

Supporting the Accountability Transition (draft plan)

Overview of the Accountability Transition Plan as Colorado Assessments Change*

*Pending passage of proposed legislation

The power of Colorado's education improvement efforts lies in having a comprehensive educational system consisting of relevant and rigorous standards, aligned and meaningful assessments, excellent teachers and school leaders, and high-performing schools and districts.

All aspects of the system are *continuously improving* to advance student learning and prepare students to succeed in an increasingly competitive workforce.

Background

Over the past several years, districts across the state have been implementing the new Colorado Academic Standards with the rigorous goal of college and career readiness for all students. With updated standards now in place, new state assessments are needed to measure student progress towards meeting the new standards: new standards require new assessments.

These new assessments, known as the Colorado Measures of Academic Success (CMAS), introduce a higher baseline for student learning (new scores) by providing feedback on student performance in relation to the new standards. The CMAS assessments include Colorado-developed science and social studies assessments and PARCC-developed English language arts and mathematics assessments. In addition, there will be new alternate assessments for students with significant cognitive disabilities.

A large part of Colorado's educational accountability system is based on the results from state assessments; implementing new state assessments will have an impact on district and school accountability. To ensure validity and fairness of our accountability frameworks (the District and School Performance Frameworks (DPF/SPF)), adjustments to the education accountability system will be made during the assessment transition period.

Understanding Assessment and Accountability Terminology

- **Academic Achievement Indicator:** Percentage of students proficient or advanced on state assessments.
- **Academic Growth Indicator:** Relative progress shown by students, in a given subject, over a span of time compared to that needed for proficiency (calculated using the Colorado Growth Model).
- **Accountability Clock:** Districts and/or schools that are in Priority Improvement or Turnaround status cannot remain in those categories for more than five consecutive years or they will face action from the state board. This five year watch, often referred to as the accountability clock, begins "moving" when a district or school is first given an accreditation rating or school plan assignment of Priority Improvement or Turnaround.
- **Adequate growth:** A growth level sufficient for student to reach achievement level of proficient or advanced within one, two or three years or by 10th grade; whichever comes first, or maintain proficiency for the next three years or by 10th grade.
- **Colorado Measures of Academic Success (CMAS):** Name of new state assessments for English language arts, mathematics, science and social studies which measure proficiency on the Colorado Academic Standards.

Assessment Transition Timeline

As student achievement and growth scores from state assessments are a fundamental component in both the DPF and SPF, the assessment transition and its impact on accountability is important to understand.

This includes what assessments are being administered, how they are different from previous assessments, how the timing of results is affected, and how they impact the calculation of the DPF and SPF.

Assessment Transition Timeline

Year	Assessments Administered/ Grades	Scores Released
2013-14	<ul style="list-style-type: none"> TCAP and CoAlt Reading & Writing (3-10) TCAP and CoAlt Mathematics (3-10) 	Mid-summer 2014
	<ul style="list-style-type: none"> NEW: CMAS and CoAlt Science (5 and 8) NEW: CMAS and CoAlt Social Studies (4 and 7) 	Late summer 2014
2014-15	<ul style="list-style-type: none"> NEW: CMAS and CoAlt English language arts (3-11) NEW: CMAS and CoAlt Mathematics (3-8 & 3 high school) 	Late fall 2015
	<ul style="list-style-type: none"> NEW: CMAS and CoAlt Science (5, 8 and 12) NEW: CMAS and CoAlt Social Studies (4, 7 and 12) 	Early spring 2015 (high school) Mid-summer (elementary and middle school)

Understanding Assessment and Accountability

- Cut score/cut point:** Number required to earn a particular level of performance.
- District and School Performance Frameworks (DPF/SPF):** Combined set of common indicators which are used to hold districts and schools accountable for student performance (achievement, growth, growth gaps and postsecondary and workforce readiness).
- PARCC:** Partnership for Assessment of Readiness for College and Careers (PARCC) is a multi-state assessment consortium developing shared English language arts and mathematics assessments.

Proposed Accountability Adjustments during Transition Years

2014 Accountability Ratings

Scores from the 2013-14 state assessments are used to determine accountability ratings for the 2014 frameworks. 2013-14 is the first year that the new science and social studies elementary and middle school assessments will be implemented.

- TCAP and CoAlt reading, writing and mathematics results will be available and used, as they have in the past.
- Proficiency results from the new science and social studies assessments will be delayed because of the need to set standards for proficiency.
- In order to not delay the DPFs and SPFs, science and social studies will count in participation requirements only. Achievement on these new assessments will not be used in DPF and SPF calculations. *DPF and SPF ratings will be impacted in a minor way since results from the previous science assessment (TCAP) have been included in the past. Individual student, school and district CMAS science and social studies assessment results will be produced.*

2015 Accountability Ratings

2014-15 is the first year for new English language arts and mathematics assessments. Several factors impact accountability and must be considered:

- Since this is the first year of administration of the new English language arts and mathematics assessments, proficiency results will be delayed until late-fall due to setting standards for proficiency. In future years, scores will be available much sooner after administration.
- English language arts and mathematics growth results may be difficult to interpret in the first year since they will be based on student performance on two different assessments (TCAP reading, writing and math and CMAS English language arts and mathematics). If valid, growth results will not be available until winter of 2016.
- Adequate growth *cannot* be calculated as two years of results from the same assessment are needed in order to calculate adequate growth. Adequate growth is a key component of the current accountability frameworks.

Because the results from the English language arts and mathematics assessments will be delayed and growth scores may be difficult to interpret, **accountability ratings (school plan type assignments and district accreditation ratings) for 2015 will be based on the 2014 framework rating**, and for districts, continued compliance with their accreditation contracts. Districts and schools would also need to meet participation requirements. In essence, districts and schools would keep their 2014 accreditation ratings and plan assignments for 2 years.

- CDE will produce a “transitional” DPF and SPF based on 2015 results that will be available in February 2016 or after. These transitional DPFs and SPFs will be *informational only* due to the inability to calculate adequate growth as well as the added challenge of interpreting growth percentiles based on two different assessments.
- The request for reconsideration process will continue to be available to districts. Districts can use state assessment results as they become available, as well as data from local measures and the results from the transitional DPF and SPF (including performance on the CMAS and postsecondary and workforce readiness indicators) to demonstrate that their 2015 accreditation rating or the school plan assignment for one or more schools should be changed.
- **The accountability clock will continue to move forward:**
 - Districts and schools entering their fifth year on the clock on July 1, 2015 face State Board of Education action by June 30, 2016, subject to any reconsideration request decisions. Proposed legislation would allow the State Board more flexibility to direct schools in year 5 to implement improvement strategies other than those currently specified in statute.

2016 Accountability Ratings

With two years of CMAS English language arts and mathematics data now available, DPFs and SPFs are able to be calculated and made available in early fall 2016. An adequate growth measure may also be calculated, but will cause a slight delay from the usual August timeline.

Impact on Educator Effectiveness

The transition to the new CMAS assessments does not need to impact the roll-out of educator evaluation systems because Senate Bill 10-191 allows for flexibility in what measures of student

learning are used in an educator's body of evidence. During transition years (2014-15 and 2015-16), educators can consider a number of options including using prior years data (when applicable), selecting other measures of student learning including:

- Other state measures: ACT scores, graduation rate, dropout rate, ACCESS, CoAlt, etc.
- Local district assessments
- Assessments from the CDE resource bank
- Teacher-developed assessments
- Student learning objectives (SLO's)

Senate Bill 10-191 and State Board Rules specify that results from statewide assessments must be used in an educator's body of evidence *when they are available* (State Board Rule 1 CCR 301-87 5.01 E (7) (a)). While student academic growth must comprise 50 percent of a teacher's evaluation, that growth must be determined using multiple measures. If statewide summative results are not available, either because a teacher does not teach in a subject area that is tested or when results are not yet available due to the transition to new assessments, then other measures of student learning may be selected to comprise the growth component of the evaluation.

There is also a requirement to have both a measure of individual attribution (a measure of student learning in which the individual teacher contributed to student performance) and collective attribution (a measure of student learning in which a team of educators contribute to student scores) in an educator's body of evidence. When state assessments are not available, districts can use local assessments to satisfy both requirements.

Where can I learn more?

- CDE Accountability website: www.cde.state.co.us/accountability
- CDE Assessment website: www.cde.state.co.us/assessment
- CDE Resource Bank: www.coloradoplc.org/assessment
- Questions: Contact Elliott Asp, Special Assistant to the Commissioner, Asp_E@cde.state.co.us

The Colorado Department of Education

CONNECTING . . . *rigorous academic standards* . . . *meaningful assessments* . . .
engaging learning options . . . *excellent educators* . . . **for STUDENT SUCCESS**