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
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>OSSE presents the Toolkit and engagement approach</td>
<td>OSSE provides update on toolkit and process revisions based on previous meeting</td>
<td>OSSE provides a report or presentation on parent feedback collected to the task force</td>
<td>OSSE presents updated content proposal with adjustments based upon additional parent, SBOE, and ESSA TF feedback</td>
</tr>
<tr>
<td>ESSA task force provides feedback on the toolkit</td>
<td>ESSA Task force members present updates on parent feedback collected to date</td>
<td>OSSE proposes content and form of Report Card to the task force</td>
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<tr>
<td>OSSE identifies any further supports needed around parent engagement</td>
<td></td>
<td>ESSA task force makes recommendations to OSSE proposal</td>
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</tbody>
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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**
Present – December 2017

**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?

**Phase 2: Parent-Friendly Design**
January – April 2018

**The Big Question:**
- 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?

**Phase 3: A Successful Launch**
April 2018 & Beyond

**The Big Question:**
- 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
With your help, we have done a lot of engagement

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.
We put together an initial content proposal based on that engagement...

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Themes from Parent Feedback</td>
<td>Any topical area that was represented in over 5% of comments was studied to determine how we could respond within data and legal constraints</td>
</tr>
<tr>
<td>Other Important Themes</td>
<td>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)</td>
</tr>
<tr>
<td>ESSA Required Data Elements</td>
<td>We included all data points that are required by ESSA</td>
</tr>
</tbody>
</table>
...but stakeholders asked us to do more

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

- They are pushing for more, while understanding there are limitations to what OSSE can do
- They are open to ongoing discussion for future years
In particular, they wanted more in these areas:

Top Themes from Parent Feedback

- Teacher Data
- Parent & Family Engagement

Other Important Themes

- Student Activities
- Special Education
- Health
Teacher Data

- **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
Teacher Data: For 2018

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

Legend:

- 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
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

<table>
<thead>
<tr>
<th>Existing Measure</th>
<th>Updated or New Measure</th>
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</thead>
</table>

**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.

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**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
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

<table>
<thead>
<tr>
<th>Existing Measure</th>
<th>Updated or New Measure</th>
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</thead>
<tbody>
<tr>
<td>Advanced Placement (Y/N)</td>
<td>Dual College Enrollment (Y/N)</td>
</tr>
<tr>
<td>International Baccalaureate (Y/N)</td>
<td>Extended Day (Y/N)</td>
</tr>
<tr>
<td>Arts Integration (Y/N)</td>
<td>Extended Year (Y/N)</td>
</tr>
<tr>
<td>Blended Learning (Y/N)</td>
<td>Interscholastic Sports (Y/N)</td>
</tr>
<tr>
<td>Online Learning (Y/N)</td>
<td>JRTOC (Y/N)</td>
</tr>
<tr>
<td>Montessori (Y/N)</td>
<td>School Uniform Requirement (Y/N)</td>
</tr>
<tr>
<td>Career &amp; Technical Education (Y/N)</td>
<td>Single Gender Campus (Y/N)</td>
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<tr>
<td>STEM Focus (Y/N)</td>
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</tbody>
</table>

## Extracurricular Activities

- Existing Measure
- Updated or New Measure
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
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.

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

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

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

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Organizations</th>
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<tbody>
<tr>
<td>Minority Language</td>
<td>Latin American Youth Center (LAYC)</td>
</tr>
<tr>
<td>Special Education</td>
<td>Advocates for Justice in Education (AJE)</td>
</tr>
<tr>
<td></td>
<td>DC Association for Special Education (DCASE)</td>
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<td></td>
<td>Children’s Law Center</td>
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<tr>
<td>Families of At-Risk Students</td>
<td>Turning the Page</td>
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<td></td>
<td>The Fishing School</td>
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<tr>
<td>Students</td>
<td>For Love of Children (FLOC)</td>
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<td></td>
<td>Higher Achievement</td>
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</tbody>
</table>

*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
## Engagement Strategies (continued…)

| 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

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

*As of December 26, 2017
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.)