



**COLORADO**  
Department of Education

# Technical Advisory Panel May Meeting

**Accountability and Data Analysis**

May 19, 2016

# Meeting Agenda

- **Welcome, New Members Update, Vice-Chair Selection, Minutes Approval**
- **Update on 2015 Informational Reports**
- **Indicator Ratings/Cut-scores**
- **Request to Reconsider Considerations**
- **Performance Framework Considerations**
- **PARCC Growth Discussion**
- **Public Comment**

# Welcome

- Welcome
- New Members - Update
- Vice-Chair Selection
- Minutes Approval (3-24-16)





**COLORADO**  
Department of Education

# Update on 2015 Informational Reports (Template/Changes)


**Dan Jorgensen & Alyssa Pearson**  
**Accountability and Data Analysis**

May 19, 2016

# Status

- The reports were released May 6<sup>th</sup> to Accountability Contacts via Syncplicity.
- We are in the process of conducting trainings/feedback sessions with stakeholders. The obtained feedback will be used to further improve the reports.
- We have placed this item on the agenda to receive general feedback from TAP members.

# Feedback?

|  <b>COLORADO</b><br>Department of Education  |                                   | 2016 Spring Performance Informational Report |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
|---|-----------------------------------|--|--------------|------------------------------|-----------------------|----------------------|--------------|------------------------------|---------------------|-----------------------|-------------|----------------------|---------|-------|-------------|-----------------------------------|----------------------|-----------------|-------------|---------------|-----------|---------|----------------------|--------|----------------------|--------|-----------|-------------|-------|----------------------|-----------------|---------|-----------|-------|---|----------------------|------|----------------------|--------|-------|-------------|---|----------------------|-----------------|---------|-------|-------|---|----------------------|-----------------------------------|----------|-------|-------------|---|----------------------|
| 0880  | DENVER COUNTY 1                   | LEVEL: EMH 1-YEAR                            |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <b>Official Accreditation Rating</b>  |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <div style="border: 1px solid gray; padding: 5px; display: inline-block;">Ratings Not Assigned</div>  |                                   | *  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <b>Informational Report - Not for State Accountability</b>  |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned. The official percent of points earned is matched to the scoring guide to determine the accreditation category--Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet participation requirements (excluding parent-excuses) will reduce the overall accreditation category. Framework points are calculated using the percentage of points earned out of points eligible.  |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
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| Performance Indicator   | Pts Earned/Eligible               | % Pts Earned                                 | Rating       |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Academic Achievement  | 18 / 36                           | 50.0%  | Approaching  |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Academic Growth   | 4.5 / 6                           | 75.0%  | Meets        |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Postsecondary Workforce Readiness   | 8.5 / 18                          | 47.2%  | Approaching  |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Participation   | -                                 | -  | Meets 95%    |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <b>Assurances</b>   |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
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| Performance Indicators  | Pts Earned/Eligible               | % Pts Earned                                 | Rating       |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Finance   | -                                 | -  | Meets        |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Participation   | -                                 | -  | Meets 95%    |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Safety  | -                                 | -  | Meets        |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <b>Test Participation Rates</b>   |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
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| Subindicator  | Total Records                     | Parent Excuses                               | Valid Scores | Framework Participation Rate | Rating                |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| English Language Arts   | 49,116                            | 831  | 48,134       | 95.2%                        | Meets 95%             |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Math  | 50,201                            | 405  | 48,871       | 94.6%                        | Meets 95%             |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Science   | 12,409                            | 52   | 12,144       | 97.0%                        | Meets 95%             |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| COACT   | 4,403                             | 9  | 4,281        | 97.4%                        | Meets 95%             |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| <b>Accreditation Ratings by EMH Level</b>   |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| This table shows the ratings by performance indicator and grade level, the number of points earned relative to the number of points eligible, the percentage of points earned, and the rating.  |                                   |  |              |                              |                       |                      |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
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| EMH Level   | Performance Indicator             | Pts Earned/Eligible                          | % Pts Earned | Rating                       | Pts Earned/Eligible   | Rating               |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Elementary  | Academic Achievement              | 6 / 12                                       | 50.0%        | Approaching                  | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
|   | Academic Growth                   | 1.5 / 2                                      | 75.0%        | Meets                        | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| Middle  | Academic Achievement              | 6 / 12                                       | 50.0%        | Approaching                  | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
|   | Academic Growth                   | 1.5 / 2                                      | 75.0%        | Meets                        | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
| High  | Academic Achievement              | 6 / 12                                       | 50.0%        | Approaching                  | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
|   | Academic Growth                   | 1.5 / 2                                      | 75.0%        | Meets                        | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |
|   | Postsecondary Workforce Readiness | 8.5 / 18                                     | 47.2%        | Approaching                  | -                     | Ratings Not Assigned |              |                              |                     |                       |             |                      |         |       |             |                                   |                      |                 |             |               |           |         |                      |        |                      |        |           |             |       |                      |                 |         |           |       |   |                      |      |                      |        |       |             |   |                      |                 |         |       |       |   |                      |                                   |          |       |             |   |                      |





**COLORADO**  
Department of Education

# Indicator Ratings/Cut-scores: Graduation and Dropout Rate

**Alyssa Pearson & Marie Huchton**  
**Accountability and Data Analysis**

May 19, 2016

# Comparison of 1-year School Cut-scores

## “Best-of” 4,5,6,7-year Graduation Rate

| Rating      | Rationale                    | 2009-10 Rate | Rationale                   | 2013-14 Rate |
|-------------|------------------------------|--------------|-----------------------------|--------------|
| Approaching | USDE SIG requirement         | 65.0%        | 15 <sup>th</sup> Percentile | 81.5%        |
| Meets       | “on-time” grad goal for USDE | 80.0%        | 50 <sup>th</sup> Percentile | 93.9%        |
| Exceeds     |                              | 90.0%        | 85 <sup>th</sup> Percentile | 99.3%        |

## Dropout Rate

| Rating      | Rationale     | 2009-10 Rate | Rationale                   | 2013-14 Rate |
|-------------|---------------|--------------|-----------------------------|--------------|
| Approaching |               | 10.0%        | 15 <sup>th</sup> Percentile | 3.4%         |
| Meets       | State Average | 3.6%         | 50 <sup>th</sup> Percentile | 1.3%         |
| Exceeds     |               | 1.0%         | 85 <sup>th</sup> Percentile | 0.0%         |

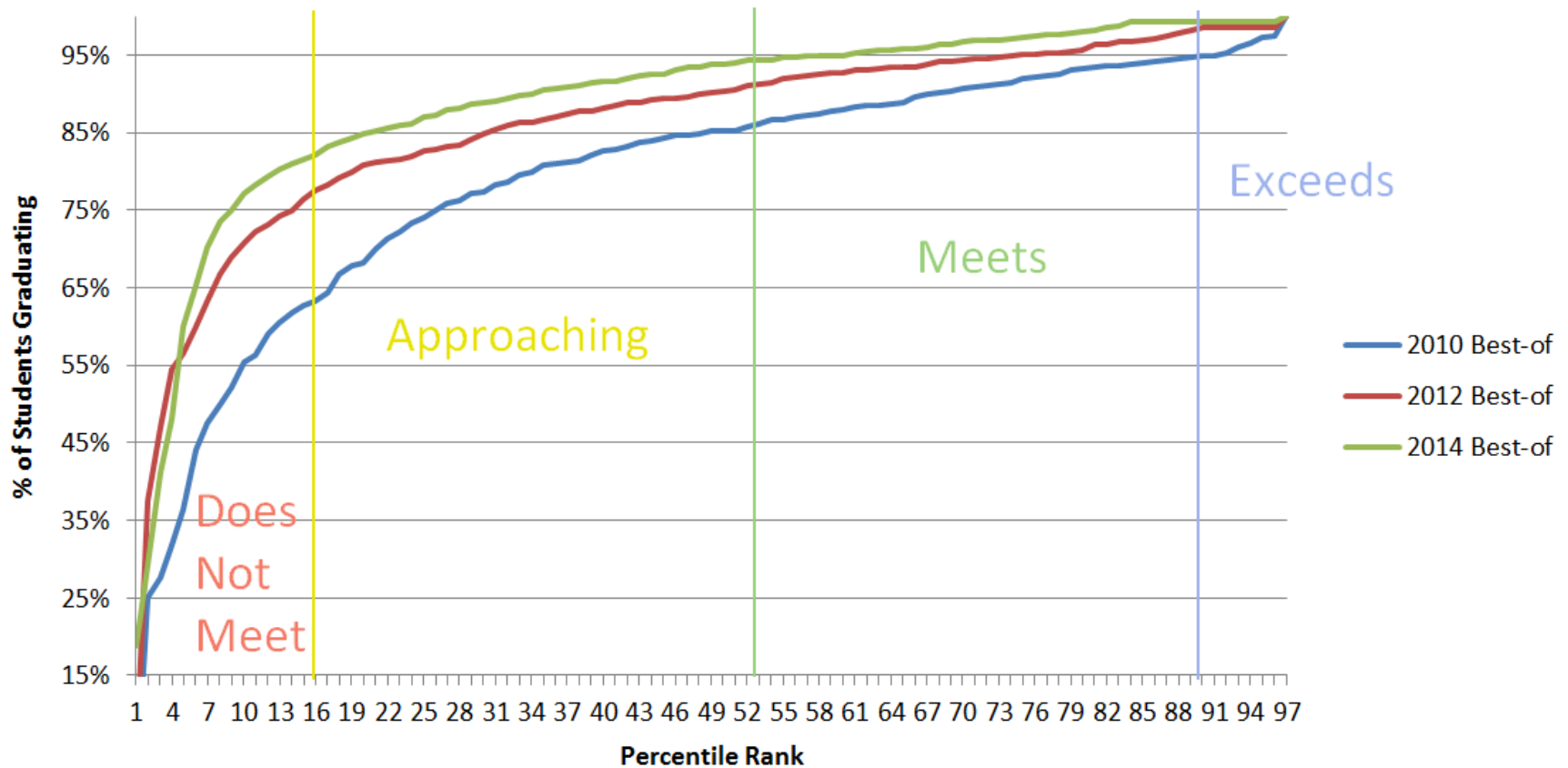




# Concerns with Targets

- **Initial feedback from the Spring 2015 Informational reports is that stakeholders are concerned by how much the graduation and dropout targets have increased compared to previous framework**
- **Contributing factors to the large shift:**
  - 2009-10 baselines were largely “criterion-referenced”
  - The 2009-10 Meets cut for dropout rate was calculated as a state mean and is significantly skewed/inflated by low performing outliers
  - Methodology for calculating dropout rate has changed
  - Significant improvement in both grad and dropout rates over time

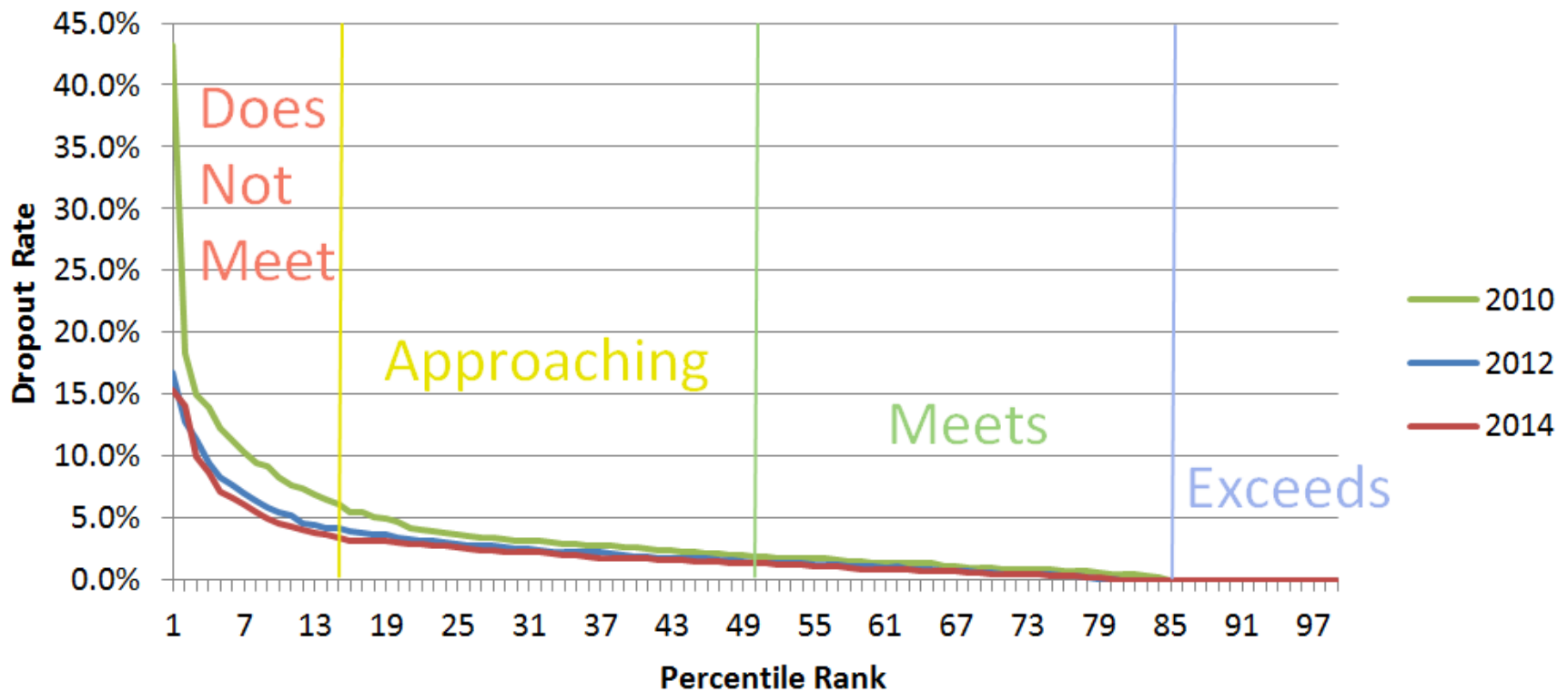
# Graduation Rates Over Time



| Percentile Rank | 2010  | 2012  | 2014  |
|-----------------|-------|-------|-------|
| 15              | 62.7% | 76.4% | 81.5% |
| 50              | 85.3% | 90.3% | 93.9% |
| 85              | 94.0% | 97.0% | 99.3% |



# Dropout Rates Over Time



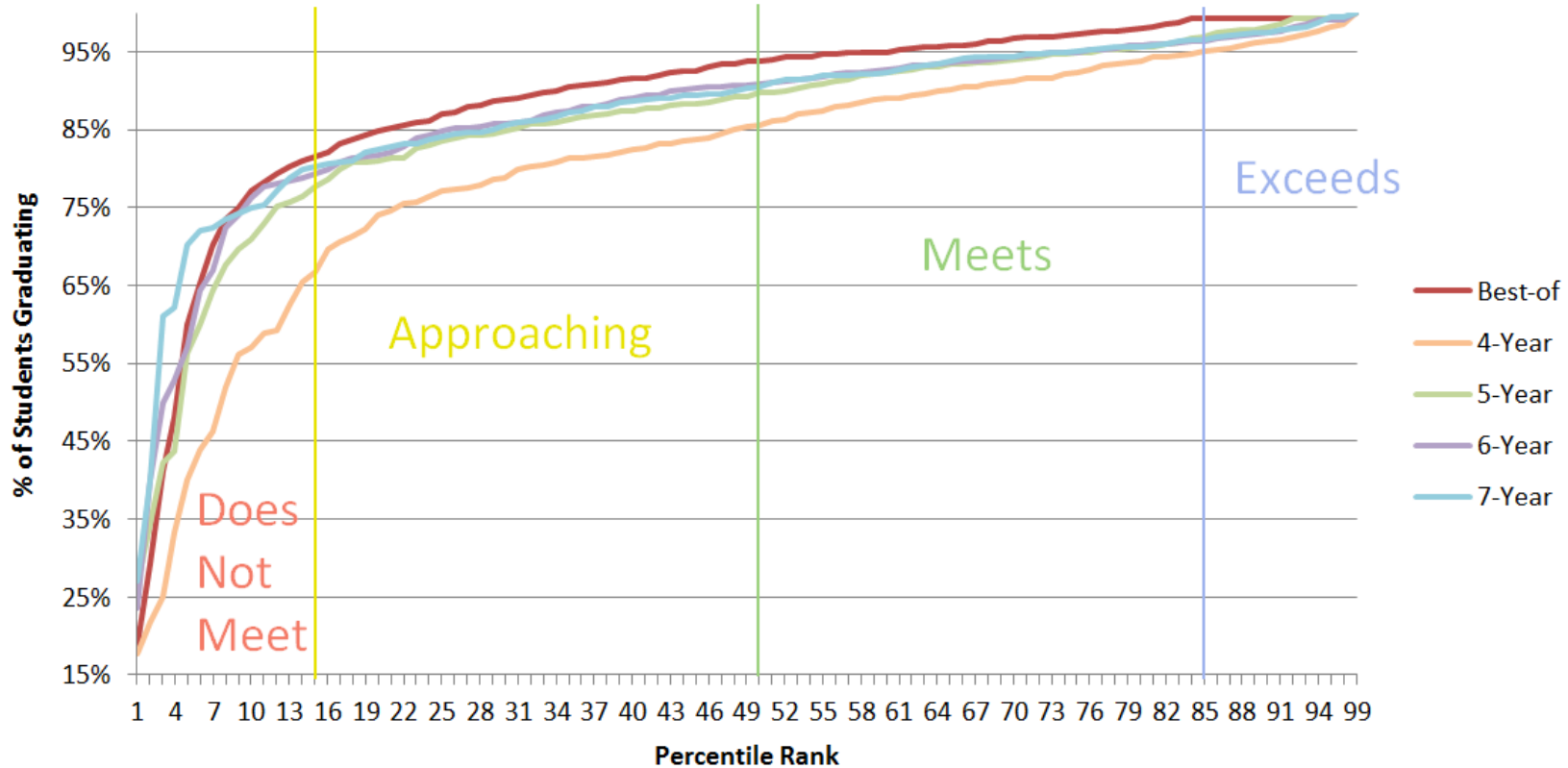
| Percentile Rank | 2010 | 2012 | 2014 |
|-----------------|------|------|------|
| 15              | 6.1% | 4.2% | 3.4% |
| 50              | 1.9% | 1.4% | 1.3% |
| 85              | 0.3% | 0.0% | 0.0% |

# Distribution of Ratings Over Time

| School 1-Year Ratings                 |                   |               | 2010  |         | 2014  |         |
|---------------------------------------|-------------------|---------------|-------|---------|-------|---------|
|                                       |                   |               | Count | Percent | Count | Percent |
| Postsecondary and Workforce Readiness | Dropout Rate      | Exceeds       | 123   | 33.8%   | 72    | 19.1%   |
|                                       |                   | Meets         | 147   | 40.4%   | 120   | 31.8%   |
|                                       |                   | Approaching   | 67    | 18.4%   | 130   | 34.5%   |
|                                       |                   | Does Not Meet | 27    | 7.4%    | 55    | 14.6%   |
|                                       | Best of Grad Rate | Exceeds       | 100   | 33.0%   | 50    | 15.5%   |
|                                       |                   | Meets         | 101   | 33.3%   | 113   | 35.1%   |
|                                       |                   | Approaching   | 48    | 15.8%   | 112   | 34.8%   |
|                                       |                   | Does Not Meet | 54    | 17.8%   | 47    | 14.6%   |

- Using criterion-referenced targets in 2010 for PWR, resulted in a much more top-heavy distribution than the other framework indicators.

# Best-of vs. 4,5,6,7 Year Rates



| Percentile Rank | "Best of" Grad Rate | 4-Year | 5-Year | 6-Year | 7-Year |
|-----------------|---------------------|--------|--------|--------|--------|
| 15              | 81.5%               | 66.8%  | 77.8%  | 79.3%  | 80.3%  |
| 50              | 93.9%               | 85.5%  | 89.8%  | 90.9%  | 90.6%  |
| 85              | 99.3%               | 95.1%  | 97.0%  | 96.4%  | 96.6%  |

# Potential Solutions

- Continue with re-baselined 15-50-85 targets and work to communicate revised expectations to stakeholders
- Apply 2013-14 district targets to all schools (would be inconsistent with other indicators)
- Modify grad and/or dropout targets to values in-between the 2010 and 2014 rates (with possibility of incrementally increasing targets in future years)
- Instead of using “Best-of” grad rate, use 4-year rate and associated 4-year targets for points on performance frameworks (would align with ESSA requirement to use on-time grad rate)
- Some other solution?



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# Request to Reconsider Considerations

**Jessica Knevals**  
**Accountability and Data Analysis**

May 19, 2016

# 2016 Request to Reconsider

- **Body of Evidence**
  - Achievement: Social Studies results
  - PWR: PSAT results, other matriculation information
  - Other local data
- **Participation Rates**
  - Parent Refusals
  - Not enough data due to low participation
- **Calculation Error**
- **Impact of Alternative Education Campuses on the District Performance Framework rating**
- **Districts with a single school**
- **Districts with a closed school**
- **Test Type: Paper or Online**
- **Targets and Weighting Changes**





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# Performance Framework Considerations

**Marie Huchton**  
**Accountability and Data Analysis**

May 19, 2016

# How many years of data should be included for Fall 2016?

- **Data available for the fall frameworks span inconsistent timeframes:**
  - Achievement Indicator
    - 2 years CMAS PARCC ELA and Math
    - 3 years CMAS Science
  - Growth Indicator
    - 1 year CMAS PARCC ELA and Math Growth
    - 3 years WIDA ACCESS English Language Proficiency Growth
  - Postsecondary & Workforce Readiness
    - 3 years CO ACT
    - 3 years Graduation Rate
    - 3 years Dropout Rate
    - 1 year Matriculation Rate

## Fall 2016 Framework

### Option 1: Include Only 1-year of Data

- CDE could publish a single school/district framework including only 1 year of data across all indicators (including those with multiple years available)
- Prior year achievement, ELP growth, and PWR data could be submitted as part of a request to reconsider
- **Possible Pros:**
  - Would not include first transitional year of PARCC scale scores
  - Single report for each school/district
  - Consistent across all measures
- **Possible Cons:**
  - Large number of small schools and districts would not receive ratings because they did not meet minimum N-count requirements
  - Additional years of data are available and not being utilized



## Fall 2016 Framework

Option 2:  
Include Up to 3-  
Years of  
Available Data

- CDE could publish 1-year and 3-year school/district frameworks (3-year version would include all data available up to 3-years prior)
- Would need method for choosing between 1 and 3-year ratings as “official”
- **Possible Pros:**
  - Small schools (especially high schools) and districts would be more likely to meet minimum N-count and receive ratings
  - All available data are being utilized
- **Possible Cons:**
  - Multiple reports per school: 1-year version and 3-year version
  - Inconsistent interpretations across measures and indicators with different time spans on 3-year report

# Fall 2016 Framework

- **What is the TAP's recommendation on how many years of data to include in the Fall 2016 performance frameworks?**

# Including Alternate Assessment Results in the Frameworks

- From 2010-2014, the performance frameworks included both traditional (CSAP and TCAP) and alternate (CSAP-A) assessment results in the Achievement indicator calculations
- The 2015 Spring Informational reports included only the traditional CMAS PARCC ELA and Math results in the Achievement indicator calculations.
- CDE needs to figure out how to integrate CoAlt DLM ELA and Math results into the Fall 2016 frameworks.

# Challenges to Integration

- Due to privacy concerns, the framework Achievement sub-indicators have shifted from using percent at benchmark to mean scale score
- CoAlt DLM does not produce student scale scores. Results are 4 Performance Levels on 4 Complexity Bands
- If we try to have a standalone CoAlt DLM Achievement sub-indicator virtually no schools or districts will meet the minimum N requirement and we will still have issues with PII
- Excluding CoAlt DLM results from Achievement would likely violate state and federal statute and send the wrong message about our state values for students with disabilities

# Simplest Solution

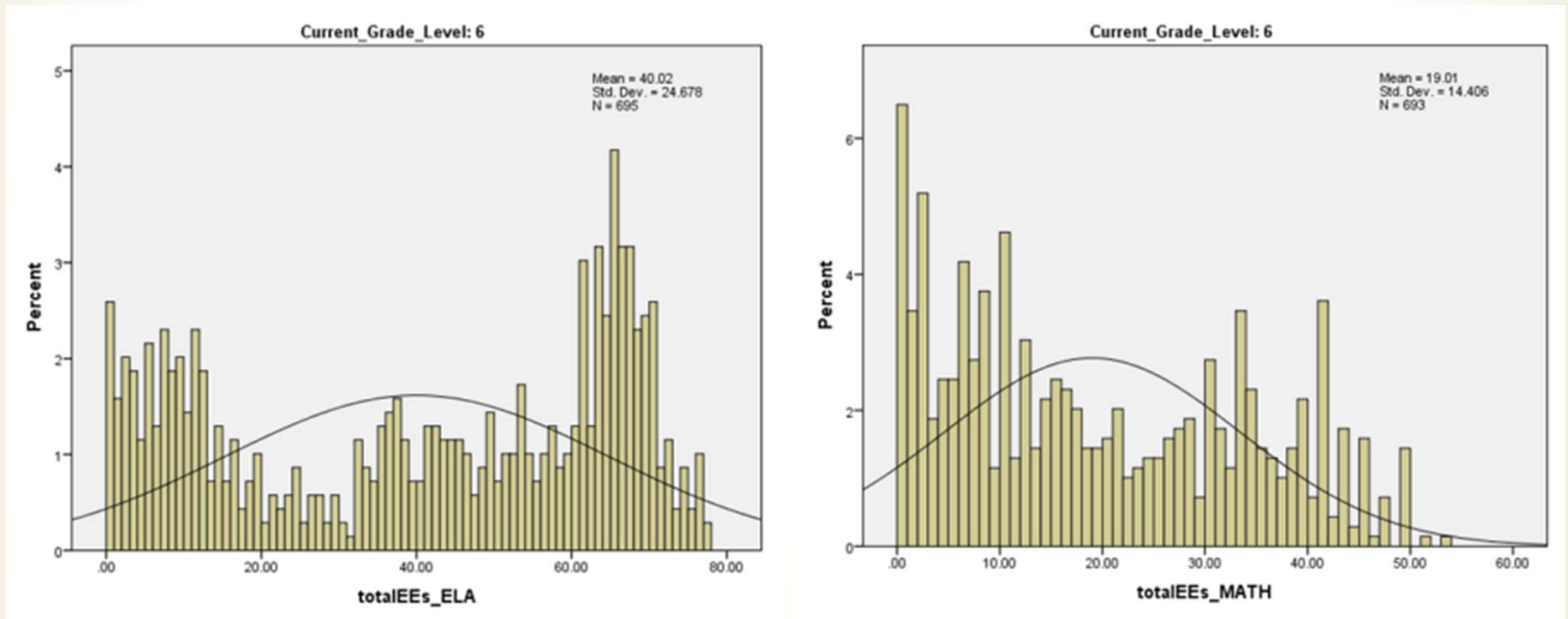
- Assign all students within a CoAlt DLM performance level the median scale score in the corresponding CMAS PARCC proficiency level
- Include these derived CoAlt DLM scale scores in the achievement mean scale score calculations
- Biggest drawback would be almost all student variation on CoAlt DLM lost during transformation



# Proposal to Use Essential Elements

- Instead of traditional “test items”, CoAlt DLM is built on Essential Elements (EEs) upon which students can demonstrate varying levels of mastery (5 point scale)
- If you add up the total EEs mastered, the result is pretty similar to a raw-score and provides a more fine-grained method for differentiating between student levels of performance
- Between 40 and 80 points are available for each grade/content area

# Essential Elements Mastered as Raw Score Distribution



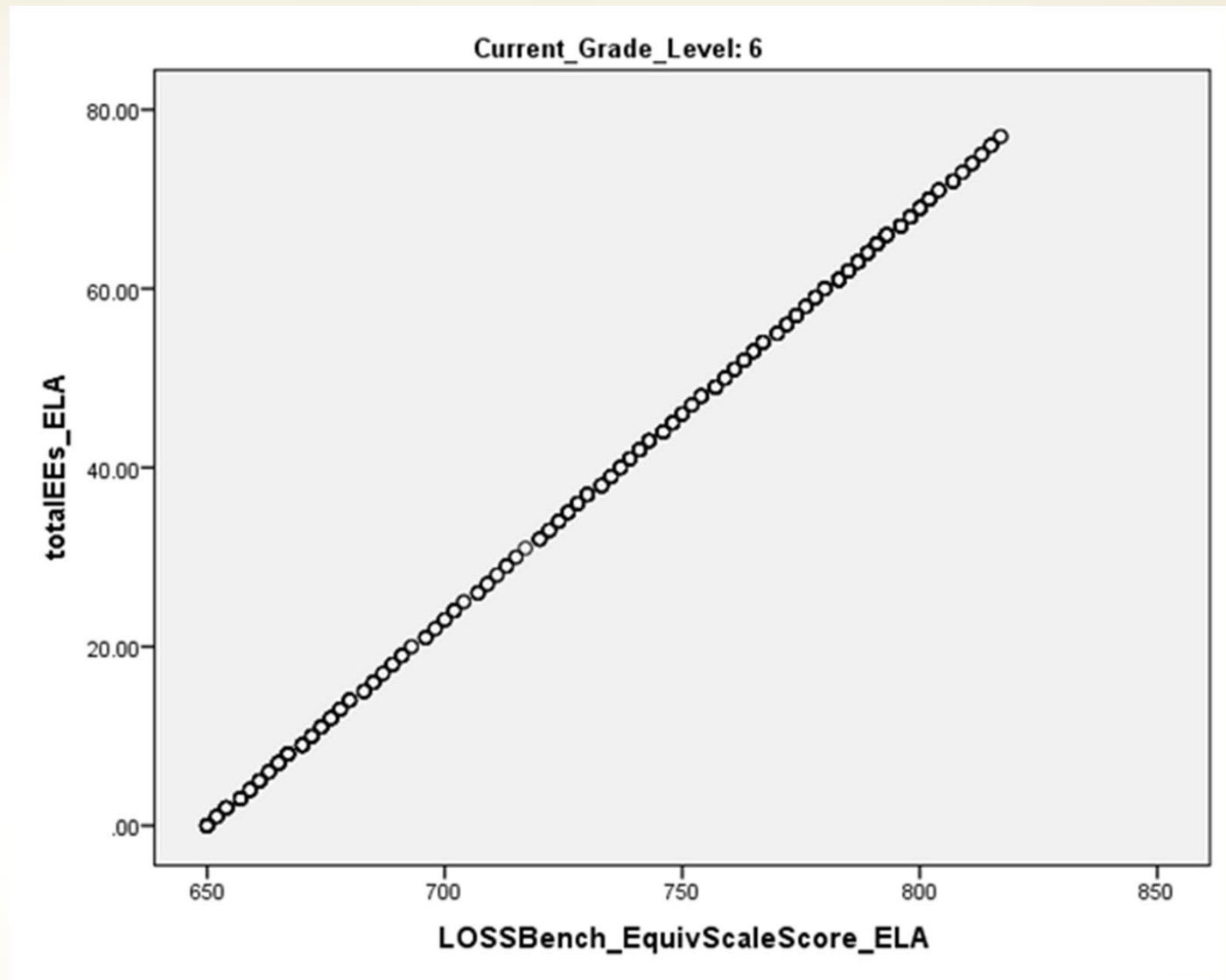
Note that CoAlt DLM EE results are not normally distributed, all grades and contents tend to have either uniform or bimodal distributions

# Equating EEs to the PARCC Scale

- The CMAS PARCC scale runs from 650 to 850, with the ‘on-track to be college and career ready’ benchmark at 750 (Level 4) for all grades and content areas.
- The equivalent Level 3 “on-track” to benchmark cut-scores for CoAlt DLM were set by grade and content area based on the number of EEs mastered.
- Simple linear-equating can transform the CoAlt DLM EE raw-score metric onto the CMAS PARCC scale. Anchoring using the LOSS and “on-track” benchmark cuts-scores ensure that the key performance level expectations are maintained.

## Relationship of Raw-scores to Scale-scores

ELA results tend not to completely fill out the CMAS PARCC scale while Math results show some build up at the HOSS



|         |                                       |         | CoAlt DLM Performance Level ELA |       |       |       |       |       |       |       |
|---------|---------------------------------------|---------|---------------------------------|-------|-------|-------|-------|-------|-------|-------|
|         |                                       |         | 1                               |       | 2     |       | 3     |       | 4     |       |
|         |                                       |         | Count                           | N %   | Count | N %   | Count | N %   | Count | N %   |
| Grade 3 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 204                             | 34.2% |       |       |       |       |       |       |
|         |                                       | Level 2 | 109                             | 18.3% | 12    | 2.0%  |       |       |       |       |
|         |                                       | Level 3 |                                 |       | 89    | 14.9% |       |       |       |       |
|         |                                       | Level 4 |                                 |       |       |       | 173   | 29.0% | 10    | 1.7%  |
| Grade 4 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 232                             | 37.2% |       |       |       |       |       |       |
|         |                                       | Level 2 | 58                              | 9.3%  | 22    | 3.5%  |       |       |       |       |
|         |                                       | Level 3 |                                 |       | 83    | 13.3% |       |       |       |       |
|         |                                       | Level 4 |                                 |       |       |       | 208   | 33.4% | 17    | 2.7%  |
|         |                                       | Level 5 |                                 |       |       |       |       |       | 3     | .5%   |
| Grade 5 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 235                             | 33.7% |       |       |       |       |       |       |
|         |                                       | Level 2 | 53                              | 7.6%  | 26    | 3.7%  |       |       |       |       |
|         |                                       | Level 3 |                                 |       | 94    | 13.5% |       |       |       |       |
|         |                                       | Level 4 |                                 |       |       |       | 224   | 32.1% | 31    | 4.4%  |
|         |                                       | Level 5 |                                 |       |       |       |       |       | 34    | 4.9%  |
| Grade 6 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 221                             | 31.8% |       |       |       |       |       |       |
|         |                                       | Level 2 | 16                              | 2.3%  | 32    | 4.6%  |       |       |       |       |
|         |                                       | Level 3 |                                 |       | 90    | 12.9% |       |       |       |       |
|         |                                       | Level 4 |                                 |       |       |       | 177   | 25.5% |       |       |
|         |                                       | Level 5 |                                 |       |       |       |       |       | 159   | 22.9% |
| Grade 7 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 192                             | 30.1% |       |       |       |       |       |       |
|         |                                       | Level 2 | 6                               | .9%   | 42    | 6.6%  |       |       |       |       |
|         |                                       | Level 3 |                                 |       | 66    | 10.3% |       |       |       |       |
|         |                                       | Level 4 |                                 |       |       |       | 114   | 17.9% |       |       |
|         |                                       | Level 5 |                                 |       |       |       | 46    | 7.2%  | 172   | 27.0% |

Alignment of Performance Levels Between CoAlt DLM and Equated EE to CMAS PARCC Metric



|          |                                       |         | CoAlt DLM Performance Level ELA |       |       |       |       |       |       |       |
|----------|---------------------------------------|---------|---------------------------------|-------|-------|-------|-------|-------|-------|-------|
|          |                                       |         | 1                               |       | 2     |       | 3     |       | 4     |       |
|          |                                       |         | Count                           | N %   | Count | N %   | Count | N %   | Count | N %   |
| Grade 8  | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 186                             | 30.0% | 5     | .8%   |       |       |       |       |
|          |                                       | Level 2 |                                 |       | 43    | 6.9%  |       |       |       |       |
|          |                                       | Level 3 |                                 |       | 59    | 9.5%  |       |       |       |       |
|          |                                       | Level 4 |                                 |       |       |       | 155   | 25.0% |       |       |
|          |                                       | Level 5 |                                 |       |       |       | 40    | 6.5%  | 131   | 21.2% |
| Grade 9  | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 184                             | 32.0% | 21    | 3.7%  |       |       |       |       |
|          |                                       | Level 2 |                                 |       | 49    | 8.5%  |       |       |       |       |
|          |                                       | Level 3 |                                 |       | 71    | 12.3% |       |       |       |       |
|          |                                       | Level 4 |                                 |       |       |       | 196   | 34.1% |       |       |
|          |                                       | Level 5 |                                 |       |       |       |       |       | 54    | 9.4%  |
| Grade 10 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 168                             | 33.0% | 22    | 4.3%  |       |       |       |       |
|          |                                       | Level 2 |                                 |       | 46    | 9.0%  |       |       |       |       |
|          |                                       | Level 3 |                                 |       | 55    | 10.8% |       |       |       |       |
|          |                                       | Level 4 |                                 |       |       |       | 151   | 29.7% |       |       |
|          |                                       | Level 5 |                                 |       |       |       | 31    | 6.1%  | 36    | 7.1%  |
| Grade 11 | CMAS<br>PARCC<br>Performance<br>Level | Level 1 | 158                             | 30.4% | 24    | 4.6%  |       |       |       |       |
|          |                                       | Level 2 |                                 |       | 36    | 6.9%  |       |       |       |       |
|          |                                       | Level 3 |                                 |       | 57    | 11.0% |       |       |       |       |
|          |                                       | Level 4 |                                 |       |       |       | 160   | 30.8% |       |       |
|          |                                       | Level 5 |                                 |       |       |       | 32    | 6.2%  | 52    | 10.0% |

## Alignment of Performance Levels Between CoAlt DLM and Equated EE to CMAS PARCC Metric

What should we do about grades 10 and 11, since the CoAlt DLM results are serving as alternate assessments for PSAT and ACT/SAT?

# Integrating CoAlt DLM

- What is the TAP's recommendation for incorporating the alternate assessment results into the Fall 2016 frameworks?



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# PARCC Growth Discussion (paper/online)

**Marie Huchton**  
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May 19, 2016



# Test Mode Differences

- **The comparability of CMAS PARCC scores for students taking the assessment via paper/pencil versus those taking the test online for 2014-15 results was previously discussed with the TAP:**
  - Other states found the most significant paper/online mode differences in ELA. In 2014-15, Colorado allowed only students needing an accommodation to take the ELA test on paper in grades 4-11, so only a small number of students could have been affected.
  - Analyses of PARCC Math results indicate that Colorado students taking the paper version of the assessment did earn slightly higher scale scores.
  - This seems to be a bit magnified by the growth model.

# Test Mode Differences

- Since state statute required all assessments to have a paper/pencil option for 2015-16, we will have to see how many schools choose paper assessments and what the impact winds up being on CMAS PARCC score results.
- What analyses would the TAP recommend CDE conduct to ensure the 2015-16 online and paper results are comparable and can be used to calculate growth?
- How should 2014-15 paper test takers be incorporated (or not) into the 2015-16 growth calculations? (Note there were approximately 31,000 paper test records in 2014-15 generally concentrated within certain schools/districts)