Assessment and Accountability Pilot

Dr. Elliott Asp, Special Assistant to the Commissioner

May 13, 2015
Overview

- Review of accountability in Colorado
- Moving from Accountability 2.0 to 3.0
- USDOE Assessment/Accountability Pilot
- Questions from the State Board
A Brief History of Accountability in Colorado

- “State Accountability”
- School Accountability Reports
- District Accountability Review/Reports
- District and School Accountability Frameworks
Moving to a new view of Accountability

Accountability 2.0

Accountability 2.5

Accountability 3.0
Moving to a new view of Accountability

2.0 Revised DPF/SPF

2.5 Acct Pilot

3.0 New Concept Accountability
Goals of Assessment/Accountability Pilot

- Reduce emphasis on state assessments
- Include locally scored common performance assessments and local assessments in the state assessment and accountability systems in order to provide more timely and useful data to inform instruction
- Assess the application of student learning in real-life settings
- Assess a broader range of knowledge and skills
- Maintain comparability across schools and districts
- Continue to ensure equity and transparency
Dimensions of Assessment

**Standardized**
- CSAP/TCAP Writing
- PARCC PBA
- ACT Writing
- ITBS
- CSAP/TCAP
- ACT
- PARCC EOY

**Unstandardized**
- Science Fair Project
- Capstone Project
- Literacy Portfolio
- Self-assessment
- “Clickers”
- Take-home test

**Do**

**Choose**
“Guardrails” for Accountability Pilot

- Annual reporting on achievement and growth toward PWR for every student in specific grades
- Annual determinations for each school and district
  - Comparability across schools and districts
- Continued commitment to equity and disaggregated reporting
- Diagnostic reviews
- Building district capacity
- Support and intervention for lowest performing schools and districts
- Innovation and continuous improvement of accountability system
- Plans for scaling up
# Potential Pilot Assessment Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Local assessment</td>
<td>Local assessment</td>
<td>Local assessment</td>
</tr>
<tr>
<td>4</td>
<td>Common Task</td>
<td>PARCC</td>
<td>Local assessment</td>
</tr>
<tr>
<td>5</td>
<td>PARCC</td>
<td>Common Task</td>
<td>CMAS Science</td>
</tr>
<tr>
<td>6</td>
<td>Common Task</td>
<td>Common Task</td>
<td>Common Task</td>
</tr>
<tr>
<td>7</td>
<td>Common Task</td>
<td>PARCC</td>
<td>Common Task</td>
</tr>
<tr>
<td>8</td>
<td>Common Task</td>
<td>Common Task</td>
<td>CMAS Science</td>
</tr>
<tr>
<td>9</td>
<td>PARCC</td>
<td>PARCC</td>
<td>Common Task</td>
</tr>
<tr>
<td>10</td>
<td>Curriculum-based college readiness assessment</td>
<td>Curriculum-based college readiness assessment</td>
<td>CMAS Science</td>
</tr>
<tr>
<td>11</td>
<td>Curriculum-based college readiness assessment</td>
<td>Curriculum-based college readiness assessment</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

- Draft pilot plan and gather State Board and stakeholder input
- Finalize pilot plan
  - Identify pilot parameters (e.g., data requirements for districts, process for certifying validity and comparability)
  - Develop criteria for participation (district readiness)
  - Identify capacity needs and means to provide technical support
- Submit plan and seek approval from USDOE
- Develop/identify and validate common performance assessments and local assessments
Questions??