



COLORADO
Department of Education

Technical Advisory Panel Meeting

November 18, 2021

Welcome & Introductions

- **Welcome!**
 - The purpose of the TAP is to provide non-binding technical recommendations to CDE regarding the Colorado Growth Model, state accountability, and other topics as needed.
- **Meeting Logistics:**
 - Non-members please add your Name/Affiliation to the chat box.
 - Everyone please mute your sound.
 - We ask all non-TAP members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.



- **WIDA ACCESS On Track Growth and the 6-year Countdown Clock – Marie Huchton**
 - Discussion and Informal TAP feedback
- **Accountability Audit Update- Lisa Medler**
 - Information Item
- **2022 Accountability Planning – Lisa Medler & Marie Huchton**
 - Discussion and Informal TAP feedback

WIDA ACCESS On Track Growth and the 6-year Countdown Clock

Marie Huchton

Discussion and Informal Feedback

Metrics for English Language Acquisition



Achievement

Student scale scores, performance levels, and attainment of English language proficiency and redesignation eligibility



Growth

Students making progress in attaining English language proficiency



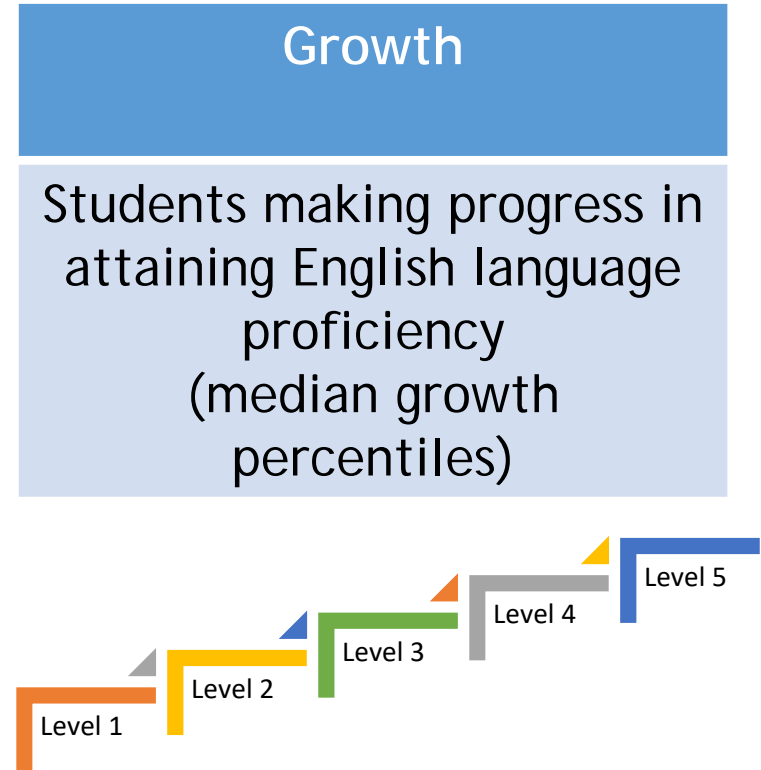
Growth To Standards (On-Track Measure)

Students making enough progress to attain English language proficiency in the designated time period



Growth in English Language Proficiency

- Measure of the relative growth students are making on the WIDA ACCESS 2.0 assessment, compared to students with similar language proficiency histories
- Cohort-referenced growth contributed to 2019 performance frameworks and ESSA identifications
- Both cohort- and baseline-referenced 2021 growth results provided to districts for informational purposes
- Baseline-referenced 2021 results publicly released for informational purposes

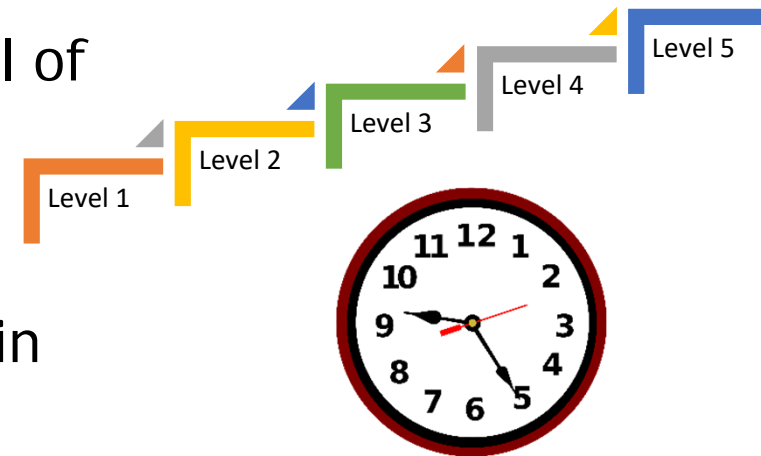


Progress in Attaining English Language Proficiency

Growth To Standard (On Track Measure)

Students making enough progress to attain English language proficiency in the designated time period

- Determine what is “enough growth” for a student to reach language proficiency within allotted timeframe (also known as adequate growth)
- Adequate growth needed to reach next level of language proficiency is compared to actual growth percentile, and student flagged as on or off track
- Aggregated ELP On Track measure included in 2019 performance frameworks and ESSA identifications



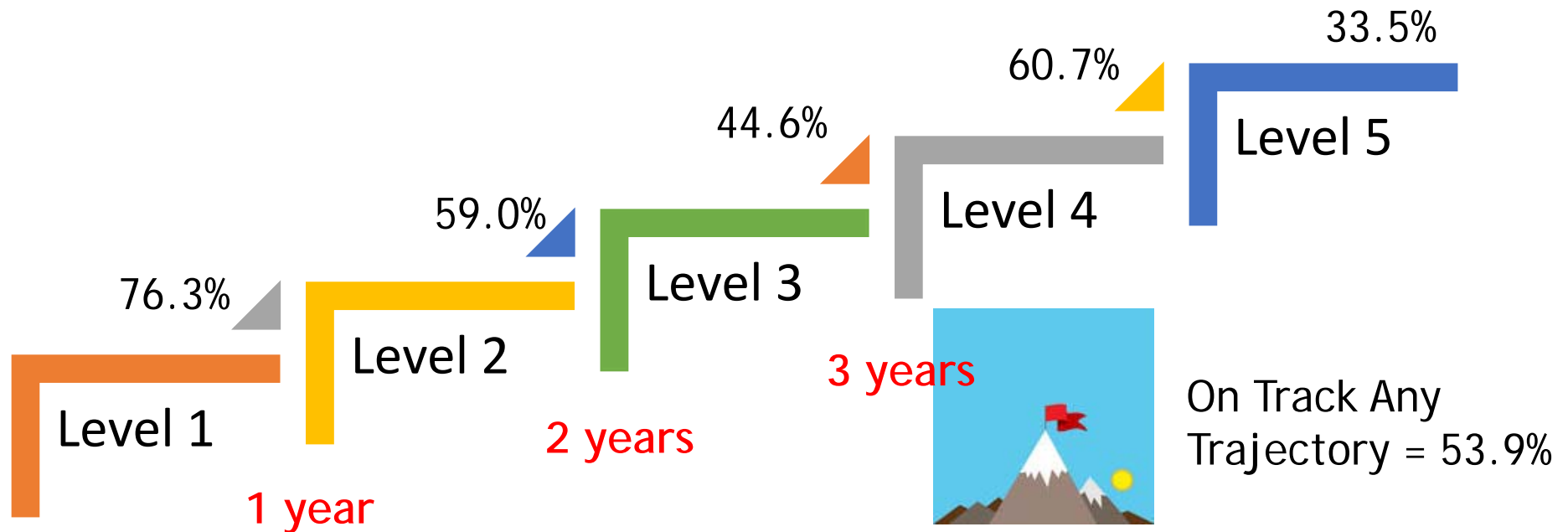
Stepping-Stone Trajectories for Attaining English Language Proficiency

Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 Year	6-year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 Years	
Level 3 increasing to Level 4+	3 Years	
Level 4 staying at Level 4+	1 Year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 Year	

2017 WIDA ACCESS 2.0 proficiency level used as baseline to set English-acquisition timelines for all ELs in program at the time and to determine whether they are on or off-track to meet their proficiency targets.

For ELs new to Colorado since 2017, their initial ACCESS performance has been used to establish a projected English-acquisition timeline and to determine whether they are on or off-track to meet their proficiency targets.

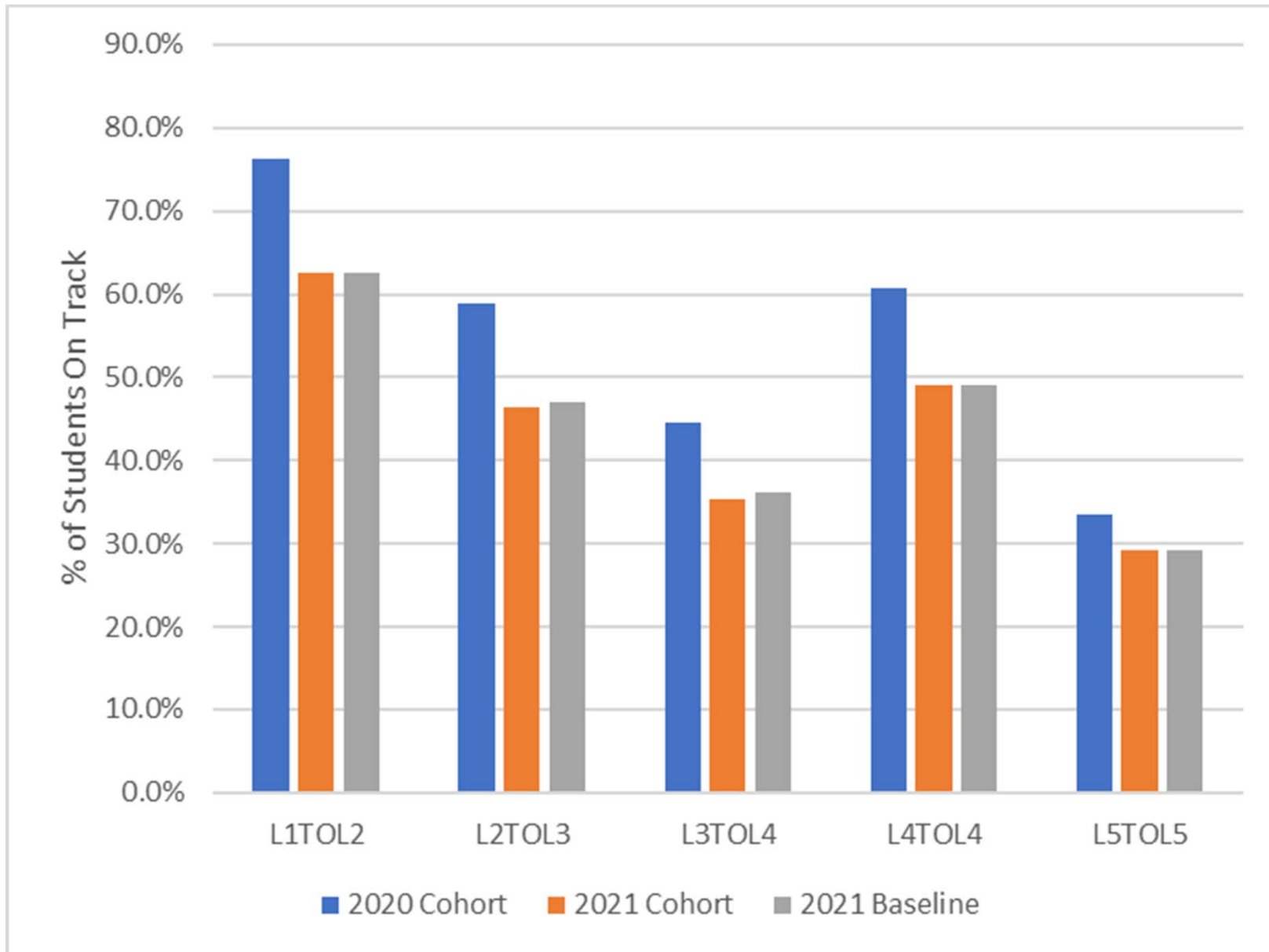
Percent of Students On Track – 2020 Cohort-referenced



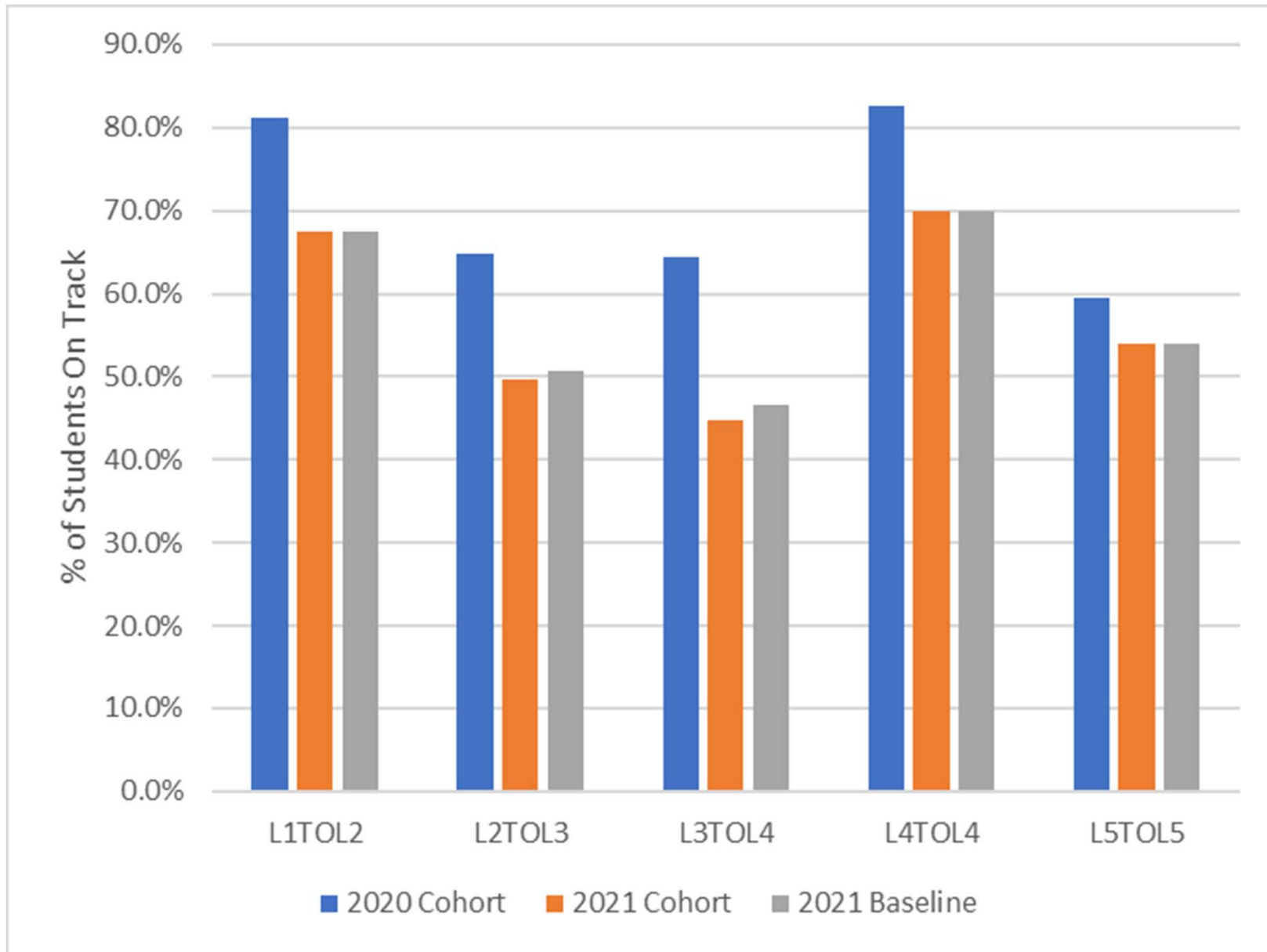
	L1 to L2+ in 1 yr	L2 to L3+ in 2 yrs	L3 to L4+ in 3 yrs	L4 & Stay L4+ in 1 yr	L5 & Stay L5+ in 1 yr	On Track Any Trajectory
Elementary	81.1%	64.9%	64.3%	82.5%	59.6%	70.2%
Middle	56.2%	45.7%	17.4%	42.2%	10.2%	31.0%
High	41.2%	35.6%	16.4%	46.8%	24.4%	28.5%



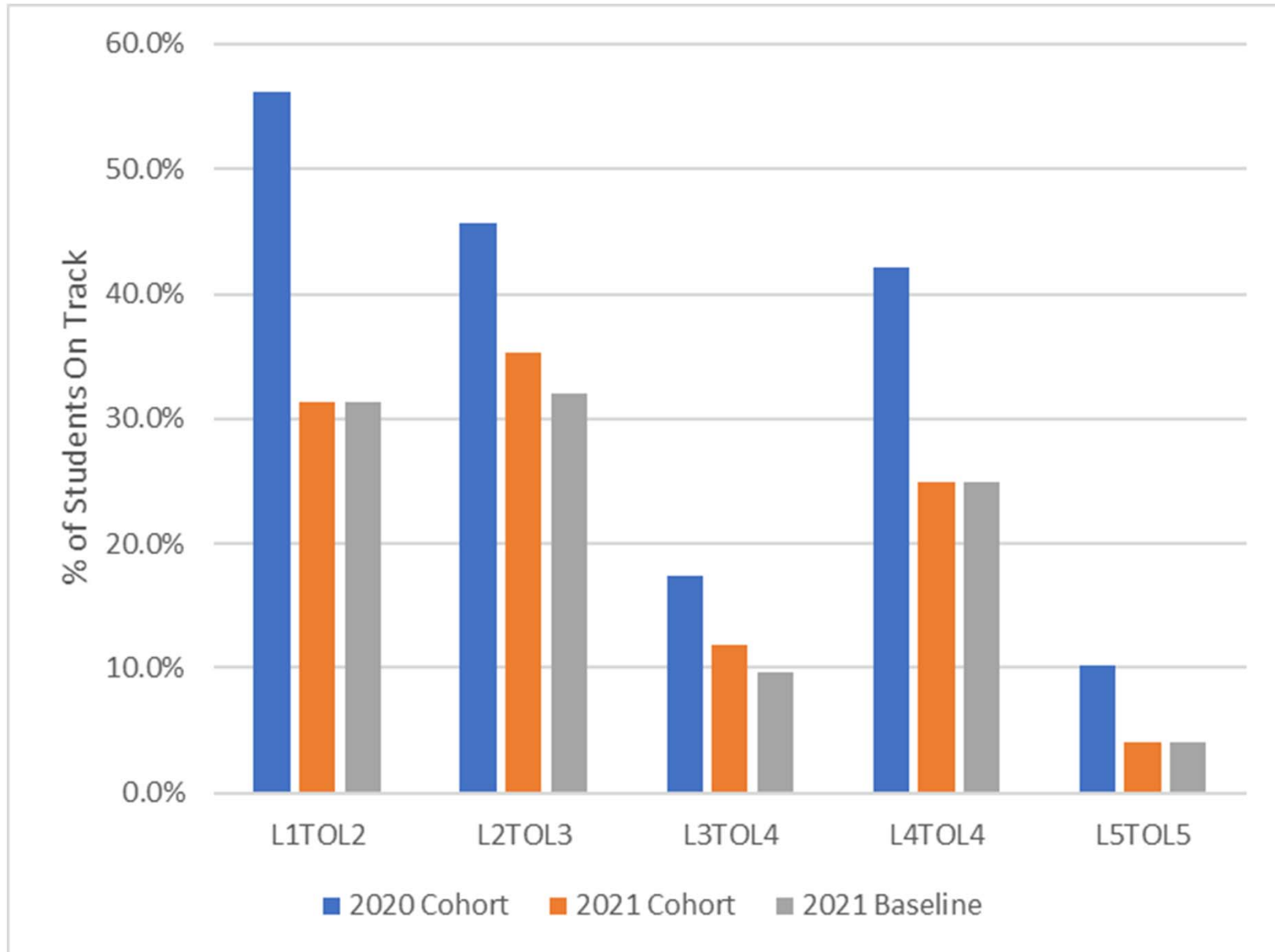
Percent of Students On Track by Year and Referenced Norming Group— All Grades



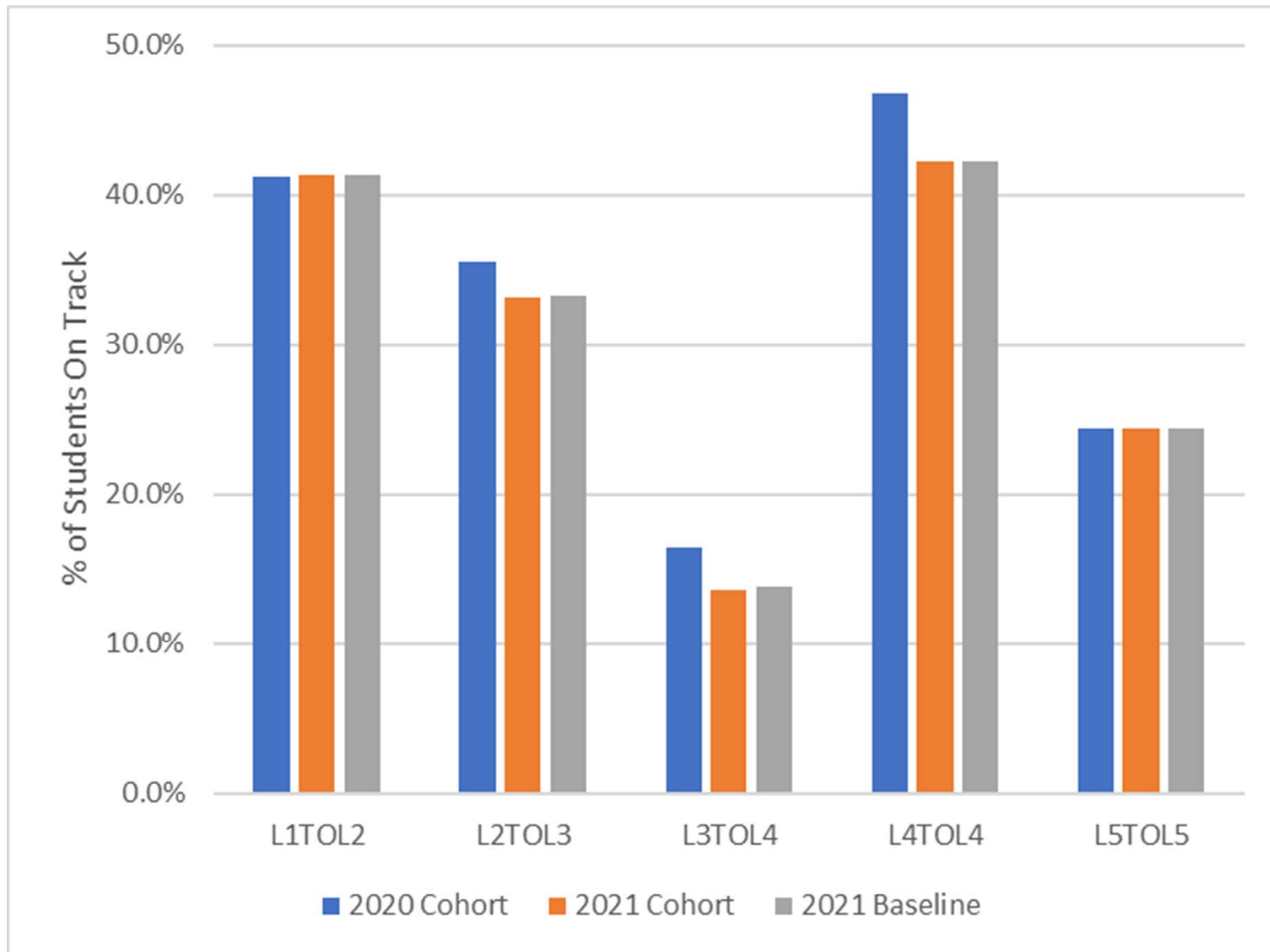
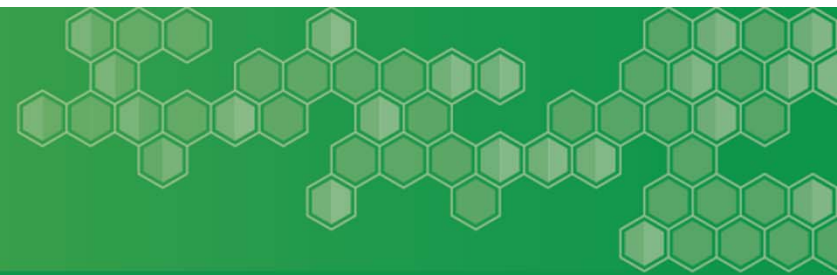
Percent of Students On Track by Year and Referenced Norming Group— Elementary



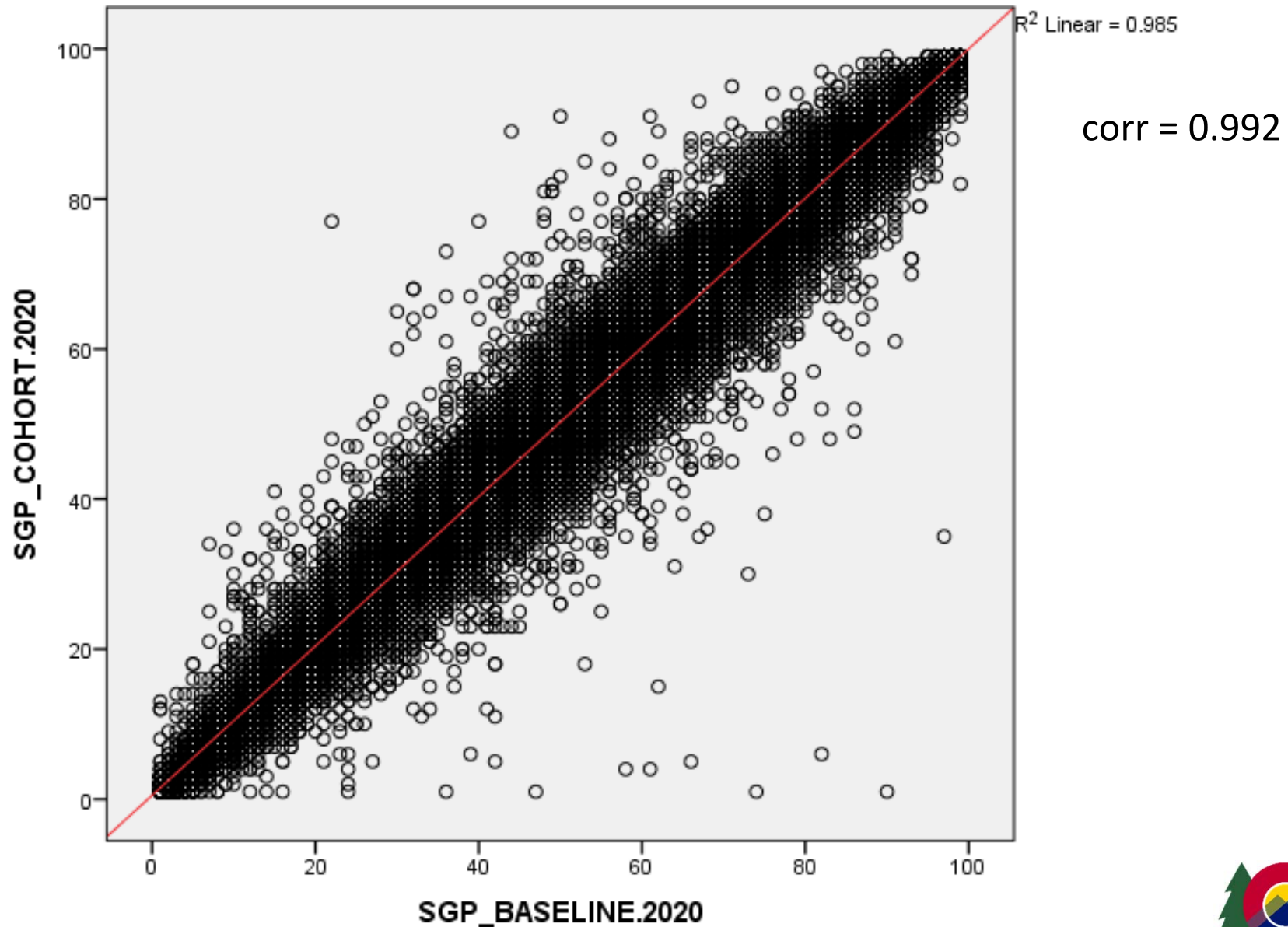
Percent of Students On Track by Year and Referenced Norming Group– Middle



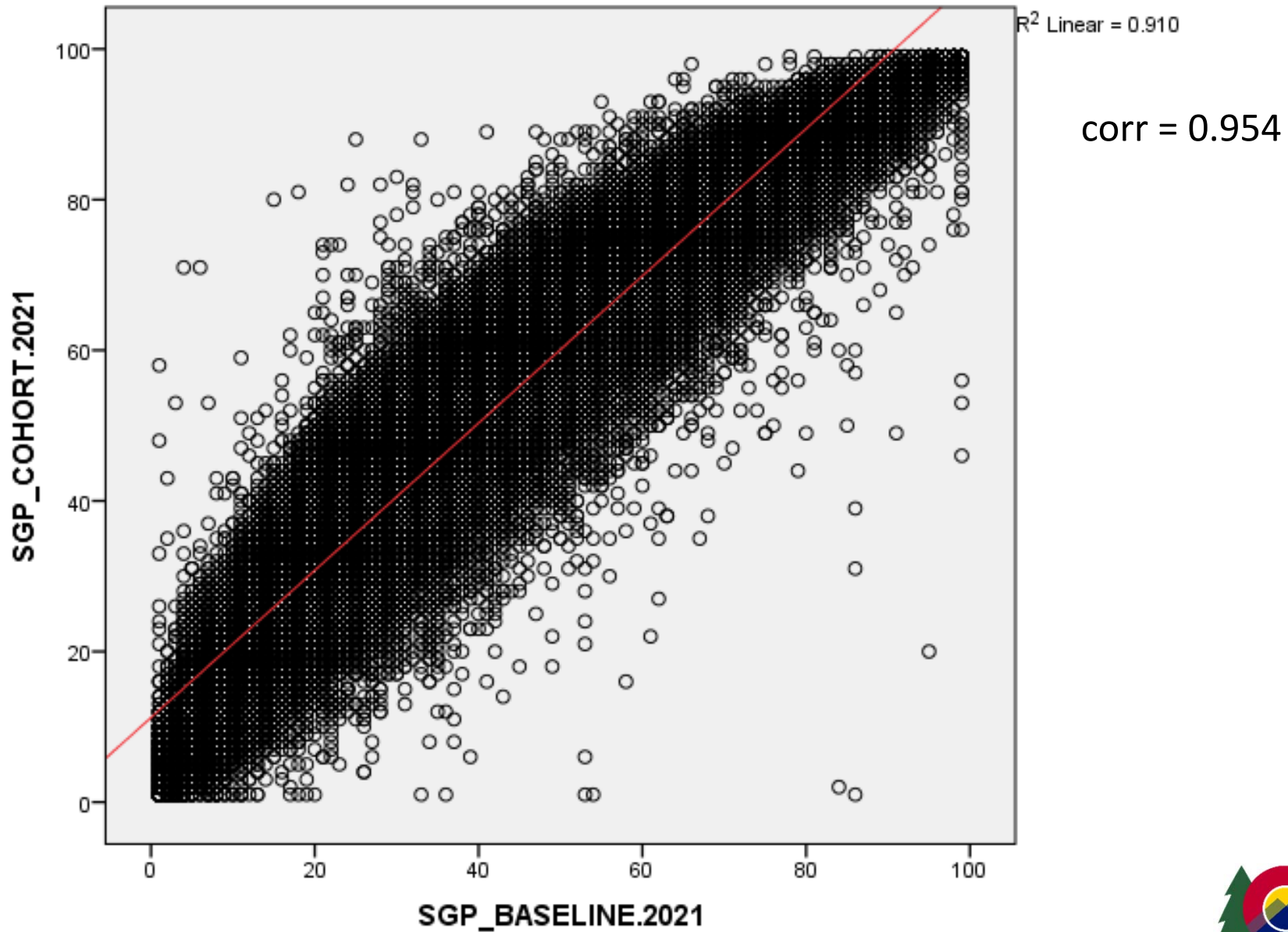
Percent of Students On Track by Year and Referenced Norming Group– High



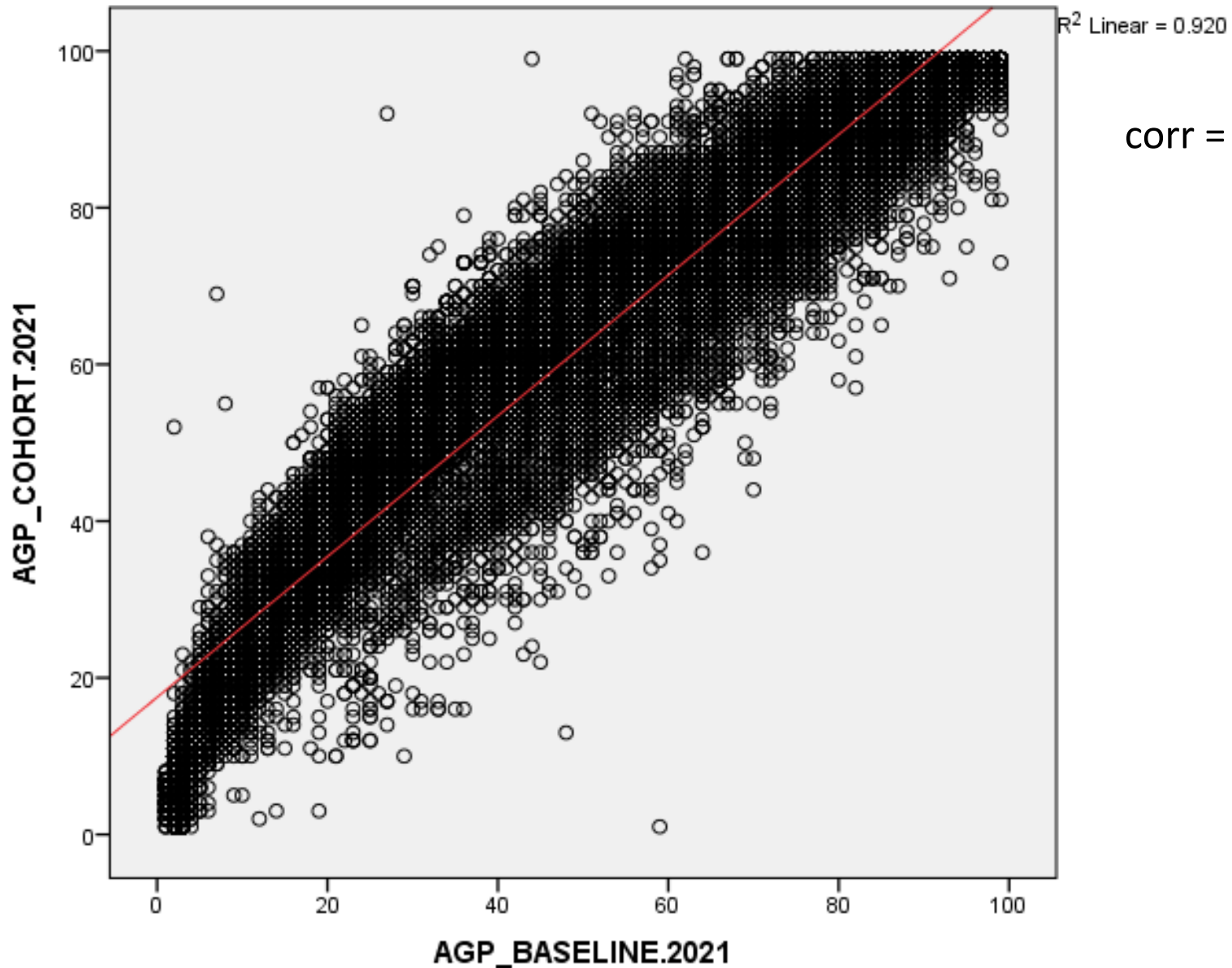
Comparison of 2020 Baseline- and Cohort-referenced SGPs – All Grades



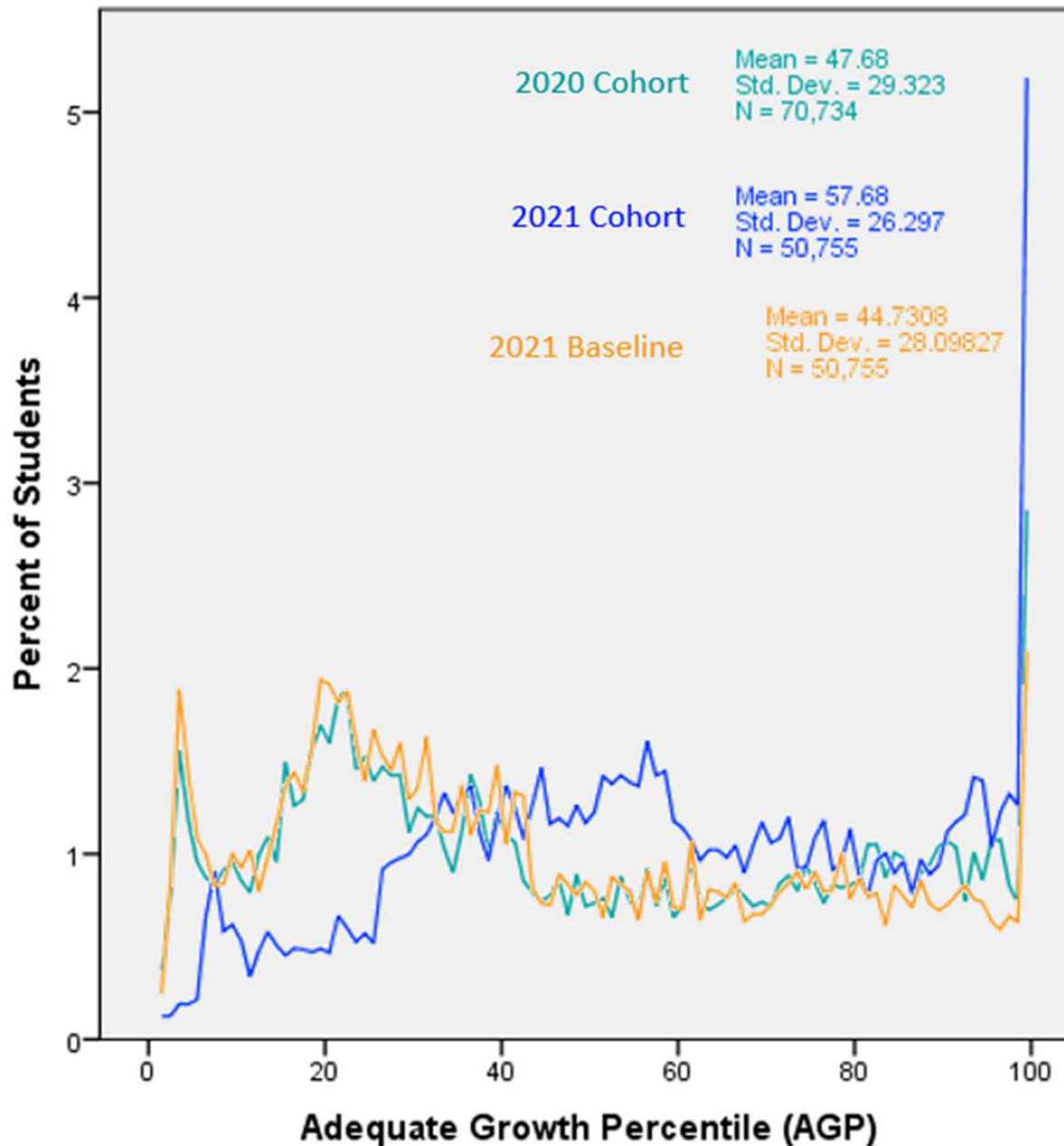
Comparison of 2021 Baseline- and Cohort-referenced SGPs – All Grades



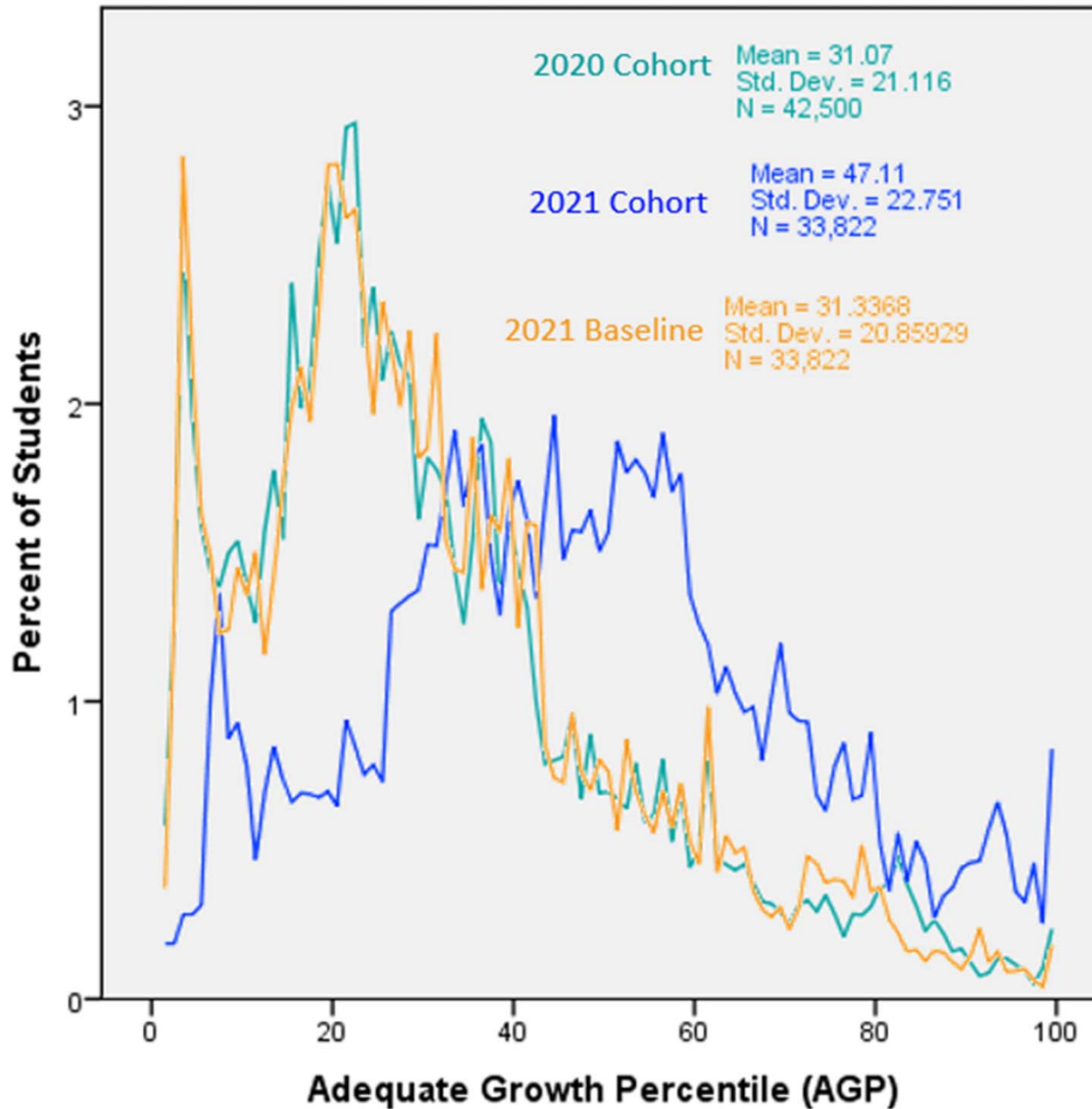
Comparison of 2021 Baseline- and Cohort-referenced AGPs – All Grades



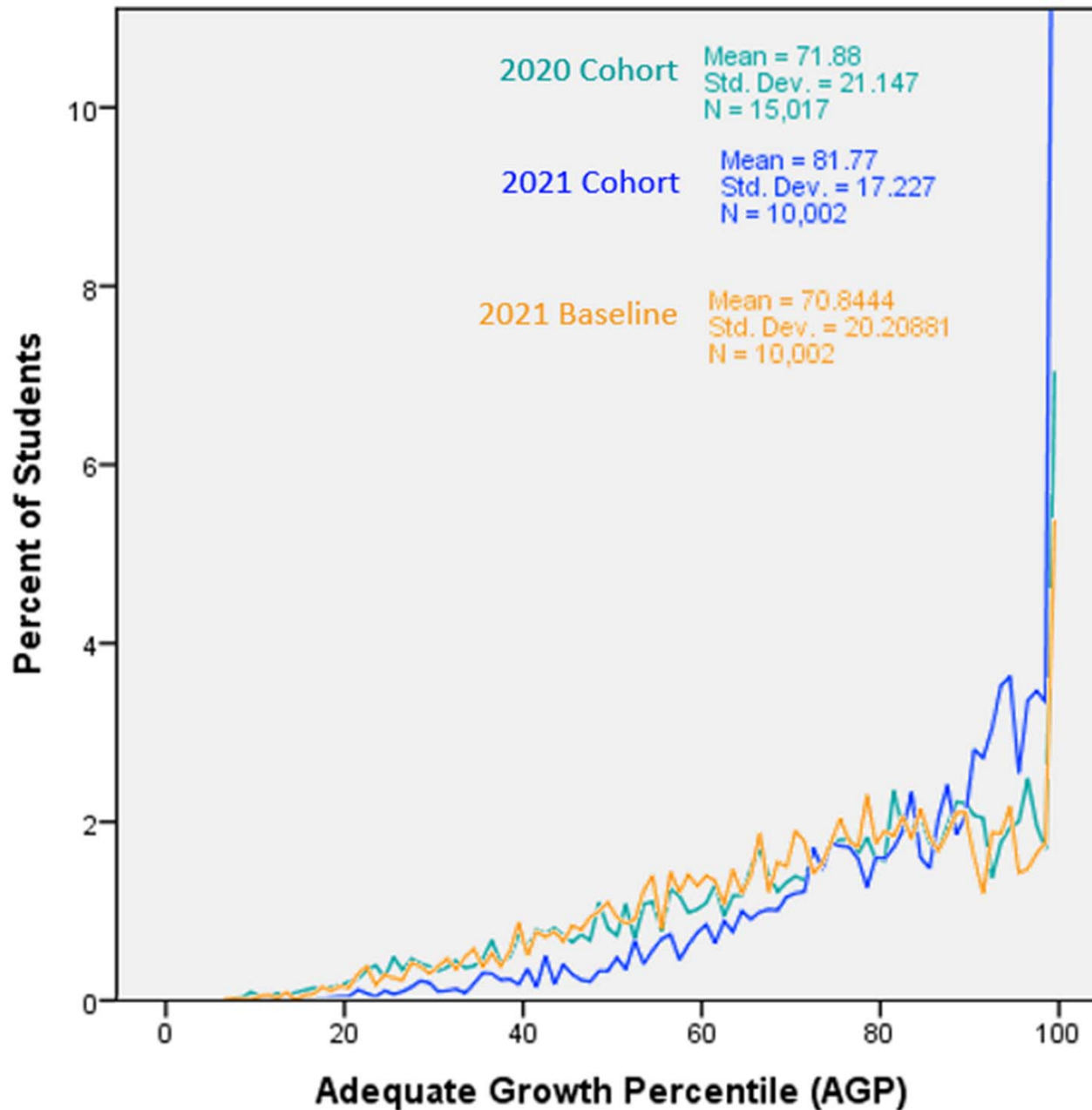
Distribution of Adequate Growth Percentiles by Year and Referenced Norming Group— All Grades



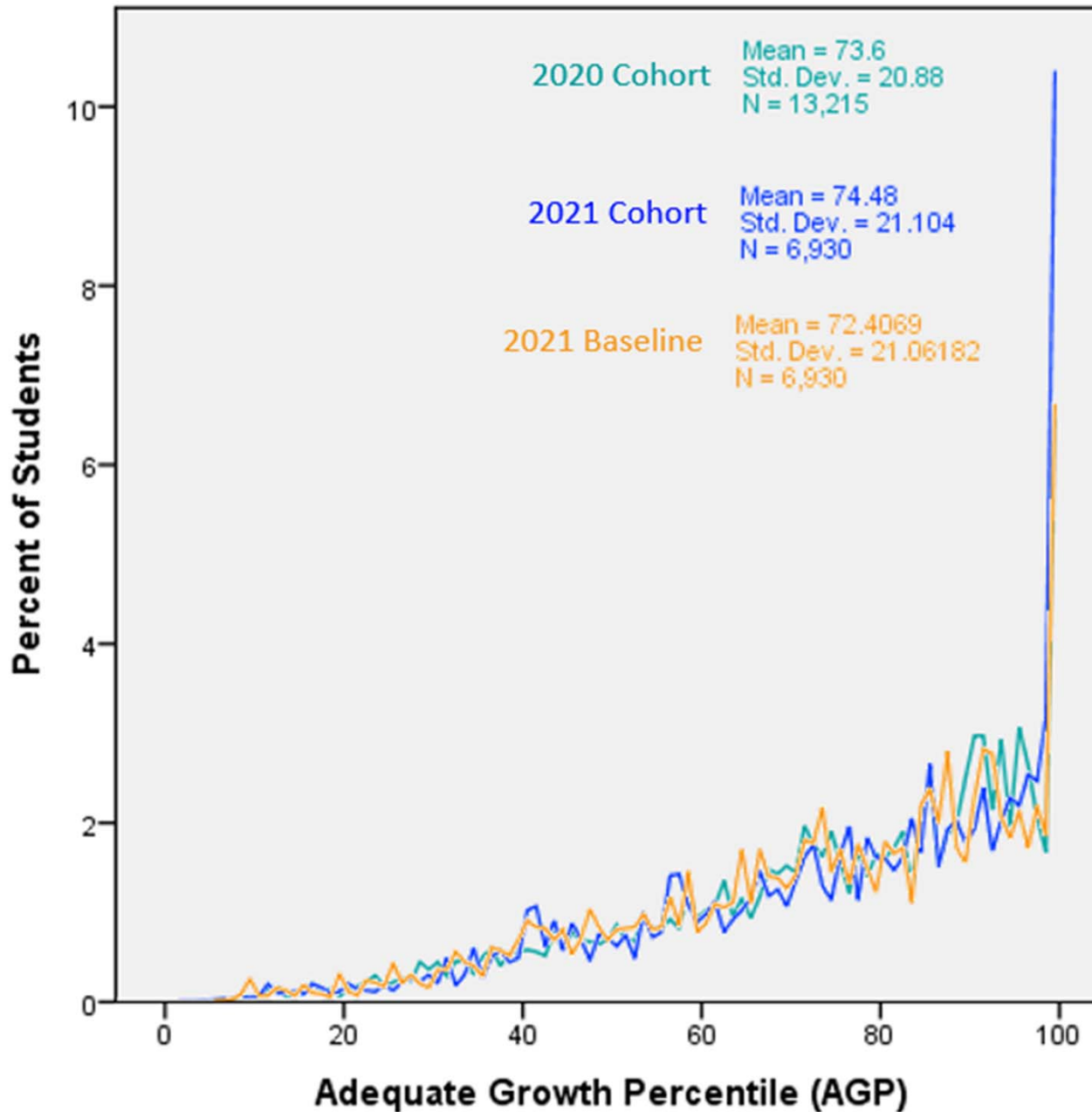
Distribution of Adequate Growth Percentiles by Year and Referenced Norming Group— Elementary



Distribution of Adequate Growth Percentiles by Year and Referenced Norming Group— Middle



Distribution of Adequate Growth Percentiles by Year and Referenced Norming Group– High



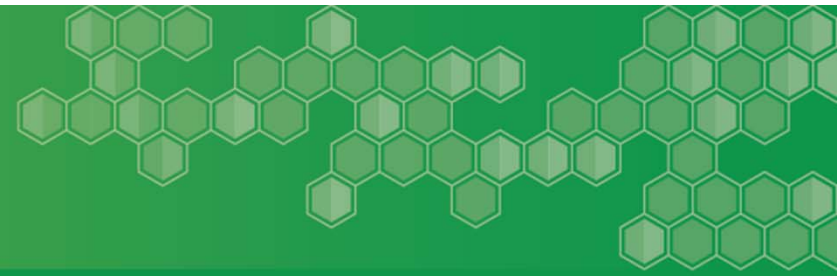


Discussion Item and Informal TAP feedback

- Should CDE ask USDE if we can amend our ESSA waiver and increase the total number of years allowed to achieve proficiency? If yes, what would be the rationale and applicable time-limit for this request?

OR

- Should CDE ask USDE if we can amend our ESSA waiver changing the On Track Growth targets to reflect 2021/2022 results? If yes, what would be the rationale and applicable time-limit for this request?



Discussion Item and Informal TAP feedback

- How should CDE approach calculating and communicating about WIDA ACCESS Growth and On Track Growth for spring 2022?
 - Baseline SGPs are lower than previous years, while AGPs stayed consistent
 - Cohort SGPs seem consistent with previous years, but AGPs are inflated

Accountability Audit Update

Lisa Medler

Information Item

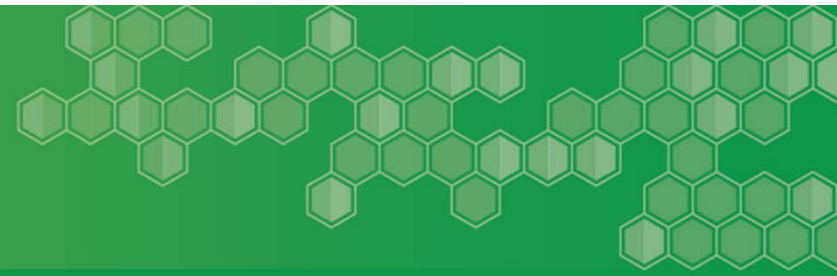
Implications for the future: Accountability Audit

- [HB 21-1294: Audit of Statewide Education Accountability Systems](#)
- Audit is run by the Office of the State Auditor. They selected HumRRO to collect and evaluate the system.
- CDE is providing data currently. HumRRO may approach districts for additional data. Report due by November 15, 2022; made public by December 2022.
- The intent is to determine whether the current system:
 - Meets the goals and intentions of the General Assembly, as stated in the legislative declarations set forth in Section 22-7-1002, C.R.S., and Section 22-11-102, C.R.S.
 - Contains institutional or cultural biases based on race, ethnicity, religion, sex, sexual orientation, nationality, disability, age, or economic status.
 - Provides an accurate, credible, and comparable assessment of public education throughout the state.

2022 Accountability Planning

Lisa Medler & Marie Huchton

Discussion and Informal Feedback



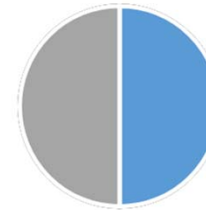
- Current policy landscape for fall 2022
 - Full state assessment schedule in spring 2022
 - Performance frameworks resume in fall 2022
 - Elementary and Secondary Education Act (ESEA) identification process resumes in fall 2022
- Consideration for 2022 frameworks
 - We are still in a pandemic and moving toward recovery
 - Many data elements will be available, but growth will be more limited (e.g., alternating grades/content area schedule in 2021, cannot offer 3-year frameworks).

What Data Will be Available in 2022-23: Anticipating Performance Frameworks

Performance Indicator	Weight	
Academic Achievement	40% Elementary & Middle Schools	Yes, assuming participation in spring 2022 assessment is adequate
	30% High Schools & Districts	
Academic Growth	60% Elementary & Middle Schools	To some degree
	40% High Schools & Districts	
Postsecondary and Workforce Readiness	30% High Schools & Districts	Yes, assuming participation in spring 2022 assessment is adequate

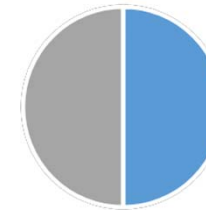
1-Year Growth Availability in 2022

Elementary



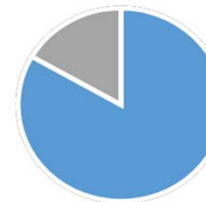
2 out of 4 possible grades/content available: 4th grade English/Language Arts and 5th grade Math

Middle



3 out of 6 possible grades/content available: 6th and 8th grade English/Language Arts and 7th grade Math

High



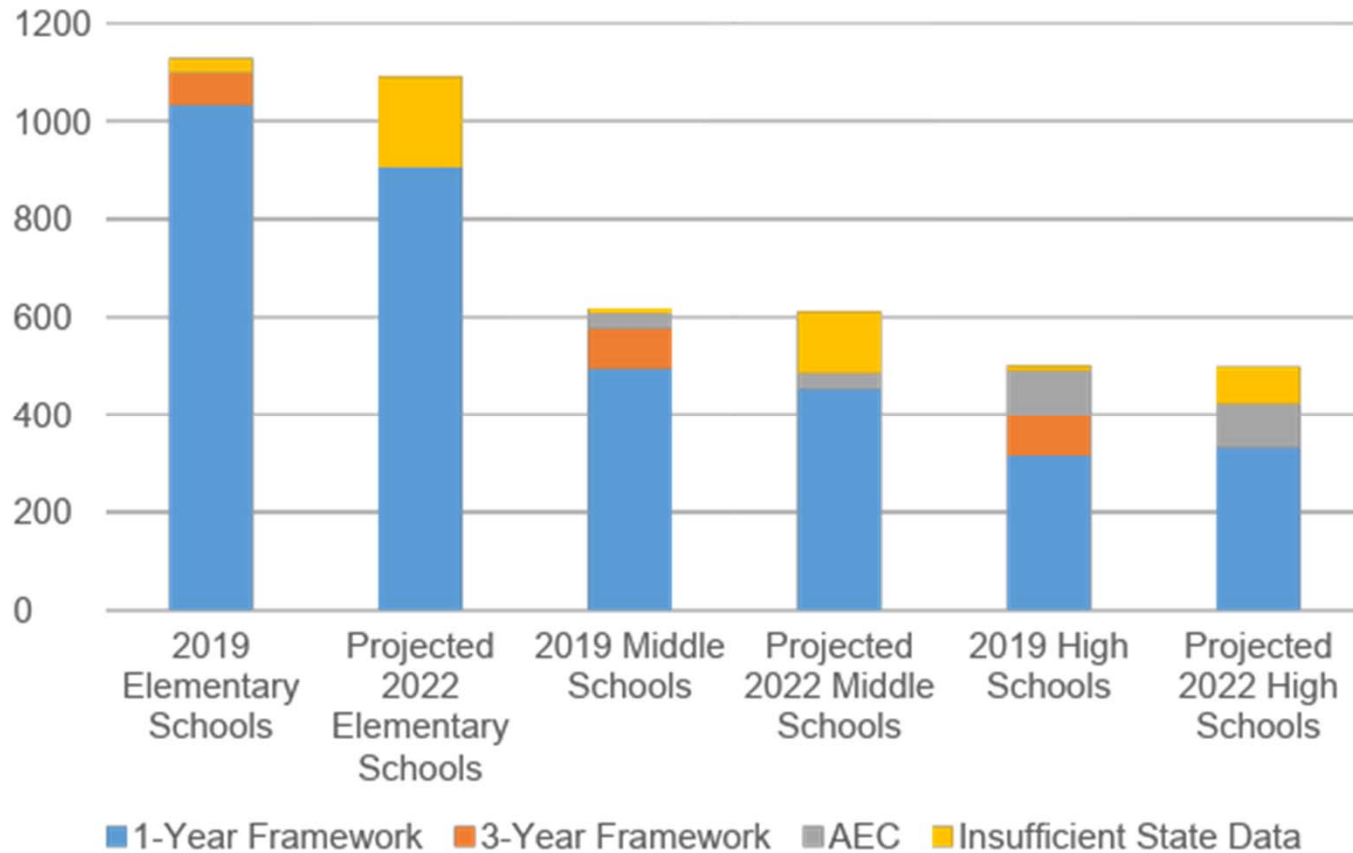
5 out of 6 possible grades/content available: 10th and 11th grade English/Language Arts and 9 – 11th grade Math (Note: 9th grade math was not released in 2019 due to data irregularities)

■ Available
■ Not Available



Projected Impact of Plan Type Assignment due to Data Availability

School Estimates of Insufficient State Data Assignment



Summary of Increases in ISD

Elementary Projection: From 30 (2019) to at least 187 Schools (2022)

Middle Projection: From 10 (2019) to at least 128 Schools (2022)

High Projection: From 12 (2019) to at least 77 Schools (2022)

These estimates are based upon 2021 state assessment data. Because 2022 assessment data is not available yet, ISD plan types could be higher if participation is low.

Continuum of Options for 2022 Accountability



Restart
Performance
Frameworks with
no adjustments

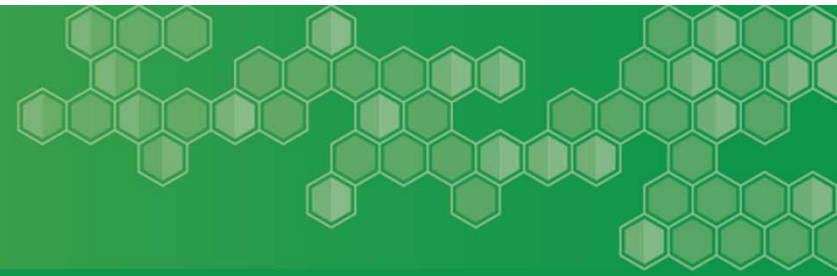
Provide
Informational
Performance
Frameworks

Consideration for:

- Request to Reconsider
- Impact on schools/districts on accountability clock and with state board directed action
- School Improvement Funds – Driving resources to need
- Other accountability elements (e.g., planning, accreditation contracts)
- Assessment participation

- The state board is in the process of discussing the accountability frameworks for 2022
- Generally, board members have shared the following interests:
 - Increase assessment participation and share data with the public
 - Resources should follow need based on data – Push for more supports to schools
 - Some special consideration may be needed for schools/districts on the accountability clock (e.g., offer request to reconsider)

- CDE's role is not to advocate for a position but instead to provide information and share considerations.
- We are engaging in discussions with the state board who may likely advocate for a position. They have requested the following information:
 - Impact study on plan type assignments using 2019 data with "missing" data elements project for 2022
 - AG's Office analysis on State Board authority to adjust accountability system

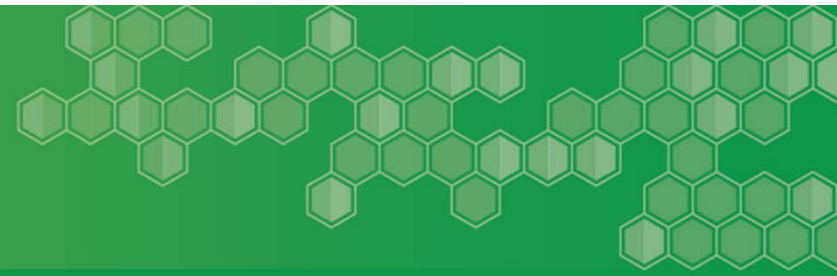


- CDE can collect information and suggestions from the field to share with policymakers
- What advice do you have for collecting this feedback?

Possible Questions

- What would you like policymakers to know as they think about accountability in 2022?
- How should the state drive school improvement efforts and resources to schools that need them most?
- How should need be defined during the pandemic recovery?
- What (if any) additional considerations should be made for schools and districts on the accountability clock (e.g., request to reconsider)?

Appendices: Supporting Documents



- During the August 12, 2021 State Board of Education meeting the [2021 State Level Assessments Results](#) were presented.
- Statewide growth trends are available [here](#) (starting on p. 6) in the Baseline Growth fact sheet.
- [School and District Dashboards](#)

2021 CMAS and PSAT/SAT Assessment Schedule

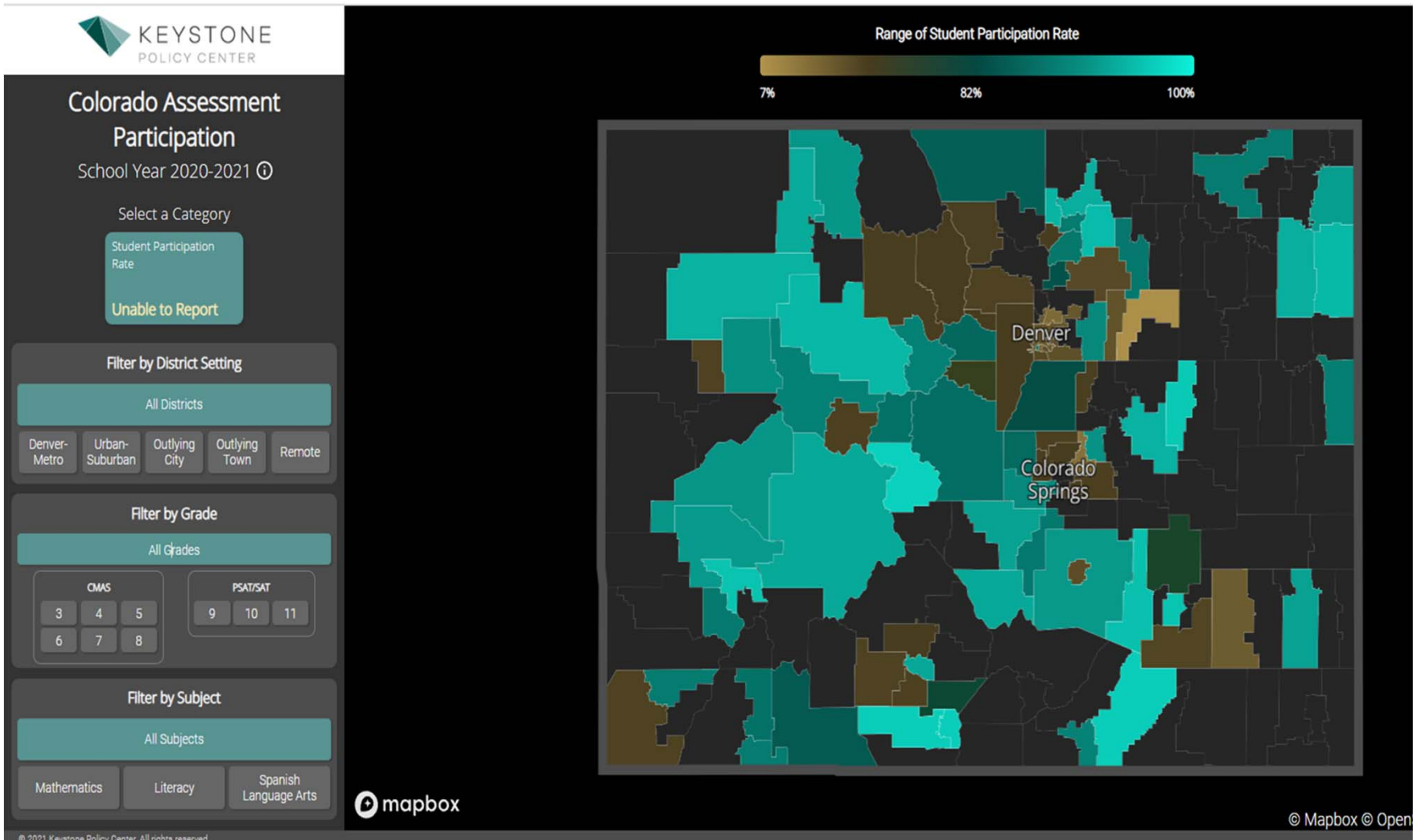
- CMAS/CoAlt English Language Arts (ELA) and Math: approved alternating grade approach
- CMAS/CoAlt Science:
 - Grade 5: suspended for both CMAS and CoAlt
 - Grade 8: required administration for both CMAS and CoAlt
 - Grade 11: allowed substitution of CMAS Science with *SAT Analysis in Science* subscore for 2021 only. CoAlt Science administration required

	Required	Optional	Not Administered
CMAS/CoAlt ELA	Grades 3, 5 and 7	Grades 4, 6 and 8	
CMAS/CoAlt Math	Grades 4, 6 and 8	Grades 3, 5 and 7	
CMAS Science	Grade 8		Grades 5 and 11*
CoAlt Science	Grades 8 and 11		Grade 5
PSAT/SAT and CoAlt	Grades 9, 10 and 11		

*SAT *Analysis in Science* One Year Substitution for grade 11

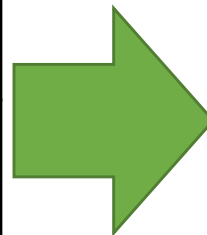


State Assessment Participation



School and District Performance Framework Ratings (2019)

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts



Ratings


SCHOOL PLAN TYPES

- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

DISTRICT ACCREDITATION RATINGS

- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

School & District Performance Frameworks

Performance Indicator	Performance Data	Weight
Academic Achievement	<ul style="list-style-type: none"> • Mean scale score • English language arts, math, and science assessments. Grade 9 PSAT Mean Scale Scores with DLM performance. Results will be combined with grade 10 PSAT and reported by content area (Evidence Based Reading and Writing and Mathematics) in the high school achievement indicator. <i>Two years of grade 9 PSAT data and three years of grade 10 PSAT data will be used for the multi-year frameworks.</i> • Overall and for disaggregated groups 	<p>40% Elementary & Middle Schools</p> <p>30% High Schools & Districts</p>
Academic Growth	<ul style="list-style-type: none"> • Median student growth percentile • English language arts and mathematics. <i>Growth will be calculated for all grades 4th to 11th in math and English language arts except for 9th grade ELA (i.e. CMAS to PSAT9).</i> • ACCESS 2.0 growth calculations from 2018 and 2019 will be included. • Overall and for disaggregated groups 	<p>60% Elementary & Middle Schools</p> <p>40% High Schools & Districts</p>
Postsecondary and Workforce Readiness	<ul style="list-style-type: none"> • Graduation Rates & Dropout Rates <ul style="list-style-type: none"> • Overall and for <i>disaggregated groups</i> • SAT Mean Scale Score <ul style="list-style-type: none"> • Overall and for <i>disaggregated groups</i> • Matriculation Rate 	<p>30% High Schools & Districts</p> 

Availability of Growth Data in 2022-23



	Grade-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11
2021- ELA/ EBRW	Y	N	Y	N	Y	N	Y	Y	Y
2022- ELA/ EBRW	Y	Y	Y	Y	Y	Y	Y	Y	Y
ELA/ EBRW- Growth- in-2022	No	Yes	No	Yes	No	Yes	No	Yes	Yes
2021- Math	N	Y	N	Y	N	Y	Y	Y	Y
2022- Math	Y	Y	Y	Y	Y	Y	Y	Y	Y
Math- Growth- in-2022	No	No	Yes	No	Yes	No	Yes	Yes	Yes
2022- Growth- by- school- level	Elementary:¶ • → 2-data-points-(v-4-in-a- typical-year)¶			Middle:¶ • → 3-data-points-(v-6-in-a- typical-year)¶			High:¶ • → 5-data-points-(v-6-in- a-typical-year)¶		

ELA = English/
Language Arts

EBRW = Evidence
Based Reading
and Writing



2022 Data Availability for Elementary and Middle Schools

2022 Growth Data Availability - Elementary

4th Grade English/Language
Arts

4th Grade Math

5th Grade ELA

5th Grade Math

2022 Growth Data Availability - Middle School

6th Grade ELA

6th Math

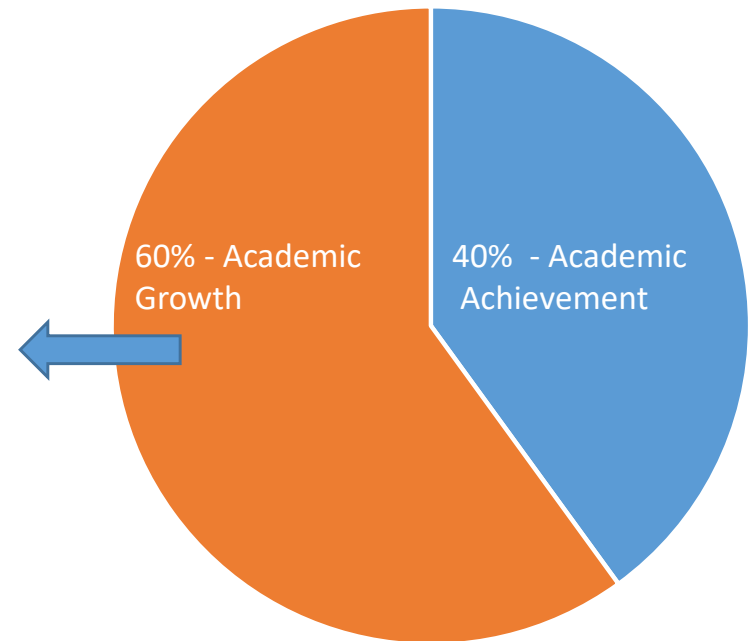
7th Grade ELA

7th Grade Math

8th Grade ELA

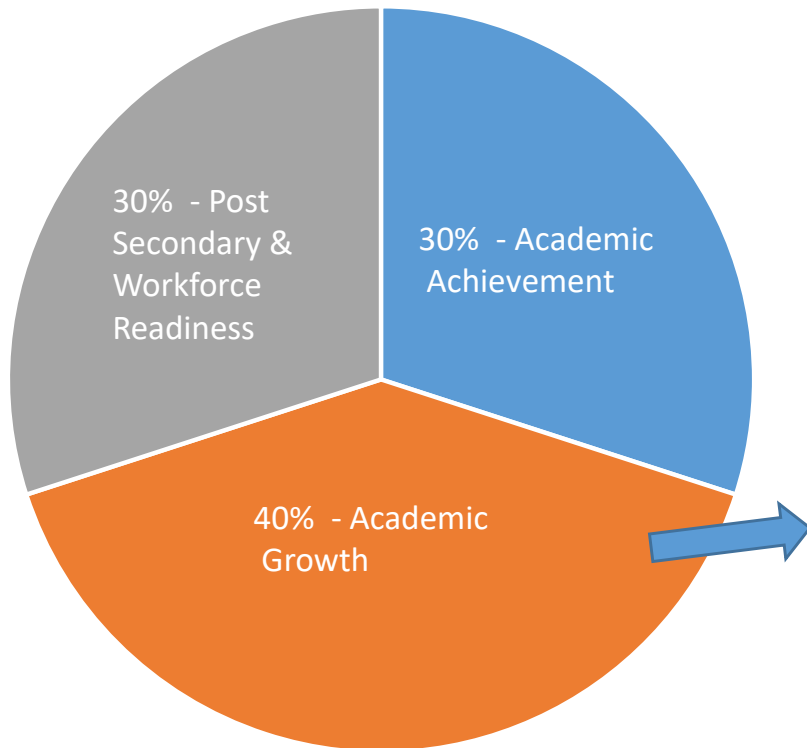
8th Grade Math

Elementary and Middle School Weightings



2022 Data Availability for High Schools and Districts

High Schools and Districts



2022 Growth Data Availability – High School

9th Grade Evidence-Based Reading & Writing

9th Math (Note: 9th grade math was not released in 2019 due to data irregularities)

10th Grade EBRW

10th Grade Math

11th Grade EBRW

11th Grade Math

2022 Growth Data Availability – Districts

Available: 4th g ELA, 5th g Math, 6th g ELA, 7th Math, 8th g ELA, 9th Math, 10th g EBRW, 10th g Math, 11th g EBRW, 11th g Math

Not Available: 4th g Math, 5th g ELA, 6th g Math, 7th g ELA, 8th g Math, 9th g EBRW

CMAS and PSAT/SAT Achievement



CMAS English Language Arts Achievement

Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
Grade 3	62,809	739.6	46,195	735.8	75.8%
Grade 5	65,812	746.8	47,194	745.7	74.4%
Grade 7	62,753	745.2	43,163	741.8	63.7%

CMAS Math Achievement

Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
Grade 4	65,004	734.8	47,100	729.2	75.7%
Grade 6	65,174	732.1	45,144	726.2	68.6%
Grade 8	59,343	735.4	39,523	729.8	57.9%

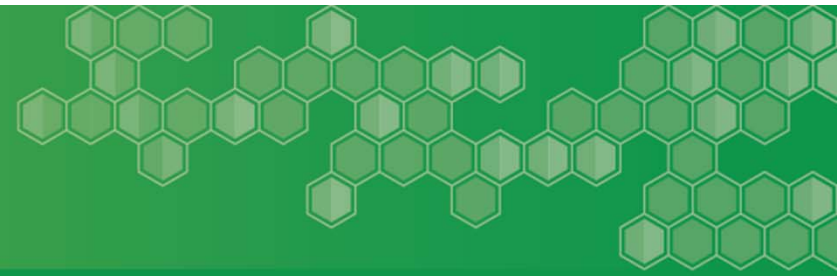
PSAT/SAT EBRW Achievement

Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
All	182,018	478.4	149,948	485.6	74.9%

PSAT/SAT Math Achievement

Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
All	182,152	467.2	149,948	467.2	74.9%





ACCESS Domains - Elementary				
Domain	2019		2021	
	n	MSS	n	MSS
Overall	57066	302	44723	292
Literacy	57066	295	44871	285
Listening	57066	347	45362	337
Reading	57066	301	45345	293
Speaking	57066	286	44991	277
Writing	57066	289	44884	277

ACCESS Domains - Middle				
Domain	2019		2021	
	n	MSS	n	MSS
Overall	18339	349	13084	343
Literacy	18339	343	13231	336
Listening	18339	404	13450	400
Reading	18339	352	13440	347
Speaking	18339	324	13127	318
Writing	18339	334	13231	325

ACCESS Domains - High				
Domain	2019		2021	
	n	MSS	n	MSS
Overall	17476	366	10738	365
Literacy	17476	368	10904	367
Listening	17476	400	11289	402
Reading	17476	381	11263	382
Speaking	17476	321	10777	321
Writing	17476	355	10908	351

CMAS and ACCESS Growth (Baseline Growth)

CMAS Math Growth					
Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
Grade 6	60,176	50	40,752	33	68.6%
Grade 8	53,119	50	35,622	37	57.9%

CMAS English Language Arts Growth					
Grade	2019		2021		2021 Participation
	n	MSS	n	MSS	%
Grade 5	60,656	50	41,521	46	74.4%
Grade 7	57,980	50	39,012	40	63.7%

WIDA ACCESS Growth					
Grade	2020		2021		2021 Participation
	n	MGP	n	MGP	%
Elem	42,537	51	34,676	32	86.1%
MS	15,035	51	11,476	35	77.9%
HS	13,216	51	8,879	50	64.7%

Note: PSAT/SAT Growth is not available.





- Meeting Summary
 - Suggested future analysis
 - TAP recommendations from this meeting
- Public Comment
- Close Meeting
 - Next Scheduled Meeting: January 27th