

State Accountability: Performance Indicator Summary

Accountability & Data Analysis Unit

The purpose of this resource is to summarize the metrics that comprise Colorado’s state accountability system as reflected in the school and district performance framework reports. A summary table is provided that defines the metrics that are included within each of the three performance indicators (growth, achievement, and postsecondary and workforce readiness).

Overview

The School and District Performance Frameworks (SPFs and DPFs) are the reports that provide annual school plan type ratings and district accreditation ratings under the state accountability system.

Overall, these ratings are determined based on the percentage of points earned on three performance indicators: Achievement, Growth and Post-Secondary and Workforce Readiness (PWR). Elementary and middle schools are only evaluated on Achievement and Growth, whereas high schools and districts are evaluated on all three performance indicators. For elementary and middle schools, Achievement is worth 40% of overall points and Growth is worth 60% of overall points. For high schools and districts, Achievement is worth 30% of points, Growth is worth 40% of points, and PWR is worth 30% of points (see pie charts presented on this page).

Each performance indicator is made up of several sub-indicators. Points are assigned at the sub-indicator level and aggregated at the performance indicator level, before assigning the weightings defined above, and ultimately rolling up to an overall school or district rating. If the sub-indicator fails to have data for a minimum number of students (i.e. minimum n-size) the group would be excluded and the school or district would not be eligible for those points within their calculated scores.

For most point determinations, the assigned points are based on school or district percentile scores compared to the state-wide school distribution of scores. Based on the obtained state-wide school distribution, rating cuts-scores are determined using the 15th, 50th, and 85th percentiles. These cuts are aligned to the approaching, meets, and exceeds rating categories (i.e. with less than the 15th percentile reflecting a ‘does not meet’ rating). Based on statutory changes in 2022 the Fall 2022 performance frameworks will continue to utilize the established cut scores that were applied within the 2019 performance frameworks reports.

Elementary and Middle Schools:
Indicator Weighting



High Schools and Districts:
Indicator Weighting





Achievement

The extent to which students have met the learning objectives described in the relevant content standards for a given content area and grade level. The academic achievement indicator reflects average scores (i.e., mean scale scores) on English language arts, math, and science state assessments in tested grades. Using the average score ensures that the achievement of all students and disaggregated groups is incorporated into this component of school ratings.

The achievement indicator is composed of three separate sub-indicators that are identified by assessment content area. In effect, points are assigned for achievement in Math for all students and by disaggregated groups; English Language Arts for all students and by disaggregated groups; and for Science for all student and by disaggregated groups (see Table 1). In addition, up to two bonus points are available related to READ Act data. That measure looks at the students who are in the 3rd or 4th grade in 2018 and have a valid CMAS ELA score, and who in any prior year have a specific reading disability (SRD) designation (so, an SRD designation in 2017 or prior).

Growth

The progress shown by students in a given subject area between years relative to other students with similar score histories. The growth indicator reflects the progress students make in their achievement on assessments from one year to the next as measured by the Colorado growth model. Growth is calculated for the following assessments: CMAS in English language arts and math; PSAT and SAT given to high school students; and ACCESS for all students who are still learning the English language. This includes limited-English proficient (LEP), non-English proficient (NEP) students.

The growth indicator is composed of three separate sub-indicators that are identified by assessment content area. In effect, points are assigned for growth in Math for all students and by disaggregated groups; English Language Arts for all students and by disaggregated groups; and for WIDA ACCESS for all

Table 1. Achievement Indicator: Points by Sub indicator & Level

| Elementary and Middle Schools | High Schools/District |
|--|--|
| CMAS ELA (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> | PSAT EBRW (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> |
| CMAS Math (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> | PSAT Math (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> |
| CMAS Science (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> | CMAS Science (12 points): Mean Scale Score <i>[All Students & Disaggregated]</i> |
| Read Act Bonus (2 bonus points) | |

Note. Minimum N-Size is 16 students.

Table 2. Growth Indicator: Points by Sub indicator & Level

| Elementary and Middle Schools | High Schools/District |
|---|---|
| CMAS ELA (12 points): Median Growth Percentile <i>[All Students & Disaggregated]</i> | PSAT & SAT EBRW (12 points): Median Growth Percentile <i>[All Students & Disaggregated]</i> |
| CMAS Math (12 points): Median Growth Percentile <i>[All Students & Disaggregated]</i> | PSAT & SAT Math (12 points): Median Growth Percentile <i>[All Students & Disaggregated]</i> |
| WIDA ACCESS (4 points): Median Growth Percentile | WIDA ACCESS (4 points): Median Growth Percentile |

Note. Minimum N-Size is 20 students.



students learning English (see Table 2).

Post-Secondary & Workforce Readiness (PWR)

The PWR indicator reflects how well schools are preparing students for college and the workforce. PWR sub indicators include graduation rates, dropout rates, and matriculation rates. Also, average scores on the SAT college entrance exam for math and evidence based reading and writing (EBRW) are included as a sub indicator. For additional information related to the PWR graduation and dropout measures please see the CDE Data Services web-pages [here](#). For more information about the matriculation sub-indicator see our fact sheet [here](#).

Table 3. PWR Indicator: Points by Sub Indicator & Level

| High Schools/District |
|--|
| SAT EBRW (2 points): Mean Scale Score <i>[All Students]</i> |
| SAT Math (2 points): Mean Scale Score <i>[All Students]</i> |
| Dropout (4 points): Rate <i>[All Students]</i> |
| Matriculation (2 points): Rate <i>[All Students]</i> |
| Graduation (8 points): Rate <i>[All Students & Disaggregated]</i> |

Participation

Total Participation Rates: The participation rates used for the performance frameworks combine all of the assessment records for each subject area (English, math and science) across all grade levels within a given school or district. For multi-level schools and districts that serve high school, the PSAT/SAT Evidence-based Reading and Writing results are combined with the English Language Arts results. The participation rates best reflect the actual percentage of students enrolled that participated in testing. This participation rate should be considered when one is using the data within the framework for improvement planning and/or other instructional purposes.

State Accountability Participation Rates: The rules for the state accountability participation rates are the same as those for the standard participation rates except that parent opt-outs are removed from both the numerator and the denominator, and English learners who have been in the U.S. for less than one year count as participants (in the numerator and denominator) for the ELA test regardless of whether they received a valid test score. Should the district or school have accountability participation rates below 95% in two or more areas the overall rating is reduced by one level.

Where can I learn more?

- For additional accountability resources, please visit: <http://www.cde.state.co.us/accountability/performanceframeworksresources>.
- For questions and/or to schedule a training related to state accountability contact Dan Jorgensen, PhD at: Jorgensen_d@cde.state.co.us.