

Call to Order

Attendees: Theodora Brown, Laura Fuchs, Faith Gibson-Hubbard, Robert Henderson, Kristina Kyles-Smith (guest speaker), Sherice Muhammad, Zachary Parker, Rip Preston, Loretta Thompson, Jhonna Turner, Leah Vaughan, Terra Wallin (guest speaker), Cassie Michelle Walther, Raenelle Zapata

Discussion Topics: Standardized Testing/Assessments with guest speakers, Merging of Ward 5 Education Equity Committee (W5ECC) and Ward 5 Education Council, and The Village

Guest speakers: **Dr. Kristina Kyles-Smith**, Executive Director, [Two Rivers Public Charter School](#)
Terra Wallin, Associate Director for P-12 Accountability and Special Projects, [The Education Trust](#)

Standardized Testing/Assessments:

Overview of Two Rivers Assessment System (Dr. Kyles-Smith)

- 3 Main Types of Assessment
 - 1) Summative Assessment, i.e. [Partnership for Assessment of Readiness for College and Careers \(PARCC\) which is given in D.C. public schools](#)
 - Last school year (2019-2020): Put on hold because of testing security concerns and rapid move to remote learning due to pandemic
 - [This school year \(2020-2021\): OSSE has been "able to lift" most PARCC testing](#)—English Language, Math, and English Language Proficiency (only in person) but no Science; no student is required to come into school building to take test
 - PARCC is an accountability measurement—often comes with “pungent odor” of how schools are doing and label as not good, kind of good, or very good; offers disaggregated data; sometimes only data schools use to see what are different student group experiences in academics, e.g. how are Black students, female students, English Learners interacting with instructional system
 - Executive directors around community generally agree do not want to remove PARCC because want the longitudinal data to see growth over time and want a solid, normed assessment to check how data disaggregated by student group BUT when ask for that type of review then feel like being asked to held accountable which means receiving a label that is at “a detriment” to our communities, especially during a pandemic
 - 2) “Coachable” assessment—assessments that measure for growth, e.g. MAP assessment which has been adapted to virtual instruction and students take the assessment 2-3 times a year to see how students are making progress
 - 3) Teacher- based assessments for day-to-day use to show student progress
 - Normed to grade-level standards

- Build units and lesson plans to guide students toward mastery of grade-level assessments
 - Two Rivers relies heavily on teacher-based assessments and then checks thinking on teacher-based assessments with MAP which is given 3 times (beginning, middle, end of year) to see students growth towards and proficient in grade-level standard
- MAP Assessments and Teacher-Based Assessments are proxy data for PARCC
 - Assessment system is a “two way” mirror: see student growth towards grade-level standards, and schools’ and teachers’ ability to support student growth and progress
 - If done well assessment system can be a powerful coaching tool allowing teachers to show up as coaches and improve practice to support student learning and outcomes
 - PARCC is end-of-the-year conversation- but not essential because doesn’t help build programs and learning for students

Questions:

- Should we have PARCC assessment this year, given the extraordinary circumstances of this school year?
 - Should not use for accountability purposes this year and any data taken right now should be “taken with a grain of salt” because of all mitigating circumstances
 - Longitudinal data will be helpful to “reorganize” especially given this “COVID class” to figure out next steps, e.g. transition from 8th grade to 9th grade; to see what we are working with so that we can work together—not a problem just what we’re working with
- Any testing fidelity concerns about administering PARCC, e.g. parents helping some students on assessment, students having access issues?
 - Not looking at assessments as more important, in fact less important this year because of fidelity issues
- Can we use MAP testing so don’t have the heavy lift of PARCC at sacrifice of instruction and social-emotional learning?
 - Yes, if schools have own merit to do this
 - PARCC is heavy lift and, therefore, would be better spent if could focus on what matters
- Is it an easier to address inequities at Two Rivers, a charter school, than traditional DCPS because charter school leaders nimbler? Easier to make pivot?
 - Yes, differences between being own charter/LEA is nimbler and working within an entire school system
- Differences in providing digital access between charters and traditional school systems?

- Two Rivers was able to offer technology and hot spots to students and teachers; offer professional development for teachers—courses available on-site and were able to offer professional development quickly
- An example of how charters are more nimble

Where are decisions made about assessments—on federal-, state- and district-level? (Wallin)

- Issue of “Over-testing” is real
 - Federal role
 - No Child Left Behind (NCLB) first time annual, summative assessment disaggregated data required
 - District/Schools role: decide MAP, I-Ready assessments and teacher-based assessments
 - Put all this testing together and on top of each → Issue of “over-testing”
- What makes statewide, summative assessments different from other assessments?
 - Must be administered
 - Must be shared publicly
 - Must be *on-grade level* whereas MAP is adaptable— meaning assesses students “where they are”; statewide, summative is a grade-level check at the end of the school year
- On Accountability: ESSA changed accountability requirements-- cannot label schools solely on test scores, must use other metrics in addition to summative, statewide assessment; federal law sets expectation that accountability system should label schools to indicate which schools need supports and resources but in practice schools have been labeled and resources and supports **have not** followed and therefore seen as “punitive”
- How should data collected this school year be used?
 - Should not be used for accountability purposes this year
 - Important to have assessment and contextual data to paint a picture of what’s happening so can target resources and services for where needed, e.g. in December COVID relief package D.C. received \$175M and may receive more money if Congress passes another COVID Relief bill that sends funding to states—states and districts will have to decide how to use that funding

NOTE: Since this meeting, OSSE has requested a [one-year waiver from federal requirements to administer statewide summative assessments \[PARCC\] in spring 2021](#), and [DCPS has stopped preparing to administer the PARCC tests and will not administer Multi-State Alternate Assessment \(MSAA\) and ACCESS for English Language Learners](#). Also, [Congress passed “American Rescue Plan” which include \\$130B to support schools and students](#).

Merging of W5EEC and Ward 5 Education Council

- Proposal to merge two organizations in order to continue legacy of Ward 5 Education Council

- Hope to decide by end of April
- Ward 5 Education Council Members (Zapata, Preston, Brown, and Hubbard) shared history of Ward 5 Ed Council and why important to maintain its legacy, specifically mentioned Council's drive to get what can't fight for administratively and through education system (i.e. the budget), e.g. clothing and supplies for students; 5-year campaign to get high-quality middle schools in Ward 5, resulted in opening of 3 middle schools (Brookland, McKinley, and Brown); although "equity" not in the title of Ward 5 Council's name has a history of fighting for equity because offered a space for families, parents, students, and schools to have a voice
- Education landscape has shifted and future opportunity/challenge: bringing together traditional public and charter sectors
- History of W5ECC: to give Ward 5 a voice, to speak for Ward 5 families, schools, and students; important to stand and grounded in equity
- Motion to table discussion re: merging W5ECC and Ward 5 Education Council and to place on agenda for March meeting (PASSED)
- Steering Committee to move forward on steps needed to prepare for vote in March, i.e. review two organizations by-laws, discuss plans to move forward if were to merge, establish a mutual agenda

NOTE: The steps to bring the organizations together are time-sensitive.

The Village

- Goal is to create a "village" to the children of Brookland that reflects diversity of Brookland community
- Plan is to be create a nonprofit, organization that supports traditional public schools by advocating for and providing resources to teachers and students in those schools
- Currently leaning into and supporting Luke C. Moore
- Offer partnership to Ward 5 Council and W5ECC

Announcements:

- Next general body meeting March 16th: focus on DCPS budget—send "asks" for budget to W5ECC; W5EEC will reach out to schools and school's LSATs