



Meeting Minutes – Thursday, October 2nd 2014 (9:00-noon)
State Board Room, 201 East Colfax, Denver, Colorado

TAP Members Present:

Norman Alerta
Jonathan Dings
Carol Eaton
Grant Guyer
Jacqueline Law
Dwayne Schmitz

Audience:

Dr. Val Flores
Wendy Sawtell

CDE Representatives:

Alyssa Pearson
Josh Perdue
Elliot Asp (via phone)

Welcome & Minutes Approval

Alyssa Pearson/Carol Eaton

- The meeting was held in the State Board Room, Denver, Colorado and was called to order at 9:15.
- The initial agenda item was a discussion of prior meeting minutes. A motion to approve the meeting minutes occurred and they were unanimously adopted. The TAP agreed to participate in longer webinars (if necessary) as opposed to using surveys to collect feedback in the future.

Award Specification Updates (High School Growth & ELPA Awards)

Josh Perdue/Alyssa Pearson

- The TAP was informed that ELPA Award decisions will be made by the Language, Culture, and Equity Unit at the Colorado Department of Education. It was mentioned that AMAO and SPF/DPF ratings will not be explicitly included within the calculations.
- CDE clarified that the intention of the high school growth awards is to award high schools with the highest academic growth, mirroring football divisions. When schools lacked football teams, they were assigned to divisions based on enrollment and according to CHSAA guidelines. Participation rates aren't part of this process.
- It was asked if small n divisions should automatically use three-year results. The CDE response was it will only be used when there's not one year data. A conversation regarding how ties are to be handled occurred. It covered different options including the use of more decimal places, awarding to the larger system, looking at the distribution of growth in the 1st and 4th quartiles, awarding two trophies for that division. The need for fair and clear rules was articulated by the TAP.



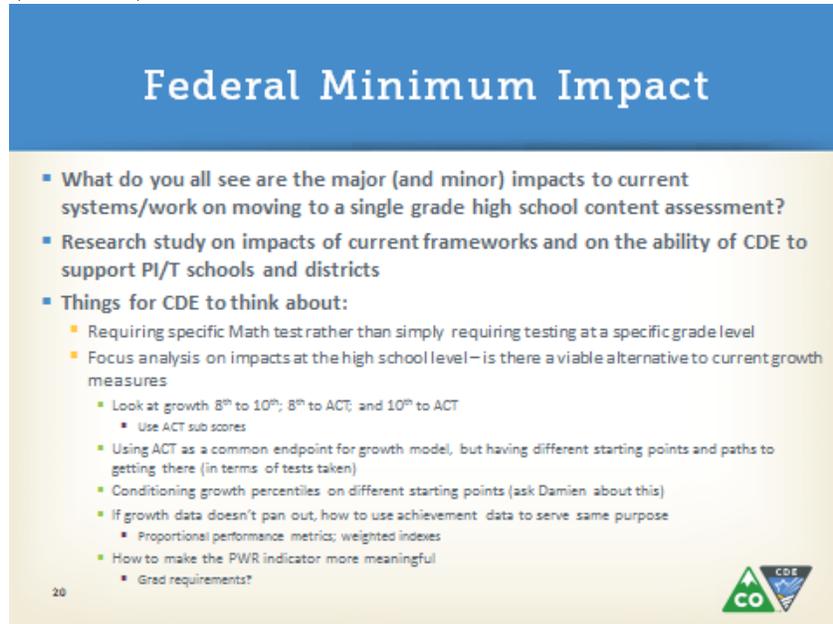
Federal Minimum Impact (SPF/DPF Analysis Impact & Broader Implications Work Session)

Alyssa Pearson/Josh Perdue

- CDE provided an overview of the conversations that are occurring within the state related to the reduction to federal minimums. Also, CDE is looking at happenings in other states and other options. The 1202 task force and the State Board of Education are also exploring this issue.
- Josh Perdue from the Accountability & Data Analysis Unit at CDE shared a presentation regarding federal minimums including data simulations related to possible changes. For elementary and middle school writing would be excluded. For High schools 9th grade achievement would be lost along with all growth and growth gaps. In the case of districts, almost all districts would have maintained the same ratings with this change. His presentation showed limited impact of various demographics on percent of points earned when moving to minimums.
- The importance of ACT was discussed in that it could serve multiple purposes and reduce testing burden. However, TAP questions were presented about ACT alignment with Colorado Academic Standards. It was suggested by TAP members that ACT could help promote assessment ‘buy in’ amongst students.
- Recommended analysis by TAP members included:
 - Looking at the correlations between different years of schools. For example, calculate growth from 8th grade to 10th grade and see how it differs from 8th to 9th and 9th to 10th MGPs.
 - Also, using growth gaps by group enabled us to not include disaggregated achievement. We may want to model what would happen if that comes back.
- Other comments from TAP members concerning the impact of the Frameworks/Accountability:
 - What have the Priority Improvement/Turnaround labels done? Have the labels led to schools moving? Has it been the support offered? What has contributed to this change? Corollary; if we did see improvement in districts is it due to changes, or due to them learning to move through system.
 - CDE pointed out that district leadership makes difference in regards to district performance. It is believed that if districts value data, take action and give support, then things will change. Jonathan advised CDE to formally gather evidence of impact of placing schools on PI and TA through external contractor. Dwayne also pointed out the need to look at the value of SPF as well, creating assessment/performance conversations in schools/districts.
 - The number of schools CDE can afford to help should be considered. What resources and capacity does CDE actually have to help? May need rational, claim based evidence for what CDE can do. This CDE support speaks to districts that have capacity to help schools – as many schools don’t have as much support. In addition, it was mentioned that districts may also resist CDE help. It was also mentioned that it’s important to look at changes over five years, should we put more schools on lower ratings if that really drives improvement? It was said that we want to make sure we have that conversation when discussing transitioning to new tests.
- Public comment from Val Flores indicated that parents believe that growth matters but working towards academic attainment is also important. Getting kids to grade level proficiency is the goal.
- CDE closed this agenda item by mentioning it would be helpful to have a one page summary from the TAP about pros, cons, what to look at further in regards to federal minimums. It would also be useful for the state board as an informational document.

Break at 10:44 a.m.

- The question of what are the major/minor impacts to current systems/work on moving to a single grade HS content assessment was raised? Feedback for CDE consideration was obtained and incorporated into transition PowerPoint slide (see below).



Federal Minimum Impact

- What do you all see are the major (and minor) impacts to current systems/work on moving to a single grade high school content assessment?
- Research study on impacts of current frameworks and on the ability of CDE to support PI/T schools and districts
- Things for CDE to think about:
 - Requiring specific Math test rather than simply requiring testing at a specific grade level
 - Focus analysis on impacts at the high school level – is there a viable alternative to current growth measures
 - Look at growth 8th to 10th; 8th to ACT; and 10th to ACT
 - Use ACT sub scores
 - Using ACT as a common endpoint for growth model, but having different starting points and paths to getting there (in terms of tests taken)
 - Conditioning growth percentiles on different starting points (ask Damien about this)
 - If growth data doesn't pan out, how to use achievement data to serve same purpose
 - Proportional performance metrics; weighted indexes
 - How to make the PWR indicator more meaningful
 - Grad requirements?

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Meeting Format (Collecting Feedback/Use of Survey)

Alyssa Pearson/Carol Eaton

- Dan will send out a doodle poll to establish the date/time for the winter meeting.
- CDE mentioned that a new Accountability Work Group (former SB-163 Task Force) is being developed. It will involve the broadening of membership to become more of a comprehensive work group. It will need members with a deep knowledge of accountability.
- A suggestion for a future agenda item and/or a brown bag following a TAP meeting regarding the sharing out from districts about 191 growth ratings. This meeting is to be facilitated by TAP members as desired.

Public Comments & Action Items (Next Meeting)

Carol Eaton/Alyssa Pearson

- Opportunity for public comment was provided. Dr. Val Flores expressed interest in attending future meetings. He discussed American Education Research Association article from August/September, called 'Test Matters'. A future March/April article was mentioned with the thought it may be helpful for the public.
- A request for meeting Power Points was made by TAP members. CDE agreed to send them out to the group.

Meeting Adjourned at noon