



COLORADO
Department of Education

COVID-19 Policy Implications Stakeholder Group

October 14, 2020
Meeting 4

Big Picture: Sequencing Our Work and Today's Agenda



(I) Review the impact of the COVID-19 pandemic and the resulting disruption of the 2019-20 school year, including student transition to remote learning and the cancellation of the state assessments, accountability, accreditation, and educator evaluation systems for the 2019-20 school year;

(ii) Discuss how the cancellation of state assessments will impact accountability, accreditation, and educator evaluations during the 2020-21 school year and whether future modifications are needed regarding the accountability, accreditation, and educator evaluation systems as a result of, and in response to, the COVID- 19 pandemic and possible further disruptions; and

(iii) Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-21 school year and how the systems can continue to effectively measure student achievement and growth and provide an accurate, credible, and comparable assessment of the quality of the public education system throughout the state following the COVID-19 pandemic.

Overview of Topics



<u>Meeting</u>	<u>Topics</u>
Meeting 1 (Aug. 26)	Intros; Background; Context
Meeting 2 (Sept. 16)	Guiding Questions; COVID-19 Impact, Assessments Intro, Educator Evaluations (2020-21)
Meeting 3 (Sept. 30)	Assessments
Meeting 4 (Oct. 14)	Assessments, Accountability
Meeting 5 (Oct. 29)	Accountability and Accreditation, Education Effectiveness, Finalize Recommendations
Meeting 6 (Nov. 10)	If needed to finalize recommendations

Where Are We Headed?



1. Discussion



2. Identify Emerging Proposal



3. Identify Any Unsatisfied Concerns



4. Collaboratively Modify the Proposal



5. Assess the Degree of Support



6. Finalize the Decision OR Circle Back to Step 1 or 3

**Preliminary
Recommendations**

?
?
?

**Final Product
Determined by
the Stakeholder
Group**

Meeting Objectives

- Discuss and Finalize Draft Accountability Recommendations (Pause Frameworks)
- Finalize Draft PSAT/SAT Recommendation
- Discuss and Finalize Draft CMAS Recommendations (ELA & Math; Science)

Changes to Process Based on Stakeholder Feedback



1. CDE shared draft recommendation language, instead of designing it together over zoom.
2. Stakeholders shared thoughts on recommendations through survey.
3. Stakeholders received all survey results.
4. CDE made a few changes to recommendation language to address confusion or questions.
5. Set a time limit for each recommendation.

Agenda

- 1:00 - Welcome from Rhonda Haniford, Associate Commissioner of School Quality and Support
- 1:10 - Big Picture Overview, Review Agenda, Introductions of Stakeholders
- 1:30 - Accountability Recommendation (Pause State Accountability Ratings)
- 2:25 - BREAK
- 2:30 - PSAT/SAT Recommendation
- 3:05 - CMAS Discussion
- 3:25 - BREAK
- 3:35 - CMAS Recommendation (Science)
- 4:10 - CMAS Recommendation (Math, ELA)
- 5:00 - Adjourn

Four Agreements of Courageous Conversations (inspired by Glenn Singleton)

- **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”.
- **Experience discomfort:** Discomfort is inevitable. Participants make a commitment to bring issues into the open.
- **Speak your truth:** This means being open about thoughts and feeling and not just saying what you think others want to hear.
- **Expect and accept non-closure** during the process: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions.

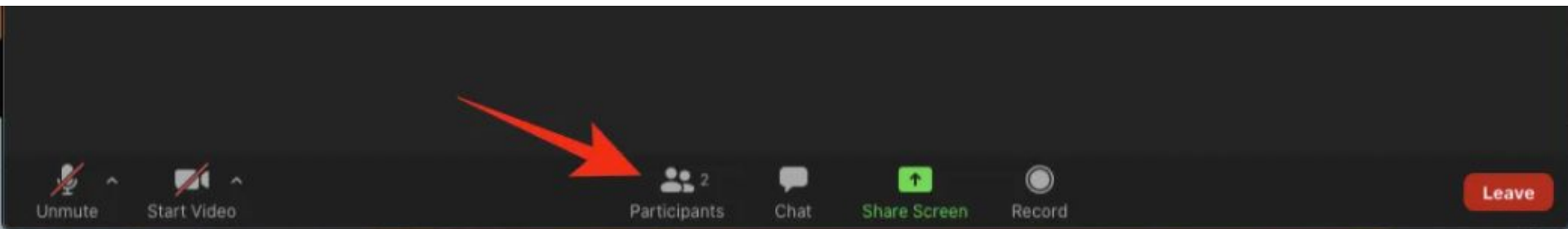
Additional

- Mute your microphone, but not yourself.
- Practice patience for the unique conditions under which you’re participating.



Logistics

- Meetings will be recorded and available on the [Stakeholder Group webpage](#)
- Zoom Features
 - Raise hand feature
 - Chat box feature



Stakeholders

- Amy Pitlik, Stand for Children
- Kym LeBlanc-Esparza, Archuleta School District 50 JT
- Bret Miles, Colorado Association of School Executives
- Jennifer Holladay, Denver Public Schools
- Luke Ragland, Ready Colorado
- Jason Westfall, Colorado Association of BOCES
- Chris Gibbons, Colorado League of Charter Schools and STRIVEPrep
- Carol Eaton, Technical Advisory Panel and Jefferson County School District
- Stephanie Perez-Carrillo, Colorado Children's Campaign
- Amie Baca-Oehlert, Colorado Education Association
- Jen Walmer, Democrats for Education Reform
- Johan Van Nieuwenhuizen, Weld County School District RE-1
- Elizabeth Casillas, Denver Metro Region
- Da'Lisa Hatcher, Third Future Schools - Coperni 2 Charter School
- Peter Hilts, District 49
- Michelle Murphy, Colorado Rural Alliance
- Cheri Wrench, Colorado Association of School Boards
- Christina Ethier, Association for Colorado Education Evaluators and Cherry Creek School District
- Paul Freeman, Roaring Fork School District RE-1

Accountability: Recommendation to Pause Frameworks

CDE Presentation: Background on State Accountability and Accreditation (15 min)

Review Straw Poll Results (10)

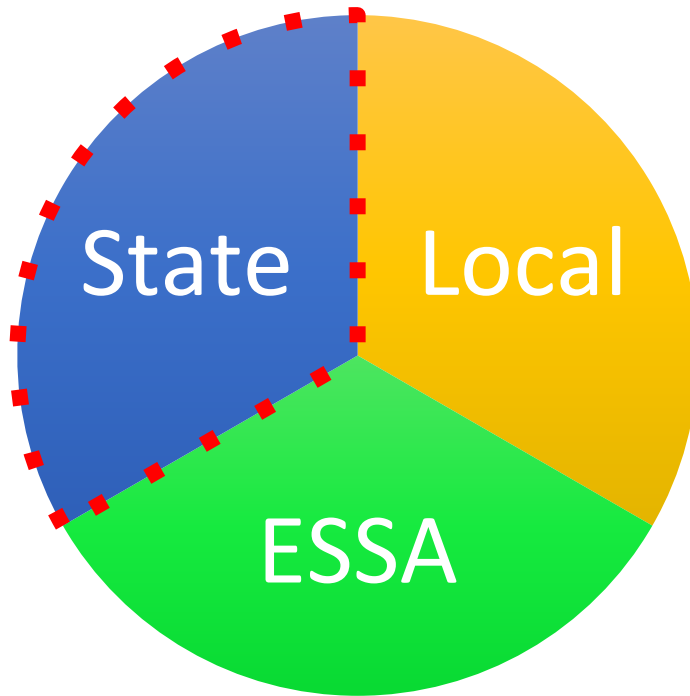
Clarifying Questions for CDE (10 min)

Call for Changes to Recommendation (17 min)

Temperature Check (3 min)

Background on State Accountability and Accreditation

Colorado's Accountability System



- Local accountability
 - Locally elected boards oversee superintendent and district policies
- State Accountability
 - Colorado Educational Accountability Act
 - Performance frameworks, Improvement planning, Accountability clock
- Federal Accountability
 - Every Student Succeeds Act
 - State plan approved
 - Schools on improvement (CS, TS, A-TS)

Colorado’s system of school and district accountability is primarily designed to provide valid and actionable information regarding the progress of all students toward meeting the state academic standards and prioritize support for schools and districts identified for academic improvements.



Local	EVALUATE	State
Schools and districts analyze state and local data.	CDE creates School & District Performance Frameworks . CDE recognizes areas of success and identifies schools and districts for additional support based on student academic outcomes.	

Local	ASSESS NEEDS AND PLAN	State
Schools and districts work with local communities to assess needs and select strategies to support continuous improvement.	CDE supports the Unified Improvement Planning process for all school and districts informed by state and local data.	

Local	IMPLEMENT	State
Schools and districts apply for additional resources and implement selected strategies for improvement.	CDE allocates resources and supports in alignment with school and district needs identified in Unified Improvement Plans.	

Local	INTERVENE	State
Low performing schools and districts take more rigorous action if student performance remains consistently low.	The State Board of Education works with CDE and districts to determine more rigorous action steps for persistently low performing systems through Performance Watch .	

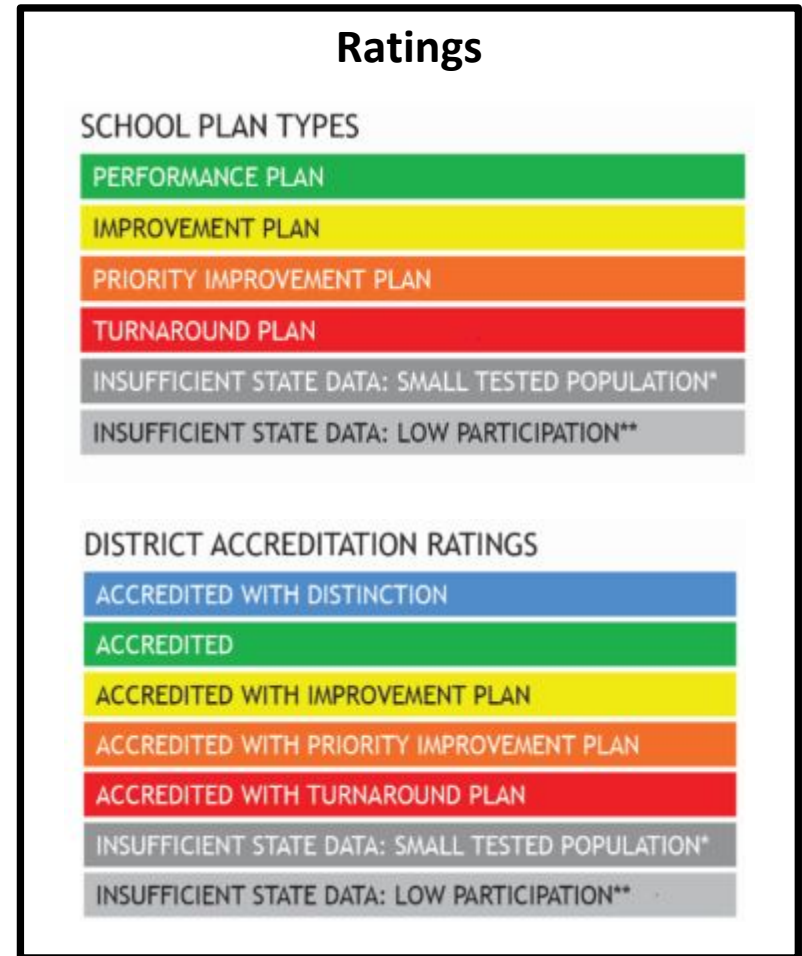


Typical Year

Accountability Pause Year

School and District Performance Framework Ratings (2019)

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts



State Accountability During the Pause



- Accountability pause for the 2020-21 school year
- Performance framework ratings from 2019-20 rolled over to 2020-21
- No request to reconsider available (including schools on clock and on watch)
- Improvement planning continues with some modifications (e.g., timeline, process)
- Accountability clock requirements continue with some modifications (e.g., no required year 5 hearings)

School Improvement and Planning Efforts Continue in 2020-21

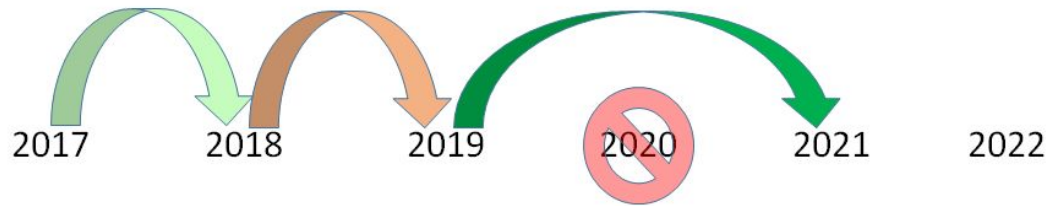
- Improvement Planning for All Schools and Districts
 - Improvement planning timeline adjustments
 - Balance addressing current crisis with maintaining school improvement lens
 - In absence of state data, use local data and non-academic data
 - Recommendation to trim down focus, extend past plan and deepen implementation (e.g., root cause analysis, implementation benchmarks)
- Accountability Clock Implications
 - Additional reporting and community engagement requirements remain
 - No end-of-clock hearings in 2020-21, unless district opts for early action
 - State Review Panel visits resume
 - Directed action by state board and progress monitoring continue
 - Supports and school improvement grants continue



- The Accreditation process has been relatively unchanged by the accountability pause thus far.
- Highlights of current system:
 - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
 - District plan type and state board action determine timeline and additional expectations included in agreement
 - State Board accredits districts; Local boards accredit schools
 - Contract includes
 - Attainment on performance indicators
 - Adoption and implementation of the district plan
 - Accreditation and implementation of plans for schools, including online schools
 - Good faith effort on implementing statute, regulations and policy
 - Consequences for non-compliance and monitoring

Takeaways from Skip-year Growth

- Indicates a student's progress over the last two years relative to their academic peers.



- Possible to calculate skip-year growth from 2019 to 2021 (skipping 2020). Requires a proportion (potentially 85%) of students per grade/content area to participate on state assessments.
- Additional analyses required to determine if traditional one-year growth could be used for state and federal accountability reporting.
- Could be publicly released for schools, districts and disaggregated groups with caveats around interpretation.

Accountability Matrix for 2021-22



	2021 State Assessments	Implications
Aggregated Skip Year Growth	If assessment data available	- Possible to run if minimum 85% of all students test in each grade
	If not available	- Cannot be run - Implications for restart of state accountability
Performance Frameworks	If assessment data available	- Possible to run if majority of schools/districts have achievement and skip-year growth results
	If not available	- Cannot be run - Implications for federal accountability
Improvement Planning	If assessment data available	- Improvement planning process can continue
	If not available	- Improvement planning process can continue with adjustments in practice

Pausing State Accountability Ratings

CDE Presentation: Background on State Accountability and Accreditation (15 min)

Review Straw Poll Results (10)

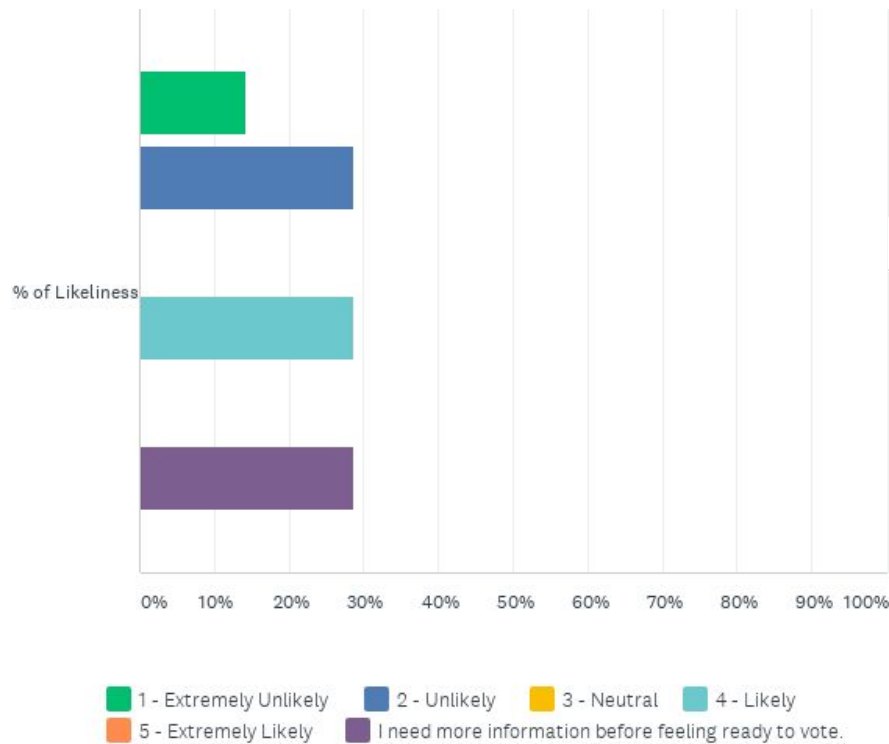
Clarifying Questions for CDE (10 min)

Call for Changes to Recommendation (17 min)

Temperature Check (3 min)

Q25: (25) State Accountability: Pause Accountability Frameworks in 2021-22. How likely are you to support this recommendation?

Answered: 14 Skipped: 1



	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	I NEED MORE INFORMATION BEFORE FEELING READY TO VOTE.	TOTAL	WEIGHTED AVERAGE
% of Likelihood	14.29%	28.57%	0.00%	28.57%	0.00%	28.57%	14	2.60
	2	4	0	4	0	4		

The required conditions language in the draft accountability recommendation may have caused confusion. Based on comments as well as ratings, it looks like:

- 8 respondents are in favor of pausing performance frameworks for 2021,
- 2 in favor of producing frameworks,
- 3 need more information before voting
- 2 unclear/blank responses

Pausing State Accountability Ratings

Straw Poll Results



- Support for pausing “high-stakes” accountability in 2021
- Desire for transparent public reporting for informational purposes only
- Required conditions language not necessary for pause
- Concerns around rolling over ratings again (from 2019 to 2020 to 2021)
- Concerns for schools and districts far along on the accountability clock
- Desire for opportunity to offer request to reconsider process
- Questions and concerns about skip-year growth and framework calculations

Recommendation

Pausing State Accountability Ratings

~~If the conditions below are not met, then~~ the Stakeholder Group recommends changes to statute, board rule and/or state practices to pause the calculation and publication of school and district level performance frameworks and state accountability ratings for the 2021-22 school year. A school or district's rating will roll-over from 2020. Note: 2020 ratings were rolled over from 2019 based upon the 2020 accountability pause.

- ~~• Student participation on CMAS ELA and Math meets a to-be-determined threshold (potentially 85%)~~
- ~~• Student participation on PSAT/SAT Evidence-based Reading and Writing and Math meets a to-be-determined threshold (potentially 85%)~~
- ~~• Skip year growth calculations are determined to be appropriate for public reporting~~



CDE Presentation: Background on State Accountability and Accreditation (15 min)
Review Straw Poll Results (10)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (17 min)
Temperature Check (3 min)

Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

Break

PSAT/SAT Recommendation

Review Straw Poll Results (10 min)

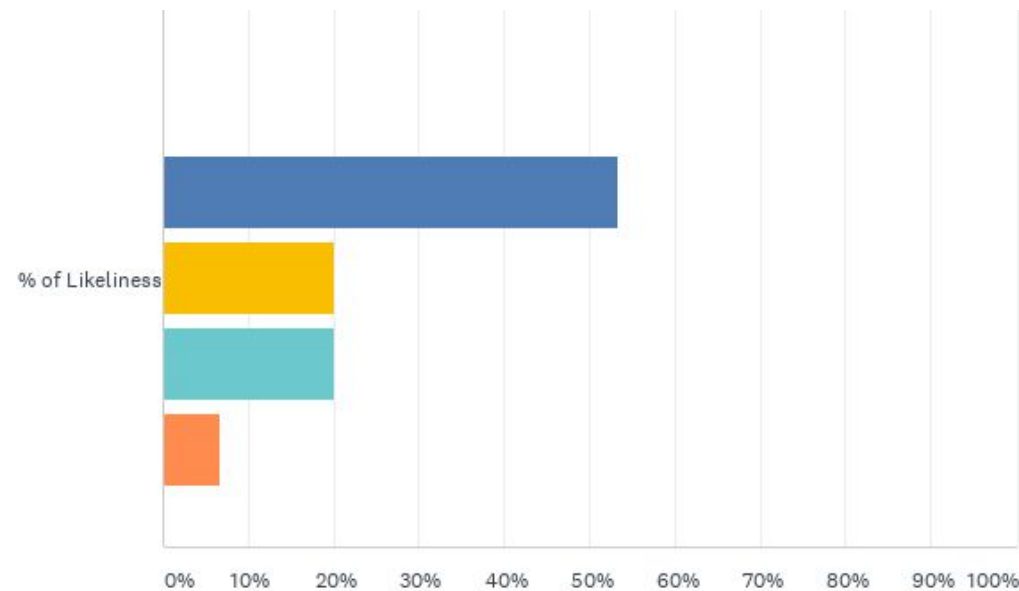
Clarifying Questions for CDE (10 min)

Call for Changes to Recommendation (17 min)

Temperature Check (3 min)

Q1: (1) State Assessment: Administering PSAT/SAT. How likely are you to support this recommendation?

Answered: 15 Skipped: 0



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	TOTAL	WEIGHTED AVERAGE
% of Likelihood	0.00%	53.33%	20.00%	20.00%	6.67%	15	2.80
	0	8	3	3	1		

PSAT/SAT Straw Poll Results

Summary of Open-ended Responses



- Eight responses indicated they were neutral, likely or extremely likely to support the recommendation to administer PSAT/SAT in the spring.
- Eight responses indicated they were unlikely to support the recommendation as worded.
 - Most commented on issue is public reporting. Comments were split between desire for public release (4) and concerns of releasing (2). One comment referred to increased guidance.
 - Second most commented issue (4 comments) related to not wanting to limit the possibility of remote administration.

PSAT/SAT Recommendation

RECOMMENDATION ON IF AND HOW TO ADMINISTER:

Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CO PSAT/SAT (and associated CoAlt) assessments to Colorado public school students enrolled in grades 9 (PSAT 9/CoAlt), 10 (PSAT 10/CoAlt) and 11 (SAT/CoAlt) in the spring of 2021 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing. ~~Due to the unique individual student uses of these assessments,~~

CONTEXT: Administration will be site-based (i.e., remote administration from homes will not occur) and will take place in accordance with state and local public health requirements. In addition, consistent with state rule, the vendor's standardized administration and security procedures should be followed. ~~Flexibilities, such as staggered start times, multiple testing dates and off-site testing locations, should be leveraged to maximize the number of students who are able to test.~~

ADDITIONAL CONSIDERATIONS:

In addition to addressing if and how to administer CO PSAT/SAT/CoAlt in spring 2021, the stakeholder group suggests that the following CO PSAT/SAT/CoAlt results be provided consistent with state law, [including 22.7.1006.3\(7\)\(b\)](#):

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- ~~D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those~~ State, district, and school aggregated and disaggregated assessment results ~~publicly that the department deems valid.~~

[Keep in mind, College Board has their own national release process.](#)

Context: Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.





Review Straw Poll Results (10 min)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (17 min)
Temperature Check (3 min)

Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

CMAS Discussion

What would you like to see
happen with CMAS
administration in the
spring of 2021?

Break

CMAS Science Recommendation

Review Straw Poll Results (10 min)

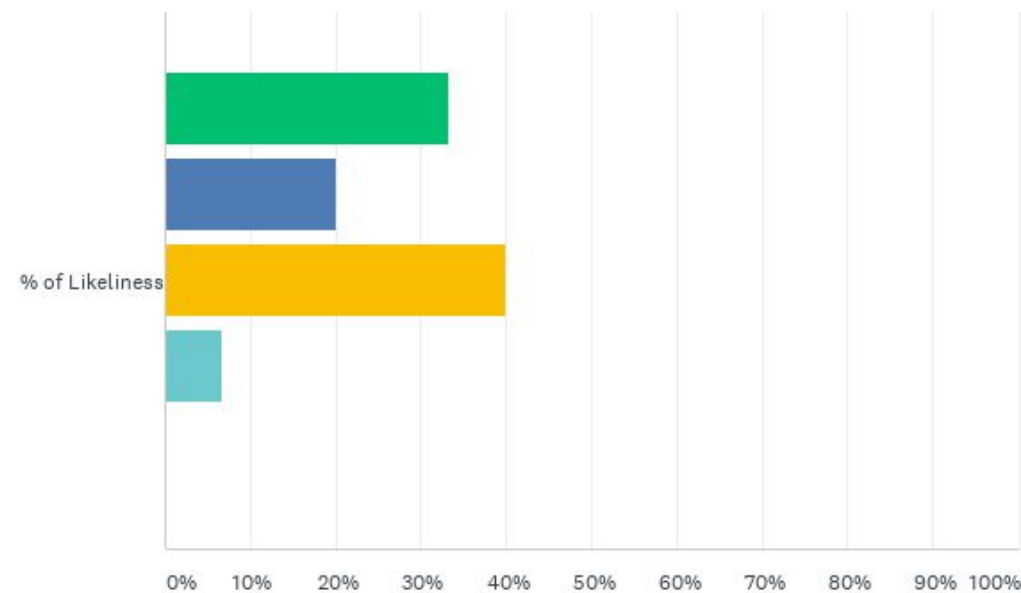
Clarifying Questions for CDE (10 min)

Call for Changes to Recommendation (17 min)

Temperature Check (3 min)

Q10: (10) State Assessment: Administer CMAS Science. How likely are you to support this recommendation?

Answered: 15 Skipped: 0



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	TOTAL	WEIGHTED AVERAGE
% of Likeliness	33.33%	20.00%	40.00%	6.67%	0.00%	15	2.20
	5	3	6	1	0		

CMAS Science Straw Poll Results

Summary of Open-ended Responses



- One response indicates likely support and six responses indicate neutral support for the recommendation to administer CMAS Science in spring 2021.
 - Three responses reference federal requirement.
 - Three responses indicate science assessment is a lower priority and/or that a pause could be supported.
 - Remote administration comments are split between opposition for remote administration (1) and support for retaining remote administration as a possibility (2).
- Eight responses indicate that support for the CMAS Science recommendation as written is unlikely or extremely unlikely.
 - Six responses indicate concern or opposition to remote administration.

CMAS Science Recommendation

Yes to Assess



RECOMMENDATION ON IF AND HOW TO ASSESS:

IN-PERSON ADMINISTRATION: Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CMAS (and associated CoAlt) science assessments to Colorado public school students enrolled in grades 5, 8, and 11 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing.

REMOTE ADMINISTRATION: Groups of students who are not attending school in-person during the assessment dates may have the option to take the test remotely from their homes.

CONTEXT: Remote administration of CMAS science will only be an option if CDE determines that such an administration provides results which are usable within local contexts. In addition, remote administrations will be designed to comply with federal and state laws related to personally identifiable information and student privacy. This may result in reduced test administration standardization and the appropriate and responsible uses of scores. While resulting scores may be determined to be valid and appropriate for local use, per 22.7.1006.3(6) the department may determine that scores of students testing remotely are not appropriate to be used in measuring levels of attainment on the performance indicators, as defined in section 22-11-103.





Additional Considerations:

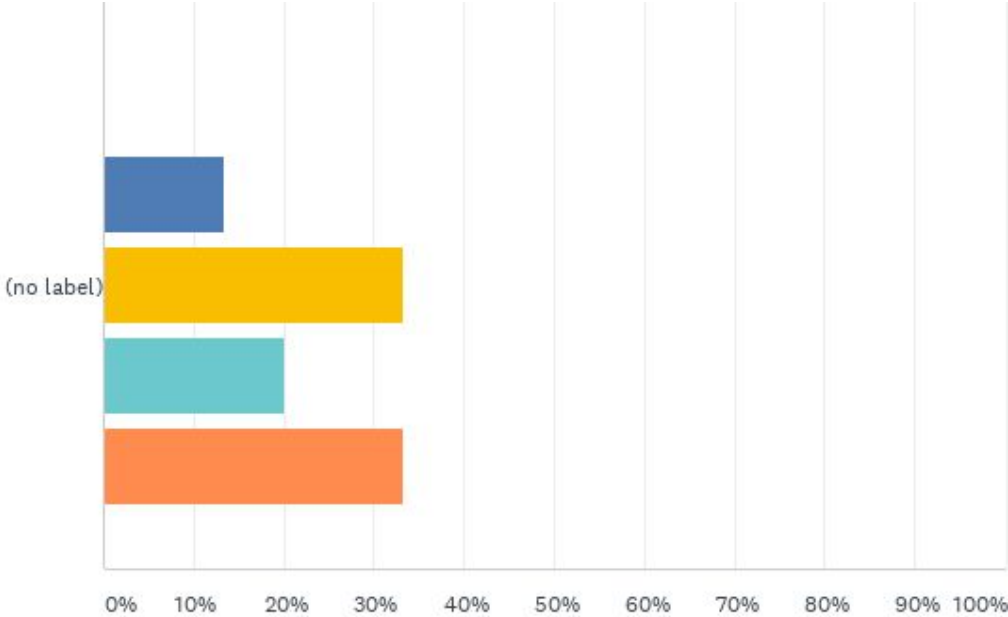
In addition to addressing if and how to administer CMAS/CoAlt ELA and math in spring 2021, the stakeholder group suggests that the CMAS/CoAlt ELA and math results be provided, and consistent with state law, to the following:

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those state, district, and school aggregated and disaggregated assessment results that the department deems valid.

CONTEXT: Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.

Q13: (13) State Assessment: Pause CMAS Science. How likely are you to support this recommendation?

Answered: 15 Skipped: 0



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	13.33% 2	33.33% 5	20.00% 3	33.33% 5	15	3.73

CMAS Science Recommendation

No to Assess

Requiring **state** legislative change or executive action **as well as federal approval**, the stakeholder committee recommends that districts and schools **should not be required to** ~~do not~~ administer the CMAS (and associated CoAlt) science assessments to Colorado public school students enrolled in grades 5, 8 and 11 in the spring of 2021.



Review Straw Poll Results (5)

Clarifying Questions for CDE (10 min)

Call for Changes to Recommendation (17 min)

Temperature Check (3 min)

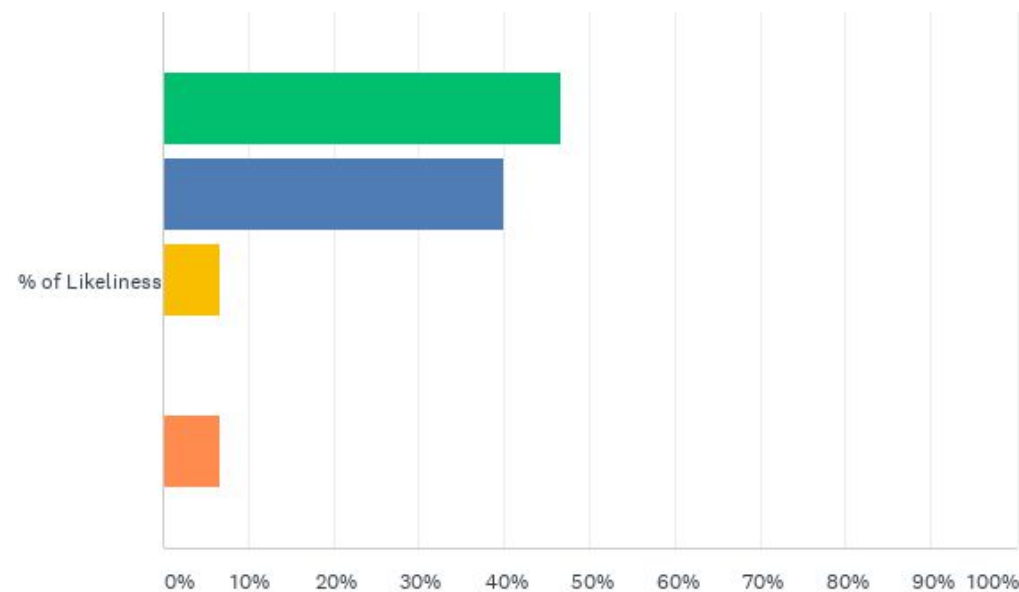
Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

CMAS ELA & Math Recommendation

Q4: (4) State Assessment: CMAS/CoAlt English Language Arts (ELA) and Math. How likely are you to support this recommendation?

Answered: 15 Skipped: 0

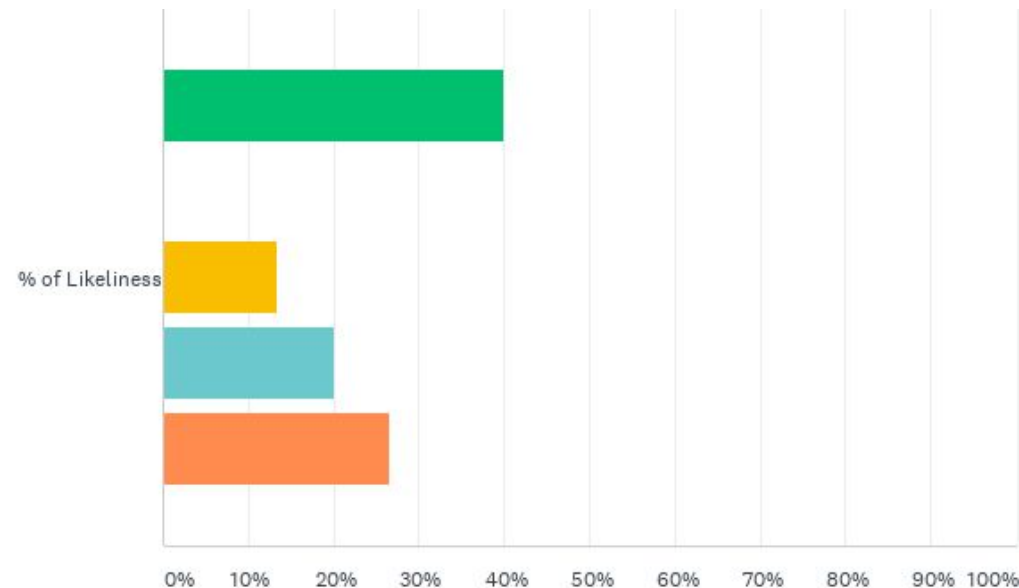


1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	TOTAL	WEIGHTED AVERAGE
% of Likeliness	46.67% 7	40.00% 6	6.67% 1	0.00% 0	6.67% 1	15	1.80

Q7: (7) State Assessment: Pause CMAS/CoAlt ELA and Math. How likely are you to support this recommendation?

Answered: 15 Skipped: 0



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	TOTAL	WEIGHTED AVERAGE
% of Likeliness	40.00% 6	0.00% 0	13.33% 2	20.00% 3	26.67% 4	15	2.93

CMAS ELA & Math Straw Poll Results

Summary of Open-ended Responses

- Two responses indicate neutrality or extremely likely to support the recommendation for CMAS ELA & Math in spring 2021.
- Thirteen responses indicate that support for the CMAS ELA and Math recommendation as written is unlikely or extremely unlikely.
 - Unlikely/extremely unlikely comments are split among opposing any type of administration (4), opposing remote administration (unclear on in-person) (additional 3), and support for administration (6).
 - Other high frequency comments relate to remote administration and public reporting.
 - Remote administration comments are split between opposition for remote administration (6) and support for retaining remote administration as a possibility (2).
 - Reporting comments relate to concerns about placing restrictions on public release of results (5) and concerns about release of remote or mixed-mode administration results (2). People who were clearly not in support of testing did not tend to comment on reporting.

CMAS ELA & Math Recommendation

Yes to Assess

RECOMMENDATION ON IF AND HOW TO ADMINISTER:

IN-PERSON ADMINISTRATION: Consistent with current legislation, the stakeholder committee recommends that districts and schools be required to administer the CMAS (and associated CoAlt) ELA and math assessments to Colorado public school students enrolled in grades 3-8 in the spring of 2021 to the extent COVID-19 conditions allow students to be at least partially in-person at the time of testing.

REMOTE ADMINISTRATION: Groups of students who are not attending school in-person during the assessment dates may have the option to take the test remotely from their homes.

CONTEXT: Remote administration of CMAS ELA and math will only be an option if CDE determines that such an administration complies with licensing and contracts and provides results which are usable within local contexts. In addition, remote administrations will be designed to comply with federal and state laws related to personally identifiable information and student privacy. This may result in reduced test administration standardization and the appropriate and responsible uses of scores. While resulting scores may be determined to be valid and appropriate for local use, per 22.7.1006.3(6) the department may determine that scores of students testing remotely are not appropriate to be used in measuring levels of attainment on the performance indicators, as defined in section 22-11-103.

CMAS ELA & Math

Additional Considerations

ADDITIONAL CONSIDERATIONS:

In addition to addressing if and how to administer CMAS/CoAlt ELA and math in spring 2021, the stakeholder group suggests that the CMAS/CoAlt ELA and math results be provided, and consistent with state law, to the following:

- A. Confidential individual student results to students and their guardians
- B. Confidential individual student results to schools and districts
- C. Confidential aggregated and disaggregated individual student results to schools and districts
- D. Per 22.7.1006.3(7)(b), the department of education shall release to the public only those state, district, and school aggregated and disaggregated assessment results that the department deems valid.

CONTEXT: Validity determinations and interpretation guidance will be consistent with state and federal requirements and industry standards as articulated in the *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014). As required by federal peer review, processes and procedures for monitoring and maintaining clear and technically sound criteria for the analyses of the assessments, including consultation with national technical experts and the Colorado Technical Advisory Committee (TAC), will be followed taking into consideration COVID-19 conditions and impacts.





Review Straw Poll Results (10)

Clarifying Questions for CDE (10 min)

Call for Amendments to Recommendation (17 min)

Temperature Check (3 min)

Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>