TAP Meeting

November 21, 2024

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.

Content for Today's Presentation

- Welcome!

- Updates from CDE - 2025 Framework Targets

- Update and Discussion on 1241 Taskforce Recommendations

- Updates on AEC Work Groups

- Updates on On Track Growth Reporting and State Trends

- Public Comment

State Board of Education Updates

- November 13 State Board of Education Meeting
  - Finalized 2024 plan types for sites not participating in request to reconsider
  - Voted to keep the 2025 overall framework rating targets and the sub-indicator targets consistent with final 2024 targets, except for PSAT/SAT. They directed CDE to revise the 3-year targets with the additional year of digital results and re-norm the 1-year PSAT Exceeds for Reading and Writing targets using the 15-50-85th percentile methodology.

- December 11-12 State Board of Education Meeting
  - Vote on request to reconsider recommendations and finalize the remaining 2024 plan types
  - Receive a presentation on state assessment participation impacts on accountability
  - Discuss the 1241 Task Force recommendations and potentially vote on guiding principles for future accountability work

EXCERPTS from the 1241 Task Force: Presentation of Recommendations
to State Board of Education

November 13, 2024

Questions to Consider for Discussion

- Which recommendations resonate? Are there recommendations that you have concerns about? What (if anything) is missing?

- How do you see TAP playing a role?

- What advice to do you have for CDE to think about for implementation (assuming the policy context comes together)? Are there priorities or sequencing that you would recommend?

The task force closely followed the legislative charge to guide its activities and deliberations

Per H.B. 23-1241, the Colorado Accountability, Accreditation, Student Performance and Resource Inequity Task Force was created *"to study academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system."*

The Task Force utilized data and analyses, expert presenters and panels, and stakeholder feedback to inform its recommendations

Expert presentations: CU-Boulder, the 1215 Task Force, the Center for Assessment, CDE, Task Force member share-outs

Stakeholder consultations: teacher and parent panels, survey with ~600 responses, local interviews and focus groups (e.g., parents, peers, students)

Study groups: close consideration of each element of the accountability system

Report writing: iterative feedback on all findings and recommendations

CDE responded to Task Force data requests throughout

30 recommendations with 100% consensus

We then turned our attention to studying the various elements associated with the accountability system

Frameworks	• Provide an evaluation of student performance using achievement, growth, and PWR data
Assessments	• Used to calculate growth and achievement
Public Reporting & Engagement	• Publicly available reports from the frameworks and other data points
Improvement Planning	• Tied to continuous improvement, and multiple state, federal, and grant requirements; also tied to support schools and districts receive
Supports and Interventions	• Provided to schools and districts not meeting expectations
Awards	• Provided to schools and districts for meeting certain criteria, e.g. on growth or achievement
Accreditation	• Based on the frameworks and other provisions; it also assigns plan types to schools

Within each section, detailed findings are presented first, follow by recommendations and areas for further study

All sections begin with findings, generated by the Task Force's study of the accountability system

Findings

The recommendations address the challenges and opportunities named in the findings

Recommendations

When the task force needed more information to make a recommendation, these ideas were flagged for further study

Areas for Further Study
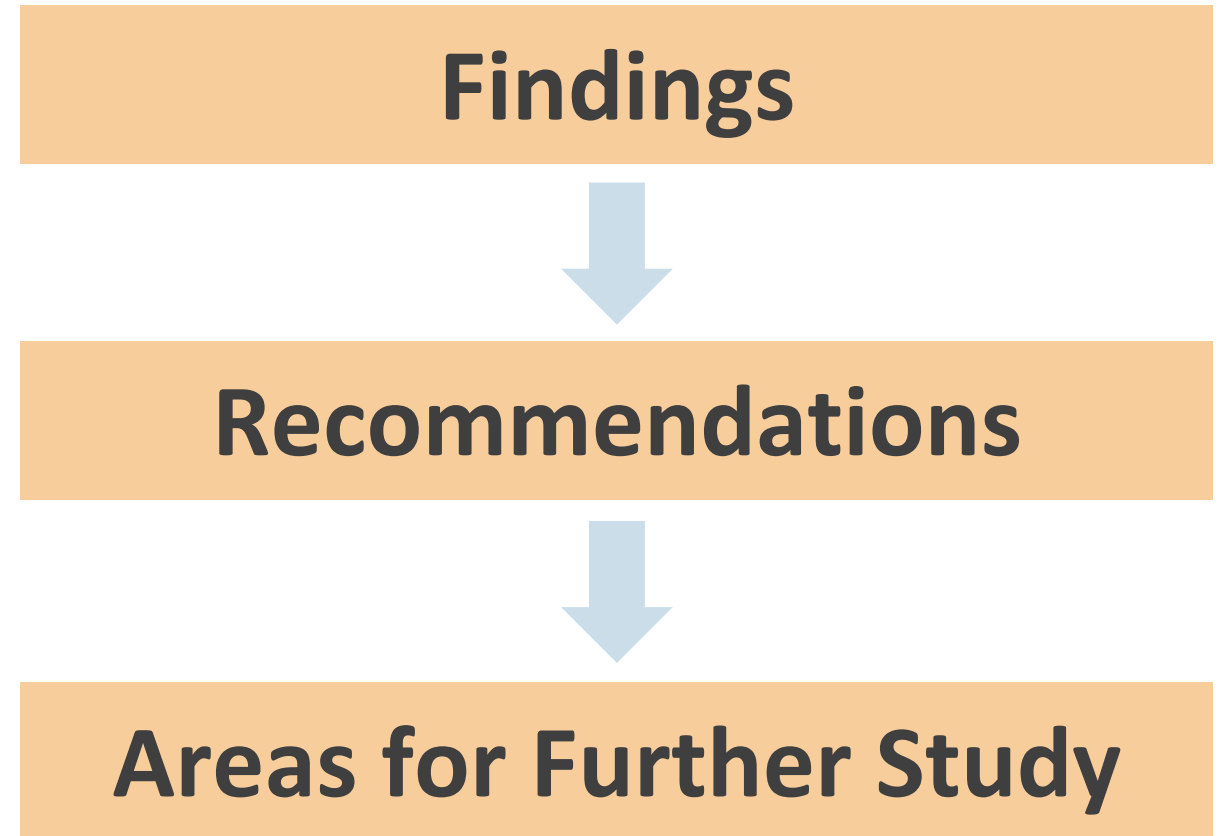
Ultimately, the Findings led to the following high-level recommendations

- **Refine** how the state accountability system rates schools and districts

- **Enhance** the accountability system's Growth, Achievement, and Postsecondary Readiness Metrics

- **Modernize** state assessments used for accountability

- **Improve** data reporting and sharing for parents and communities, educators, education leaders, and policymakers

- **Strengthen** school and district improvement processes

"

We spent a significant amount of time focused on what is best for students within the systems of accountability. We were laser focused on how the system has impacted historically underrepresented groups. - Task Force Member

"

Recommendations:
District and School Performance Frameworks

*These recommendations would **revise the performance frameworks** and **enhance Growth, Achievement, and PWR Metrics***

#1   **Lower student count thresholds for accountability calculations and reporting**

#2   **Combine student groups for ratings while disaggregating student groups for state reporting**

#3   Expand the student with disability group for calculating results

#4   Explore best practices and monitor the accountability system to identify and reduce issues of volatility that impact schools and districts with small student populations

Recommendations:
District and School Performance Frameworks

These recommendations would revise the performance frameworks and enhance Growth, Achievement, and PWR Metrics

#5   Move SAT reading/writing and math out of PWR indicator to the Achievement indicator

#6   **Create "Postsecondary and Workforce Readiness Before Graduation" sub-indicator for PWR**

#7   **Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options**

#8   Re-evaluate weighting of frameworks in light of changes the task force is recommending

Areas for Further Study:
District and School Performance Frameworks

Determine the possibility of **including in the graduation count as graduates, students with disabilities** working toward extended evidence outcomes and who are currently receiving a certification of completion.

Recommendations:
Assessments for Accountability

*These recommendations would **modernize state assessments***

#9   Develop content area assessments in languages other than English and Spanish

#10   Improve the accommodations for students by dividing the CMAS into smaller sections

#11   **Clarify how schools can encourage or not discourage test participation**

#12   **Make the CMAS assessment adaptive**

#13   Improve the timeliness of assessment results

Areas for Further Study:
Assessments for Accountability

Continue to reflect on and **adapt the state assessment to newer technology.** Specifically, continue to consider how technology, such as **artificial intelligence**, may/should impact state assessments

Seek input on **making modifications to the state's approach to non-federally required assessments**, including:
- Maintain the reading/writing, and math assessments in grades 9 and 10
- Consider alternate approaches to meeting the federal requirement to assess grade 11 science

Recommendations:
Public Reporting and Engagement

*These recommendations would **improve data reporting and sharing***

#14   **Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities**

#15   Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data

#16   **Clarify which students count for participation so that there is more transparency in reporting**

#17   Revise summative rating labels to improve differentiation and understandability

Recommendations:
Continuous Improvement

*These recommendations would **strengthen school & district improvement processes** and **expand and target school & district awards***

#18   Provide guidance to local boards on monitoring the improvement planning process

#19   Implement a system of early identification and intervention

#20   Provide more support to schools starting in year 2

#21   Support schools and districts pursuing bold solutions to turn around

#22   Require schools and districts in year 4 and 5 to bring a CDE vetted plan that the State Board approves and monitors the effectiveness of the plan

Recommendations:
Continuous Improvement

*These recommendations would **strengthen school & district improvement processes** and **expand and target school & district awards***

#23 Require schools and districts with insufficient data: low participation, to create a corrective action plan

#24 Provide more professional learning according to school and district plans

#25 Conduct an evaluation of external managers and CDE's management of the external management process

#26 Require schools and districts with State Board Action to convene and learn from their peers regularly

Recommendations:
Continuous Improvement

*These recommendations would **strengthen school & district improvement processes and expand and target school & district awards***

#27   Provide additional benefits for those receiving awards

#28   Focus awards on state priorities and values

#29   Conduct and share research on best practices in CO schools

#30   **Change the rules on how districts can receive a Distinction designation**

Areas for Further Study:
Continuous Improvement

Consider **expanding the purpose of the State Review Panel** (SRP). These reviews should focus on being **diagnostic** in addition to evaluative.

Monitor the use of the new improvement planning template to ensure it meets the needs of the schools and districts, and continue to make improvements as needed.

Areas for Further Study: Accreditation

Once **all improvements to the rest of the accountability system are made**, conduct a group study on **aligning and improving** the accreditation system.

Questions to Consider for Discussion

- Which recommendations resonate? Are there recommendations that you have concerns about? What (if anything) is missing?

- How do you see TAP playing a role?

- What advice to do you have for CDE to think about for implementation (assuming the policy context comes together)? Are there priorities or sequencing that you would recommend?

BREAK

Content for Today's Presentation

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- Updates from CDE - 2025 Framework Targets

- Update and Discussion on 1241 Taskforce Recommendations

- Updates on AEC Work Groups

- Updates on On Track Growth Reporting and State Trends

- Public Comment

Alternative Education Campus (AEC) Workgroup

CDE has identified concerns with the AEC Frameworks, Collections, and Designation Processes including:

- Lack of meaningful differentiation in official ratings generated by AEC Frameworks over time (2 schools on Accountability clock in 2023, 4 in 2024)
- Reliability and quality concerns with some currently approved optional measures (e.g., out of date norms, out of use, multiple calculation approaches to the same assessment)
- Revising the approach for negotiating new optional measures
- Revisiting quality standards and monitoring (e.g., data audits and site visits)
- Feedback on available supports for AECs

There are currently 94 AECs in Colorado

●AECs serve over 21,000 students statewide and make up 2.5% of the state's student population.

●AECs enroll students in grades K-12, but 71% of students enrolled in AECs are in 11th or 12th grade.

●Average enrollment in AECs in 2024 was 232 students. Enrollment ranged from 3 to 6142 students, and all but four schools enrolled less than 500 students.

●38% of AECs are served by three large districts (DPS, JeffCo, D11). The other 62% of AECs are in districts serving 3 or fewer AECs. 37 AECs are the only AEC in their district.

Workgroup Approach and Timeline

Kickoff December 5th

Three subgroups will meet 2-3 times between January-March

Final recommendations, areas for further study in the Spring, including next steps

AEC Workgroup Flier

AEC Framework Group 1	AEC Designation and Renewal Group 2	AEC Supports Group 3
Review optional measures to determine validity, quality and equity across AECs. Review AEC framework plan type distributions and framework cuts.	Review current data collections (e.g., optional measures, designation), monitoring approach, and gather feedback.	Review current CDE supports (e.g., professional development, diagnostic reviews), school improvement funding, bright spots, and AEC collaboration opportunities.

Guiding Principles for AECs (from Guidance)

The purpose of the AEC School Performance Framework is to account for the special student population which AECs serve, including to:

- Differentiate among more and less effective AECs, and identify less effective AECs for additional supports.
- Represent the performance of 12th graders not included in traditional state academic achievement and growth measures (as most AECs serve more students in the upper high school grades than lower grades.)
- Provide AEC-relevant student- and school-level benchmarks for state-required measures. These measures are normed against only AECs statewide.
- Provide a common understanding of quality among AECs for a given measure being used by multiple sites.
- Provide an overall rating for an AEC which is meaningful and reflective of the effectiveness of that AEC.

Current Measure Characteristics (From Guidance)

Measure provides valid and reliable test forms and student scores:

For vendor-created assessments or surveys:
- Adequate documentation is available showing the assessment aligns with the Colorado Academic Standards.
- The measure meets technical (scoring, scaling, and growth) requirements for validity and reliability.

For locally created assessments or surveys:
- Documentation regarding test design/item writing processes showing alignment with the Colorado Academic Standards and research-based test development method.
- Information on scoring rubrics, student score distributions, performance descriptors and cut-scores and trends over time are also necessary.

Example Optional Nationally Normed Measures Submitted in 2023-24

Achievement

NWEA MAP GLE INCREASE PERCENTILE RANK
Percentile rank of the change in RIT points

NWEA MAP ACHIEVEMENT
Percent of students scoring at or increasing at least one grade level

STAR PERCENTILE RANK
Percentile Rank

STAR ENTERPRISE
Percent of students achieving at or above benchmark

Growth

NWEA MAP GROWTH TARGET
Percent of students achieving at or above their target growth

NWEA MAP MGP
Median student growth percentile

STAR ENTERPRISE - MGP
Median Growth Percentile across all students on STAR for a given content area

STAR GROWTH TARGET
Percent of students who met or exceeded growth targets

Impacts and Opportunities for the TAP

- TAP members encouraged to attend meetings, review preliminary or final recommendations
- Opportunities for the TAP to respond to or engage with Workgroup recommendations, specifically as it relates to:
  - Values and policy development when allowing for new optional measure submission (e.g., reliability, nationally normed, ease of calculation and submission)
  - Parameters for sunsetting optional measures
  - Adjustment of cut scores
  - Review of differentiation, cut score development for State and Optional Measures

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On Track Growth Reporting and State Trends

- Colorado's educational accountability law requires a metric that determines whether a student is making enough growth to reach a target level of achievement within a given timeframe.

- CDE currently calculates On Track Growth (OTG) for WIDA ACCESS and CMAS ELA & Math and plans to add PSAT/SAT RW & Math by 2026.

- At the October Meeting, a State Board member noted the lack of public reporting around CMAS OTG and requested state summary information for 2024 (we'll send the full write-up out after the meeting)

- We've struggled to create visuals for OTG that communicate all the relevant information without being too complex.

- Today we're presenting a new approach and looking for feedback.

Definitions of Catch Up and Keep Up

- **Catch up**: Whether students scoring below grade level in the previous year are making enough growth to catch up one proficiency level within two years (current year and one future year).

- **Keep Up**: Whether students already meeting grade-level expectations in the previous year are making enough growth to maintain this performance level over three years (current year and two future years).

Four Possible On Track Growth Outcomes

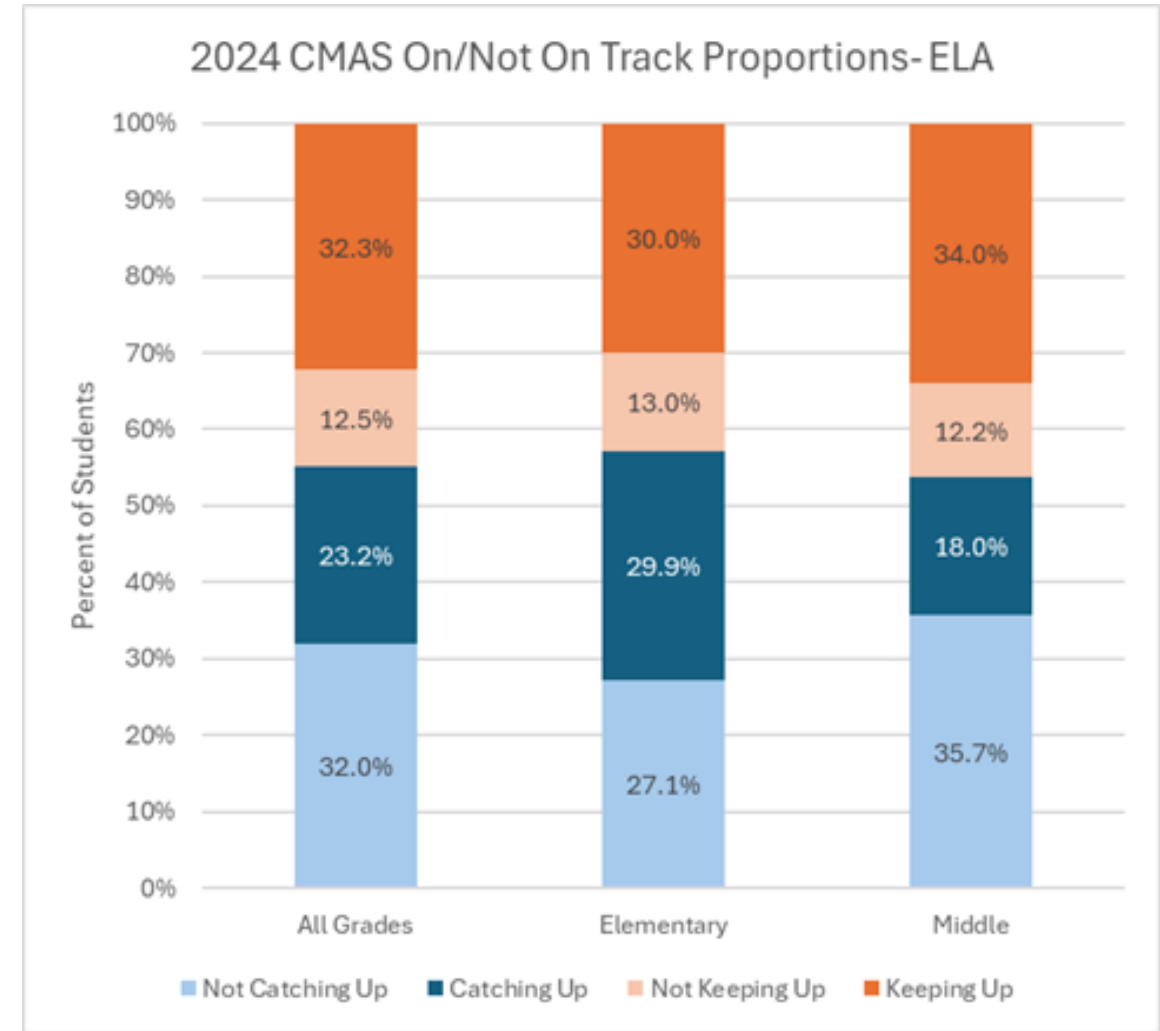| 1	**Keeping Up**	Students on track to maintain grade level proficiency level over three years (or until reaching 8th grade)
2	**Not Keeping Up**	Students not on track to maintain grade level proficiency level over three years (or until reaching 8th grade). These students are still in the Keep Up category, but will move into the Catch Up category if they remain on this trajectory.
3	**Catching Up**	Students on track to increase one proficiency level within two years (or until reaching 8th grade)
4	**Not Catching Up**	Students not on track to increase one proficiency level within two years (or until reaching 8th grade)

OTG combines elements of both achievement and growth that need to be interpreted together.

Achievement- Proportions of students currently scoring:
-   at or above grade level (Keep Up = orange).
-   below grade level (Catch Up = blue)

Growth- Proportions of students making progress to:
-   be on track (**darker shade**)
-   not be on track (lighter shade)

2024 CMAS On/Not On Track Proportions-ELA
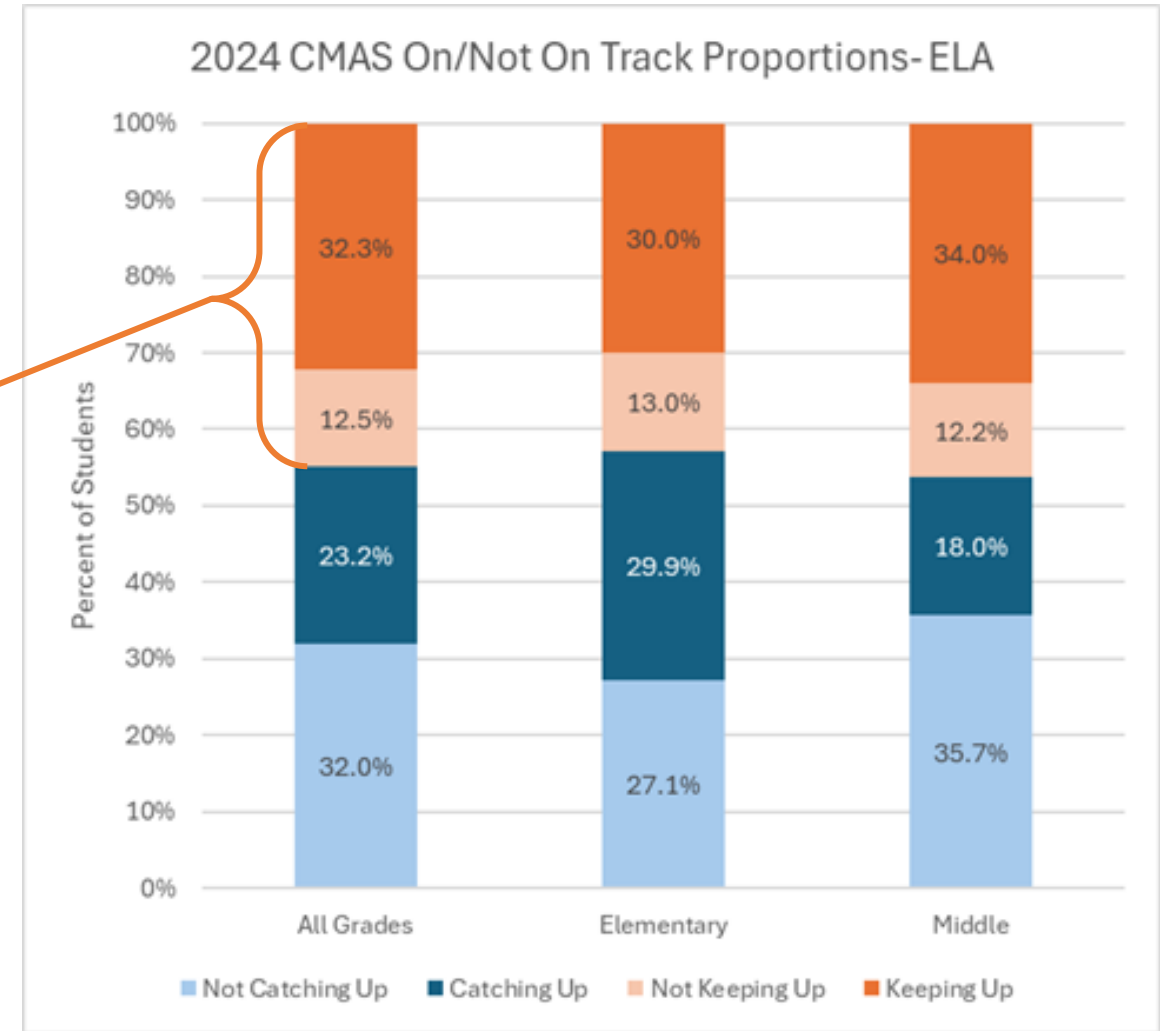
Stacked Bar Chart Approach

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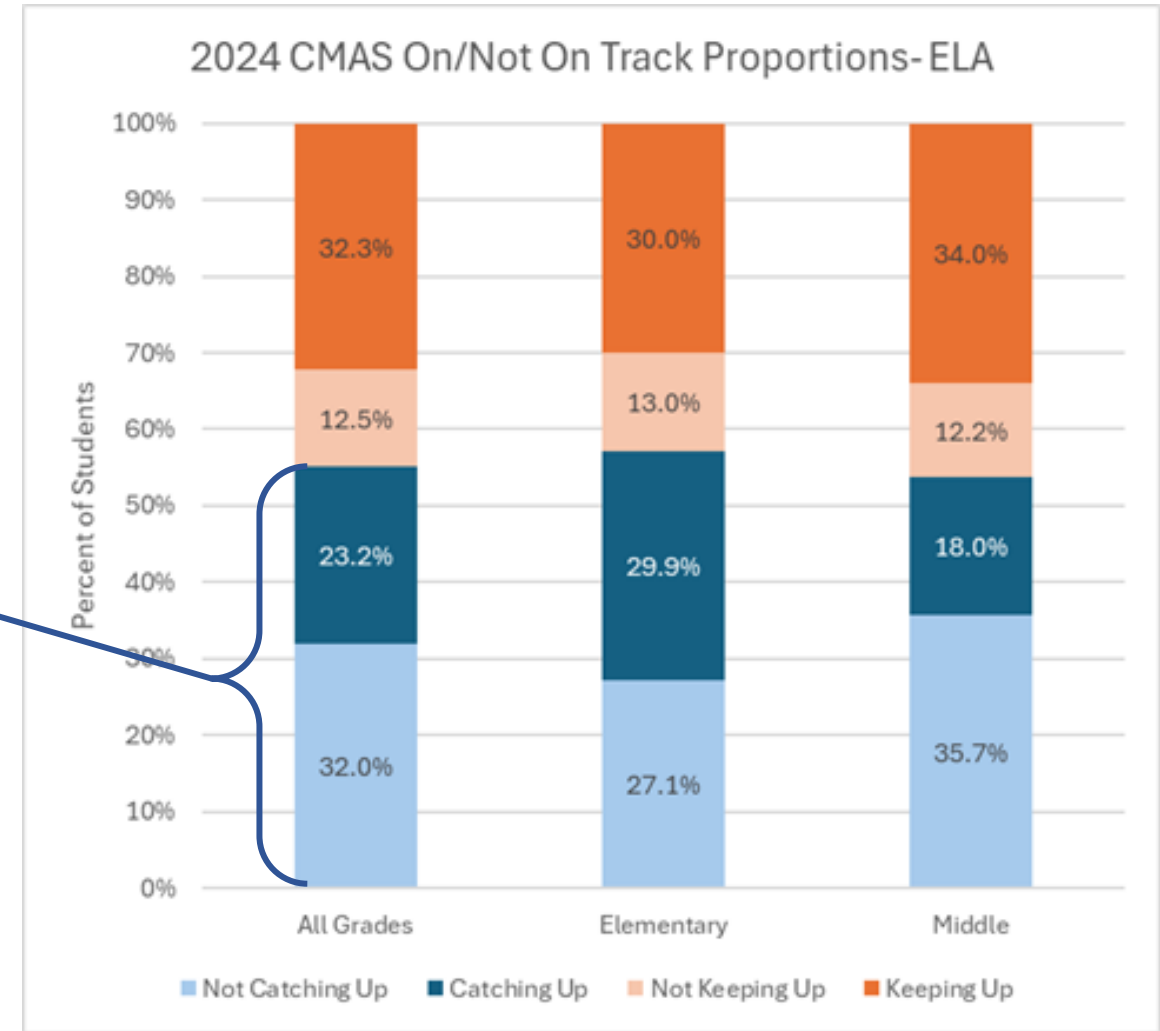
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2024 CMAS On/Not On Track Proportions-ELA

	All Grades	Elementary	Middle
Keeping Up	32.3%	30.0%	34.0%
Not Keeping Up	12.5%	13.0%	12.2%
Catching Up	23.2%	29.9%	18.0%
Not Catching Up	32.0%	27.1%	35.7%

Legend: Not Catching Up, Catching Up, Not Keeping Up, Keeping Up
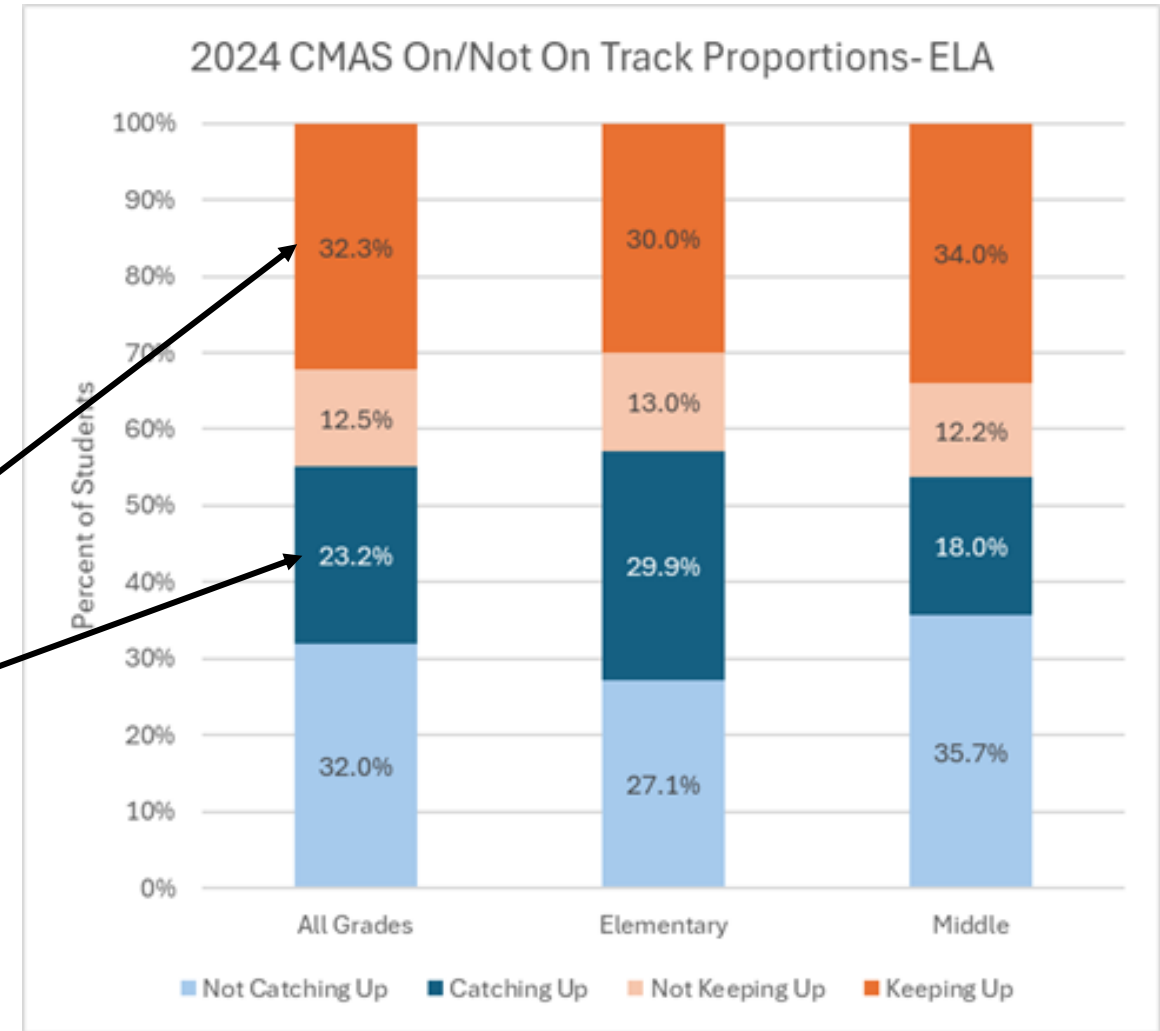
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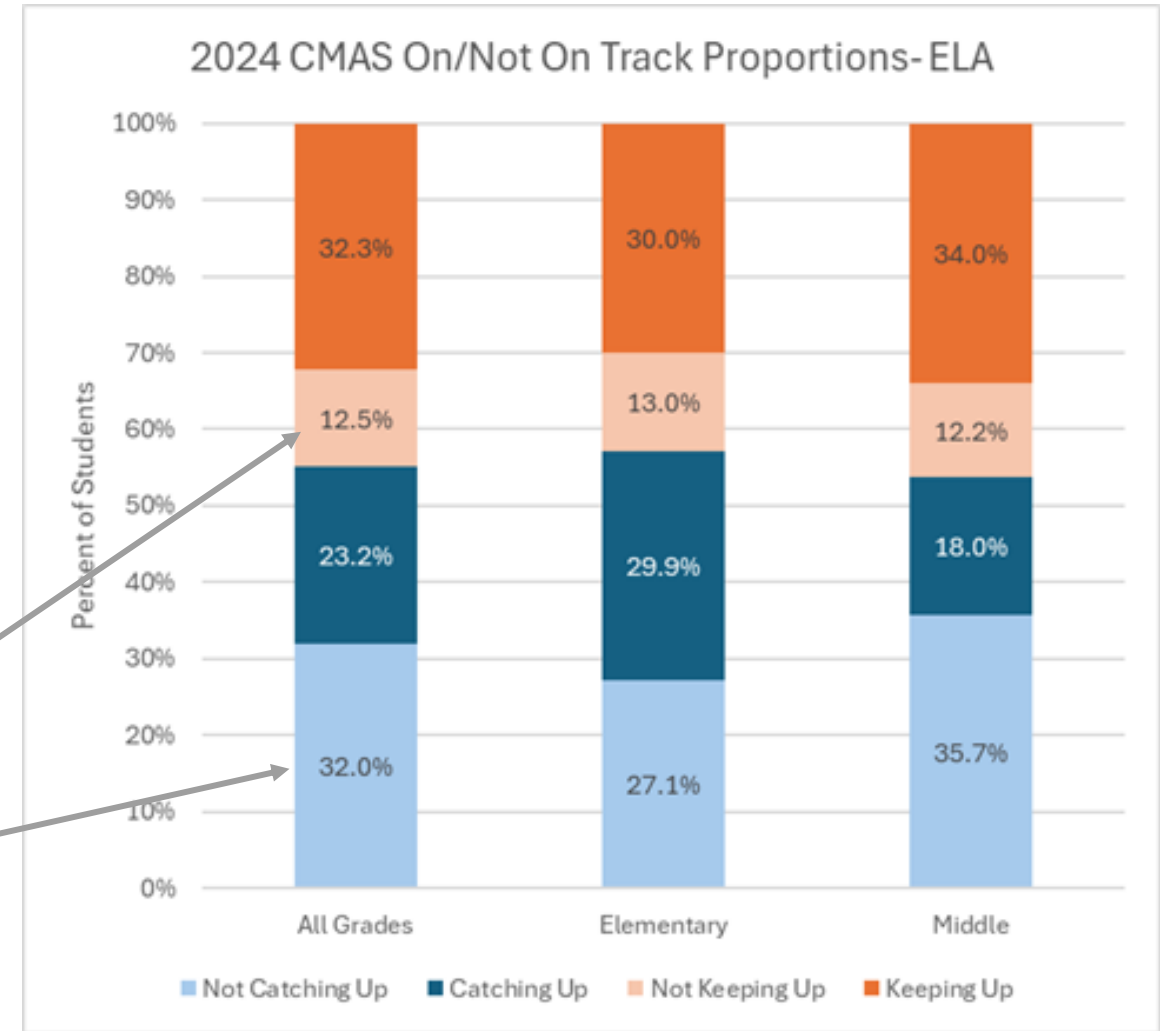
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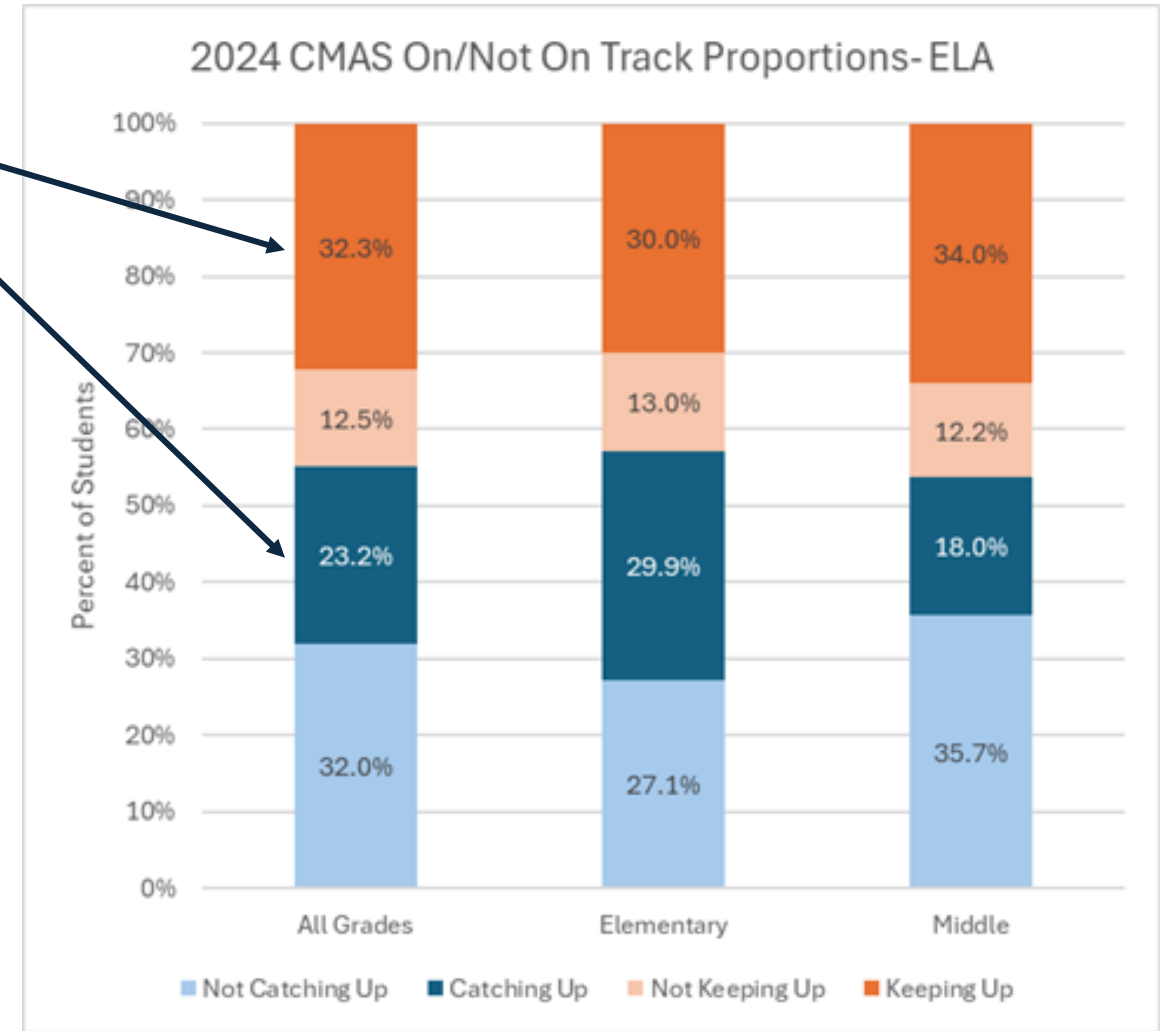- below grade level (Catch Up = blue)

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2024 CMAS On/Not On Track Proportions-ELA

2024 CMAS OTG State Trends- English Language Arts (ELA)

- 55.5% of EM students are on a positive trajectory in ELA toward maintaining expectations or reaching the next level of proficiency within expected timelines.

- Of the 44.8% of EM students meeting grade level expectations in ELA, 32.3% are on track to maintain proficiency over the next three years.

- Of the 55.2% of EM students not currently meeting grade level expectations, 23.2% are on track to reach proficiency within the next two years.

2024 CMAS On/Not On Track Proportions-ELA

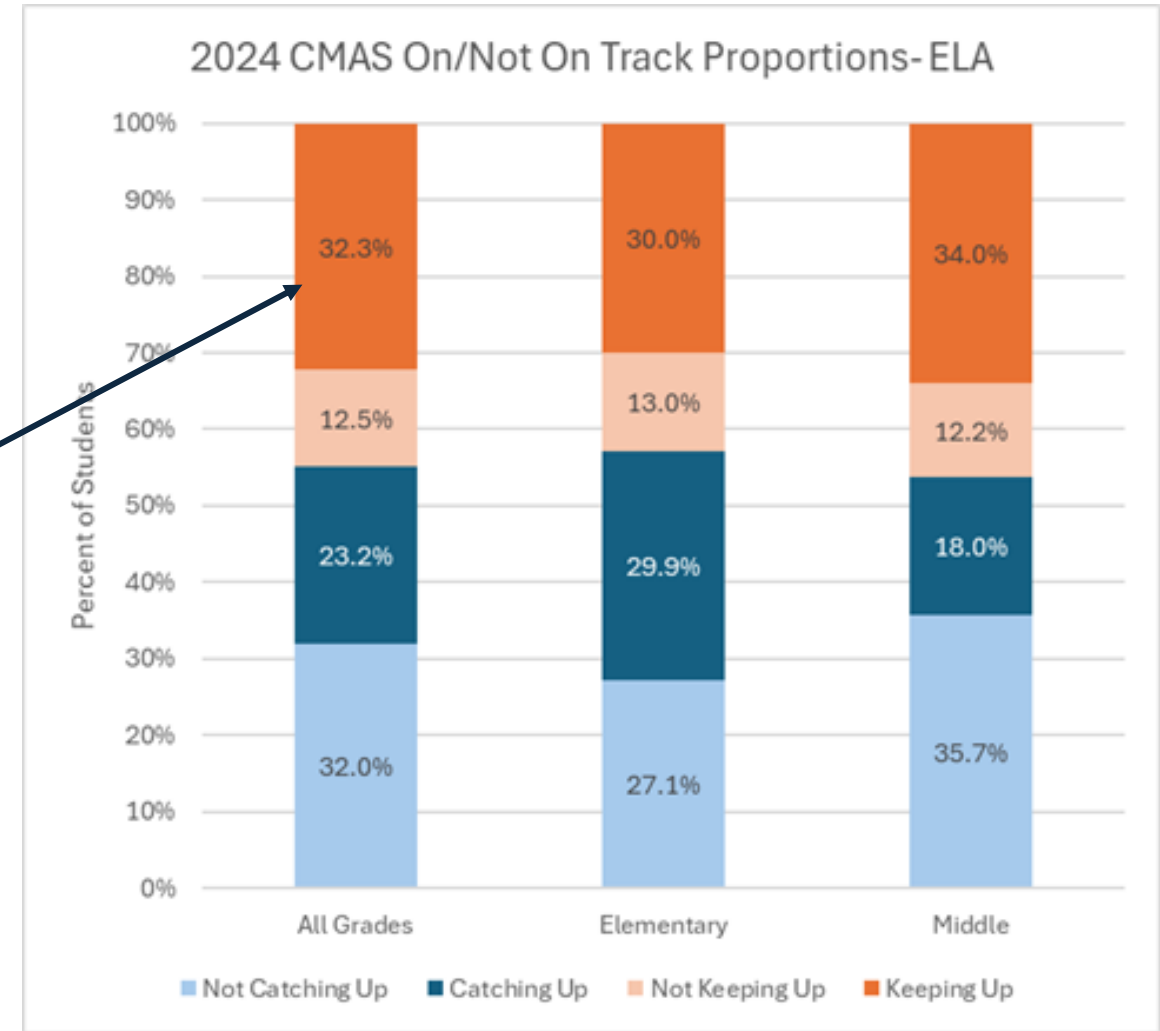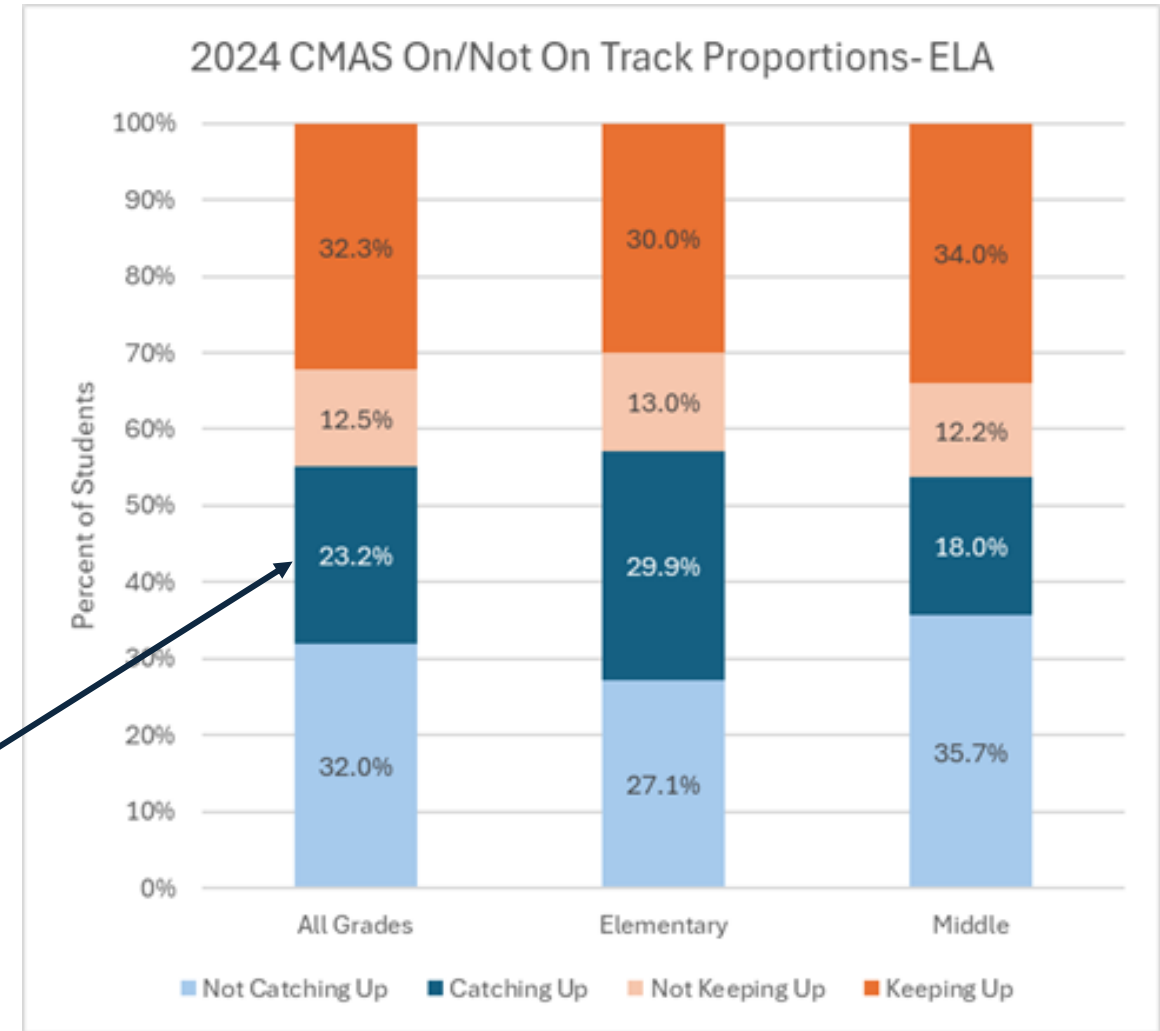|	All Grades	Elementary	Middle
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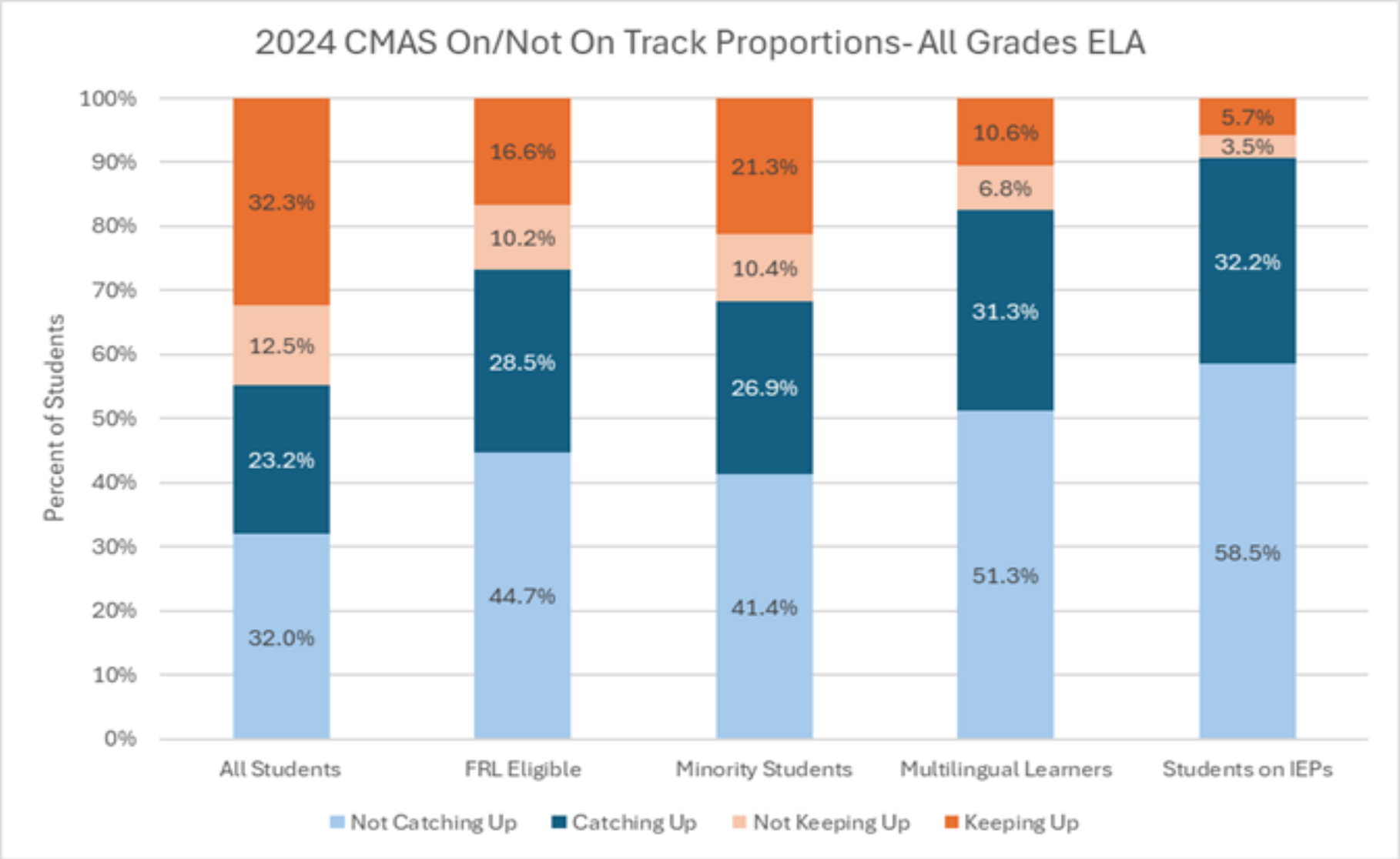

2024 CMAS On/Not On Track Proportions-ELA

Example with Disaggregated Student Group Results

2024 CMAS On/Not On Track Proportions- All Grades ELA

Group	Not Catching Up	Catching Up	Not Keeping Up	Keeping Up
All Students	32.0%	23.2%	12.5%	32.3%
FRL Eligible	44.7%	28.5%	10.2%	16.6%
Minority Students	41.4%	26.9%	10.4%	21.3%
Multilingual Learners	51.3%	31.3%	6.8%	10.6%
Students on IEPs	58.5%	32.2%	3.5%	5.7%

TAP Feedback

- Initial thoughts on this stacked bar chart approach?

- Recommendations for changes/improvements?

- Recommendations for interpretation and/or training materials?
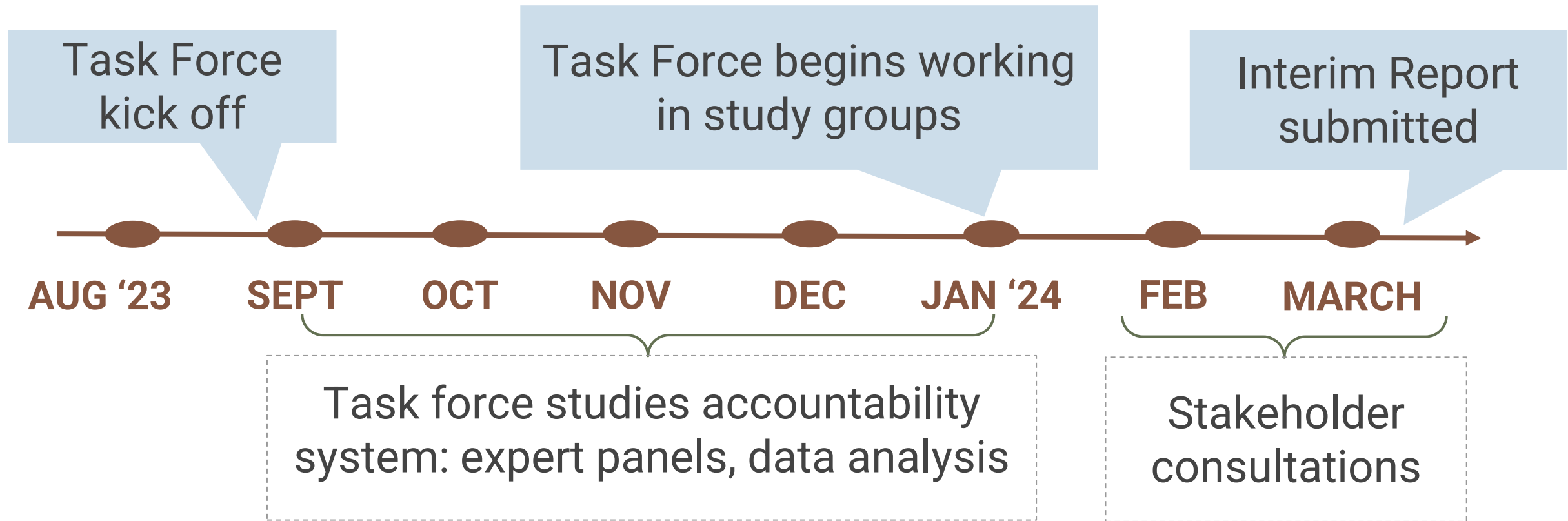
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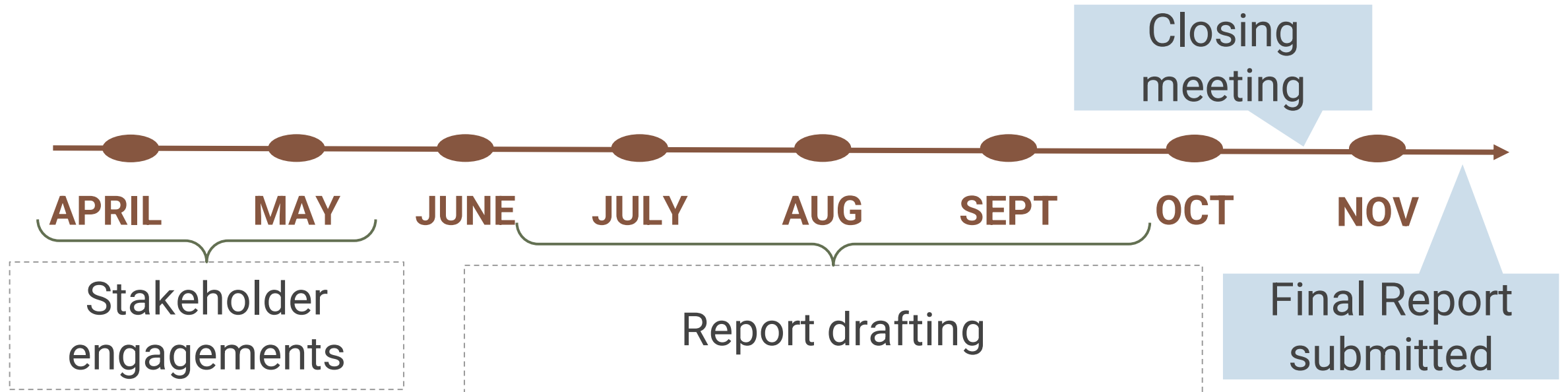
- Public Comment

REFERENCE SLIDES from the 1241 Task Force: Presentation of Recommendations to State Board of Education

November 13, 2024

Here is a brief overview of our timeline and process

Task Force
kick off

Task Force begins working
in study groups

Interim Report
submitted

AUG '23   **SEPT**   **OCT**   **NOV**   **DEC**   **JAN '24**   **FEB**   **MARCH**

Task force studies accountability
system: expert panels, data analysis

Stakeholder
consultations

Here is a brief overview of our timeline and process

Closing meeting

Final Report submitted

APRIL MAY JUNE JULY AUG SEPT OCT NOV

Stakeholder engagements

Report drafting

The Task Force first focused its discussions on resource inequities experienced within CO schools and districts

The resource inequities, divided into six categories, represent both the academic opportunities and inequities experienced by school communities

Personnel	Curriculum and Instruction	Funding
Inability to hire a math teacher for multiple years due to fiscal and geographic limitations led to extensive use of online education

Shortage of special education teachers means many schools go without these staff | Not all districts access training to implement new curriculum and instruction

Before and after school childcare can help catch students up on material; but there is unequal access to these programs | In areas with lower home values, funding from local property taxes is lower and state share of funding is higher

Some districts have grant writers to gain more personnel or support |

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The resource inequities, divided into six categories, represent both the academic opportunities and inequities experienced by school communities

Governance	Facilities and Transportation	Family and Community Supports
It takes money and networks to be elected to school boards; this can drive inequity Colorado is a diverse state. Policies that work best in large, urban districts are not always suitable for smaller, rural districts	Not all students have equal access to transportation, which limits school options Small districts, including many charter schools, do not benefit from economies of scale	Schools may not have tools to fully engage with families who speak languages besides English There is a high level of chronic absenteeism; some reasons include transportation issues, COVID transmission

Frameworks

Assessments

Public Reporting & Engagement

Improvement Planning

Supports and Interventions

Awards

Accreditation

Current thresholds used to report results contribute to data suppression, impacting the calculation of ratings and public reporting *(See Recommendation 1 for solutions)*

Certain students are counted multiple times across different disaggregated student group categories within framework indicators, which disproportionately impacts the ratings of some school districts *(See Recommendation 2 for solutions)*

Students who have been recently exited from IEPs are not included in the Students with Disabilities group, which may mask the positive impact some schools are making with their students with disabilities *(See Recommendation 3 for solutions)*

Frameworks

Assessments

Public Reporting & Engagement

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Awards

Accreditation

The Postsecondary and Workforce Readiness measure could better account for the breadth of quality pathways available to students, and better report on the pathways students are taking upon graduating high school
(See Recommendations 5, 6, and 7 for solutions)

The current overall weighting of framework indicators was not designed with the Task Force's recommendations in mind and may need to change as a result *(See Recommendation 8 for solution*)

1241 Task Force Findings: Assessments (1 of 2)

Frameworks
Assessments
Public Reporting & Engagement
Improvement Planning
Supports and Interventions
Awards
Accreditation

Schools and districts need ways to decrease time on test administration while still being able to assess students' mastery of standards-aligned skills and knowledge *(See Recommendation 12, as well as Areas for Further Study for solutions)*

Colorado's current assessment and accreditation system does not align with the research for students whose first language is not English *(See Recommendation 9 for solutions)*

The state assessment's limited language options and accommodations features make it difficult for some students (e.g., multilingual learners and/or students with disabilities) to demonstrate mastery of standards *(See Recommendations 9, 10, and 12 for solutions)*

Frameworks

Assessments

Public Reporting & Engagement

Improvement Planning

Supports and Interventions

Awards

Accreditation

Some school leaders, educators, and parents find state summative data less actionable, given the timing of receiving results *(See Recommendation 13 for solutions*)

Results from state assessments are a key factor in school and district accountability, yet parents/guardians may opt their child out of assessment participation *(See Recommendations 11, 16, and 23 for solutions)*

The process for moving along the clock or exiting the clock can be impacted by large-scale opt outs *(See Recommendations 11 & 23 for solutions*)

1241 Task Force Findings: Public Reporting and Engagement

Frameworks	
Assessments	
Public Reporting & Engagement	
Improvement Planning	
Supports and Interventions	
Awards	
Accreditation	
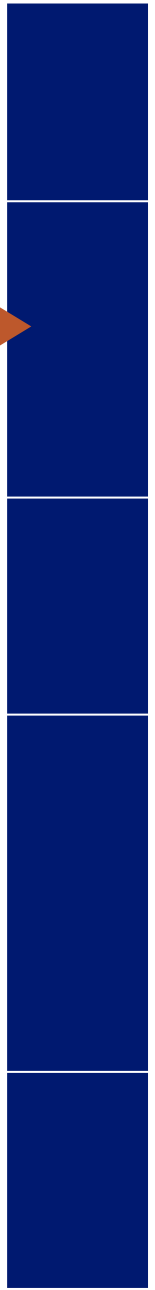
There is a need for a coherent, statewide data reporting system *(See Recommendation 14 for solution)*

Various data points based on inconsistent variables hinder comparability in results, yet these data and others are important to include in statewide reporting *(See Recommendation 15 for solution)*

CO data is difficult for stakeholders to find, access, navigate, and understand *(See Recommendation for 15 for solution)*

CO law allows for opt outs, but in Federal Accountability, opt outs are counted as non-participants or given the lowest possible score; this can be confusing *(See Recommendation 16 for solution)*

The labels assigned to schools and districts are confusing to stakeholders *(See Recommendation 17 for solutions)*

1241 Task Force Findings: Improvement Planning

Frameworks
Assessments
Public Reporting & Engagement
Improvement Planning
Supports and Interventions
Awards
Accreditation

Educators and leaders have noted that completing the state required improvement planning template is cumbersome and incorrectly assume completion of the template is completion of the improvement planning process *(See Recommendation 24 and Areas for Further Study for solutions)*

Information to inform improvement planning is not provided in a way that is easily understood and actionable for school and district stakeholders; It is also difficult for stakeholders to monitor progress, resulting in uneven implementation of plans and strategies across school districts *(See Recommendation 18 for Solution*)

Current resources limit support and interventions only for schools and districts already on the clock *(See Recommendations 19 & 20 for solutions)*

Frameworks

Assessments

Public Reporting & Engagement

Improvement Planning

Supports and Interventions

Awards

Accreditation

The State Board of Education (SBE) has limited tools for intervention with struggling districts and schools and the tools do not include designing and implementing a robust improvement plan *(See Recommendations 22, 23, 26, and Areas for Further Study for solutions*)

1241 Task Force Findings: Awards

Frameworks
Assessments
Public Reporting & Engagement
Improvement Planning
Supports and Interventions
Awards
Accreditation

There are success stories in our schools that should be more widely recognized and celebrated *(See Recommendations 27, 28, and 29 for solutions)*

There is currently no prohibition against awards going to schools and districts with either low test participation or low performance across disaggregated student groups *(See Recommendation 29 for solutions)*

The current awards we have are disparate and disconnected; as a result, it can be challenging to properly elevate them and effectively use them to tell the story of the positive outcomes happening in our schools and districts across our state *(See Recommendation 28 for solutions)*

1241 Task Force Findings: Accreditation

Frameworks
Assessments
Public Reporting & Engagement
Improvement Planning
Supports and Interventions
Awards
Accreditation

The Task Force felt strongly that the accreditation process could not be fully evaluated until the report recommendations were implemented and their impact evaluated