

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

Assessment

1. **IF AND HOW TO ADMINISTER STATE CONTENT ASSESSMENTS IN SPRING 2021: PRELIMINARY RECOMMENDATION FOR FEEDBACK FOR CO PSAT/SAT/CoAlt**

Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CO PSAT/SAT (and associated CoAlt) assessments to Colorado public school students enrolled in grades 9 (PSAT 9/CoAlt), 10 (PSAT 10/CoAlt) and 11 (SAT/CoAlt) in the spring of 2021 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing. Due to the unique individual student uses of these assessments, administration will be site-based (i.e., remote administration from homes will not occur) and will take place in accordance with state and local public health requirements. In addition, consistent with state rule, the vendor's standardized administration and security procedures should be followed. Flexibilities, such as staggered start times, multiple testing dates and off-site testing locations, should be leveraged to maximize the number of students who are able to test.

In addition to addressing if and how to administer CO PSAT/SAT/CoAlt in spring 2021, the stakeholder group suggests that the following CO PSAT/SAT/CoAlt results be provided consistent with state law:

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those state, district, and school aggregated and disaggregated assessment results that the department deems valid. Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

5 - Extremely likely

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

2. IF AND HOW TO ADMINISTER STATE CONTENT ASSESSMENTS IN SPRING 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK FOR CMAS/CoAlt ENGLISH LANGUAGE ARTS (ELA) AND MATH

Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CMAS (and associated CoAlt) ELA and math assessments to Colorado public school students enrolled in grades 3-8 in the spring of 2021 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing.

Groups of students who are not attending school in-person during the assessment dates may have the option to take the test remotely from their homes. Remote administration of CMAS ELA and math will only be an option if CDE determines that such an administration complies with licensing and contracts and provides results which are usable within local contexts. In addition, remote administrations will be designed to comply with federal and state laws related to personally identifiable information and student privacy. This may result in reduced test administration standardization and the appropriate and responsible uses of scores. While resulting scores may be determined to be valid and appropriate for local use, per 22.7.1006.3(6) the department may determine that scores of students testing remotely are not appropriate to be used in measuring levels of attainment on the performance indicators, as defined in section 22-11-103.

In addition to addressing if and how to administer CMAS/CoAlt ELA and math in spring 2021, the stakeholder group suggests that the CMAS/CoAlt ELA and math results be provided, and consistent with state law, to the following:

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those state, district, and school aggregated and disaggregated assessment results that the department deems valid. Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

3. IF AND HOW TO ADMINISTER STATE CONTENT ASSESSMENTS IN SPRING 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK FOR CMAS/CoAlt ENGLISH LANGUAGE ARTS (ELA) AND MATH

Requiring legislative change or executive action, the stakeholder committee recommends that districts and schools do not administer the CMAS (and associated CoAlt) ELA and math assessments to Colorado public school students enrolled in grades 3-8 in the spring of 2021.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

4. IF AND HOW TO ADMINISTER STATE CONTENT ASSESSMENTS IN SPRING 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK FOR CMAS/CoAlt SCIENCE

Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CMAS (and associated CoAlt) science assessments to Colorado public school students enrolled in grades 5, 8, and 11 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing.

Groups of students who are not attending school in-person during the assessment dates may have the option to take the test remotely from their homes. Remote administration of CMAS science will

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

only be an option if CDE determines that such an administration provides results which are usable within local contexts. In addition, remote administrations will be designed to comply with federal and state laws related to personally identifiable information and student privacy. This may result in reduced test administration standardization and the appropriate and responsible uses of scores. While resulting scores may be determined to be valid and appropriate for local use, per 22.7.1006.3(6) the department may determine that scores of students testing remotely are not appropriate to be used in measuring levels of attainment on the performance indicators, as defined in section 22-11-103.

In addition to addressing if and how to administer CMAS/CoAlt ELA and math in spring 2021, the stakeholder group suggests that the CMAS/CoAlt ELA and math results be provided, and consistent with state law, to the following:

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those state, district, and school aggregated and disaggregated assessment results that the department deems valid. Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

5. **IF AND HOW TO ADMINISTER STATE CONTENT ASSESSMENTS IN SPRING 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK FOR CMAS/CoAlt SCIENCE**

Requiring legislative change or executive action, the stakeholder committee recommends that districts and schools do not administer the CMAS (and associated CoAlt) science assessments to Colorado public school students enrolled in grades 5, 8 and 11 in the spring of 2021.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
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Based on feedback from stakeholder members, we are including potential accountability recommendations even though you have not discussed these as a group yet. These questions are intended to give the group an early indication where members currently stand. The resources provided in your email provide some context for these potential recommendations. We have also added a response option to the survey question that allows you to indicate that you 'need more information before you're ready to vote'. This will help CDE prepare information in advance of the next meeting.

Accountability

1. **IF AND HOW TO REPORT SKIP-YEAR AND BASELINE GROWTH IN 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK ON INDIVIDUAL STUDENT REPORTS**

If the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends the state will calculate and distribute individual student level growth reports to districts to share with families.

- Student participation on CMAS ELA and Math meets a to-be-determined threshold (potentially 85%)
- Student participation on PSAT/SAT Evidence-based Reading and Writing and Math meets a to-be-determined threshold (potentially 85%)

COVID-19 POLICY STAKEHOLDER GROUP DRAFT RECOMMENDATIONS FOR ASSESSMENT AND ACCOUNTABILITY

- Skip-year growth and baseline growth calculations are determined to be appropriate for individual level reporting

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely
- n/a - I need more information before feeling ready to vote.

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

2. IF AND HOW TO REPORT SKIP-YEAR AND BASELINE GROWTH IN 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK ON AGGREGATED REPORTS FOR PUBLIC RELEASE

If the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends the state will calculate and release aggregate level growth reports publicly.

- Student participation on CMAS ELA and Math meets a to-be-determined threshold (potentially 85%)
- Student participation on PSAT/SAT Evidence-based Reading and Writing and Math meets a to-be-determined threshold (potentially 85%)
- Skip-year growth and baseline growth calculations are determined to be appropriate for public reporting

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely
- n/a - I need more information before feeling ready to vote.

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 - An explanation/description for your response
- Using the text box below, please provide us with:
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**COVID-19 POLICY STAKEHOLDER GROUP
DRAFT RECOMMENDATIONS FOR
ASSESSMENT AND ACCOUNTABILITY**

3. IF AND HOW TO REPORT STATE ACCOUNTABILITY FOR 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK ON PRODUCING STATE ACCOUNTABILITY RATINGS

If the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends the state will calculate and publish school and district level performance frameworks and official state accountability ratings.

- Student participation on CMAS ELA and Math meets a to-be-determined threshold (potentially 85%)
- Student participation on PSAT/SAT Evidence-based Reading and Writing and Math meets a to-be-determined threshold (potentially 85%)
- Skip-year growth calculations are determined to be appropriate for public reporting

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely
- n/a - I need more information before feeling ready to vote.

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

4. IF AND HOW TO REPORT STATE ACCOUNTABILITY FOR 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK ON PAUSING STATE ACCOUNTABILITY RATINGS

If the conditions below are not met, then the Stakeholder Group recommends changes to statute, board rule and/or state practices to pause the calculation and publication of school and district level performance frameworks and state accountability ratings for the 2021-22 school year. A school or district's rating will roll-over from 2020. Note: 2020 ratings were rolled over from 2019 based upon the 2020 accountability pause.

- Student participation on CMAS ELA and Math meets a to-be-determined threshold (potentially 85%)
- Student participation on PSAT/SAT Evidence-based Reading and Writing and Math meets a to-be-determined threshold (potentially 85%)
- Skip-year growth calculations are determined to be appropriate for public reporting

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely

**COVID-19 POLICY STAKEHOLDER GROUP
DRAFT RECOMMENDATIONS FOR
ASSESSMENT AND ACCOUNTABILITY**

- 2- Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely
- n/a - I need more information before feeling ready to vote.

- Using the text box below, please provide us with:
 - An explanation/description for your response
- Using the text box below, please provide us with:
 - Specific edits/amendments to the language that would help gain your support

5. IF AND HOW TO IMPLEMENT STATE ACCOUNTABILITY FOR 2021: POTENTIAL RECOMMENDATION FOR FEEDBACK ON CONTINUING IMPROVEMENT PLANNING

The Stakeholder Group recommends improvement planning expectations (e.g., UIP) continue in alignment with current statute, board rule and state practices, as amended in 2020 during the accountability pause.

QUESTION: How likely are you to support this recommendation?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Neutral
- 4 - Likely
- 5 - Extremely likely
- n/a - I need more information before feeling ready to vote.

- Using the text box below, please provide us with:
 - An explanation/description for your response
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Note: Items for the state accountability clock and accreditation contracts have not been included in the survey. Those items will be addressed directly in the stakeholder meetings.