



COLORADO
Department of Education

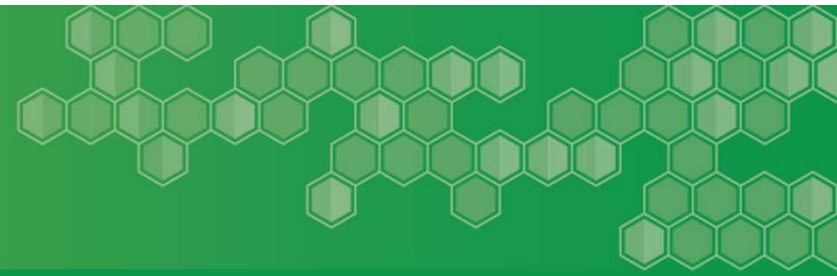
Technical Advisory Panel Meeting

April 15, 2022

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.

Agenda for Today



- **Accountability Updates- Lisa Medler**
 - Information Item
- **Growth Participation Calculations – Marie Huchton**
 - Feedback Item
- **ELP On Track Growth – Marie Huchton**
 - Information/Feedback Item

Accountability Updates

Lisa Medler

Information Item

SB 22-137 - Transition Back to Standard K-12 Accountability

The statute:

- Restarts framework calculations for fall 2022 using 2019 statewide performance indicator targets.
- Adds growth participation rate to framework reports.
- Resumes assigning accreditation and plan type ratings, but does not automatically advance clock status (on or off).
- Allows schools/districts to exit the clock status if approved through request to reconsider process. Opens request to reconsider process back up more broadly.
- Clarifies that the state board may take into consideration the 2022 plan type for schools and districts with directed action.
- Expands the School Transformation grant to districts with Improvement plan type.

Draft Timeline for 2022 State Accountability

Timeline	Activities
March 2022	<ul style="list-style-type: none">- Accountability legislation is passed- CDE gathers stakeholder input- CDE drafts proposed accountability rules
April 2022	Notice accountability rules at SBE meeting (April 13)
May 2022	Public comment on proposed rules
June 2022	State board votes to adopt amended rules (June 8-9)
Late August – September 2022	<ul style="list-style-type: none">- Preliminary performance frameworks released- Request to reconsider process begins
November – December 2022	State board votes on CDE’s recommendations from request to reconsider process

Update on 2022 Framework Calculations

Draft Plans for 2022 Performance Framework Calculations

Description	Status
Plan types, Performance Indicators, Sub-Indicator Cut Scores	Same as 2019. <i>CDE will not be able to calculate 3-year frameworks.</i>
Achievement Results	Available for CMAS/CoAlt ELA & Math - Grades 3-8, PSAT/SAT/CoAlt EBRW & Math - Grades 9-11. <i>No CMAS Science results.</i>
Participation Rates	Accountability participation still calculated. <i>New addition of growth participation rate for information purposes. Science participation include for informational purposes only.</i>
Growth Data	Uses 2021 and 2022 data, so available for <i>CMAS ELA (grades 4, 6, 8), CMAS Math (grades 5 & 7), PSAT/SAT EBRW (grades 10 & 11), PSAT/SAT Math (grades 9 - 11).</i> TAP recommends using traditional cohort-referenced approach.

CMAS/CoAlt = Colorado Measures of Academic Success and Colorado Alternate Assessments
 ELA = English Language Arts
 EBRW = Evidence-Based Reading and Writing
 TAP = Technical Advisory Panel



Draft Plans for 2022 Performance Framework Calculations (continued)

Description	Status
Resume ELP Cohort-Referenced MGP and On Track Growth	TAP will spend more time on the On Track Growth metric at their April meeting.
PWR Data	Same as 2019 <i>plus addition of military enlistment in matriculation</i> . Inclusion of “higher bar” and IB/AP/CE postponed until 2023 when data is available.
Sub-Indicator Calculations	Same calculations for student groups as in 2019.
Insufficient State Data Rating	Automatically assigned for schools/districts with less than 25% total participation. <i>TAP recommends adjusting definition to include each applicable performance indicator and content area.</i>
Frameworks Release Timeline	End of August 2022; Final frameworks published in November/ December 2022.

ELP = English language proficiency

PWR = Postsecondary and Workforce Readiness

Higher Bar and IB/AP/CE = References to additional PWR measures for a higher bar for graduation from SB 18-012 and the inclusion of International Baccalaureate, Advance Placement and Concurrent Enrollment data in content areas other than math and ELA from HB 18-1019.

Proposed Rules for Request to Reconsider

Historical Conditions for Request to Reconsider

2019 Request to Reconsider

- Body of Evidence
 - Extenuating circumstances
- Accountability Participation Impact
- Calculation error
- Impact of Alternative Education Campuses on the District Performance Framework rating
- Districts with a single school
- Small districts and schools
- Districts with a closed school
- Insufficient State Data Rating

2021 Modified Request to Reconsider

- Expedited (relied on state assessment data)
- Expedited Plus (included UIP review)
- Body of Evidence (included local data, UIP review, and site visit)

Historically Permitted Request to Reconsider Conditions (2019 and Earlier)

R2R Condition/ Pathway	Description
Body of Evidence	Supplemental evidence of different performance than preliminary state assignment. Need 95% total participation on local assessments (nationally normed).
Extenuating Circumstances	School/district with extenuating circumstances (i.e., “Act of God”) impacting state assessment administration window may request a different plan type based on submission of local performance data. This is part of the Body of Evidence Pathway.
Accountability Participation Impact	School/district with a rating “lowered due to low accountability participation” (less than 95% accountability participation) may make a case based on N-size, reason for non-participation (e.g., test misadministration), and/or historical participation rates to have penalty removed.
Impact of Alternative Education Campuses	District may request the removal of AEC results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year.
Districts with a single school	District may elect to use the calculated SPF rating as the district accreditation rating.
Districts with a closed school	District with Priority Improvement or Turnaround Plan types that have closed a school due to low performance, may request a recalculated DPF with the results of the closed school removed.
Insufficient State Data Rating	School/District with less than 85% total participation and evidence of non-representativeness for student population can apply for an Insufficient State Data rating.

New Considerations for Request to Reconsider in 2022

Considerations

- SBE Resolution #3: Requires a 90% participation rate (total participation rate) on 2022 state assessments and local assessments for eligibility for a request to reconsider.
- Addition of using request to reconsider to exit schools/districts from clock to “on watch” or fully exit clock

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	11,423	10,760	94.2%	433	98.0%	Meets 95%
Math	11,423	10,761	94.2%	431	97.9%	Meets 95%
Science	3,747	3,180	84.9%	428	95.8%	Meets 95%

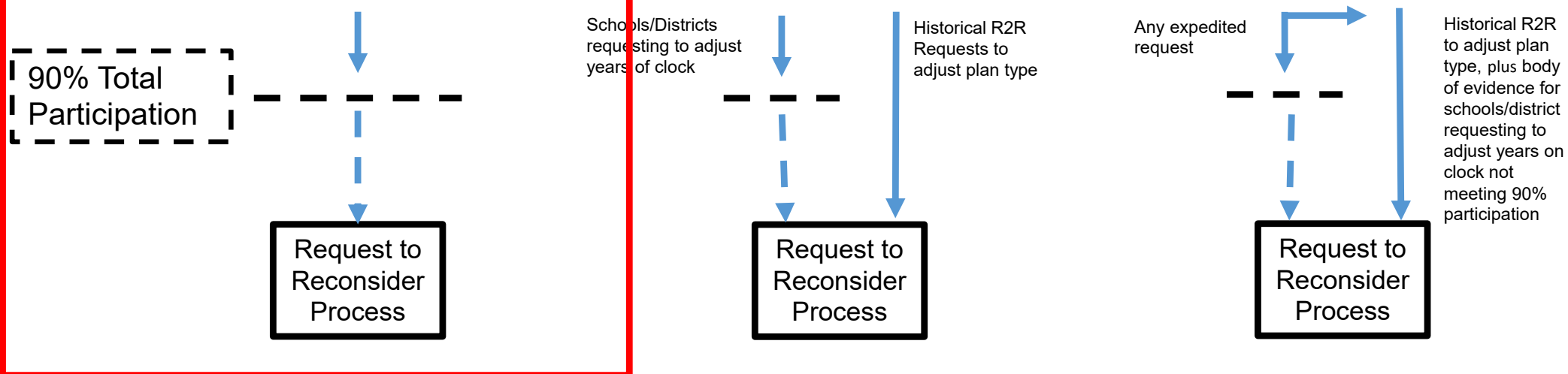
Total participation
parent excusals
are counted as
non-participants

**Accountability
participation**
parent excusals are
counted as
participants

These ratings reflect
whether accountability
participation rates meet
or exceed 95%.

Options for the 90% Total Participation to be eligible to participate in request to reconsider

Option 1	Option 2	Option 3
90% Total participation threshold for all applicants	90% Total participation for applicants adjusting years on clock only; Historical R2R expectations resume	90% Total participation for expedited requests; All applicants can participate with additional evidence



Scenarios for Request to Reconsider Eligibility

2022 Preliminary DPF/SPF	2022 Total Participation	Option 1: 90% Total Participation for All		Option 2: 90% Total Participation for Adjusting Clock		Option 3: 90% Total Participation for Expedited Requests	
		Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment	Clock Adjustment
Improvement (not on performance watch)	90%	Yes	n/a	Yes	n/a	Yes	n/a
	89%	No		Yes		Yes	
Improvement – Y3	90%	Yes	Yes	Yes	Yes	Yes	Yes - Expedited
	89%	No	No	Yes	No	Yes	Yes - Body of evidence
Priority Improvement – Y0	90%	Yes	n/a	Yes	n/a	Yes	n/a
	89%	No		Yes		No	
Priority Improvement – Y1	90%	Yes	Yes, if plan type improved	Yes	Yes, if plan type improved	Yes	Yes if plan type improved
	89%	No	No	Yes	No	Yes	
<i>Request for</i> Insufficient State Data – Y3	26% and lacks representativeness	No	No	Yes	No	Yes	No

Process for Providing Public Input on the Noticed Accountability Rules

- Public Comment on noticed state board rules is open now through May 23.
- Form is available on the CDE Accountability homepage at: <https://www.cde.state.co.us/accountability>
- Other resources are available (e.g., AccountabilityFAQ)



Growth Participation Calculations

Marie Huchton

Feedback Item

Growth Participation Rate Overview



- As required by SB 22-137, CDE will add a growth participation rate onto the performance framework reports.
- Will be added next to N-count and MGP

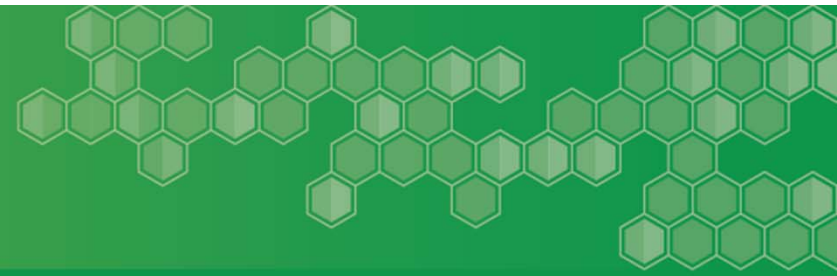
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ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	121	45.0	4/8	Approaching
	English Learners	73	46.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	110	45.0	0.5/1	Approaching
	Minority Students	112	44.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	124	46.5	4/8	Approaching
	English Learners	76	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	112	44.5	0.5/1	Approaching
	Minority Students	115	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	152	39.5	1/2	Approaching
	On Track to Proficiency	152	64.5%	1/2	Approaching
TOTAL		*	*	13.25/26	Approaching

Growth Participation Rate Calculation



- Numerator is straight forward- total number of students with a valid growth percentile contributing to the relevant MGP
- Denominator could be calculated several ways:
 - All students who could have possibly had a growth score in 2022 (i.e. all those in tested grades in 2021)
 - CMAS ELA- Grades 4, 6, and 8
 - CMAS Math - Grades 5 and 7
 - PSAT/SAT EBRW - Grades 10 and 11
 - PSAT/SAT Math - Grades 9, 10 and 11
 - All students in tested grades who had had valid scores from 2021
 - Same grades as above, but impacted by low 2021 participation rates
 - All students who would have had growth in a normal year
 - CMAS ELA- Grades 4-8
 - CMAS Math - Grades 4-8
 - PSAT/SAT EBRW - Grades 10 and 11
 - PSAT/SAT Math - Grades 9, 10 and 11



- What is the TAP's recommendation for defining the denominator of the growth participation calculation?

ELP On Track Growth

Marie Huchton

Discussion and Feedback Item

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



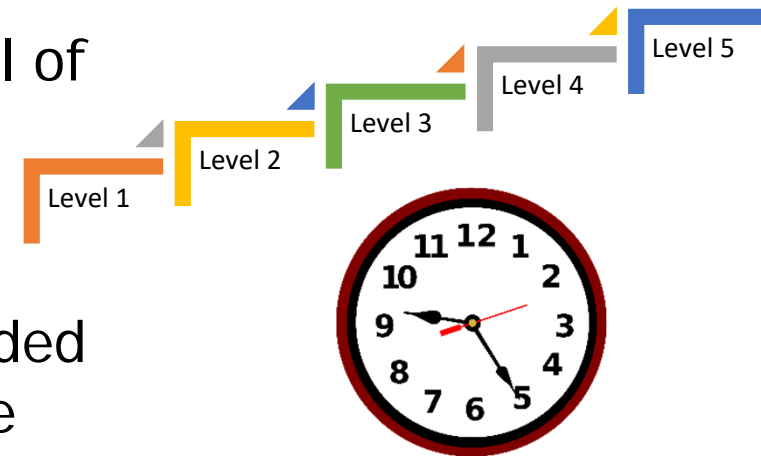
- Cohort-referenced ELP Growth for 2022 using WIDA ACCESS scores from current year and multiple prior years (reminder that WIDA scores were available in 2020) will be used for performance framework calculations and publicly reported
- Baseline ELP Growth for 2022 will also be made publicly available alongside cohort growth on some CDE reporting tools (dashboards, likely Data Explorer tool, etc.)
- ELP On Track growth will be calculated using cohort-referenced growth and included in both state and federal accountability calculations
- Today's discussion will focus on the ELP On Track growth calculation

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
- The aggregated ELP On Track measure included for informational purposes on the 2018 state performance frameworks, and for points in 2019
- Included for points in the 2018 and 2019 ESSA Identification calculations



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	

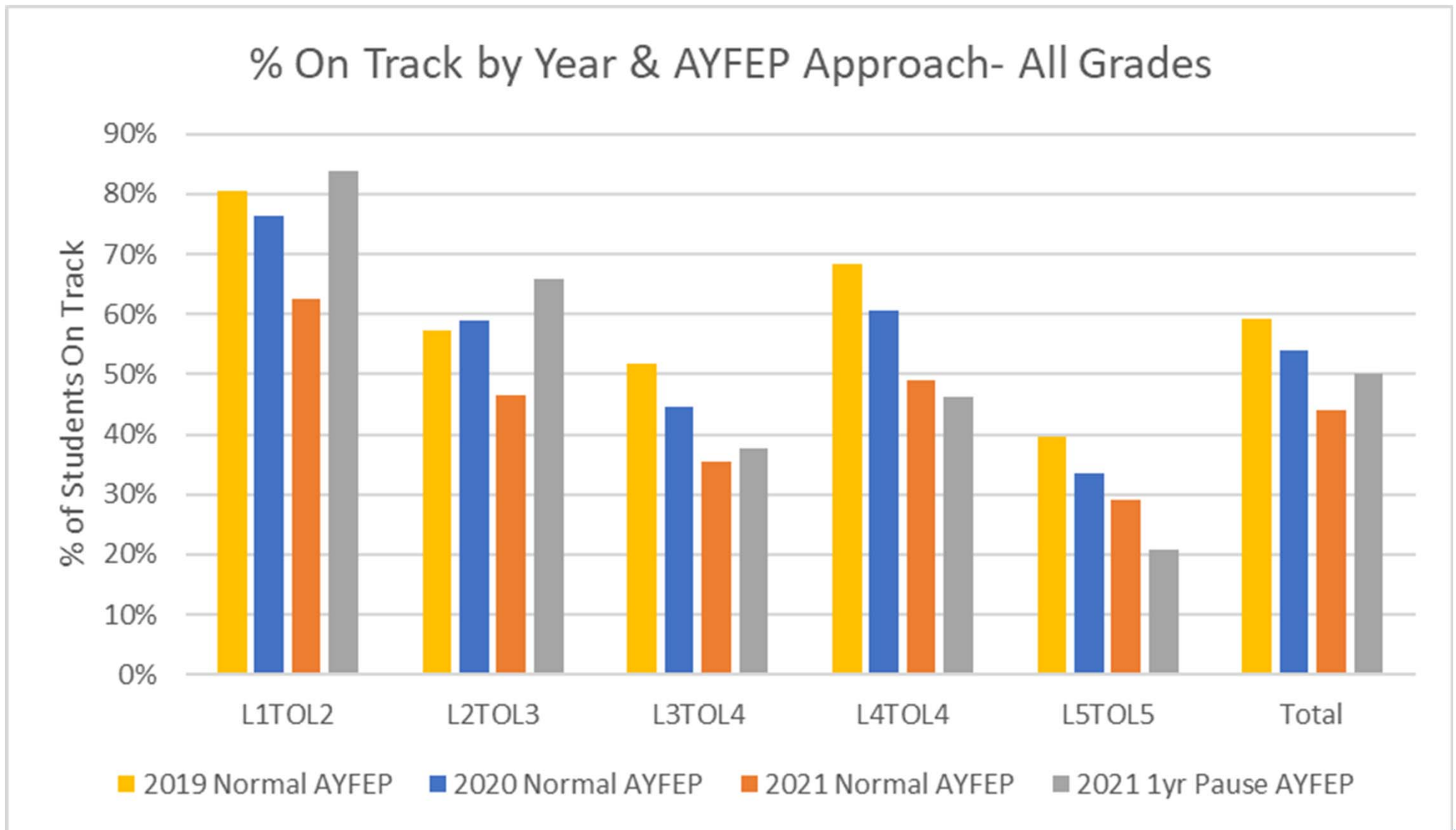
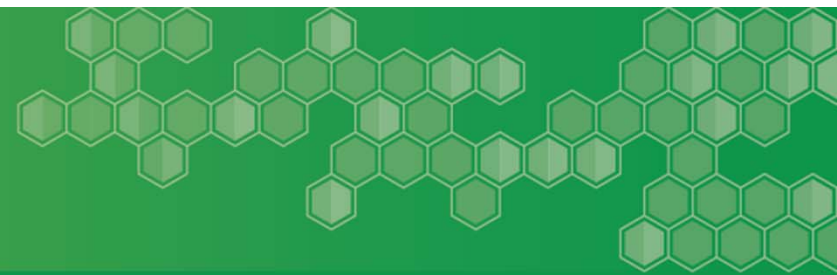
2017 WIDA ACCESS 2.0 proficiency levels were used as the baseline to set English-acquisition timelines for all ELs currently in program and to determine whether they are on or off-track in future years to meet their proficiency targets.

For ELs new to Colorado after this date, their initial ACCESS performance is used to establish a projected English-acquisition timeline and to determine whether they are on or off-track in future years to meet their proficiency targets.

- Given the COVID pandemic and the disproportionate impact on EL academic performance (observed on 2021 CMAS results), should the cut-scores be re-normed and/or should the 6-year Anticipated Year to Fluent English Proficient (AYFEP) countdown clock be modified?
- AYFEP started for everyone in 2017, so many long-term ELs were grandfathered in and may initially have been counted as On Track.
- The total percent of students scoring on track has subsequently declined over the years, particularly in middle and high school, and the framework cut-scores were re-normed in both 2018 and 2019 and were to be revisited each year until results plateaued.
- In 2021, ELP On Track growth data were not provided to districts or reported publicly
- In 2021, individual student AYFEP data were provided to districts using the normal calculation method (i.e. assuming the clock kept counting down)

- As we resume calculating On Track Growth in 2022, would it be more appropriate to apply a 1-year pause to the 6-year countdown?
- CDE looked at 2021 data to estimate the impact that such a 1-year pause might have on the proportions of students classified as On Track and compared these results against 2019, 2020 and 2021 results using the normal 6-year AYFEP countdown.
- As we resume calculating On Track Growth in 2022, would it be appropriate to continue the process of annually renorming the ELP On Track cut-scores as was planned prior to the pandemic?
- CDE calculated renormed On Track Growth cut-score estimates based on data from the 2021 (both normal and 1-year pause AYFEP progression). Note: these would need to be revisited once 2022 data become available

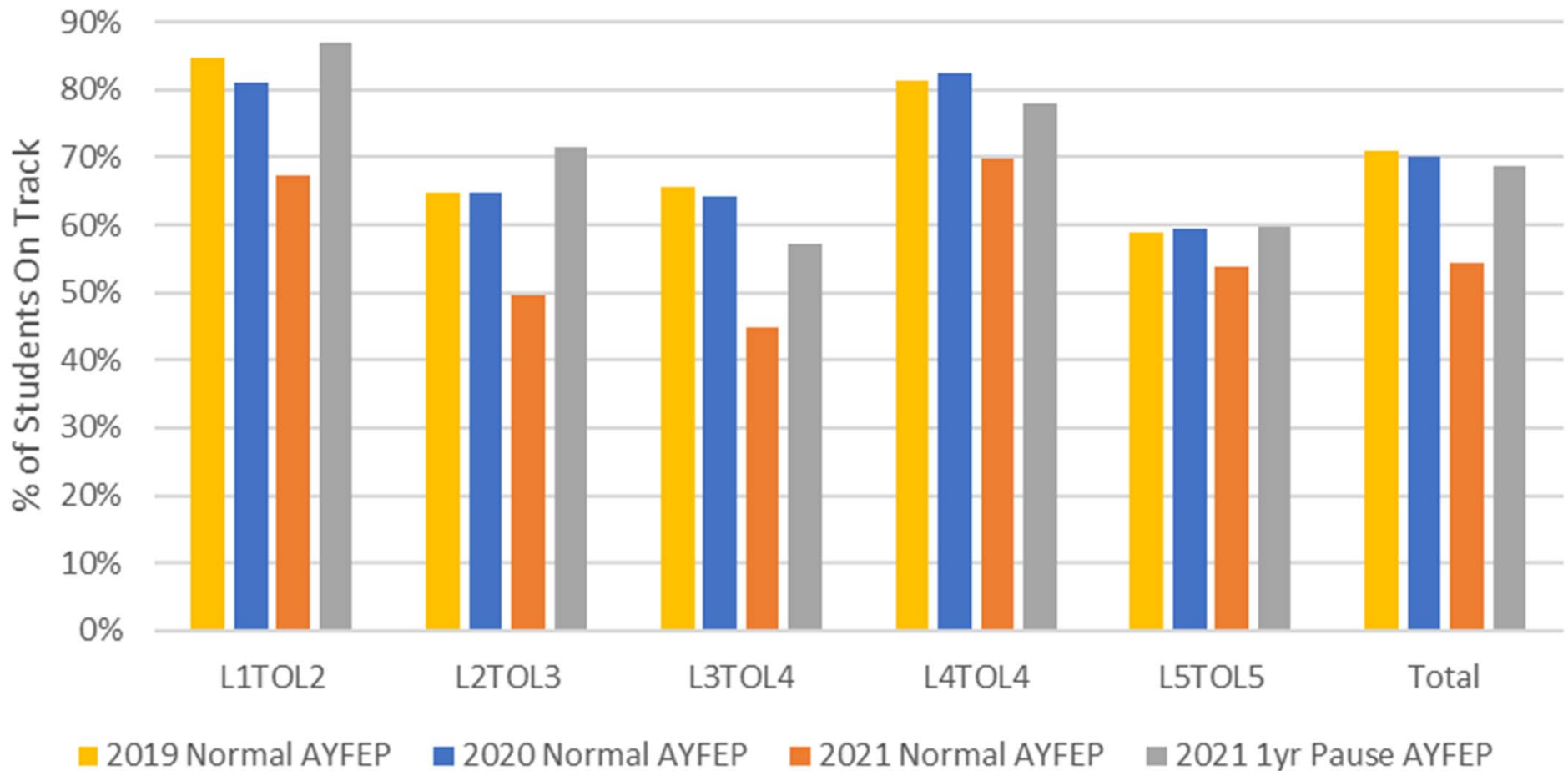
On Track by Year and AYFEP Approach- All Grades



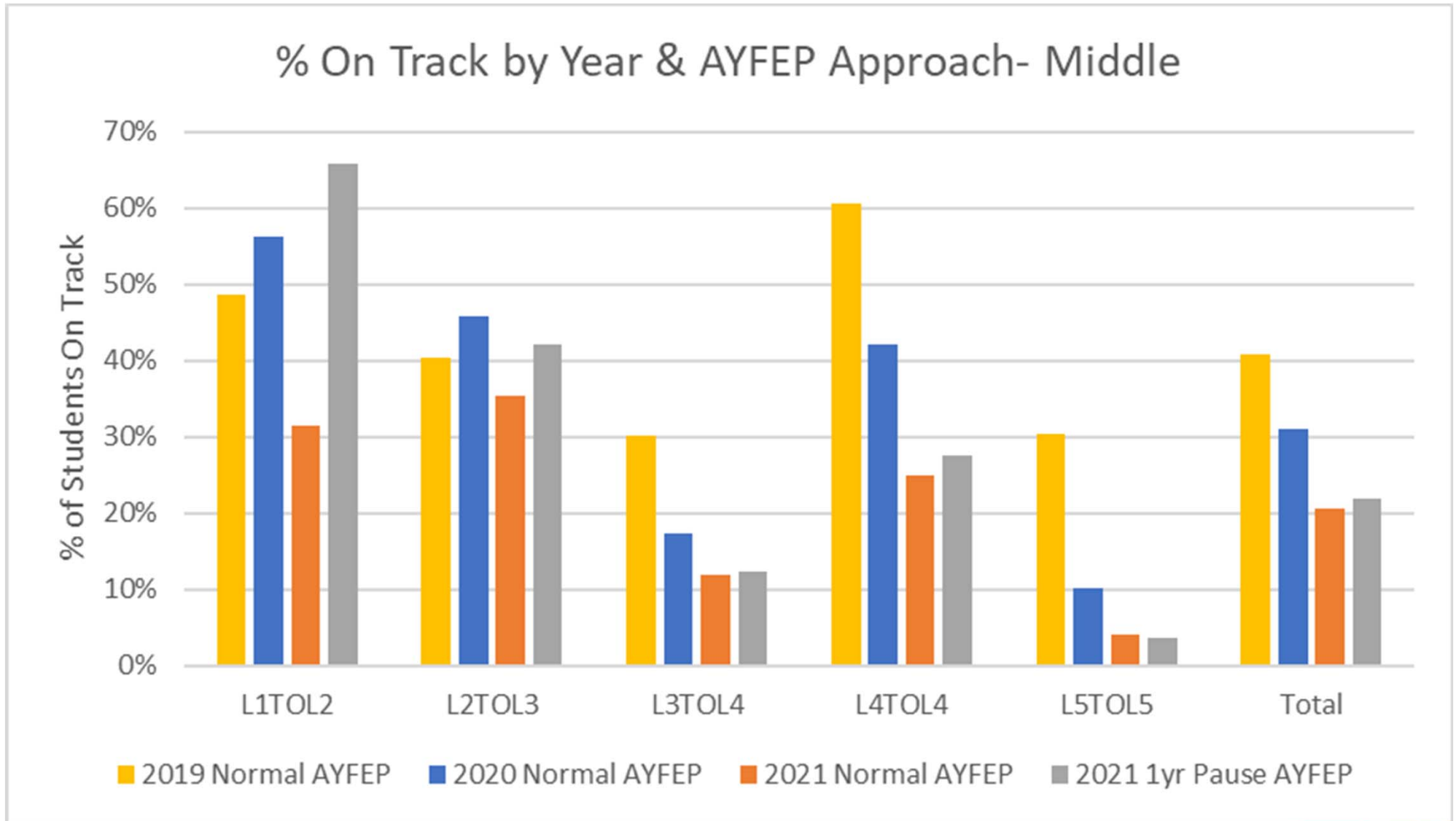
On Track by Year and AYFEP Approach- Elementary School



% On Track by Year & AYFEP - Elementary



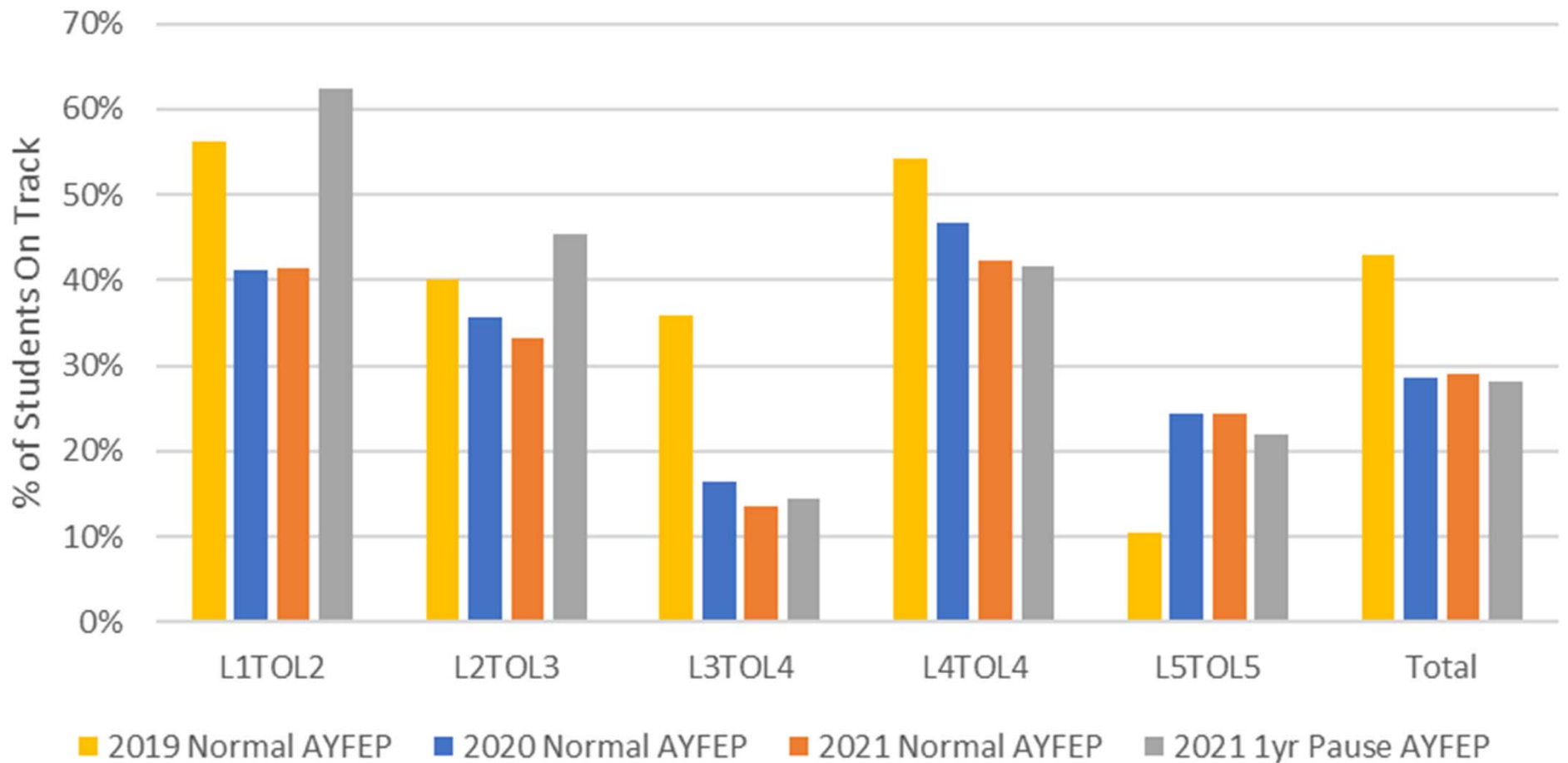
On Track by Year and AYFEP Approach- Middle School



On Track by Year and AYFEP Approach- High School



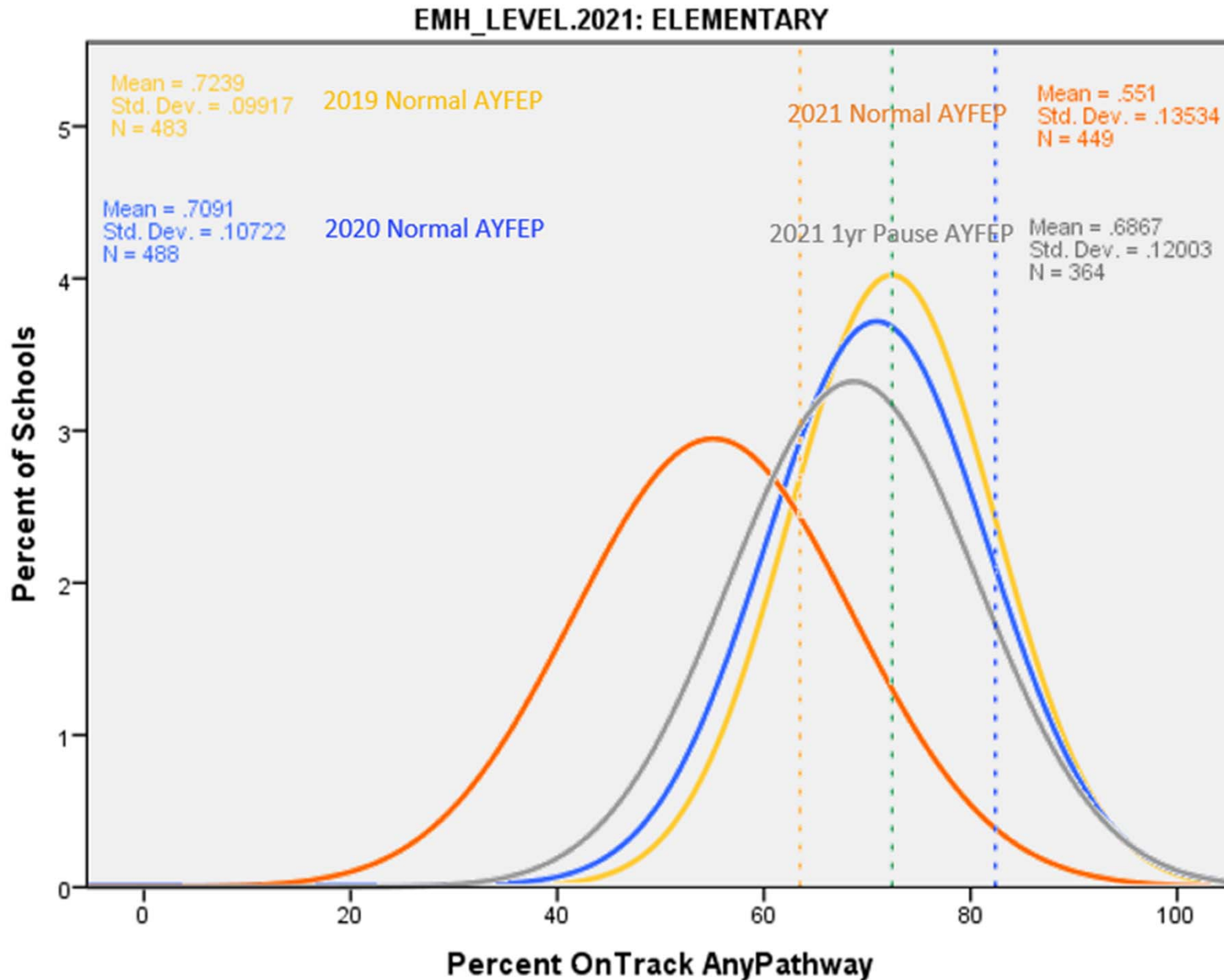
% On Track by Year & AYFEP Approach- High



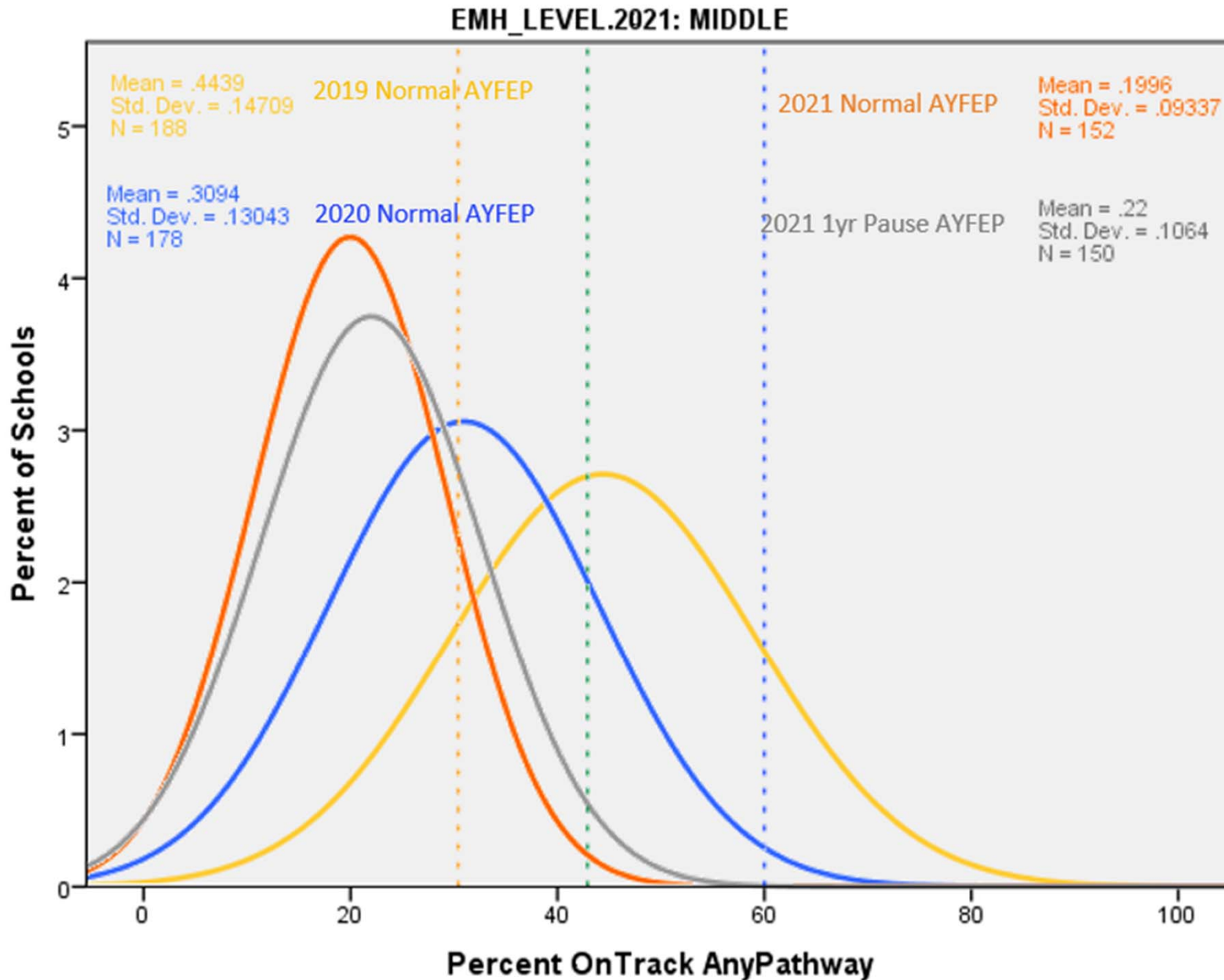
On Track Counts, Percents and Differences by AYFEP Approach & Grade Level

		2019 Normal AYFEP		2020 Normal AYFEP		2020 Norm-2019	2021 Normal AYFEP		2021 Norm-2020	2021 1yr Pause AYFEP		2021 1yr-2020
		Valid N	% On Track	Valid N	% On Track	% Difference	Valid N	% On Track	% Difference	Valid N	% On Track	% Difference
ALL GRADES	L1TOL2	7029	80.6%	7037	76.3%	-4.3%	6275	62.5%	-13.8%	5422	83.9%	7.6%
	L2TOL3	13333	57.4%	10935	59.0%	1.5%	9056	46.5%	-12.5%	8097	65.9%	7.0%
	L3TOL4	34880	51.8%	33253	44.6%	-7.1%	20625	35.3%	-9.3%	20187	37.6%	-7.1%
	L4TOL4	18835	68.3%	19050	60.7%	-7.7%	13946	49.0%	-11.7%	9181	46.1%	-14.5%
	L5TOL5	1644	39.5%	1759	33.5%	-6.0%	1531	29.2%	-4.3%	715	20.8%	-12.6%
	Total	75721	59.3%	72034	53.9%	-5.4%	51433	44.1%	-9.7%	43602	50.1%	-3.7%
ELEMENTARY	L1TOL2	6125	84.8%	6007	81.1%	-3.7%	5266	67.4%	-13.7%	4699	86.9%	5.8%
	L2TOL3	9357	64.8%	8398	64.9%	0.1%	7174	49.7%	-15.2%	6416	71.7%	6.8%
	L3TOL4	20080	65.7%	19473	64.3%	-1.4%	14526	44.9%	-19.5%	11160	57.2%	-7.2%
	L4TOL4	8826	81.4%	8272	82.5%	1.2%	6449	69.9%	-12.6%	2776	78.1%	-4.5%
	L5TOL5	899	59.0%	779	59.6%	0.6%	720	53.9%	-5.7%	189	59.8%	0.2%
	Total	45287	71.0%	42929	70.2%	-0.8%	34135	54.3%	-15.9%	25240	68.7%	-1.5%
MIDDLE	L1TOL2	511	48.5%	479	56.2%	7.6%	484	31.4%	-24.8%	319	65.8%	9.7%
	L2TOL3	2337	40.3%	941	45.7%	5.4%	814	35.3%	-10.4%	695	42.2%	-3.5%
	L3TOL4	7741	30.1%	6147	17.4%	-12.8%	3162	11.8%	-5.6%	4644	12.3%	-5.0%
	L4TOL4	4076	60.6%	6703	42.2%	-18.4%	4887	25.0%	-17.2%	4211	27.5%	-14.6%
	L5TOL5	204	30.4%	804	10.2%	-20.2%	684	4.1%	-6.1%	435	3.7%	-6.5%
	Total	14869	40.7%	15074	31.0%	-9.7%	10031	20.5%	-10.5%	10304	21.8%	-9.2%
HIGH	L1TOL2	393	56.2%	551	41.2%	-15.0%	525	41.3%	0.1%	403	62.3%	21.1%
	L2TOL3	1639	40.0%	1596	35.6%	-4.4%	1067	33.2%	-2.4%	986	45.3%	9.7%
	L3TOL4	7059	35.8%	7632	16.4%	-19.4%	2937	13.6%	-2.8%	4383	14.4%	-2.0%
	L4TOL4	5933	54.3%	4074	46.8%	-7.5%	2610	42.3%	-4.5%	2194	41.5%	-5.3%
	L5TOL5	541	10.5%	176	24.4%	13.9%	127	24.4%	0.0%	91	22.0%	-2.5%
	Total	15565	42.9%	14029	28.5%	-14.5%	7266	29.0%	0.5%	8057	28.1%	-0.4%

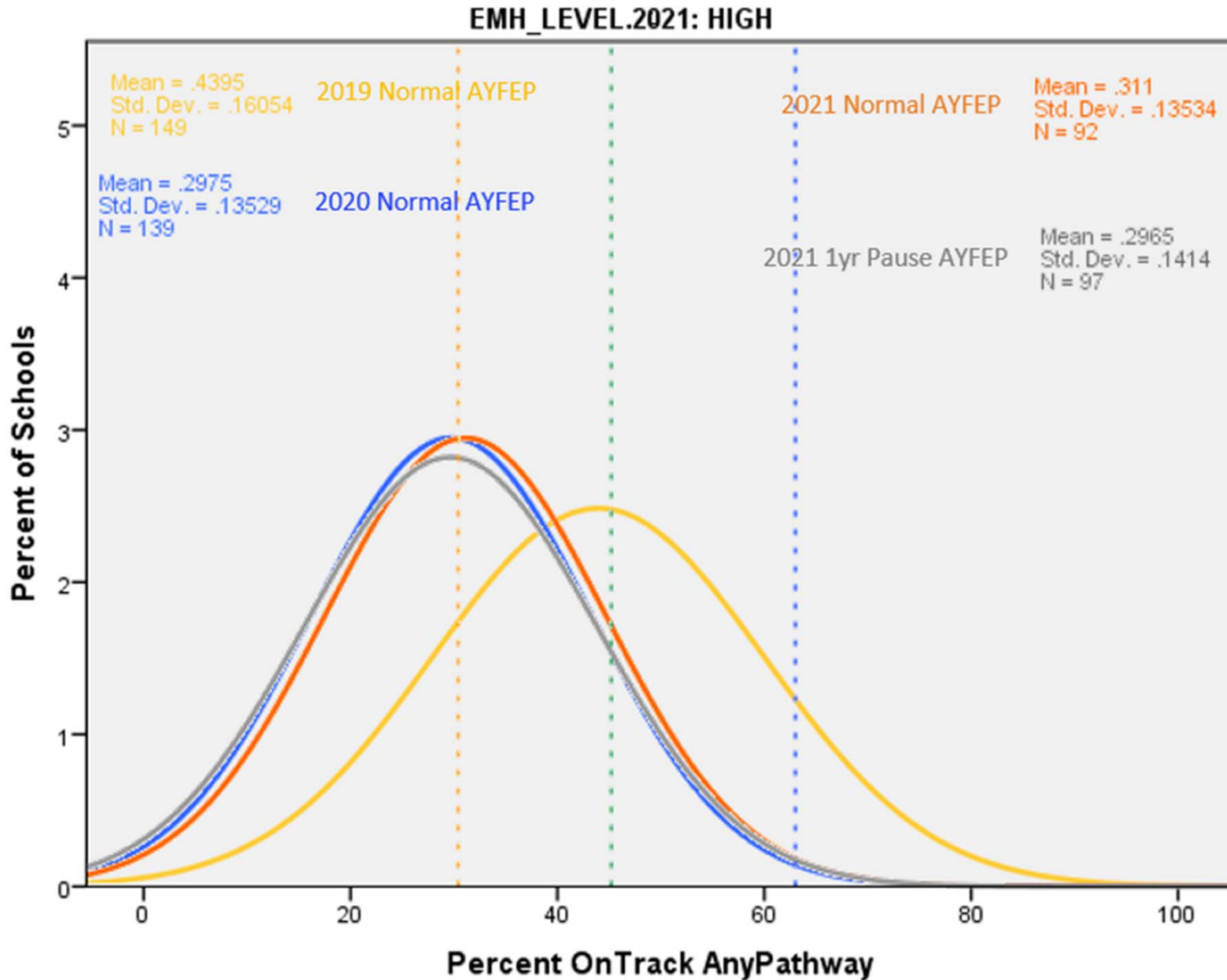
Percent On Track Growth School Distributions Over Time with 2019 Cut-scores- Elementary



Percent On Track Growth School Distributions Over Time with 2019 Cut-scores- Middle



Percent On Track Growth School Distributions Over Time with 2019 Cut-scores- High

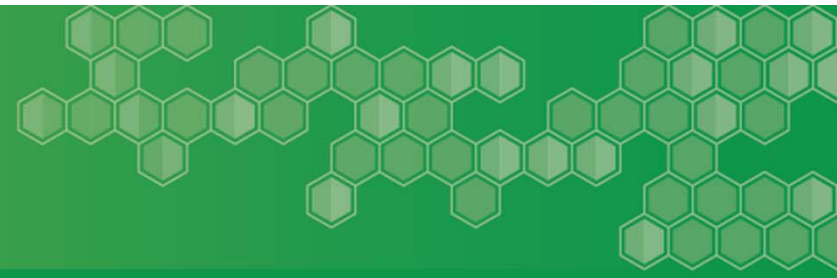


Potentially Renormed On Track Growth Cut-scores

	Percentile Rank	2019 Normal AYFEP	2020 Normal AYFEP	2021 Normal AYFEP	2021 1yr Pause AYFEP
Elementary	15th	63.5%	60.0%	42.4%	57.6%
	50th	72.4%	71.2%	55.2%	68.9%
	85th	82.4%	81.4%	68.7%	80.0%
Middle	15th	30.4%	19.0%	11.4%	11.8%
	50th	42.9%	29.7%	19.2%	20.9%
	85th	60.0%	44.2%	30.0%	32.5%
High	15th	30.4%	16.1%	19.7%	15.8%
	50th	45.2%	28.6%	28.6%	27.4%
	85th	63.0%	44.4%	45.8%	50.0%

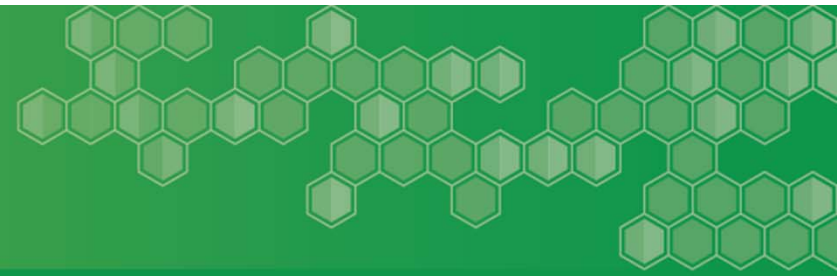
Note- I forgot to remove AECs from the 2020 and 2021 cut-score calculations, so Middle and High school cut-score estimates are slightly lower than the real numbers would be.





- Is the TAP in favor of applying a 1-year pause to the 6-year AYFEP countdown clock in recognition of pandemic impacts?
- Is the TAP in favor of continuing the process of annually renorming the ELP On Track cut-scores as was planned prior to the pandemic?

Technical Advisory Panel



- Meeting Summary:
 - Suggested future analysis
 - TAP recommendations from this meeting
- Public Comment
- Close Meeting
 - Next Scheduled Meeting: May 19th

