



COLORADO
Department of Education

COVID-19 Policy Implications Stakeholder Group

September 16, 2020



Logistics

- Colorado Open Meetings Law
 - Livestream main session and breakout session
 - 2 or more SG members cannot meet outside the SG meeting to discuss SG content
- Meetings will be recorded and available on the [Stakeholder Group webpage](#)

Meeting Objectives

- Review feedback on guiding questions and big picture plan.
- Brainstorm information or data needed to review the impact of the COVID-19 pandemic and the resulting disruption of the 2019-20 school year.
- Develop recommendation(s) for the educator evaluation system for the 2020-21 school year (Measures of Student Learning/Outcomes).
- Develop recommendation(s) for the state content assessment system (social studies, PSAT, SAT).

Agenda

1:00– Gather and Welcome from Rhonda Haniford, Associate Commissioner of School Quality and Support

1:05 - Review Agenda and Intro Activity

1:15 - Present Big Picture: Sequencing Our Work and Overview of Meetings 1-5

1:25 - Review Feedback from Guiding Questions Survey

1:40 - Review Disruption on Learning from 2019-20: Brainstorm

1:55 - Break

2:10 - Assessment: Rationale for Sequencing of Topics

2:20 - Educator Effectiveness Overview and Recommendations: Measures of Student Learning/Outcomes

2:30 - Large Group Q&A

2:45 - Small Group Breakouts

3:15 - Large Group Conversation - Drive Toward Recommendation(s) on 2020-21 School Year

3:45 - Break

4:00 - State Content Assessments Overview and Recommendations : Social Studies, PSAT, SAT

5:00 - Adjourn



Stakeholders

- Kym LeBlanc-Esparza, Archuleta School District 50 JT
- Bret Miles, Colorado Association of School Executives
- Jennifer Holladay, Denver Public Schools
- Luke Ragland, Ready Colorado
- Jason Westfall, Colorado Association of BOCES
- Cheri Wrench, Colorado Association of School Boards
- Christina Ethier, Association for Colorado Education Evaluators and Cherry Creek School District
- Paul Freeman, Roaring Fork School District RE-1
- Chris Gibbons, Colorado League of Charter Schools and STRIVEPrep
- Carol Eaton, Technical Advisory Panel and Jefferson County School District
- Stephanie Perez-Carrillo, Colorado Children's Campaign
- Amie Baca-Oehlert, Colorado Education Association
- Elizabeth Casillas, Denver Metro Region
- Johan Van Nieuwenhuizen, Weld County School District RE-1
- Jen Walmer, Democrats for Education Reform
- Da'Lisa Hatcher, Third Future Schools - Coperni 2 Charter School
- Peter Hilts, District 49
- Michelle Murphy, Colorado Rural Alliance
- Amy Pitlik, Stand for Children

Big Picture: Sequencing Our Work

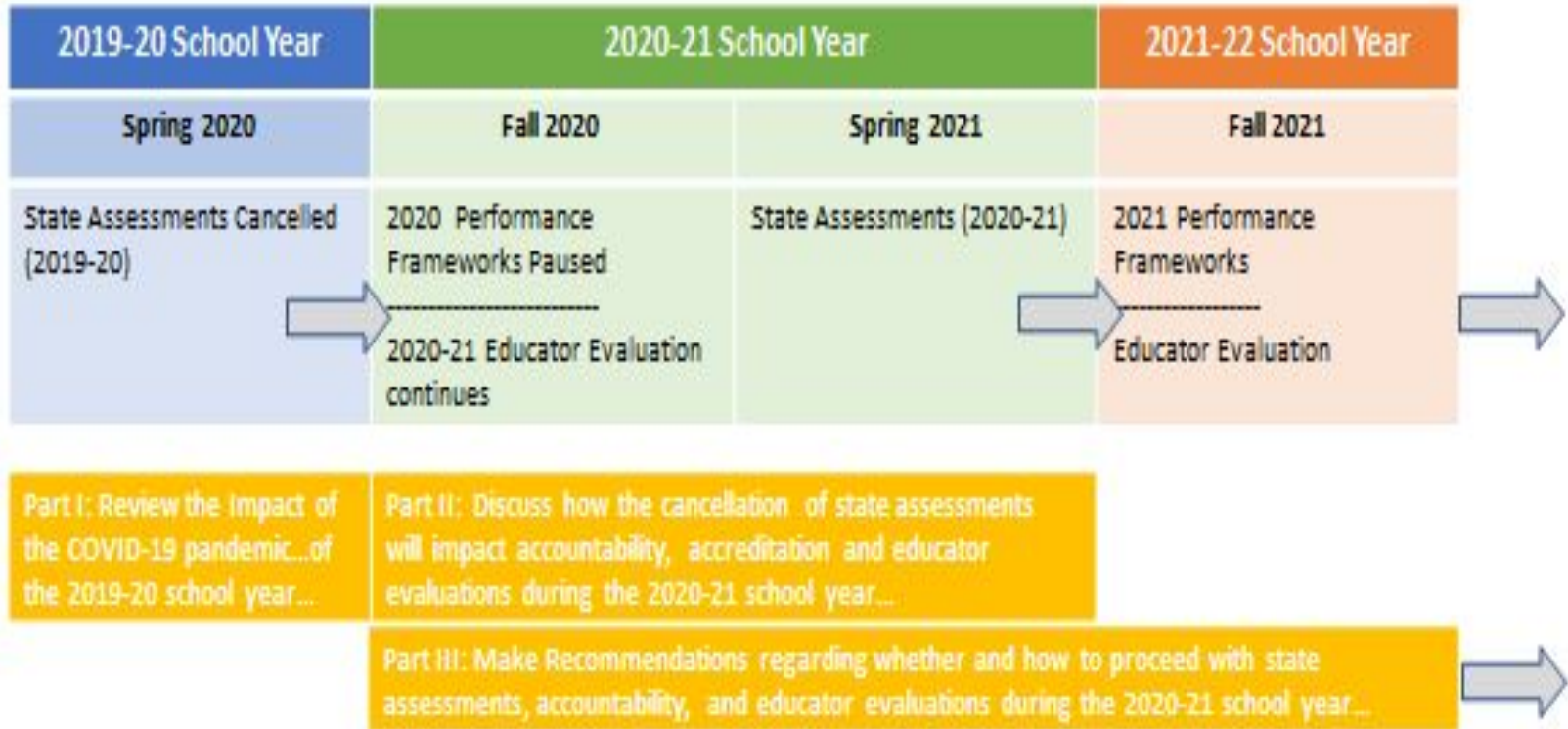


(I) Review the impact of the COVID-19 pandemic and the resulting disruption of the 2019-20 school year, including student transition to remote learning and the cancellation of the state assessments, accountability, accreditation, and educator evaluation systems for the 2019-20 school year;

(ii) Discuss how the cancellation of state assessments will impact accountability, accreditation, and educator evaluations during the 2020-21 school year and whether future modifications are needed regarding the accountability, accreditation, and educator evaluation systems as a result of, and in response to, the COVID- 19 pandemic and possible further disruptions; and

(iii) Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-21 school year and how the systems can continue to effectively measure student achievement and growth and provide an accurate, credible, and comparable assessment of the quality of the public education system throughout the state following the COVID-19 pandemic.

Mapping Timeline and Stakeholder Group Responsibilities



Overview of Topics



<u>Meeting</u>	<u>Topics</u>
Meeting 1 (Aug. 26)	Intros; Background; Context
Meeting 2 (Sept. 16)	Guiding Questions; COVID-19 Impact, Assessments Intro, Educator Evaluations (2020-21)
Meeting 3 (Sept. 30)	Assessments and Accountability & Accreditation
Meeting 4 (Oct. 14)	Assessments and Accountability & Accreditation; Educator Evaluations (2021-22)
Meeting 5 (Oct. 29)	Finalize Recommendations

Guiding Questions: Review Feedback

General Themes	General Advice
General approach to this section	<ul style="list-style-type: none"> · Provide a high altitude review · No additional data collection necessary – focus SG’s time on future. Not sure that the SG has time to collect more data.
Specific advice for shaping a response to this section	<ul style="list-style-type: none"> · Items in the draft guiding questions should be answered. · Start with requirements and non-negotiables. Identify points of consensus · Create a shared document to gather responses – this will help SG members capture feedback from the groups they are representing · Add review of previously conducted research on COVID impact. Review CEI needs assessment and any other sources CDE can identify. Consult national research. CDE should work with other partners to collect data on experience of the spring. · Bring in data that CDE already collects (e.g., attendance) to provide a summary of all districts and schools. Other data (e.g., TLCC, UIPs) may be helpful in providing context. · Brainstorm on impact of no SPF, no assessment. Consider impact on instructional time (e.g., more time for safety protocols).
Lingering Questions	<ul style="list-style-type: none"> · What shifts is CDE making under ESSA? · Curious about whether online schools are included.
Role Clarification	<ul style="list-style-type: none"> · Members should not be the sole reporters of the impact of COVID – no one story. · CDE is the convener but should also share insights.
General Advice	<ul style="list-style-type: none"> · We are still in the pandemic – it’s not over yet. We need to be careful about talking about it in the past tense.

Make recommendations regarding whether and how to proceed with **state assessment**...

Context	<ul style="list-style-type: none">•The ongoing pandemic will have long term educational and budget impacts•Timelines for work of this group and school/district work are not aligned
General approach to this section	<ul style="list-style-type: none">•Stay grounded in legislation•Provide specific questions and options•Consider all impacted parties and perspectives
Specific advice for shaping a response to this section	<ul style="list-style-type: none">•Target conversation on areas of influence without current consensus by identifying non-negotiables and areas of agreement•Consider role that local assessments can serve•Consider PSAT/SAT and CMAS separately•Consider historical priorities (growth)
Lingering Questions	<ul style="list-style-type: none">•How do we fill in for the missing 2020 state data?•Can remote administration happen reliably?•What about ACCESS, READ Act, kindergarten readiness, and local interim and performance-based assessments?•What does participation look like in Colorado?
Role Clarification	<ul style="list-style-type: none">•Not a technical advisory group
General Issue	<ul style="list-style-type: none">•Validity of the assessments and their results versus validity of the inferences that may be made

General Themes	Accountability and Accreditation Advice
Performance Frameworks	<ul style="list-style-type: none"> • How to keep ratings meaningful to wide set of stakeholders? • What are implications for growth model? • What data is still available for use in the frameworks? Other ways to collect data? Are all current metrics on the frameworks needed? Use different data points/data sources in frameworks? With so many new demands on schools, is there a way to provide credit (e.g., health, safety)? • Difficult to imagine moving forward without state assessment data or only some student participation. Need to consider implications of “opt out” in state assessments • Tracking student learning context? Implications for accountability and reporting within frameworks. • State Board revisit decisions on cut scores? • What are budget implications on expectations around performance and supports? • What are implications of multiple pause years on the accountability system?
Accountability Clock	<ul style="list-style-type: none"> • What is the impact of the pause on students in schools on the clock? • How to honor school improvement work in schools on the accountability clock? • Allow schools to move forward with no repercussions or use other data sources to exit clock.
Improvement Planning	<ul style="list-style-type: none"> • Lack of state assessments and framework may have impact on improvement planning. • Can UIPs be used to provide information on response to COVID? • With focus on keeping students safe, schools may not have capacity for improvement planning
Accreditation	<ul style="list-style-type: none"> • How does the accreditation process need to change?
Process	<ul style="list-style-type: none"> • Opportunity to reimagine accountability • More information needed on adjustments made in school improvement and planning. How are schools on the clock being supported and managed? • Consult with other groups (e.g., TAP, AWG) tackling these issues? Consult on other state approaches? • More information needed on how CO may navigate running the growth model. • More information needed on how state has responded to previous accountability pause. • Add “Under what conditions school and district accountability data be reported?

General Themes	Educator Effectiveness Advice
Timing of recommendations for districts/BOCES	<ul style="list-style-type: none"> • Educator effectiveness systems were developed over the summer and shared with educators now and the timing of any recommendations from this group and possible needed legislative decisions are problematic for districts/BOCES • What needs to be done to address CDE's communication of non-reporting of Measures of Student Learning and how that might be confusing/complicating for districts/BOCES right now? • Does CDE have the authority to make educator evaluations 100% professional practices? • Need for legislation to codify CDE's guidance around the 50% student measures not being monitored or reported to the state
Measures of Student Learning/Outcomes (MSL/O)	<ul style="list-style-type: none"> • Due to lack of data from last spring (both state and district) as well as this year's data opportunities possibly being interrupted for local assessments, for 2020-21 school year do not include MSL/O in educator evaluation ratings • Since CDE already announced no monitoring of MSL/Os, is this a decision point for this group? • Pause legislative mandate of state summative data use in evaluations, is this needed?
Professional Practices	<ul style="list-style-type: none"> • The 2020-21 evaluation should be based 100% on professional practices • Allow focus/time for evaluators and educators on observation, feedback, and coaching support • Timely, local assessments can be used to drive coaching conversations and aligned to professional practice outcomes • Teachers are focusing on their own learning and instructional strategies during varied modes of delivery right now, and administrators should be supporting that growth with observation and feedback in any model.
Non-Probationary Status	<ul style="list-style-type: none"> • Counting years towards earning or losing Non-Probationary status • Questions or concerns about statewide consistency if changes to statute for 2020-21 year • Idea that no harm should be done to educators because of any modifications to the process • Do not need to address non-probationary status issues until after we know full recommendations coming from this group

Review the Disruption on Learning from 2019-20 SY

HB20-1418:

Review the Disruption on 2019-20



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(iii) Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-21 school year and how the systems can continue to effectively measure student achievement and growth and provide an accurate, credible, and comparable assessment of the quality of the public education system throughout the state following the COVID-19 pandemic.

MEETING 1: What were your own experiences and observations? The observations of the group you represent?

MEETING 2: Brainstorm information, data, or research that CDE might collect or aggregate.

OFFLINE/IN BETWEEN MEETINGS: Additional ideas or suggestions.

Disruption to 2019-20 School Year: What Is Important to Capture and Share?

- Safety, discipline, attendance data from last year
- Districts - local assessments -- what do these assessments say about learning loss?
- Some teachers/schools/districts approached 4th quarter learning in different ways when school returned. Take this into consideration -- how districts approached their 4th quarter. Survey to ask what their approach was 4th quarter. Later discuss how looking back at local data from 1st quarter trends to see if more learning loss occurred.
- Lessons learned from return plans, also waivers submitted to CDE in the spring could also be explored.
- Digital divide/access - how many students didn't engage in the spring? Engagement numbers that CDE might already have. How is engagement being measured?
- Challenge: Won't be able to 'trend' achievement data. Must focus on growth, and focus on student groups.
- How can universities assist?
- What data from districts will inform connectivity issues?
- How can we assess student learning over the next month and take that into account? Comprehensive state valid assessment?
- Teacher mobility and retention rates?
- Suggestion: AASA research available

Break

Assessments Rationale for Sequencing of Topics

Discuss and Recommend Changes to Educator Evaluation System



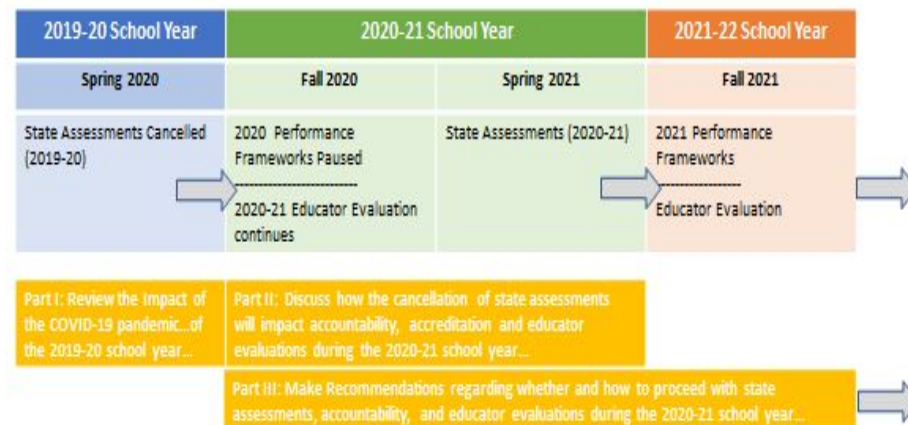
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2019-2020 -- Assessment Cancellation

- Impacted accountability/accreditation pause
- Impacting 2020-2021 Educator Evaluations
 - CDE not monitoring MSLs
 - Stakeholder Group discussion on CDE's position
 - Stakeholder Group recommendation to legislature for 20-21 Educator Evaluations
- Then, return to assessment recommendations for the 20-21 school year and their impact on accountability, accreditation, and educator effectiveness (21-22)



Educator Effectiveness



Group Discussion:

Should there be any change to the educator effectiveness system for the 2020-21 SY specific to Professional Practices or Measures of Student Learning/Outcomes?

Q&A: Whole Group

Discuss Possible Proposals: Breakout Rooms

Consider Proposals: Whole Group

Consensus Process



1. Discussion

Q&A: WHOLE GROUP

DISCUSSION: BREAKOUTS



2. Identify Emerging Proposal

BREAKOUTS



3. Identify Any Unsatisfied Concerns

Whole Group



4. Collaboratively Modify the Proposal

Whole Group



5. Assess the Degree of Support

Whole Group



6. Finalize the Decision OR Circle Back to Step 1 or 3

Whole Group

SB10-191 Statutory Requirements

- 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 highly effectiveness final 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

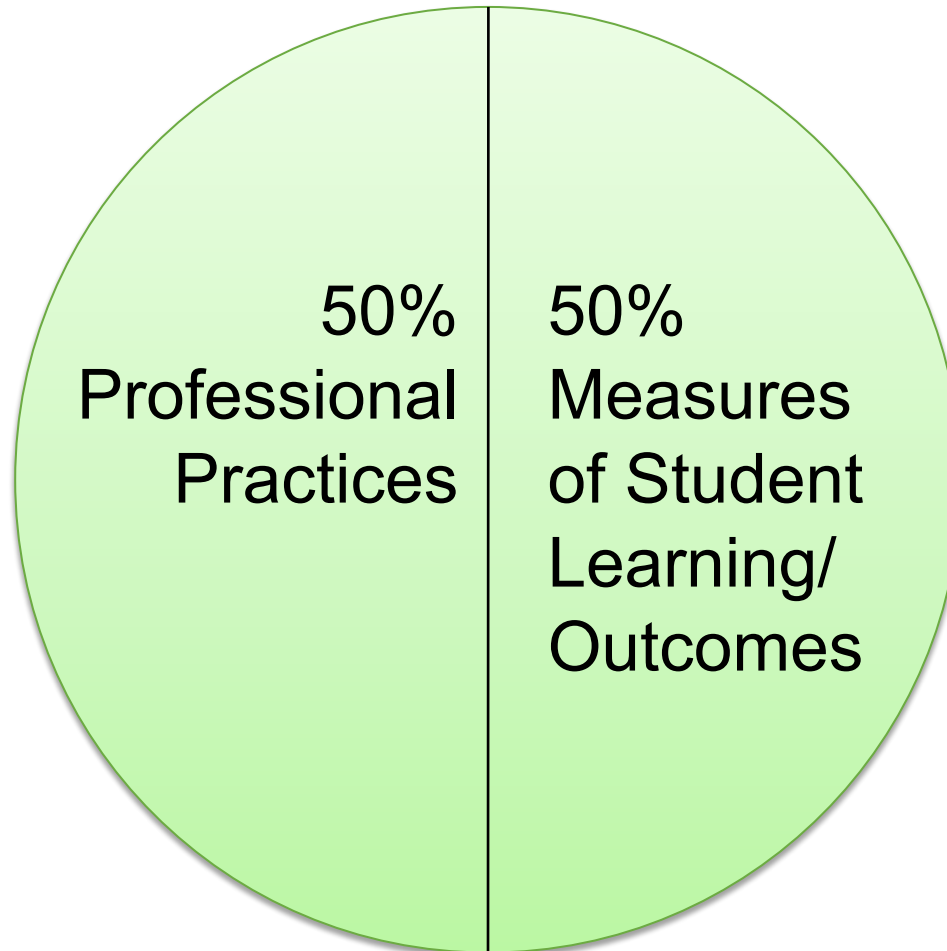


Key Question:

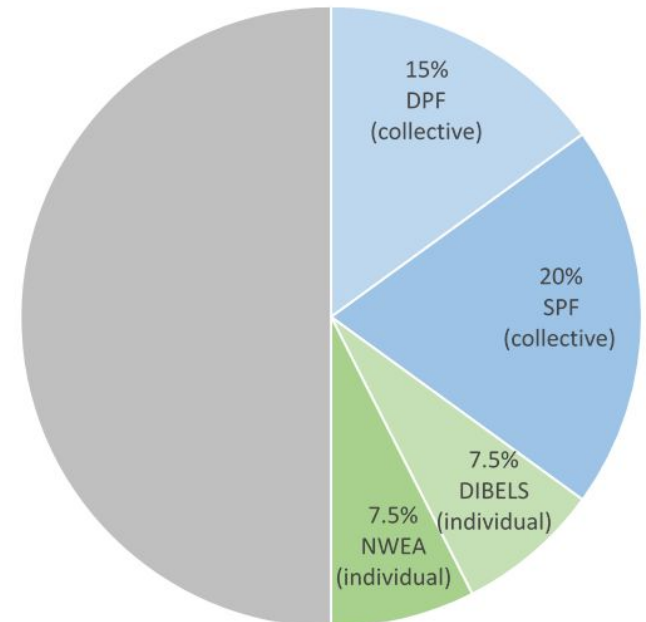
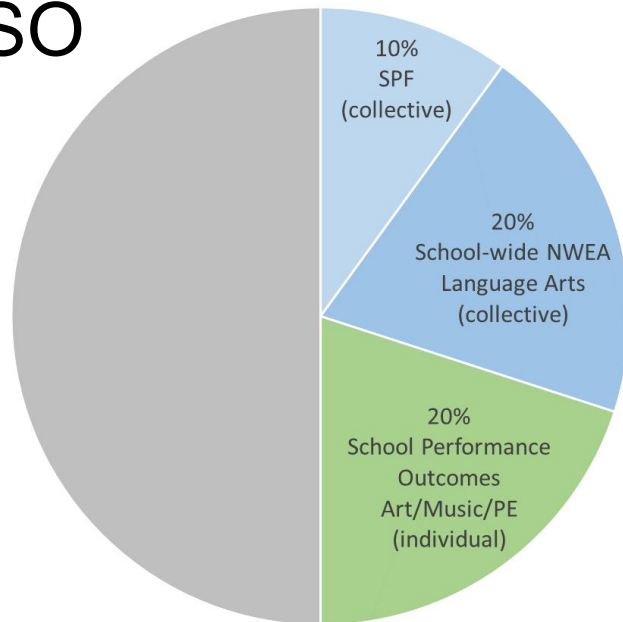
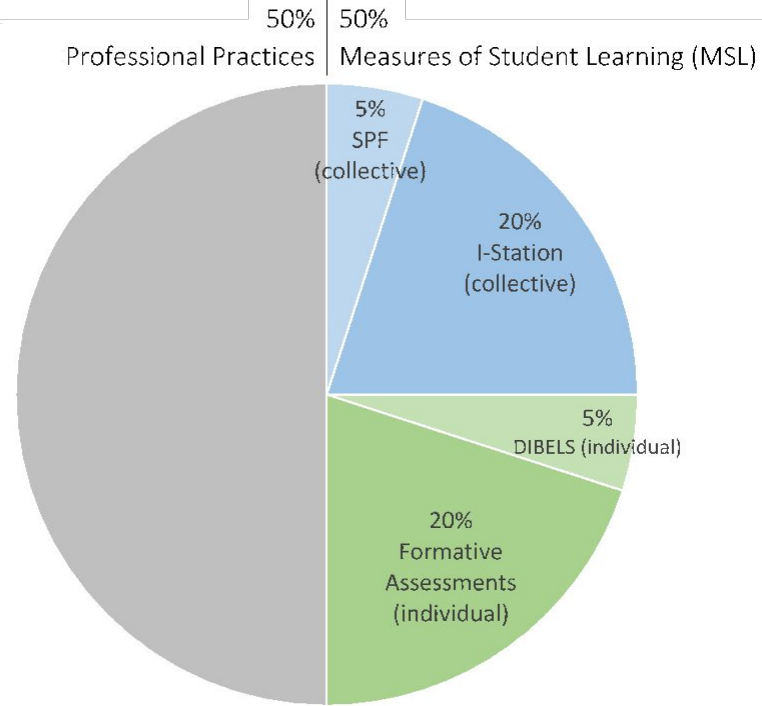
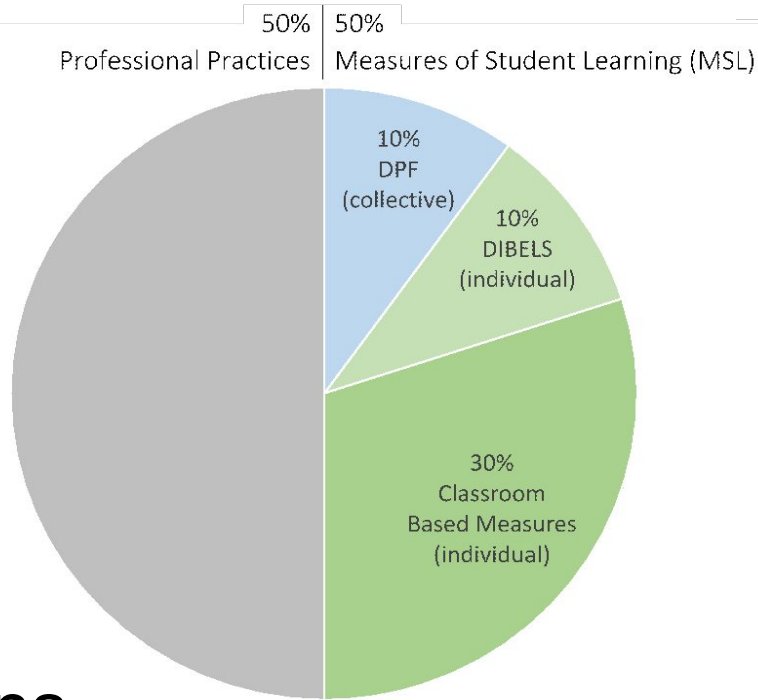
Should there be any changes to the educator effectiveness system for the 2020-21 SY specific to Professional Practices or Measures of Student Learning/Outcomes?

SB10-191 Statutory Requirements

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

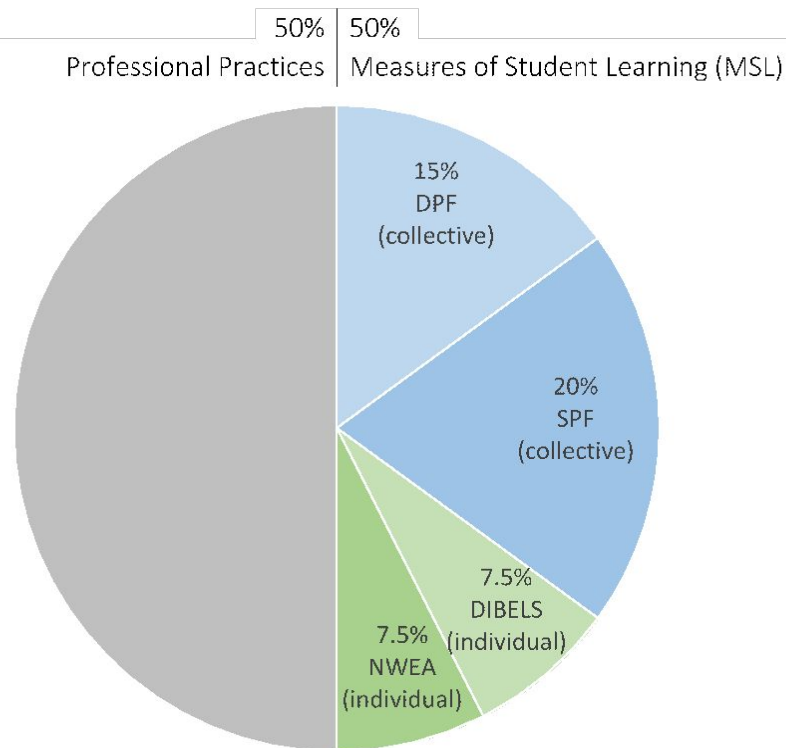


Sample Distributions of MSL/MSO



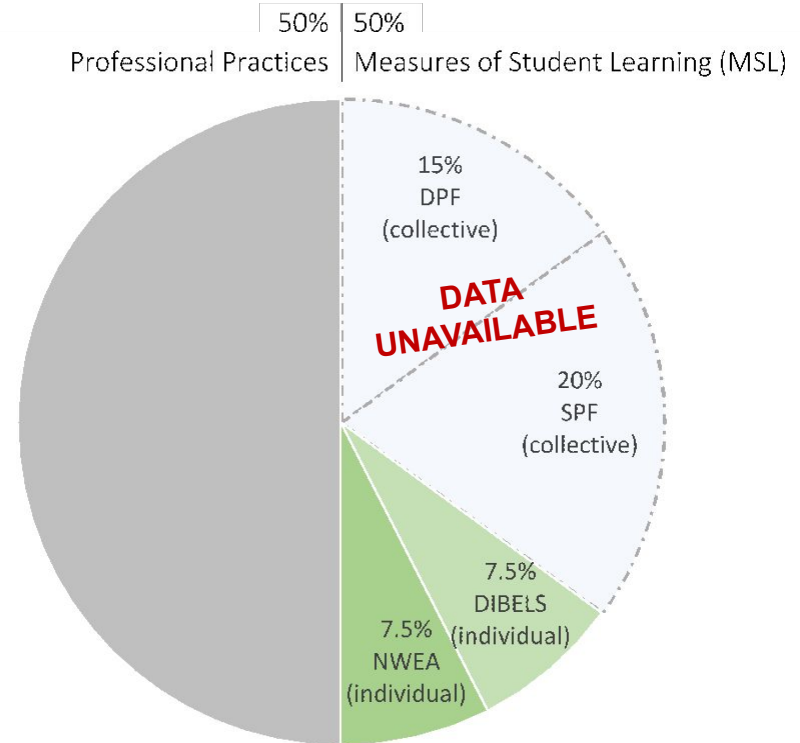
Spring 2020 Impact on MSLs for 2020-21

MSL distribution in 2019-2020



DPF/SPF data from 2018-2019 school year,
no impact due to COVID-19

MSL distribution in 2020-2021 *current school year*



NO DPF/SPF data from 2019-2020 school year
due to COVID-19

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 an educator's final effectiveness rating will be based 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.)

Evaluation Cycle Timeline



Evaluation cycle during a typical/normal school year

Spring

- State summative assessments for use in following school year eval cycle
- Final effectiveness rating and EOY conferences

Summer

- [SPF/DPF data released to districts](#)

Fall

- Orientation to Evaluation Cycle
- Determine individual professional growth goals
- [Determine MSL/MSOs](#)
- Conference between educator and evaluator

Winter

- [Confirm MSL/MSOs](#)
- Conduct observations and feedback

Spring

- State summative assessments for use in following school year eval cycle
- Final effectiveness rating and EOY conferences

Evaluation Cycle Timeline

Evaluation cycle during a typical/normal school year

Spring	Summer	Fall	Winter	Spring
<ul style="list-style-type: none"> State summative assessments for use in following school year eval cycle Final effectiveness rating and EOY conferences 	<ul style="list-style-type: none"> SPF/DPF data released to districts 	<ul style="list-style-type: none"> Orientation to Evaluation Cycle Determine individual professional growth goals Determine MSL/MSOs Conference between educator and evaluator 	<ul style="list-style-type: none"> Confirm MSL/MSOs Conduct observations and feedback 	<ul style="list-style-type: none"> State summative assessments for use in following school year eval cycle Final effectiveness rating and EOY conferences

Evaluation cycle for 2020-2021 school year

Spring 2020	Summer 2020	Fall 2020	Winter 2020-21	Spring 2021
Navigating school and COVID-19				
<ul style="list-style-type: none"> State summative assessments suspended due to COVID-19 Final effectiveness rating and EOY conferences* 	<ul style="list-style-type: none"> NO SPF/DPF data available CDE announces no monitoring of MSL/MSO data for 2020-21 sy 	<ul style="list-style-type: none"> Orientation to Evaluation Cycle Determine individual professional growth goals Determine MSL/MSOs Conference between educator and evaluator 	<ul style="list-style-type: none"> Confirm MSL/MSOs Conduct observations and feedback 	<ul style="list-style-type: none"> State summative assessments TBD Final effectiveness rating and EOY conferences

*77% of districts/BOCES anecdotally reported completing evaluations for some or all of their educators for the 2019-20 school year.



Group Discussion:

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Consider Proposals: Whole Group



Four Agreements of Courageous Conversations (inspired by author Glenn Singleton)

- Stay engaged: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”.
- Experience discomfort: Discomfort is inevitable. Participants make a commitment to bring issues into the open.
- Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.
- Expect and accept non closure during the process: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions.

Additional

- Mute your microphone, but not yourself.
- Practice patience for the unique conditions under which we’re participating.

Group A	Group B	Group C	Group D
Fac: Mary Bivens Notes: Lynn Kintz	Fac: Colleen O'Neil Notes: Karin Reynolds	Fac: Leslie Burkholder Notes: Curtis Garcia	Fac: Sue Gill Notes: Rachel Paul
<p>Amie Baca-Oehlert, Colorado Education Association</p> <p>Jason Westfall, Colorado Association of BOCES</p> <p>Christina Ethier, Association for Colorado Education Evaluators and Cherry Creek School District</p> <p>Luke Ragland, Ready Colorado</p> <p>Stephanie Perez-Carrillo, Colorado Children's Campaign</p> <p>36</p>	<p>Michelle Murphy, Colorado Rural Alliance</p> <p>Paul Freeman, Roaring Fork School District RE-1</p> <p>Jennifer Holladay, Denver Public Schools</p> <p>Chris Gibbons, Colorado League of Charter Schools and STRIVEPrep</p> <p>Jen Walmer, Democrats for Education Reform</p>	<p>Cheri Wrench, Colorado Association of School Boards</p> <p>Kym LeBlanc-Esparza, Archuleta School District 50 JT</p> <p>Johan Van Nieuwenhuizen, Weld County School District RE-1, Principal/Turn around/Ass/Acct.</p> <p>Da'Lisa Hatcher, Third Future Schools - Coperni 2 Charter School</p> <p>Elizabeth Casillas, Rise Colorado, Denver Metro Region</p>	<p>Bret Miles, Colorado Association of School Executives</p> <p>Peter Hilts, District 49</p> <p>Carol Eaton, Technical Advisory Panel and Jefferson County School District</p> <p>Amy Pitlik, Stand for Children</p>

Educator Effectiveness Draft Recommendations for 2020-2021



EE Draft Recommendations for 20-21



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](#)

Break

State Content Assessments

Consensus Process



1. Discussion

Q&A: WHOLE GROUP

DISCUSSION: Whole Group



2. Identify Emerging Proposal

Whole Group



3. Identify Any Unsatisfied Concerns

Whole Group



4. Collaboratively Modify the Proposal

Whole Group



5. Assess the Degree of Support

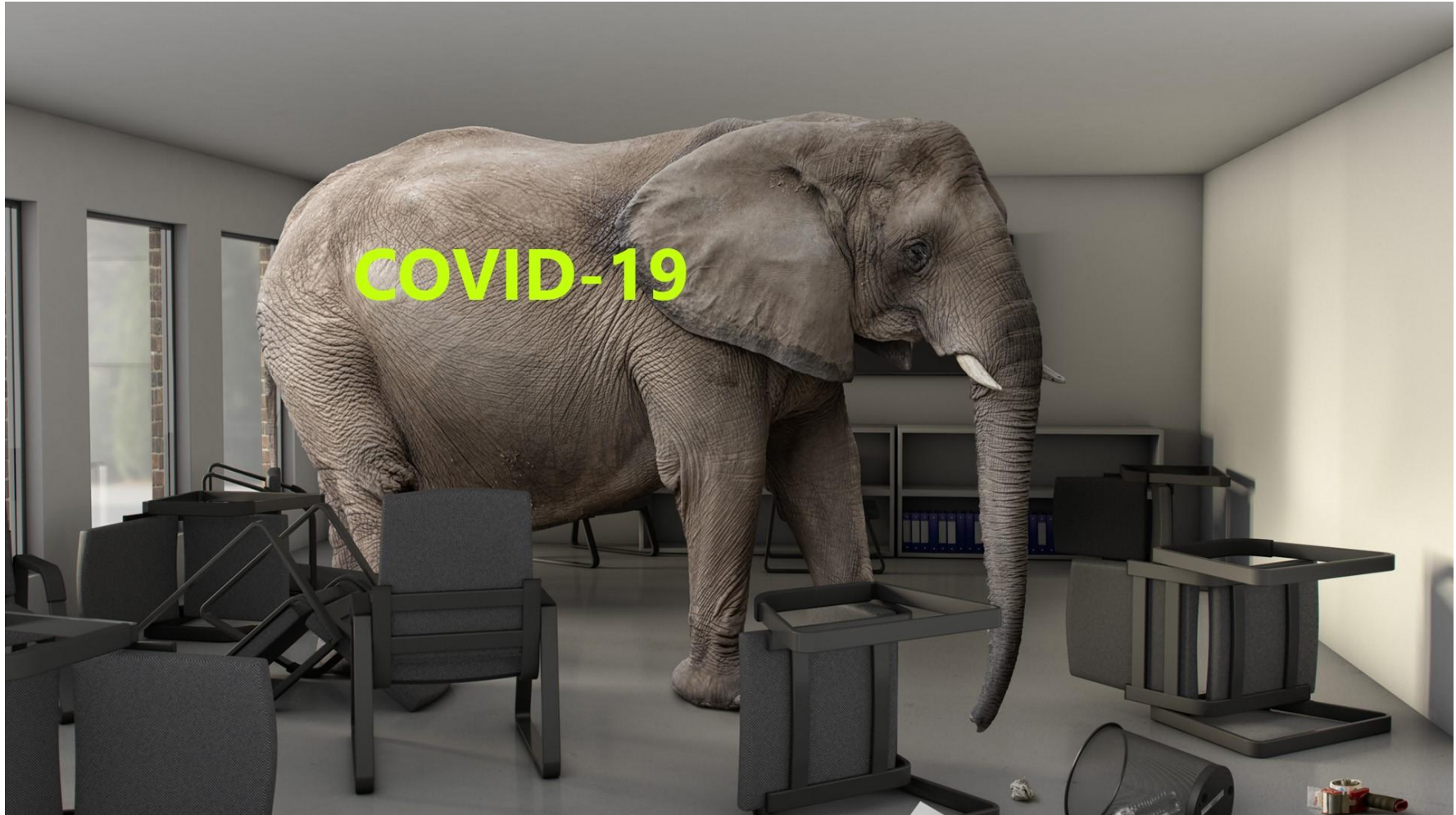
Whole Group



6. Finalize the Decision OR Circle Back to Step 1 or 3

Whole Group

We don't know what education will look like in winter/spring 2021...



Tentative 2020-21 State Assessment Calendar (subject to change)

Assessment	Grade(s)	Tentative Windows
ACCESS for ELLs®	K-12	January 11 - February 12, 2021
CMAS and CoAlt: Social Studies ¹	4, 7	April 12 - 30, 2021
CMAS and CoAlt: Science	5, 8, 11 ²	
CMAS: Math and ELA (CSLA ³)	3-8 ²	
CoAlt: DLM ELA and Math	3-8	Aligned to CMAS: Math and ELA schedule
CO PSAT	9, 10	April 13, 14 or 15, 2021 ⁴ April 27 or 28, 2021: Make-up date April 13 - 20, 2021: Accommodations window
CO SAT	11	April 13, 2021 April 27, 2021: Make-up test date April 13 - 16, 2021: Accommodations window
CoAlt: DLM ELA and Math	9-11	Aligned to PSAT and SAT schedules

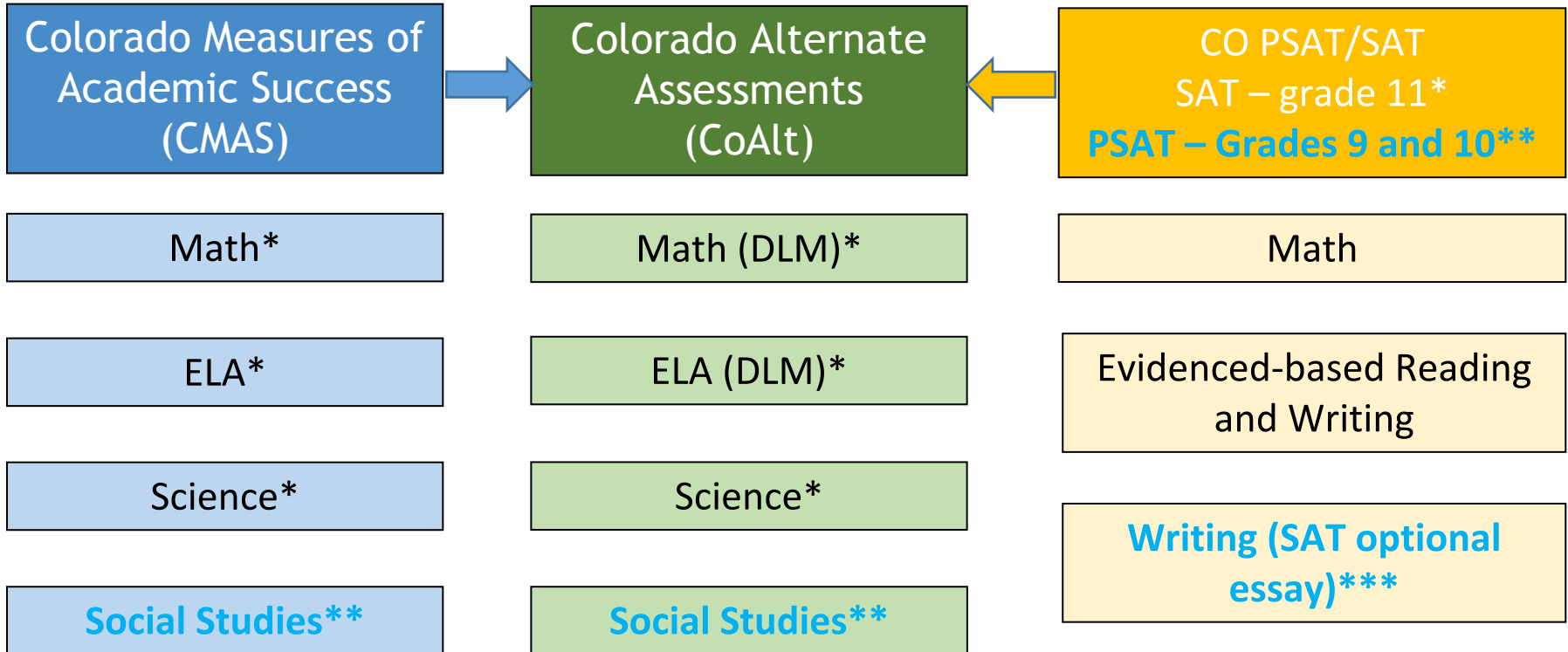
¹CMAS Social Studies (state-required only): administered on a sampling basis

²CMAS Science: high school early window options available

³CSLA: for eligible English learners in grades 3 and 4 only

⁴CO PSAT (state-required only): district choice for initial test date

Colorado State Content Assessments (C.R.S. § 22-7-1006.3)



* Required by Colorado law and federal law

** Required by Colorado law

*** Allowed by Colorado law

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

Sources of State Content Assessment Requirements

Assessment	State Action	Federal Action
CMAS/CoAlt ELA/Math/Science SAT and CoAlt	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

Federal Department of Education's Current Position On Spring 2021 Testing

"Accountability aside, we need to know where students are so we can address their needs...Our instinct would not be to give those waivers...There are so many benefits to testing and it allows for some transparency about how schools are performing and the issues we need to address, that our instinct would be to decline those waivers."

Jim Blew, Asst. Secretary of Education (July 24, 2020)

"[I]t is now our expectation that states will, in the interest of students, administer summative assessments during the 2020-2021 school year, consistent with the requirements of the law and following the guidance of local health officials. As a result, you should not anticipate such waivers being granted again."

Betsy DeVos, Secretary of Education, in Letter to Chief School Officers (September 3, 2020)

[Secretary's Letter to Chief State School Officers on Assessment for Spring 2021](#)

Theme from comments...

There's a lot to do in not a lot of time!

Assessments that are solely within state purview:

- CMAS/CoAlt Social Studies
 - Administered in 4th and 7th grade
 - Sampled (1/3 of schools to participate)
 - Representative?
 - Based on old standards. New standards are to be fully implemented this year.
 - Not included in state or federal accountability
- PSAT
 - Administered in 9th and 10th grade
 - Sets expectations and provides experience for the redesigned SAT
 - Connected to free review resources
 - ~300 schools with 37,000+ eleventh graders registered to take PSAT/NMSQT this fall (Won't know until late fall how many students actually will take.)
 - Used in state and federal accountability
 - College Board has modified some of its standardized administration and security procedures in response to COVID-19
- SAT Essay
 - Administered in 11th grade
 - Student selected option – ~8000 in 2019
 - Not included in state or federal accountability



Theme from comments...

There's a lot to do in not a lot of time!

Issues that are solely within state purview:

- What are the advantages and disadvantages of administering CMAS/CoAlt Social Studies this year? Given COVID-19, should CMAS/CoAlt Social Studies be administered this year?
- What are the advantages and disadvantages of administering CO PSAT/CoAlt this spring? Given COVID-19, assuming hybrid or at least some in-person instruction is taking place, should CO PSAT/CoAlt be administered this spring?
- What are the advantages and disadvantages of offering CO SAT Essay this spring? Given COVID-19, if SAT is administered, should the student-selected SAT Essay be offered this spring?



1. Discussion



2. Identify Emerging Proposal



3. Identify Any Unsatisfied Concerns



4. Collaboratively Modify the Proposal



5. Assess the Degree of Support



6. Finalize the Decision OR Circle Back to Step 1 or 3

THINKING FOR NEXT TIME

When you hear “testing won’t be valid,” what does that mean?

- The assessment instrument itself isn’t valid? Based on...
- The resulting score isn’t valid?
- The inferences made aren’t valid? The conclusions made aren’t valid?
- The attributions made aren’t valid?
- Concerns with validity are often an issue of interpretation and conclusions that are drawn, rather than something inherent to the test itself.
 - “Margie performed at Meets Expectations on CMAS this year.”
 - “Margie scored higher than the average student score in the state.”
 - “Margie is less capable than previous years’ students.”
 - “Margie worked hard this year.”
 - “COVID-19 didn’t impact Margie.”

More thinking for next time...

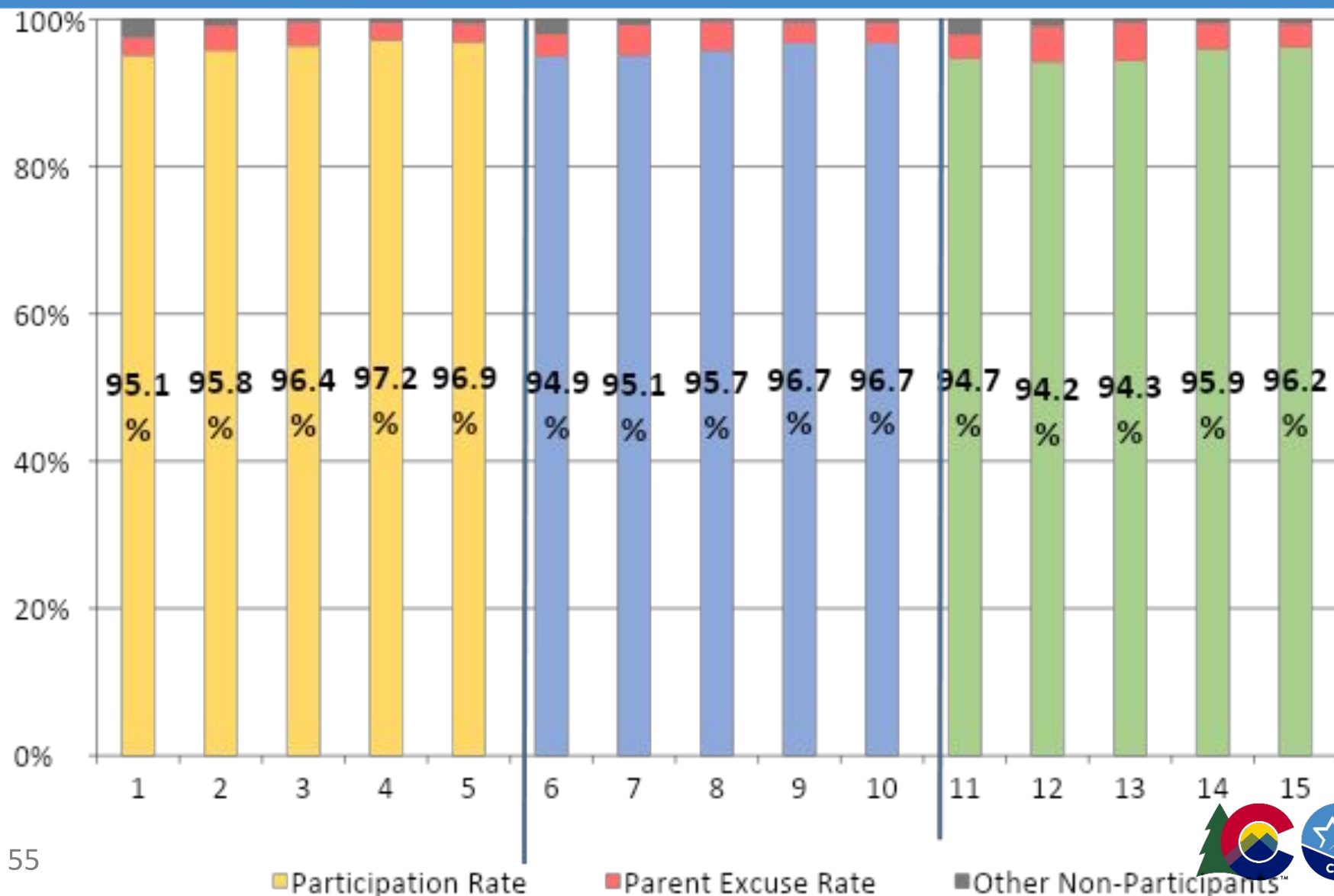
- Review typical users and uses of assessment results
 - Is there any unique information that the state assessment results provide?
 - In their absence, what data could take their place?
- Consider potential increased interest given COVID-19
 - What questions do people have about achievement and growth in Colorado?
 - Two years from now, what questions will people have about achievement and growth in Colorado?
 - What is the “unit” of interest (students, classroom, school, district, state, etc.)?
 - What data will we need to have to answer those questions?
- Throughout the next couple of months, consider what additional information and/or guidance would be helpful before releasing results, interpreting data or making comparisons at the individual student, school/district, or state levels based on any state assessment results that may be available.

Thank You

Back Pocket Slides

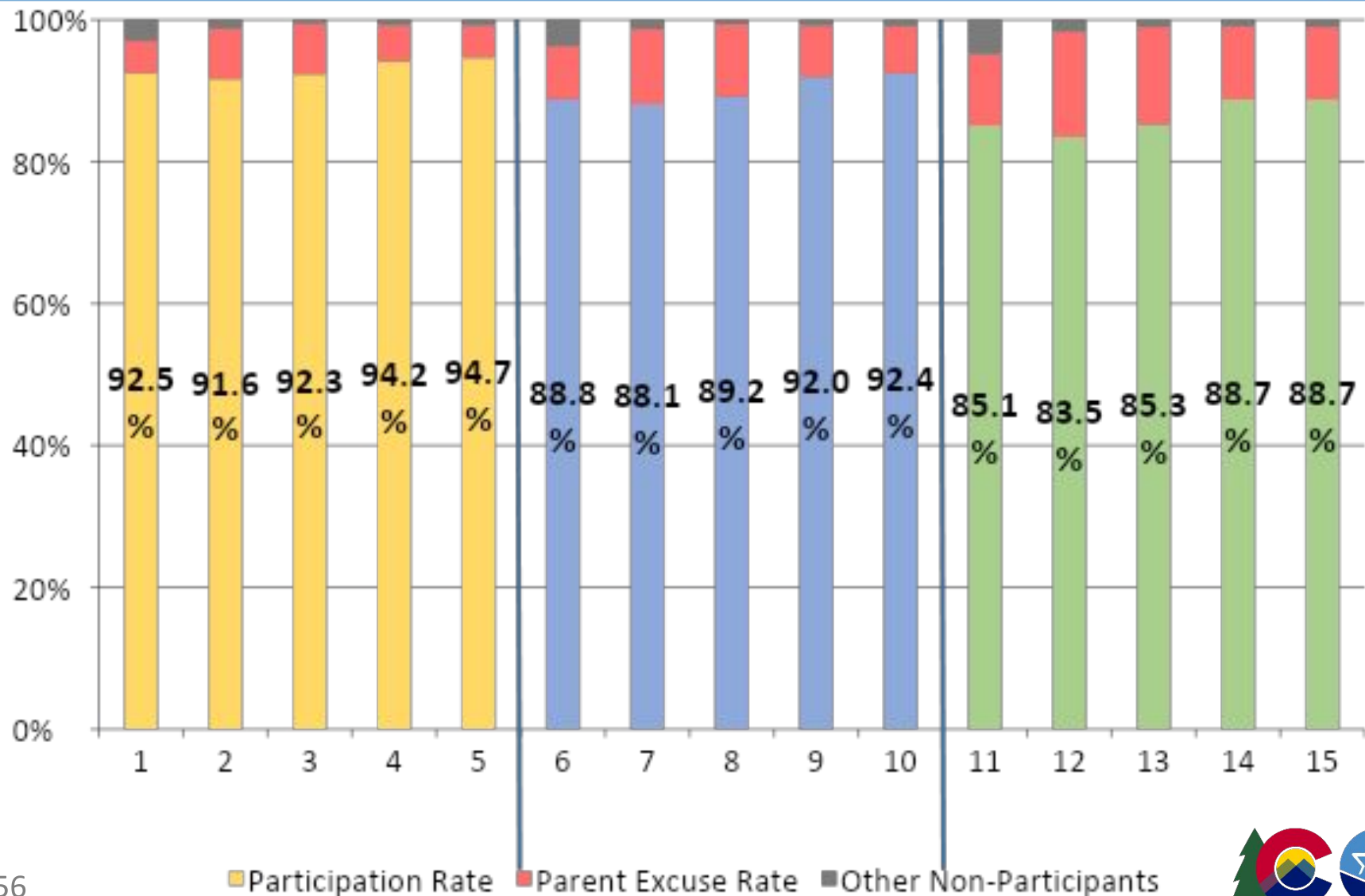
CMAS English Language Arts Grades 3-5

Participation Rates and Parent Excusals (2015-2019)



CMAS English Language Arts Grades 6-8

Participation Rates and Parent Excusals (2015-2019)



CMAS to PSAT/SAT Grades 9-11

Participation Rates and Parent Excusals (2015-2019)

