

April 26, 2023

DC Education Research Collaborative



Message from the Chair

Agenda

- Message from the Chair
- Updates from the Executive Director
- Membership Subcommittee Update
- Research Council
 - AERA – Collaborative Support for DC High School Students
 - Feedback on Research Process and Projects
 - Spotlight Presentation – DC Policy Center
- Closing
 - Next Virtual Meeting – June 12, 2023 5-7 pm

Updates from the Executive Director

The Work is Slow and Steady

- Operations
 - Website Design
 - Fund Development
- Meetings
 - June 12
 - August 15
 - September 28
 - November 15
 - Equity & Access Subcommittee Meeting TBD
- Research & Learning
 - Spotlight Presentations

Desktop, open utility menu, and mobile compositions included.



Menu 

**DC EDUCATION
RESEARCH
COLLABORATIVE**

[Our Research](#)

[Get Involved](#)

[About Us](#)



ABOUT THE COLLABORATIVE

Supporting decisions that improve student outcomes

DC Education Research Collaborative conducts research in partnership with educators, practitioners, and education leaders to provide useful information to support decisions that improve student outcomes.

Membership Subcommittee

Non-Institutional Vacancy Process Overview

Goal

The goal in filling vacant positions is to ensure diversity and inclusion, ensure active participation, and ensure individuals are committed to supporting schools.

Overview

1. When there are vacancies, interested individuals may *fill out a simple online form* during the “**open season.**”
 1. An online form accessible by phone will ensure information is systematically collected and transparent to all.
2. Interested individuals will briefly describe how they meet each of the **membership criteria** and how they meet the membership committee’s **Request for Applicants** that will help support diversity on the committee.
3. Interested individuals will be asked to **attend a subcommittee meeting** where individuals can ask questions and members can ask clarifying questions.
4. Subcommittee members will **score applicants** to assist in transparently identifying new members.

Filling Vacancies on Advisory Committee

The membership subcommittee will vet *potential volunteers* using a rubric.

A rubric is necessary when there are:

- More volunteers than seats, and
- To ensure a transparent process.

The rubric is based on whether the volunteer:

1. Meets the eligibility requirements
2. Meets the identified needs in the Request for Applicants

Feedback Requested: Suggested Rubric

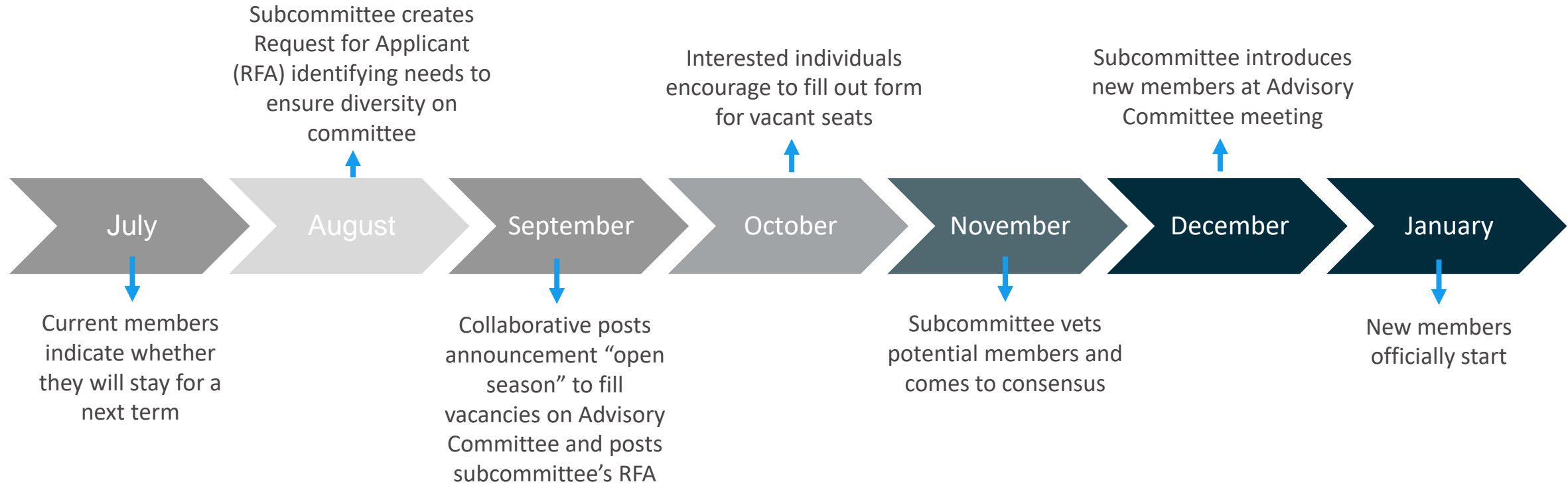
	Candidate Location/ Residency	Candidate Affiliation	Collaboration	Communication/ Responsiveness
Does Not Meet Institutional Member Criteria	Candidate does not reside in DC	Candidate is not currently involved in practice, policy, or research on school improvement	Candidate indicates that they will not work collaboratively	Candidate is unresponsive during the candidacy period and/ or indicates that they are unable to fulfill the Advisory Committee attendance/ responsiveness requirements
Meets Institutional Member Criteria	Candidate resides in DC	Candidate is currently involved in practice, policy, or research on school improvement	Candidate indicates that they will work collaboratively	Candidate is responsive during the candidacy period and indicates that they are able to fulfill the Advisory Committee attendance/ responsiveness requirements
Exceeds Institutional Member Criteria	Candidate resides in DC <i>and</i> lives in a Ward currently under-represented on the Advisory Committee as indicated in the Request for Application	Candidate is currently involved in practice, policy, or research on school improvement <i>and</i> brings a perspective needed to ensure Advisory Committee diversity as indicated in the Request for Application	Candidate indicates that they will work Collaboratively <i>and</i> provides an example of a past instance in which they worked collaboratively	

Membership Subcommittee Next Steps

The membership subcommittee by next meeting will develop:

1. A Request for Applicant document intended to help support diversity on the committee. This will identify:
 - Number of expected vacancies for upcoming cycle
 - Priority perspectives (e.g., family, school leader, researcher, or high school student or recent alumni)
 - Priority wards of residence
 - Priority sector of school
2. A simple online form for interested individuals to submit

Timeline



Research Council Updates

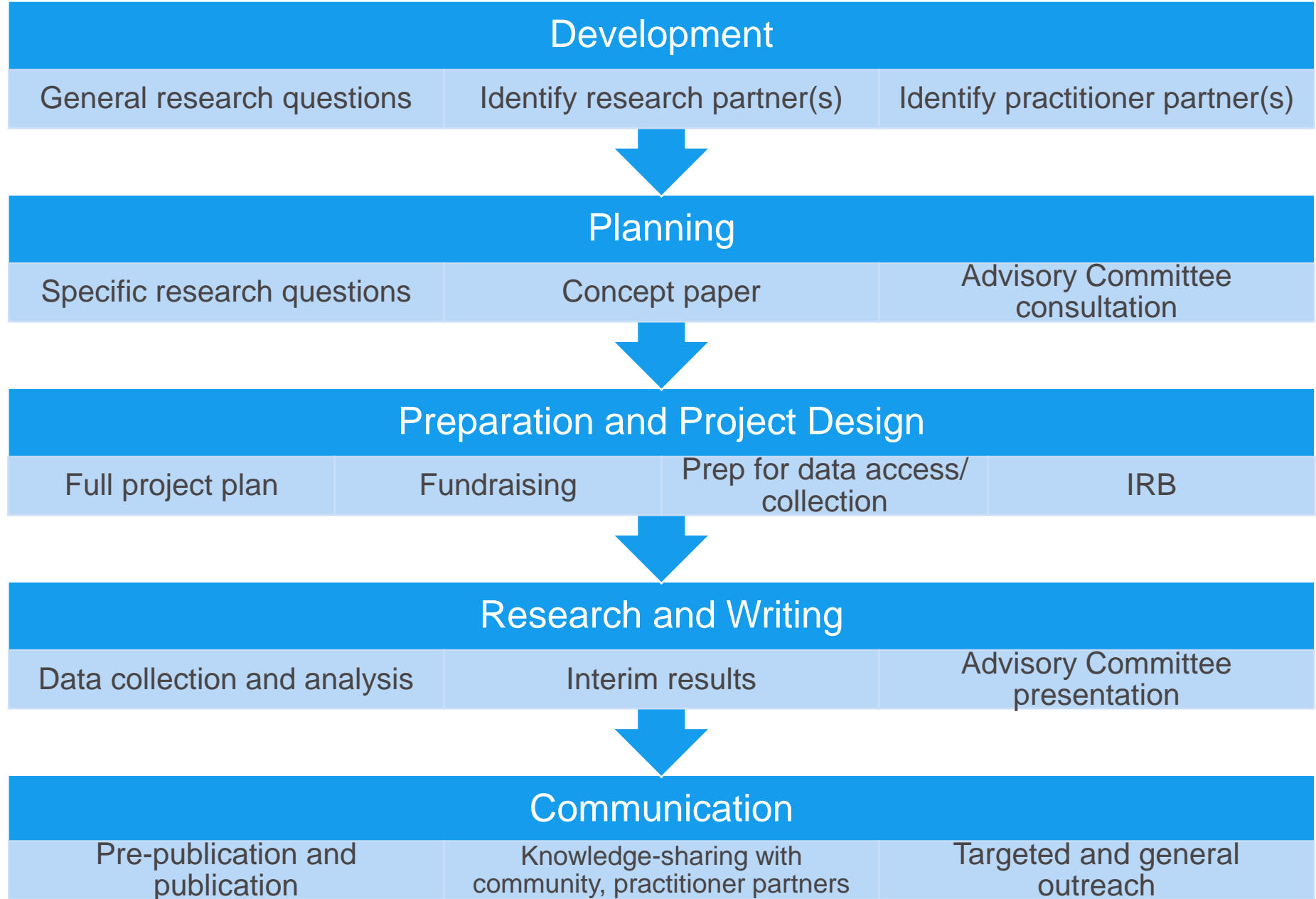
Research Update

- Recap: New project idea generation process
- Status: Ongoing projects
 - Youth Teams in Education Research
 - DC Education Data Inventory
 - Supporting DC Students' Success in Algebra I
- Research Council general updates

From ideas to projects

Ongoing Idea Generation

- Regular Collaborative brainstorming
- Regular agency and community partner needs-sensing
- Advisory Committee and community member suggestions
- Research Council member inventory of interest, capacity, expertise
- Research Council member proposals



Ideas must meet the following criteria as they are fully developed into research projects:

- Address at least one guiding question of the Collaborative's research agenda
- Address the anti-racism and equity focus areas of the research agenda
- Arise from a demonstrated or articulated need of the DC education community
- Can directly inform practice or decision-making once the answers to the research questions are known
- Does not duplicate past or current research
- Have a clear, reasonable, and practical high-level project plan
- Have a practitioner as a member of the research team
- Align with Research Council member(s)' interest, expertise, ability, capacity, time, and procedures
- Have the potential to be supported using new or existing resources
- Uphold the Collaborative's core values of collaboration, equity, independence, quality, relevance, and transparency



A New Beginning: The Journey to Student Voice at a DC High School

Jennifer Aguilar, Ydidiya Nadew, Mindele Nimon-Toki, Gustavo Rosas Cardoso, Elimane Samb
Columbia Heights Educational Campus, DC Education Research Collaborative at the Urban Institute

URBAN

INSTITUTE · ELEVATE · THE · DEBATE

AERA Youth Teams in Education Research 2023

2023 AERA ANNUAL MEETING

PLACE-BASED: CHICAGO, APRIL 13-16

VIRTUAL: MAY 4-5

#AERA23

INTERROGATING
**CONSEQUENTIAL
EDUCATION RESEARCH**
IN PURSUIT OF TRUTH

AERA
FOUNDED
1916
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The Youth Teams in Education Research (YTER) Special Program will take place on April 13–15, the first three days of the place-based component of the Annual Meeting. The initiative will bring 69 high school students, grouped in 13 teams led by education researchers, to present their work in a featured poster session and to participate in a mini-workshop to discuss the research projects ongoing at their schools, issues consequential to them in their studies, and potential opportunities for continuing to pursue research engagements. During the workshop, the students will have an opportunity to meet with early career and accomplished senior scholars. They will also attend a select group of sessions featuring major speakers. The teams will receive partial funding support to attend the meeting.







STUDENT VOICE 4 RPPs

ADVANCING THE DEMOCRATIZATION OF EVIDENCE THROUGH STUDENT VOICE IN RESEARCH-PRACTICE PARTNERSHIPS



ABOUT

We are very pleased to announce the “Student Voice 4 RPPs” Awards program to recognize, honor, and further support existing RPP efforts that have a strong interest in and/or currently support youth involvement in RPP work. As long-term partnerships between education research and practice communities, RPPs hold great promise for disrupting typical dynamics between “R” and “P”, in addition to generating new opportunities for a wider variety of voices to co-construct knowledge for decision making. With this awards program, we hope to highlight and learn from how NNERPP member RPPs center youth voice in their work as they pursue democratization of evidence generation and use.

This awards program was funded by the Annie E. Casey Foundation. We thank them for their support but acknowledge that the findings and conclusions that may result from the projects in this program are those of the authors alone, and do not necessarily reflect the opinions of the Foundation.

Research Update

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Spotlight Presentation

Chelsea Coffin, Director, Education Policy Initiative
DC Policy Center

2021-22

State of D.C. Schools

**In-Person Learning, Measuring
Outcomes, and Work on Recovery**



D.C. POLICY CENTER

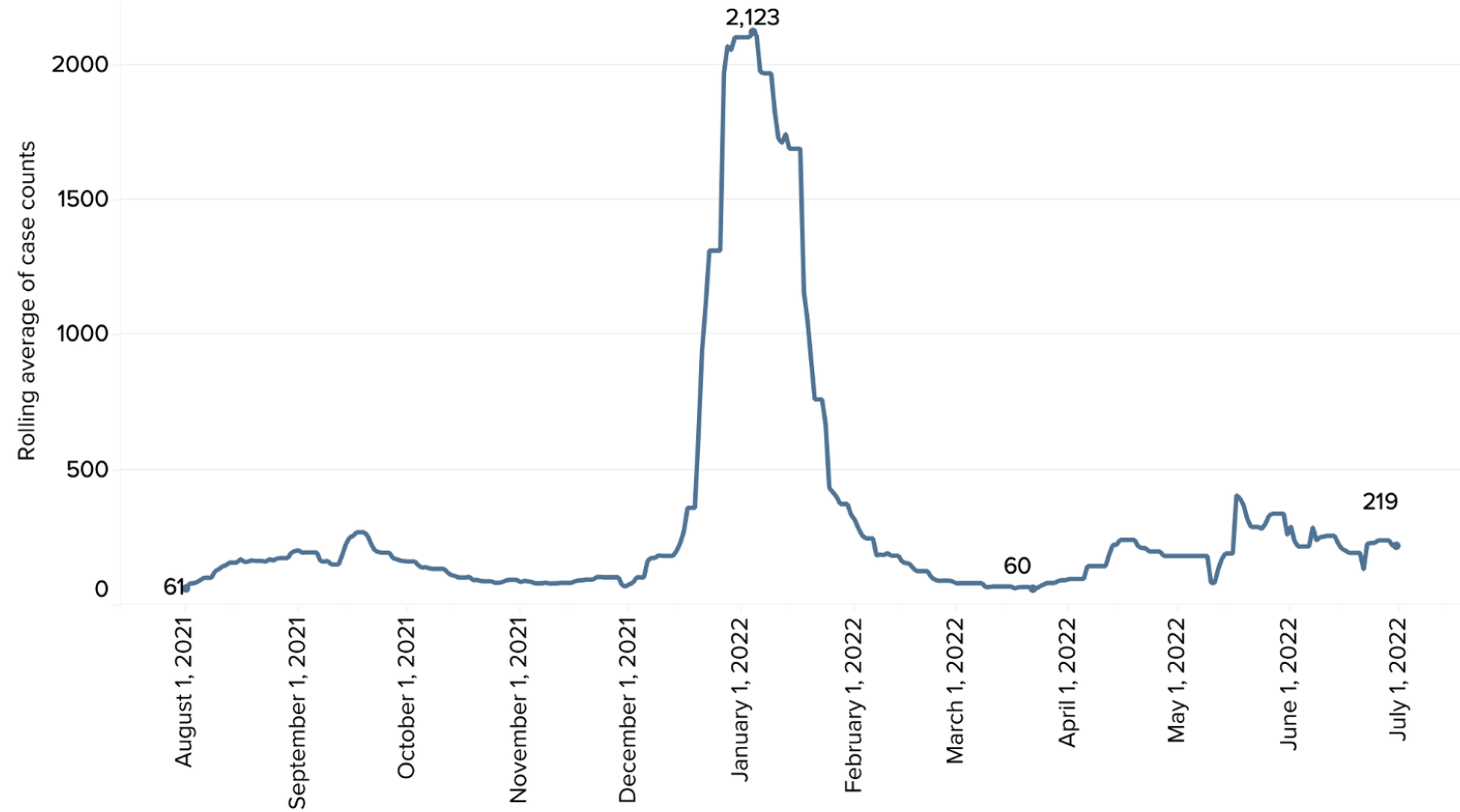
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COVID-19 continued to impact school.

All students attended school in-person aside from those with medical exemptions, up from only 21% of students for any amount of time in previous year.

There was an average of 317 COVID-19 cases per day in D.C. and a spike of up to 2,000 cases in the winter.

COVID-19 cases in D.C. during school year 2021-22, rolling 7-day average



Source: The New York Times. 2022. *The New York Times COVID-19 data*. The New York Times. Retrieved from <https://github.com/nytimes/covid-19-data/tree/master/rolling-averages>

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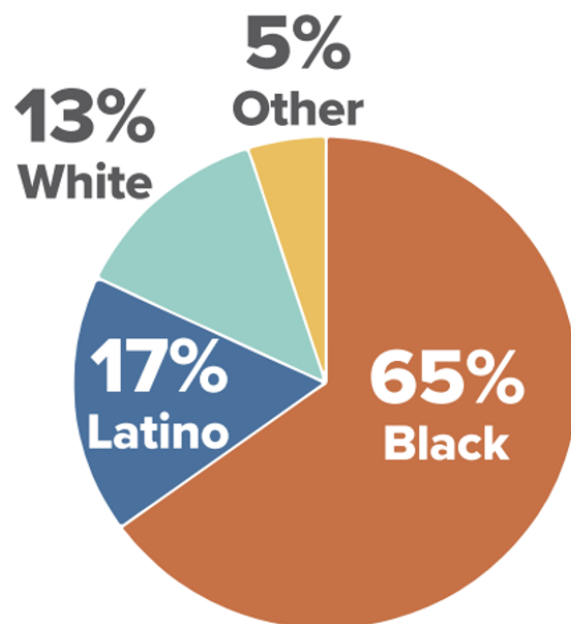
About 87,000 PK-12 students attended D.C.'s public schools.

Most students were students of color:

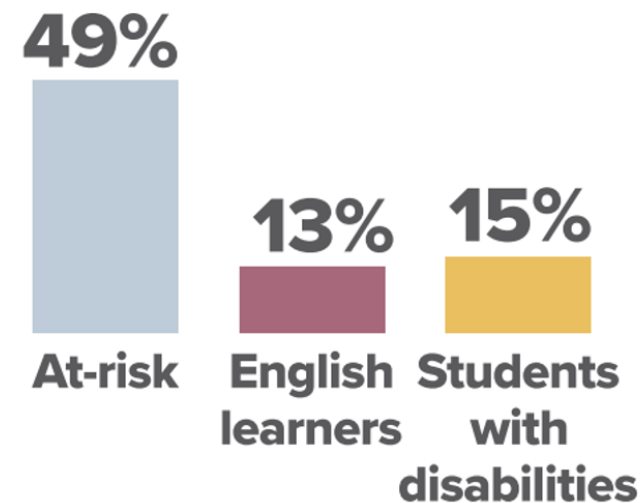
- 65% of students were Black, and
- 17% were Latino.

The share of students designated as at-risk rose to 49%, ↑ by 4 percentage points.

RACE & ETHNICITY



SPECIAL POPULATIONS

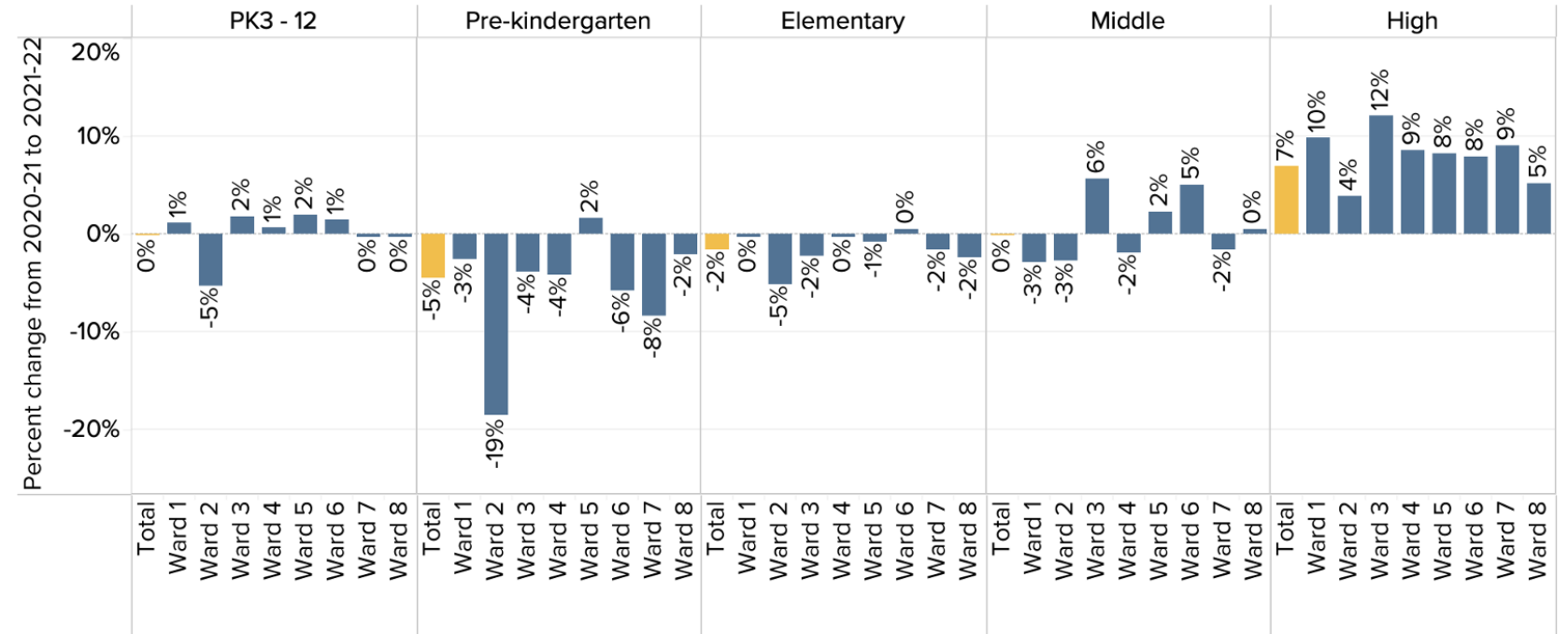


Changes in enrollment

After over a decade of adding 1,500 PK-12 students a year, enrollment declined slightly by 54 students.

- Pre-kindergarten had largest decline, ↓ by 5%
- High school had largest increase, ↑ by 7%

Enrollment changes by ward and grade band, school years 2020-21 to 2021-22



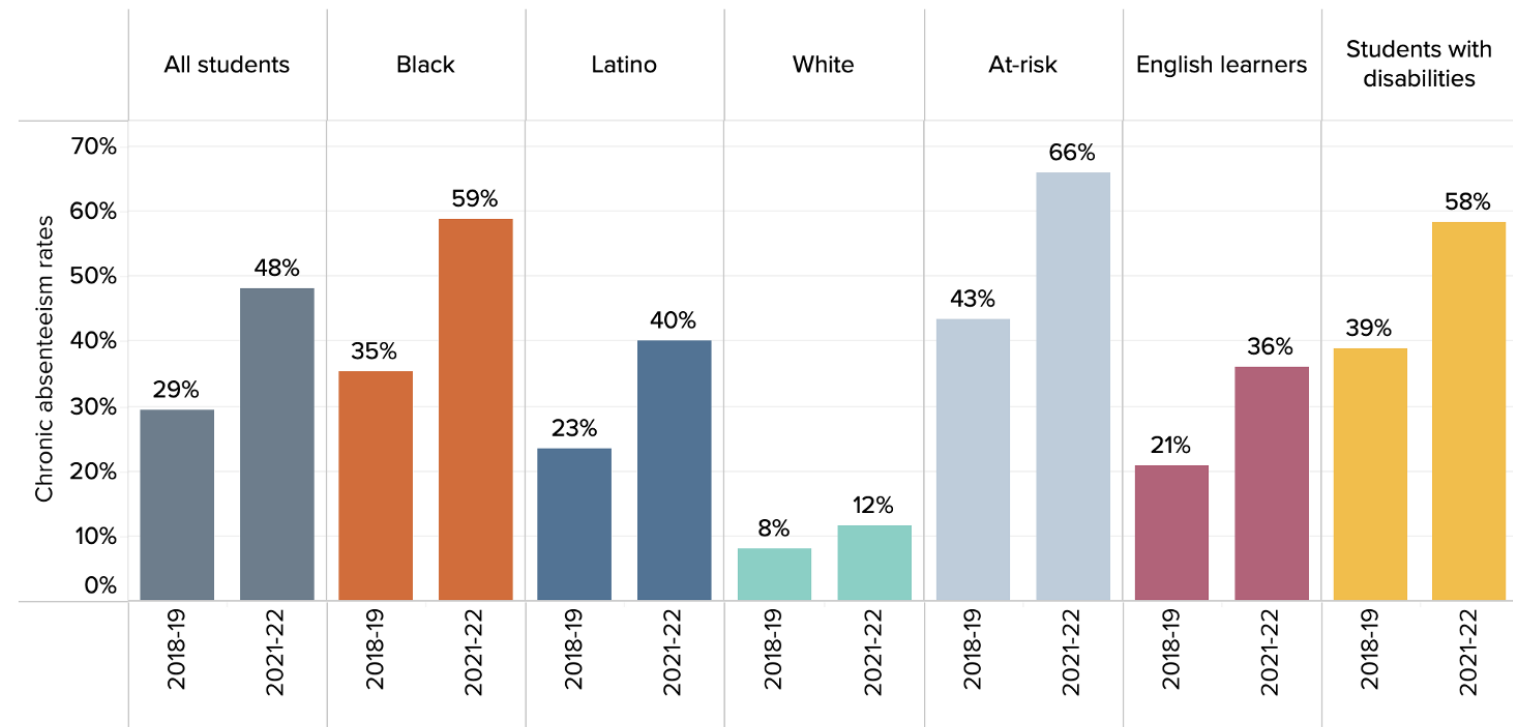
Source: Office of the Deputy Mayor for Education. 2022. EdScape: Where public school students live. Retrieved from <https://edscape.dc.gov>

Students were figuring out how to reengage with school.

Chronic absenteeism was much higher in school year 2021-22 at 48%, up from 29% pre-pandemic.

Quarantines, mental health issues, community violence, and other factors impacted attendance.

Chronic absenteeism rates by student group, 2018-19 and 2021-22 school years



Source: Office of the State Superintendent of Education (OSSE). 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

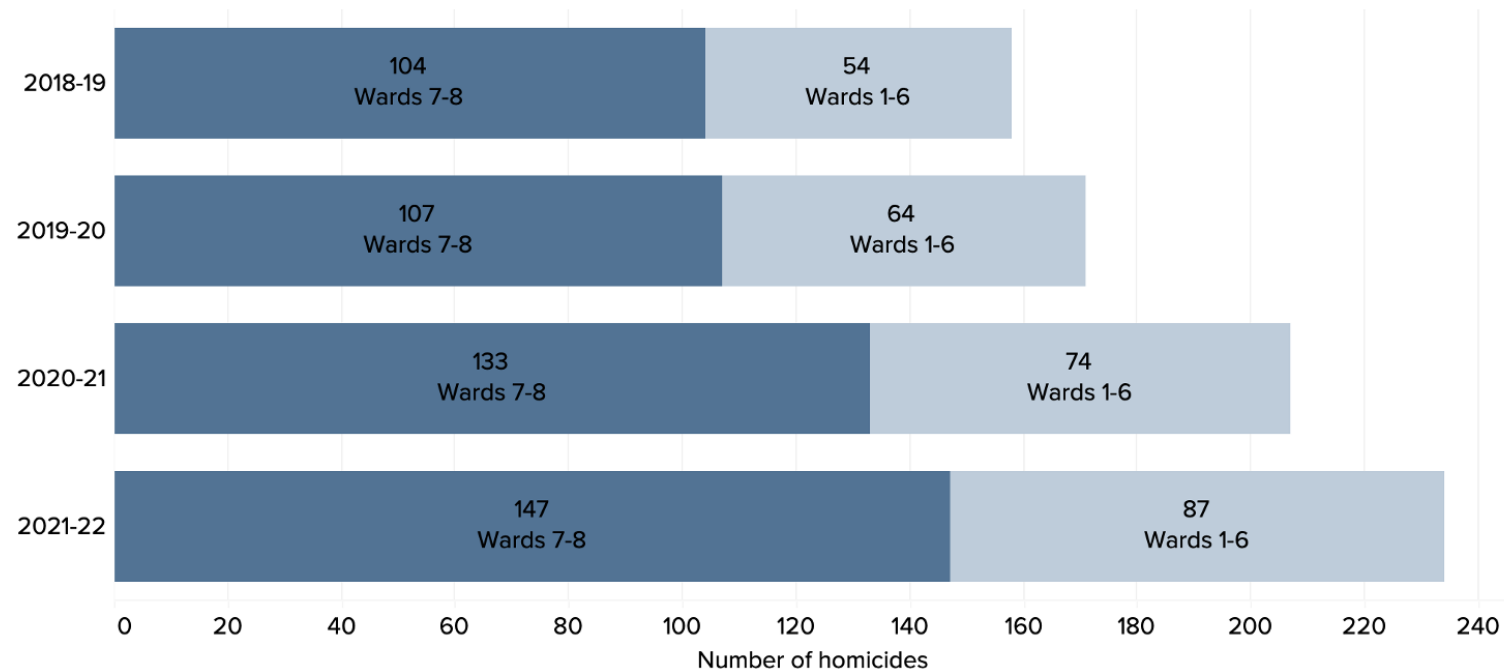
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Mental health issues were more widespread.

The share of D.C.'s high school students who reported feeling sad or hopeless increased to 36% (up from 33% in school year 2019-20).

Feeling unsafe can increase stress, amidst an increase in some types of violent crime like homicides.

Homicides in D.C. by school year and location



Note: Ward boundaries changed in 2022. For this calculation, a school year begins in July and ends in June.

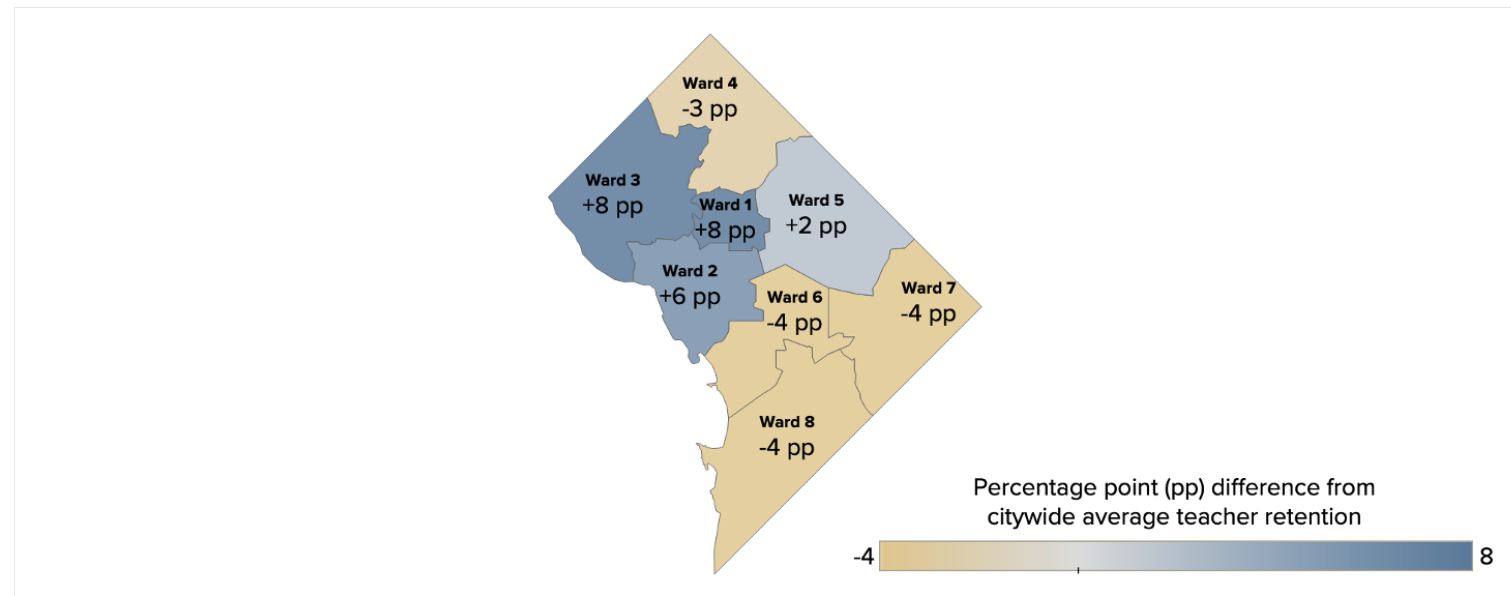
Source: Office of the Chief Technology Officer (OCTO), 2022. *Crime incidents in DC*. Open Data DC. Retrieved from opendata.dc.gov

Hiring teachers was a challenge.

Teacher retention increased to 74%: It was higher than average at schools in Wards 1, 2, and 3.

However, it was harder to hire new teachers with a fall vacancy rate of 6%, 3x higher than the fall of 2018.

Teacher retention in D.C. by ward, percentage point difference from city average



Source: Office of the State Superintendent of Education. May 2022. District of Columbia Educator Workforce Report. Retrieved from https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2022%20DC%20Educator%20Workforce%20Report_FINAL.pdf

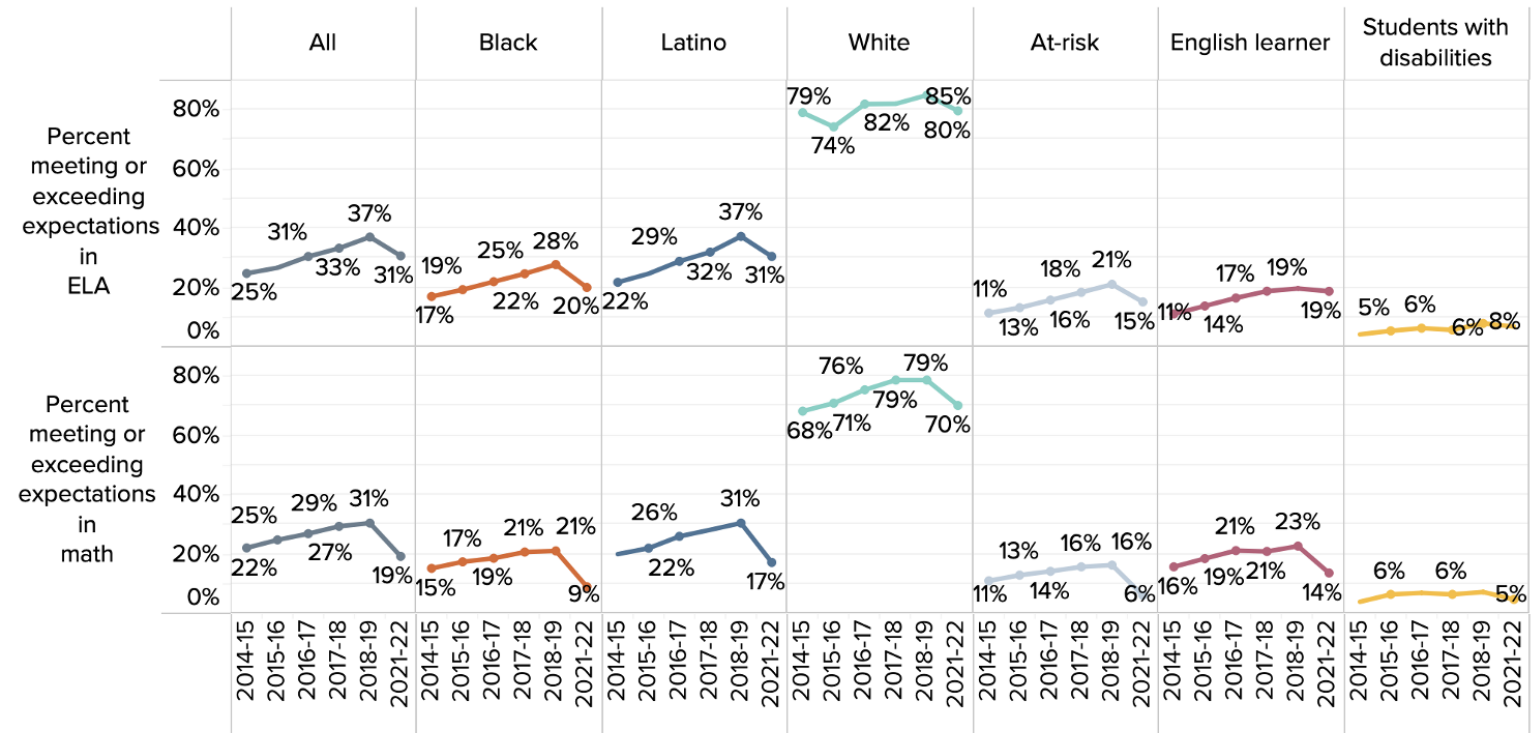
Note: Teacher retention is measured by the percentage of educators who stayed in the same school in the same role from one year to the next.

Outcomes show that recovery is not yet complete.

Share of students who met or exceeded expectations declined since 2018-19:

	All students	At-risk students
ELA	37% → 31%	21% → 15%
Math	31% → 19%	16% → 6%

Share of D.C.'s public school students meeting or exceeding expectations in ELA and math, over time



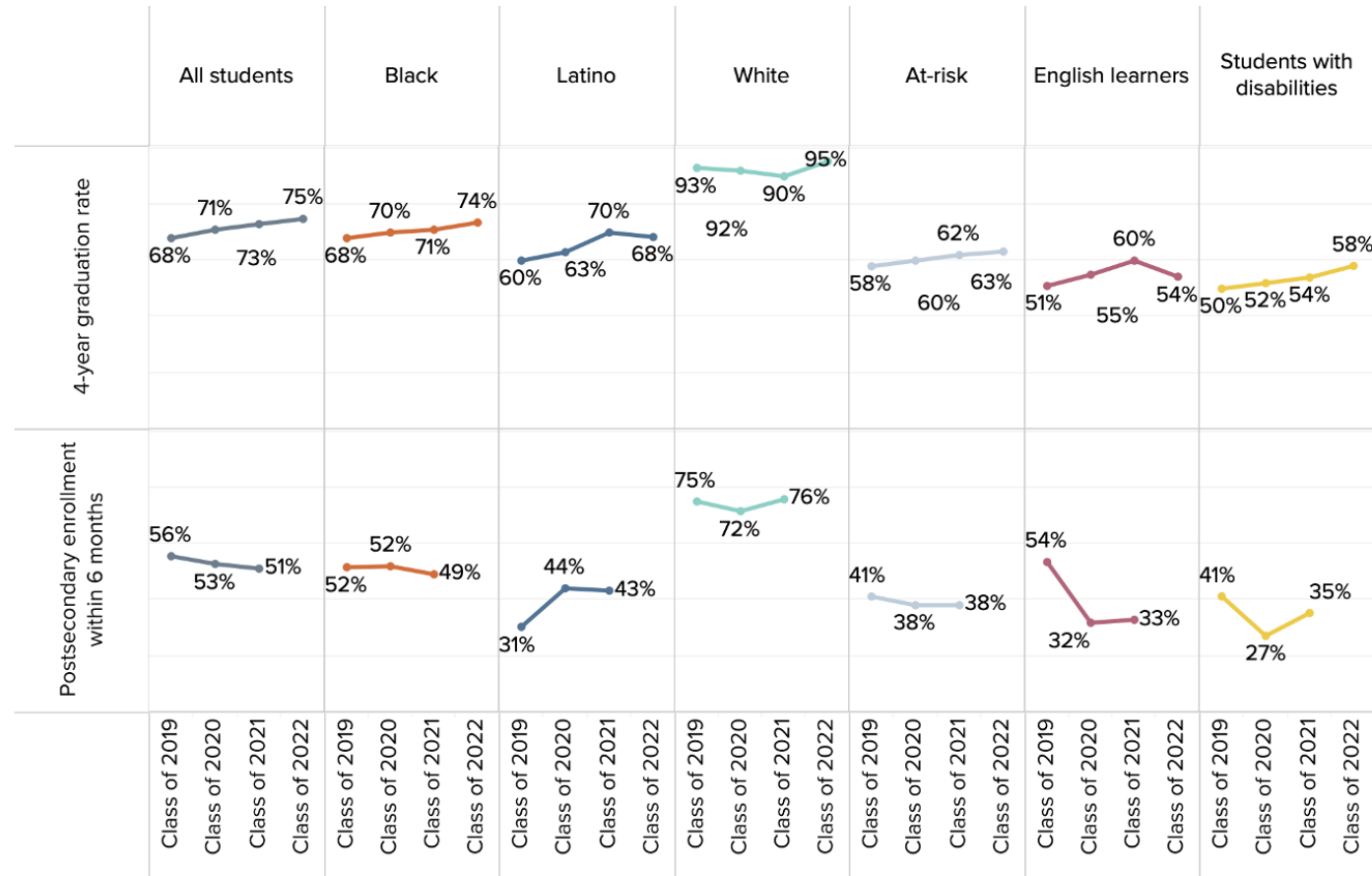
Source: Office of the State Superintendent of Education (OSSE). District of Columbia Statewide Assessment Results for 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, and 2021-22. Retrieved from <https://osse.dc.gov/page/data-and-reports-0>

Outcomes for alumni are mixed.

High school graduation rates rose to 75%, up 2 percentage points.

However, postsecondary enrollment decreased to 51%, down 2 percentage points.

Outcomes for D.C.'s high school alumni, over time



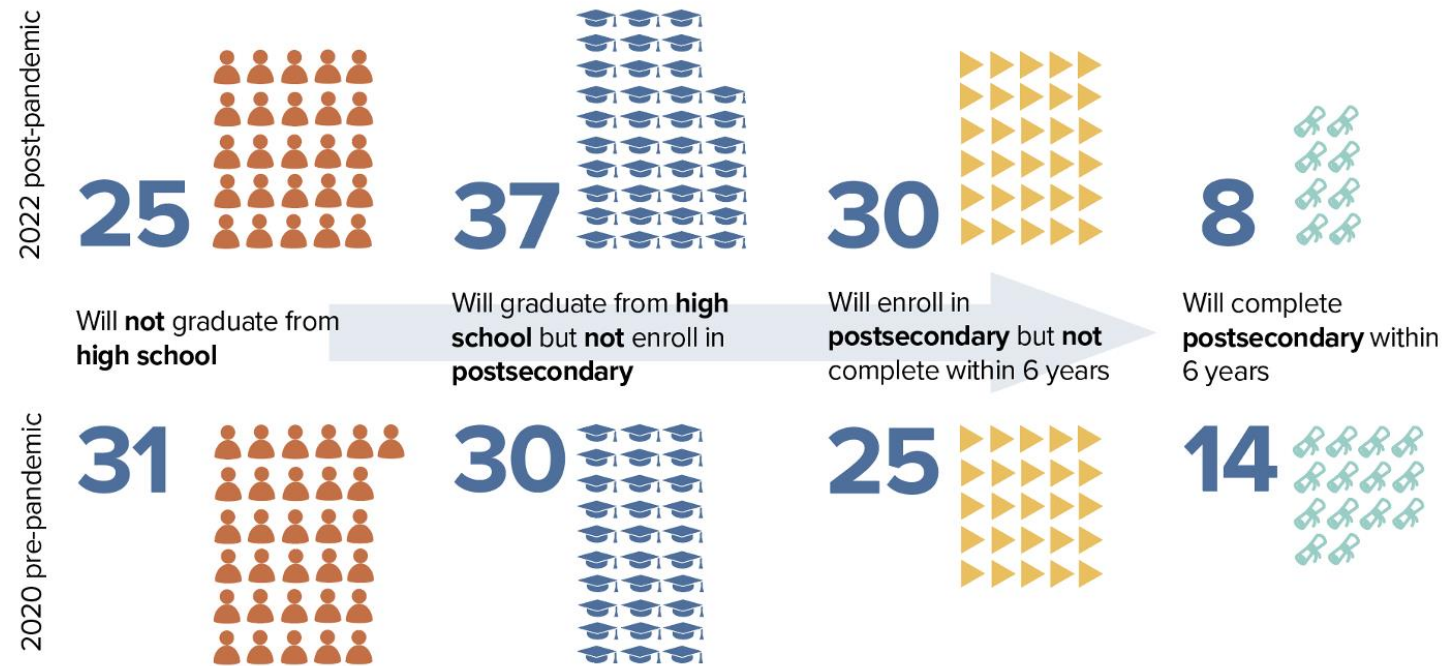
Source: Office of the State Superintendent of Education (OSSE), 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

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High school graduation rates have increased to 75%, but postsecondary completion and enrollment are down.

Out of every 100 9th graders, 8 will complete postsecondary within 6 years of graduating high school (down from 14 pre-pandemic).

Out of every **100** students in D.C.'s ninth grade cohort...



Credit: Adapted from a graphic by Wenxin Zhao

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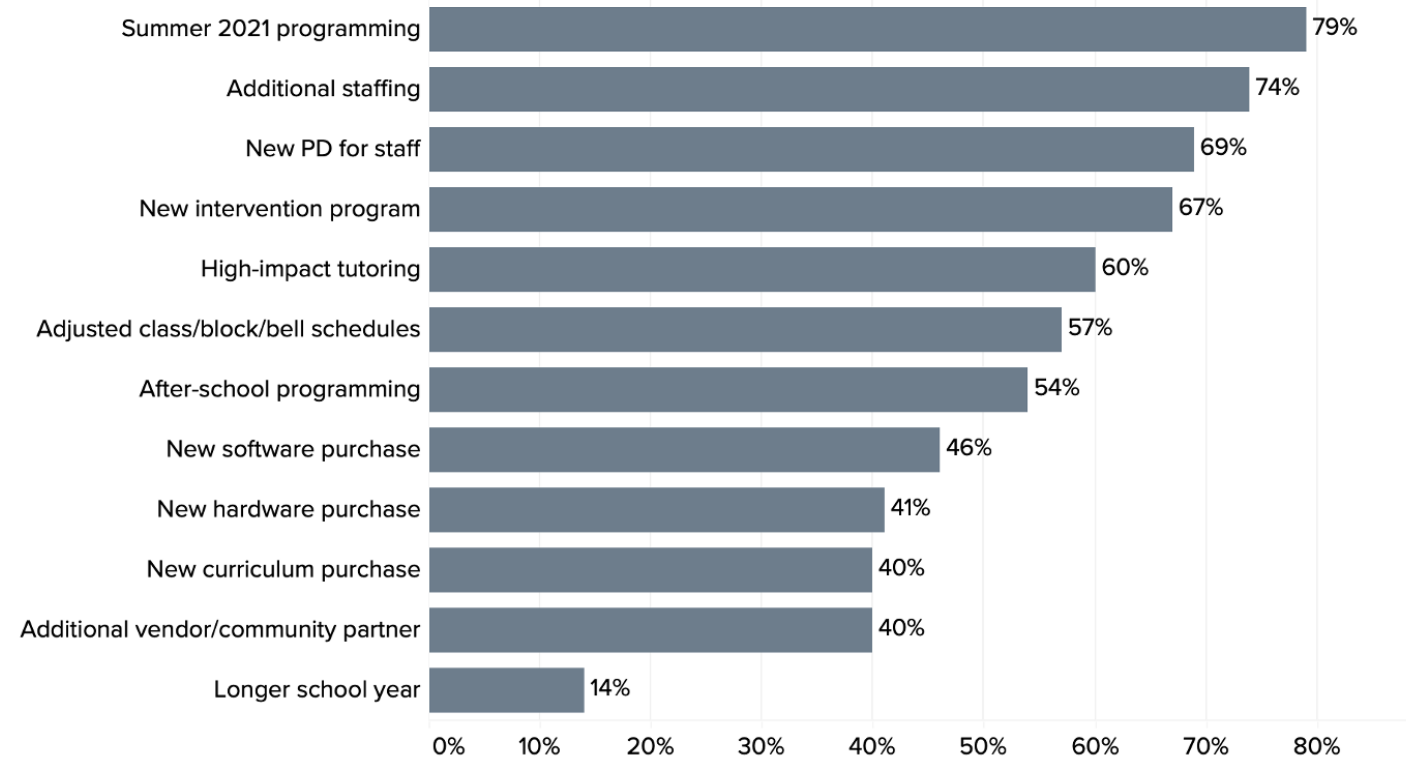
Most recovery funding has been used for learning acceleration.

D.C.'s public schools have received \$540 million in federal ESSER funds.

As of school year 2021-22, 23% of funds had been spent.

73% of resources dedicated to learning acceleration such as high-impact tutoring (HIT) that has reached 7% of students.

Accelerated learning strategies identified by LEAs for school year 2021-22



Source: DC Office of the State Superintendent of Education. 2022. *Accelerated Learning the District for the 2021-22 School Year*. Retrieved from https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Accelerated%20Learning%20in%20the%20District%202021-22.pdf

Look ahead

School year 2022-23 has included some shifts:

- New school-based accountability framework,
- Revised attendance policy,
- New preference in the common lottery for students designated as at-risk,
- Postponed vaccine enforcement policies, and
- Continued ESSER spending.

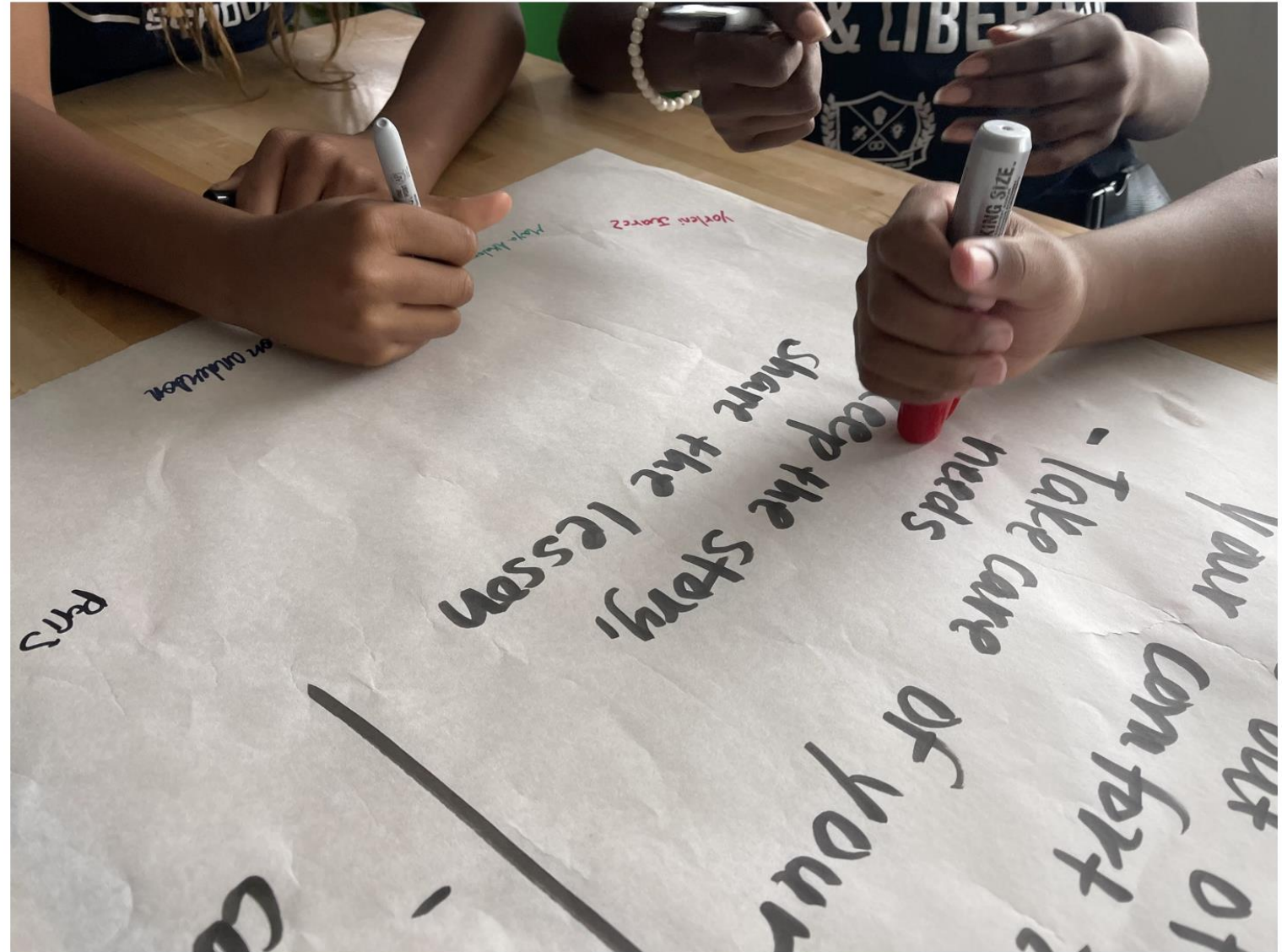


Photo credit: Critical Exposure (Ayanna, Process Shot)

Short- and long-term issues

- Spending less with a fiscal cliff after the end of federal recovery resources
- Anticipating smaller enrollment growth
- Uncertain teacher pipeline
- Improving academic outcomes
 - Especially in math and for students furthest from opportunity
- Boosting attendance
- Ensuring strong postsecondary and early career outcomes

2021-22

State of D.C. Schools

**In-Person Learning, Measuring
Outcomes, and Work on Recovery**



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Next Steps and Closing

Future Public Collaborative Meetings

- June 12
- August 15
- September 28
- November 15