

2019 Performance Frameworks: Changes Document

Accountability & Data Analysis Unit



Background

The tables below summarize the revisions to the District and School Performance Framework reports, organized by performance indicator for the fall 2019 release. The changes reflected here will also apply to the required measures included within the 2019 Alternative Education Campus Framework reports. If not specifically mentioned below, the 2019 performance frameworks will be the same as the 2018 frameworks. If any unforeseen future changes occur prior to the 2019 release, they will be updated in this document and it will be posted within the resource section located at the bottom of this web-page: <http://www.cde.state.co.us/accountability/performanceframeworks>.

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Infrastructure

	2018 Performance Frameworks	Planned 2019 Performance Frameworks	Rationale for Change
SAT11 Participation Rates	SAT 11 was not included within calculated participation rates.	SAT 11 results are included as part of the calculated 2019 participation rates.	After review of the way participation data was coded for the SAT 11 assessment we chose to exclude SAT 11 in 2018 data from calculated participation rates. Those concerns have been resolved for 2019 and the data will now be included within the calculated rates.
Multi Year Participation Rates	2018 participation rates were based on a single year of data for both the single year and multiyear performance frameworks.	For the 2019 reports, 3-year participation rates are being used for the multiyear frameworks.	Due to the fact that we are now able to apply three years of CMAS participation rate data, the use of an aggregated participation rate for schools receiving the multiyear frameworks is possible.

Academic Achievement Indicator

	2018 Performance Frameworks	Planned 2019 Performance Frameworks	Rationale for Change
Multi Year High School Mean Scale Score	2018 multiyear high school EBRW/ELA & Math cuts were based on 1-year of grade 9 CO PSAT/CoAlt and 3-years of grade 10 CO PSAT/CoAlt	PSAT multiyear mean scale scores and corresponding cut-points have been renormed.	We have two years of PSAT 9 data, and three years of PSAT 10 data. Due to the fact that these assessments are vertically scaled, we need to renorm this measure on the multiyear framework to ensure that the cuts are equally weighted between both sets of data.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multi- Year Framework Achievement Data</p>	<p>One year of grade 9 PSAT data and three years of grade 10 PSAT data were used for the multi-year frameworks.</p>	<p>Two years of grade 9 PSAT data and three years of grade 10 PSAT data will be used for the multiyear frameworks.</p>	<p>To better represent small systems, all available data (up to three years) will be included in the multiyear frameworks. This adjustment reflects the transition to the PSAT/SAT suite of assessments.</p>
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Academic Growth Indicator

	2018 Performance Frameworks	Planned 2019 Performance Frameworks	Rationale for Change
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">High School Growth</p>	<p>English Language Arts/Evidence Based Reading and Writing growth data for high schools included 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 was published for pathways meeting minimum student count requirements.</p>	<p>CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:</p> <ul style="list-style-type: none"> Grade 9 PSAT to grade 10 PSAT Grade 10 PSAT to grade 11 SAT <p>For these two progressions, historical data will be limited to PSAT results only.</p> <p>Math high school growth will be calculated and presented in the same manner as in the 2018 performance frameworks.</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.</p> <p>CMAS English language arts (ELA) and PSAT measure the Colorado Academic Standards (CAS) in different ways. CMAS requires students to engage in direct writing, while PSAT does not. The resulting correlation between these two tests is below 0.80, a target that is appropriate for this high stakes use and which is met by the other assessments included in the frameworks. Given the two assessment approaches to measuring the CAS, to improve the interpretation of growth scores, ELA CMAS grade 8 to PSAT 9 growth scores will not be included in the 2019 performance frameworks.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EL Multiyear Growth</p>	<p>Multiyear median growth percentiles were limited to one-year of growth data.</p>	<p>Multiyear median growth percentiles will now include two years of data.</p>	<p>In order to better represent small systems, an additional year of data will be included in the multiyear frameworks.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELP On Track Growth</p>	<p>The EL on track metric was included for the first time on an informational basis only.</p> <p>The multiyear on track metric was limited to 2018 data only.</p> <p>Preliminary on track cut scores were established in 2018.</p>	<p>ELP on track growth is included for points within the ELP section in the growth indicator.</p> <p>The multiyear on track growth metric includes 2018 and 2019 growth data.</p> <p>The ELP on track cut scores are renormed based on the additional year of available data</p>	<p>Assigning points prioritizes focus on the EL subgroup and aligns reporting with federal requirements.</p> <p>The availability of a second year of EL on track data allows for its inclusion within the calculated multiyear rates.</p> <p>The results from the on track calculation will continue to shift until the full range of data is available for the six year timeline.</p>



Postsecondary and Workforce Readiness Indicator

	2018 Performance Frameworks	Planned 2019 Performance Frameworks	Rationale for Change
ASCENT Students Graduation	ASCENT students were not historically included in the on-time (4-year) graduation rate.	ASCENT students are included within the on-time (4-year) graduation rate.	In order to align with the statutory requirement of HB17-1294, ASCENT students will now be included in the graduation rate in the school year during which the student completes high school requirements.
ASCENT Students Matriculation	Matriculation rates included ASCENT students within the year they were flagged as graduates. Most typically, they were included in matriculation the year after they met graduation requirements.	Matriculation rate calculations include all ASCENT students meeting graduation requirements. They will be flagged as "On time" graduates.	To align with the statutory requirement of HB17-1294, matriculation rates will include ASCENT students during the year they were coded as graduates.
SAT Cut-points	SAT cut-points were maintained from prior year.	SAT cut-points will be renormed for both EBRW and Math achievement based on the 15 th , 50 th , and 85 th percentiles of the school level distribution.	Calculated growth results based on the 2019 SAT scores and 2018 cut-points produced unanticipated results that would be difficult to interpret. Consistent with precedent, accountability cut-points will be re-normed to facilitate interpretation of the data included on the performance frameworks.
Matriculation Cut-points	Matriculation cut-points were maintained from prior year.	Matriculation cut-points are renormed based on the 15 th , 50 th and 85 th percentiles of the school level distribution.	To address the addition of ASCENT students to the 4-year graduation base, additional technical college data, and new industry credentials the cut-points were renormed.
Disaggregated Group Points	Disaggregated group results (Minority, FRL, EL, IEP) were included for Dropout Rates and SAT Mean Scale Score on 2018 frameworks for informational purposes (not for points).	Disaggregated group results for both SAT and dropout rates are included for points.	The addition of these data provides additional transparency around the performance of individual groups for systems meeting minimum reporting requirements. Also, this change meets statutory requirements to include disaggregated groups for framework points.

Decision Tree for Official Framework Type

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



Other Notes & Anticipated Future Changes

The 2019 indicator and sub-indicator targets are included within the scoring guide to be posted here <http://www.cde.state.co.us/accountability/performanceframework>. Individual indicator point assignments are shifting with the inclusion of on track ELP growth, disaggregated dropout rates, and disaggregated SAT results, along with the removal of the CMAS-PSAT ELA grade 9 growth. However, the overall weightings of each indicator will remain the same in the 2019 framework reports.

The requirements of HB18-1355 will be incorporated into accountability processes beginning with the 2019 school year. The bill does not impact the underlying calculations of the framework but will impact the manner in which districts/school continue to be identified for performance watch. More information about the bill can be found at: <https://leg.colorado.gov/bills/hb18-1355>.

Per, HB18-1355 on Track growth will be included as a separate performance indicator. For information concerning the development of the on track 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>. The on track indicator is currently being discussed by the State Board of Education.

2021 Anticipated Changes to Performance Frameworks

SB18-012 will add military enlistment rates to matriculation rate calculations. Due to enlistment data being limited to district self-report, it is expected to be incorporated no sooner than 2021 framework reporting. Military enlistment rates will be equally weighted with the three other possible matriculation options and be reported separately in the reports. For more information, go to: <http://leg.colorado.gov/bills/sb18-012>.

SB17-272 will add an additional sub-indicator to the PWR indicator no sooner then 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. For more information go to: <https://leg.colorado.gov/bills/sb17-272>.

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. For more information go to: <https://leg.colorado.gov/bills/hb18-1019>.

Additional 2019 performance framework resources will be posted on-line as they are made available. For current and historical resources, go to: <http://www.cde.state.co.us/accountability/performanceframeworks>.

Appendix A. Decision Tree for Official Framework Type

