



Background

The tables below summarize the revisions to the District and School Performance Framework reports, organized by performance indicator for the fall 2018 release. If not specifically mentioned below, the 2018 performance frameworks will mirror the 2017 frameworks. If any unforeseen future changes are needed for 2018, they will be updated in this document at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>. For more information, please contact Dan Jorgensen at Jorgensen_d@cde.state.co.us or Jessica Watson at Watson_j@cde.state.co.us.

Infrastructure

	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
English Learner Disaggregation	The English Language Learners (ELL) subgroup reported on school and district performance frameworks included Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP) and Former English Language Learners (FELL).	The ELL subgroup includes NEP, LEP, and FEP (Monitor 1, Monitor 2, Exit 1, Exit 2) students. FELL (FEP post-Exit 2) students are now excluded from the ELL disaggregated group reported on the school and district frameworks. See the 2018 Testing Requirements & Accountability Implications for ELLs fact sheet at the resource location referenced above.	Tracking how long students have been classified as FEP and reclassifying students post-Exit 2 as FELL helps ensure appropriate credit is given to the system that provided English Language Development (ELD) services and moved the student to English language proficiency.

Academic Achievement Indicator

	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
PSAT Inclusion	Ninth grade students took the CMAS tests in 2017, and those results were included on the frameworks.	Grade 9 PSAT Mean Scale Scores with Dynamic Learning Maps (DLM) alternate assessment performance will be included, as required by state statute. 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. New baseline targets will be established with 9 th and 10 th grade combined.	PSAT was administered in grade 9 for the first time in Spring 2018, replacing CMAS. With both 9 th and 10 th grades assessed using the PSAT, results can be combined to provide larger student counts allowing more systems to meet minimum reporting requirements.



	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
Multi-Year Framework Achievement Data	<p>Two years of grade 9 CMAS and grade 10 PSAT were included in the multi-year frameworks.</p> <p>See Appendix B for a decision tree that explains how the official framework type is determined.</p>	<p>One year of grade 9 PSAT data and three years of grade 10 PSAT data will be used for the multi-year frameworks.</p>	<p>In order to better represent small systems, all available data (up to three years) will be included for the multi-year frameworks. This adjustment reflects the transition to the PSAT/SAT suite of assessments.</p>

Academic Growth Indicator

	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
High School Growth	<p>Growth data for high schools included growth from:</p> <ul style="list-style-type: none"> Grade 8 CMAS to grade 9 CMAS Grade 10 PSAT to grade 11 SAT as the data allowed. 	<p>English Language Arts/Evidence Based Reading and Writing growth data for high schools include growth from:</p> <ul style="list-style-type: none"> Grade 8 CMAS to grade 9 PSAT Grade 9 CMAS to grade 10 PSAT Grade 10 PSAT to grade 11 SAT <p>Math growth data for high schools will be published for CMAS pathways meeting minimum student count requirements.</p> <p>See Appendix A for more detail.</p>	<p>Growth data are an important measure of a system’s efficacy in providing academic instruction to students and are highly valued for accountability reporting at all grade levels. Tying CMAS to the college entrance examination and its precursor (SAT and PSAT) ensures a continuous description of student progress over time.</p>
English Language Proficiency Growth	<p>2016 English Language Proficiency growth percentiles were not included for the 2017 frameworks</p>	<p>ACCESS 2.0 growth calculations from 2017 to 2018 will be included in the frameworks.</p>	<p>English language proficiency growth was not reported in 2017 due to the vendor’s ongoing transition to an online testing platform.</p>



Postsecondary and Workforce Readiness Indicator

	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
Matriculation: Industry Credentials	Industry credentials were limited to those issued by Colorado area technical colleges. The comprehensiveness of CTE matriculation rates was limited due to lack of available data.	Industry credentials, as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations.	The inclusion of this data helps to better define career readiness. An optional data submission that was made available during April 2018 allows for the inclusion of additional certificates within CTE and overall matriculation rates.

Additional Reported Data [Informational]

	2017 Performance Frameworks	Planned 2018 Performance Frameworks	Rationale
Disaggregated Group Results	Disaggregated group results (Minority, FRL, EL, IEP) were not reported for Dropout Rate and SAT Mean Scale Score.	Disaggregated group results will be included on 2018 frameworks for informational purposes (not included for points).	Provides additional transparency around the performance of individual groups for systems meeting minimum reporting requirements. The decision to include disaggregated group results for points on the 2019 frameworks will be based on feedback from 2018 frameworks.
Individual Race/Ethnicity Categories	Disaggregated reporting for Minority group was included for points in framework calculations. Individual race/ethnicity categories were not included.	Disaggregated race/ethnicity results will be reported on the performance frameworks for informational purposes, but will not be included for points in framework calculations.	Provides additional transparency around the performance of individual race/ethnicity groups for systems meeting minimum reporting requirements.
Growth to Standard	A Growth to Standard measure was not included in accountability reporting following the 2015 transition from TCAP to CMAS and the 2016 transition from ACCESS to ACCESS 2.0.	Growth to Standard metrics for English language proficiency and content assessments (CMAS/PSAT/SAT) will be reported for informational purposes separate from the performance frameworks.	State statute requires a growth-to-standard measure as part of accountability reporting. Determinations for including a Growth to Standard measure for points on the 2019 frameworks will be based on feedback from 2018 frameworks.



Decision Tree for Official Framework Type

The rules that will govern the determination of the official framework type (one-year or multi-year) are reflected in Appendix B. These rules are consistent with those applied last year for framework type determinations.

Other Notes & Anticipated Future Changes

Approved 2018 targets (consistent with the State Board of Education 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.

CDE is in the process of working with some districts to resolve SAT invalidation code discrepancies (PSAT is not impacted), which could positively impact participation rates for some districts and schools; therefore, SAT participation rates currently are not included in High School and District participation calculations. CDE will contact districts where the district or school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the district or school being lowered one level. There will be an expedited request to reconsider process for these districts.

During the Colorado Every Student Succeeds Act (ESSA) plan development process, the inclusion of chronic absenteeism in performance framework calculations was considered. Based on numerous factors, a decision was reached to not include chronic absenteeism within the performance frameworks at this time. Should this change in the future, districts will receive timely notification. Chronic Absenteeism will still be included as part of the adopted ESSA plan for federal accountability purposes.

2019 Anticipated Changes:

- ASCENT students have been historically included in matriculation rates but on a lagged basis only. In order to align with the new requirement to include ASCENT students in four-year graduation rate calculations changes will occur to matriculation calculations related to ASCENT within the 2019 Frameworks.
- Growth to Standard measure will be included on district and school performance frameworks. For information concerning the development of the growth to standard measure please see the publically available slide decks and minutes of the Technical Advisory Panel for Longitudinal Growth located at: <http://www.cde.state.co.us/accountability/tap>. It is anticipated that development will occur into the fall of 2018.
- SB18-012 will add military enlistment rates to matriculation rate calculations starting with 2019 framework reporting. The inclusion of this information will depend on the availability of the required data. Military enlistment rates will be equally weighted with the other possible matriculation options. (see: <http://leg.colorado.gov/bills/sb18-012>).
- The requirements of HB18-1355 will be incorporated into accountability processes beginning with the 2019 school year. The bill doesn't impact the underlying calculations of the framework but will impact the manner in which districts/school advance on the accountability clock. More information about the bill can be found at: <https://leg.colorado.gov/bills/hb18-1355>.

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 a higher performance level associated with graduation guideline requirements. (see <https://leg.colorado.gov/bills/sb17-272>).



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- As required by HB18-1019, the PWR indicator will assign points based on the percentage of students that successfully complete and achieve at accelerated levels related to advanced placement, concurrent enrollment, and international baccalaureate coursework in subjects other than English Language Arts or math. (<https://leg.colorado.gov/bills/hb18-1019>).

Additional 2018 performance framework resources will be posted on-line as they are made available. For current and historical resources visit: <http://www.cde.state.co.us/accountability/performanceframeworksresources>



Appendix A.

2018 Math Growth Pathways

2016	2017	2018
-	CMAS g3	CMAS g4
CMAS g3	CMAS g4	CMAS g5
CMAS g4	CMAS g5	CMAS g6
CMAS g5	CMAS g6	CMAS g7
CMAS g5	CMAS g6	Algebra I g7
CMAS g6	CMAS g7	CMAS g8
CMAS g6	CMAS g7	Algebra I g8
CMAS g6	CMAS g7	Integrated 1 g8
CMAS g6	Algebra g7	Geometry g8
CMAS g7	CMAS g8	PSAT g9
CMAS g7	Algebra I g8	PSAT g9
Algebra I g7	Geometry g8	PSAT g9
CMAS g7	Integrated 1 g8	PSAT g9
CMAS g8	Algebra I g9	PSAT g10
Algebra I g8	Geometry g9	PSAT g10
Geometry g8	Algebra II g9	PSAT g10
CMAS g8	Integrated 1 g9	PSAT g10
Algebra I g9	PSAT g10	SAT g11
Geometry g9	PSAT g10	SAT g11
Integrated 1 g9	PSAT g10	SAT g11
Algebra II g9	PSAT g10	SAT g11

Note. For red trajectories we were unable to calculate student growth percentiles based on small n-size.



Appendix B. Decision Tree for Official Framework Type

