



**COLORADO**  
Department of Education

# School & District Performance Frameworks

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# Goals for Today

- Learn the fundamentals of Colorado's accountability system, specifically the District and School Performance Framework reports. Also, provide an overview of changes since the 2016 release.
- Share the timelines of the SPF/DPF process
- Determine what you need more information on and where/how to get it. Also, identify CDE contacts to support your work.

# Overview of Educational Accountability in Colorado



# Accountability in Colorado

- SB 09-163 (Colorado Educational Accountability Act) is the foundation of our state accountability requirements
  - One set of outcome data to determine overall district and school accountability -- the Performance Frameworks
  - Identify those schools and districts with the greatest need, in order to direct resources and support and potential consequences
- Granted ESEA Flexibility Waiver in February 2012 that further streamlined accountability in the state (under NCLB)
- Now we are working on integrating the requirements of the submitted ESSA state plan.



# Colorado Educational Accountability: Performance Frameworks

Through the Colorado Educational Accountability Act of 2009 (SB09-163)...

- CDE annually evaluates districts and schools based on student performance outcomes.
- All districts receive a District Performance Framework (DPF). This determines their accreditation rating.
- All schools receive a School Performance Framework (SPF). This determines their school plan types.
- Provide a common framework through which to understand performance and focus improvement efforts.

# School & District Performance Frameworks

Performance Indicator	Performance Data	Weight
Academic Achievement	<ul style="list-style-type: none"> <li>• Mean scale score</li> <li>• English language arts, math, and science CMAS assessments. <i>Also, 10<sup>th</sup> grade PSAT for Evidence Based Reading and Writing (EBRW) and Math, and DLM (alternate assessment).</i> <ul style="list-style-type: none"> <li>• Overall and for disaggregated groups</li> </ul> </li> </ul>	40% (EM) 30% (H, districts)
Academic Growth	<ul style="list-style-type: none"> <li>• Median student growth percentile</li> <li>• English language arts and mathematics on CMAS (grades 3-9).</li> <li>• <i>PSAT 10 to SAT growth.</i> <ul style="list-style-type: none"> <li>• Overall and for disaggregated groups</li> </ul> </li> </ul>	60% (EM) 40% (H, districts)
Postsecondary and Workforce Readiness	<ul style="list-style-type: none"> <li>• Graduation Rate                             <ul style="list-style-type: none"> <li>• Overall and for disaggregated groups</li> </ul> </li> <li>• Dropout Rate</li> <li>• <i>SAT Mean Scale Scores by content area (EBRW and Math), incorporating DLM results.</i></li> <li>• Matriculation Rate</li> </ul>	30% (H, districts)

# Accreditation & Plan Types

- Accreditation designations:
  - Accredited with Distinction (10%)
  - Accredited (50%)
  - Accredited with Improvement Plan (25%)
  - Accredited with Priority Improvement Plan (10%)
  - Accredited with Turnaround Plan (5%)
- School plan types:
  - Performance Plan (60%)
  - Improvement Plan (25%)
  - Priority Improvement Plan (10%)
  - Turnaround Plan (5%)
- The presented distributions are baselines from Year 1 of the performance frameworks. For both districts and schools, the percentage rated as PI and Turnaround has declined over time.

# School and District Performance Framework Ratings and Explanatory Notes

## Ratings

### SCHOOL PLAN TYPES

PERFORMANCE PLAN

IMPROVEMENT PLAN

PRIORITY IMPROVEMENT PLAN

TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*

INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

### DISTRICT ACCREDITATION RATINGS

ACCREDITED WITH DISTINCTION

ACCREDITED

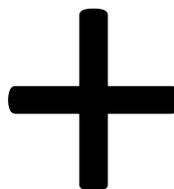
ACCREDITED WITH IMPROVEMENT PLAN

ACCREDITED WITH PRIORITY IMPROVEMENT PLAN

ACCREDITED WITH TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*

INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*



## Descriptors

### *Meets Participation*

above 95% participation rate in 2 or more content areas

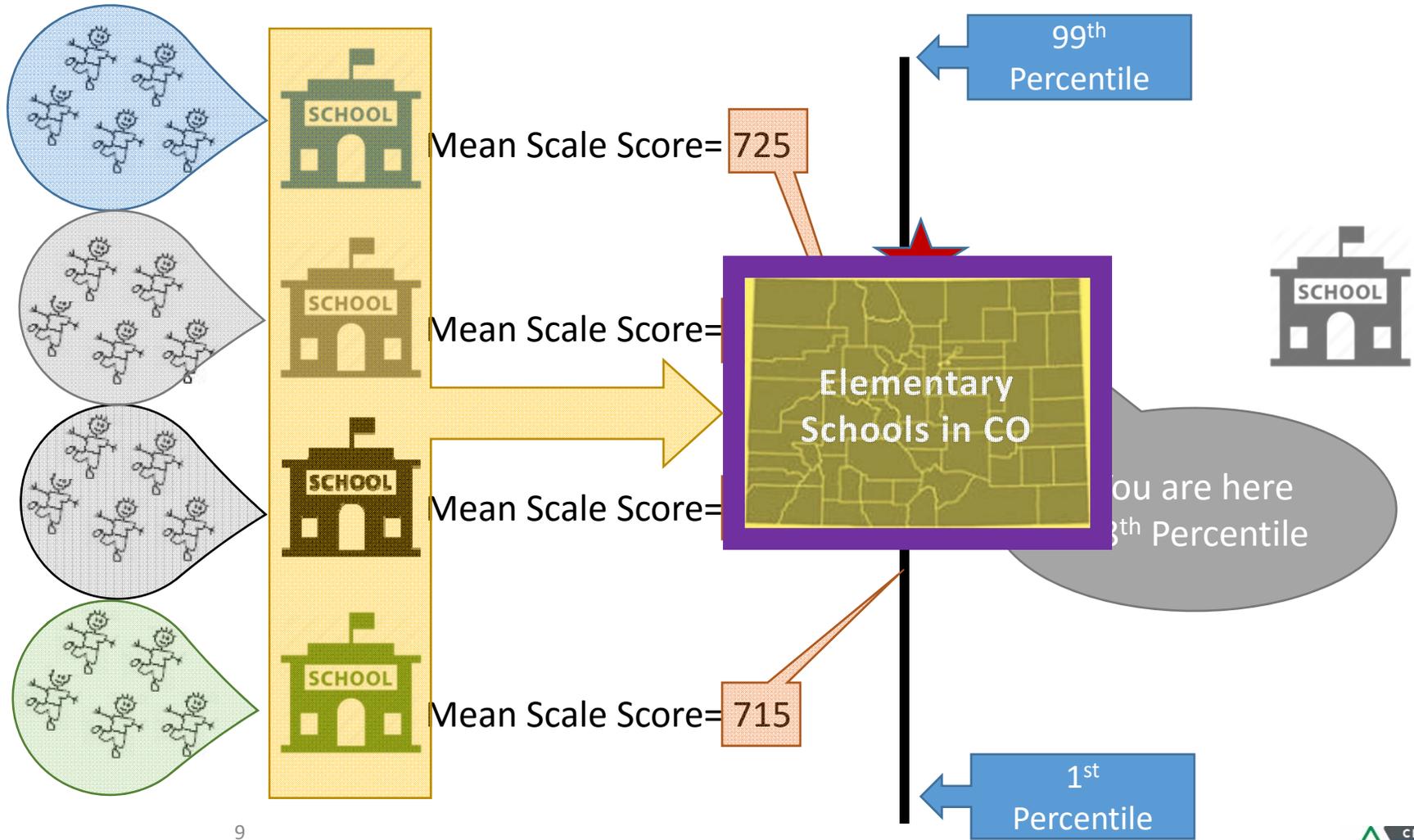
### **Low Participation**

below 95% participation rate in 2 or more content areas

### **Decreased Due to Participation**

below 95% participation, once parent excuses are removed, in 2 or more content areas

# Percentile Calculation



# Framework Revisions

# Major Revisions to the Frameworks

- The 2017 changes are based on statutory requirements, assessment changes, department analysis, and input from various stakeholder groups, including the Accountability Work Group, the Technical Advisory Panel for Longitudinal Growth, and the Colorado State Board of Education.
- The changes included on the following slides are organized by each respective performance indicator.

# Participation

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
High School Assessment Participation	High schools and districts were accountable for meeting the 95% participation rate for English Language Arts, Math, Science, and COACT	High schools will be accountable for participation rates for English Language Arts (ELA)/Evidence Based Reading and Writing (EBRW), Math and Science. The 9 <sup>th</sup> grade CMAS PARCC, PSAT 10, and SAT will be combined by content area (ELA/EBRW and Math).	Streamlines reporting and accountability with 7 different content area/assessments at the high school level.
College Entrance Assessment Participation	ACT participation rates weren't displayed in PWR indicator.	SAT participation rates are displayed on PWR indicator page, next to the results. Also, SAT and PSAT 10 accountability participation rates will be reported on the front page of the report (but not used individually for accountability decisions).	Ensure reporting of participation rates across assessments to aid with interpretation of the results.
Participation Descriptors	Low participation descriptor was included with ratings when participation was below 95% in two or more content areas, to identify possible data interpretation challenges.	Add an additional, new descriptor for when participation rates are at or above 95%.	In order to better identify results that represent 95% or more of the population, a "meeting participation expectations" descriptor will be included.

# Academic Achievement Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
Multi-Year Framework Achievement Data	One year of CMAS PARCC data was included for each content area.	Two years of CMAS PARCC, DLM and CMAS HS science data and three years of elementary and middle science data will be used for the multi-year reports.	In order to best calculate results for small systems, additional years of data will be included for the multi-year frameworks when available and approved for use in state accountability.
PSAT Inclusion	PSAT 10, first administered during 2015-2016, wasn't included within the frameworks.	10 <sup>th</sup> grade PSAT Mean Scale Scores with DLM performance will be included, as required by statute. Results will be reported by content area, EBRW and Math, in the achievement indicator.	HB15-1323 required a new assessment for 10 <sup>th</sup> grade. The data will be available in time to include in the 2017 performance frameworks. The use of the 2015-2016 data is being considered for inclusion in the multi-year framework.

# Academic Growth Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
Multi-Year Frameworks	Only one year of CMAS PARCC growth was included (2015 to 2016).	Two years of CMAS PARCC MGPs will be used for multi-year frameworks (2015 to 2016 and 2016 to 2017).	In order to best calculate results for small systems, additional years of data will be included for the multi-year frameworks when available and approved for use in state accountability.
High School Growth	Growth data for high schools included growth from 8 <sup>th</sup> grade to 9 <sup>th</sup> grade only.	Growth data for high schools includes growth from 8 <sup>th</sup> grade to 9 <sup>th</sup> grade. Additionally, growth percentiles from PSAT 10 to SAT is included.	Based on data availability, growth will be calculated to meet statutory requirements and to better describe HS/district performance. Growth percentiles from 9 <sup>th</sup> grade to PSAT 10 are not planned, as the research on this is resource intense and the 9 <sup>th</sup> grade assessment will be changing for 2018.
English Language Proficiency Growth*	2015 English Language Proficiency growth percentiles were included for the 2016 frameworks	ACCESS 2.0 growth calculations from 2016 to 2017 are not included in the frameworks.	Due to the timing of the application of the additional procedures to address test mode, ACCESS 2.0 growth calculations from 2016 to 2017 were not included in the frameworks.

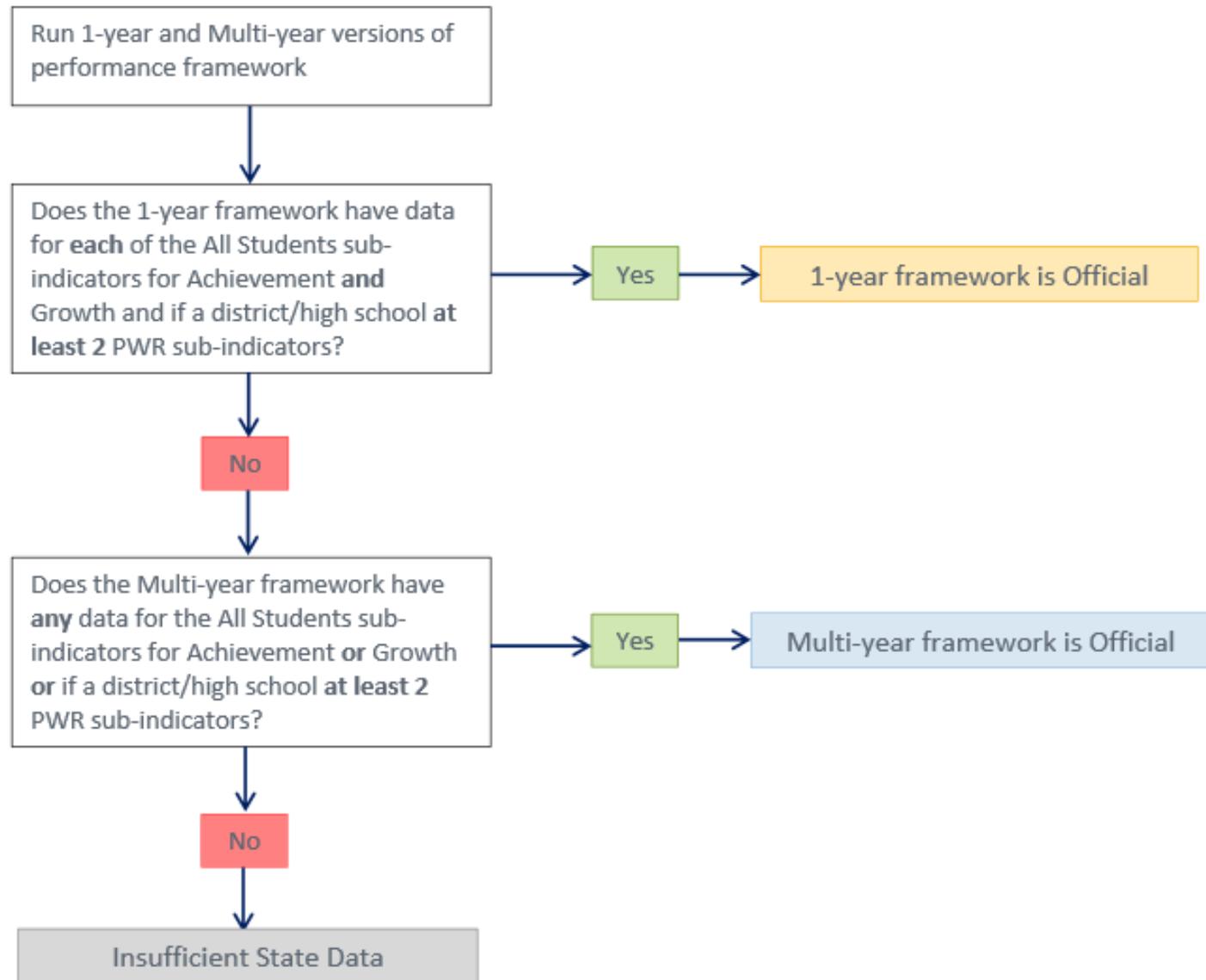
\*CDE values this metric and its inclusion in accountability. CDE is working to the best of our ability to ensure that accurate and meaningful results are available for and included in the frameworks.



# Postsecondary and Workforce Readiness (PWR) Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
College Entrance Assessment	ACT Composite score included	SAT Mean Scale Scores by content area (EBRW and Math), incorporating DLM results, is included.	In 2017, Colorado transitioned from ACT to SAT as the 11 <sup>th</sup> grade college entrance assessment. To provide increased relevance and to align the assessments for growth calculations reporting is done by content area.

# Decision Tree for Official Framework Type



# Anticipated Future Changes

## 2018 Anticipated Changes

- Per the Every Student Succeeds Act (ESSA) an indicator of school quality or student success will need to be in place by the 2017-18 school year for the 2018 frameworks. For the 2018 frameworks, change in chronic absenteeism will be included for the elementary and middle school levels. For high schools, disaggregated dropout rates will be included.
- Per the Every Student Succeeds Act (ESSA), beginning with the 2018 performance frameworks, “minority” disaggregation in the frameworks will be replaced by individual race/ethnicity categories
- New 9<sup>th</sup> grade PSAT assessment will be administered in the spring of 2018 to replace CMAS PARCC English Language Arts and Math assessments. It is anticipated that these results will be used in achievement in 2018 frameworks and that growth will be calculated from 8<sup>th</sup> grade to 9<sup>th</sup> grade, and then from 9<sup>th</sup> to 10<sup>th</sup> to 11<sup>th</sup>.
- Adequate Growth is expected to return to the 2018 performance frameworks as required by law.

## 2021 Anticipated Changes

- SB17-272 will add an additional sub-indicator to the PWR indicator for 2020-2021. This sub-indicator will assign points to the high school and district frameworks based on students meeting graduation guideline requirements.

# Consequences of Low Performance

- Under SB-163, districts and schools may not remain on Priority Improvement or Turnaround Plans for more than five consecutive years. Those that do face significant action from the State Board of Education.
- Consequences may include actions such as:
  - Removal of accreditation
  - Public or private management
  - Conversion to a charter or Innovation Status
  - School closure
- For districts or schools on Turnaround Plans, these actions may be directed prior to the end of the five years.

# The 2017 DPF and SPF

**Preliminary 2017 District Performance Framework**

2410 | Sample District | Level: EMH - (1-Year)

**Accreditation Rating** | Official rating based on: 1-Year DPF report

Accredited: Meets 95% Participation | 73.6 / 100

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	75.4%	22.6 / 30	Meets
Academic Growth	71.3%	28.5 / 40	Meets
Postsecondary & Workforce Readiness	75.0%	22.5 / 30	Meets

Assurances

Assurance	Rating
Financial	Meets Requirements
Safety	Meets Requirements
Accountability	Meets Requirements

Accountability Participation Rate

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	827	816	98.7%	8	99.6%	Meets
Math	828	817	98.7%	8	99.6%	Meets 95%
Science	253	244	96.8%	7	99.2%	Meets 95%

Ratings by EMH level are presented in this section.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	71.0%	28.4 / 40	Meets	73.4%	Accredited
	Academic Growth	75.0%	45 / 60	Meets		
Middle	Academic Achievement	81.7%	32.7 / 40	Meets	78.5%	District
	Academic Growth	76.3%	45.8 / 60	Meets		
High	Academic Achievement	73.7%	22.1 / 30	Approaching		
	Academic Growth	61.4%	24.6 / 40	Approaching		
	Postsecondary & Workforce R..	75.0%	22.5 / 30	Meets		

Footnote: (\*\*\*) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.



# Accountability Timelines

All dates are subject to change, based on data availability.

Anticipated Timeframe	Activities/Actions
Early August	Districts received their student level growth percentiles
SBE Meeting (8/17)	Public Release of Assessment & Growth Data Results
August 25	Preliminary Performance Frameworks Released to Districts
<b>August 30</b>	<b>Preliminary Ratings made available to the Media</b>
September 15	Draft Request to Reconsider Applications Due
Late September	AEC Frameworks Released to Districts
October 16	Request to Reconsider Applications Due
November 2017	District Accreditation Ratings Finalized
December 2017	School Plan Types Finalized

# What questions do you have?



# Resources & Contacts



# Resources



- SPF/DPF Resources:  
<http://www.cde.state.co.us/accountability/performanceframeworksresources>
- Request to Reconsider Resources:  
<http://www.cde.state.co.us/accountability/requesttoreconsider>
- Sign-up for office hours at:  
<http://www.signupgenius.com/go/4090d4daead2fa3ff2-request1>
- Additional trainings and webinars will be announced in the Scoop

# Contact Us

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# Overview of the Request to Reconsider process



# What is the Request to Reconsider Process?

- The district should engage in the request to reconsider process if a different accreditation rating or plan type assignment better describes the district's or school's performance.
- The Department will only consider requests that meet one or more of the conditions for a request to reconsider as outlined on the next few slides.
- The Department will consider the request and review it based on criteria outlined in policy.
- All formally reviewed requests are public documents.
- Request to Reconsider Homepage:  
<http://www.cde.state.co.us/accountability/requesttoreconsider>



# Conditions for a Request to Reconsider

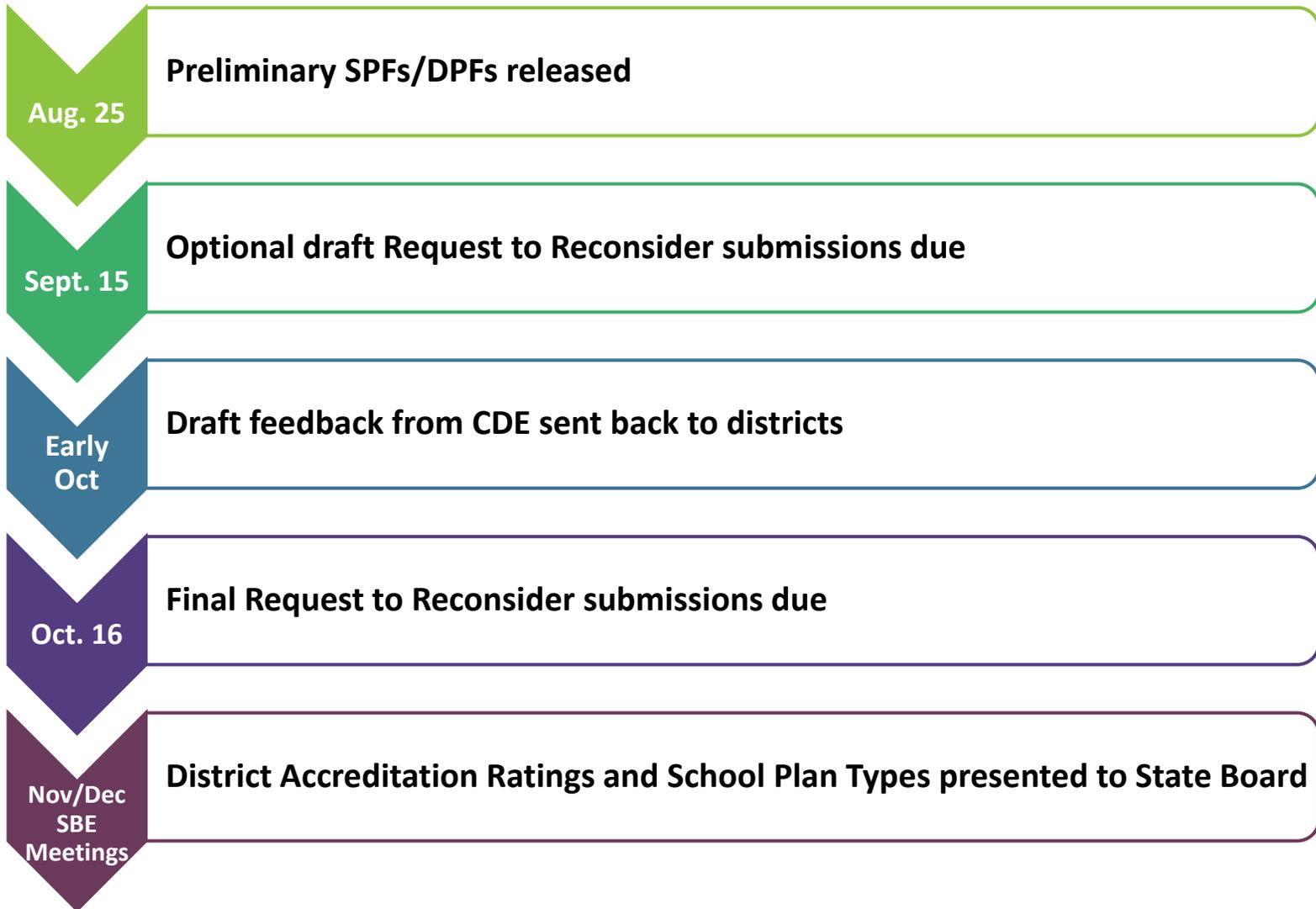
1. Body of Evidence
2. Accountability Participation Impact
3. Calculation Error
4. Impact of Alternative Education Campuses on the District Performance Framework rating
5. Retroactive AEC Designation
6. Small districts and schools
7. Districts with a single school
8. Districts with a closed school
9. Insufficient State Data Rating
10. *ELP Growth data*
11. EL Newcomers



More details located here:

<http://www.cde.state.co.us/accountability/requesttoreconsider>

# Request to Reconsider Timeline



# Opportunities for Support



## Request to Reconsider Office Hours

*August, September, & October, register for Office Hours here:*

<http://www.signupgenius.com/go/4090D4DAEAD2FA3FF2-request1>

## Accountability Contacts:

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