Overview

- Colorado Context

- Policy

- Current activities

- What have we learned?

- Next Steps
  - Development of PA models and resources
  - November accountability convening and a state learning agenda

- Links for Resources

Colorado Context

- History of districts using performance assessments from 1990

- Training and assessment/curriculum development at the state level under RTT

- Legacy of local control

Policy

- Colorado Achievement Plan for Kids; Educator Effectiveness; Race to the Top

- Accountability; NCLB waiver and ESSA

- Graduation guidelines

Current Work

- Accountability pilots

- CEI series on accountability

- ALP – district/school demonstrations of postsecondary and workforce readiness (PWR)

- Collaboratively developed, standards-based performance assessments: Graduation Guidelines Menu
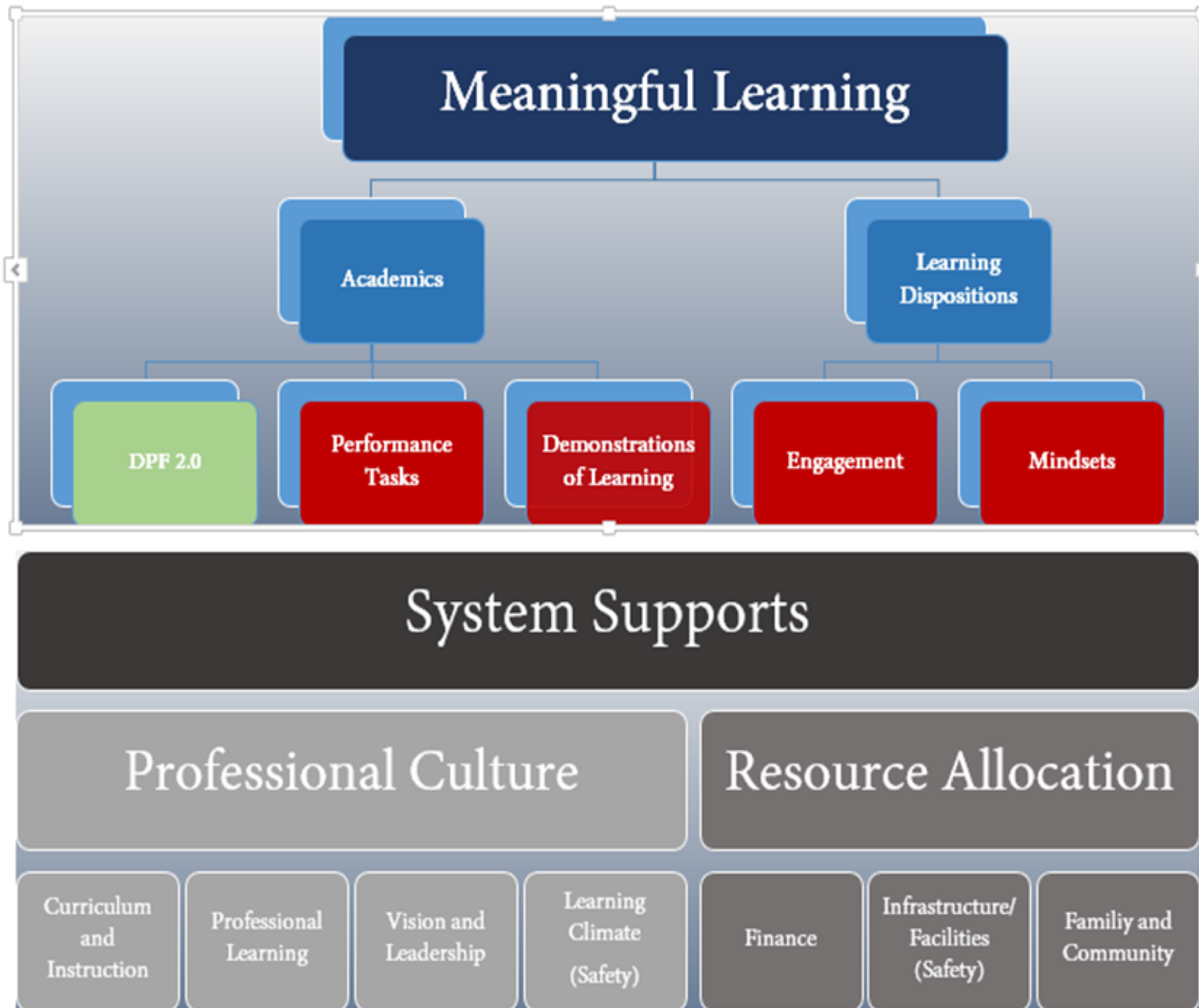
Components of Accountability Systems
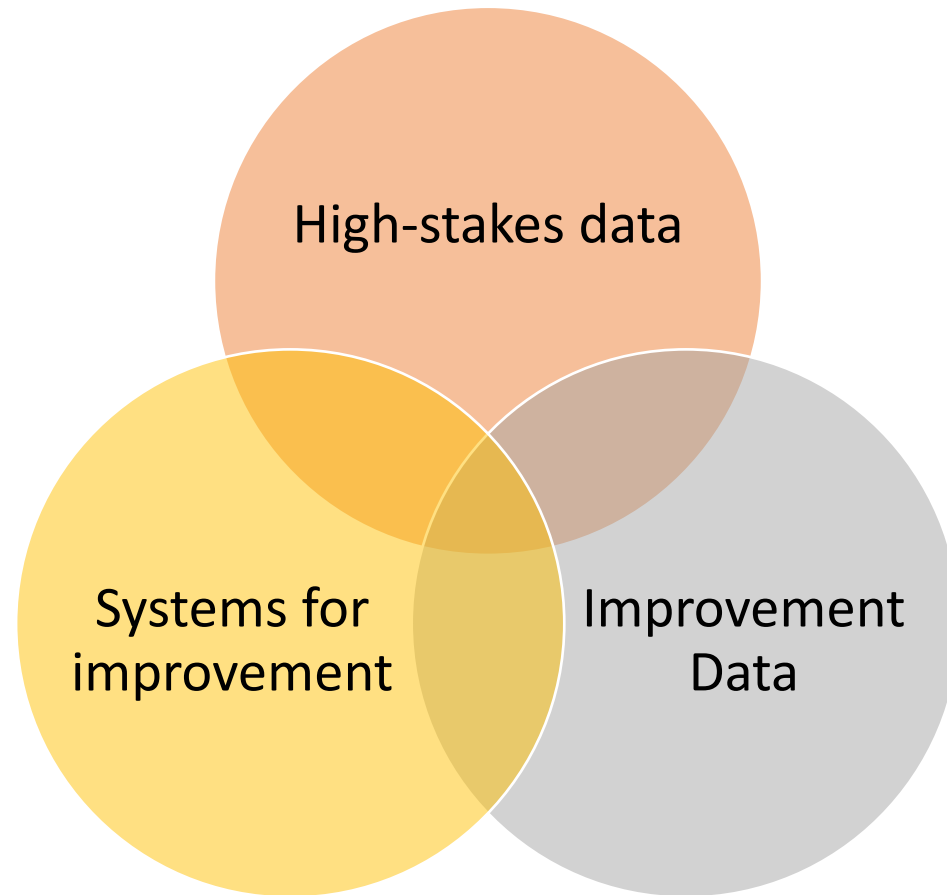
The Current Balance between Components in Colorado
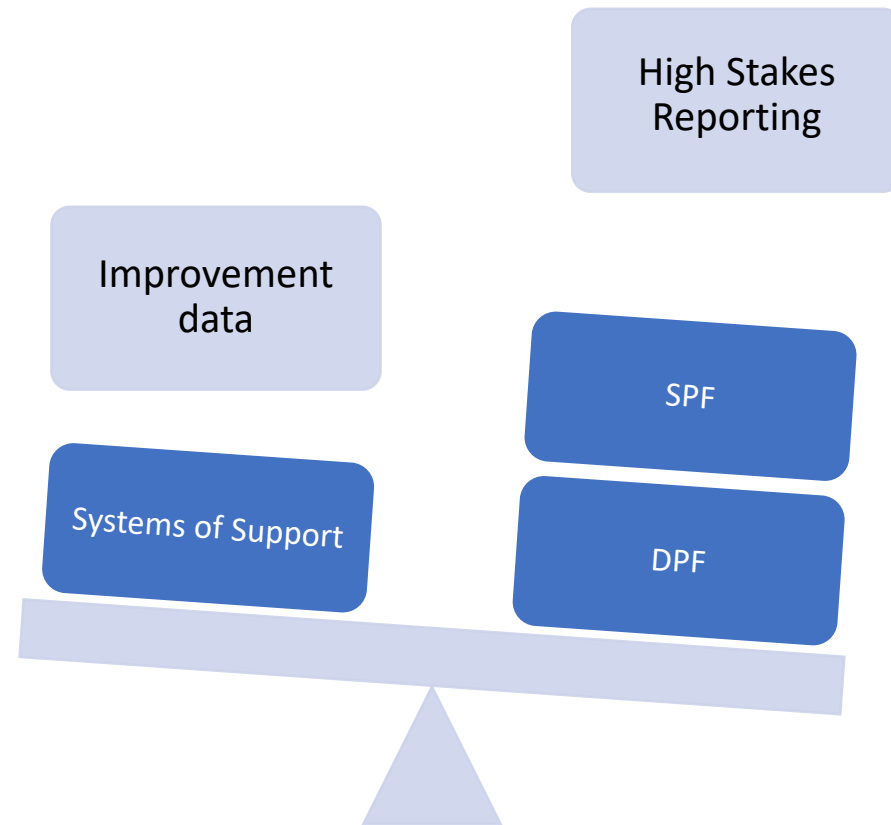
ALP – Developing Performance Assessments that Demonstrate PWR

- Publicly acknowledge and confront inequities in student outcomes

- Commit to using portfolios, capstone projects or other performance-based demonstrations of PWR as part of district graduation requirements

- Developing learning pathways (courses, internships, work-based experiences, etc.) to prepare students to successfully complete PWR demonstrations

- Developing learning progressions to monitor student progress in becoming PWR

- Using formative assessment practices to guide instruction and give feedback to students

- Convening a Learning and Innovation Team (LIT) comprised of district, school, community, family, and student representatives to guide project vision and implementation

Colorado Education Initiative

Graduation Guidelines: Menu of College and Career Ready Demonstrations

Collaboratively-developed, Standards-based Performance Assessment

Working Definition:

An authentic demonstration of student knowledge and skills through the creation of a complex product or presentation. The product and process are relevant to the student, and prepare them for success in the postsecondary and workforce world. Performance assessments are an iterative process where students apply their knowledge and improve their skills through feedback and revision in order to reflect on and demonstrate growth.

An authentic application of Essential Skills for Postsecondary & Workforce Readiness, through the creation of a complex product or presentation.

Essential Skills for Postsecondary & Workforce Readiness

Entrepreneurial
- Critical thinking and problem solving
- Creativity and innovation
- Inquiry and analysis
- Informed risk taking

Personal
- Initiative and self-direction
- Personal responsibility and self-management
- Adaptability and flexibility
- Self-awareness of learning preferences, strengths, and areas for growth

Civic
- Core academic foundation
- Collaboration and teamwork
- Communication
- Global and cultural awareness

Professional
- Time and work management
- Career literacy
- Grit and resilience
- Work ethic; dependable and reliable

Academic
- Apply skills and knowledge
- Critical thinking and problem solving
- Inquiry, analysis, and evaluation
- Discernment

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Collaboratively-developed, Standards-based Performance Assessment

Elements of Design

Performance assessments in Colorado are:

- Aligned
- Authentic
- Relevant
- Transferable
- Iterative

What Have We Learned?

- Districts/schools will devote tremendous amounts of time, energy and resources to accountability and assessment if they believe it will provide relevant and actionable data that will inform authentic improvement efforts

- Districts/schools not on the "clock" don't care much about current ratings and their communities care even less

- Communities in which districts/schools are on the clock often view the "state" as an adversary rather than a supporter

- State ratings and assessment results are not useful for improvement purposes, except as a very lagging measure
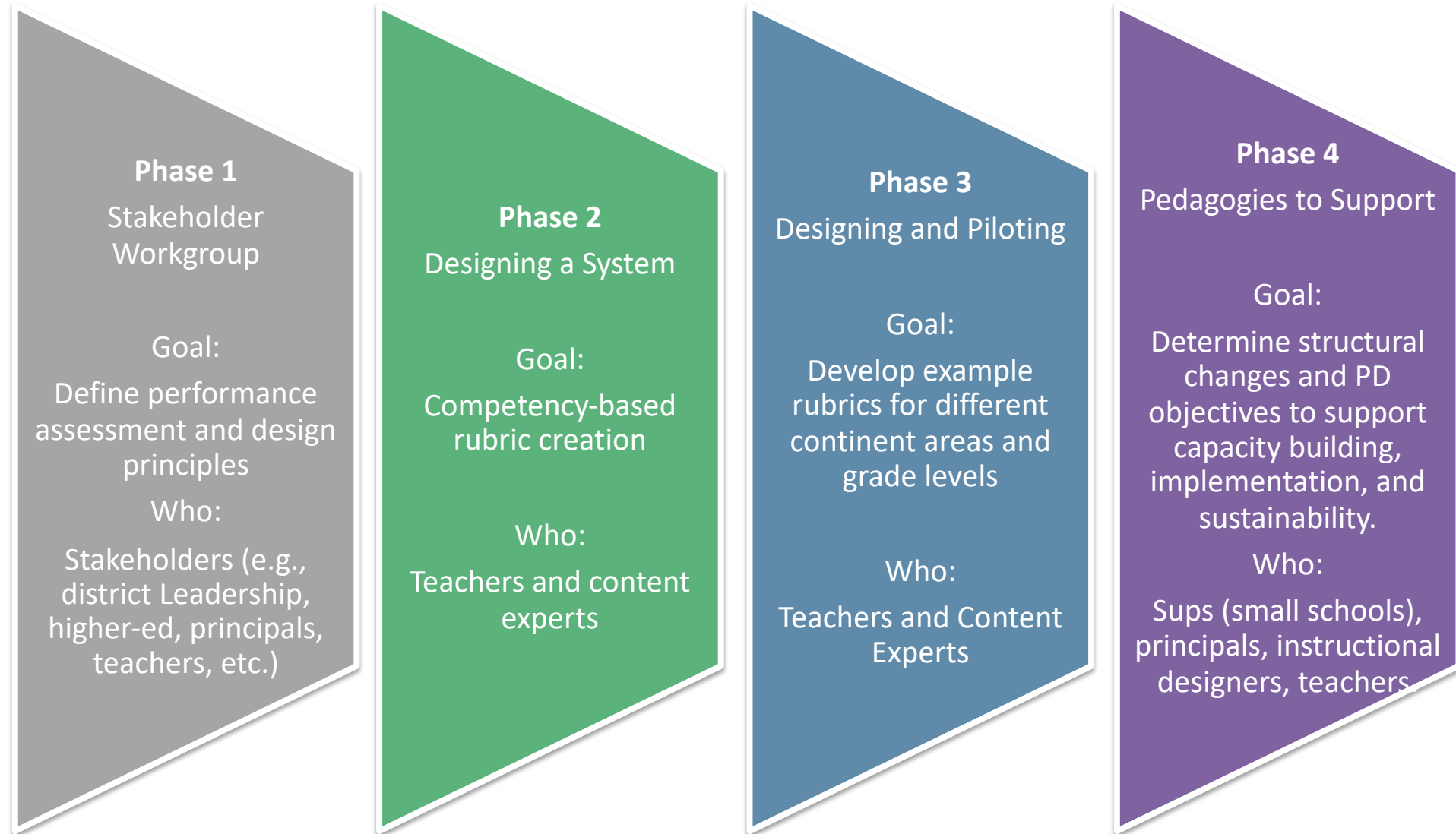
What Have We Learned?

- Meaningful involvement in the process by educators and community members is critical

- Data can be useful for improvement even if it does not meet technical requirements for quality

- Impact and scalability need to be "studied"

- Unintended consequences of current accountability system are now **intended**

- **Equity** has to be the focus

What's Next?

- Development of model performance assessments and school/classroom resources

- Accountability convening

- Establishing a learning agenda

Collaboratively-developed, Standards-based Performance Assessment

Phase 1
Stakeholder Workgroup

Goal:

Define performance assessment and design principles

Who:

Stakeholders (e.g., district Leadership, higher-ed, principals, teachers, etc.)

Phase 2
Designing a System

Goal:

Competency-based rubric creation

Who:

Teachers and content experts

Phase 3
Designing and Piloting

Goal:

Develop example rubrics for different continent areas and grade levels

Who:

Teachers and Content Experts

Phase 4
Pedagogies to Support

Goal:

Determine structural changes and PD objectives to support capacity building, implementation, and sustainability.

Who:

Sups (small schools), principals, instructional designers, teachers.
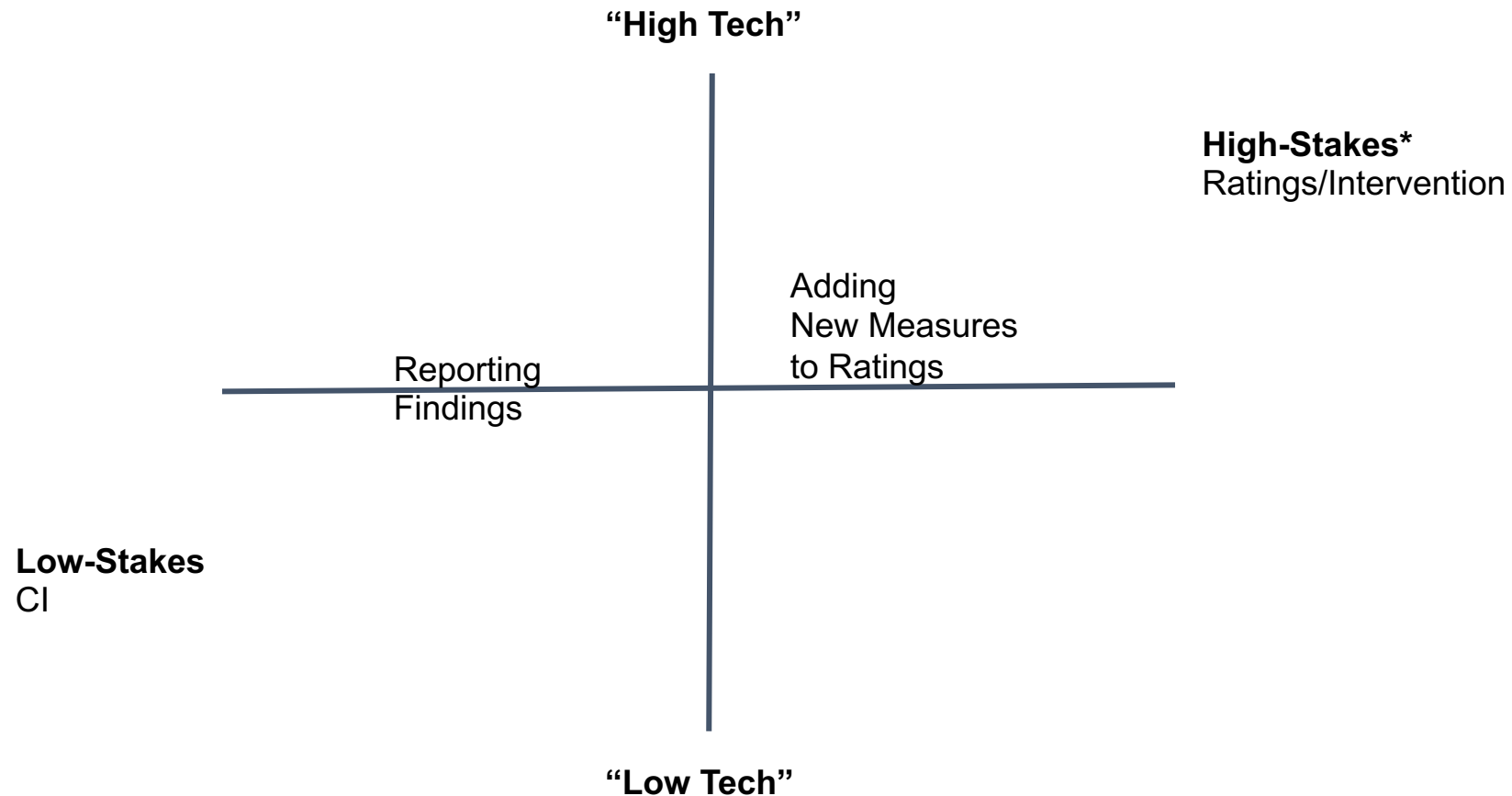
CEI is partnering with Colorado schools and districts to reimagine education accountability.

Statewide convening in November

Accountability and Assessment: Developing a Learning Agenda

"High Tech"

High-Stakes*
Ratings/Intervention

Adding
New Measures
to Ratings

Reporting
Findings

Low-Stakes
CI

"Low Tech"

***Campbell's Law**

Resource Links

CEI Series on Accountability

- https://www.coloradoedinitiative.org/to-whom-are-schools-most-accountable/

Accountability Convening

- https://www.coloradoedinitiative.org/local-innovation-in-school-accountability/

S-CAP Website

- https://sites.google.com/view/scapcolorado/home

Graduation Guidelines Menu

- http://www.cde.state.co.us/postsecondary/grad-menu

Colorado Assessment Literacy Program

- https://www.cde.state.co.us/assessment/coassessmentlitprog