



Background

The tables below summarize the major planned revisions to the District and School Performance Framework reports, organized by performance indicator for the fall 2017 release. If not specifically mentioned below, the 2017 performance frameworks will mirror the 2016 frameworks. For more information, please contact Dan Jorgensen at Jorgensen_d@cde.state.co.us or Jessica Knevals at Knevals_j@cde.state.co.us.

Participation

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
High School Assessment Participation	High schools and districts were accountable for meeting the 95% participation rate for English Language Arts, Math, Science, and COACT	High schools will be accountable for participation rates for English Language Arts (ELA)/Evidence Based Reading and Writing (EBRW), Math and Science. The 9 th grade CMAS PARCC, PSAT 10, and SAT will be combined by content area (ELA/EBRW and Math).	Streamlines reporting and accountability with 7 different content area/assessments at the high school level.
College Entrance Assessment Participation	ACT participation rates weren't displayed in PWR indicator.	SAT participation rates will be displayed on PWR indicator page, next to the results. Also, SAT and PSAT 10 accountability participation rates will be reported on the front page of the report (but not used individually for accountability decisions).	Ensure reporting of participation rates across assessments to aid with interpretation of the results.
Participation Descriptors	Low participation descriptor was included with ratings when participation was below 95% in two or more content areas, to identify possible data interpretation challenges.	Add an additional, new descriptor for when participation rates are at or above 95%.	In order to better identify results that represent 95% or more of the population, a "meeting participation expectations" descriptor will be included.



Academic Achievement Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
Multi-Year Framework Achievement Data	One year of CMAS PARCC data was included for each content area.	Two years of CMAS PARCC, DLM and CMAS HS science data and three years of elementary and middle science data will be used for the multi-year reports.	In order to best calculate results for small systems, additional years of data will be included for the multi-year frameworks when available and approved for use in state accountability.
PSAT Inclusion	PSAT 10, first administered during 2015-2016, wasn't included within the frameworks.	10 th grade PSAT Mean Scale Scores with DLM performance will be included, as required by statute. Results will be reported by content area, EBRW and Math, in the achievement indicator.	HB15-1323 required a new assessment for 10 th grade. The data will be available in time to include in the 2017 performance frameworks. The use of the 2015-2016 data is being considered for inclusion in the multi-year framework.

Academic Growth Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
Multi-Year Frameworks	Only one year of CMAS PARCC growth was included (2015 to 2016).	Two years of CMAS PARCC MGPs will be used for multi-year frameworks (2015 to 2016 and 2016 to 2017).	In order to best calculate results for small systems, additional years of data will be included for the multi-year frameworks when available and approved for use in state accountability.
High School Growth	Growth data for high schools included growth from 8 th grade to 9 th grade only.	Growth data for high schools will include growth from 8 th grade to 9 th grade. Additionally, CDE is planning to include growth percentiles from PSAT 10 to SAT as the data allows.	Based on data availability, growth will be calculated to meet statutory requirements and to better describe HS/district performance. Growth percentiles from 9 th grade to PSAT 10 are not planned, as the research on this is resource intense and the 9 th grade assessment will be changing for 2018.



	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
English Language Proficiency Growth*	2015 English Language Proficiency growth percentiles were included for the 2016 frameworks	ACCESS 2.0 growth calculations from 2016 to 2017 most likely will not be included in the frameworks.	<p>Due to the timing of the application of the additional psychometric procedures to address test mode, ACCESS 2.0 growth calculations from 2016 to 2017 most likely will not be included in the frameworks. If the timing and data quality and interpretation allows for inclusion, CDE will incorporate the results.</p> <p>If CDE is able to calculate ACCESS 2.0 growth soon after the release of the frameworks, the department will work with districts through the request to reconsider process if the inclusion of the results impacts a school's or district's rating.</p>

*CDE values this metric and its inclusion in accountability. CDE is working to the best of our ability to ensure that accurate and meaningful results are available for and included in the frameworks.

Postsecondary and Workforce Readiness (PWR) Indicator

	2016 Performance Frameworks	Planned 2017 Performance Frameworks	Rationale
College Entrance Assessment	ACT Composite score included	SAT Mean Scale Scores by content area (EBRW and Math), incorporating DLM results, will be included.	In 2017, Colorado transitioned from ACT to SAT as the 11 th grade college entrance assessment. To provide increased relevance and to align the assessments for growth calculations reporting will be done by content area.



Decision Tree for 2017 Official Framework Type

- The rules that will govern the determination of the official framework type (one-year or multi-year) are reflected in appendix A.

Other Notes & Anticipated Future Changes:

- The targets, weightings, and cut-points for the overall ratings will remain consistent with the State Board of Education 2016 targets (see http://www.cde.state.co.us/accountability/2016_framework_scoring_guide). Approved 2017 targets (which match the 2016 targets) are posted here <http://www.cde.state.co.us/accountability/performanceframeworksresources>. Individual indicator point assignments will shift with the inclusion of the PSAT data in high school achievement, but the overall weightings of each indicator will remain the same.

2018 Anticipated Changes

- Per the Every Student Succeeds Act (ESSA) an indicator of school quality or student success will need to be in place by the 2017-18 school year for the 2018 frameworks. For the 2018 frameworks, change in chronic absenteeism will be included for the elementary and middle school levels. For high schools, disaggregated dropout rates will be included. See state plan at: <http://www.cde.state.co.us/fedprograms/essastateplanfinal>.
- Additionally, per the Every Student Succeeds Act (ESSA), beginning with the 2018 performance frameworks, “minority” disaggregation in the frameworks will be replaced by individual race/ethnicity categories, per Colorado’s ESSA plan: <http://www.cde.state.co.us/fedprograms/essastateplanfinal>.
- New 9th grade PSAT 8/9 assessment will be administered in the spring of 2018 to replace CMAS PARCC English Language Arts and Math assessments. It is anticipated that these results will be used in achievement in 2018 frameworks and that growth will be calculated from 8th grade to 9th grade, and then from 9th to 10th to 11th.
- Adequate Growth is expected to return to the 2018 performance frameworks as required by law.

2021 Anticipated Changes

- SB17-272 will add an additional sub-indicator to the PWR indicator for 2020-2021. This sub-indicator will assign points to the high school and district frameworks based on students meeting graduation guideline requirements. (see <https://leg.colorado.gov/bills/sb17-272>).

Appendix A. Decision Tree for 2017 Official Framework Type

