



Using Available State Assessment Data in Educator Evaluations – Frequently Asked Questions

Does state assessment data need to be included in an educator’s evaluation?

Yes. Fifty percent of an educator’s evaluation must be based on Academic Student Growth or Measures of Student Learning. According to State Board Rules, Measures of Student Academic Growth shall include the following:

- 5.01 (E) (7) (c) When available, Statewide Summative Assessment results; and
- 5.01 (E) (7) (d) For subjects with annual Statewide Summative Assessment results available in two consecutive grades, results from the Colorado Growth Model.

What state assessments are available to be used in 2017-2018 educator evaluations?

See table below:

Available prior year 2016-2017 data for use in current 2017-2018 evaluations	Available current year 2017-2018 data for use in current 2017-2018 evaluations
<ul style="list-style-type: none"> • CMAS Achievement (ELA, Math, Science, Social Studies) • CoALT: DLM • CMAS Growth: ELA & Math • PSAT->SAT Growth Data • SAT Achievement • PSAT Achievement • WIDA ACCESS Growth • WIDA ACCESS Status 	<ul style="list-style-type: none"> • WIDA ACCESS – status data

If we are using Colorado Growth Model data for a specific assessment, do we also have to use achievement data for that same assessment?

No. Colorado Growth Model calculations already make use of achievement data. Consider prioritizing Colorado Growth Model data over achievement data.

How much do we have to weight state data in educator evaluations?

It is up to districts to determine how much to weight each measure, the minimum weight is one percent. Weights should match district values regarding the use and efficacy of the data.



There were a number of students that opted out of the state test last year. Do we still have to use state assessment data in educator evaluations?

If more than 15 percent of students opted out of a specific test, consideration should be made to make that data “unavailable”. It is up to districts to ensure that the data they are using is fair, valid, and reliable. However, even if more than 15 percent of students in a district opted out of state assessments, individual schools and/or classrooms may have a much lower opt out rate, and it may be appropriate to use state data at the individual school or teacher level.

What state assessments are included in the School and District Performance Frameworks (SPF and DPF)?

All available state assessment data is included in School and District Performance Frameworks, except 2017 CMAS Social Studies. Districts will need to use reports other than the 2016-2017 SPF and DPF in order to use CMAS social studies results.

What elementary, middle and high school state data should be included in an educator’s evaluation if it is available for the subjects and grade levels taught?

See table below:

Elementary School (K-5th Grade)		
In SPF?	Year	Assessment
Yes	2016-2017	3rd Grade CMAS ELA Achievement
Yes	2016-2017	3rd Grade CMAS Math Achievement
Yes	2016-2017	4th-5th Grade CMAS ELA Growth
Yes	2016-2017	4th-5th Grade CMAS Math Growth
Yes	2016-2017	5th Grade CMAS Science Achievement
Yes	2016-2017	CMAS Social Studies
Yes	2016-2017	WIDA ACCESS Performance
Yes	2016-2017	WIDA ACCESS Growth

Middle School (6th-8th Grade)		
In SPF?	Year	Assessment
Yes	2016-2017	6th-8th Grade CMAS ELA Growth
Yes	2016-2017	6th-8th Grade CMAS Math Growth
Yes	2016-2017	8th CMAS Science Achievement
Yes	2016-2017	7th CMAS Social Studies
Yes	2016-2017	WIDA ACCESS Performance
Yes	2016-2017	WIDA ACCESS Growth



High School (9th-12th Grade)		
In SPF?	Year	Assessment
Yes	2016-2017	SAT Performance
Yes	2016-2017	CMAS ELA Growth
Yes	2016-2017	CMAS Math Growth
Yes	2016-2017	CMAS Science
Yes	2016-2017	PSAT Performance
Yes	2016-2017	PSAT to SAT Growth
Yes	2016-2017	WIDA ACCESS Performance
No	2016-2017	WIDA ACCESS Growth

Are any state assessment results available prior to the end of the school year?

Status scores from the WIDA ACCESS are currently the only state assessment results that are provided to districts prior to the end of the school year. Results from 2017-2018 are scheduled to be released around April 24th 2018. Growth percentiles from WIDA ACCESS will not be calculated or released until after the current school year has ended.

Is there information on adequate growth targets for WIDA ACCESS in order to help set reasonable goals for students and thus reasonable Measures of Student Learning (MSL) success criteria for teachers?

For adequate growth targets for WIDA ACCESS assessments, visit:

https://www.cde.state.co.us/assessment/access_ayg.

How might the district set success criteria for state assessments?

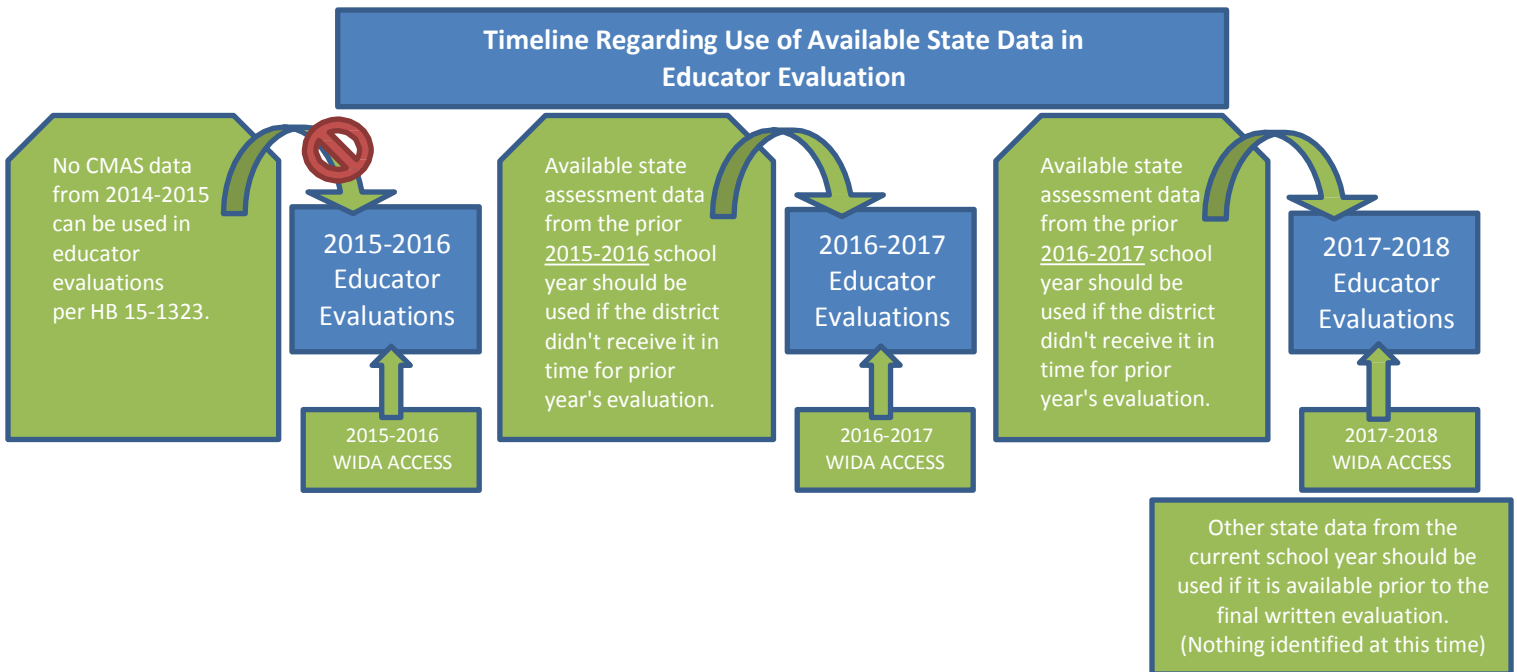
Consider starting with the cut points established in the School Performance Framework. Determine if these cut points make sense based on the district’s context and how they might be adjusted. Also, look at the percentile reports available for each assessment, as well as cut scores for meeting or exceeding expectations. For instance, the national College and Career Readiness Benchmark for the PSAT is a 910 composite score and a student with a score of 1050 is in the 75th percentile nationwide. Thus, a reasonable range for an “Expected” rating on a Measure of Student Learning that is using PSAT achievement data might be 910-1050.

How can the district use achievement data to set growth goals for students?

Consider setting growth targets for each individual student based on a body of evidence. Educators or groups of educators can then be evaluated on the number or percentage of students who met or exceeded their growth target.

Can 2016-2017 state data be used in 2017-2018 evaluations?

Yes, in fact they often must be used. [HB 15-1323](#) states that, “If a local board does not receive the results of state assessments in time to use them in the written evaluation report prepared for the school year in which the assessments are administered, the local board shall use the results of the state assessments as measures of student academic growth for educator evaluations and professional development in the school year following the school year in which the assessments are administered” (22-9-106). When districts use prior year results, it means that state assessment results are the “first data point in” to an educator’s evaluation at the beginning of the year, rather than the “last data point in” at the end of the year.



What about new teachers who weren't part of the district or school last year? Do they have to use state data from the prior year?

No. Teachers who were not part of the school or district when the tests were administered should not have that data included as part of their evaluation unless this is agreed upon as part of the employment process. Teachers new to the district should have separate MSL "pies" that make use of current year measures only.

Does state data have to be shared among all educators?

No. State assessment data is only required to be used for educators who teach the subjects and grades that were assessed. Many districts choose to share state assessment data with all educators as a common goal, but it is not required.

Can state data be used for individual teachers instead of being shared among groups of teachers?

Yes.

What are some examples of the ways that folks are using state data in educator evaluation?

Three main ways of using state data in educator evaluations, include:

1. All Collective: share school or district level data with everyone in the school or in a specific department
2. Individual only: use state data at the individual educator level only (for teachers responsible for the subjects and grades that were tested)
3. Hybrid: share school or department-wide data with teams of teachers and also use classroom results at the individual educator level.



Will using the School or District Performance Framework (SPF or DPF) in educators’ evaluations take care of the rule regarding the use of state data?

Not always. The current SPFs and DPFs do not contain social studies results. Teachers who are responsible for those subjects and grades should also have those results included in their evaluations. Some districts will choose to also share those results with teachers at the collective level or they may choose to only use those results at the individual educator level.

What are the challenges in using the School or District Performance Frameworks (SPF or DPF) in educators’ evaluations?

The SPF and DPF were not designed to be used in educator evaluation. They were designed to identify schools and districts that are struggling to meet state expectations. Thus, districts that use the “straight rating” in the evaluation systems may be setting the bar too low for their educators. Consider splitting the “performance” band into two pieces so that a “more than expected” rating is only achieved when a school scores in the upper regions of the performance band.

The SPF and DPF contain measures other than state data like matriculation and graduation rates which are not required to be used in educator evaluations. Forty percent to sixty percent of an SPF may be based on measures other than growth. This can have an adverse effect on teachers who work in schools where students may have low achievement but have made significant growth.

How might a district only use state data for educators who taught the subject and grade level assessed rather than use the SPF?

*Note, in many cases the data would be used for individual attribution only and data only from students that the teacher was responsible for teaching. These tables are samples only and do not include every subject and grade level taught.

9th-11th Grade English Language Arts or Mathematics Teacher	
Year	Assessment
2016-2017	11 th SAT- Evidence Based Reading and Writing or Math Subscore
2016-2017	10 th PSAT- Evidence Based Reading and Writing or Math Subscore
2016-2017	9 th CMAS ELA or Math – Colorado Growth Model (CGM)
2017-2018	Other local data

4 th or 5 th Grade Elementary Teacher	
Year	Assessment
2016-2017	4 th or 5 th Grade CMAS Math -Colorado Growth Model (CGM)
2016-2017	4 th or 5 th Grade CMAS ELA – Colorado Growth Model (CGM)
2016-2017	5 th Grade CMAS Science (5 th grade only)
2016-2017	4 th Grade CMAS Social Studies (4 th grade only)
2017-2018	Other local data

9th-11th Grade Social Studies Teacher	
Year	Assessment
2016-2017	No state assessment data available
2017-2018	Other local data



K-12 th Grade Art Teacher (or other subjects and grades without state assessments)	
Year	Assessment
2016-2017	No state assessment data available
2017-2018	Other local data

6 th -8 th Grade Science Teacher	
Year	Assessment
2016-2017	8th Grade CMAS Science
2017-2018	Other local data

K-2 nd Grade Elementary Teacher	
Year	Assessment
2016-2017	No state assessment data available
2017-2018	Other local data

3 rd Grade Elementary Teacher	
Year	Assessment
2016-2017	3 rd Grade CMAS ELA- achievement
2016-2017	3 rd Grade CMAS Math-achievement
2017-2018	Other local data

Resources:

- School and District Performance Framework Resources:
 - <https://www.cde.state.co.us/accountability/performanceframeworksresources>
- Colorado State Assessment Scores Results:
 - <https://www.cde.state.co.us/assessment>
- PSAT 10 – Understanding Scores 2016:
 - <https://collegereadiness.collegeboard.org/pdf/understanding-psat-10-scores-2016.pdf>
- Measure of Student Learning Landscape Report (Colorado Education Initiative):
 - <http://www.coloradoinitiative.org/our-work/professional-learning/measures-student-learning/trends-patterns-msl-systems-across-colorado/>
- Measure of Student Learning Guidance (CDE):
 - <https://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide>
- Using School and District Performance Frameworks in Educator Evaluation:
 - <https://www.cde.state.co.us/node/12144>
- Using Student Growth Percentiles for Educator Evaluation Technical Report:
 - <https://www.cde.state.co.us/educatoreffectiveness/usingstudentgrowthpercentilesforee>
- Executive Summary:
 - <https://www.cde.state.co.us/educatoreffectiveness/usingstudentgrowthpercentilesforeeexecsummary>
- Contact: for more information or assistance with using state data in educator evaluation, please contact the educator effectiveness team – Educator_Effectiveness@cde.state.co.us – or visit our [contact us page to find an appropriate team member for assistance.](#)