



COLORADO
Department of Education

Technical Advisory Panel Meeting

May 22, 2020



Agenda

- **Welcome & Introductions – Elena & Dan**
- **Improvement Planning Timeline Updates - Lisa Medler**
- **Accountability Updates - Marie Huchton**
- **High School On-Track Growth - Marie Huchton**
- **Meeting Summary & Closing – Elena & Dan**

Welcome & Introductions

- **Welcome!**
- **TAP Members Roll Call**
- **Meeting Logistics:**
 - **Non-members please add your Name/Affiliation to the chat box.**
 - **Please mute your sound.**
 - **To be recognized, use the 'raise hand' function on the toolbar.**

Improvement Planning Timeline Updates

Lisa Medler

UIP Timeline Proposal

- Providing Flexibility Now
 - Extended April 15 public posting deadline to May 15
- Pursuing further flexibility – **In Progress**
 - Good faith effort to update plan
 - If not able to complete plan for public posting, then submit 2020-21 plan by Oct 15
 - All other districts/schools encouraged to submit by Oct, but the Jan 15 and April 15 deadlines remain in effect. Biennial flexibility is still available.
 - CDE is working to obtain flexibility through State Board rule change (May and June meetings)

Permanent Timeline Adjustment -- Proposed

- Move the public posting deadline for all plans to Oct 15 beginning in 2021-22
- Includes identified district/school (e.g., Priority Improvement, Turnaround, ESSA Comprehensive Support) for CDE review
- Special cases (e.g., request to reconsider, newly identified districts/schools) may have deadline extended to Jan 15
- Adjust in state board rule in fall 2020 after gathering more input from the field

Proposed Timelines for 2020-21 and 2021-22 (and beyond)

For Districts/Schools Using the 2019-20 UIP Plan Submission Flexibility

	Fall	Winter	Spring	Summer
2019-20	--	--	No plan submitted in 2019-20	Work on 2020-21 plan
2020-21	Submit 2021-21 plan for public posting on Oct 15	Implement plan	Implement plan and draft plan for next year	Work on 2021-22 plan
2021-22	Submit 2021-22 plan for public posting on Oct 15	Implement plan	Implement plan and draft plan for next year	Work on 2022-23 plan

For Districts/Schools Not Using the 2019-20 UIP Plan Submission Flexibility (Note: Does not include specifics for districts/schools with biennial flexibility)

	Fall	Winter	Spring	Summer
2019-20	--	--	Plan for public posting by May 15	Work on 2020-21 plan
2020-21	Optional UIP submission by Oct 15	Submit plans for identified schools/districts by Jan 15	Submit plans for public posting by April 15	Work on 2021-22 plan
2021-22	Submit 2021-22 plan for public posting on Oct 15	Implement plan	Implement plan and draft plan for next year	Work on 2022-23 plan

Provide Feedback

- General impression of these changes?
- Any wrinkles that we have not thought through yet?
- More information and share feedback:
 - CDE UIP Timeline Webpage:
<http://www.cde.state.co.us/uip/timeline-shift>
 - Send a separate email directly to Lisa Medler (medler_l@cde.state.co.us) or to the general accountability account (accountability@cde.state.co.us). You can also request to talk by phone.

Accountability Updates

Marie Huchton

High Level Assessment and Accountability Timeline

- WIDA ACCESS window was completed in spring 2020 and expect growth results release in late June/early July 2020
- No state content assessments were given in spring 2020
 - CMAS, PSAT, SAT, and DLM
- Accountability performance frameworks paused for fall 2020
 - Districts and schools carry over 2019 ratings for 2020-21
 - Request to reconsider will not be available
 - More information at: www.cde.state.co.us/accountability/20-21pause
- Optional make-up PSAT 10 and SAT 11 administration planned for fall 2020
- Plans for state content assessments to resume in spring 2020
- CDE investigating potential technical issues for resuming performance frameworks in fall 2021

Current College Board Assessments

- Pending funding confirmation, CDE will provide an optional **fall 2020** administration of the PSAT and SAT for this spring's 10th and 11th grade students (next year's 11th and 12th graders) who missed the opportunity to take the PSAT 10 and SAT this spring.
 - Results will not be used for official growth calculations or accountability reporting.
 - Results may be used for research and comparison purposes.
- CDE has extended the current College Board contract to provide a **spring 2021** administration of PSAT in grade and 10 and SAT in grade 11.

High School Assessment Transition

- Procurement process for new high school assessment suite postponed until 2020-2021.
- CDE planning a phased implementation of the new assessment suite, allowing for current high school students to continue within existing College Board suite of assessments

	Spring 2021	Spring 2022	Spring 2023	Spring 2024
9th Grade	PSAT	New Contract	New Contract	New Contract
10th Grade	PSAT	PSAT	New Contract	New Contract
11th Grade	SAT	SAT	SAT	New Contract

Investigations for Fall 2021 Accountability

To maintain the crucial role of growth in determining school and district accountability ratings, how do we calculate growth percentiles for 2021 with missing 2020 test scores?

- CDE working with Damian Betebenner and NCIEA to investigate growth calculations with a “gap” year of assessment data using historical CMAS and PSAT/SAT data.
- We should be able to get an idea of how comparable gap year results can be and whether they are likely to be appropriate for inclusion in the 2020-21 accountability frameworks.
- This work is going to take at least a couple months and CDE will be consulting with TAP this fall to provide recommended approach for 2021.
- Note: There is a possibility that the 2021 data will not align with our historical predictions and we will have to make last minute adjustments.

Investigations for Fall 2021 Accountability

How will CDE address the reporting of lagged PWR data?

- Lagged 2019 graduation, dropout and matriculation data will not be reported in fall 2020 due to accountability pause.
- Anticipate 2020 data could look different from previous years due to school closures this spring.
- Possible that CDE may use the 2019 graduation, dropout, and matriculation data with a 2-year lag in lieu of the 2020 end of year results (similar process as used with 2015 WIDA ACCESS results on the 2016 frameworks).
- Will not be certain of how 2020 results compare to past results until next December.
- CDE currently planning for all possible pathways and will consult with TAP to provide guardrails for how and when final decisions should be made.

Investigations for Fall 2021 Accountability

How will student learning loss due to the pandemic and virtual instruction be recognized in accountability ratings?

- The sudden transition to online instruction required by the COVID-19 quarantine has probable impact on learning for some students or groups of students (demographic and/or geographic) in comparison to a normal year.
- Difficult to study impact until we have results from the spring 2021 assessments.
- Analyzing the fall 2020 PSAT 10 and SAT 11 results will give us a preview of the potential impact on student achievement and growth scores, but may conflate typical summer learning loss with pandemic-specific learning loss.

Investigations for Fall 2021 Accountability

How will student learning loss due to the pandemic and virtual instruction be recognized in accountability ratings? (continued)

- Cut-scores for the achievement sub-indicators (and several PWR sub-indicators), could be re-normed in 2021 to accommodate potentially lower than usual state-wide scores. This would ensure similar proportions of schools continue to receive Does Not Meet, Approaching and Meets ratings as in the past.
- A potential advantage of the Colorado growth model is that the calculations are normative. If most students across the state have experienced similar quarantine learning loss, the resulting growth percentiles would be valid and aggregate results would still accurately reflect a school or district's impact on student progress.

Investigations for Fall 2021 Accountability

How will student learning loss due to the pandemic and virtual instruction be recognized in accountability ratings? (continued)

- For the most part, AEC state measures will be impacted the same as the traditional frameworks. Cancellation of the attendance collection does mean that state Student Engagement sub-indicators will not be available for fall 2021 and districts may want to submit supplemental measures.

Planned Framework Revisions

Timelines for State Board approved revisions to the school performance frameworks will need to be re-examined.

- Revised framework rating cut-scores for elementary and middle schools- CDE will bring to the State Board to discuss a revised timeline
- Addition of On Track Growth indicator for elementary and middle schools- CDE will bring to the State Board to discuss a revised timeline
- Addition of new PWR sub-indicators
 - AP/IB/CE pass rate- No IB test data, likely not comparable AP data, not sure what concurrent enrollment info for 2020.
 - Higher bar for graduation demonstration options- unclear if/how implementation and data collection of graduation guidelines will be impacted.

Planned Framework Revisions

Additional State Board conversations are planned for this fall around revisions to the high school and district frameworks

- Addition of On Track Growth indicator at the high school level. CDE will continue methodology development this spring/summer for approval this fall.
- Potential revisions to framework rating cut-scores for high schools and districts. State Board members will determine timing and direction of conversation.

THERE IS NOTHING CERTAIN, BUT THE UNCERTAIN

Proverb

Questions?



High School On-Track Growth

Marie Huchton

On Track Growth (a.k.a. Growth to Standard) Requirement in SB18-1355

- Required performance indicator for inclusion in annually-determined school and district rating calculations: “Student academic growth to standards, based on students progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III)
- CMAS g3-8 On Track Growth metric approved by SBE last fall.
- Need to develop On Track Growth metric for PSAT/SAT grades 9-12.

Re-cap of SBE-Approved CMAS g3-8 On Track Growth Metric

	Catch Up (Students starting below proficient)	Keep Up (Students starting at or above proficient)
What target(s)?	Increase 1 or more performance levels	Stay at or above proficient cut-score
How long to achieve the target(s)?	2 years	3 years
How does the target update over time?	Resets every year	Resets every year

- The State Board approved the majority of TAP's methodological recommendations, however did vote to shorten the timeline for students starting below proficient to increase one or more performance levels, from 3 years to 2 years.

Need for High School On Track Growth Metric

- Including On Track Growth for framework points for standalone elementary and middle schools, will mean a mismatch in the indicators and point weightings for K-12 schools, and districts.
- To try and minimize the impact of such indicator discrepancies on the frameworks, and despite all the current uncertainty, we are starting development of the new High School On Track Growth metric in consultation with the TAP.

Influencing Factors for High School On Track Growth Metric Development and Use

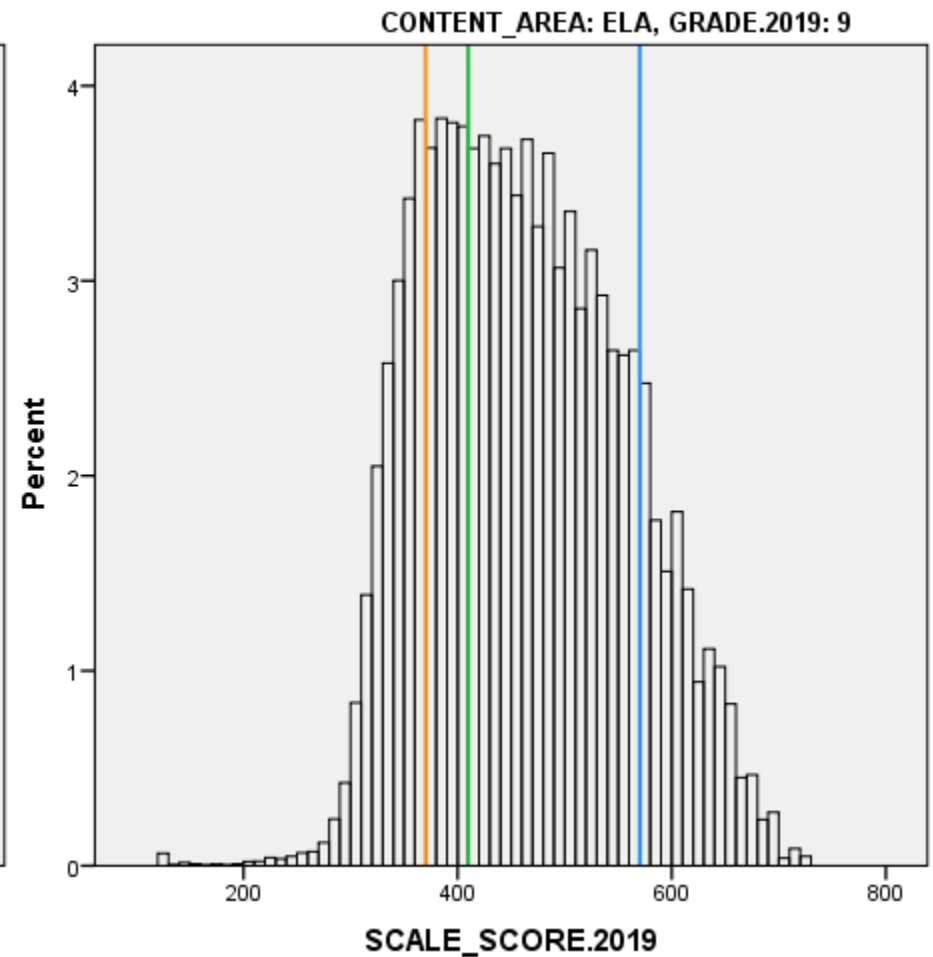
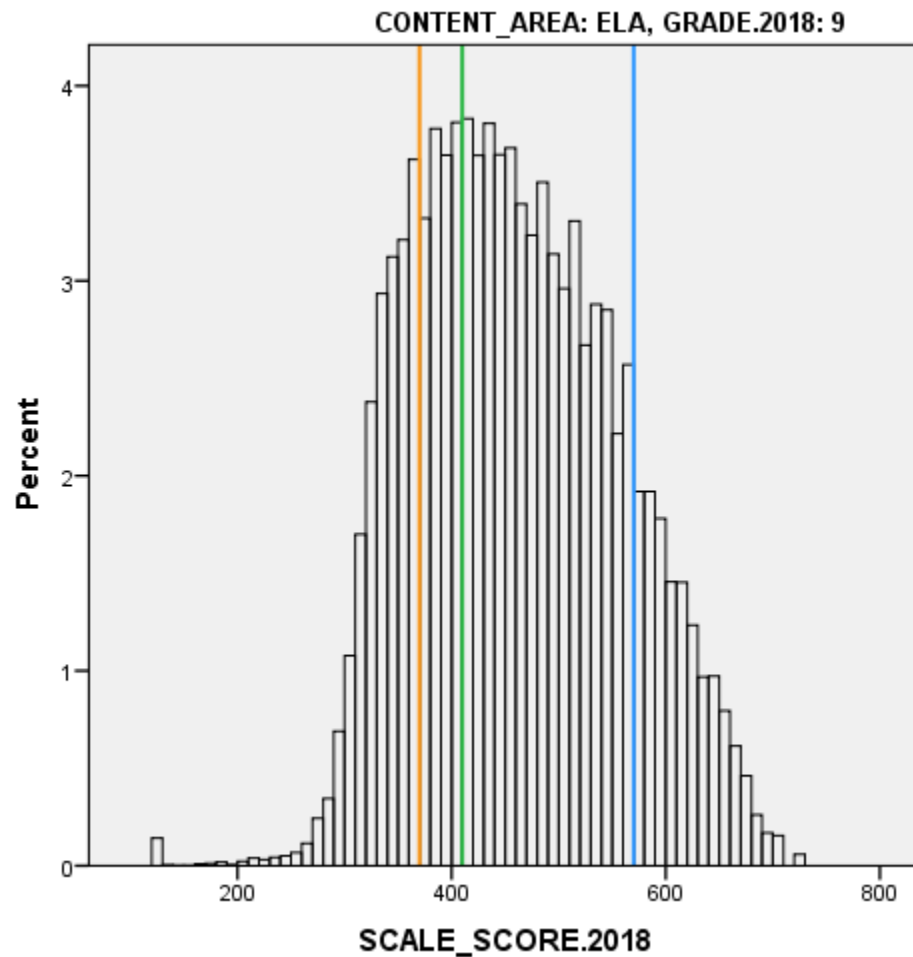
- Establishment of Colorado PSAT/SAT Student Achievement Levels.
 - Standard setting was held mid-January to develop recommended EBRW and Math cut-scores for the g11 SAT (3 cut-scores leading to four achievement levels).
 - SAT cut scores along with back-mapped PSAT10 and PSAT9 cut scores approved by the State Board in March.
 - Historical data with back-mapped achievement levels will be used to build our models for analyzing data for On Track growth.

Approved PSAT and SAT Cut-scores

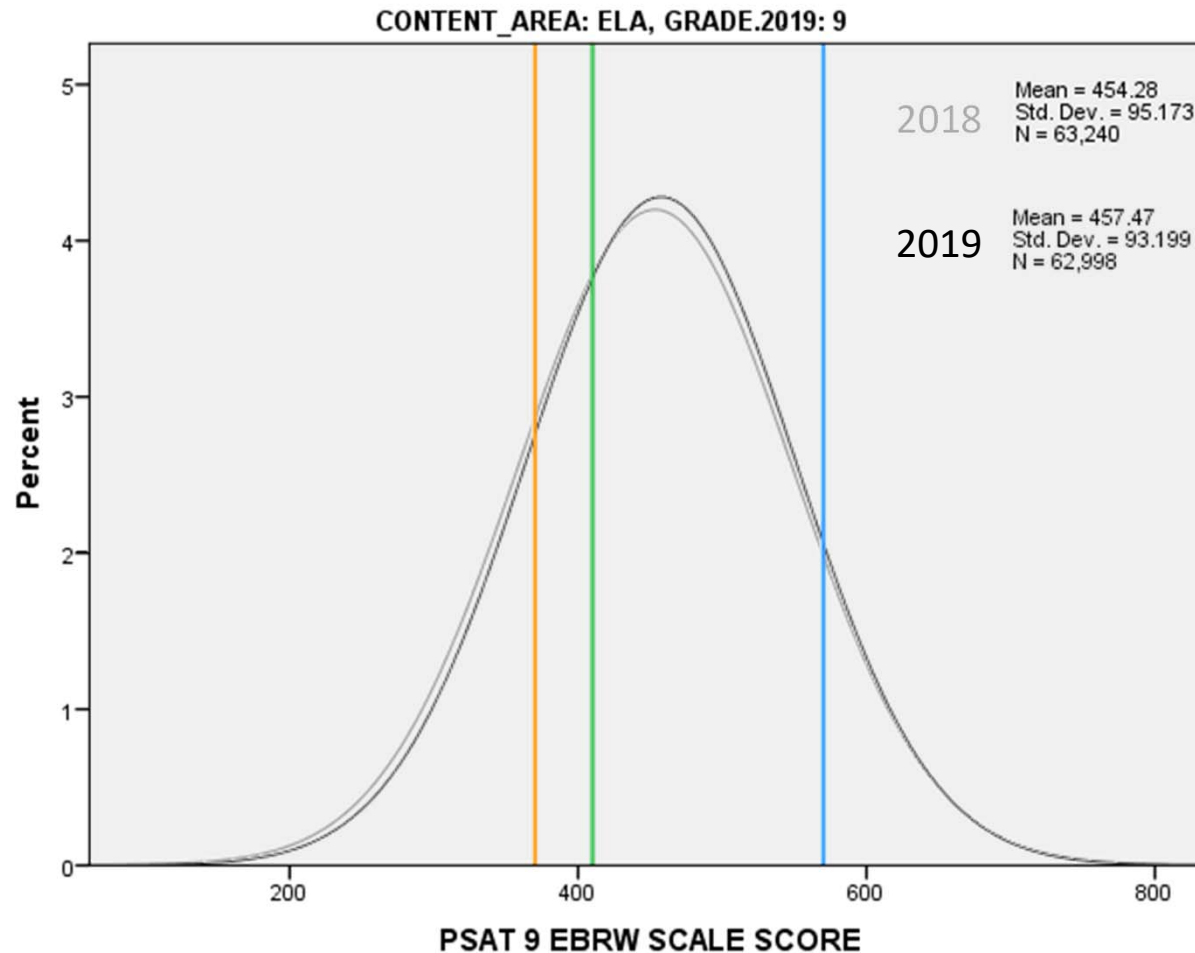
Evidence-Based Reading and Writing	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT g11	200-430	440-470	480-630	640-800
PSAT g10	160-380	390-420	430-590	600-760
PSAT g9	120-360	370-400	410-560	570-720

Math	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT g11	200-450	460-520	530-650	660-800
PSAT 10	160-420	430-470	480-580	590-760
PSAT g9	120-400	410-440	450-550	560-720

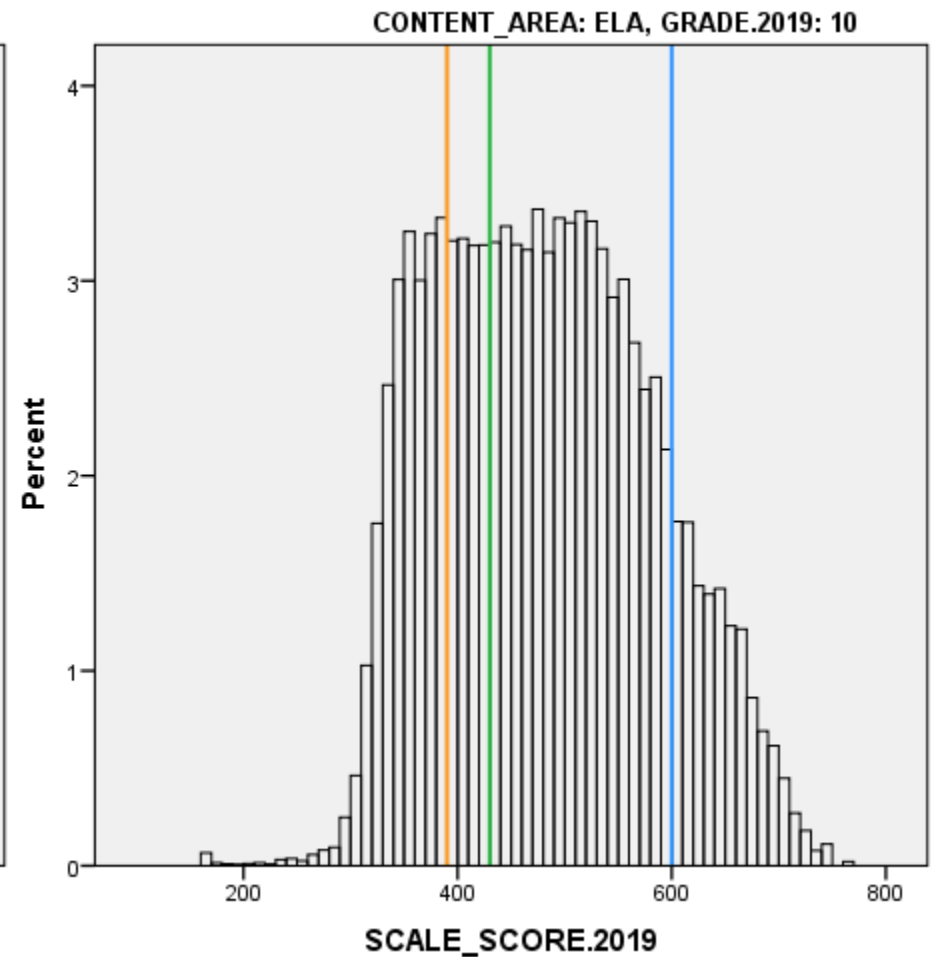
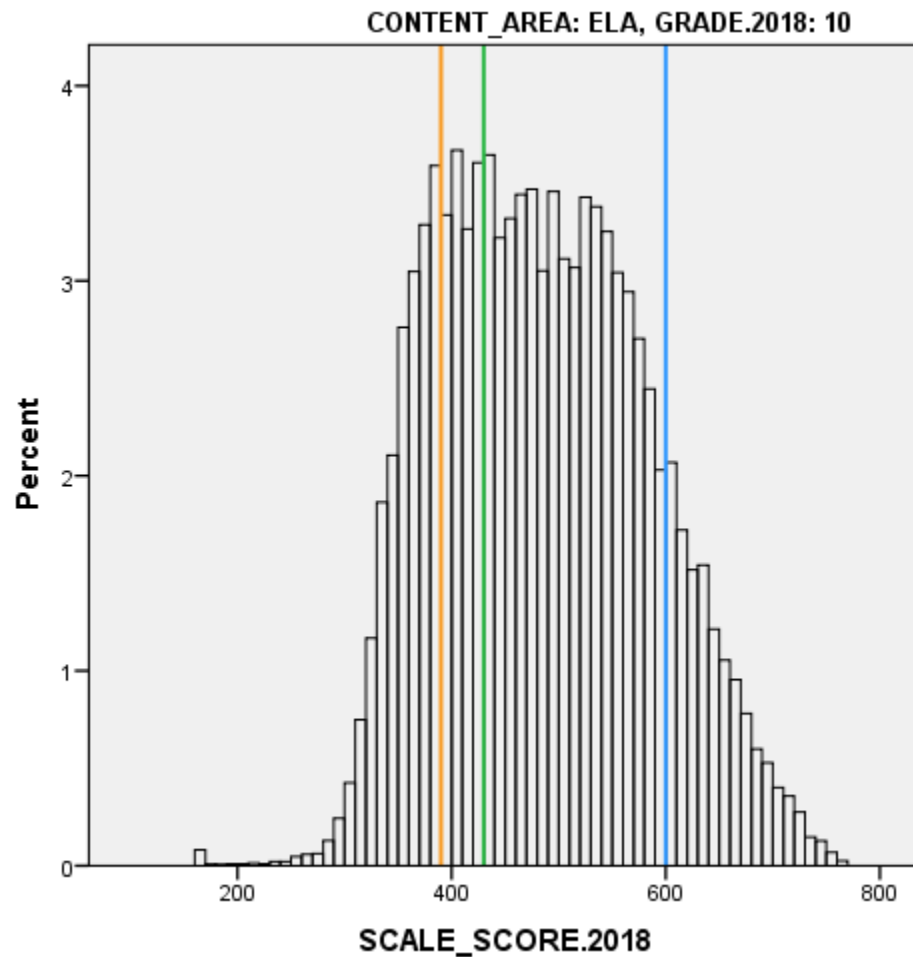
2018 and 2019 PSAT g9 EBRW Scale Score Distributions with New Cut-scores Applied



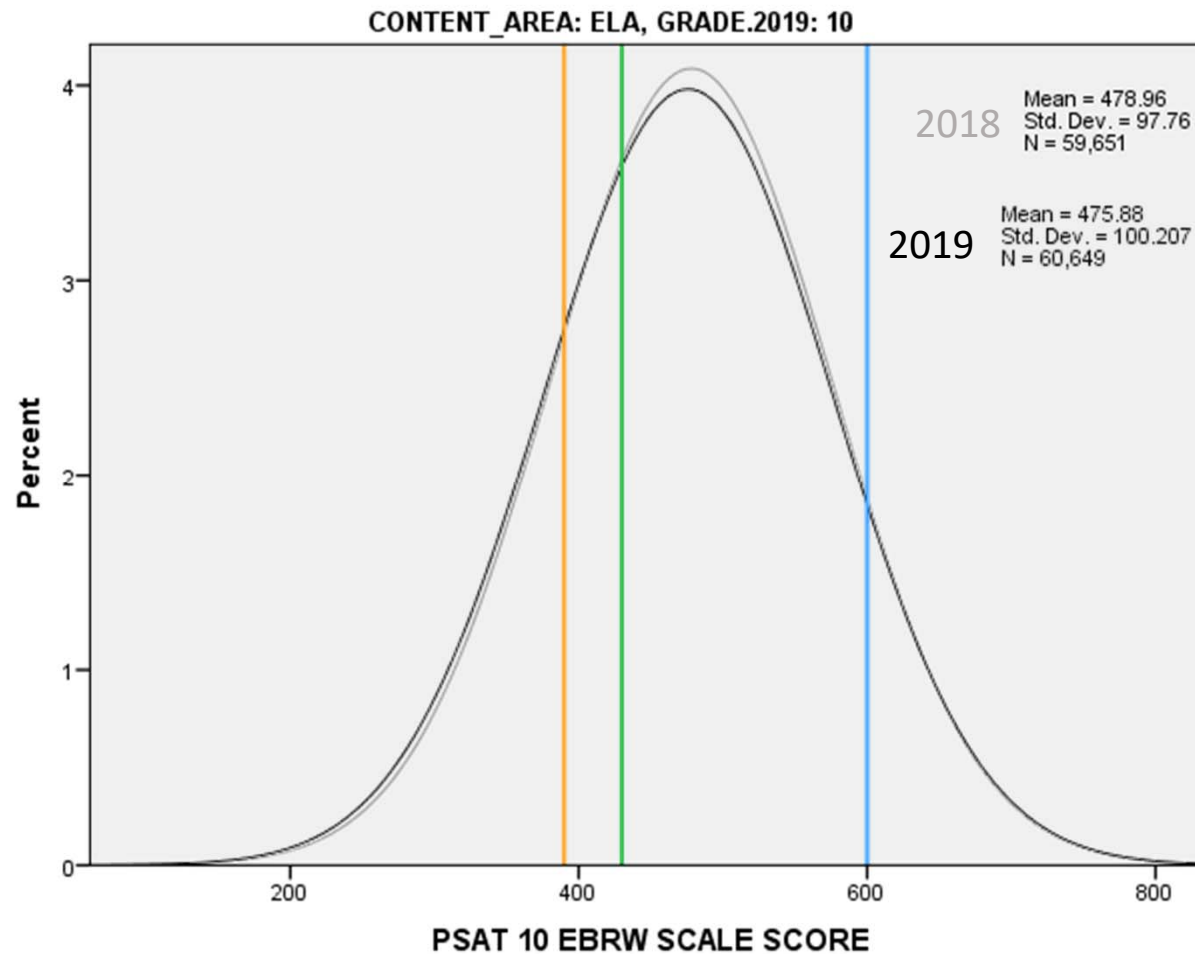
2018 and 2019 PSAT g9 EBRW Scale Score Distributions with New Cut-scores Applied



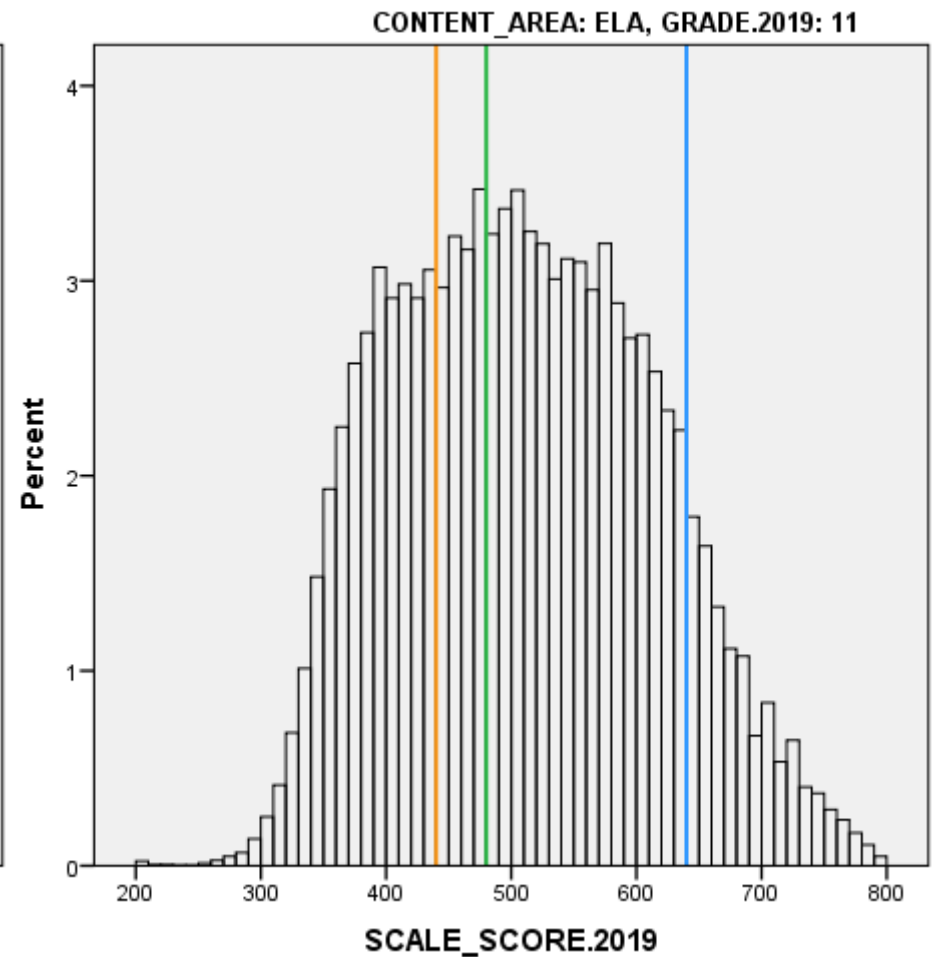
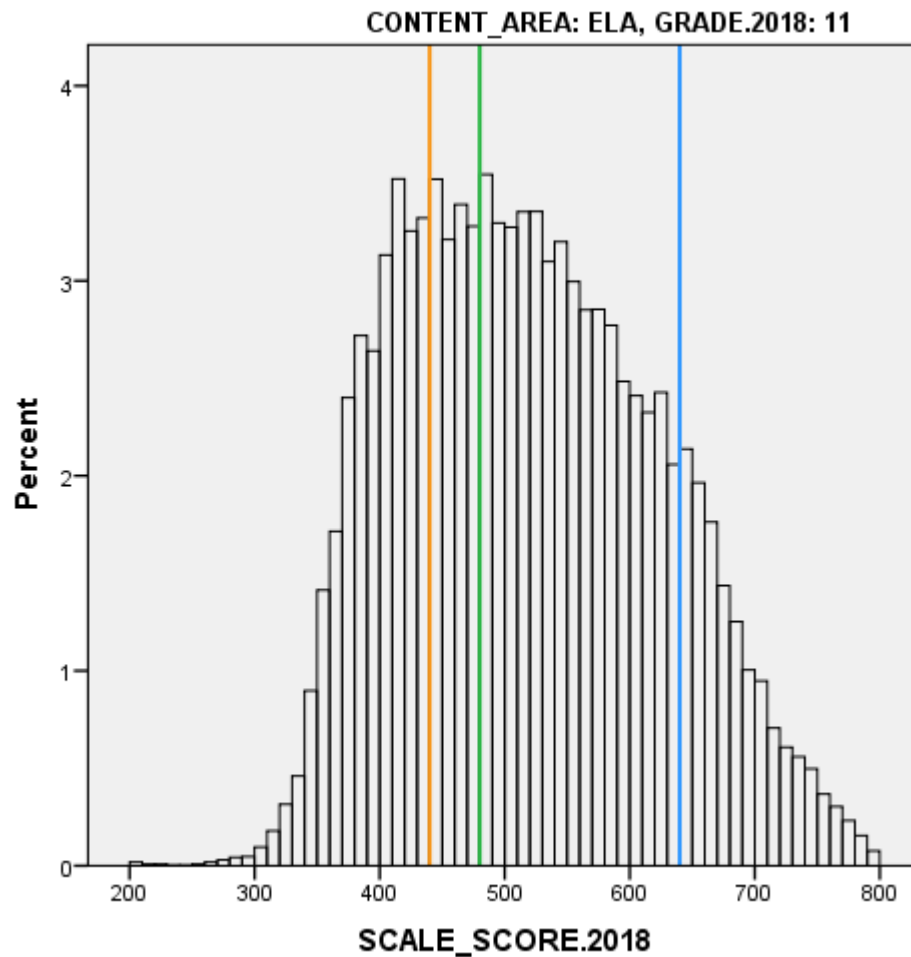
2018 and 2019 PSAT g10 EBRW Scale Score Distributions with New Cut-scores Applied



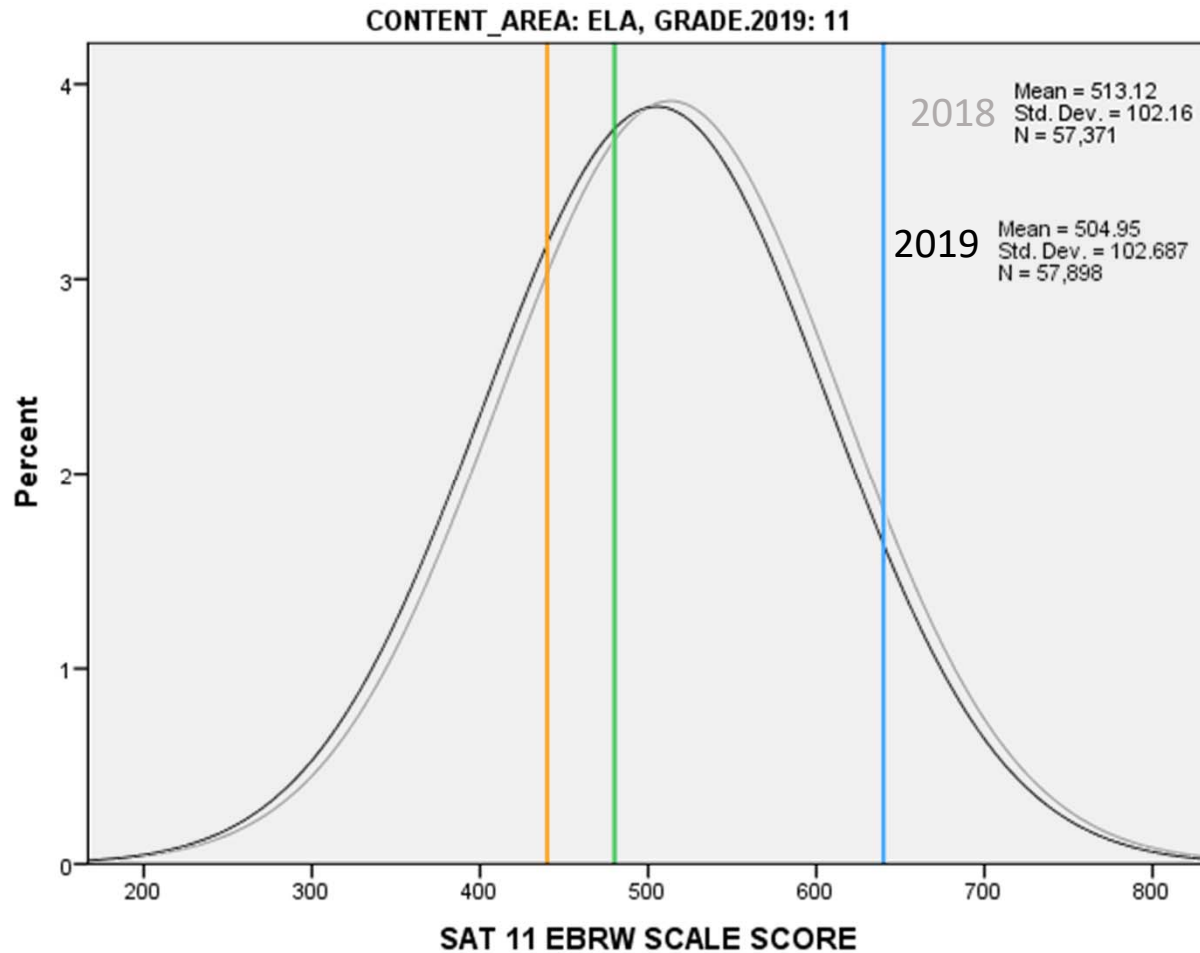
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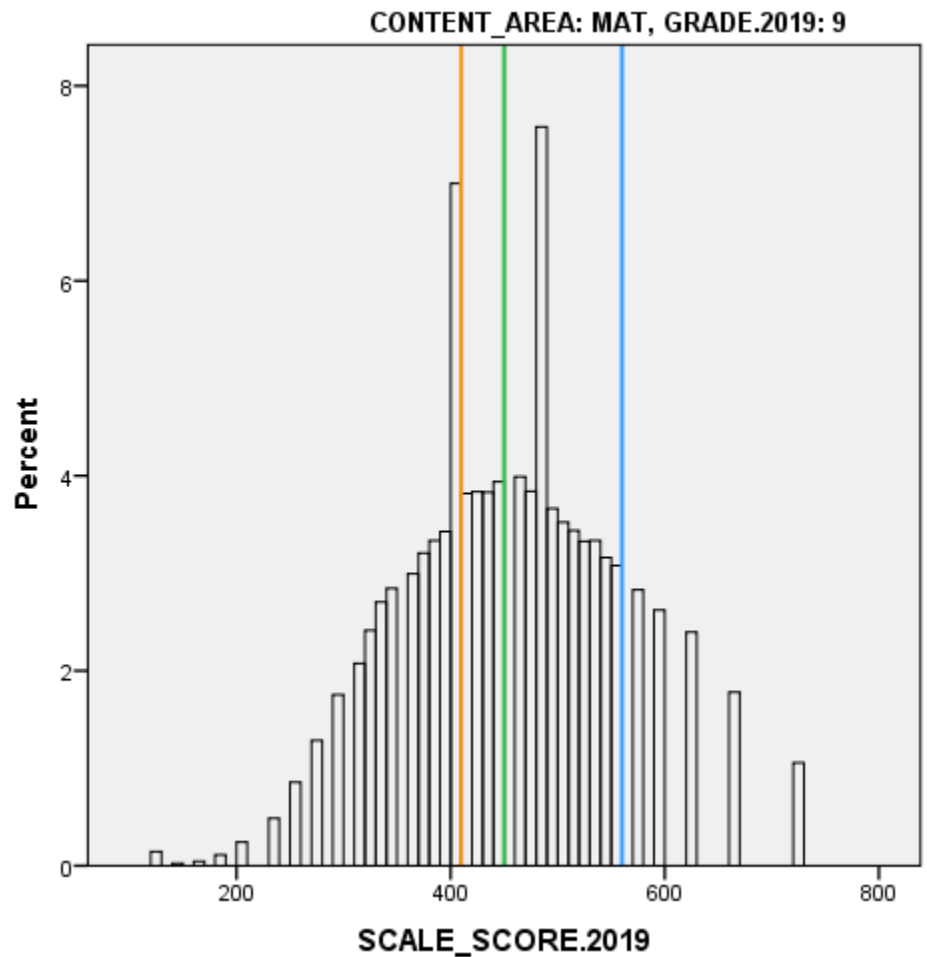
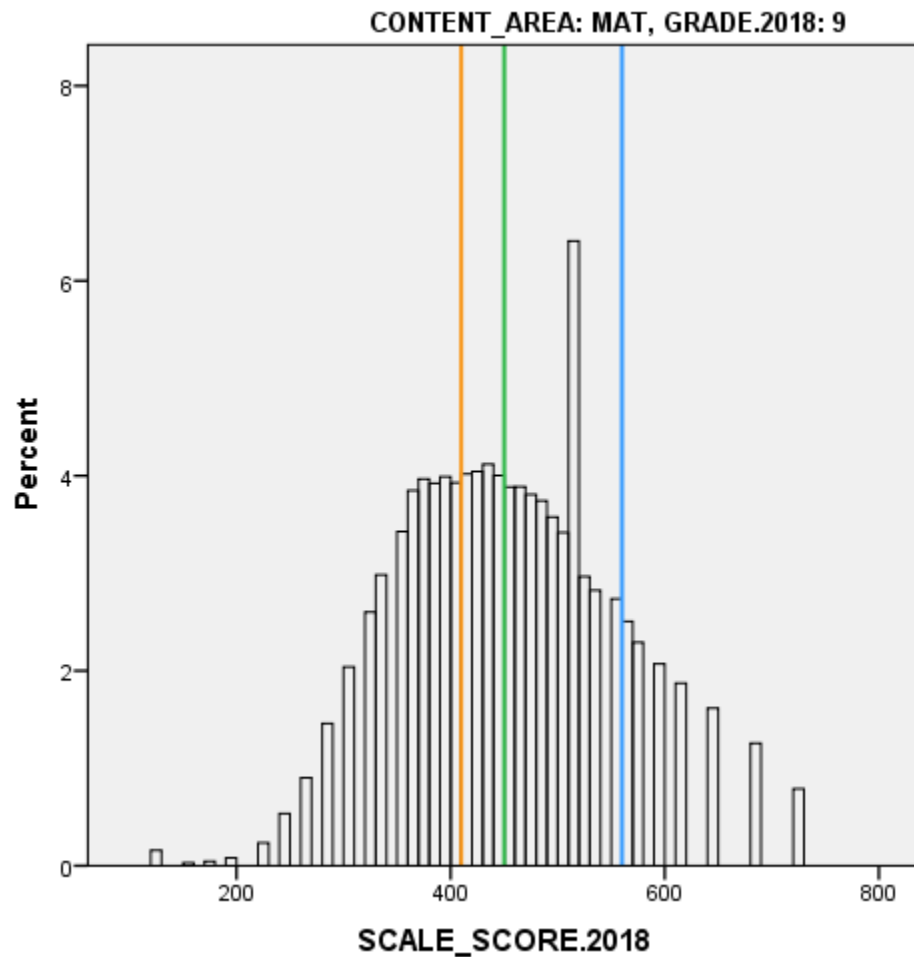
2018 and 2019 SAT g11 EBRW Scale Score Distributions with New Cut-scores Applied



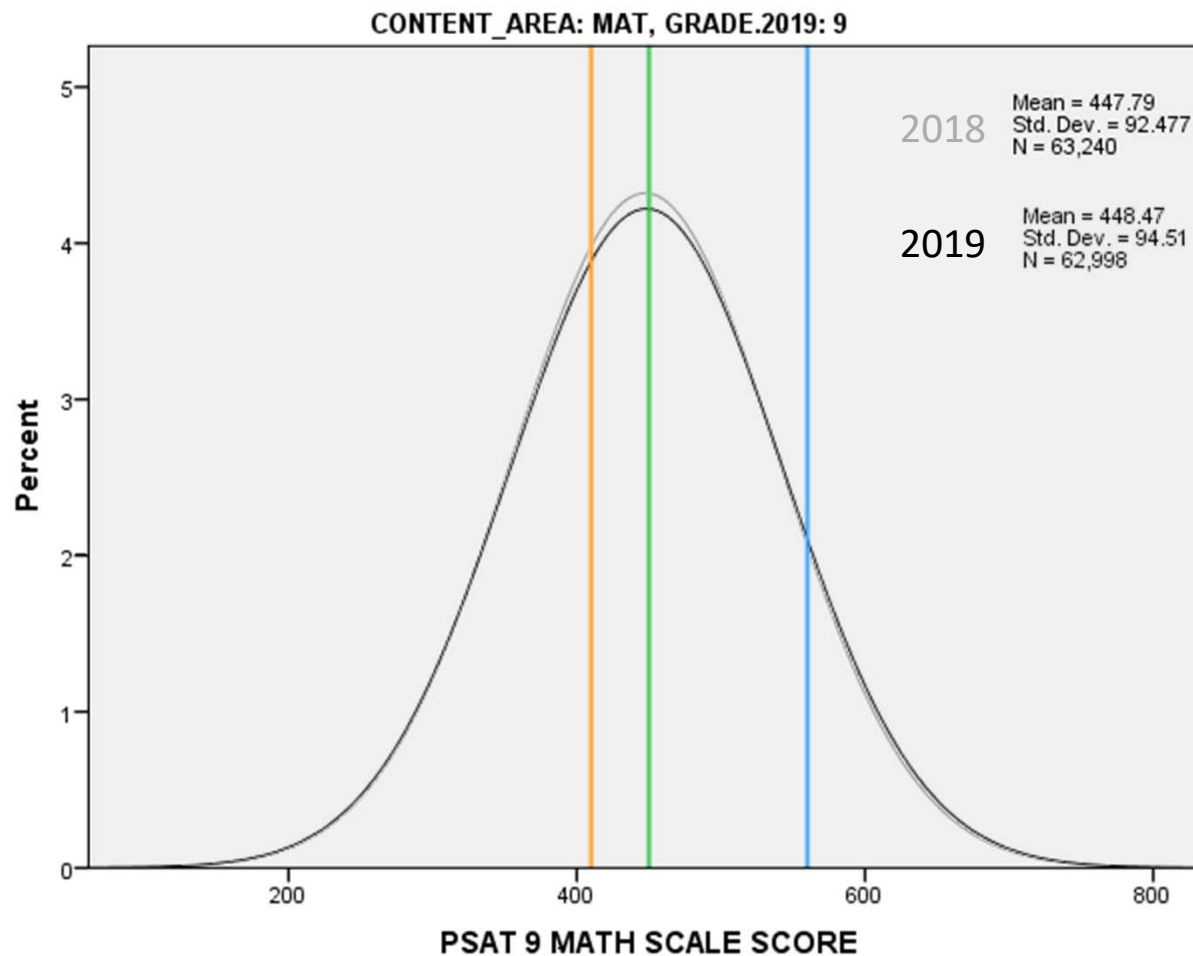
2018 and 2019 SAT g11 EBRW Scale Score Distributions with New Cut-scores Applied



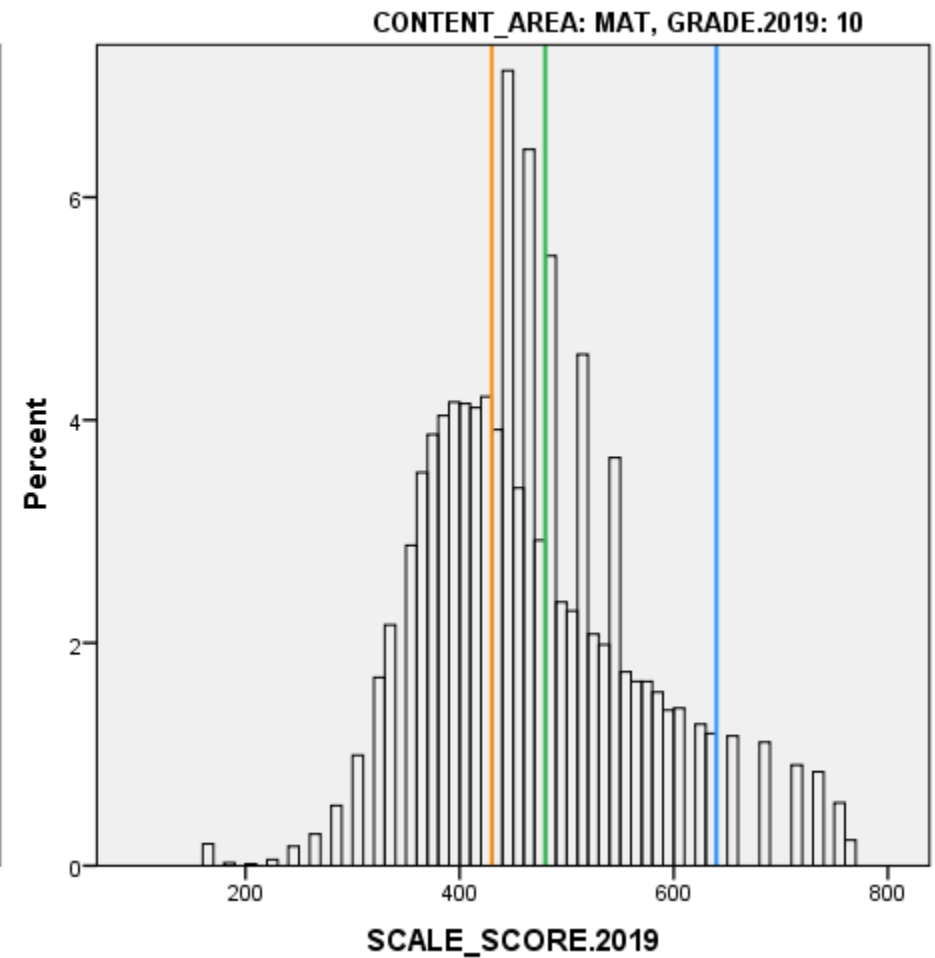
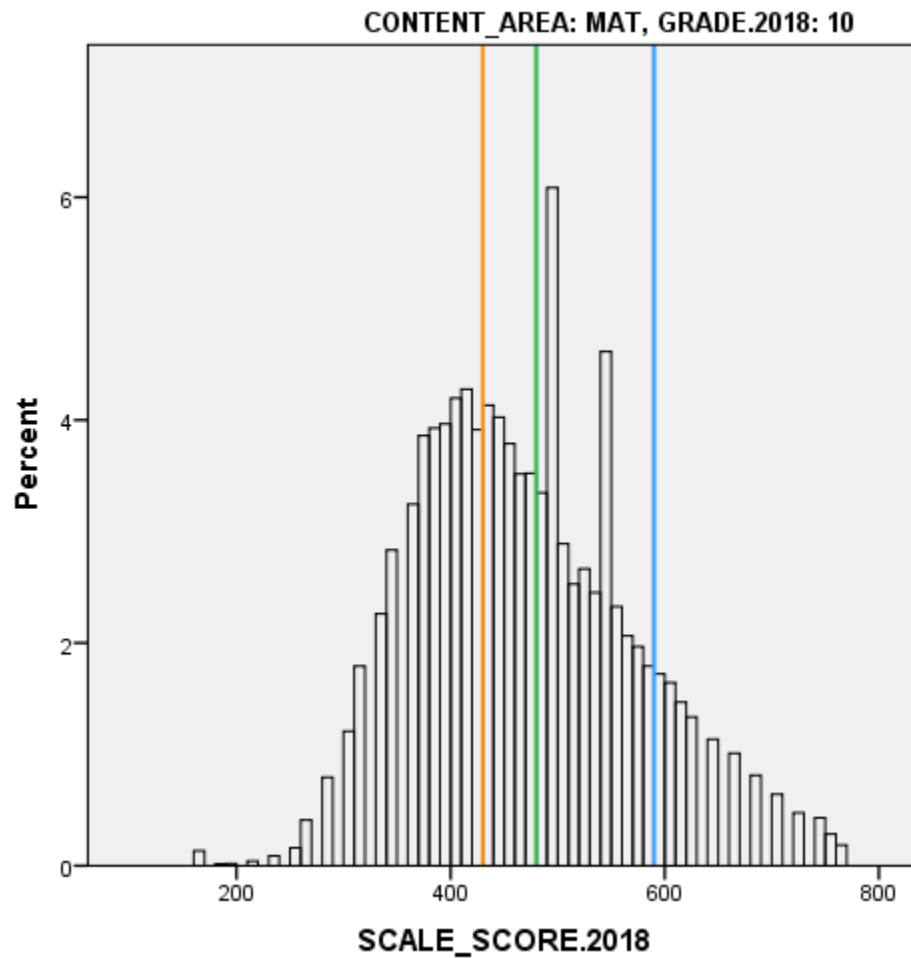
2018 and 2019 PSAT g9 Math Scale Score Distributions with New Cut-scores Applied



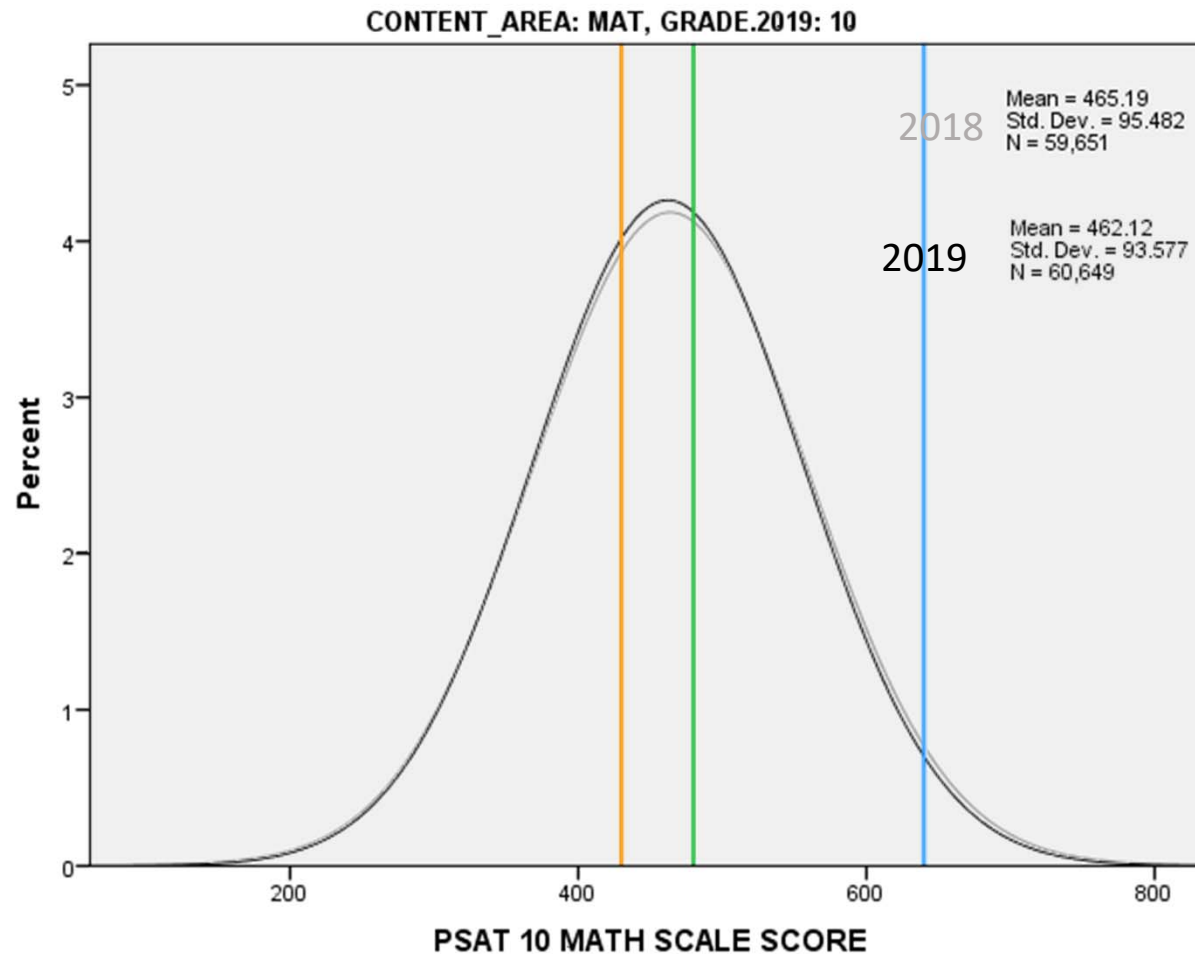
2018 and 2019 PSAT g9 Math Scale Score Distributions with New Cut-scores Applied



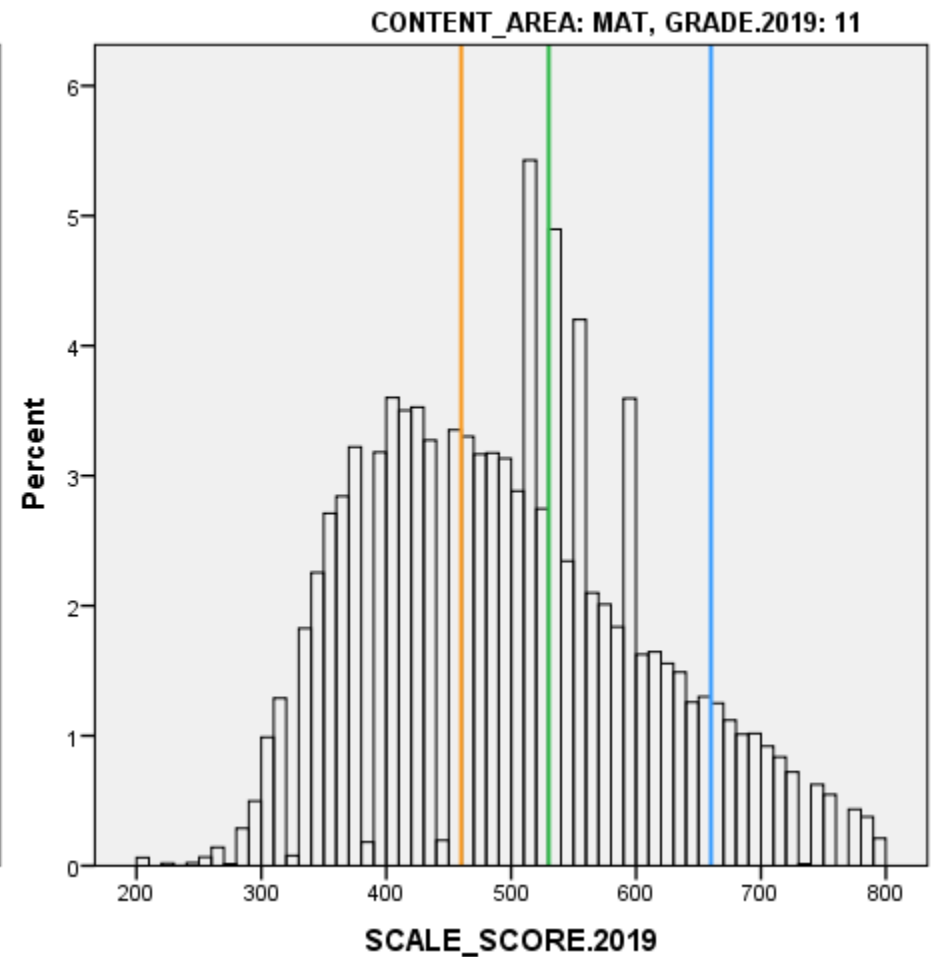
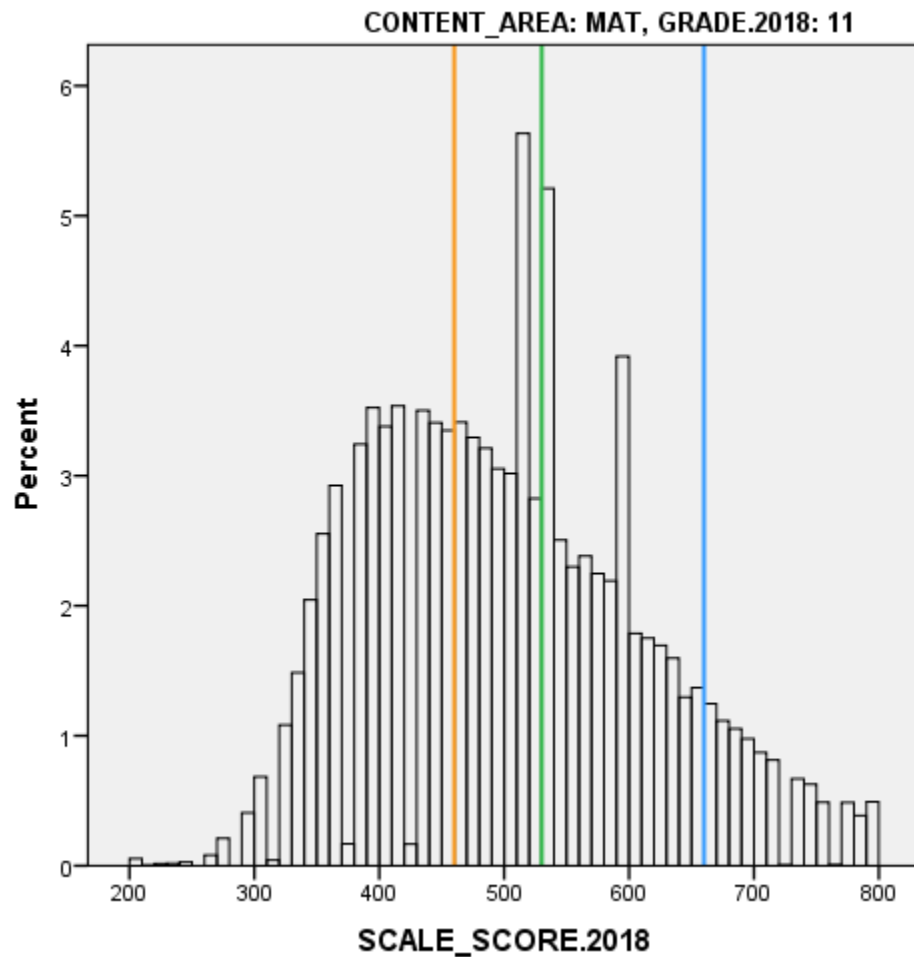
2018 and 2019 PSAT g10 Math Scale Score Distributions with New Cut-scores Applied



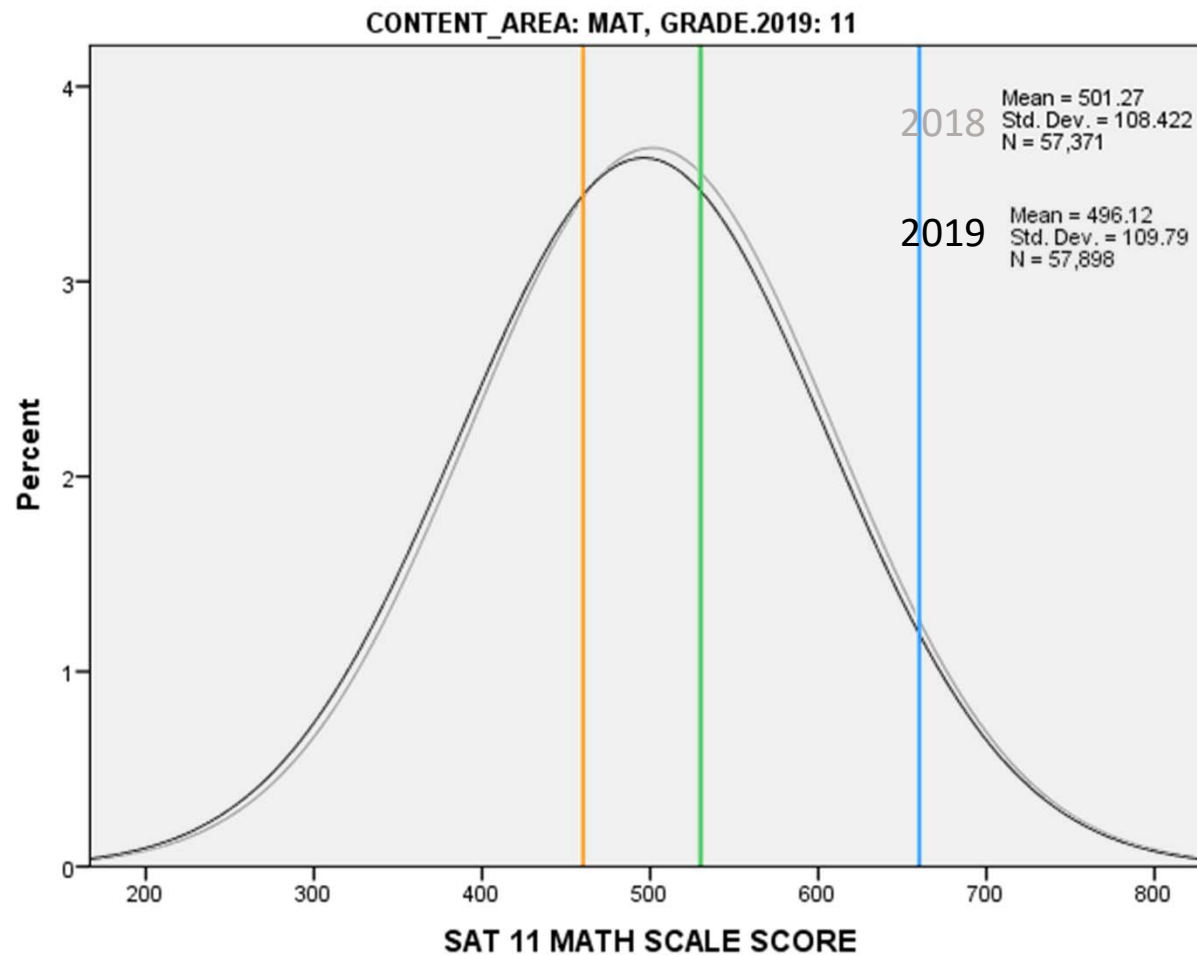
2018 and 2019 PSAT g10 Math Scale Score Distributions with New Cut-scores Applied



2018 and 2019 SAT g11 Math Scale Score Distributions with New Cut-scores Applied



2018 and 2019 SAT g11 Math Scale Score Distributions with New Cut-scores Applied



Current Data and On Track Analysis Plans

2016	2017	2018	2019
CMAS g9	CMAS g9	PSAT g9	PSAT g9
PSAT g10	PSAT g10	PSAT g10	PSAT g10
ACT g11	SAT g11	SAT g11	SAT g11

As of 2019, we have not yet had a single cohort of students take the entire PSAT/SAT sequence, so trajectory-over-time information is only available for one year.

We can still calculate target growth percentiles and On Track Growth using a daisy-chaining approach across grades-- 9th to 10th then 10th to 11th

High School On Track Decision Points

Same questions we started with for CMAS g3-8

- What target(s)?
 - Should the target be set to “Proficient Benchmark” or should interim targets be used for Catch Up trajectories?
- How long to achieve the target(s)?
 - How many years should students be given to attain their target performance level?
- How does the target update over time?
 - Does the clock start over every year or should this be a set trajectory where we track student progress from the first test result?
- How do we report?
 - Do we report students below proficient (Catch Up) and above proficient (Keep Up) separately? Or combined?

High School On Track Decision Points

- What target(s)?
 - Should the target be set to “Proficient Benchmark” or should interim targets be used for Catch Up trajectories?
- Assume the same increase of one performance level, as approved by SBE for elementary and middle schools?

2018 PSAT g9 to 2019 PSAT g10 Achievement Levels

				ACHIEVEMENT_LEVEL.2019								% Catching Up 1+ Levels	% Keeping Up L4+
				Level 1		Level 2		Level 3		Level 4			
				Count	%	Count	%	Count	%	Count	%		
g9 PSAT to g10 PSAT	EBRW	ACHIEVEMENT_ LEVEL.2018	Level 1	7284	73.4%	1812	18.3%	819	8.3%	12	0.1%	26.6%	-
			Level 2	2907	37.0%	2499	31.8%	2448	31.1%	11	0.1%	31.3%	-
			Level 3	1459	4.9%	2779	9.4%	23411	79.4%	1832	6.2%	-	85.6%
			Level 4	12	0.1%	7	0.1%	2475	29.1%	5998	70.6%	-	99.8%
	MAT	ACHIEVEMENT_ LEVEL.2018	Level 1	14282	81.9%	2838	16.3%	319	1.8%	9	0.1%	18.1%	-
			Level 2	3857	42.7%	4032	44.6%	1141	12.6%	11	0.1%	12.7%	-
			Level 3	1706	7.8%	6377	29.3%	12448	57.2%	1250	5.7%	-	62.9%
			Level 4	9	0.1%	62	0.8%	2786	37.2%	4638	61.9%	-	99.1%

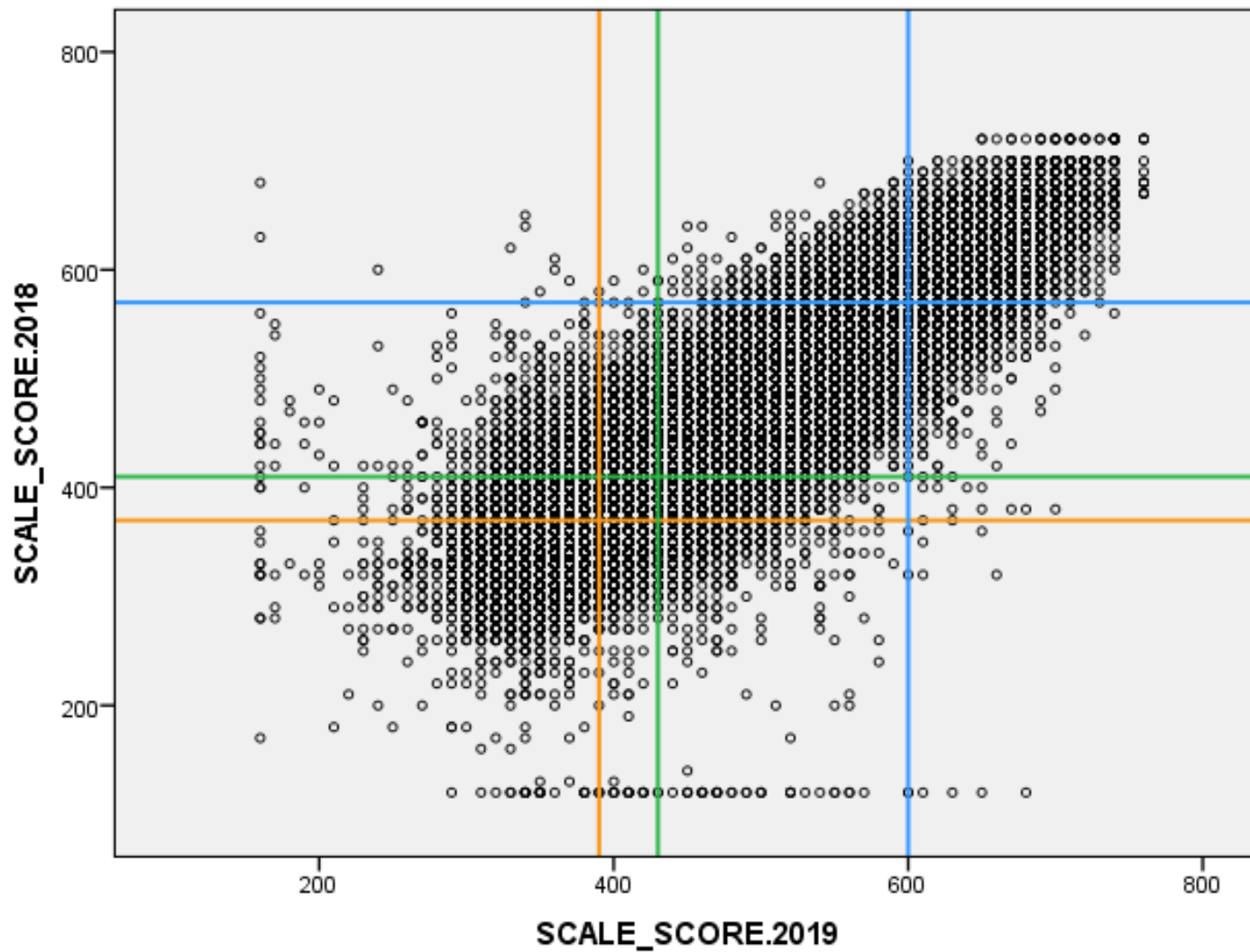
- Most common outcome(s) for students starting at:
 - Level 1 is to stay Level 1
 - Level 2 is to stay Level 2 or slightly less likely to either drop down to Level 1 or move up to Level 3
 - Level 3 is to stay Level 3
 - Level 4 is to stay Level 4, though good chance of dropping down to Level 3

2018 PSAT g10 to 2019 SAT g11 Achievement Levels

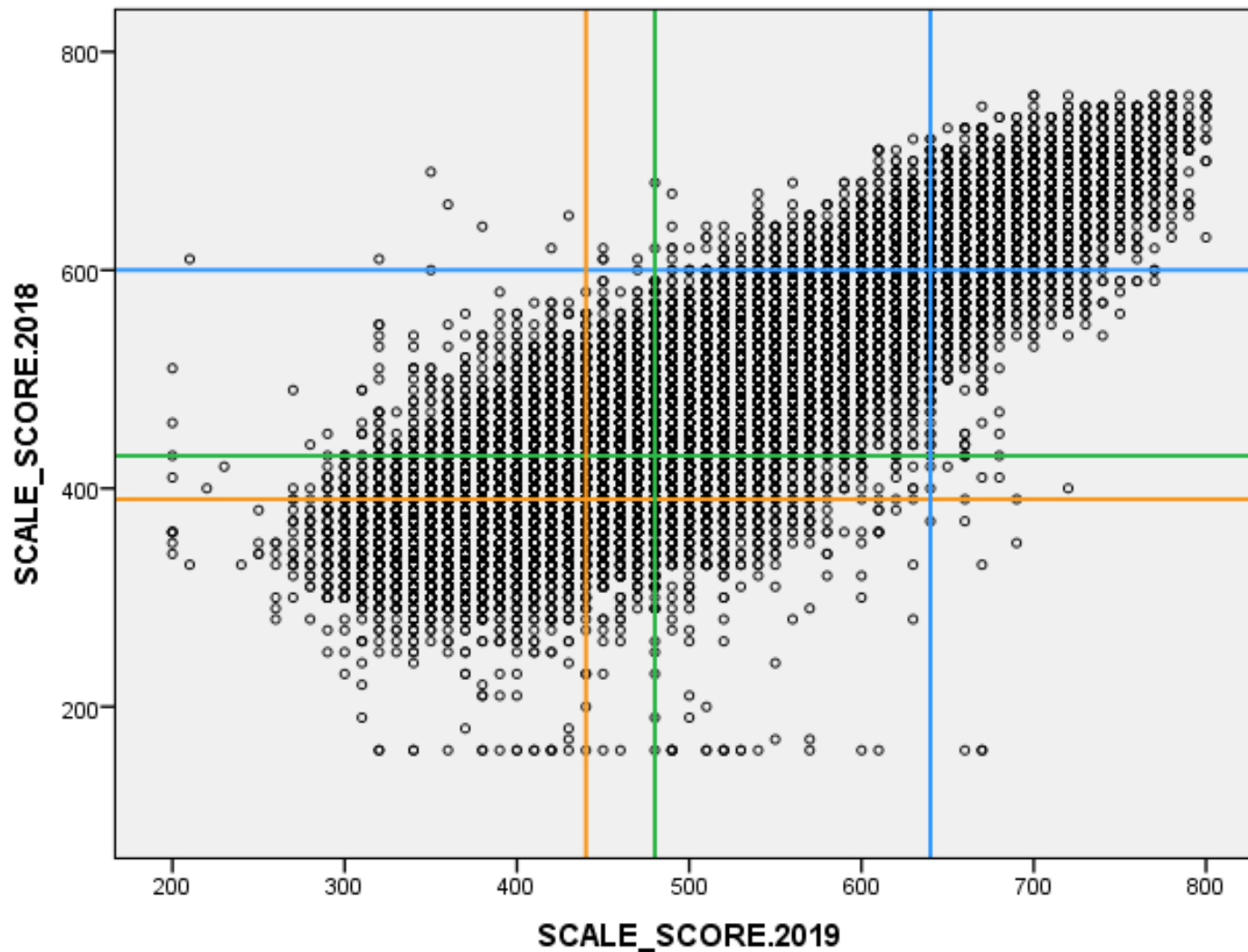
				ACHIEVEMENT_LEVEL.2019								% Catching Up 1+ Levels	% Keeping Up L4+
				Level 1		Level 2		Level 3		Level 4			
				Count	%	Count	%	Count	%	Count	%		
g10 PSAT to g11 SAT	EBRW	ACHIEVEMENT_ LEVEL.2018	Level 1	7460	81.5%	1076	11.8%	611	6.7%	7	0.1%	18.5%	-
			Level 2	4042	57.3%	1725	24.5%	1273	18.1%	8	0.1%	18.2%	-
			Level 3	2878	9.9%	3928	13.5%	21028	72.3%	1256	4.3%	-	76.6%
			Level 4	8	0.1%	5	0.1%	2493	33.4%	4958	66.4%	-	99.8%
	MAT	ACHIEVEMENT_ LEVEL.2018	Level 1	14362	79.5%	3317	18.4%	378	2.1%	5	0.0%	20.5%	-
			Level 2	3464	34.0%	5004	49.1%	1725	16.9%	8	0.1%	17.0%	-
			Level 3	852	4.7%	4341	23.8%	12005	65.9%	1017	5.6%	-	71.5%
			Level 4	9	0.1%	24	0.4%	2179	34.7%	4066	64.8%	-	99.5%

- Most common outcomes for students starting at:
 - Level 1 is to stay Level 1
 - Level 2 is to drop down to Level 1
 - Level 3 is to stay Level 3
 - Level 4 is to stay Level 4, though good change of dropping down to Level 3

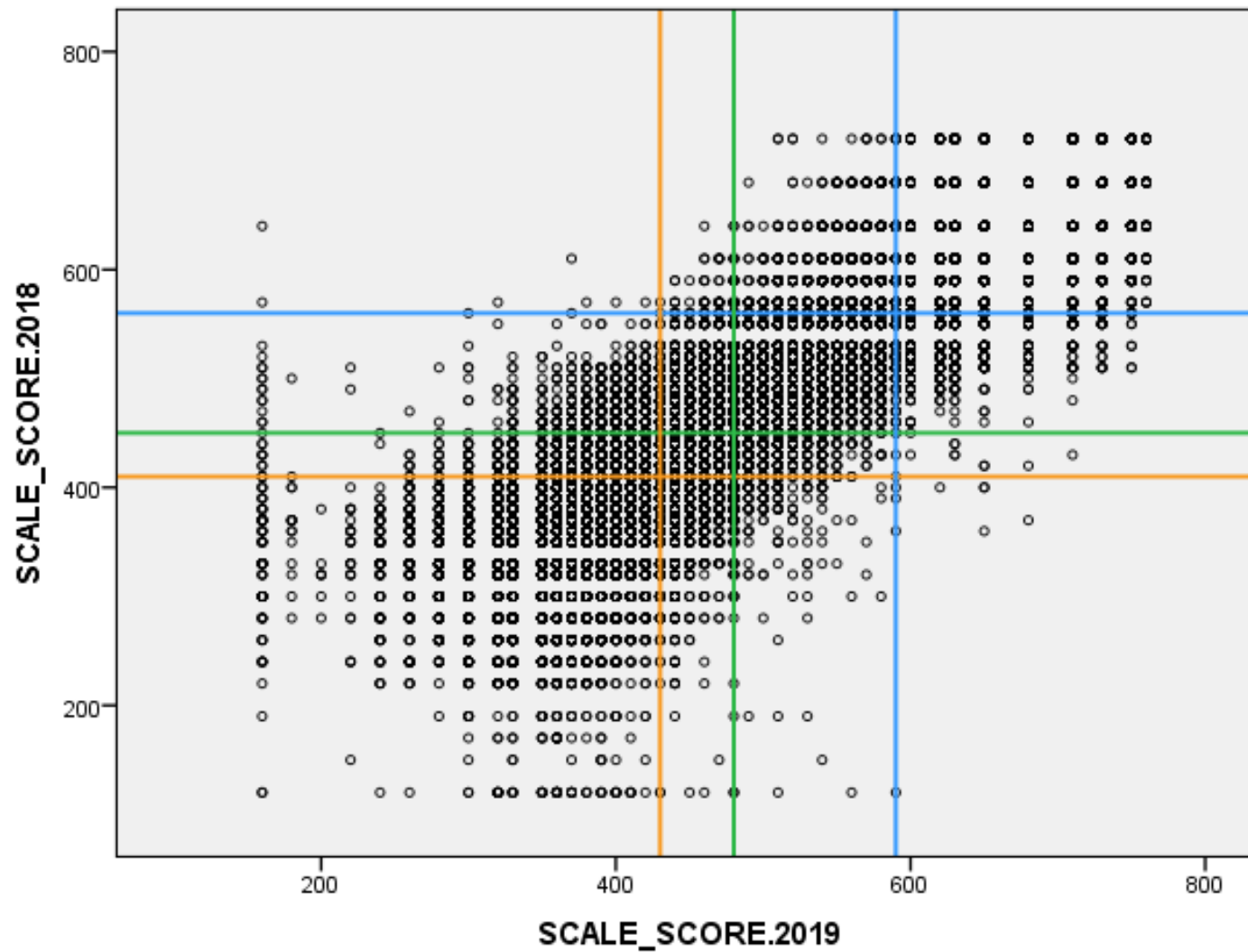
2018 PSAT g9 to 2019 PSAT g10 EBRW Scale Score Scatter Plot



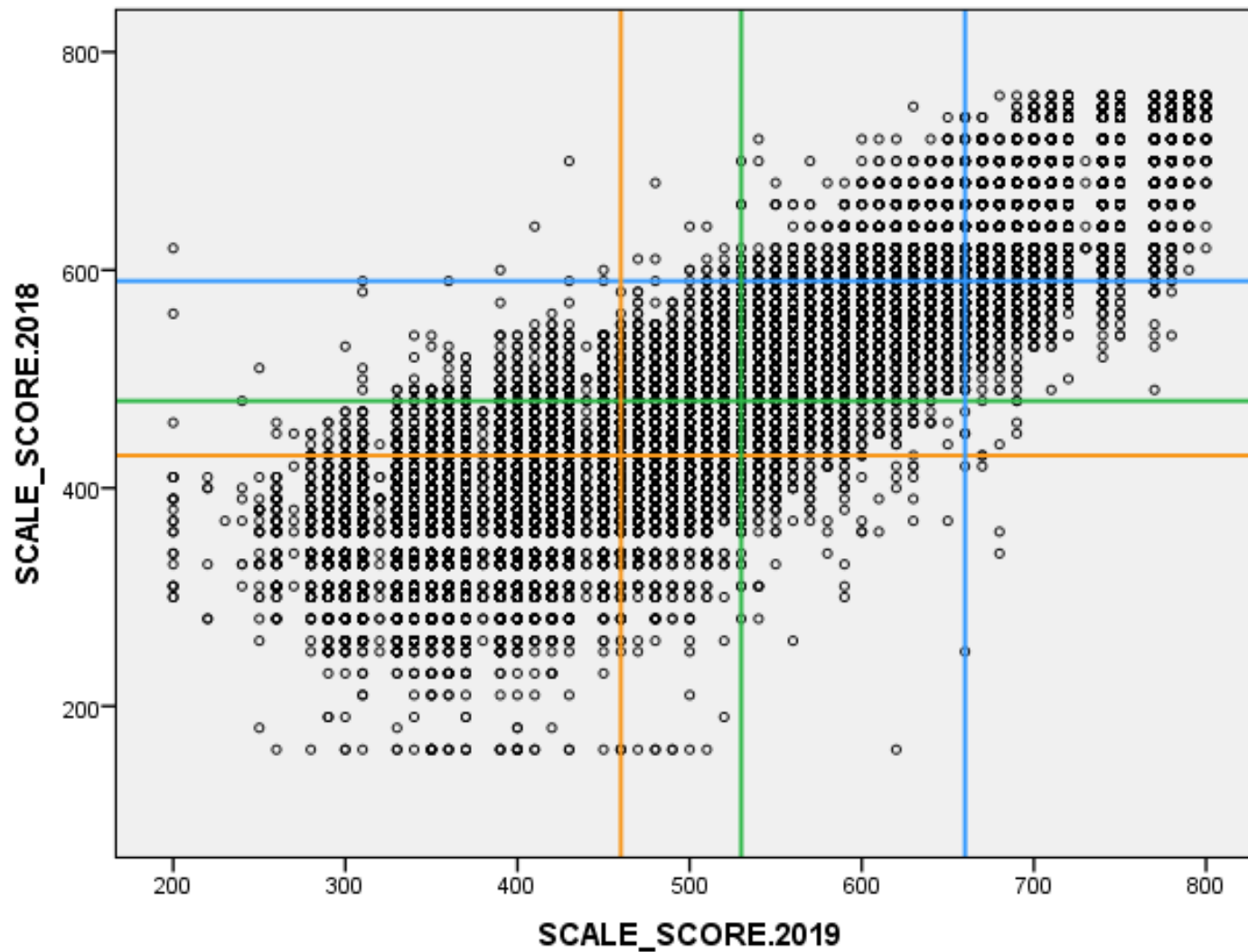
2018 PSAT g10 to 2019 SAT g11 EBRW Scale Score Scatter Plot



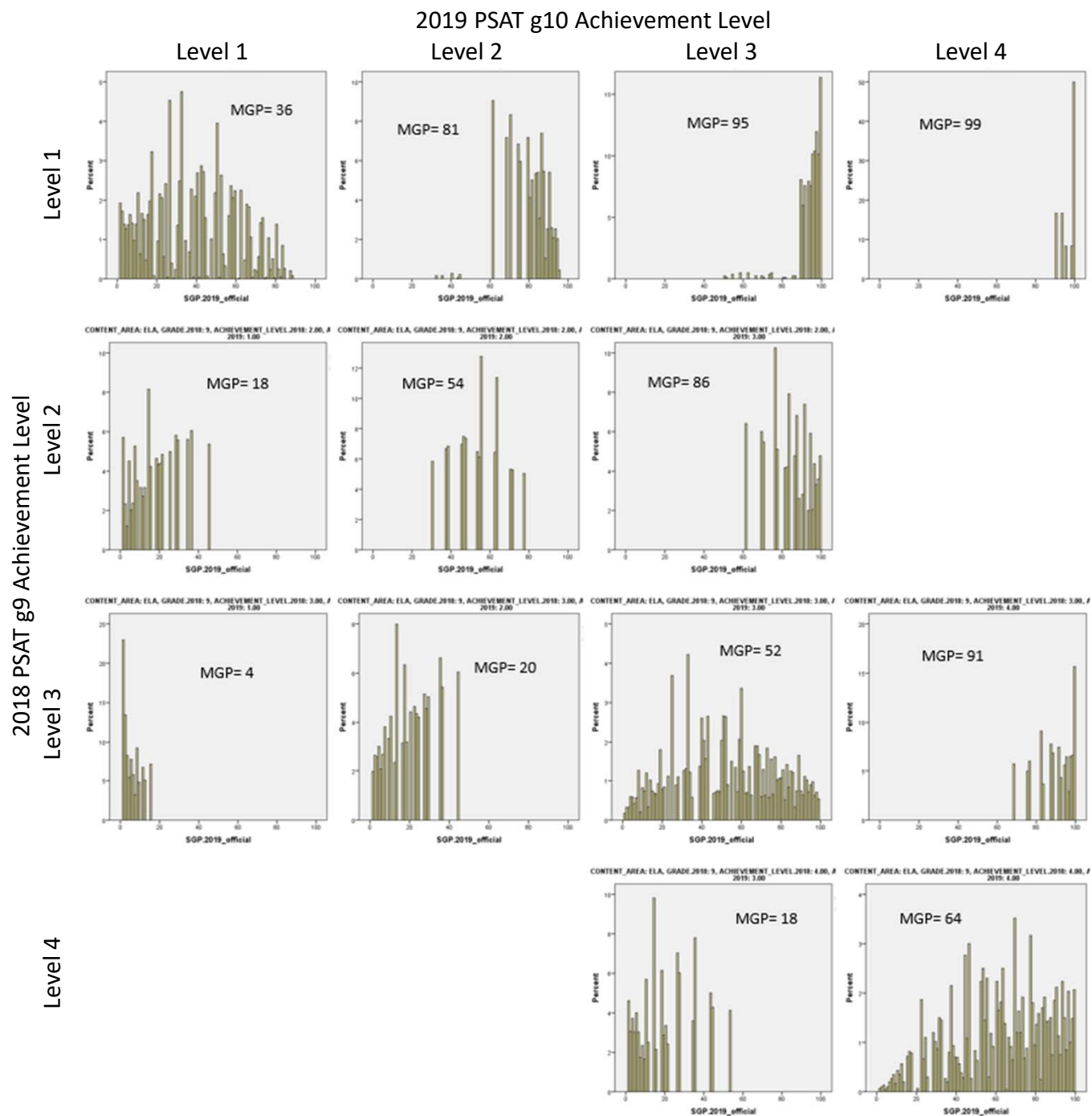
2018 PSAT g9 to 2019 PSAT g10 Math Scale Score Scatter Plot



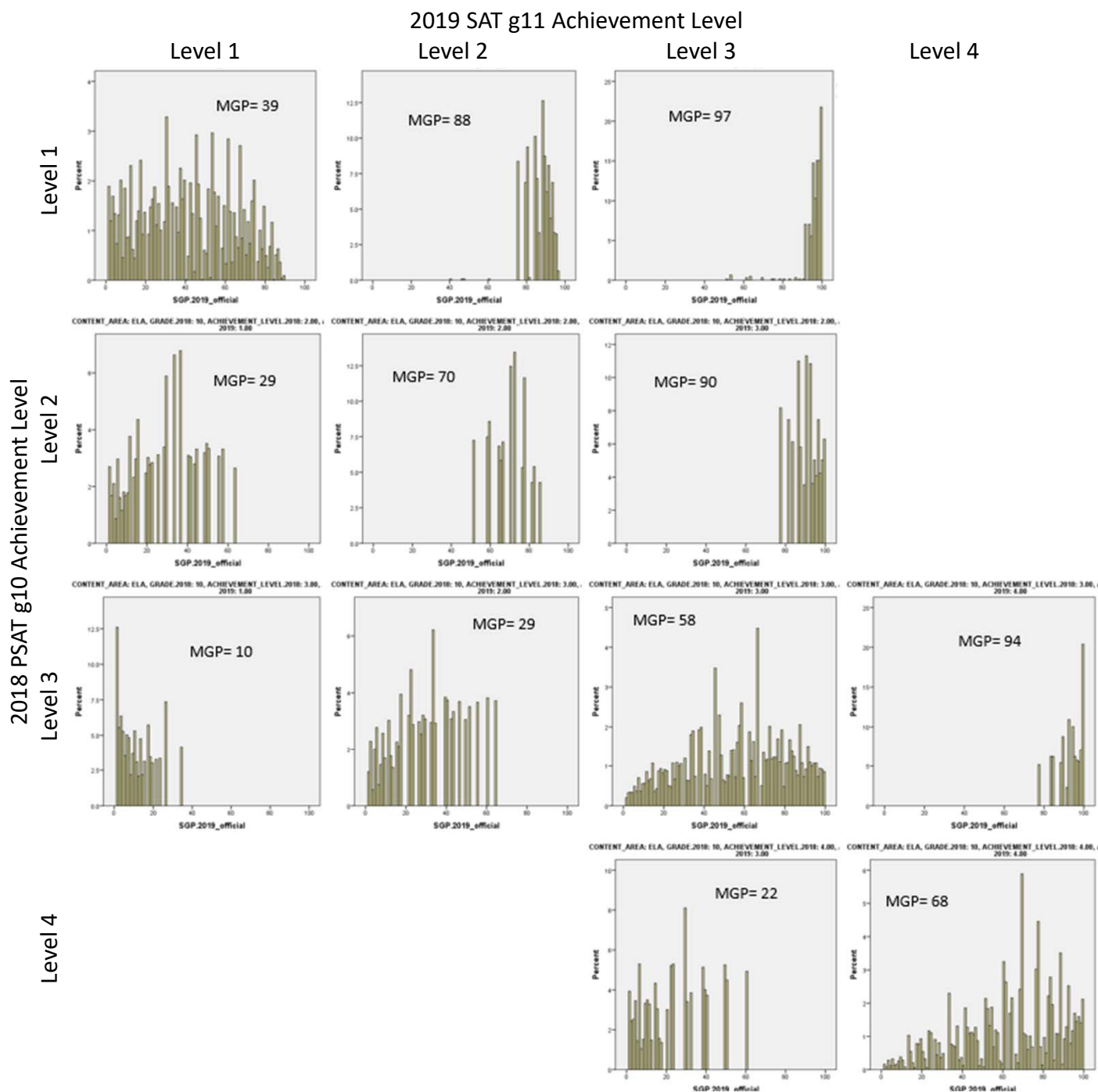
2018 PSAT g10 to 2019 SAT g11 Math Scale Score Scatter Plot



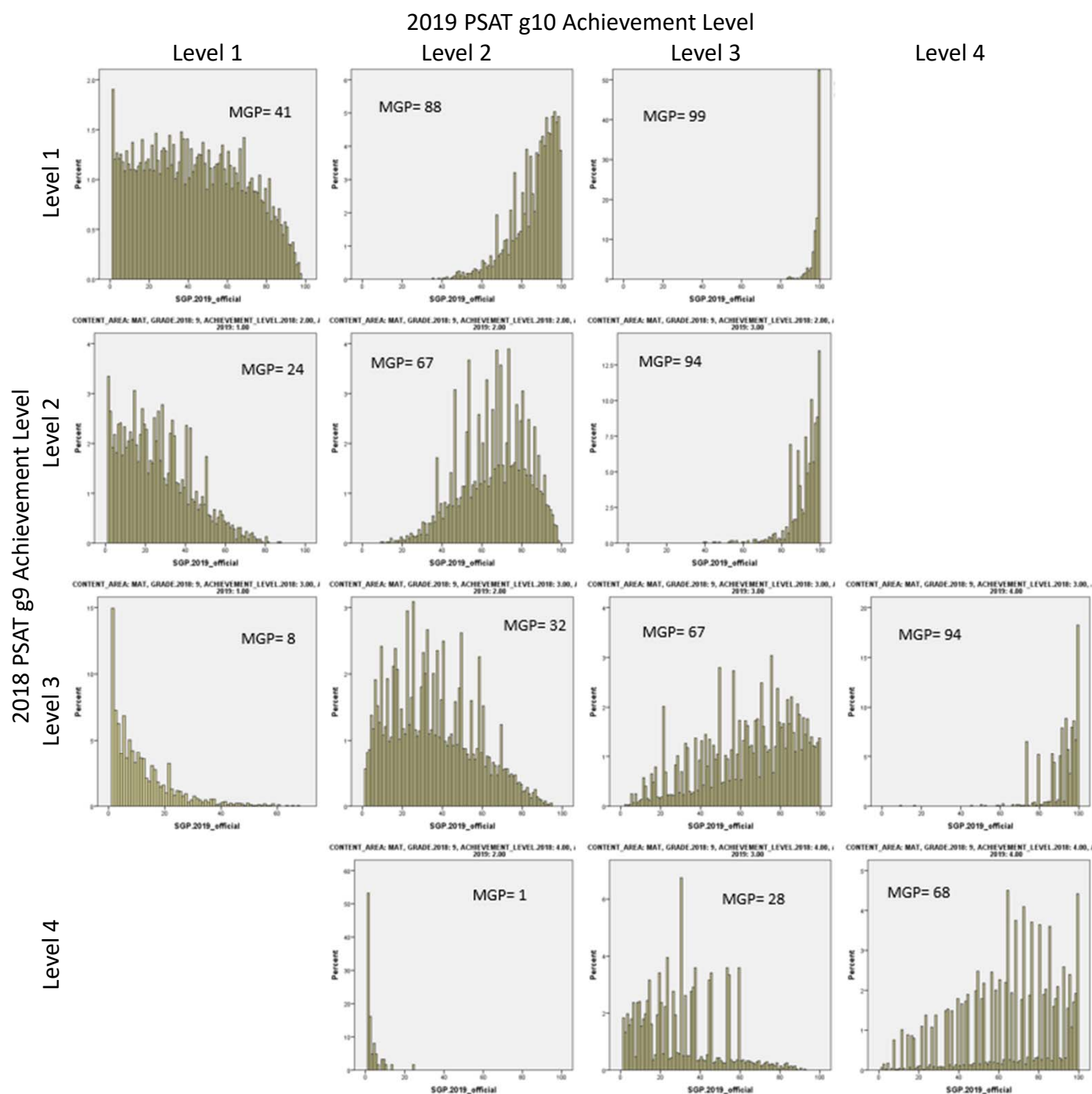
2019 PSAT g10 EBRW Median Growth Percentile by 2018 to 2019 Achieve- ment Levels



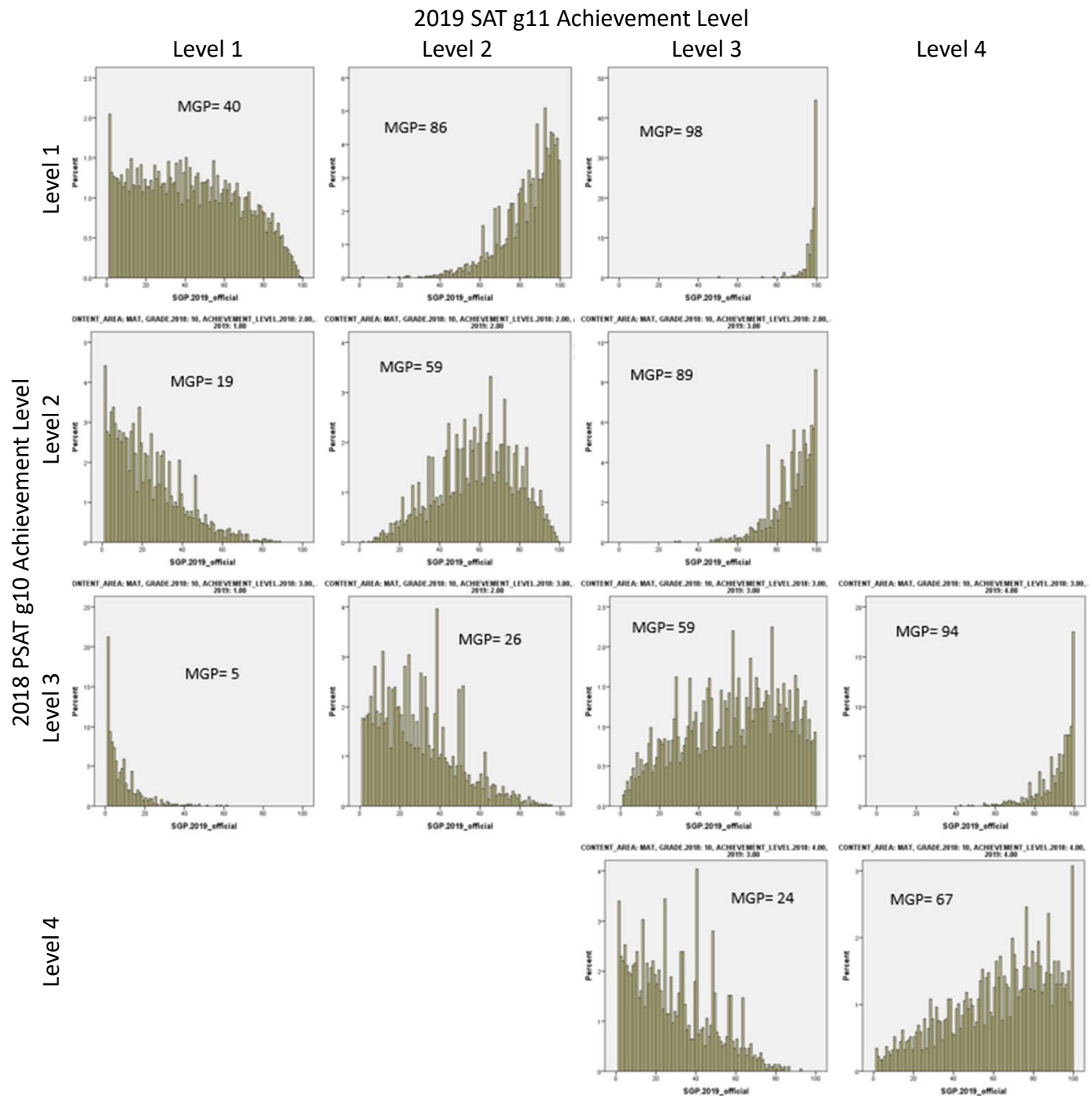
2019 SAT g11 EBRW Median Growth Percentile by 2018 to 2019 Achieve- ment Levels



2019 PSAT g10 Math Median Growth Percentile by 2018 to 2019 Achieve- ment Levels



2019 SAT g11 Math Median Growth Percentile by 2018 to 2019 Achieve- ment Levels



High School On Track Decision Point for TAP Feedback

- What target(s)?
 - Should the target be set to “Proficient Benchmark” or should interim targets be used for Catch Up trajectories?
- Recommend increase of one performance level for high schools, as approved by SBE for elementary and middle schools?

Upcoming High School On Track Decision Points

- How long to achieve the target(s)?
 - How many years should students be given to attain their target performance level?
 - Assume the same 2 years to Catch Up and 3 years to Keep Up?
- How does the target update over time?
 - Does the clock start over every year or should this be a set trajectory where we track student progress from the first test result?
 - Assume the targets and timelines reset each year?
- How do we report?
 - Do we report students below proficient (Catch Up) and above proficient (Keep Up) separately? Or combined?
 - Indicator weightings on the framework?
 - Assume % On Track Total will be used for framework points and with disaggregations. Separate Catch Up and Keep Up percentages will be published for informational purposes without disaggs?

Additional High School On Track Growth Questions

- Since we can't calculate growth from CMAS g8 ELA to PSAT g9 EBRW, we also won't have On Track Growth until g10 for EBRW.
- For Math, do we want to link-up CMAS g3-8 and PSAT/SAT g9-11 trajectories and On Track timeframes?
- Other considerations?

Next Steps

- CDE will continue to investigate possible high school On Track Growth calculation methodologies and reconvene TAP in June.

Thank you!
Stay healthy and safe!

Special Thanks to...

Lisa Berdie
Cassie Harrelson
Justin Oliver

For your service to the TAP
&
We wish you the Best in your
Future Endeavors

Technical Advisory Panel

- Meeting Summary:
 - Suggested future analysis
 - TAP recommendations from this meeting
- Public Comment
- Close Meeting
 - Next Scheduled Meeting, Friday, June 19th, 9-noon
 - A doodle poll for additional meetings will also be sent out later next week.

