and Accountability
 - Kortne Edogun, Interim Director of General Education Policy
 - Orman Feres, Manager, Educator Quality and Effectiveness

- **Questions/Comments:**
 - **Waiver Renewal Process**
 - What are the deadlines that we are working up against?
 - Frustration with non-individualized data on the gaps in student’s knowledge. Appreciation for MGP but would like to know student’s level of knowledge to track progress. How we should rank rather than rate schools.
 - Request for more information on the State Systems of Support (SSOS). What’s the purpose of SSOS? What’s unique to it and what are we trying to achieve with it?
 - PARCC Pause | Request for more clarity → not clear on what happens in the following year; are all schools accountable or are they differentiated by classification?

 - **Accountability 2.0**
 - For schools that have a ‘Focus’ classification in Year 2, will they stay the same? What happens to their status as a result of the proposed PARCC amendment? Will those schools receive additional monitoring for repeat year? Will the freezing of the classification for a school year impact or hurt their ability to exit the classification?
 - With the commitment to the June 1 timeline; PARCC implementation and testing will be underway between the March and June deadlines. How will engagement occur effectively when there are various pressing/competing priorities? Smaller LEAs do not

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have the capacity to engage and provide feedback in a meaningful manner when PARCC will take up people's time during the feedback period, and particularly when the Waiver and Accountability discussions are inextricably linked.

- How many Focus and Priority schools are there now? What are we doing and looking at to reduce numbers? Most importantly, how do we ensure the numbers continue to lower for each following year.
- In the context of early childhood education, it is worth talking about early childhood education accountability measures and how that system will look like; ask what practitioners think; and discuss any thoughts on unintended consequences. Also, what explorations have occurred on the different ways of supporting Pre-k vs. childcare?
- For community stakeholders, who receive questions from parents, it will be helpful to have the information in a manner that parents of ELL students and general students can easily understand. If there is a way to have distilled information from the presentation that makes it easier for them to understand the layers that are being discussed in the meeting. Also, it is helpful to keep continuing to have community stakeholders at the table to listen to these conversations to better educate and inform parents of potential unintended consequences or the ideas presented that hold great benefits.
- Classification designations have an unintended observer's effect and the labels can have an impact on how parent perceive school quality. How do we figure out the best way to support a program without raising a false public perception that a school should be closed when it actually has a chance to turnaround? And highlight that school programs that parents find valuable and are typically not factored into the classification? An "F" grade may not be truly indicative of a school's program and, thus, a school closes as a result of the perception of the grade which also impacts enrollment.

○ **Educator Equity Access**

- Are the numbers made up by OSSE or are they actual national percentages?
- Is there any data, nationally or locally, that shows if a highly effective teacher who moved from a high performing to a low performing school will still maintain fair performance evaluations? Won't the change from one type of school to another impact their scoring?
- How are you sharing the information to parents? Is it incorporated into the scorecards? What is the breakdown of teachers, experienced vs. first year, in a school?
- Teacher certifications are not correlated to effectiveness. Maybe strategies should be a bit more focused. We see that federal metrics are problematic and the highly qualified teacher metric is an obstacle.

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- We are only measuring reading and math but not other subjects. There is a fear that the highly effective metric will result in narrowing what a good teacher is because of the limited focus on a few subjects. Some systems are in place, but there are some schools with 8% proficiency rates on the books and we need to bear in mind what we are missing.
 - We need to consider who is good at teaching whom? For example, is a teacher that is educating disengaged youth experienced to do so? Is it a match? A school like Dunbar HS would like to know if a teacher can serve that school's population. Not all teachers are the same and neither are the students. How do we offer vast options to help with equitable access? Should we be looking more closely at a school to determine what kinds of teachers the students at that school need? This is a large conversation that goes beyond teacher qualifications and not sure if the discussion can be completed by the June 1 deadline. Also, how do we get ED to make some schools a lab to see ideas mature and really craft a solid plan to address the inequity.
- **Engagement**
 - What is PARCC Nights?
- **Asks by Amy:**
 - Comments/suggestions on how to improve Principle 4 and reduce administrative burdens.
 - Requests that participants go online and share calendars, information with others and provide feedback through various channels (meetings, webinars, and online comment forms).
- **Post-it Notes:**
 - △ Middle School multiple subject tests are untenable.
 - ? How will OSSE get classroom data on teacher access?
 - ! Why not consider having a stakeholder meeting with students to try to explain ESEA and get their feedback? Maybe in a civics class.
 - ! Accountability Index Scores should compare some grade spans (e.g. PK3-3rd grade school performance only compared to 3rd grade city avg.).
 - ! Are the concerns around early childhood, in context of the Waiver, happening with the Early Learning Office in OSSE? Some concerns of stakeholders could be addressed by QRIS and EDI.

Key Legend:

△ Suggested Change ? Questions ! Idea