



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

<b>Meeting:</b>	<b>Accountability System - STAR Framework:</b> ACT/SAT College Ready Benchmark and DC Percentile Threshold AP/IB Participation and Performance	
<b>Date/Time:</b>	Monday, July 17, 2017 8:00 am - 11:00 am	
<b>Location:</b>	OSSE 810 First St. NE Grand Hall 3rd Floor Washington, DC 20002	
<b>Facilitator(s):</b>	Eva Corcoran	
<b>Date Notes Posted:</b>	July 24, 2017	
<b>Meeting Objective:</b> To provide the introduction and overview of Accountability System and deep dive of the ACT/SAT College Ready Benchmark and DC Percentile Threshold and AP/IB Participation and Performance metrics.		
<b>Agenda Items</b>		
I.	ACT/SAT College Ready Benchmark and DC Percentile Threshold	Eva Corcoran
II.	AP/IB Participation and Performance	Eva Corcoran
III.	<b>Next Steps/Next Meeting</b>	Eva Corcoran
<b>Meeting Notes (Q &amp; A and Feedback)</b>		
Slide 1: STAR Framework ACT/SAT College Ready Benchmark and DC Percentile Threshold AP/IB Participation and Performance	N/A	
Slide 2: Goals of Our Discussion	N/A	
Slide 3: Opportunities for Feedback and Questions	N/A	
Slide 4: Agenda	N/A	
Slide 5: Overview of STAR Framework	N/A	
Slide 6: Timeline	N/A	
Slide 7: Domains and Metrics	N/A	
Slide 8: STAR Framework: High Schools	N/A	
Slide 9: Deep Dive: ACT/SAT	N/A	

<b>Slide 10: ACT/SAT: Overview</b>	N/A
<b>Slide 11: ACT/SAT: Overview</b>	<p>Q: Does that mean it is a student has to meet both scores on the SAT to be college ready? A: The students have to meet both 530 and 480.</p> <p>Q: Is the super score calculation run twice in 1 year? A: OSSE looks at all test scores and then takes highest scores across all years, not just the most recent year.</p> <p>Q: Is the metric is only measured at the student's 12 grade year? A: Yes, same as ACGR.</p>
<b>Slide 12: ACT/SAT College Ready Benchmark: Hypothetical Point Calculation</b>	N/A
<b>Slide 13: ACT/SAT: Overview</b>	N/A
<b>Slide 14: ACT/SAT: Business Rules</b>	<p>Q: If the school has verification that the student went to another school, why would the student be in the cohort? A: If a student transfers school, then the student will move to the new school's cohort.</p> <p>Q: In regards to the previous question, a student will not remain in a school's cohort as long as the student does not drop out? A: Yes.</p>
<b>Slide 15: ACT/SAT: Business Rules</b>	N/A
<b>Slide 16: ACT/SAT: Business Rules</b>	<p>Q: if College Board changes its college ready benchmark, would it change for this metric? A: Yes, it will align the College Board college ready benchmark.</p> <p>Q: Do you know why the College Board would change the college ready benchmark? A: It is based on the College Board research.</p>
<b>Slide 17: ACT/SAT: Business Rules</b>	N/A
<b>Slide 18: ACT/SAT: Business Rules</b>	N/A
<b>Slide 19: ACT/SAT: Business Rules</b>	N/A
<b>Slide 20: ACT/SAT: Business Rules</b>	N/A
<b>Slide 21: ACT/SAT: Business Rules</b>	N/A
<b>Slide 22: ACT/SAT: Business Rules</b>	N/A
<b>Slide 23: ACT/SAT: Business Rules</b>	N/A
<b>Slide 24: ACT/SAT: Summary</b>	N/A
<b>Slide 25: Deep Dive: AP/IB Participation Metric</b>	N/A
<b>Slide 26: AP/IB Participation: Overview</b>	N/A

<b>Slide 27: AP/IB Participation: Hypothetical Point Calculation</b>	Q: There will be zero values. How will zeros values be used? A: They will be included.
<b>Slide 28: AP/IB Participation: Overview</b>	N/A
<b>Slide 29: AP/IB Participation: Business Rules</b>	N/A
<b>Slide 30: AP/IB Participation: Business Rules</b>	N/A
<b>Slide 31: AP/IB Participation: Business Rules</b>	N/A
<b>Slide 32: AP/IB Participation: Business Rules</b>	N/A
<b>Slide 33: AP/IB Participation Summary</b>	N/A
<b>Slide 34: Deep Dive: AP/IB Performance Metric</b>	N/A
<b>Slide 35: AP/IB Performance: Overview</b>	N/A
<b>Slide 36: AP/IB Performance: Hypothetical Point Calculation</b>	N/A
<b>Slide 37: AP/IB Performance: Overview</b>	N/A
<b>Slide 38: AP/IB Performance: Business Rules</b>	N/A
<b>Slide 39: AP/IB Performance: Business Rules</b>	N/A
<b>Slide 40: AP/IB Performance: Business Rules</b>	N/A
<b>Slide 41: AP/IB Performance: Business Rules</b>	Q: Is this for students who score 3+ or 4+ in that school year? A: Yes.  Q: How is the cohort used since exited 9th and 10th grade students are excluded? A: OSSE will look at the graduating cohort and see if the student ever met the score.
<b>Slide 42: AP/IB Performance: Business Rules</b>	N/A
<b>Slide 43: AP/IB Performance: Business Rules</b>	N/A
<b>Slide 44: AP/IB Performance: Summary</b>	N/A
<b>Slide 45: Questions and Next Steps</b>	N/A
<b>Slide 46: Ways to Stay Engaged</b>	Q: If the school does not offer AP or IB courses, how does this impact the school? A: A school would not receive any points for the AP/IB participation metric; however, the AP/IB performance metric would be removed from its framework.

	Q: What are the weights for the two AP/IB measures – participation and performance? A: They are each 5 points.
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**Feedback via [OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov)**

**DC Public Charter School Board**

- For the AP/IB performance measure, why not make the numerator the number of AP exams scored 3+ and/or the number of IB exams scored 4+, instead of the number of students scoring 3+ or 4+ respectively on the exams? Every AP and IB exam is different; therefore, passing one exam is not equivalent to passing multiple exams. Furthermore, with the numerator as it currently stands, you're not rewarding students for passing multiple exams and you're not rewarding teachers/schools for sufficiently instructing students to pass their exams.
- Using simulated data, what does the distribution of rates and points earned in past years look like for AP/IB participation? Has OSSE conducted that analysis? If so, can you please share those results out? We want to ensure schools with certain populations aren't being more penalized by this measure, compared to other schools. Additionally, including a participation measure may result in a tradeoff between participation and performance. Schools may encourage more students to take advanced coursework, even though they may not have fully developed the tools needed to succeed in the course, thus resulting in lower AP/IB exam scores.
- What is the plan for including CTE as a component of the HS framework? We understand it is not included at this time, but is OSSE open to incorporating it into the framework further down the road?

**Goodwill of Greater Washington/ The Goodwill Excel Center**

The Goodwill Excel Center's mission is to offer an opportunity to earn a high school diploma to adults who have not graduated from high school. Ninety-nine percent of students who come to the Excel Center are overaged and under-credited and cannot possibly graduate with their cohort. ACT performance will be one of the goals in our PCSB Alternative Accountability Framework, and we have put in place processes to ensure that all of our graduating students take the ACT. But since those students will not be in our ACGR cohort, they would not be included in our STAR framework ACT/SAT calculation. Based on the proposed business rule, our LEA will always score zero on both of the ACT/SAT measures.

We understand the careful consideration that OSSE gave to the ACT/SAT business rules and we acknowledge that the business rule is appropriate for a traditional high school. But similar to the Four Year Graduation Rate measure, the very nature of our school model and student population renders it impossible for us to be successful (or even score above zero) on this measure. We believe this is clear evidence that The Goodwill Excel Center should be included in the Alternative Framework under ESSA and we look forward to additional dialog with OSSE to help you better understand our model and why it is not appropriate to include our LEA in the high school framework.

**Friends of Choice in Urban Schools (FOCUS)**

- Please clarify whether OSSE will use DC data from ACT to establish the 10th and 90th percentiles, or whether it will use the SAT concordance tables to translate ACT scores to SAT equivalents and then calculate the 10th and 90th percentiles? Both approaches present different problems.
- Can business rules reflect that we will revisit this issue if ACT comes out with its own concordance tables? There are issues associated with concordance tables – they're built off of the populations of kids who take both tests, which is not the full universe of all ACT or all SAT takers and so to use results from the concordance and to apply them to students who take either one or the other is not really

appropriate.

- For AP/IB participation and performance, OSSE representatives indicated that schools with zeros would be included when establishing floors and targets. Request that OSSE spell this out in a business rule.

### **DC Public Schools**

- DCPS agrees with using ACGR minus 9<sup>th</sup> and 10<sup>th</sup> grade students who have exited but suggest that OSSE also exclude 11<sup>th</sup> and 12<sup>th</sup> graders who have exited. Schools will already lose points on the HS graduation and re-enrollment metrics for losing 11<sup>th</sup> and 12<sup>th</sup> graders. By including them in the denominators for both the SAT/ACT college readiness and AP/IB participation metrics, these schools will be “dinged” multiple times for the same group of students.
- DCPS suggest that OSSE both recognize and incentivize schools that offer multiple AP courses and students who take and pass (with a 3+) multiple AP exams. For the performance metric, We suggest the following business rule for AP/IB performance:
  - $[\# \text{ of passed AP exams (3 or higher)} + \# \text{ of passed IB exams (4 or higher)}] / [\text{total } \# \text{ of AP and IB exams taken}]$

### **KIPP DC**

- In slide 22, OSSE mentions that they are okay using the national 50<sup>th</sup> percentile for the ACT/SAT to set that threshold b/c partly b/c it addresses an “LEA concern that calculating the 50<sup>th</sup> percentile for ACT within DC will result in comparing a limited set of LEAs to each other.” That’s fine, but as they also note, the benchmark itself doesn’t matter as much as where the floors and targets are set. So, if the floors and targets are passed on the 10<sup>th</sup>/90<sup>th</sup> percentiles, those are DC-based, right? So it’s still a very limited set of LEAs that are determining the floors and targets, which feels like it leaves the potential for wacky results.
  - OR, are they saying they will take the whole population in DC, and use a concordance table between ACT and SAT to get everyone on the same scale (so to speak) and then calculate the floors and targets that way? If so, that is also problematic b/c last I heard, there is only one concordance table for ACT/SAT, and that is the one made by the SAT folks... ACT does not agree with it and were not involved with it. I’m not sure what alternative is possible, aside from at least making explicit note that we will be able to re-visit this issue once ACT comes out with their own concordance table.
  - There are other issues more generally around concordance tables – the fact that they’re built off of the populations of kids who take both tests, which is not the full universe of all ACT or all SAT takers... and so to use results from the concordance and to apply them to students who take either one or the other only is not really appropriate.
- For the AP/IB ones, I actually think OSSE’s formulas make a little more sense than PCSB’s, but it is notable I think how different these calculations will be from the PMF ones, so I wonder if that means we’ll see a change in the PMF calcs a few years down the line. Either way it’s notable that families will likely see relatively significantly different outcomes for schools in these areas.

### **Next Steps**

1. LEAs can provide feedback within 3 business days (by July 20, 2017) via [OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov).
2. Notes will be sent out 5 business days after the meeting (by July 24, 2017).

### **Next Meeting**

Friday, July 21, 2017  
1:30 pm - 3:30 pm

OSSE  
810 First St. NE  
Conference Room 806  
Washington, DC 20002