Technical Advisory Panel Meeting

January 24, 2018

Technical Advisory Panel

- Welcome

- Introductions:
  - New members
  - New contact sheet

- This meetings is being recorded and will be posted for future reference.

State Performance Frameworks vs. ESSA Identification Calculations

Overview

- Conversations around and requirements for the state and federal accountability systems have evolved over the past year and CDE is no longer trying to create a single integrated state/federal system.

- Instead we will continue having separate state and federal accountability ratings, based upon similar (but not identical) data sets, sub-indicator/indicator roll-up and weighting methodologies.

- The following presentation compares the two systems and explicitly notes where they diverge.

Overview

- Requirements for the 2018 state performance frameworks are still being figured out, and outstanding CDE decision points are noted in the following presentation. With these decision points we've also noted the groups that will be consulted this spring to help determine the final recommendations.

- Requirements for ESSA accountability identifications will be finalized as soon as USDE approves our state plan. We are in the *hopefully* final stages of negotiation with USDE and will keep you posted on our progress.

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Calculations
Academic Achievement **Decision Point**	■ Mean scale score ■ Elementary, middle, high ■ CMAS English language arts (ELA), Math and Science. Includes Alternate Assessments and CSLA ■ PSAT grade 9 and 10 Evidence-based Reading and Writing (EBRW) and Math ■ All students and by disaggregated group ■ Newly arrived NEP exemption	■ Mean scale score with Non-participants in excess of 5% recoded to scale score of 690 (Did Not Yet Meet Expectations) ■ Elementary, middle, high ■ CMAS ELA and Math (Science moved to School Quality indicator). Includes Alternate Assessments and CSLA ■ SAT 11 EBRW and Math ■ All students and by disaggregated group, including individual Race/Ethnicity categories ■ Newly arrived NEP exemption

		lations
Academic Achievemen		score with Non- in excess of 5% scale score of 690 (Did t Expectations) middle, high nath and science. ernate assessments and
Decision Point	(EBR∨... ⁄ath ■ All students and by disaggregated group ■ Newly arrived NEP exemption	■ SAT 11 EBRW and Math ■ All students and by disaggregated group, including individual Race/Ethnicity categories ■ Newly arrived NEP exemption

For the state performance frameworks do we want to replace Minority with the individual Race/Ethnicity and 'Aggregated non-White Group'* categories?

Plan to consult Accountability Working Group (AWG) and Technical Advisory Panel (TAP)

*Looking for a better name if anyone has suggestions

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Calculations
Academic Growth Decision Points	■ Median growth percentiles ■ Elementary, middle, high ■ CMAS ELA (may include CSLA) and Math ■ PSAT 9, SAT 11 EBRW and Math (no growth for PSAT 10 in 2018 since cohort took CMAS last year) ■ All students and by disaggregated group ■ Growth-to-Standard (AGP On-Track) Measure (likely for 2019) ■ English Language Proficiency (ELP) MGP ■ ELP Growth-to-Standard (AGP On-Track) Measure (likely for 2019)	■ Median growth percentiles ■ Elementary, middle, high ■ CMAS ELA (may include CSLA) and Math ■ SAT 11 EBRW and Math ■ All students and by disaggregated group, including individual Race/Ethnicity categories ■ ELP MGP ■ ELP Growth-to-Standard (AGP On-Track) Measure

	Colorado Frameworks	ESSA Calculations
Academic Growth	- Median growth percentiles - Elementary, middle, high	- Median growth percentiles - Elementary, middle, high

Decision Points

> **How should the Growth-to-Standard measure be calculated? Should disaggregated group results be reported?**
>
> Plan to consult Technical Advisory Panel (TAP)
>
> **Should we wait until 2019 to include the Growth-to-Standard measure for points in the frameworks? When it does go live, how should it be weighted within the growth indicator?**
>
> Plan to consult Accountability Working Group (AWG) and Technical Advisory Panel (TAP)

(ELP) MGP

- ELP Growth-to-Standard (AGP On-Track) Measure (likely for 2019)

(SLA) and ... Math ...AT 10 ...st year) ...egated

...(AGP On-Track) Measure

	Colorado Frameworks	ESSA Calculation
Academic Growth		(...)LA) and Math ...AT 10 ...st year) ...egated
	■ English Language ...iency (ELP) MGP ■ ELP Growth-to-Standard (AGP On-Track) Measure (likely for 2019)	■ ELP Growth-to-Standard (AGP On-Track) Measure

Decision Points

How should the ELP Growth-to-Standard measure be calculated?

Plan to consult Technical Advisory Panel (TAP) and Culturally and Linguistically Diverse Education (CLDE) Stakeholders Group

Should we wait until 2019 to include the ELP Growth-to-Standard measure for points in the frameworks? When it does go live, how should it be weighted within the growth indicator?

Plan to consult Accountability Working Group (AWG) and Technical Advisory Panel (TAP) and CLDE Stakeholders Group

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Requirements
Post-secondary & Workforce Readiness/ Graduation Rate **Decision Points**	▪ Best-of 4-,5-,6-,7-year graduation rate (or completion rate for AECs) ▪ All students and by disaggregated group ▪ Dropout rate ▪ SAT 11 ELA Mean Scale Score ▪ SAT 11 Math Mean Scale Score ▪ Matriculation Rate	▪ 4-year graduation rate (weighted 1% of grad points) ▪ Best of 4-,5-,6-,7-year graduation rate (weighted 99% of grad points) ▪ All students and by disaggregated group, including individual Race/Ethnicity categories

2018 Anticipated Differences & Outstanding Decisions

		Requirements
Post-secondary & Workforce Readiness/ Graduation R...	 disaggregated group Dropout rate SAT 11 ELA Mean Scale Score SAT 11 Math Mean Scale Score Matriculation Rate	...aduation rate (weighted ...d points) ...,5-,6-,7-year graduation ...ighted 99% of grad points) All students and by disaggregated group, including individual Race/Ethnicity categories

Decision Points

> **Should we include the disaggregated group results for Dropout Rate and SAT ELA & Math? How should the points be weighted within the PWR indicator?**
>
> Plan to consult Accountability Working Group (AWG) and Technical Advisory Panel (TAP)

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Calculations
Indicator of School Quality or Student Success		▪ Science achievement ▪ Change in Chronic Absenteeism for Elementary and Middle Schools ▪ Dropout rate for High Schools ▪ All students and by disaggregated group, including individual Race/Ethnicity categories

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Calculations
Participation: Accountability Impact	▪ Ratings lowered for schools/ districts that missed the 95% participation target in two or more subject areas (not counting parent excuses)	▪ A schools may be identified for Comprehensive, Targeted and/or Additional Targeted Support and Improvement if the impact of non-participants recoded as 690* results in the school being in the lowest performing 5% of all schools.

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	**ESSA Calculations**
Targets & Ratings	▪ Framework Achievement and Growth ratings set at 15-50-85, with base-lined percentiles. ▪ Framework post-secondary and workforce readiness ratings based on state average and external criteria.	▪ Framework Achievement and Growth ratings set at 15-50-85, with base-lined percentiles. ▪ Framework post-secondary and workforce readiness ratings based on state average and external criteria.

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	**ESSA Calculations**
Weighting of Indicators	Elementary & Middle Schools- ■ 40% Achievement ■ 60% Growth High Schools & Districts- ■ 30% Achievement ■ 40% Growth ■ 30% PWR	Elementary & Middle Schools- ■ 23.3% Achievement (with science achievement moved to the other indicator) ■ 60% Growth ■ 16.7% Other Indicator (change in chronic absenteeism and science achievement) High Schools- ■ 20% Achievement (with science achievement included in the other indicator) ■ 40% Growth ■ 15% PWR ■ 25% Other Indicator (dropout rate and science achievement)

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	**ESSA Calculations**

Ratings & Identifications	▪ Based on either 1 or 3-years of data
	▪ District Accreditation Ratings and School Plan Types
	  • Turnaround
	  • Priority Improvement
	  • Improvement
	  • Performance
	  • Distinction (Districts only)
		▪ Based on 3-years of data
		▪ School Identifications only
		▪ Comprehensive Support and Improvement Plan
		  • Lowest performing 5% of Title I schools
		  • All public high schools with best-of 4-, 5-,6-,7-year Graduation Rates below 67% (Low Graduation Rate)
		  • Comprehensive Chronically Low-performing student groups
		▪ Targeted Support and Improvement Plan
		  • Schools where "any subgroup of students is consistently underperforming"
		▪ Additional Targeted Support and Improvement Plan
		  • Schools where at least one student group performs in the lowest 5% for that student group

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	**ESSA Calculations**
Identifying K-2 Schools	District assigns rating to K-2 school	Achievement- 40% ■ Percent of students identified with significant reading deficiency on the K-3 READ Act literacy assessments Growth- 60% ■ Change in the percent of students identified as having a significant reading deficiency on READ Act assessments is 45% of the total framework points ■ English learner proficiency growth is 15% of the total framework points

2018 Anticipated Differences & Outstanding Decisions

	Colorado Frameworks	ESSA Calculations
Identifying Alternative Education Campuses	▪ AEC School Performance Framework school plan types: • AEC: Turnaround • AEC: Priority Improvement • AEC: Improvement • AEC: Performance	▪ Identify 1 Title I-funded AEC as the lowest performing 5% of AECs for Comprehensive Support and Improvement based on traditional SPF and AEC SPF percent of points earned ▪ Majority of AECs will be identified for Comprehensive: Low Graduation Rate due to 3-year best-of 4-,5-,6-,7-year Graduation Rates below 67%

Next Steps

- For federal accountability- getting final approval of our state plan from USDE.

- For state system- bringing together stakeholder groups to provide feedback on outstanding decision points.
  - We are planning to move forward building the new CMAS AGP On-Track measure and will be having several follow-up TAP meetings this spring to dig into the data and review methodology options.

AGP On-track for English Learners

Marie Huchton, Unit of Accountability and Data Analysis

January 24, 2108

Establishing English Language Proficiency

Colorado's English Language Proficiency Assessment

- WIDA ACCESS for ELLs transitioned from paper-and-pencil to a new online assessment referred to as ACCESS 2.0 for spring 2017 testing.
  - WIDA set new proficiency levels that reflect the increased rigor of academic language requirements in the new College and Career Ready standards and assessments
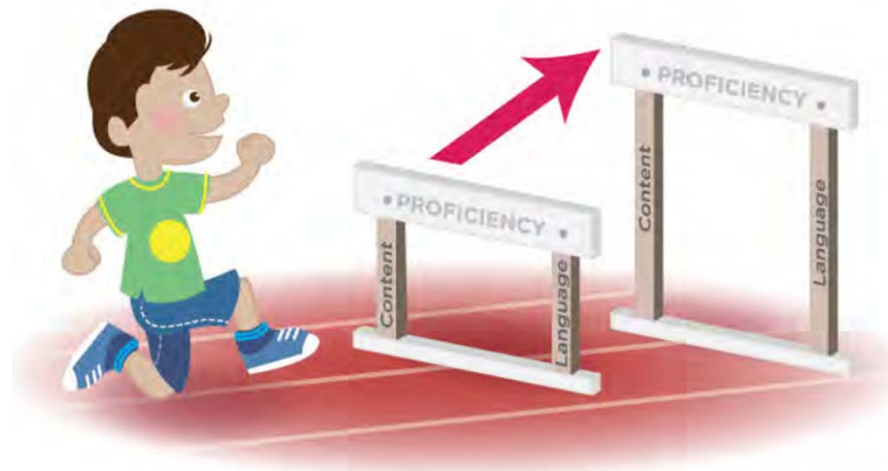
Corresponding to the elevated content standards and assessments, expectations on ACCESS for ELLs 2.0 are increasing. Each student will need rigorous and well developed "training" to prepare for and clear the higher hurdles.

Graphic from WIDA presentation "2017 Score Changes Based on Standard Setting", SEA Webinar February 23, 2017.

Colorado's English Language Proficiency Assessment

- To set their new proficiency levels, WIDA identified "the point where WIDA English language proficiency (ELP) levels (1.0 x to 6.0) display similar distributions to English only (EO) students, or ELP levels are above the proficient cutscore, given EOs are on average above the cutscore." (Cook, 2016)

- The underlying scale did not change and they referred to shifting the cuts as "stretching the rubber band"

Previous Cuts

1.0   2.0 3.0 4.0 5.0   6.0

100   225   350   475   600

New 2017 Cuts

1.0   2.0   3.0 4.0 5.0   6.0

100   225   350   475   600
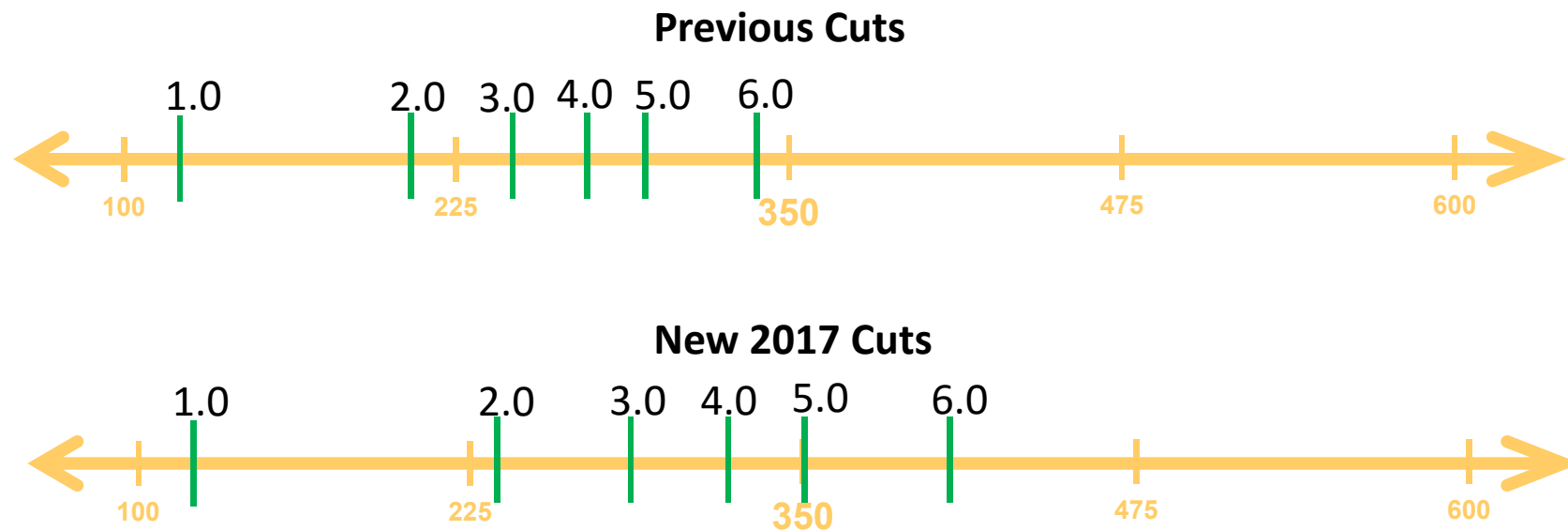
Data Assumptions

- Compared 2016 revised ACCESS 2.0 scores and 2017 ACCESS 2.0 scores

- Both 2016 and 2017 ACCESS 2.0 scale scores adjusted for paper/online

- Removed student records with non-normal grade progressions

Redesignation Eligibility Criteria- 2017

- CLDE stakeholders directed CDE to match as closely as possible the previous counts of elementary and high school students eligible for redesignation.

- **Decided upon updated 4.0 Overall and 4.0 Literacy requirement on revised ACCESS 2.0 proficiency levels**

- Estimated counts of students that would be eligible for redesignation :

	Count	% of Current EL population	Change from Current Count
All Grades	23635	22.6%	3,317
K-5	13727	21.2%	-227
6-8	4678	22.7%	3,557
9-12	5230	27.2%	-13

Timeline for Attaining English Language Proficiency

Progression of English Learners from Identification to Full English Proficiency

5 - 7 YEARS → **2 YEARS** →

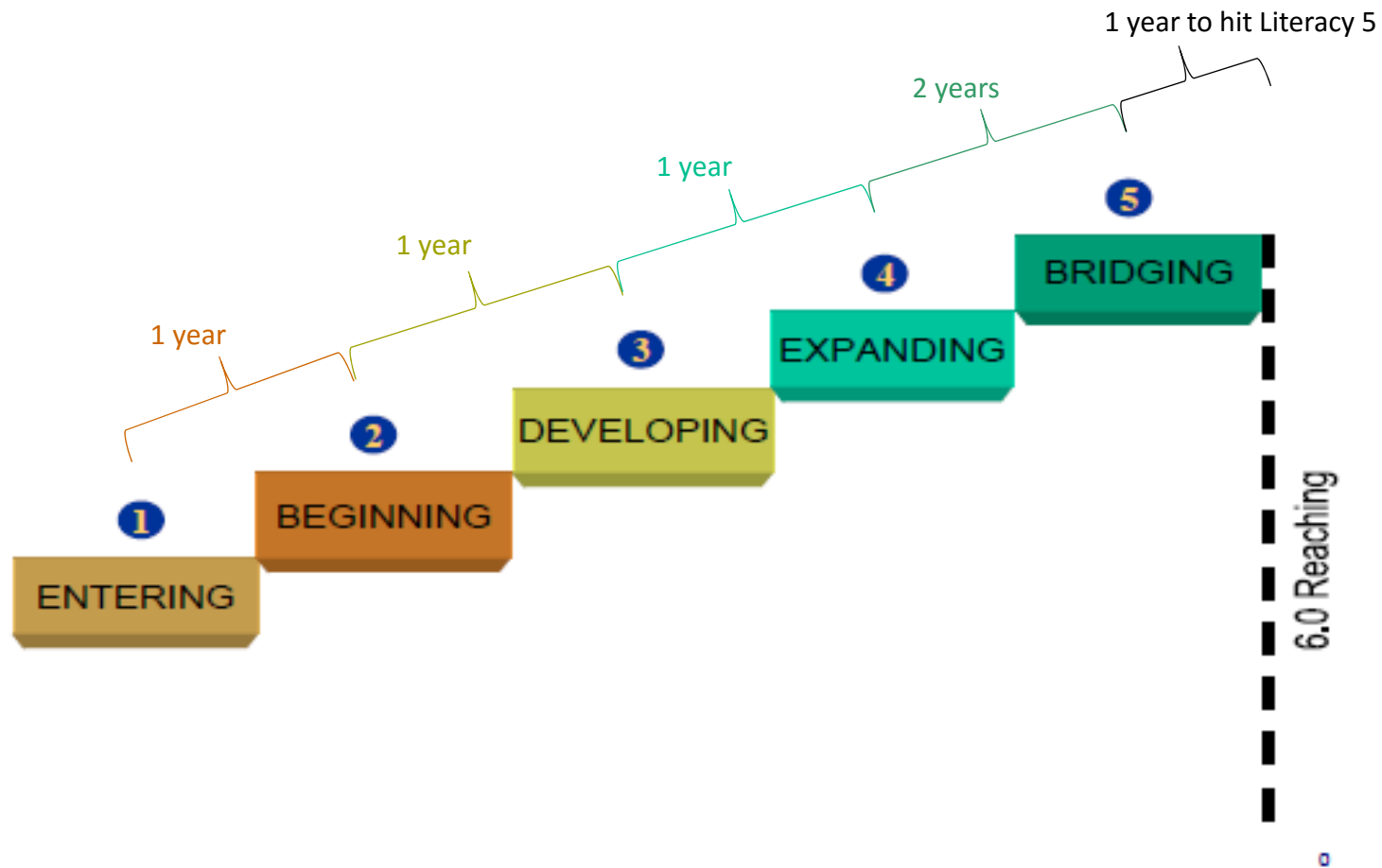| Identification	Instruction	Re-designation	Monitoring	Exiting
Incoming student with home language other than English is assessed to determine whether he/she is an English Learner.	Student is supported in their English language development along with access to grade level academic standards.	Student demonstrates they are Fluent English Proficient (FEP) and can transition successfully to classrooms, with minimal English language development support.	Students must still receive classroom differentiated instruction and assessment, if needed.\n\nOnly two consecutive school years of monitoring.	Students who have formally exited no longer need formal English language development programming.

Previous ACCESS 1.0 Timeline to Proficiency

Percent of Colorado
Students Increasing 1 or
More Proficiency Levels on
2013 ACCESS 1.0 in 1 year:
All Grades Combined

L1 to L2+	93.6%
L2 to L3+	73.5%
L3 to L4+	55.0%
L4 to L5+	45.2%
L5 to L6	24.9%

- When starting at proficiency levels 1, 2, or 3, a student had a better than 50% chance of increasing at least one proficiency level in one year, which seemed like a reasonable expectation

- When starting at level 4 a student had less than a 50% chance of increasing at least one proficiency level in one year, implying that 2 years to get to level 5 was a more realistic trajectory

Previous ACCESS 1.0 Stepping-Stone Timeline

1 year to hit Literacy 5

2 years

1 year

1 year

1 year

1 year

⑤ BRIDGING

④ EXPANDING

③ DEVELOPING

② BEGINNING

① ENTERING

6.0 Reaching

ACCESS 2.0

- The transition to WIDA ACCESS 2.0 has made it difficult to track changes in student proficiency over time.

- Only the two most recent years of data can be directly compared
  - 2016 re-standardized domain and composite scale scores with online/paper mode adjustment
  - 2017 domain and composite scale scores with online/paper mode adjustment

ACCESS 2.0 Overall Proficiency Level Increases in 1 Year

| | | ACCESS **2017** Overall Composite Proficiency Level | | | | | | | | | | |
| | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ACCESS **2016** Overall Composite Proficiency Level	1	2058	22.7%	3690	40.8%	3080	34.0%	217	2.4%	6	.1%	2	.0%
	2	698	5.4%	5155	40.1%	6254	48.7%	720	5.6%	27	.2%		
	3	189	.5%	4221	11.9%	21140	59.8%	9343	26.4%	466	1.3%	6	.0%
	4	7	.0%	264	1.4%	5876	30.3%	11176	57.6%	2007	10.3%	74	.4%
	5	1	.0%	5	.2%	173	8.3%	1091	52.2%	712	34.0%	110	5.3%
	6					8	5.3%	42	28.0%	72	48.0%	28	18.7%

- Highlighted above, are the most likely outcomes for students starting at the indicated Overall proficiency level after 1 year
  - Level 1 students move to Level 2
  - Level 2 students move to Level 3
  - Level 3 students stay at Level 3
  - Level 4 students stay at Level 4

New ACCESS 2.0 Proficiency Level Increases in 1 Year

		ACCESS **2017** Overall Composite Proficiency Level													Likelihood of Increasing 1+ Levels
		1		2		3		4		5		6			
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
ACCESS **2016** Overall Composite Proficiency Level	1	2058	22.7%	3690	40.8%	3080	34.0%	217	2.4%	6	.1%	2	.0%		**77.3%**
	2	698	5.4%	5155	40.1%	6254	48.7%	720	5.6%	27	.2%				**54.5%**
	3	189	.5%	4221	11.9%	21140	59.8%	9343	26.4%	466	1.3%	6	.0%		**27.8%**
	4	7	.0%	264	1.4%	5876	30.3%	11176	57.6%	2007	10.3%	74	.4%		**10.7%**
	5	1	.0%	5	.2%	173	8.3%	1091	52.2%	712	34.0%	110	5.3%		**5.3%**
	6					8	5.3%	42	28.0%	72	48.0%	28	18.7%		

- The column to the far right shows the likelihood of a student at this starting Overall proficiency level in 2016 increasing 1 or more levels in 1-year.

- Notice that only students starting at Level 1 and Level 2 have above a 50% or greater chance of moving up.

- Students at Level 3 have only a 27.8% chance of moving up, indicating that two or more years would likely be required to move to Level 4
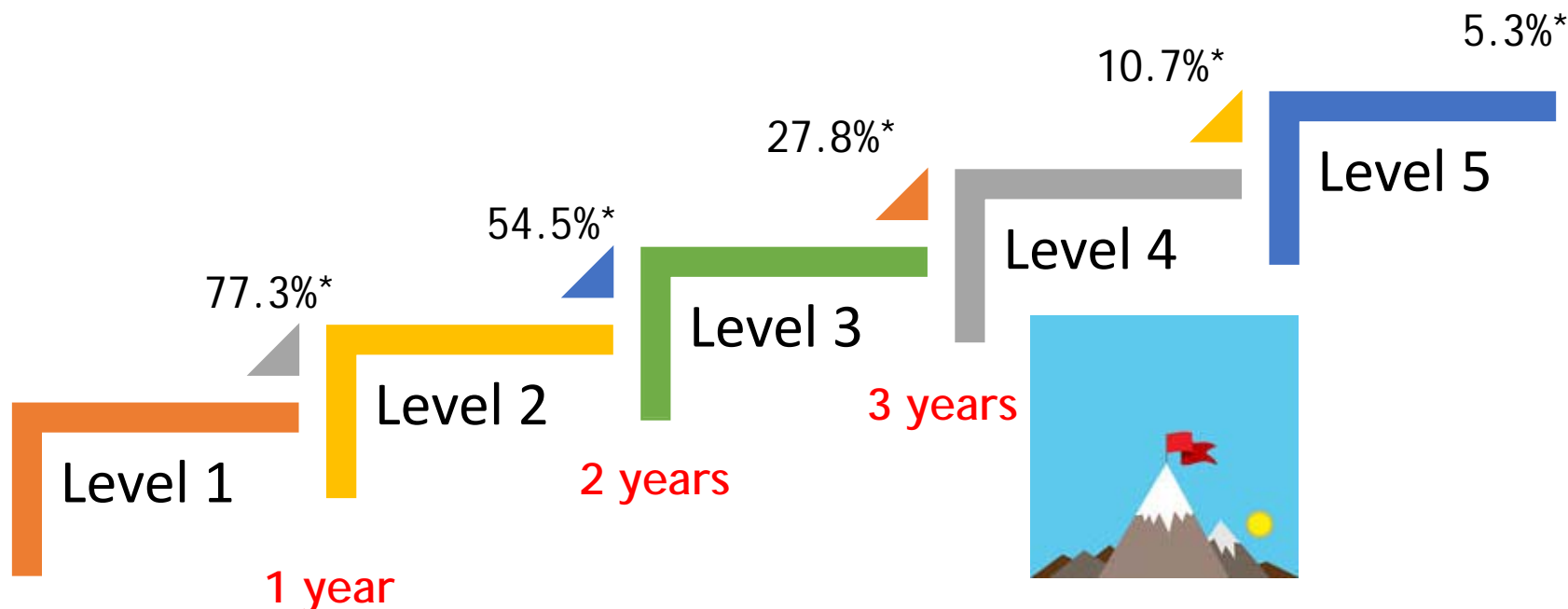
ACCESS 2.0 Student Progress 2016 to 2017

5.3%*

10.7%*

27.8%*

Level 5

54.5%*

Level 4

77.3%*

Level 3
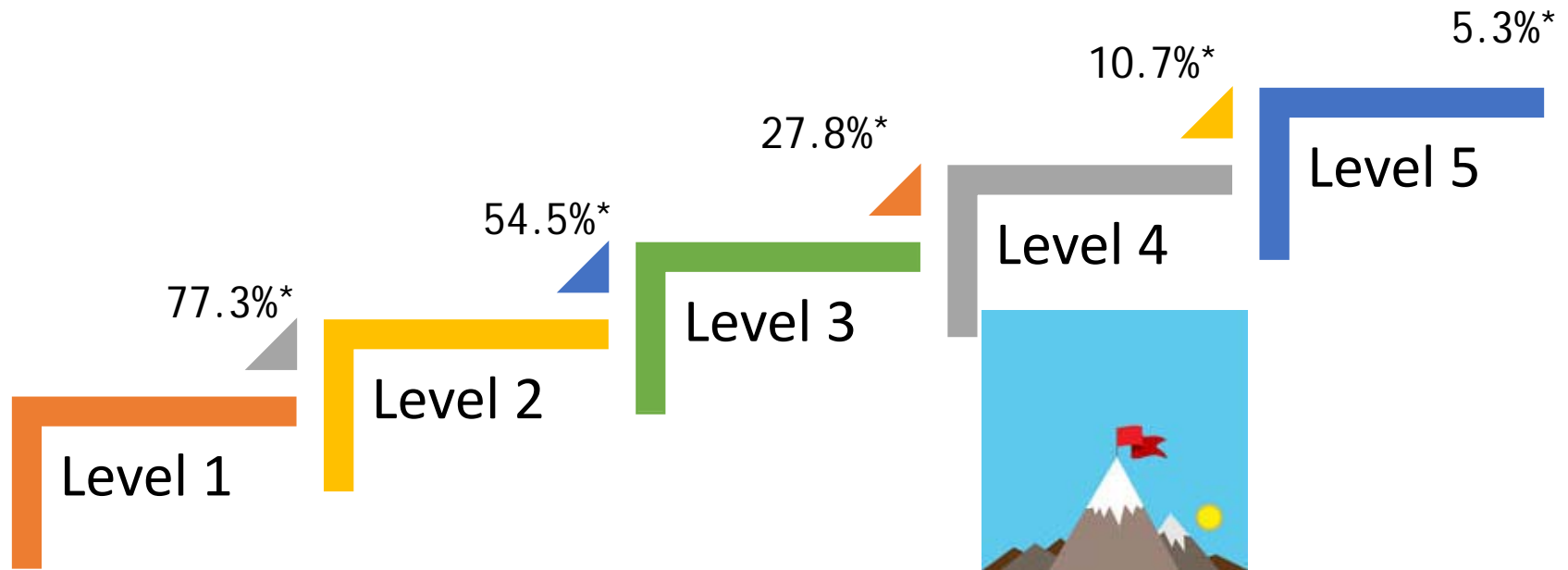
Level 2

Level 1

* Percent of students increasing 1 proficiency level on ACCESS 2.0 from 2016 to 2017

	Level 1 to 2+	Level 2 to 3+	Level 3 to 4+	Level 4 to 5+	Level 5 to 6
Elementary	81.6%	59.3%	33.9%	16.7%	8.6%
Middle	56.2%	37.9%	19.9%	5.2%	0.4%
High	53.5%	45.8%	19.1%	5.4%	1.2%

Proposed Timeline Expectations

5.3%*

10.7%*

27.8%*

54.5%*

77.3%*

Level 5

Level 4

Level 3

Level 2

Level 1

3 years

2 years

1 year

* Percent of students increasing 1 proficiency level on ACCESS 2.0 from 2016 to 2017

- On average across all grades, a 6-year timeline was recommended for a student to move from non-English proficient newcomer to re-designated fluent-English proficient.
- Students entering at higher levels of proficiency will have fewer years to achieve re-designation.

Proposed Timeline for Progression

- On average across all grades, a 6-year timeline was recommended for a student to move from non-English proficient newcomer to re-designated fluent-English proficient.

- The 6-year timeline is broken down into the following proficiency stepping-stone targets:

Level 1 to Level 2	**1 Year**	**6 Years Total**
Level 2 to Level 3	**2 Years**	
Level 3 to Level 4	**3 Years**	

- Students entering at higher levels of proficiency will have fewer years to achieve re-designation.

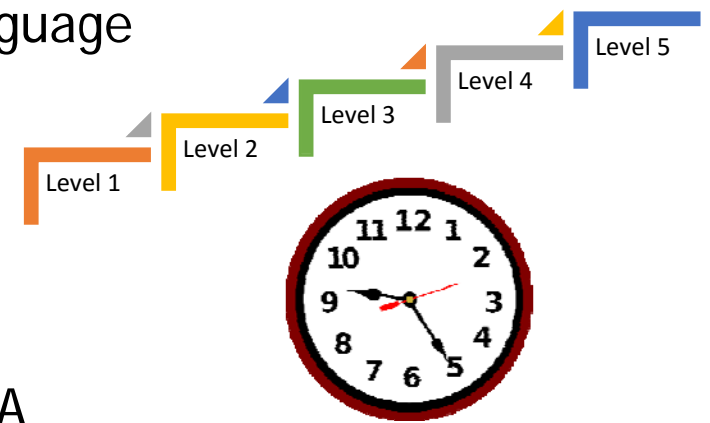# Progress in Attaining English Language Proficiency
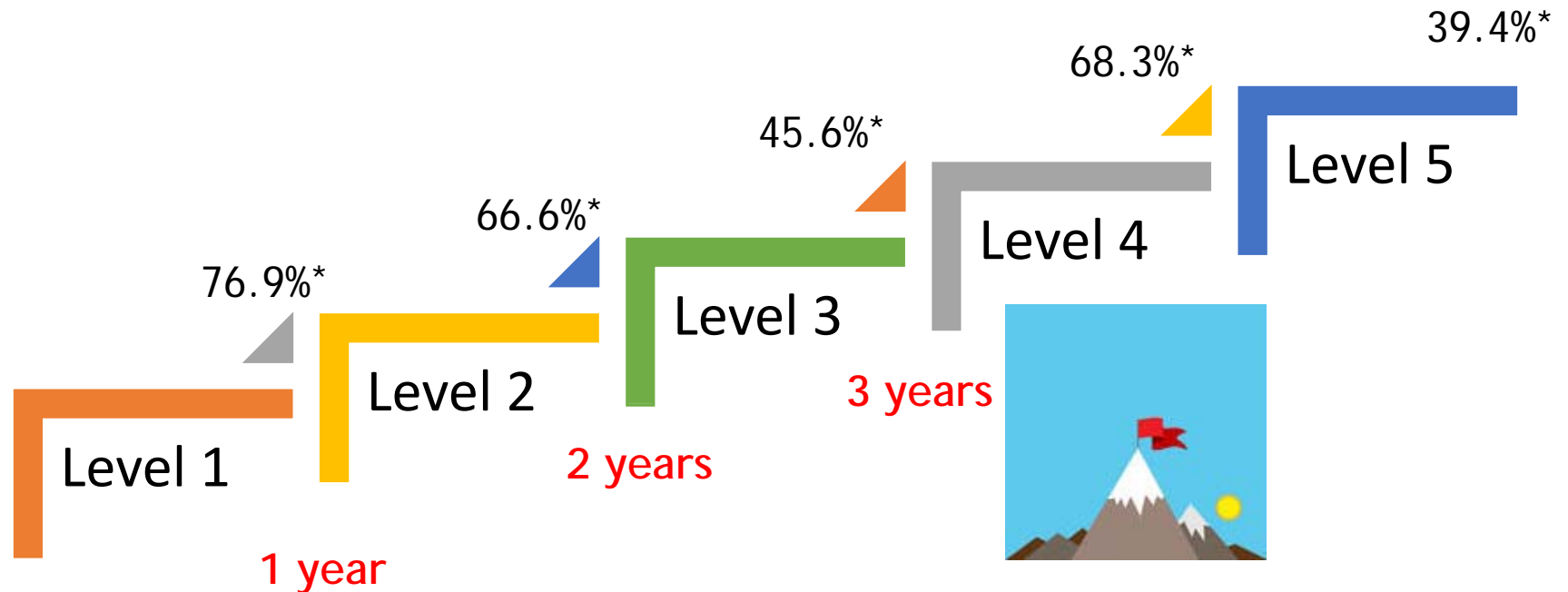
Progress in Attaining English Language Proficiency

Growth To Standard (On-Track Measure)
Students making enough progress to attain English language proficiency in the designated time period

- Measure of "enough growth" for students to reach language proficiency (also known as adequate growth)
  - Growth needed to reach next level of language proficiency is compared to actual growth percentile
- Adequate growth was included in the performance frameworks in 2012-2014
- Was previously part of federal Title III accountability under NCLB and the Title I ESEA Waiver
- ESSA requires goals and targets for students making progress

Level 5

Level 4

Level 3

Level 2

Level 1

Percent On-Track: All Grades

39.4%*

68.3%*

45.6%*

66.6%*

76.9%*

Level 5

Level 4

Level 3

Level 2

Level 1

3 years

2 years

1 year

* Percent of students on-track to reach proficiency goals within allotted timeframes

- Students initially at Levels 1, 2 and 3 are expected to increase 1 proficiency level in 1, 2, or 3-years.
- Students initially at Levels 4 and 5 are expected to maintain their current proficiency level or increase one or more levels (as possible) within 1-year

Percent On-Track: By Grade

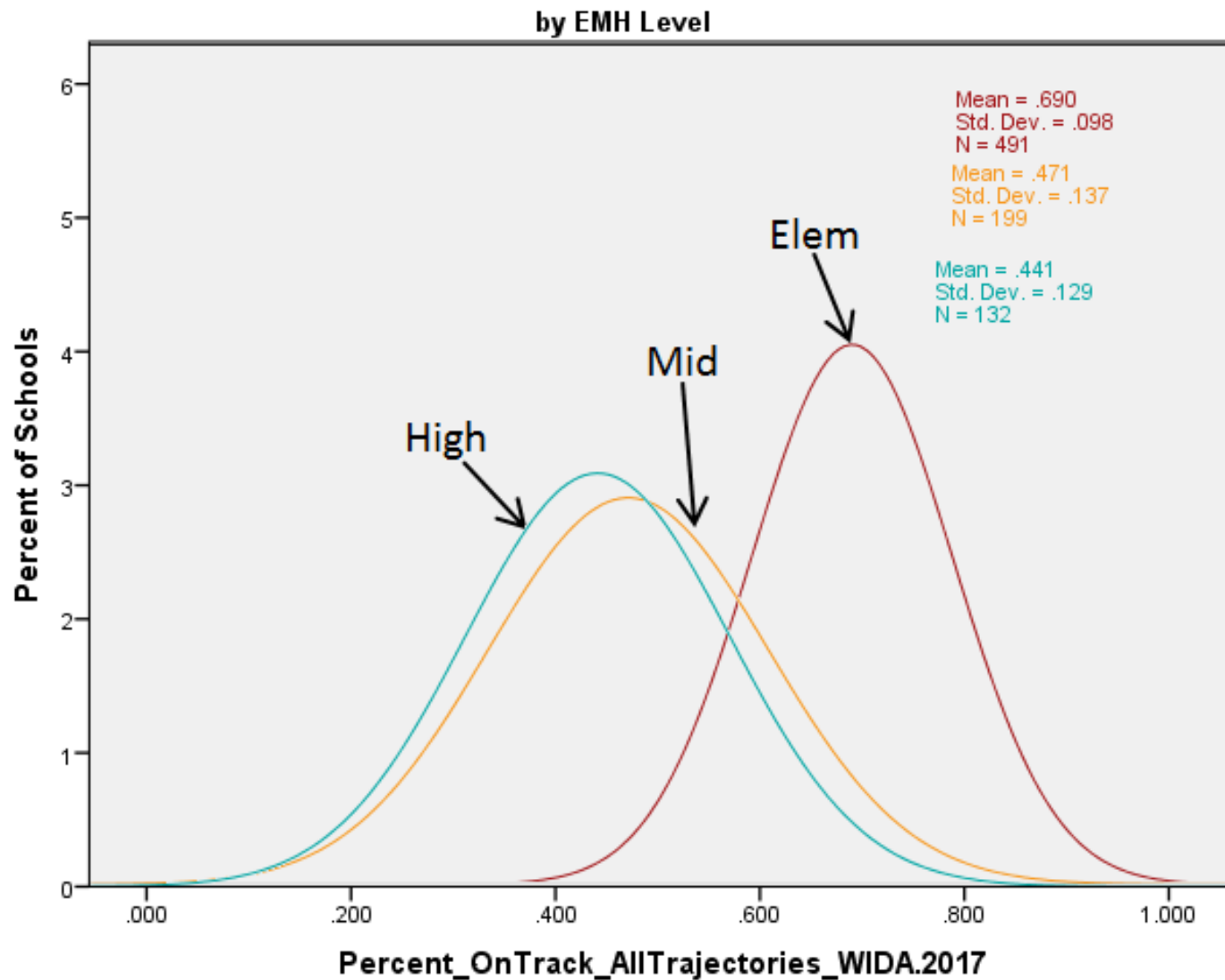| GRADE 2017	L1 to L2 in 1 Year		L2 to L3 in 2 Years		L3 to L4 in 3 Years		L4 staying L4+ for 1 Year		L5 staying L5+ for 1 Year		On-Track Across All	
	N	%	N	%	N	%	N	%	N	%	N	%
All Grades	9,093	76.9%	12,707	66.6%	34,960	45.6%	19,407	68.3%	2,096	39.4%	78,263	58.1%
1	5,663	87.1%	1,924	81.2%	1,495	46.0%	767	60.0%	33	45.5%	9,882	77.5%
2	742	65.2%	2,838	58.7%	5,573	56.8%	1,350	66.7%	168	33.9%	10,671	58.8%
3	374	54.0%	2,693	77.7%	5,545	61.9%	1,941	80.3%	218	48.2%	10,771	68.6%
4	381	83.2%	1,306	79.9%	4,540	60.6%	2,093	87.9%	293	62.5%	8,613	71.2%
5	178	70.8%	401	51.4%	3,039	40.2%	3,121	83.0%	535	56.6%	7,274	61.1%
6	197	65.0%	324	45.4%	2,231	33.2%	2,532	36.3%	420	7.1%	5,704	34.4%
7	217	57.1%	686	49.1%	3,144	39.4%	1,577	70.5%	35	40.0%	5,659	49.9%
8	236	47.9%	684	65.4%	2,860	36.9%	1,836	75.5%	65	41.5%	5,681	53.3%
9	281	74.4%	593	66.3%	2,376	33.2%	2,328	66.5%	166	33.1%	5,744	52.1%
10	200	46.0%	485	54.2%	1,849	26.6%	986	55.4%	99	22.2%	3,619	39.1%
11	237	44.7%	436	40.4%	1,366	19.0%	566	50.9%	40	30.0%	2,645	31.8%
12	214	43.0%	330	36.1%	938	11.6%	307	35.5%	23	13.0%	1,812	23.8%

- Pretty clear delineation between g1-5 and g6-12

Percent On-Track: By EMH

- Most common AGP trajectory is moving from Level 3 to Level 4 within 3 Years.
- Pretty highly correlated with the aggregated On-Track results across all trajectories

	% of Reportable Students	Correlation with On-Track Across All
Elementary	42%	0.798
Middle	49%	0.765
High	47%	0.826

School Distributions of Percent On-Track by EMH

by EMH Level

Mean = .690
Std. Dev. = .098
N = 491

Mean = .471
Std. Dev. = .137
N = 199

Mean = .441
Std. Dev. = .129
N = 132

Elem

Mid

High

- Removing Schools with N<20 and AECs

- Much higher proportions of elementary students on-track to make ELP targets.

- Plan to norm by EMH level

ELP On-Track Sub-Indicator Ratings

- Preliminary 2017 Does Not Meet, Approaching, Meets, Exceeds targets set using school distributions by individual EMH levels at the 15th-50th-85th percentiles.

- Plan to re-norm after reviewing 2018 WIDA ACCESS 2.0 data and ensuring growth results are usable for accountability reporting.

	Elementary	Middle	High
Approaching- 15th Percentile	59.7	32.4	30.5
Meets- 50th Percentile	68.3	47.2	44.2
Exceeds- 85th Percentile	79.3	60.9	58.2

- For 2018, anticipate only ESSA identification calculations will include ELP on-track measure.

Extending AGP On-Track Methodology to CMAS

- We want to get your informal opinion on whether the methodology described for creating the ELP AGP On-track metric should be adapted/applied to the currently available CMAS ELA and Math and PSAT/SAT EBRW and Math results.

- If yes, CDE will move forward with preliminary analyses and plan to reconvene the TAP several times this spring to build out each of the necessary components (student targets, timeframes, aggregations, etc.)

Thank you!

Break

Updates: AEC Collections, Industry Credential Collection

AEC Collections Update

This year vs. Last year

Last year	This year

• AEC Collections data loaded into Syncplicity
    • District superintendents had to request folder permissions for district and school staff for spreadsheet access
    • Districts pulled spreadsheets down
    • Districts completed spreadsheets and uploaded completed spreadsheets back into Syncplicity
	• AEC Collections completed through Data Pipeline
	    • District can decide who has access through **AEC~LEAAPPROVER** role assignment
	    • Choice of data submission through web interface or data file download/upload

Collections Timelines

Month	Renewal/Application Designation Collection	Selection of Measures Collection (Planned and Actual)
January	• Training – webinar 1 (1/18/18) • Notify B Sanders of new schools seeking AEC designation by 1/31/2018	• Training - office hours
February	• Training – webinar 2 (2/15/18) • Training – office hours	• Training – office hours
March	• Renewal/Application collection opens 3/1/2018 • Office hours for Renewal/Application collection will be available	• Planned measures for 2018 AEC SPF collection opens 3/1/2018 • Office hours for Selection of Measures
April	• Renewal/Application collection closes 4/27/2018	• Planned measures for AEC SPF closes 4/27/2018 • Training – webinar 3 (4/12/18)
May		• Planned measures for 2019 AEC SPF collection opens 5/1/2018 • Actual measures for 2018 AEC SPF collection opens 5/1/2018 • Office hours for Selection of Measures
June		• Planned measures for 2019 AEC SPF collection closes 6/29/2018 • Actual measures for 2018 AEC SPF collection closes 6/29/2018 • Office hours for Selection of Measures

Data Pipeline Access

- Accessing Data Pipeline
  - If you are managing the AEC Collections for your district/BOCES – in part or in whole – then you will need to work with your local area manager (LAM) to receive data pipeline permissions

- Role for collections: AEC~LEAAPPROVER
  - Grants ability to sign into Alternative Education tab in Data Pipeline
  - Ability to download/upload extracts to AEC collections
  - Ability to edit records for Renewal/Application Collection
  - Ability to add and edit records for Selection of Measure Collection
  - Ability to opt out of any AEC collection

Trainings

http://www.cde.state.co.us/datapipeline/per-aec

- AEC Collections Webinar Schedule:
  - 2/15/18: AEC Collections – Collection Window 1 Overview (Renewal/Application and Planned Measures for 2018)
  - 4/12/18: AEC Collections – Collection Window 2 Overview (Actual Measures for 2018 and Planned Measures for 2019)

- AEC Collections Office Hours:
  - Weekly office hours on Tuesday afternoons from 1pm to 3 pm are available. You can sign up for a half hour phone slot to chat with B Sanders about any questions you may have about the AEC collections here: http://www.signupgenius.com/go/5080c4ca5af2eabf94-aeccollections

Resources & Contacts

- AEC Collections Information Page

http://www.cde.state.co.us/datapipeline/per-aec

- AEC Accountability Resource Page

https://www.cde.state.co.us/Accountability/StateAccountabilityAECs

- Reach out to B Sanders with questions:
  - Sanders_b@cde.state.co.us
  - 303.866.2865

Industry Credential Collection

Industry-Recognized Credential Data Collection

- To present, the matriculation sub-indicator has been limited to certificates earned from the three area technical colleges based on data provided by CDHE.

- The current approach fails to give credit to districts/schools for other certificates that are earned by students while enrolled in high school.

- An optional data submission was approved by EDAC on January 12th that will allow districts to submit this information (i.e. for inclusion within the overall and CTE matriculation rates).

- Additional information will be provided to DACs and via the Scoop in February.

Officer Selection (Vice-Chair) & Appointment Length

(Time Permitting)

Public Comments
&
Close Meeting