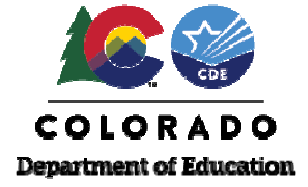


Postsecondary Workforce Readiness Indicator: Legislative Changes & Stakeholder Feedback



The purpose of this fact sheet is to provide a brief overview of three statutory changes that will impact district accreditation and school plan type determinations in future years. Also, information concerning stakeholder feedback sessions and surveys is provided.

Background

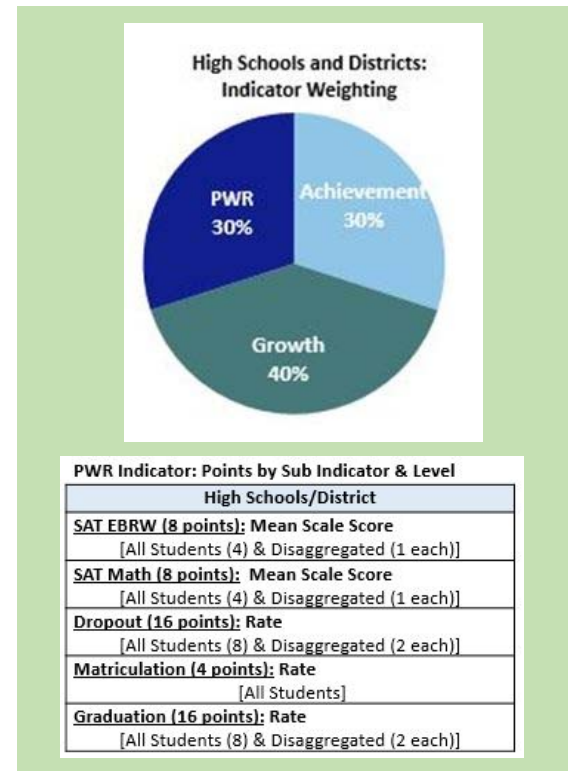
Three bills passed during the 2017 and 2018 legislative sessions that will require changes to the district and high school performance framework reports. Two new sub-indicators will be included in the Postsecondary and Workforce Readiness (PWR) indicator. Also, military enlistment will be included as part of the Matriculation sub-indicator.

CDE has been conducting stakeholder feedback sessions to obtain input regarding implementation of the required changes. It is anticipated that the changes described in this fact sheet will occur no earlier than the 2022 framework reports. This fact sheet details the current PWR indicator and explores the proposed changes to the PWR Indicator including mock-ups detailing how the new measures may be included in future reports. The presented mock-ups are informational only. Based on feedback from educational stakeholder groups, the Technical Advisory Panel, and the State Board of Education it is anticipated that they will be modified moving forward.

Overview of the Current PWR Indicator

The PWR indicator is included within the high school and district performance framework for accreditation and plan type determination. The PWR indicator contributes 30% of the points that comprise the overall high school or district score. Currently, the PWR indicator consists of five sub-indicators that are detailed in the table on the right.

In sum, the PWR Indicator consists of SAT achievement data for both Math and Evidence-based reading and writing (EBRW), Dropout Rate, Graduation Rate and Matriculation Rate. Points are assigned for two groups: 1) all students, and 2) disaggregated students that include English Learners, Free/Reduced Price Lunch Eligible, Minority Students, and Students with Disabilities. Points for SAT EBRW, SAT Math, Graduation Rates, and Dropout Rates points are assigned for both groups; Matriculation Rate includes the all student group only.



Military Enlistment as Part of the PWR Indicator (SB18-012)

The adoption of SB18-012 will involve the inclusion of an equally weighted matriculation option for military enlistment that will be factored into the overall matriculation rate calculations.

The adoption of this change will require districts to self-report military enlistment of students. Districts will report an additional field (Military Enlisted) in the student demographic interchange file. The Federal government will not release student-level data to State Education Agencies, so we are limited to this approach for data collection.

A mock-up of the 'military enlistment' option as it would appear in the matriculation sub-indicator is presented in the table below for feedback.



Matriculation Rates	Count	Rate/Score	Pts Earned/Eligible	Rating	
All Students	551	45.9%	1/4	--	
2-Year Higher Education	*	13.2%	*	--	
4-Year Higher Education	*	28.9%	*	--	
Career & Technical Education	*	4.7%	*	--	
Military Enlistment	*	2.5%	*	--	(NEW FIELD)

The military enlistment row would be the new field that would reflect the percentage of graduating high school students for which the district has a record of military enlistment or an expressed intent to enlist following graduation (i.e. into any of the military branches). Also, these students would be factored into the ‘all students’ group which reflects an unduplicated count of students that enrolled in a 2-year institution, 4-year institution, career & technical education system or enlisted in the military.

Concerning Criteria Applied in Determining Performance Ratings (HB18-1019)

The adoption of HB18-1019 will lead to the inclusion of a new sub-indicator that assigns points for students that successfully complete **non-English Language Art/Math courses** in Advanced Placement, International Baccalaureate, or concurrent enrollment and earn a particular score (i.e. AP: 3+, IB: 4+, and CE: B & above) on the related assessment or grade for concurrent enrollment classes. A mock-up of the proposed sub-indicator is presented below for feedback.

Non-Math/ELA	Count	Comp & Higher*	Pts Earn/Elig	Rating
All Students	710	33.20%	1/2	--
Advanced Placement (3+)	710	12.00%	*	--
International Baccalaureate (4+)	710	15.50%	*	--
Concurrent Enrollment (B & above)	710	12.00%	*	--

*: reflects students that successfully complete and achieve higher identified bar. Cuts based on 15th, 50th, and 85th percentiles.

The data required for this calculation includes district/school enrollment information along with course enrollment and outcome information. In effect, this will include a calculation of the % of students enrolled that complete the course while achieving the higher performance level. It is expected that all required data will be made available via data sharing agreements with College Board, International Baccalaureate, and the Colorado Department of Higher Education. The Technical Advisory Panel initiated discussion concerning calculations and inclusion rules during their January 2020 meeting. This groups will continue conversations during upcoming months.

Measure Relating to Demonstration of CCR (SB17-272)

The adoption of SB17-272 will add a new PWR sub-indicator that assigns points based on the percentage of enrolled high school students that achieve a state board determined “higher bar” on the graduation achievement options that may be objectively measured by a score. The higher bar for the demonstration options was approved by the State Board during their fall 2019 meeting and will be part of the PWR Diploma endorsement. A mock-up of the proposed sub-indicator is presented below for feedback.

Accelerated Grad Pathway	Math				English Language Arts			
	Count	Rate/Score	Pts Earned/Elig	Rating	Count	Rate/Score	Pts Earned/Elig	Rating
All Students	551	45.9%	5/2	--	551	74.3%	1.5/2	--
Advanced Placement	*	13.2%	*	--	*	13.2%	*	--
International Baccalaearate	*	--	*	--	*	--	*	--
ASVAB	*	--	*	--	*	--	*	--
Concurrent Enrollment	*	28.9%	*	--	*	54.7%	*	--
Accuplacer	*	--	*	--	*	--	*	--
ACT	*	--	*	--	*	--	*	--
ACT Work Keys	*	--	*	--	*	--	*	--
SAT	*	4.7%	*	--	*	24.7%	*	--
							Total Points:	2/4



The required data includes the student level math/ELA results for the assessment performance options. The higher-level cuts have been adopted by the State Board of Education and are equivalent to the PWR diploma endorsement. The included students would be based on 9th to 12th grade enrollment. It is anticipated that the data will be collected by using the graduation guidelines interchange file. The submission of raw scores will allow the department to determine if the higher bar was obtained.

Cut points for the higher bar were adopted by the SBE (Fall 2019 Meeting) & include:

Measure		English - Higher Bar (PWR Endorsed Criteria)	Math – Higher Bar (PWR Endorsed Criteria)
Accuplacer	Classic	80 Reading <i>or</i> 95 Sentence Skills	85 Elementary Algebra
	Next- Generation	246 Writing	265 Arithmetic (AR) OR 240 Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT		18	22
ACT Work Keys		Silver	
AP		3	3
ASVAB		50 AFQT	
Concurrent Enrollment		Passing grade of C or higher in credit bearing college level course	Passing grade of C or higher in credit bearing college level course
IB		4	4
SAT		480	530

Overview of Feedback Concerning PWR Statutory Changes

In order to 1) inform the field about the upcoming PWR changes and 2) obtain feedback concerning the legislative changes a series of stakeholder feedback sessions will be occurring during the 2019-20 school year. Also, the Technical Advisory Panel for Longitudinal Growth will provide feedback concerning the proposed work during their 2020 meetings.

To present, the following groups have hosted and/or are scheduled to host PWR feedback sessions:

- Pikes Peak Regional Student Achievement Consortium (PPRSAC)
- East Central BOCES
- Association of Colorado Education Evaluators
- Uncompaghe BOCES – Superintendent Advisory Council (SAC)
- PWR Work Group & State Submissions Group, Aurora Public Schools
- Northern Superintendents Meeting (scheduled)

Key Feedback includes:

- A consistent point of feedback concerning all the proposed changes was, ‘less is more’. In effect, the less submitted data required is preferred. Also, the preference is for very low point assignments to be assigned for the new sub-indicators.
- *SB18-012 (Military)*: The inclusion of military enlistments information makes sense and is not deemed to be excessively burdensome to most respondents. One member said that it may be helpful for enlistment confirmation to be part of their ICAPs to encourage reporting. Participants asked to maintain the overall point value of matriculation sub-indicator. Also, one group pointed out that ‘Active military service’ is found in the post grad plan dropdown located within the general graduation information tab in infinite campus.
- *HB18-1019 (Non-Math/ELA)*: Concerns were expressed by most stakeholder groups with the ability of districts to offer some of the options. It creates an exclusive focus on 4-year college enrollment not CTE and/or local activities (e.g. students taking over a family business). So, it was recommended that it be worth a minimal number of points. One group recommended no more than one point. This law is thought to be a potential reporting burden that should be minimized. It seems to require tracking of prior/current year course completion of and tracking of assessment results by students. Wanted to know if disaggregated groups would be included. More recently, questions have been raised concerning if/how dual enrollment would be included.
- *SB17-272 (Higher Bar)*: Some participants requested CDE report out overall group not individual options. Concern that it’s a very high data collection burden. Again, feel penalizes students outside of college model. It was recommended that it be worth minimal points. One group recommended no more than one point.

Feedback Opportunities

The school improvement and planning team will continue to offer feedback sessions for interested stakeholders to provide updates concerning recent changes to the elementary and middle school performance framework reports while also exploring each of the proposed PWR indicator changes. To host a feedback session, please contact Dan Jorgensen, PhD at: Jorgensen_d@cde.state.co.us.

Where can I learn more?

- For information concerning the State Accountability System visit: <https://www.cde.state.co.us/accountability/performanceframeworks>.
- For questions about this fact sheet and/or to request technical assistance or training, contact us via e-mail at: accountability@cde.state.co.us