

Potential FAQ from TAP Meeting (May 2020)

When will CDE review the PITA school plans for feedback on the newly adjusted timeline?

The UIP review process will be initiated as plans are submitted in the Fall. This means reviews will occur and feedback will be provided at an earlier date than typical in the past.

Is there a plan to release guidance on how to adjust the content of the UIP given the lack of state assessment data and the possibility of remote/hybrid learning during the upcoming school year?

The School Improvement and Planning team is currently working on adapting all available resources (handbook, training, etc.) for use during the upcoming school year. This includes recommendations related to the use of local and non-assessment data in the planning process. In addition, resources will consider the possibility of remote/hybrid learning during the upcoming year. We have revisited earlier resources from the 2015 accountability pause year and are now adjusting these resources for use during the current pause. We anticipate some of the developed resources will be released during the next few months.

Will we be moving away from PSAT/SAT assessment moving forward?

CDE has made no decision regarding changes to the current high school assessment suite. A new request for proposals is to be released but has been delayed due to the COVID pandemic. CDE is required to provide a fair bid process for any interested assessment vendor. It is possible that PSAT/SAT could remain as the Colorado high school assessments moving forward.

College board will administer the PSAT/SAT assessment during the spring of 2021. Should a new vendor be awarded the contract, PSAT/SAT will be phased out during subsequent years. A new contract would be put in place for phased implementation with 9th grade changing over to the new assessment in spring 2022, 9th-10th grades both using the new assessment(s) for spring 2023 and all grades using the new assessment(s) in spring 2024.

If districts administer diagnostic assessments this fall to get a sense of where students are, is there a possibility of calculating growth from Fall to Spring?

Growth scores may be calculated at the local level. However, at the state level, we don't collect local diagnostic assessment data. Given this absence of data along with wide variation in the assessments utilized it's not feasible for CDE to create a state-wide growth metric based on these results.

Is there an option for an additional accountability pause year during the Fall of 2021?

We have received requests from various educational stakeholders to enact an accountability pause during the Fall of 2021. At the current time, CDE lacks the statutory authority to take such action. Thus, we're planning on state accountability resuming in 2021 while also recognizing this could change based on unforeseen gubernatorial or legislative action.

If we see the broken trends or significant shifts in accountability ratings, will there be consideration of resetting the accountability clock for all schools?

There's currently no discussion of resetting the accountability clock. We would need to get a better sense of any data challenges should they exist before choosing a course of action. We are currently

planning to continue supports for all previously identified schools/districts. CDE will continue to push forward school improvement efforts as required by statute.

Is it certain that a request to reconsider process won't take place this Fall? We had a school that collected local data for appeal. Would we not have the option to use this data?

The decision is final. CDE will not be offering a request to reconsider process in fall 2020, so there's no possibility to submit local data for this purpose. The current district and school framework ratings will carry forward into next year. In addition, CDE will pause the accountability clock. Local data alone is not deemed sufficient to overturn earlier rating assignments based on the more comprehensive state summative data that was used to derive the prior ratings.

Will un-normed 2021 assessment and accountability data be made publicly available?

Yes, aggregate data will continue to be available for public use. This data will be provided within our data visualization tools where available (i.e. <http://www.cde.state.co.us/schoolview>). Similarly, aggregate performance is included within the performance framework reports with the applied accountability exclusion rules.

Will the timeline for the State Board of Education proposed changes to the elementary and middle school performance frameworks still occur as planned? How will changes to the high school frameworks occur?

The State Board approved timeline for changes to the elementary and middle school performance frameworks will need to be reexamined. CDE currently doesn't know if a revised timeline will be adopted as this decision is at the discretion of the State Board. CDE will be sharing with the Board the rationale for having an information year prior to incorporation of the changes for accountability determinations. It is anticipated that some sort of delay will occur related to the previously adopted changes. The timeline may also depend on the success of state summative assessment administration during the 2020-2021 school year.

During the Fall of 2020, CDE will continue to support the State Board as they make decisions concerning changes to the high school frameworks including the incorporation of a new statutorily required on-track metric. Also, potential revisions to high school rating cut scores will be considered.

If summative assessment data from non-consecutive years is used to calculate growth how will this methodology impact and/or limit our growth and accountability data?

The use of this methodological approach would prevent CDE from calculating 4th grade growth for Math and English Language Arts due to the absence of the requisite 2nd grade achievement score. This means for elementary schools only 5th grade growth measures would be available for accountability determinations in 2021. In addition, for the high school level, only 11th grade growth would be available for English Language Arts. For math, it is expected that no growth scores would be lost (i.e. 9th-11th grade math growth would continue to be available).

The lack of growth data for some grade levels could impact calculated accountability ratings. CDE staff will remove growth scores from impacted grades (i.e. using historical data) to generate mock ratings and ascertain possible impact. The obtained results will then be used to help inform decision-making by CDE staff and the Technical Advisory Panel related to the school and district performance framework reports.

Given the lack of 2020 summative assessment data along with the impact of the pandemic on instruction will growth scores be valid? Also, how might Postsecondary and workforce readiness (PWR) measures be impacted?

The use of calculated growth scores and submitted PWR data will only occur following extensive supplemental analytics and after receiving feedback from both national and state technical experts. It is expected that the normative nature of growth data should serve to facilitate comparisons due to the more universal impacts of the pandemic across the state. For PWR measures, the performance framework reports are based on lagged data. We anticipate 2020 data may be very different based on EOY challenges that include tracking students by districts. We won't know the specific impact until we get the EOY in December. There's a possibility that 2019 data with a two-year lag be used for accountability depending on the quality of the obtained 2020 data.

It is possible that there might be a learning loss associated with the change in mode of instruction. A decision may be made to re-norm the cut points for the achievement sub-indicators to remove the impact for school and district accountability. If so, this may be viewed as lowering achievement expectations. In contrast, failure to take such action may be deemed punitive. What approach do you expect CDE to take in this regard?

CDE has heard concerns of the perception of being 'punished' should the achievement cuts not be adjusted (lowered) to account for the reduction in learning. Less frequently, we have heard concerns related to lowering expectations for learning by making such adjustments. In effect, CDE will work to get both feedback and buy-in from stakeholders when making related decisions.