Building a Parent-Driven School Report Card

State Board of Education ESSA Taskforce

January 9, 2017

Agenda

Our Progress

Content Proposal Updates

Format Discussion

Next Steps

Appendix

Our Progress

Our Process with the Task Force

Meeting 3: October 3, 2017	Meeting 4: November 7, 2017	Meeting 5: December 5, 2017	Meeting 6: January 9, 2017
▪ OSSE presents the Toolkit and engagement approach ▪ ESSA task force provides feedback on the toolkit ▪ OSSE identifies any further supports needed around parent engagement	▪ OSSE provides update on toolkit and process revisions based on previous meeting ▪ ESSA Task force members present updates on parent feedback collected to date	▪ OSSE provides a report or presentation on parent feedback collected to the task force ▪ OSSE proposes content and form of Report Card to the task force ▪ ESSA task force makes recommendations to OSSE proposal	▪ OSSE presents updated content proposal with adjustments based upon additional parent, SBOE, and ESSA TF feedback *We hope the SBOE will consider formal proposal in February*

We completed our first round of feedback collection just before the holidays

| Phase 1: Parent-Driven Content	Phase 2: Parent-Friendly Design	Phase 3: A Successful Launch
Present – December 2017	*January – April 2018*	*April 2018 & Beyond*
The Big Question:	*The Big Question:*	*The Big Question:*
▪ *What information do parents need to make informed decisions about their child's school options and how to deepen their engagement with their child's current school?*	▪ *How should data be organized and visualized on the report card for parents to find what's most important to them quickly and understand what they are reading?*	▪ *How do we get the community excited about the report card, build momentum for our uses cases, and educate people on how best to use it and provide ongoing feedback?*

Reporting Out Feedback Themes & Decision Rationale

In all, we heard from nearly 1,900 parents, families, and community members, adding ~1,400 points of feedback since our last report
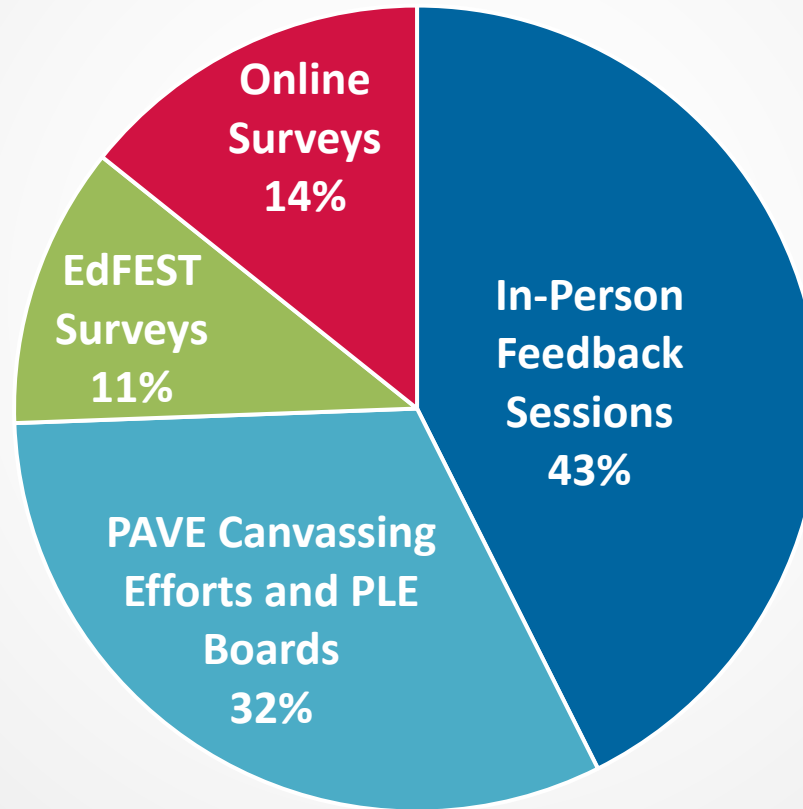
Note: Feedback sessions include ESSA TF, Community, and CBO-based feedback sessions

Top Themes from Parent Feedback

Any topical area that was represented in over 5% of comments was studied to determine how we could respond within data and legal constraints

Other Important Themes

We included data elements that didn't make it to the 5% threshold, but were important to specific audiences or mentioned regularly (e.g., transportation)

ESSA Required Data Elements

We included all data points that are required by ESSA

We've had productive conversations with Taskforce members and other stakeholders

ESSA Taskforce	**Advocacy Organizations**
CBO Partners	**Parents & Community Members**

- They are pushing for more, while understanding there are limitations to what OSSE can do
- They are open to ongoing discussion for future years

Top Themes from Parent Feedback

Teacher Data

Parent & Family Engagement

Other Important Themes

Student Activities

Special Education

Health

Content Proposal Updates

- **What we heard:** Participants expressed interest in teachers' backgrounds, level of experience, turnover rates, and effectiveness as they pertain to each of the District's schools. It is important to note much of the feedback represented a desire for school-by-school numbers.

- **Examples of recommended ways to measure:** Number of years teaching, Teacher demographics, % of teachers certified/education level, Teacher turnover

Measures in Initial Proposal

Educator Qualifications: Inexperience (< 1 Year)

Educator Qualifications: Emergency/Provisional Credentials

Educator Qualifications: Out of Certification

Feedback on Initial Proposal:

People wanted more information about teacher skills and retention—we have no common way of collecting retention data; however, we can provide more information about teacher experience

Proposed Updates

Educator Qualifications: % of Teachers by Years of Experiences Categories

Parents were interested in length of experience, so we propose adding % of teachers by experience for the following categories: 1, 2-5, 6-10, 10+

Educator Qualifications: Credentialed Teachers

Updated to use the inverse figure to show rates of credentialed teachers

Educator Qualifications: Certified Teachers

Updated to use the inverse figure to show rates of certified teachers

Existing Measure
Updated or New Measure

*We understand there is additional interest in **teacher retention data** that we cannot meet in 2018, so we are proposing to continue the conversation through the task force. Specifically we commit to facilitating conversations around:*

- Teacher Equity Plan
- OSSE's current capacity in collecting teacher data
- LEA and school perspectives
- Thought partners/experts on teacher labor force issues

Parent & Family Engagement

- **What we heard:** There is interest in gauging parent / family involvement in schools to evaluate the school's community and overall degree to which families are engaged and invested, and also to measure how much effort schools are putting forth to engage their students' families.

- **Examples of recommended ways to measure:** Attendance at community events or PTA meetings, Demographics of parents involved in school activities, Decision-making processes; are parents involved?, Number of initiatives put forth by schools to engage families

Measures in Initial Proposal

Links to School Engagement Plans and/or PTO/PTA

Feedback on Initial Proposal:

People felt that links to school engagement plans were insufficient for this category. Many plans are internal in nature or nonexistent. People suggested that PTOs/PTAs were often only fundraising entities and not an accurate indicator of parent engagement by themselves.

- Existing Measure
- Updated or New Measure

Proposed Updates

Parent Representative

- Parent POC for Local School Advisory Team / PCS Board or other parent representative

Parent Organization or Partner

- Do you have a parent organization that meets at least monthly? (Y/N)
- Include space for link or description

Social Media

- Links to Twitter and Facebook social media accounts

Parent Communication Policies or Engagement Plans

- Do you have a written policy that outlines expectations for school, faculty/staff communication with parents? (Y/N)
- Link to School Handbook or Policy

We've been asked by the State Board to consider providing a "model engagement policy." We propose facilitating conversations with the following groups to determine what would be most relevant and helpful to LEAs:

- Family engagement experts
- LEA and school perspectives

Student Themes

In order to gather students' perspectives, a meeting was held for members of the State Board of Education Student Advisory Committee and for the DC Department of Health's Youth Advisory Board. What we heard in those sessions, follows below:

- Sports and other extra-curricular activities offered
- Academic rigor/homework load
- School environment (maintenance, safety, cleanliness)
- Technology
- Food: accessibility of and quality of food, as it relates to both spoiled food and nutrition, that the school is providing to students; vegan/vegetarian options

NOTE: Many of the data points requested were similar to the top themes overall, so only unique items are highlighted here

Proposed Updates

School Program Information

- Advanced Placement (Y/N)
- International Baccalaureate (Y/N)
- Arts Integration (Y/N)
- Blended Learning (Y/N)
- Online Learning (Y/N)
- Montessori (Y/N)
- Career & Technical Education (Y/N)
- STEM Focus (Y/N)

- Dual College Enrollment (Y/N)
- Extended Day (Y/N)
- Extended Year (Y/N)
- Interscholastic Sports (Y/N)
- JRTOC (Y/N)
- School Uniform Requirement (Y/N)
- Single Gender Campus (Y/N)

Extracurricular Activities

- Existing Measure
- Updated or New Measure

Special Education

District of Columbia Association for Special Education (DCASE), The Children's Law Center, Advocates for Justice in Education, and the State Advisory Panel on Special Education all hosted sessions for members of the special education community. During these meetings, we heard attendees wanted information about the following:

- Types of environments (inclusion or self-contained) that IEP students are in
- IEP information: the number of students with plans, number of evaluations, number of evaluations by school psychologists, the number of appeals of evaluations, percentage of children meeting their IEP goals, and graduation rates for children with IEPs
- Wrap-around services (nurses, psychiatrists, social workers, etc.)
- Availability of assistive technology
- Types of curriculums available (such as reading interventions)

NOTE: Many of the data points requested were similar to the top themes overall, so only unique items are highlighted here

*We understand there is additional interest in **special education data.** We would like to consider the measures below, but need additional time to study these with critical stakeholders. Specifically we commit to facilitating conversations around:*

Compliance with Initial Evaluation Timeline

Students in Least Restrictive Environment

Proposed Updates

Health & Clinical Staff

- # of health or clinical staff at the school part time and full time. Clinical staff include: nurses/allied health professional, psychiatrist, psychologist, licensed independent clinical social worker, or licensed professional counselor

Physical Activity Time

- Average total time in actual physical activity within physical education courses and recess time (self-reported by schools)

Next Steps

Next Steps on Content & Format

In Progress

OSSE makes adjustments to content proposal based on additional SBOE, Parent, and ESSA Task Force feedback

January 9th

OSSE presents to ESSA taskforce on content proposal moving to the SBOE

February 21st

OSSE works with the SBOE to consider final content proposal

APPENDIX

Our **primary audience** for the report card is **parents and families** and we will prioritize their needs, but we know other groups will use it and need to be engaged

We must **balance needs of users** of the information and the **effort required of schools** to produce it

Some data points are required by law or by the accountability framework which we can't exclude from the report card

We need to launch in 2018 but this isn't a one-time effort, we will continue to refine the look and feel and metrics over time

Reminder: Engagement Strategies

Leverage Community Based Organizations	Provide Support to Task Force, PTOs, etc.	Work with Parent-focused Education Partners

Target Audience	Organizations
Minority Language	Latin American Youth Center (LAYC)
Special Education	Advocates for Justice in Education (AJE)
	DC Association for Special Education (DCASE)
	Children's Law Center
Families of At-Risk Students	Turning the Page
	The Fishing School
Students	For Love of Children (FLOC)
	Higher Achievement

We received feedback from our CBO partners to ensure the Report Card meets the needs of all stakeholders
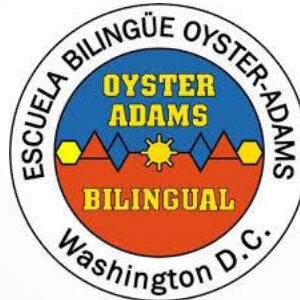
Engagement Strategies (continued...)

Leverage Community Based Organizations

Provide Support to Task Force, PTOs, etc.

Work with Parent-focused Education Partners

Community College Prep

We received feedback from many in-person sessions that were hosted by a number of community partners

Leverage Community Based Organizations	Provide Support to Task Force, PTOs, etc.	**Work with Parent-focused Education Partners**

We received feedback from the efforts of our parent and engagement focused partners who have deep roots in the community

Top Themes from Parent Feedback

Themes in >5% of Comments in "You Build It" Exercises

Teacher Data	**Parent & Family Engagement**	**Discipline & Safety**
#1	**#2**	**#3**
Grades & Test Scores	**Diversity**	**Graduation & College Preparedness**
#4	**#5**	**#6**

Note: Does not include PAVE results

ESSA Required Data Elements: Top/Bottom

	Top 6 *identified metrics in order of priority (top being most important)*	**Bottom 6** *identified metrics in order of priority (top being least important)*
Online Survey	1. High School Graduation Rate within 4 years 2. Violence, including harassment and bullying 3. Advanced Coursework (AP/IB placements) 4. School-Related Arrests 5. College Enrollment 6. Number of inexperienced teachers	1. PK (Score on CLASS observational tool for PK classrooms) 2. Alternative Assessments 3. 1-5 STAR rating 4. Average rate of student attendance 5. DC Science 6. Amount of federal and state money spent per student (per pupil expenditures)
In-Person Feedback Sessions	1. Discipline/Safety 2. Teacher Data 3. College Readiness 4. High School Graduation Rate (Overall) 5. State Assessments Annual Performance Broadly 6. State Assessment Growth	1. Amount of federal and state money spent per student (per pupil expenditures) 2. Re-enrollment rate 3. PK (Score on CLASS observational tool for PK classrooms) 4. ELL Proficiency 5. Average rate of student attendance 6. 1-5 STAR rating

- The clear majority of the audience consisted of parents (420 or 68%), followed by students (90 or 14%), teachers (39 or 6%), administrators (24 or 4%), "community members" (16 or 3%), school guidance counselors (14 or 2%), Community Based Organization representatives (12 or 2%), grandparents (9 or 1%), and "other" (25 or 4%).

- 168 (27%) attendees reside in Ward 8, 96 (15%) in Ward 4, 81 (13%) in Ward 5, 62 (10%) each in Ward 6 and Ward 7, 46 (7%) in Ward 1, 23 (4%) in Ward 3, 19 (3%) in Ward 2, and 64 (10%) did not know which Ward they live in or do not reside in DC.

- They self-identified themselves as Black (423 or 72%), White (106 or 18%), "other" (30 or 5%), American Indian (10 or 2%), Asian/Pacific Islander (9 or 2%), and (21 or 4%) preferred not to answer.

- 97 (16%) self-identified as Hispanic/Latino; 11 (2%) preferred not to answer.

- 141 (24%) attendees have children who are on an IEP; 11 (2%) attendees did not know if their child has an IEP.

- Many of the attendees had more than one school-aged child. These parents had children enrolled, or in the case of students, were enrolled in elementary school (268 or 45%), middle school (149 or 25%), high school (137 or 23%), pre-kindergarten (112 or 19%), and not applicable or "other" (104 or 17%).

- Many of the attendees had children enrolled in more than one type of school. A breakdown of enrollment by types of schools is as follows: DC Public Schools (285 or 51%), public charter schools (235 or 42%), private school (52 or 9%), and home school, "other," and parochial schools (44 or 8%).

- 550 (88%) of the attendees preferred language is English, 80 (13%) of the attendees preferred language is Spanish, 9 (1%) preferred language is Amharic, 7 (1%) preferred language is "other."

Note: We don't require responses to demographic questions, so numbers will not add to total # of parents and families engaged; in other cases (e.g., race) individuals can select more than one item so numbers add to over 100%
As of December 26, 2017

Online Survey Demographic Information

- The majority of respondents are parents (161 or 67%), followed by teachers (21 or 9%), community members (21 or 9%), community based organization staffers and advocates (12 or 5%), (10 or 4%) students, "other" (9 or 4%), and administrators (7 or 3%).

- 42 (18%) respondents live in Ward 3, 40 (17%) in Ward 4, 31 (13%) in Ward 5, 24 (10%) in Ward 6, 24 (10%) in Ward 8, 19 (8%) in Ward 7, 8 (3%) in Ward 2, and 31 (13%) do not know which Ward they live in or do not reside in DC.

- Respondents self-identified as White (123 or 51%), Black (79 or 33%), "other" (19 or 8%), Asian/Pacific Islander (15 or 6%), American Indian (6 or 3%), and prefer not to answer (18 or 8%).

- 22 (9%) self-identified as Hispanic/Latino; 17 (7%) preferred not to answer.

- 31 (13%) respondents have children who are on an IEP; 5 (2%) respondents did not know whether their child has an IEP.

- Many of the respondents had more than one school-aged child. These parents had children enrolled in elementary school (99 or 41%), pre-school or pre-kindergarten (70 or 29%), middle school (47 or 20%), high school (39 or 16%), college (12 or 5%), and not applicable and "other" (58 or 25%).

- For those respondents with school-aged children, many of which had more than one school-aged child, 117 (57%) attend DC Public Schools, 62 (30%) public charter schools, 9 (4%) private school, 4 (2%) home school, and 31 (15%) "other".

- 229 (96%) respondents preferred language is English, 5 (2%) respondents preferred language is Spanish, and 4 (2%) respondents speak "other."

Note: We don't require responses to demographic questions, so numbers will not add to total # of parents and families engaged; in other cases (e.g., race) individuals can select more than one item so numbers add to over 100%
As of December 26, 2017

PAVE Engagement Efforts Overview

PAVE Canvassing

A total of 515 surveys were collected between November 30th and December 12th in Wards 1, 4, 5, 6, 7 and 8. Typically, two canvassers would stand outside of common community areas such as recreation centers, libraries, grocery stores, schools, and large apartment complexes and ask parents to take a short survey about education in Washington, DC. Canvassers only surveyed those who had connections to the Washington, DC school system, typically meaning they had a family member in Washington, DC schools.

- Just 31% of respondents had heard of the OSSE Statewide Report Card
- 84% spoke primarily English at home, 12% spoke Spanish, and 4% spoke other languages
- 42% of respondents sent their children to DCPS schools only, 34% sent their children to public charter schools only, 11% sent to private school only and 6% sent to multiple types of school
- The survey oversampled slightly in Wards 4 and 5

PAVE Parent Leaders in Education Board Discussions

PAVE held meetings with each of our 6 Parent Leaders in Education (PLE) Boards in Wards 1, 4, 5, 6, 7, and 8. PLE Boards are made up of parent leaders in each ward and are selected by PAVE after an application process. At each meeting, parents were asked to rank the top five things they looked for when they chose a school for their student. Parents then examined PCSB's PMF Reports, DCPS' School Reports and the Equity Reports and discussed the pros and cons of each. Collected surveys from 65 total parents.

Canvassing Survey Responses

- Respondents listed teacher qualifications, school discipline, and college attendance as the most important factors for choosing their child's school

- AP/IB courses, Average GPA, and School Funding were the least important

- The number of college scholarships was by far the most important additional factor that respondents desired to know about before picking a school, followed by drop-out rates and extra-curricular activities

- Respondents were least interested in the number of social workers, social clubs and organizations, and the number of computers per student

Parent Leaders in Education Board Feedback

- Student performance by subgroup and Teacher Quality were by far the most important to parents, both were named by more than 85% of parents surveyed

- Re-enrollment, school funding, and attendance were also rated highly

- Parents are clamoring for ONE source where they can get data, and one that helps them *interpret* quality more easily

- Parents liked a combination of quantitative (student achievement, suspension rates etc.) and qualitative (special programming, after-school programs etc.)