



COLORADO
Department of Education

A Summary of Changes to Policy and Practice Due to COVID-19

COVID-19 Policy Implications Stakeholder Group
August 26, 2020



Information provides an overview of the changes to policy and practice due to COVID-19 that have already occurred so that the COVID-19 Policy Implications Stakeholder Group may provide recommendations for the 2020-21 school year for assessments, accountability, accreditation, and educator evaluations.

Authority for Policy Changes: Executive Orders, Legislation, Waivers

Implications for state versus federal requirements

Assessment

Sources of State Content Assessment Requirements

Colorado's state (content) assessment system is guided by state law, state rule, federal law/regulations, and Colorado's ESSA plan.

- Mechanisms for change:
 - State law – executive order or legislative
 - State rule (limited for assessment) – Board adoption
 - Federal law/regulation – waiver (or legislative or federal department of education adoption)
 - ESSA plan – CDE revision or addendum, and federal department of education approval

Spring 2020 State Content Assessments: Impact of COVID-19

Assessment	State Action	Federal Action
CMAS/CoAlt ELA/Math/Science SAT	Executive Order: suspended assessment requirements in <i>C.R.S. § 22-7-1006.3</i>	Waiver: waived assessment requirements in ESSA <i>Section 1111(b)(2)</i>
CMAS/CoAlt Social Studies PSAT and CoAlt	Executive Order: suspended assessment requirements in <i>C.R.S. § 22-7-1006.3</i>	Not applicable

Consequences of Spring 2021 Content Assessment Cancellations

Purpose of State Content Assessments:

The state content assessments are intended to be one component of the more comprehensive local assessment systems. They typically serve as uniform indicators across the state of end-of-year achievement of the Colorado Academic Standards at the individual student, school, district and state levels. For some districts, they are the only standardized assessments that address higher order and critical thinking skills, including independently composed writing. Results may be used by a variety of stakeholders to inform different questions and activities.

Consequences of Spring 2021 Content Assessment Cancellations: State Content Assessment Data Will Not Be Available for Typical Uses

Student/parent Results typically provide a shared state-wide indicator of individual student mastery of the end-of-year standards, including areas of relative strength and weakness, as well as allow comparisons of individual results against the school, district and state.

Results may be a piece of information used to inform school selection.

School and District Results typically provide a piece of data that:

- may be used as a prompt for further investigation at the student, classroom, school, and district levels
- supports districts/schools in their reviewing and developing goals for the performance of their students, including subgroups
- may indicate that a review of programs, curricula, materials and/or scope and sequence may be appropriate
- may inform the evaluation of instructional approaches

Consequences of Spring 2021 Content Assessment Cancellations: State Content Assessment Data Will Not Be Available for Typical Uses

State Aggregated results are a source of data that:

- are incorporated into the state accountability system allowing for school and district comparisons of aggregated student demonstration of, and growth toward, their mastery of the Colorado Academic Standards.
- are used as prompts for further investigation at the school, district and state levels
- support the state in reviewing and developing its goals
- provide information to inform and evaluate legislative and policy decisions
- are used in determining schools to be recognized and identified for a variety of reasons, including serving as an example for other districts/schools
- serve as a signal of values, priorities, support and responsiveness

Other uses of results:

- for research purposes
- in the development of reports
- for informing community and organization efforts

Consequences of Spring 2020 Content Assessment Cancellations: **OPTIONAL** Fall PSAT 10 NMSQT and SAT Testing

PSAT 10/NMSQT School Day Testing (11th graders):

- ❖ Wednesday, October 14
- ❖ Thursday, October 29

SAT School Day Test Dates (12th graders):

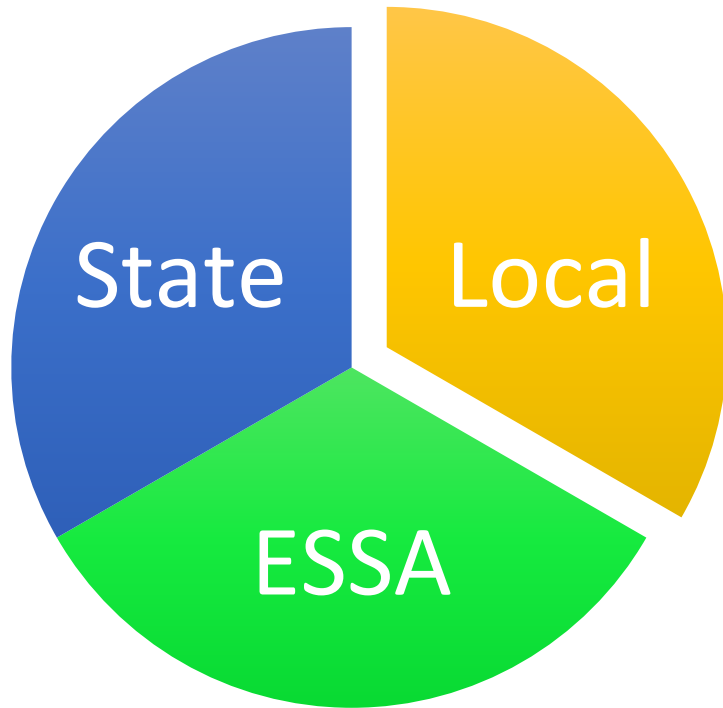
- ❖ Wednesday, September 23
- ❖ Wednesday, October 14
- ❖ Tuesday, October 27

SAT Saturday National Test Dates (vouchers available for 12th grade students unable to test on a school day):

- ❖ August 29
- ❖ September 26
- ❖ October 3
- ❖ November 7
- ❖ December 5

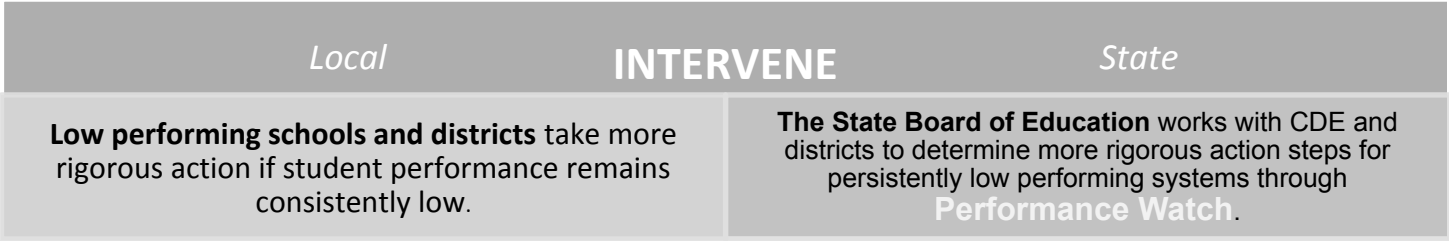
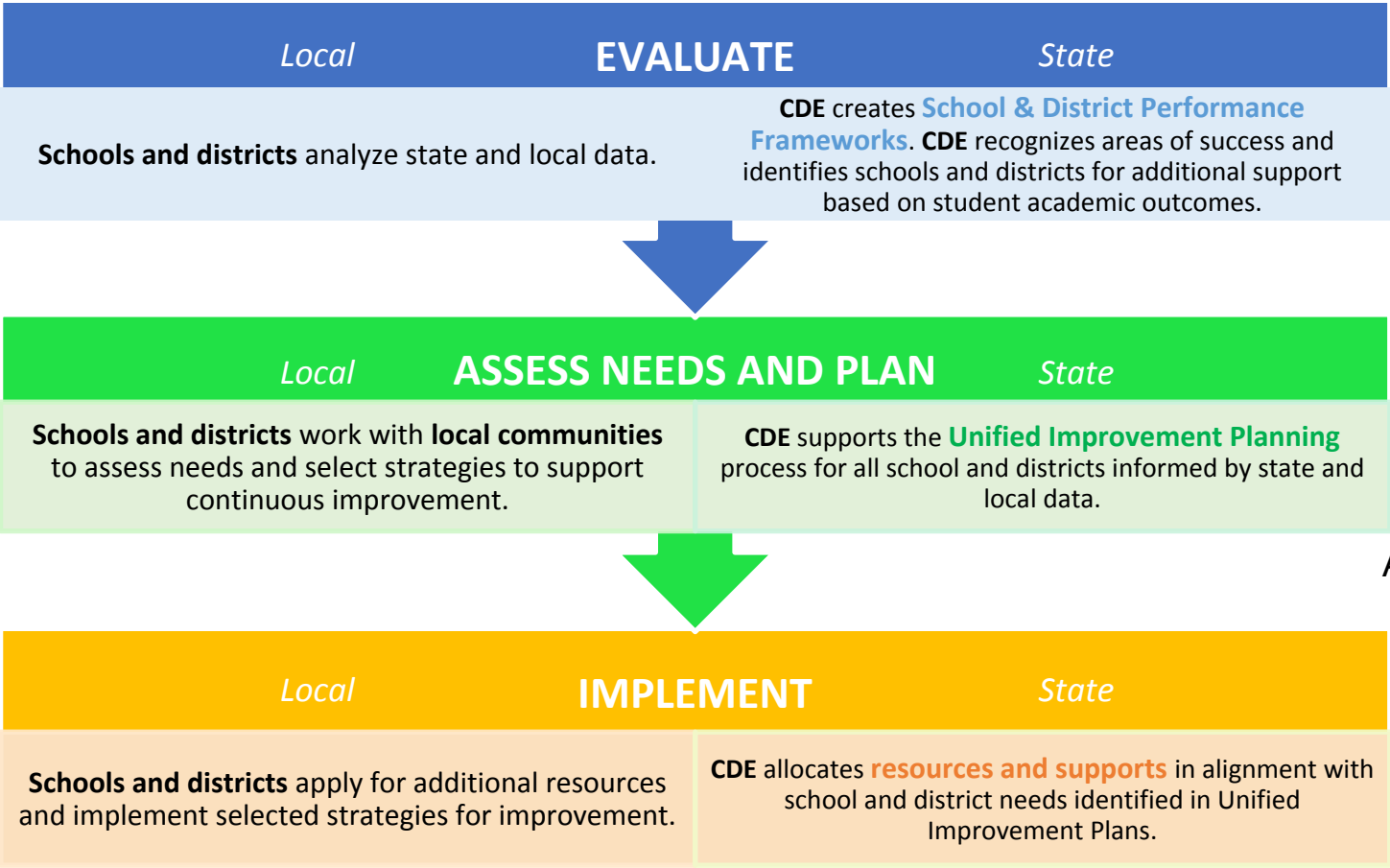
Accountability and Accreditation

Colorado's Accountability System



- Local accountability
 - Locally elected boards oversee superintendent and district policies
- State Accountability
 - Colorado Educational Accountability Act
 - Performance frameworks, Improvement planning, Accountability clock
- Federal Accountability
 - Every Student Succeeds Act - State plan approved
 - Schools on improvement (CS, TS, A-TS)

Colorado’s system of school and district accountability is primarily designed to provide valid and actionable information regarding the progress of all students toward meeting the state academic standards and prioritize support for schools and districts identified for academic improvements.



Colorado Educational Accountability: Performance Frameworks

Based on Colorado statutory requirements.....

- CDE annually* evaluates districts and schools based on student performance outcomes and provides a common framework through which to understand performance and focus improvement efforts.
- All districts receive a District Performance Framework (DPF). This determines their accreditation rating.
- All schools receive a School Performance Framework (SPF). This determines their school plan types.

* Accountability Pause in 2020-21 due to COVID-19

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



DISTRICT ACCREDITATION RATINGS



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>

The Performance Framework & Snapshot Report



Preliminary 2018 District Performance Framework

3124 | Sample District

Level: EMH - (1-Year)

Accreditation Rating

Official Rating Based On: 1-Year DPF Report

Accredited: Meets 95% Participation

60.6/100

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	54.9%	16.5/30	Approaching
Academic Growth	61.3%	24.5/40	Approaching
Postsecondary & Workforce Readiness	65.3%	19.6/30	Meets

Assurances

Assurance	Rating
Accountability Participation Rate	Meets 95%
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	7,023	6,908	98.4%	38	98.9%	Meets 95%
Math	7,024	6,907	98.3%	38	98.9%	Meets 95%
Science	2,357	2,312	98.1%	21	99.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	66.0%	26.4/40	Meets	70.3%	Accredited
	Academic Growth	73.2%	43.9/60	Meets		
Middle	Academic Achievement	53.5%	21.4/40	Approaching	53.6%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		
High	Academic Achievement	45.1%	13.5/30	Approaching	55.9%	Improvement
	Academic Growth	57.1%	22.8/40	Approaching		
	Postsecondary & Workforce ...	65.3%	19.6/30	Meets		

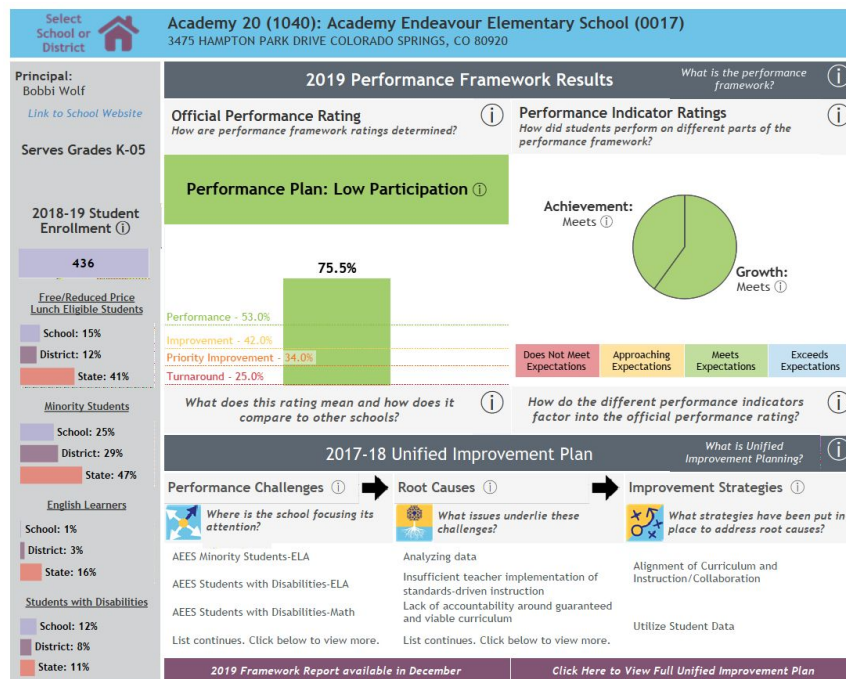
(*) Not Applicable; (N) No Reportable Data. For additional information, reference the scoring guide on the last page of this report.

(**) Schools with an Insufficient State data plan type will maintain their previously assigned year on the dock.

(***) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

◆ Final framework reports will be posted next week at:

<http://www.cde.state.co.us/accountability/performanceframeworks>



◆ Final snapshot reports are posted at:

<http://www.cde.state.co.us/code/accountability-performancesnapshot>



State Accountability During the Pause

- Updates on accountability in 2020-21:
 - Accountability pause for the 2020-21 school year
 - Performance frameworks from 2019-20 rolled over to 2020-21
 - No request to reconsider available (including schools on clock and on watch)
 - Improvement planning continues with some modifications (e.g., timeline, process)
 - Accountability clock requirements continue with some modifications (e.g., Year 5 hearings)
- Updates on accountability in 2021-22:
 - Resume framework release in Aug 2021 unless pause is extended through legislation or executive order
 - TAP is studying the growth model now
 - Commissioner's COVID-19 Policy Implications Stakeholder Group will provide recommendations

School Improvement and Planning Efforts Continue in 2020-21

- Improvement Planning for All Schools and Districts
 - Improvement planning timeline adjustments
 - Balance addressing current crisis with maintaining school improvement lens
 - In absence of state data, use local data and non-academic data
 - Recommendation to trim down focus, extend past plan and deepen implementation (e.g., root cause analysis, implementation benchmarks)
- Accountability Clock Implications
 - Additional reporting and community engagement requirements remain
 - No end-of-clock hearings in 2020-21, unless district opts for early action
 - State Review Panel visits resume
 - Directed action by state board and progress monitoring continue
 - Supports and school improvement grants continue



- The Accreditation process has been relatively unchanged by the accountability pause thus far.
- Highlights of current system:
 - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
 - District plan type and state board action determine timeline and additional expectations included in agreement
 - State Board accredits districts; Local boards accredit schools
 - Contract includes
 - Attainment on performance indicators
 - Adoption and implementation of the district plan
 - Accreditation and implementation of plans for schools, including online schools
 - Good faith effort on implementing statute, regulations and policy
 - Consequences for non-compliance and monitoring

State Accountability and School Improvement Resources



- Accountability Pause Website:
<http://www.cde.state.co.us/accountability/20-21pause>
- Accountability Webpage:
<http://www.cde.state.co.us/accountability/stateaccountability>
- Accreditation -- consult Accountability Handbook on Accountability Webpage
- Improvement Planning Webpage (including upcoming Resources and Trainings): <http://www.cde.state.co.us/uip>
- Accountability Clock Webpage:
http://www.cde.state.co.us/accountability/accountability_clock
- Questions?
 - Contact Lisa Medler (medler_l@cde.state.co.us) or Accountability & Continuous Improvement Team (accountability@cde.state.co.us)

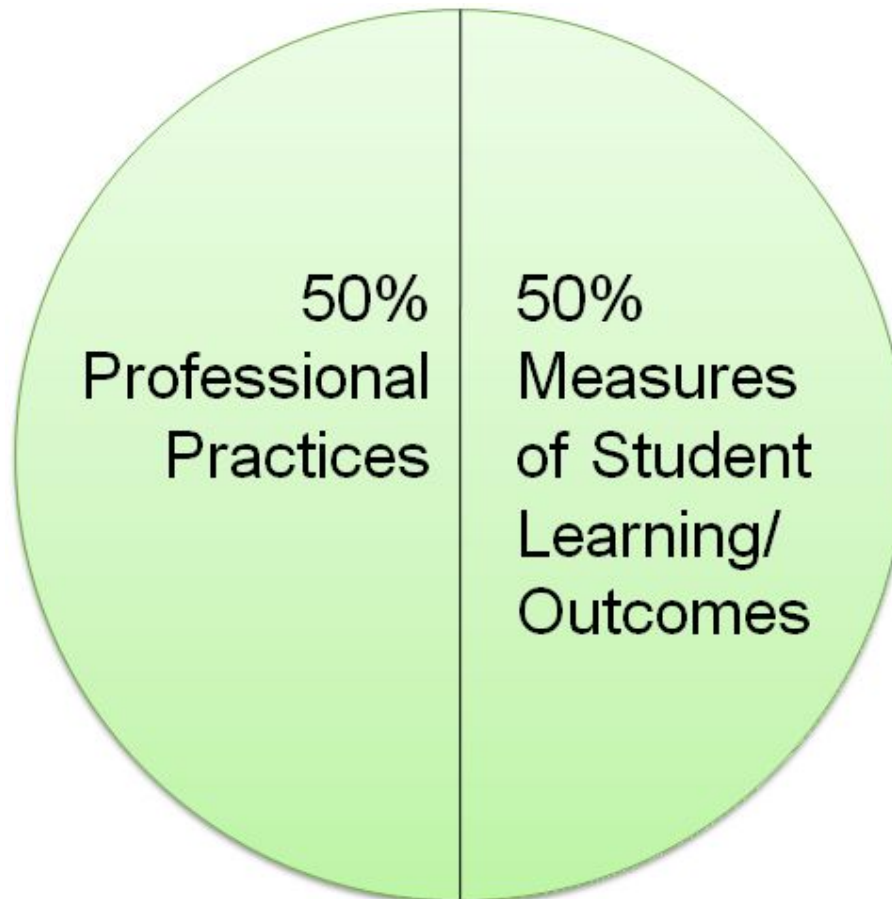
Educator Effectiveness



- In response to the Governor's Executive Order issued on April 1, 2020, all the legal requirements based on SB 10-191 for licensed personnel were paused for the 2019-2020 school year.
- Districts and BOCES had autonomy through local control to choose to finalize NONE, SOME, or ALL their educators' evaluations for the 2019-2020 school year.



Measures of Student Learning/Outcomes must account for 50% of an educator's annual evaluation (Teacher, Principal, SSP).





- Annual evaluation of all teachers, principals and special service providers (SSP) aligned to the state adopted professional practice standards
- Teachers and principals final effectiveness ratings based on 50% on the academic growth of their students and all SSPs on 50% student outcomes.
- Non-probationary status is earned after three consecutive years of effective or higher final effectiveness ratings
- Non-probationary status is lost based upon two consecutive years of less than effective final effectiveness ratings
- Non-probationary status is portable across Colorado school districts.
- Educator Effectiveness ratings are submitted annually to CDE



CDE will **not** be monitoring the measures of student learning/outcomes (MSL/MSO) portion of the Educator Effectiveness requirements for educator evaluations in the 2020-21 evaluation cycle.

- The Educator Effectiveness process will be maintained and districts/BOCES should focus their efforts fully on the established professional practices.
- Monitoring and reporting of educators' final effectiveness rating will be based on 100% on professional practices.
- Educators can keep building and fortifying their skills for delivering effective instructional practices in all learning environments (including remote/online, hybrid, and in-person.)

Sample of Outstanding Questions from the Field

The following represents current sample questions that the Educator Effectiveness team are hearing from the field:

- How will districts/BOCES determine how the final effectiveness rating for 2020-21 counts towards earning or losing nonprobationary status for their educators?
- How will locally developed practices and negotiated agreements related to educator evaluations be considered by the state when making decisions?
- How should districts/BOCES proceed now and until spring 2021 related to educator evaluation, knowing that decisions may not be made until most of the school year is complete?



The following link to current information, resources, and supports related to Educator Effectiveness for the 2020-21 school year:

- [Educator Talent COVID-19 FAQs](#)
- [Educator Effectiveness Office homepage](#)
- [Planning for Educator Evaluations in the 2020-21 School Year](#)
- [Modifications to the 2020-21 Evaluation Cycle](#)

Questions?

- Contact Mary Bivens (bivens_m@cde.state.co.us)



COLORADO
Department of Education

Thank You