COLORADO
Department of Education

Technical Advisory Panel Meeting

August 21, 2020

Agenda

- **Welcome & New Member Introductions –** Elena & Dan
- **Accountability Stakeholder Committee Updates & Discussion TAP Support/Role -** Lisa Medler
- **Growth/Accountability Updates-** Marie Huchton
- **High School On-Track Growth** – Marie Huchton
- **Meeting Summary & Closing** – Elena & Dan

Welcome & Introductions

- **Welcome!**
  - The purpose of the TAP is to provide non-binding technical recommendations to CDE regarding the Colorado Growth Model, state accountability, and other topics as needed.

- **TAP Members Roll Call & Introductions**
  - **New Members:**
    - Erica Manoatl, Colorado Children's Campaign (Advocacy Representative)
    - Praewpaillin (Praew) Johnson, Aurora Public Schools

- **Meeting Logistics:**
  - Non-members please add your Name/Affiliation to the chat box.
  - Everyone please mute your sound.
  - We ask all non-TAP members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.

Accountability Stakeholder Committee Updates & Discussion TAP Support/Role

Lisa Medler

Stakeholder Advisory Group

Pulled from C.R.S. 22-2-112. Commissioner Duties.

- Convene a stakeholder group to
  - 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
  - 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
  - Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-211 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

—Web-page: http://www.cde.state.co.us/safeschools/covid-stakeholder-group

Growth/Accountability Updates

Marie Huchton

High Level Assessment and Accountability Timeline

- WIDA ACCESS growth data were released mid-July
- WIDA ACCESS On Track Growth reports still being built-out, hopefully will release in next couple months
- Optional make-up PSAT 10 and SAT 11 administration scheduled for fall 2020
- Stakeholder committee beginning to meet to discuss plans/contingencies for spring 2021 state content assessments and accountability ratings for fall 2021
- CDE investigating potential technical issues for calculating skip-year growth and resuming performance frameworks in fall 2021

Investigations for Fall 2021 Accountability

To maintain the crucial role of growth in determining school and district accountability ratings, how do we calculate growth percentiles for 2021 with missing 2020 test scores?

- CDE working with Damian Betebenner and NCIEA to investigate growth calculations with a “skip” year of assessment data using historical CMAS and PSAT/SAT data.
- We should be able to get an idea of how comparable gap year results can be and whether they are likely to be appropriate for inclusion in the 2020-21 accountability frameworks.

Using Growth for Accountability: Analyses

- Broadly investigate whether skip-year growth (dis)advantages certain types of students.
- If calculating individual level growth as part of growth model (e.g., SGP or gain scores)
  - summary statistics between one-year and skip-year growth values.
    - Counts/percentages (total and by demographic subgroup) of one-year versus skip-year growth
    - Mean/standard deviation of one-year and skip-year growth values.
    - Mean/standard deviation of prior attainment for one-year and skip-year growth students. Mean/standard deviation of one-year and skip-year growth values for relevant demographic subgroups

Using Growth for Accountability: Analyses

- Broadly investigate whether skip-year growth (dis)advantages certain types of schools/districts/teachers.
- For school/district/teacher level aggregates/effects:
  - summary statistics between one-year and skip-year growth values.
    - Counts/percentages (total and by demographic subgroup)
    - Mean/standard deviation of one-year and skip-year growth values.
    - Correlation between one-year and skip-year growth values and average prior attainment.
    - Correlation between one-year and skip-year growth values and school demographic characteristics (e.g., percent FRL)

Using Growth for Accountability: Results

- NCIEA Results depicted here are only for the SGP related analyses.
- Results are based upon ongoing due-diligence work with 10 states in preparation for 2021.

Using Growth for Accountability: Results

Individual Level Results (SGP): Who gets left out when using skip-year growth versus one-year growth.

- For each state, in normal years, approximately 90 to 95 percent of students tested receive a one-year SGP. That is, 5 to 10 percent of students are missing the prior from the previous year.
- Fourth graders don't (usually) have a score from two-years prior (i.e., 2nd Grade) and thus won't have an SGP. Also, some EOCT test sequences are not possible (e.g., 8th grade math to Algebra I).
- For the 2017-2019 skip year analyses of students potentially having a two-year prior, approximately 5% of students have no skip-year SGP but have a one-year SGP.
- Thus, approximately 85 to 90 percent of students tested (and who could potentially have a skip-year SGP) receive a skip-year SGP.
- Students with no skip-year SGP tend to be slightly lower achieving than those with (mean prior standardized score ~-0.1)
- Demographic characteristics associated with students with no skip-year SGP are not appreciably different than one-year SGP students.

Using Growth for Accountability: Results

Individual Level Results (SGP): Are there systematic differences between the skip-year and one-year SGPs.

- Mean/standard deviation of one-year and skip-year growth SGPs are almost identical (which is what you'd expect since they are created that way).
- Correlations between one-year and skip-year SGPs are very high ranging from 0.85 to 0.95.
- Correlations are not appreciably impacted by grade, content area, ethnicity, free-reduced lunch status, or special education status.
- $\left|SGP_{skip} - SGP_{NOSKIP}\right| < 10$ for ~95% of students.
- In general, at the individual level one-year and skip-year SGPs tend to be highly aligned.

Using Growth for Accountability: Results

School Level Results (SGP): Are there systematic differences between school level skip-year versus school level one-year SGP.

- Using just school identifiers, the correlations (ranging across states) between median/mean skip-year and one-year SGPs are between 0.85 and 0.9.
- Because elementary schools don't have 4th graders with growth, correlations between median/mean skip-year and one-year SGPs for those schools are between 0.8 and 0.9.
- For middle schools, the correlations between median/mean skip-year and one-year SGPs are between 0.9 and 0.97.
- Median absolute differences for median/mean skip-year and one-year SGPs for schools are < 2 for middle schools and < 4 for elementary schools (due to missing 4th grade growth).
- However, 0.95 quantile of absolute differences for median/mean skip-year and one-year SGPs for schools are ~10 for elementary schools and ~6 for middle schools. These are substantial fluctuations with respect to most state accountability systems.

Using Growth for Accountability: Summary

- Results for one-year versus skip-year results at both the individual- and school-level were showed similarity.
- Absolute difference in mean/median SGPs for schools are likely large enough to change accountability growth scores for schools.
- These results, alone, don't disqualify skip-year growth use in 2021. However, these results also don't qualify their use:
  - 2019 to 2021 conditions are far different than 2017 to 2019.
  - Opportunity to learn is likely a significant issue due to varying levels of parental and school support during the pandemic. This will likely substantially impact Spring 2021 test results (status and growth).
  - States should plan on calculating skip-year growth again in 2021 and comparing the results to 2017-2019 skip-year growth as part of ongoing validation efforts with respect to accountability use.
- In addition to calculating skip-year growth, states should run accountability calculations for 2019 over to see to what extent school grades/categorizations changed.

Going Beyond Accountability

- As part of due diligence in the use of growth, states should calculate skip-year, academic student using Spring 2021 data.
- Depending upon the growth model, states can investigate numerous issues related to COVID-19
  - Is there differential impact of the COVID-19 pandemic on student groups impacting opportunity to learn?
  - What is the overall impact of the COVID-19 pandemic on the learning of students?
- To illustrate we show how SGPs can be used to address these two questions.

Going Beyond Accountability

Accountability system results can have value without making causal inferences about school quality, solely from the results of student achievement measures and demographic characteristics. Treating the results as descriptive information and for identification of schools that require more intensive investigation of organizational and instructional process characteristics are potentially of considerable value. Rather than using the results of the accountability system as the sole determiner of sanctions for schools, they could be used to flag schools that need more intensive investigation to reach sound conclusions about needed improvements or judgments about quality

Robert Linn, 2008, p. 21

Going Beyond Accountability

- Skip-year growth data in 2021 opens the door to numerous analytic investigations that go beyond accountability calculations most states perform.
- Two important investigative tracks states can pursue:
  - Investigate different impact on student learning for various student groups.
  - Investigate the overall impact on student learning for the state and for various student groups.

Going Beyond Accountability

- For SGP a common investigative technique is to look at "growth gaps": Group mean/median SGP differences to identify issues worth investigating more deeply.
  - Issues related to opportunity to learn can be examined by looking at growth gaps for relevant demographic subgroups.
  - Issues related to program efficacy can be examined by looking at growth gaps for relevant groups receiving different "treatments".
  - With good meta-data associated with student education in the 2020-2021 school year it's possible to examine differential growth of students subjected to remote versus in person learning.
- Extending this idea states can compare growth gaps over time (i.e., skip-year growth gaps in 2019 versus skip-year growth gaps in 2021) to examine whether growth gaps have waned or extended with the COVID-19 pandemic.
  - In most states there has always been a growth gap between FRL/non-FRL. Has the growth-gap widened? Is the the same in ELA and Mathematics? Is it the same across grades?
  - These "over time" investigation will allow states to rigorously examine changes in opportunity to learn that have occurred during the COVID-19 pandemic.
- For SGPs, mean SGP group deviations of 5 correspond to an effect size of 0.18.

Going Beyond Accountability

- A critical component of utilizing growth data to its potential is to have all the relevant grouping variables at your disposal.
- To investigate the impact of different 2020-2021 school/district implemented COVID-19 educational programs, one needs to know what those programs are.
  - Remote, hybrid, concurrent, in-person. These are likely to change throughout the year so observing these on multiple occasion is likely required.
  - COVID-19 postponement/cancellation at school requiring shift to remote learning.
  - School start day, number of days of instruction
  - District/school autonomy to implement policies (e.g., masks, social distancing).
- It's critical to start preparing to collect this data NOW!

Going Beyond Accountability

- A limitation of norm-referenced analyses is that year-to-year fluctuation in overall student learning is masked by the re-norming from year to year.
- Given that we believe student learning is severely impacted by the COVID-19 pandemic, this is a serious limitation as it prevents examining the impact to student learning at the state level and might mask extremely poor learning overall for groups.
- One way to overcome this limitation is to use pre-COVID-19 skip-year baseline growth norms to calculate 2019-2021 growth:
- 2019-2021 growth will be normed relative to pre-COVID-19 growth.

Going Beyond Accountability

- All growth in 2021 would be placed on the previous two-year growth rates to better understand student learning.
- Baseline two-year growth will have mean/median of 50 at the state level so 2021 growth can be examined relative to 50.
- All growth gaps can be examined using the baseline growth as well.
- Baseline analyses require no scale change between baseline years and 2021.
- States should produce both cohort referenced as well as baseline referenced SGPs if they can.

Spoiler Redux

- Should states *calculate* student growth? Yes!
  - The calculation of student growth has never been more important than now.
  - Student growth can be used in dozens of ways (not usually done for accountability) to help schools, districts, states assess and ameliorate the impact of COVID-19.
- Should states use student growth for education accountability in 2021? Problematic!
  - Need to substitute skip-year growth (two year growth from 2019 to 2021) for usual one-year growth. We discuss this in greater detail today.
  - Besides school interruption in spring 2020, student's education will non-normal and disparate in the 2020-2021 academic year -- likely impacting opportunity to learn.
  - There are more beneficial applications of student growth for the coming year than just typical school accountability

References

Betebenner, D. (2020) Student Academic Growth and COVID-19, August 2020. From NCIEA Reidy Interactive Lecture Series 2020

Burbio, 2020: Burbio's K-12 School Opening Tracker. Burbio, August, 2020 (Available here)

DQC, 2019: Growth Data: It Matters and It's Complicated. Data Quality Campaign, January, 2019 (Available here)

Linn, R. L. (2008) Educational accountability systems. In *The Future of Test-Based Educational Accountability*, pages 3–24. Taylor & Francis, New York.

High School On-Track Growth

Marie Huchton

On Track Growth (a.k.a. Growth to Standard) Requirement in SB18-1355

- Required performance indicator for inclusion in annually-determined school and district rating calculations: “Student academic growth to standards, based on students progress toward meeting the state standards… or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III)
- CMAS g3-8 On Track Growth metric approved by SBE last fall. Not sure when it will be implemented for points in frameworks.
- Need to develop On Track Growth metric for PSAT/SAT grades 9-12.

Re-cap of SBE-Approved CMAS g3-8 On Track Growth Metric

	Catch Up (Students starting below proficient)	Keep Up (Students starting at or above proficient)
What target(s)?	Increase 1 or more performance levels	Stay at or above proficient cut-score
How long to achieve the target(s)?	2 years	3 years
How does the target update over time?	Resets every year	Resets every year

- The State Board approved the majority of TAP's methodological recommendations, however did vote to shorten the timeline for students starting below proficient to increase one or more performance levels, from 3 years to 2 years.

Influencing Factors for High School On Track Growth Metric Development and Use

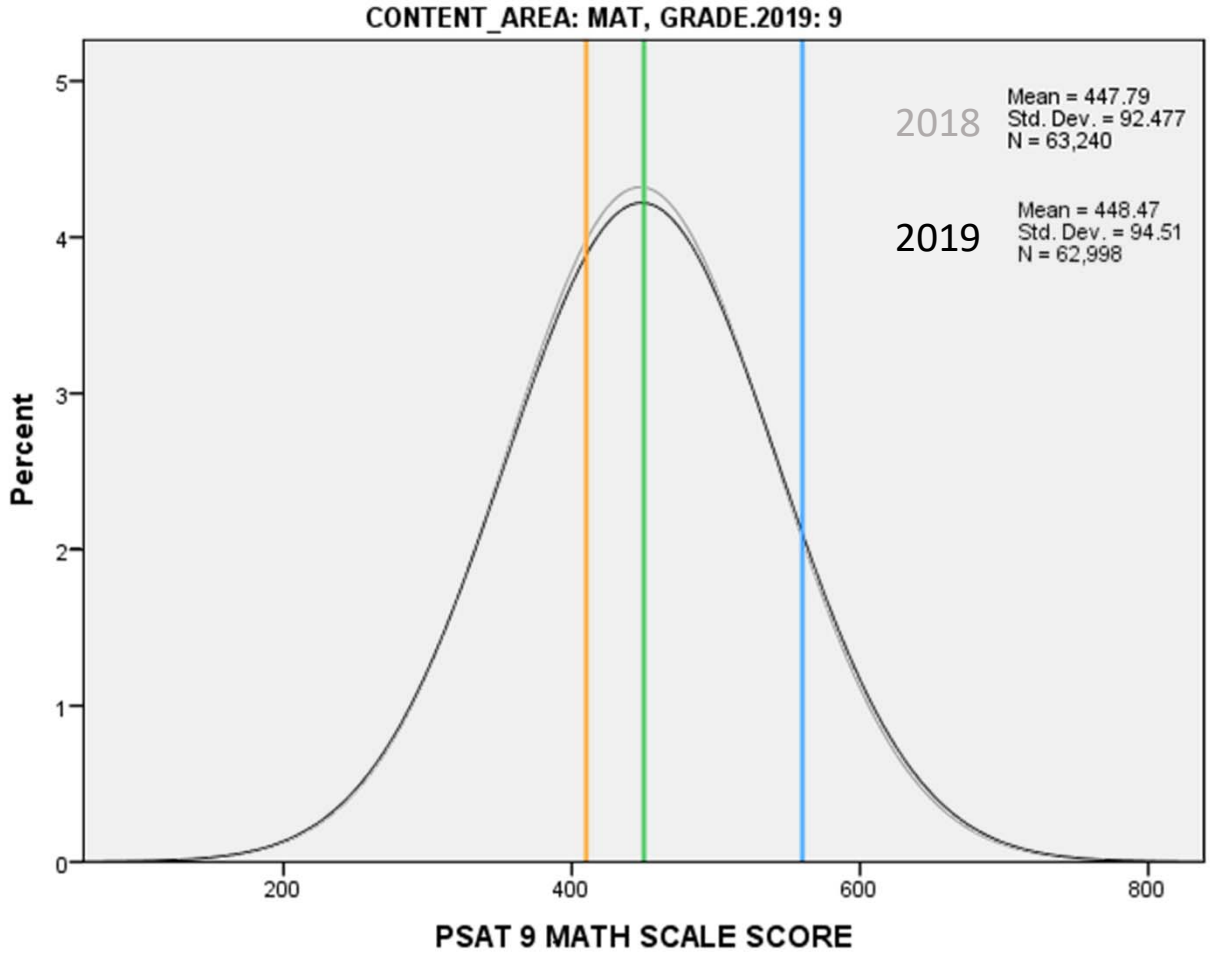
- Establishment of Colorado PSAT/SAT Student Achievement Levels.
  - Standard setting was held mid-January to develop recommended EBRW and Math cut-scores for the g11 SAT (3 cut-scores leading to four achievement levels).
  - SAT cut scores along with back-mapped PSAT10 and PSAT9 cut scores approved by the State Board in March and April.
  - Historical data with back-mapped achievement levels will be used to build our models for analyzing data for On Track growth.

Approved PSAT and SAT Cut-scores

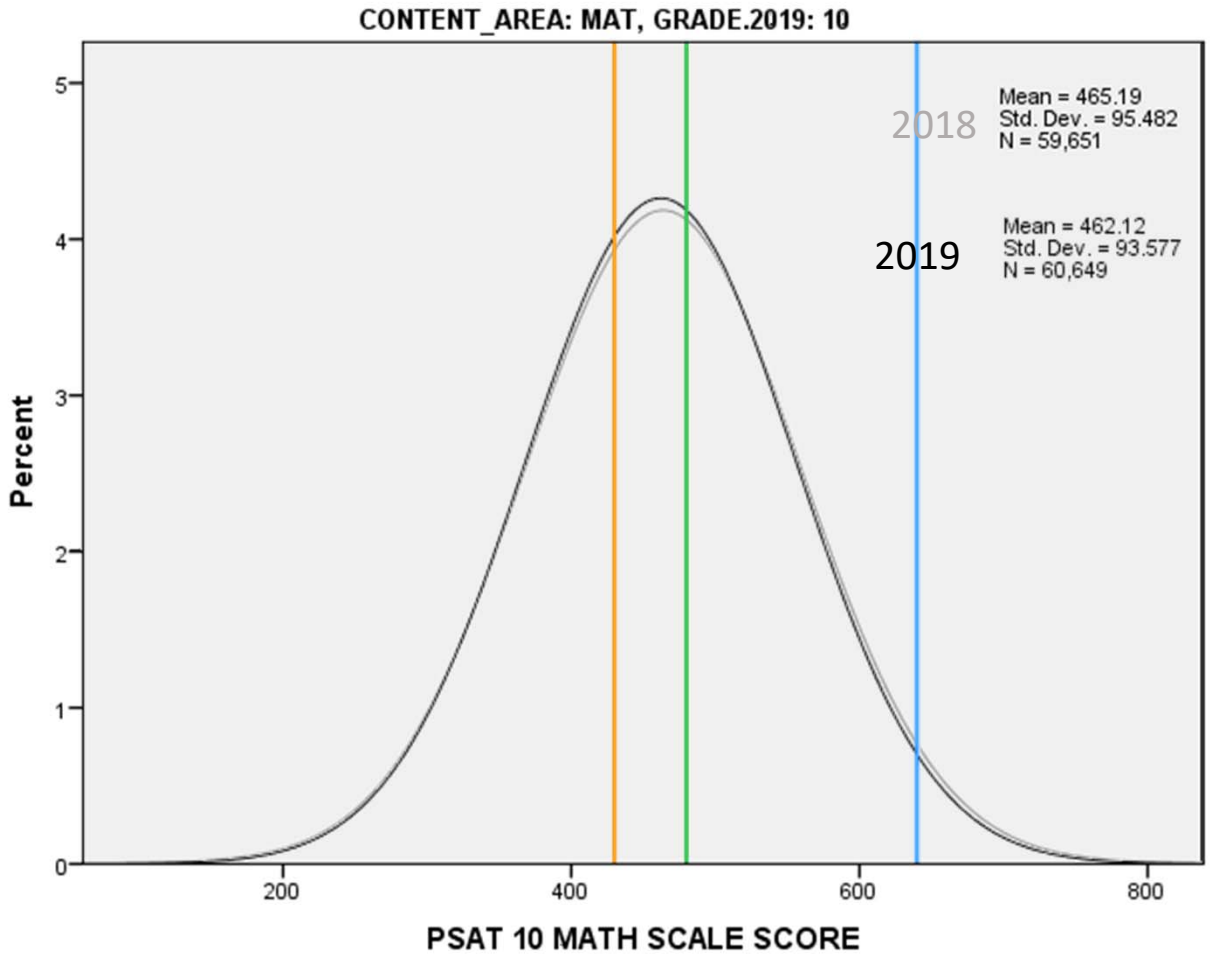
Evidence-Based Reading and Writing	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT g11	200-430	440-470	480-630	640-800
PSAT g10	160-380	390-420	430-590	600-760
PSAT g9	120-360	370-400	410-560	570-720

Math	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT g11	200-450	460-520	530-650	660-800
PSAT 10	160-420	430-470	480-580	590-760
PSAT g9	120-400	410-440	450-550	560-720

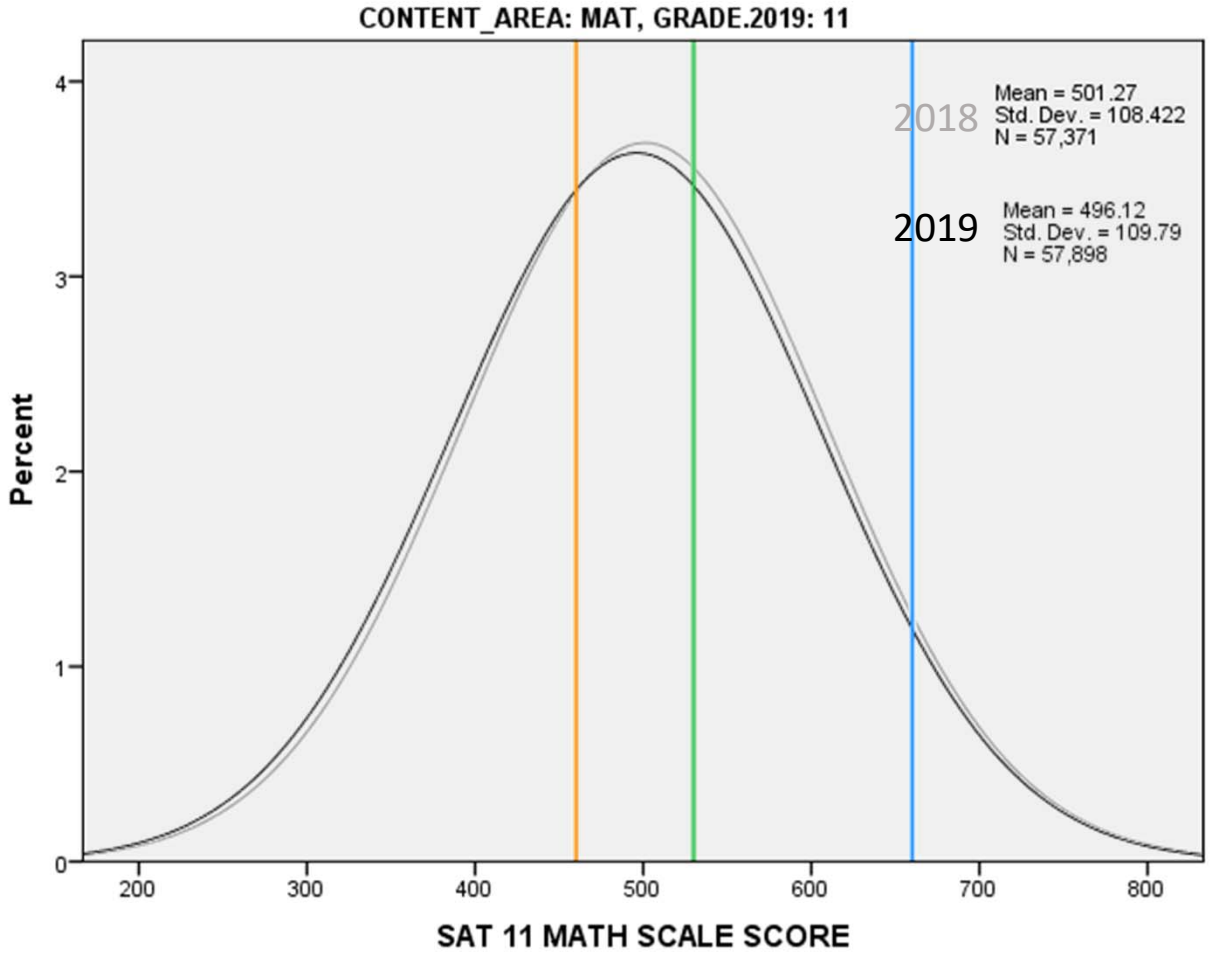
2018 and 2019 PSAT g9 Math Scale Score Distributions with New Cut-scores Applied



2018 and 2019 PSAT g10 Math Scale Score Distributions with New Cut-scores Applied



2018 and 2019 SAT g11 Math Scale Score Distributions with New Cut-scores Applied



Current Data and On Track Analysis Plans

2016	2017	2018	2019
CMAS g9	CMAS g9	PSAT g9	PSAT g9
PSAT g10	PSAT g10	PSAT g10	PSAT g10
ACT g11	SAT g11	SAT g11	SAT g11

As of 2019, we have not yet had a single cohort of students take the entire PSAT/SAT sequence, so trajectory-over-time information is only available for one year.

We can still calculate target growth percentiles and On Track Growth using a daisy-chaining approach across grades-- 9th to 10th then 10th to 11th

High School On Track Decision Points

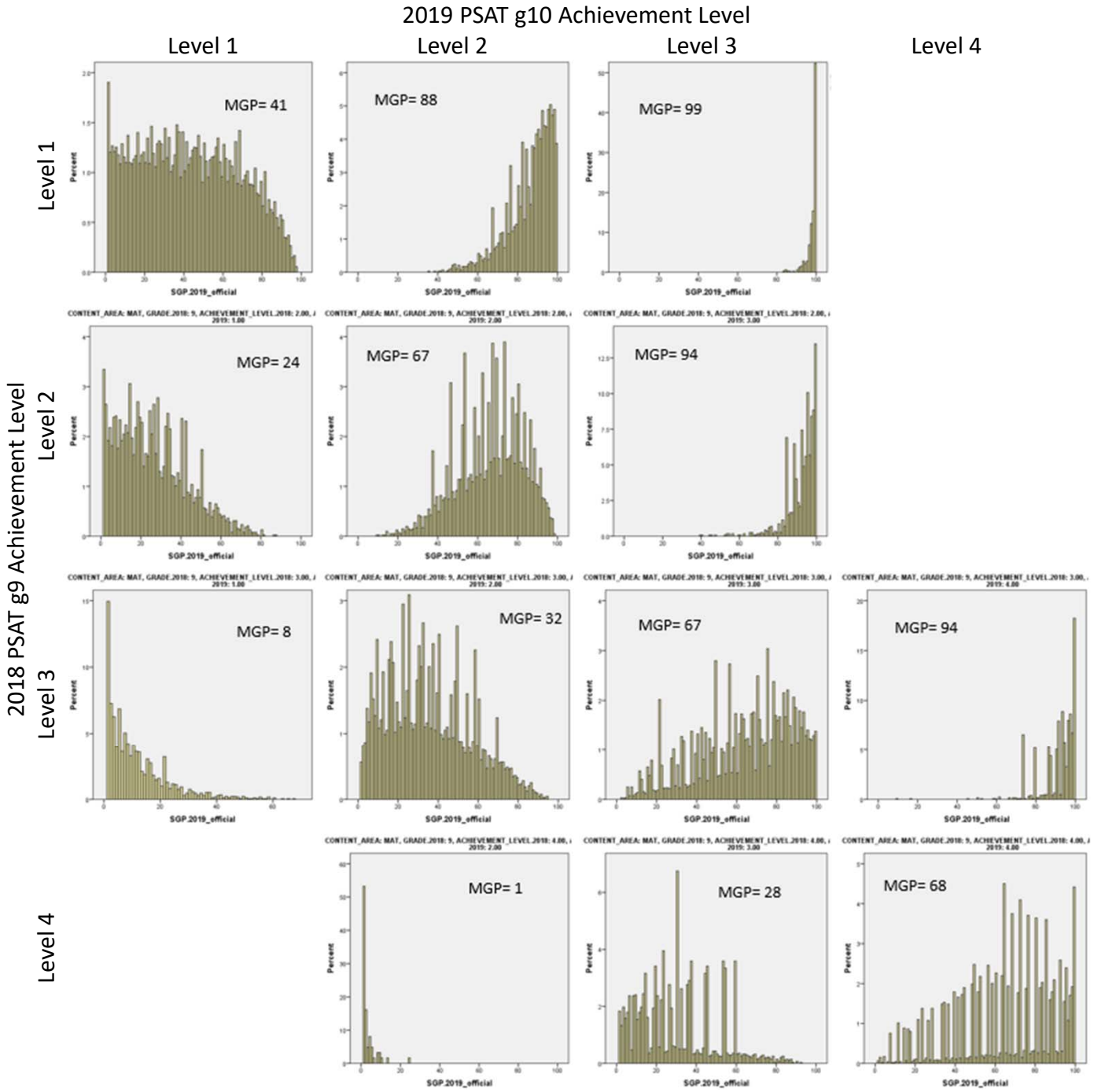
Same questions we started with for CMAS g3-8

- What target(s)?
  - Catch Up- Increase one or more proficiency levels
  - Keep Up- Maintain Level 4 proficiency or higher

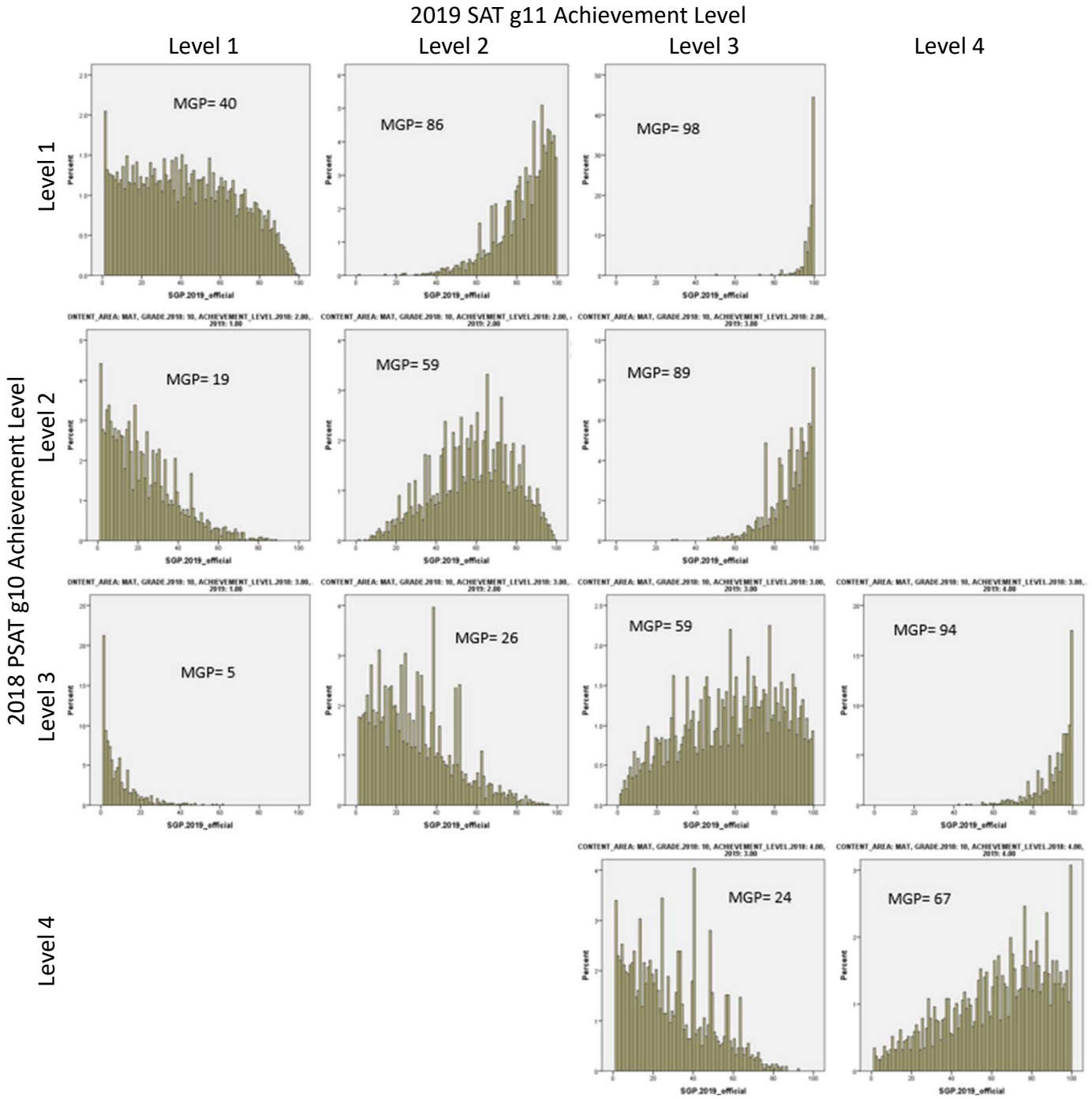
In Progress

- How long to achieve the target(s)?
  - How many years should students be given to attain their target performance level?
- How does the target update over time?
  - Does the clock start over every year or should this be a set trajectory where we track student progress from the first test result?
- How do we report?
  - Do we report students below proficient (Catch Up) and above proficient (Keep Up) separately? Or combined?

2019 PSAT g10 Math Median Growth Percentile by 2018 to 2019 Achieve-ment Levels



2019 SAT g11 Math Median Growth Percentile by 2018 to 2019 Achieve-ment Levels



To Link or Not to Link to CMAS?

- The first set of growth and On Track results we will be presenting are for Math in grades 9, 10, and 11, linking back to CMAS prior scores.
- The second set of analyses include both EBRW and Math in grades 10 and 11, not including CMAS priors (i.e. growth trajectories 9 to 10 and 10 to 11)

Math On Track Results Linking Back to CMAS Priors

Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Differing Timeframes- 2019 PSAT g9 Math

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)				Attain Target Within 2 Years				Attain Target Within 3 Years			
				Not On Track		On Track		Not On Track		On Track		Not On Track		On Track	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9	Math	Catch Up- L1 to L2+	1.00	7878	89.4%			7511	85.2%	367	4.2%	6446	73.1%	1432	16.2%
			2.00			670	7.6%			670	7.6%			670	7.6%
			3.00			266	3.0%			266	3.0%			266	3.0%
			4.00			1	0.0%			1	0.0%			1	0.0%
		Catch Up- L2 to L3+	1.00	6144	62.2%			6143	62.2%	1	0.0%	5956	60.3%	188	1.9%
			2.00	2348	23.8%			1831	18.5%	517	5.2%	1350	13.7%	998	10.1%
			3.00			1380	14.0%			1380	14.0%			1380	14.0%
			4.00			9	0.1%			9	0.1%			9	0.1%
		Keep Up- L3 to L3+	1.00	2728	24.5%			2728	24.5%			2728	24.5%		
			2.00	3378	30.3%			3378	30.3%			3378	30.3%		
			3.00			4976	44.7%	2162	19.4%	2814	25.3%	2258	20.3%	2718	24.4%
			4.00			58	0.5%			58	0.5%			58	0.5%
		Keep Up- L4 to L3+	1.00	306	2.7%			306	2.7%			306	2.7%		
			2.00	1014	8.9%			1014	8.9%			1014	8.9%		
			3.00			8433	73.6%	2719	23.7%	5714	49.9%	4161	36.3%	4272	37.3%
			4.00			1702	14.9%			1702	14.9%	1	0.0%	1701	14.8%

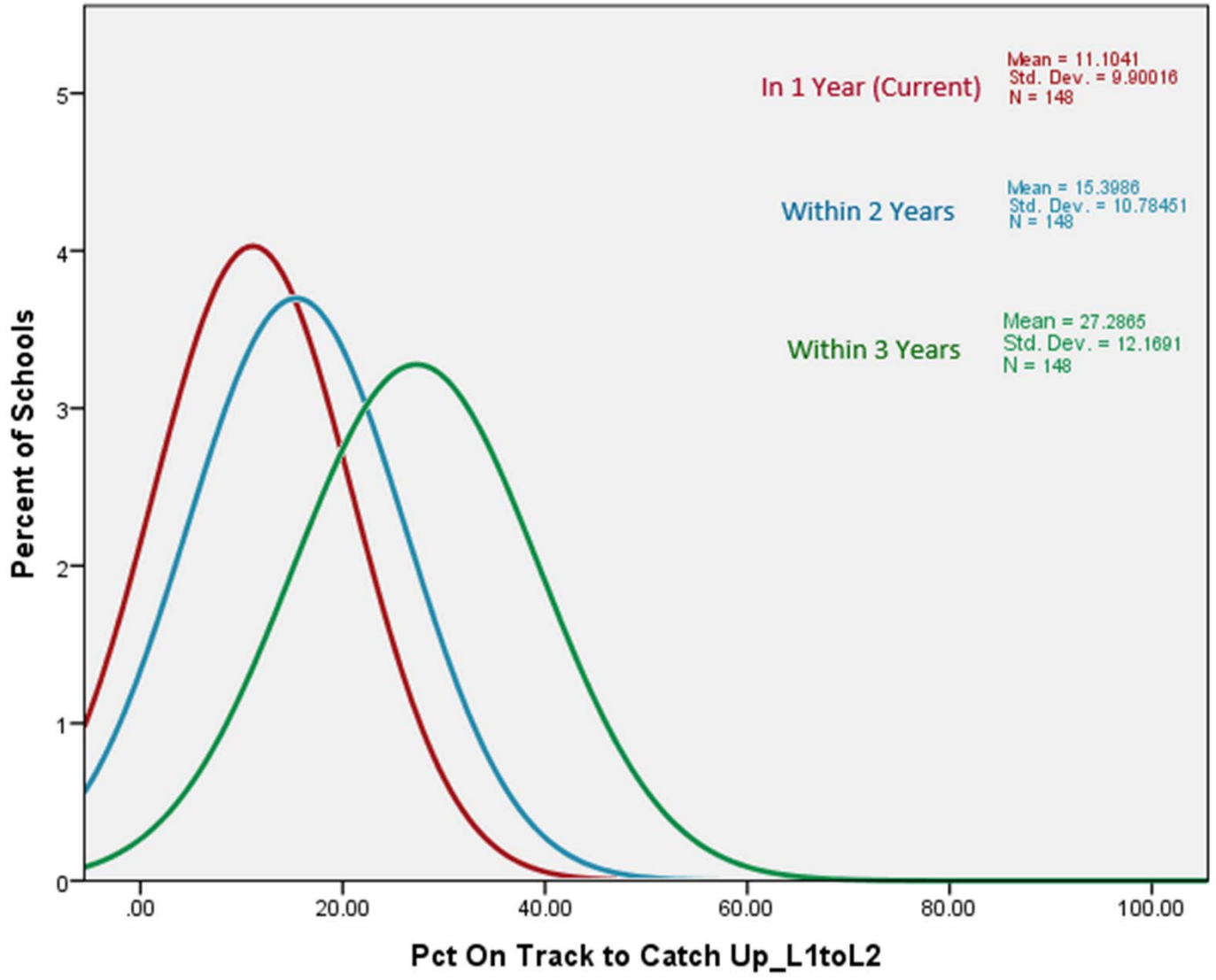
Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Differing Timeframes- 2019 PSAT g10 Math

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)				Attain Target Within 2 Years				Attain Target Within 3 Years			
				Not On Track		On Track		Not On Track		On Track		Not On Track		On Track	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10	Math	Catch Up- L1 to L2+	1.00	13461	81.5%			11757	71.2%	1704	10.3%				
			2.00			2739	16.6%			2739	16.6%				
			3.00			311	1.9%			311	1.9%				
			4.00			9	0.1%			9	0.1%				
		Catch Up- L2 to L3+	1.00	3693	42.1%			3692	42.1%	1	0.0%				
			2.00	3943	45.0%			2088	23.8%	1855	21.1%				
			3.00			1124	12.8%			1124	12.8%				
			4.00			11	0.1%			11	0.1%				
		Keep Up- L3 to L3+	1.00	1640	7.7%			1640	7.7%						
			2.00	6224	29.1%			6224	29.1%						
			3.00			12295	57.5%	3376	15.8%	8919	41.7%				
			4.00			1241	5.8%			1241	5.8%				
		Keep Up- L4 to L3+	1.00	7	0.1%			7	0.1%						
			2.00	59	0.8%			59	0.8%						
			3.00			2762	37.1%	877	11.8%	1885	25.3%				
			4.00			4613	62.0%	9	0.1%	4604	61.9%				

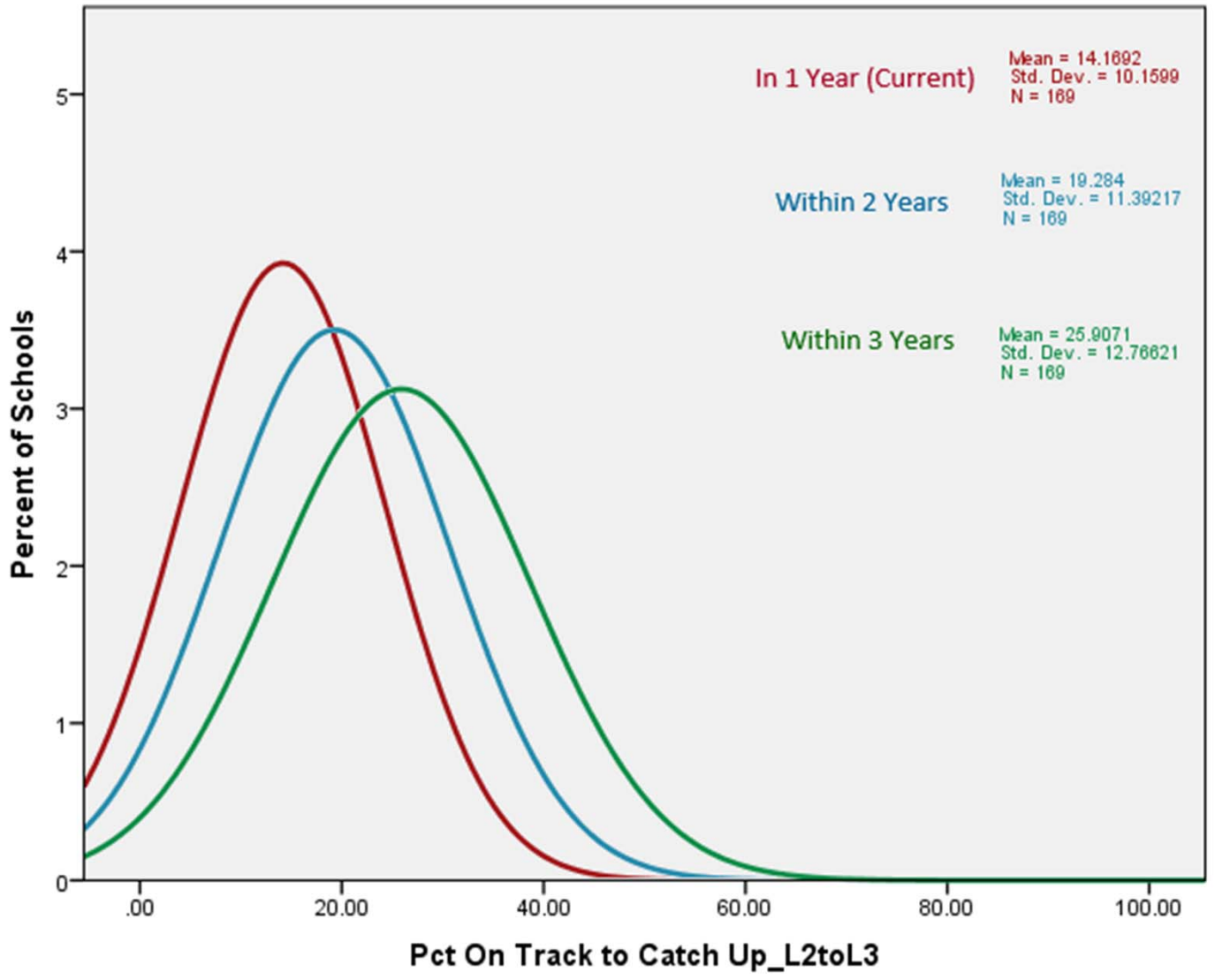
Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Available Timeframe- 2019 SAT g11 Math

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)				Attain Target Within 2 Years				Attain Target Within 3 Years			
				Not On Track		On Track		Not On Track		On Track		Not On Track		On Track	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11	Math	Catch Up- L1 to L2+	1.00	13644	79.1%										
			2.00			3235	18.7%								
			3.00			374	2.2%								
			4.00			5	0.0%								
11	Math	Catch Up- L2 to L3+	1.00	3330	33.5%										
			2.00	4898	49.3%										
			3.00			1703	17.1%								
			4.00			7	0.1%								
11	Math	Keep Up- L3 to L3+	1.00	828	4.6%										
			2.00	4236	23.6%										
			3.00			11899	66.2%								
			4.00			1013	5.6%								
11	Math	Keep Up- L4 to L3+	1.00	9	0.1%										
			2.00	23	0.4%										
			3.00			2160	34.6%								
			4.00			4048	64.9%								

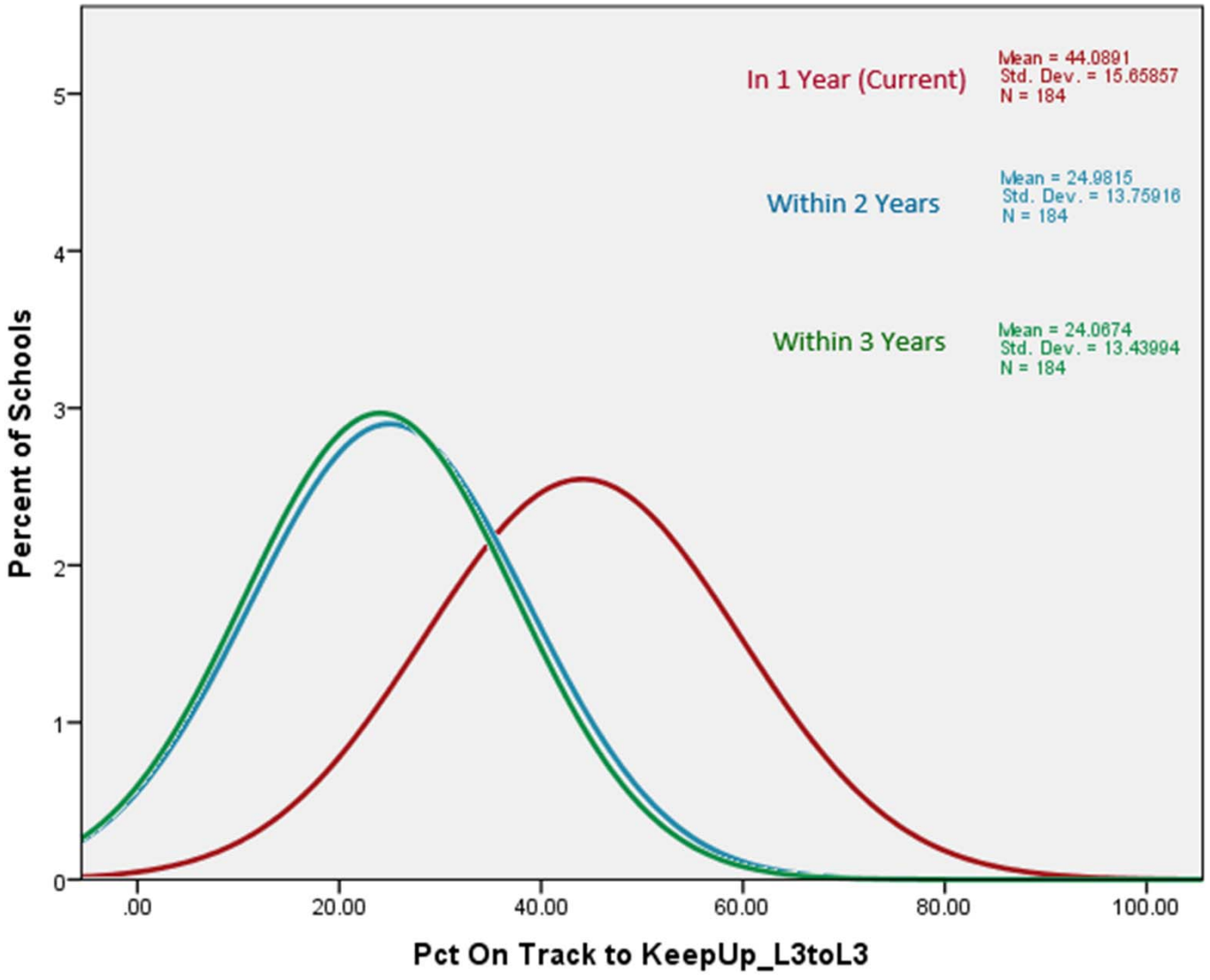
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Catch Up L1 to L2



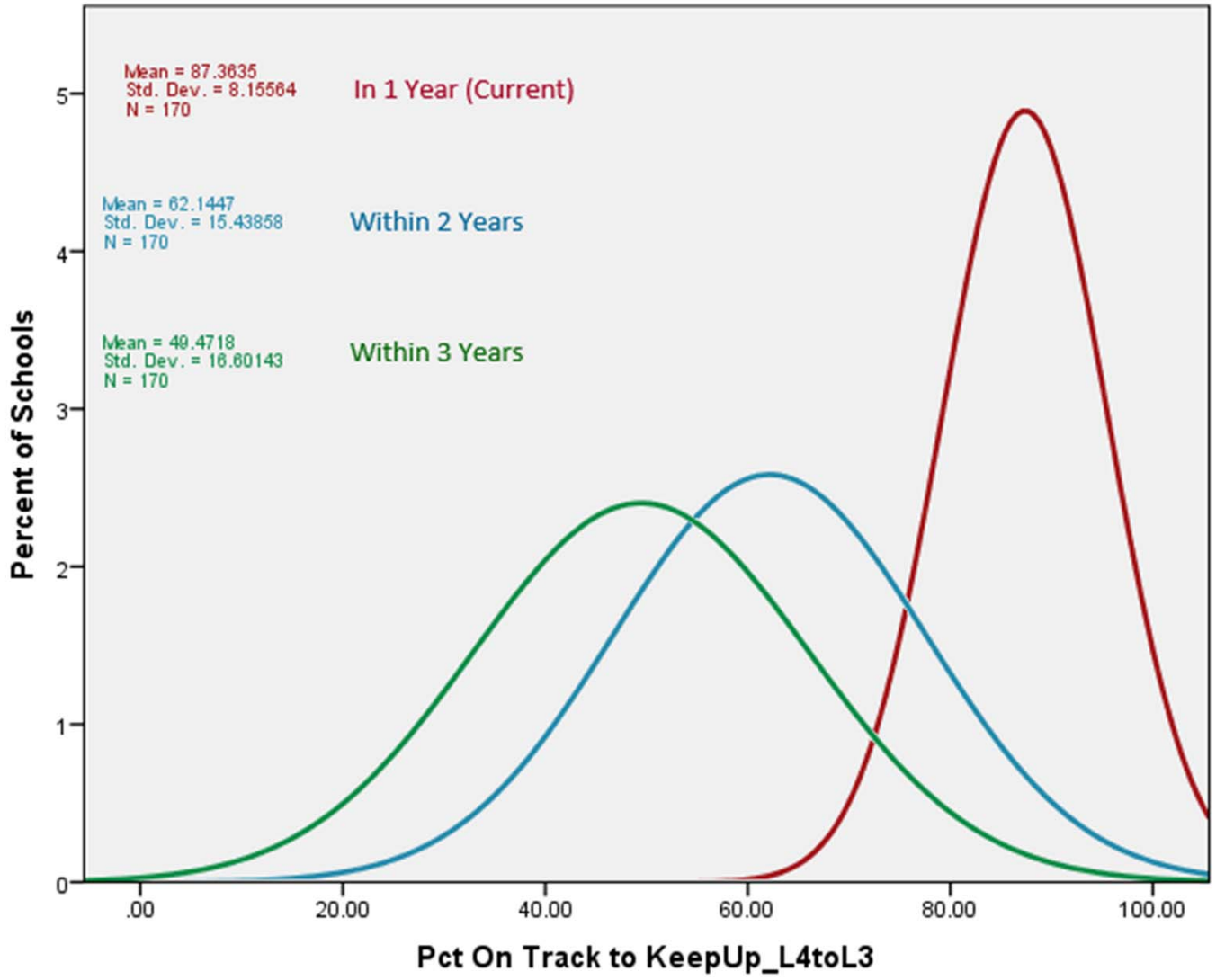
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Catch Up L2 to L3



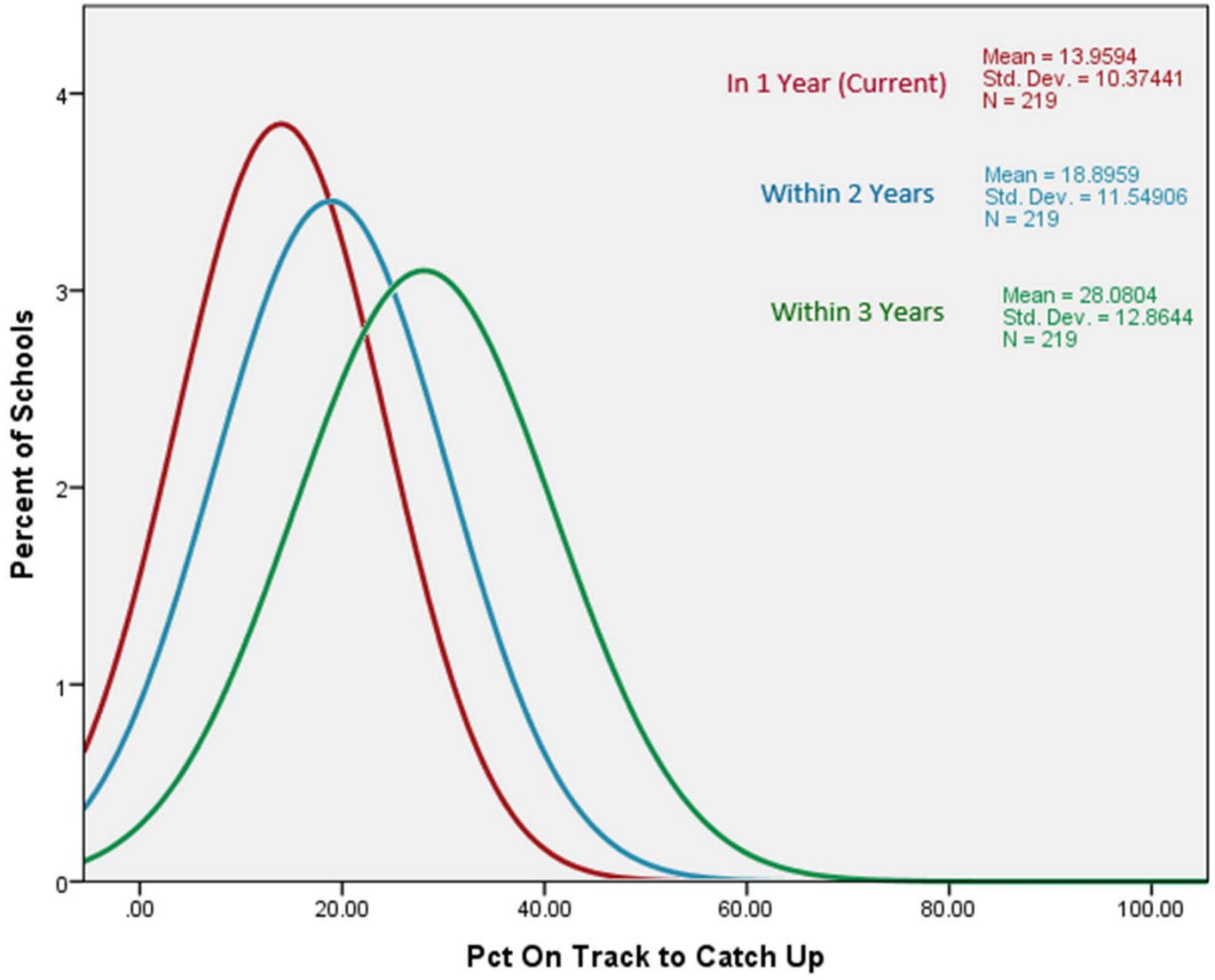
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Keep Up L3 to L3



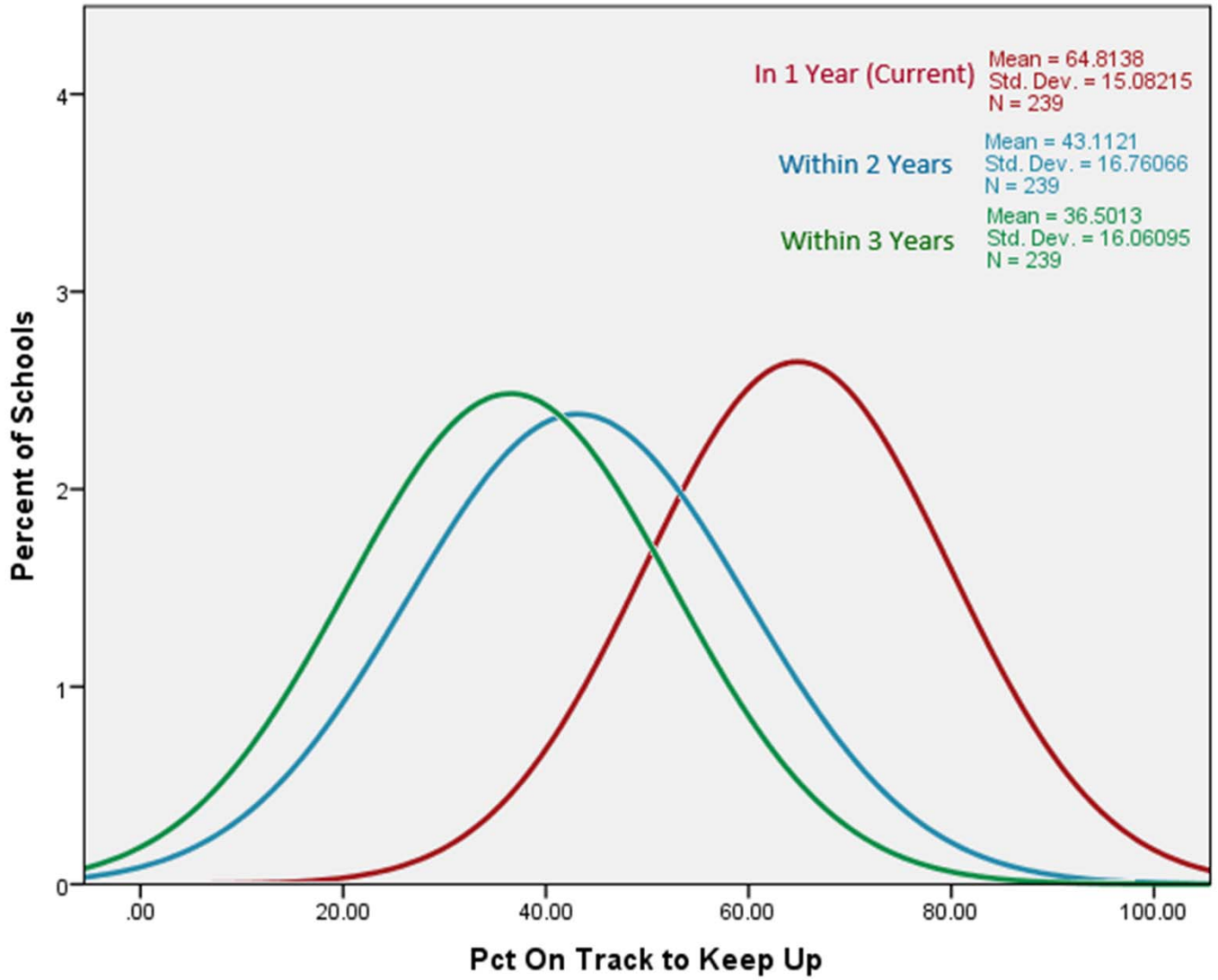
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Keep Up L4 to L3



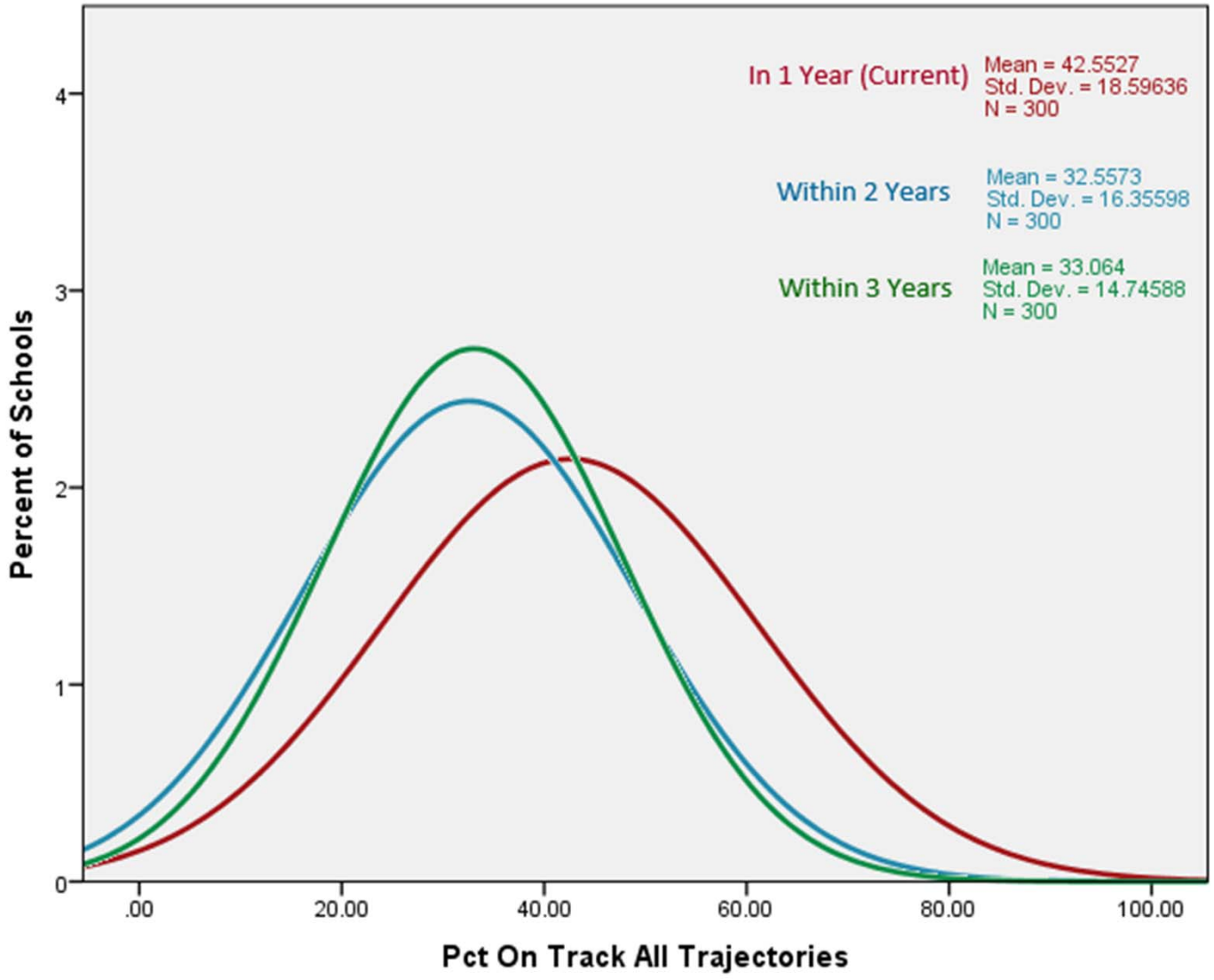
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Catch Up Combined



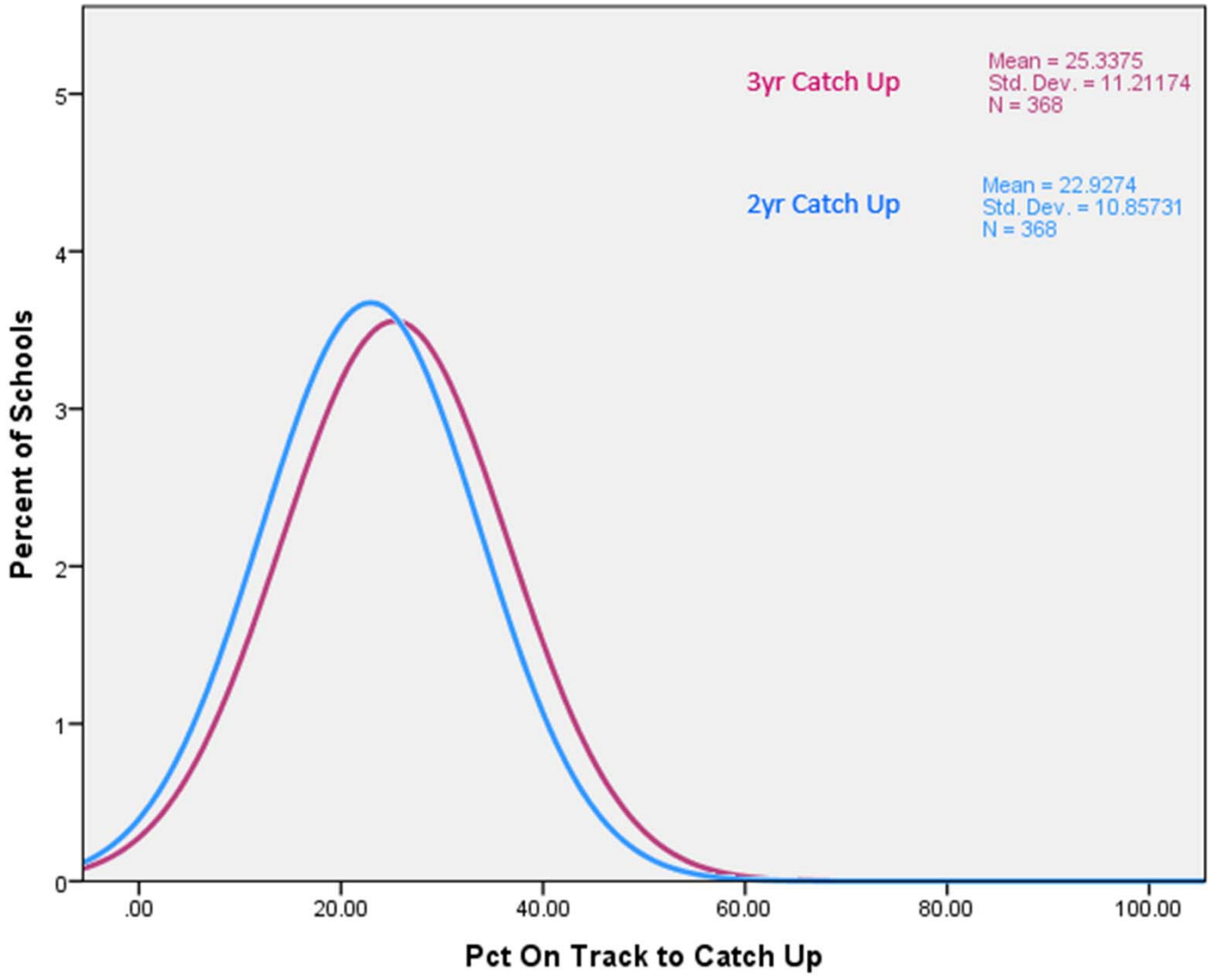
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, Keep Up Combined



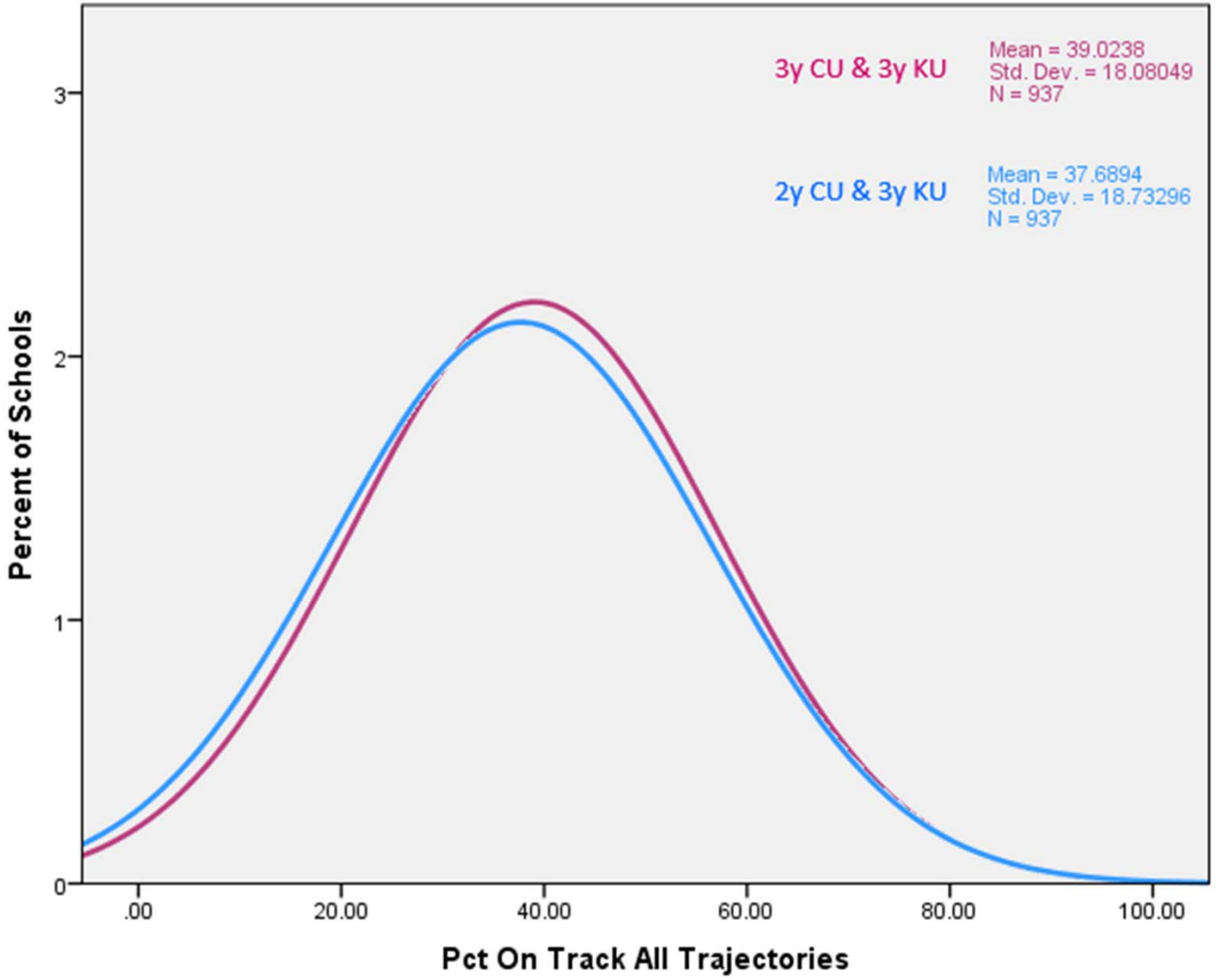
School-level Distributions of % On Track by Timeframe- PSAT g9 Math, All Trajectories Combined



School-level Distributions of % On Track by Timeframe- All Grades Math and Catch Up Combined



School-level Distributions of % On Track by Timeframe- All Grades Math and Trajectories Combined



EBRW & Math On Track Results, no CMAS Priors

Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Differing Timeframes- 2019 PSAT g10 EBRW

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)				Attain Target Within 2 Years			
				Not On Track		On Track		Not On Track		On Track	
				Count	%	Count	%	Count	%	Count	%
10	EBRW	Catch Up- L1 to L2+	1.00	7284	73.4%			7079	71.3%	205	2.1%
			2.00			1812	18.3%			1812	18.3%
			3.00			819	8.3%			819	8.3%
			4.00			12	0.1%			12	0.1%
		Catch Up- L2 to L3+	1.00	2907	37.0%			2907	37.0%	0	0.0%
			2.00	2499	31.8%			2240	28.5%	259	3.3%
			3.00			2448	31.1%			2448	31.1%
			4.00			11	0.1%			11	0.1%
		Keep Up- L3 to L3+	1.00	1459	4.9%			1459	4.9%		
			2.00	2779	9.4%			2779	9.4%		
			3.00			23411	79.4%	6703	22.7%	16708	56.7%
			4.00			1832	6.2%			1832	6.2%
		Keep Up- L4 to L3+	1.00	12	0.1%			12	0.1%		
			2.00	7	0.1%			7	0.1%		
			3.00			2475	29.1%	423	5.0%	2052	24.2%
			4.00			5998	70.6%	1	0.0%	5997	70.6%

Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Differing Timeframes- 2019 PSAT g10 Math

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)				Attain Target Within 2 Years			
				Not On Track		On Track		Not On Track		On Track	
				Count	%	Count	%	Count	%	Count	%
10	MATH	Catch Up- L1 to L2+	1.00	14282	81.9%			12687	72.7%	1595	9.1%
			2.00			2838	16.3%			2838	16.3%
			3.00			319	1.8%			319	1.8%
			4.00			9	0.1%			9	0.1%
		Catch Up- L2 to L3+	1.00	3857	42.7%			3857	42.7%	0	0.0%
			2.00	4032	44.6%			2384	26.4%	1648	18.2%
			3.00			1141	12.6%			1141	12.6%
			4.00			11	0.1%			11	0.1%
		Keep Up- L3 to L3+	1.00	1706	7.8%			1706	7.8%		
			2.00	6377	29.3%			6377	29.3%		
			3.00			12448	57.2%	3800	17.4%	8648	39.7%
			4.00			1250	5.7%			1250	5.7%
		Keep Up- L4 to L3+	1.00	9	0.1%			9	0.1%		
			2.00	62	0.8%			62	0.8%		
			3.00			2786	37.2%	1010	13.5%	1776	23.7%
			4.00			4638	61.9%	7	0.1%	4631	61.8%

Percent of Students by On Track Trajectory and Starting Achievement Level who Are/Are Not On Track Given Available Timeframe- 2019 SAT g11 EBRW & Math

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)			
				Not On Track		On Track	
				Count	%	Count	%
11	EBRW	Catch Up- L1 to L2+	1.00	7460	81.5%		
			2.00			1076	11.8%
			3.00			611	6.7%
			4.00			7	0.1%
		Catch Up- L2 to L3+	1.00	4042	57.3%		
			2.00	1725	24.5%		
			3.00			1273	18.1%
			4.00			8	0.1%
		Keep Up- L3 to L3+	1.00	2878	9.9%		
			2.00	3928	13.5%		
			3.00			21028	72.3%
			4.00			1256	4.3%
		Keep Up- L4 to L3+	1.00	8	0.1%		
			2.00	5	0.1%		
			3.00			2493	33.4%
			4.00			4958	66.4%

Grade	Content Area	On Track Trajectory	2019 Achievement Level	Attain Target in 1 Year (Current)			
				Not On Track		On Track	
				Count	%	Count	%
11	MATH	Catch Up- L1 to L2+	1.00	14362	79.5%		
			2.00			3317	18.4%
			3.00			378	2.1%
			4.00			5	0.0%
		Catch Up- L2 to L3+	1.00	3464	34.0%		
			2.00	5004	49.1%		
			3.00			1725	16.9%
			4.00			8	0.1%
		Keep Up- L3 to L3+	1.00	852	4.7%		
			2.00	4341	23.8%		
			3.00			12005	65.9%
			4.00			1017	5.6%
		Keep Up- L4 to L3+	1.00	9	0.1%		
			2.00	24	0.4%		
			3.00			2179	34.7%
			4.00			4066	64.8%

Next Steps

- For September TAP meeting, CDE will continue to build out high school On Track Growth analyses and graphics for EBRW and Math without CMAS priors.
- Will also bring comparisons graphics with On Track outcomes including CMAS priors for Math.

Upcoming High School On Track Decision Points

- How long to achieve the target(s)?
  - How many years should students be given to attain their target performance level?
  - Assume the same 2 years to Catch Up and 3 years to Keep Up?
- How does the target update over time?
  - Does the clock start over every year or should this be a set trajectory where we track student progress from the first test result?
  - Assume the targets and timelines reset each year?
- How do we report?
  - Do we report students below proficient (Catch Up) and above proficient (Keep Up) separately? Or combined?
  - Indicator weightings on the framework?
  - Assume % On Track Total will be used for framework points and with disaggregations. Separate Catch Up and Keep Up percentages will be published for informational purposes without disaggs?

Technical Advisory Panel

- Meeting Summary:
  - Suggested future analysis
  - TAP recommendations from this meeting
- Public Comment
- Close Meeting
  - Next Scheduled Meeting, Thursday, September 24th, 9-noon.