

Meeting Minutes – Thursday, May 14, 2015 (9:00-noon)

1560 Broadway, Suite 1175, Aspen Room, Denver, Colorado

TAP Members:

Carol Eaton
Jonathan Dings
Jacqueline Law
Norman Alerta
Dwayne Schmitz
Grant Guyer
Linda Barker

Audience:

Grant Schmidt (Hanover School District)
Kenneth Nelsen (Ouray School District)
Monica Johnson (AWG member)
Jason Seybert (AWG member)
Dave Bahna (AWG member)

CDE Representatives:

Alyssa Pearson
Jessica Knevals
Josh Perdue
Dan Jorgensen
Marie Huchton
Kelly Stritzinger

Welcome, Minutes Approval & Legislative Update

Alyssa Pearson/Dan Jorgensen/Carol Eaton

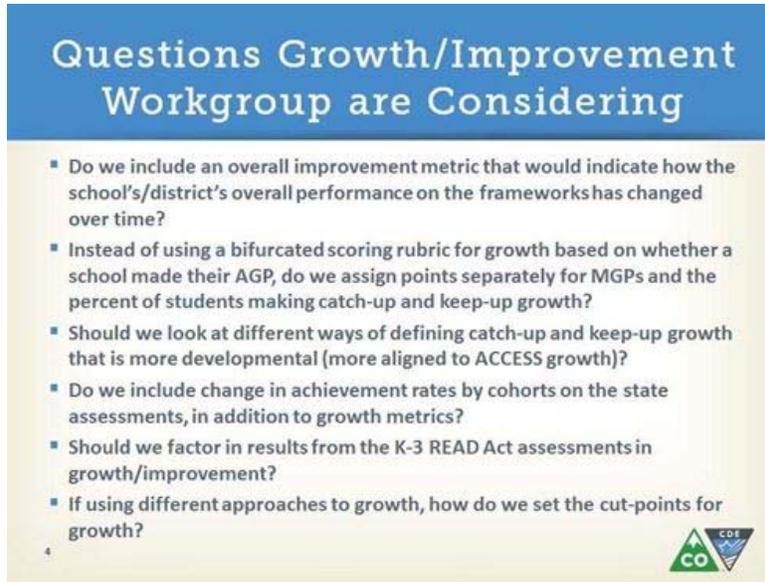
- The meeting was held in the Aspen Room, Suite 1175 at 1560 Broadway in Denver, Colorado and was called to order at 9:10. The January meeting minutes were briefly discussed and formally adopted.
- Alyssa Pearson provided an overview of the assessment compromise bill (HB15-1323). During the fall of 2015 districts/schools will not be assigned ratings. As a result, no request to reconsider process will occur. If districts collected local student performance data during 2014-15 for a 2015 request to reconsideration, they can share this data in the fall of 2016 (when the next reconsideration process will occur). SB15-056 was briefly discussed.
- Dan Jorgensen provided an overview of HB15-1170. This legislation will change the PWR indicator within the performance frameworks. CDE is working to obtain the required data and will bring mock-ups to the TAP in the future. Much of the data is already available to CDE via a formal data-sharing agreement with CDHE. An interest was expressed by some meeting participants in having access to the data for planning purposes in the future.

Accountability Work Group Discussion Recap

Jessica Knevals/Josh Perdue/AWG Members

- A brief overview was provided regarding the charge of the Accountability work group. In effect, it is to provide recommendations to the Commissioner for SPF/DPF 2.0. A session will occur at CASE to provide an overview of the work.

- A number of questions have been considered by the Growth/Improvement Workgroup (see below) and were shared by Accountability work group, sub-group lead Jessica Knevals and Josh Perdue. The questions were all presented to the TAP for discussion (see below).



Questions Growth/Improvement Workgroup are Considering

- Do we include an overall improvement metric that would indicate how the school's/district's overall performance on the frameworks has changed over time?
- Instead of using a bifurcated scoring rubric for growth based on whether a school made their AGP, do we assign points separately for MGPs and the percent of students making catch-up and keep-up growth?
- Should we look at different ways of defining catch-up and keep-up growth that is more developmental (more aligned to ACCESS growth)?
- Do we include change in achievement rates by cohorts on the state assessments, in addition to growth metrics?
- Should we factor in results from the K-3 READ Act assessments in growth/improvement?
- If using different approaches to growth, how do we set the cut-points for growth?

- TAP members pointed out that questions (1st and 4th) both discuss achievement gains over time. It was expressed that achievement gains may be poor substitutes for growth measures. Others pointed out that they believe growth measures are not as important as progress towards the underlying standards (i.e. as captured by the achievement measures).
- AGP was presented as problematic by some TAP members since it's heavily dependent on demographics. It was expressed that fundamentally it may not be a great measure for inclusion within a normative accountability process. In regards to adequate growth, it was discussed that AGP and MGP should be separated as the bifurcated rubric is not perceived as being fair.
- The question was raised, 'Can CDE send the message that we have different standards and expectations based on demographics?' CDE pointed out that we are required to include a report of disaggregated achievement, per federal and state law. Currently the USDE has signed off on using the AGP bifurcated rubric as a measure of "growth to a standard" to count for this requirement. Some TAP members expressed support for the inclusion of both achievement and disaggregated achievement (i.e. as opposed to the use of AGP). It was also pointed out that AGP can create lower expectations for students at proficiency or above.
- In regards to the final question/bullet, it was mentioned that with individual kids, we always have to deal with a sample size of one. With groups with AGP/MGP the results are too variable/extreme for small districts. The possibility of looking at something like box/whisker plot for school or district was introduced. This would allow one to see shifts in score distributions and provides three markers of performance (the 25th percentile, the 50th percentile and the 75th percentile). However, it may be difficult to explain. It was mentioned that catch up & keep up growth can also be hard to explain. The most important goal is to have an ambitious yet attainable measure of growth. A final comment emphasized the importance of identifying schools appearing to be doing well with masked status gaps. CDE will look into simulations of a rubric that assigns points based on the performance at the 25th, 50th and 75th percentiles.



- *Formal Actions:*
 - *The TAP voted that CDE should remove question four from consideration (7-0 in support).*
 - *The TAP voted that a single MGP rubric should be utilized (7-0 in support).*
- CDE will consider this discussion and use it to frame future analytics, possible metrics and cut-points.

Technical Issues Surrounding Parent Refusal

Marie Huchton

- Alyssa Pearson explained that due to the accountability hold participation won't have an immediate impact on state accountability determinations. It is believed that the 95% threshold thus far has created incentive for participation. In effect, very few districts and a limited number of schools failed to make participation rates (including parent refusals). This year we expect fewer districts/schools will meet the 95%. CDE is asking for help in determining what the sample would be required and/or sufficient for using/reporting the data? What if all the highest performers or other groups of students opt out? Also, at what point do we consider the data no longer appropriate to report?
- Marie Huchton discussed planned simulation studies that will reflect variable participant sample sizes along with differing opt-out scenarios (i.e. random, highest performers, and lowest performers).
- A question was raised concerning what this study would do for accountability. Alyssa responded the study is looking to address a CDE need for a policy decision that's informed by prior data since we won't get PARCC data until much later this year. It was expressed that these cuts may serve to provide the basis for the utilization of additional measures.
- Concerns were discussed regarding who is participating in tests in districts, challenges associated with justifying tests to community members, the validity of obtained data, and how to better communicate with the community the purpose(s) of assessments.
- Possible future changes to the PARCC administration were mentioned by some TAP members. The group was informed that specific changes were to be announced and forthcoming from PARCC.

Public Comments & Action Items

Carol Eaton/Dan Jorgensen

- Dan will be sending out a poll to determine an upcoming meeting date during June or July.

Meeting Adjourned at noon