Accountability Work Group

February 14, 2025

Welcome

Introductions

Introduce yourself in the chat:

- **Please include**
  - **name**
  - **organization(s) and**
  - **Role**
  -
- **If Valentine's Day had a mascot (besides Cupid), what would it be?**

Purpose of AWG

The Accountability Work Group (AWG) serves as an advisory group on policy implementation and CDE practice in support of federal and state accountability. This group will consider input from other stakeholders, when possible, in developing recommendations for policies and practices.

Agenda

- Welcome and Overview of the AWG
- Policy Updates
- Stakeholder engagement
  - Accountability Committees
  - 1241 Recommendations
- Next Meeting Dates & Topics

Meeting Practices

This meeting is being recorded. Slides and the recording will be posted to the CDE website. Small group breakouts are not recorded at this time.

Please mute your sound if you are not speaking. Be on screen if tech allows.

Non-members: add your Name/Affiliation to the chat box. All non-AWG members should hold any comments until the end of the meeting to ensure we have sufficient time to address all meeting agenda items.

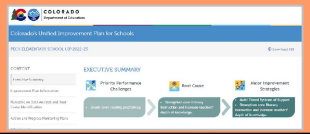
What do we mean by "policy"?

Policy Development Structures	General Description	Examples in 2022 Accountability Processes
State Legislature & Governor	Legislature passes statute and Governor signs into law.	**SB 22-137:** Provides broader overview for adjustments to accountability
State Board of Education	Board provides additional detail on statute through rule process.	**State Board Rules:** Framework cut scores, request to reconsider process
CDE Documentation and Guidance	Department provides documentation, logistics and parameters for implementation. Guidance includes requirements and recommendations.	**Documentation:** Frameworks Calculation Guidebook **Guidance:** Request to Reconsider Guidance, UIP Handbook

Elements of the Current State Accountability System

Frameworks

Public Reporting



Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

Local Priorities

Accountability Committees

Overview of Accountability Committees

- Meet at least quarterly
- Review progress on Improvement Plan throughout year
- Budget and priorities
- Priority Improvement/Turnaround
  - Public Hearing
  - Review of UIP and recommendations to board
- Principal development to DAC (e.g., provide principal feedback on their support of SAC)
- Recruitment
- Family Engagement Policy Implementation
- Recommendation on READ, ICAP, Truancy

Composition

- Parent chair (1)
- Parent (3+)
- School Administrator (1+)
- Teacher (1+)
- Business Community (1+)

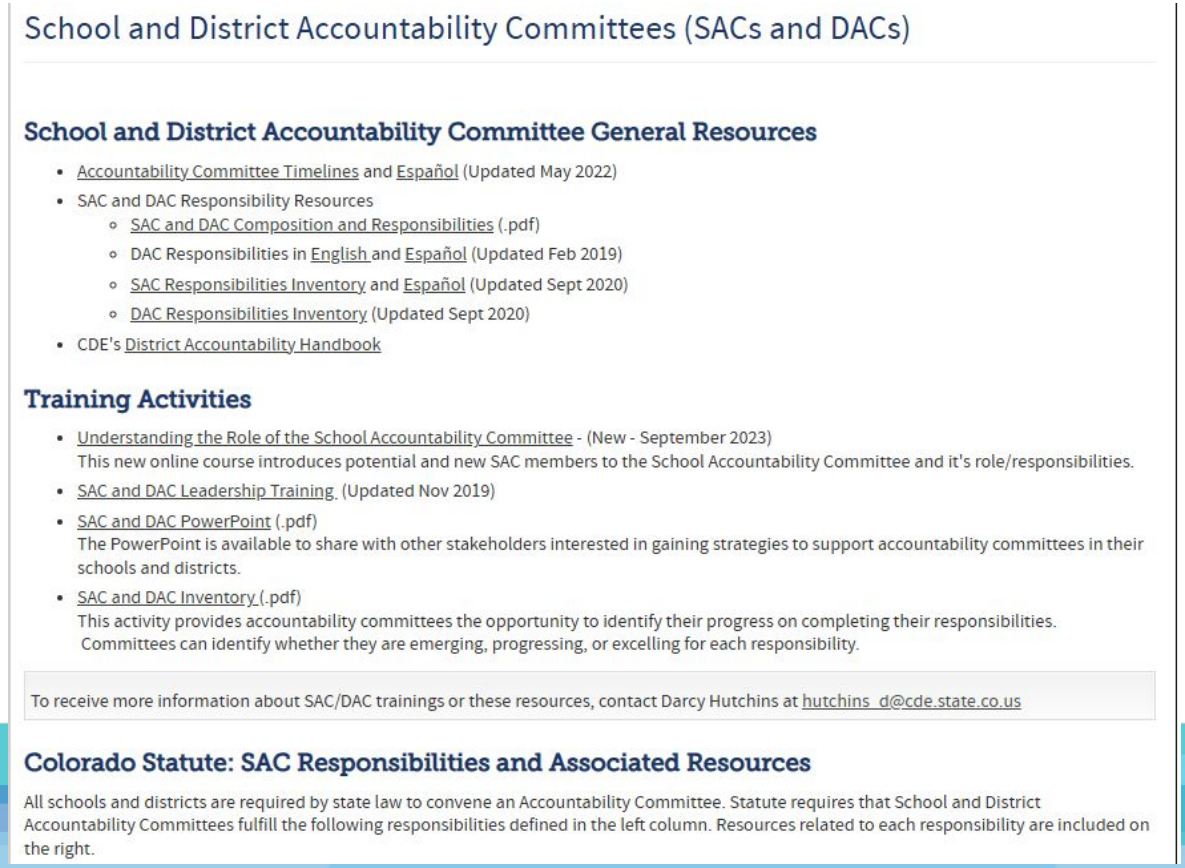
Parent Representatives must:

- Reflect student population
- Not be employed by the district/school

School vs. District Accountability Committees

DAC	• Reports to **School Board** • Charter Applications • Determine areas of study & recommendation
SAC	• Reports to **Principal** • Rec to School Board re: schools on clock • Rec to DAC re: principal development plans
SAC & DAC	• Budget • Review UIP • Parent Engagement • Policy • READ Plan, ICAP, Truancy

Current SAC/DAC Webpage, Trainings



School and District Accountability Committees (SACs and DACs)

School and District Accountability Committee General Resources

- Accountability Committee Timelines and Español (Updated May 2022)
- SAC and DAC Responsibility Resources
  - SAC and DAC Composition and Responsibilities (.pdf)
  - DAC Responsibilities in English and Español (Updated Feb 2019)
  - SAC Responsibilities Inventory and Español (Updated Sept 2020)
  - DAC Responsibilities Inventory (Updated Sept 2020)
- CDE's District Accountability Handbook

Training Activities

- Understanding the Role of the School Accountability Committee - (New - September 2023)
  This new online course introduces potential and new SAC members to the School Accountability Committee and it's role/responsibilities.
- SAC and DAC Leadership Training (Updated Nov 2019)
- SAC and DAC PowerPoint (.pdf)
  The PowerPoint is available to share with other stakeholders interested in gaining strategies to support accountability committees in their schools and districts.
- SAC and DAC Inventory (.pdf)
  This activity provides accountability committees the opportunity to identify their progress on completing their responsibilities. Committees can identify whether they are emerging, progressing, or excelling for each responsibility.

To receive more information about SAC/DAC trainings or these resources, contact Darcy Hutchins at hutchins_d@cde.state.co.us

Colorado Statute: SAC Responsibilities and Associated Resources

All schools and districts are required by state law to convene an Accountability Committee. Statute requires that School and District Accountability Committees fulfill the following responsibilities defined in the left column. Resources related to each responsibility are included on the right.

Website Overview
Current Content
Website Navigation
Training Approach

Small Group #1

1. We will use breakout groups.
2. Review the current SAC/DAC website.
3. Discuss:
   - What do you find helpful?
   - What ideas do you have for content improvement?
   - How can we improve the navigation?
4. Write your ideas on the first tab of the google sheet.

Small Group #2

1. Move to a new breakout room
2. Discuss:
   - What is needed for new SAC/DAC resource development?
   - What do you recommend for improving information sharing on SAC/DAC resources?
3. Write your ideas on the second tab of the google sheet.

1241 Task Force and Accountability Bill Updates

H.B. 23-1241: Accountability, Accreditation, Student Performance, and Resource Inequity Task Force

- Link to Bill: https://leg.colorado.gov/bills/hb23-1241
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Website: https://www.cde.state.co.us/accountability/accountability-task-force
- Builds upon: Accountability Audit and the Local Accountability System Grant
- Timeline:
  - July 1, 2023: Task force members appointed
  - August 15, 2023: Department contracts with a facilitator
  - No later than September 1, 2023: Convene first meeting
  - March 1, 2024: Interim report
  - November 15, 2024: Final report reflecting findings and recommendations was shared with the education committees of the house of representatives and senate, the governor, the state board, the commissioner of education, the department and to the general public.

State Board Adopted Guiding Principles for Legislative Process (Dec 2024)

- Ensure ***coherence*** across changes to the system by building upon areas of strength from the current system to maintain high expectations for all Colorado students. Changes should be intentionally sequenced, rather than taking a fragmented or a piecemealed approach. Align, where possible, with other task force recommendations (e.g., 1215 Task Force) and federal accountability expectations. Take efforts to balance the cost of implementing change with the potential long-term impacts.
- Enhance ***transparency and trust*** of the accountability system, including access to information for families, schools, and the general public.
- Ensure statewide consistency using multiple measures that ***meaningfully differentiate*** sites to guide resources and supports.
- Strengthen the ***continuous improvement*** approach for all sites by ensuring a continuum of resources and supports. This includes recognizing performance and identifying bright spots to foster shared learning, proactively supporting schools to help them avoid entering the accountability clock, and expanding end-of-clock options.
- Ensure that statutory language is ***flexible*** enough so that adjustments can be made over time, based on stakeholder feedback and ongoing research.

Connecting the Public Reporting-Related Recommendations

Enhanced Public Dashboards

14 - Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities

15 - Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data

Examples of feedback we have heard from the field on current policy

Accountability committee responsibilities:

- Input on teacher evaluation
- Family engagement in creating plans to address READ, ICAP and Truancy issues
- DAC submission of UIPs

Clock:

- Parent Notification timeline
- Year 3 community meeting

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Broader Discussion and Advice on Stakeholder Engagement in Accountability

Input on Stakeholder Engagement in Accountability

Think about the ways transparency and stakeholder engagement are woven throughout the accountability system currently.

- What works now? What doesn't work as well?
- Consider what the 1241 Task Force is recommending (e.g., public reporting).
- What would be an ideal state?

Up next…

Meetings for 2025: Fridays 9-11 am

- March 14
- April 11
- May 9
- June 13

Rounding out membership

Website Updates

References

Structure of the 1241 Task Force Recommendations

Recommendation Category	Recommendation Numbers
Performance Frameworks	1 - 8 (8)
Assessments	9 - 13 (5)
Public Reporting	14 - 17 (4)
Continuous Improvement	18 - 30 (13)
Further Study	Study 1 - 4 (4)

Connecting the Framework-Related Recommendations

Small System Considerations

1 - Lower student count thresholds for accountability calculations and reporting

4 - Explore best practices and monitor the accountability system to identify and reduce issues of volatility that impact schools and districts with small student populations

Student Group Considerations

2 - Combine student groups for ratings while disaggregating student groups for state reporting

3 - Expand the student with disability group for calculating results

Study 1 - Determine the possibility of including in the graduation count as graduates, students with disabilities working toward extended evidence outcomes and who are currently receiving a certification of completion.

PWR Considerations

5 - Move SAT reading/writing and math out of PWR to the Achievement indicator

6 - Create “Postsecondary and Workforce Readiness Before Graduation” sub-indicator to PWR

7 - Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options

Overall Framework Processes

8 - Re-evaluate weighting of frameworks in light of changes the task force is recommending

16 - Clarify which students count for participation for more transparency in reporting

17 - Revise summative rating labels to improve differentiation and understandability

30 - Change the rules on how districts can receive a Distinction designation

Connecting the Assessment-Related Recommendations

Adjustments to the Assessments

- 9 - Develop content area assessments in languages other than English and Spanish
- 10 - Improve the accommodations for students by dividing the CMAS into smaller sections
- 12 - Make the CMAS assessment adaptive
- Study 2 - Continue to reflect on and adapt the state assessment to newer technology. Seek input on making modifications to the state's approach to non-federally required assessments

District Interactions with Assessments

- 11 - Clarify how schools can encourage or not discourage test participation
- 13 - Improve the timeliness of assessment results

Connecting the Continuous Improvement-Related Recommendations

Universal Supports

19 - Implement a system of early identification and intervention

24 - Provide more professional learning according to school and district plans

29 - Conduct and share research on best practices in CO schools

Awards

27 - Provide additional benefits for those receiving awards

28 - Focus awards on state priorities and values

Early Clock Supports

20 - Provide more support to schools starting in year 2

21 - Support schools and districts pursuing bold solutions to turn around

Late Clock Supports and Actions

22 - Require schools and districts in year 4 and 5 to bring a CDE vetted plan that the state board approves and monitors the effectiveness of the plan

25 - Conduct an evaluation of external managers and CDE's management of the external management process

Improvement Planning

18 - Provide guidance to local boards on monitoring the improvement planning process

23 - Require schools and districts with insufficient data: low participation, to create a corrective action plan

Study 3B - Monitor the use of the new improvement planning template.

26 - Require schools and districts with State Board Action to convene and learn from their peers regularly

Study 3A - Consider expanding the purpose of the State Review Panel (SRP).

Connecting the Accreditation-Related Recommendations

Redesign Accreditation Process

Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.

Estimates for the Framework-Related Recommendations

Small Systems Considerations	Early Draft Cost Estimates
1 - Lower student count thresholds for accountability calculations and reporting	$400k to $499K
4 - Explore best practices and monitor the accountability system to identify and reduce issues of volatility that impact schools and districts with small student populations	
Student Group Considerations	**Early Draft Cost Estimates**
2 - Combine student groups for ratings while disaggregating student groups for state reporting	$500k to less than $1 million
3 - Expand the student with disability group for calculating results	
Study 1 - Determine the possibility of including in the graduation count as graduates, students with disabilities working toward extended evidence outcomes and who are currently receiving a certification of completion.	

Estimates for the Framework-Related Recommendations (cont.)

PWR Considerations	Early Draft Cost Estimates
5 - Move SAT reading/writing and math out of PWR to the Achievement indicator	$1 million to less than $5 million
6 - Create “Postsecondary and Workforce Readiness Before Graduation” sub-indicator to PWR	
7 - Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options	
Overall Framework Processes	**Early Draft Cost Estimates**
8 - Re-evaluate weighting of frameworks in light of changes the task force is recommending	$200k to $499k
16 - Clarify which students count for participation so that there is more transparency in reporting	
17 - Revise summative rating labels to improve differentiation and understandability	
30 - Change the rules on how districts can receive a Distinction designation	

Estimates for the Assessment-Related Recommendations

Adjustments to the Assessments	Early Draft Cost Estimates
9 - Develop content area assessments in languages other than English and Spanish	More than $5 million
10 - Improve the accommodations for students by dividing the CMAS into smaller sections	
12 - Make the CMAS assessment adaptive	
Study 2 - Continue to reflect on and adapt the state assessment to newer technology. Seek input on making modifications to the state's approach to non-federally required assessments	
District Interactions with Assessments	**Early Draft Cost Estimates**
11 - Clarify how schools can encourage or not discourage test participation	Absorbable, when considered in isolation
13 - Improve the timeliness of assessment results	

Estimates for the Public Reporting-Related Recommendations

Enhanced Public Dashboards	Early Draft Cost Estimates
14 - Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities	$1 million to less than $5 million
15 - Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data	

Estimates for the Continuous Improvement-Related Recommendations

Universal Supports	Early Draft Cost Estimate
19 - Implement a system of early identification and intervention	$500k to Less than $1 million
24 - Provide more professional learning according to school and district plans	
29 - Conduct and share research on best practices in CO schools	
Awards	**Early Draft Cost Estimate**
27 - Provide additional benefits for those receiving awards	Less than $100K
28 - Focus awards on state priorities and values	

Estimates for the Continuous Improvement-Related Recommendations (cont.)

Early Clock Supports	Early Draft Cost Estimate
20 - Provide more supports to schools starting in year 2	Less than $200k
21 - Support schools and districts pursuing bold solutions to turn around	
Late Clock Supports and Actions	**Early Draft Cost Estimate**
22 - Require schools and district in year 4 and 5 to bring a CDE vetted plan that the state board approves and monitors the effectiveness of the plan	Absorbable, when considered in isolation
25 - Conduct an evaluation of external managers and CDE's management of the external management process	
26 - Require schools and districts with State Board Action to convene and learn from their peers regularly	
Study 3A - Consider expanding the purpose of the State Review Panel (SRP).	

Estimates for the Continuous Improvement-Related Recommendations (cont.)

Improvement Planning	Early Draft Cost Estimate
18 - Provide guidance to local boards on monitoring the improvement planning process	Less than $200k
23 - Require schools and districts with insufficient state data: low participation to create a corrective action plan	
Study 3B - Monitor the use of the new improvement planning template	

Connecting the Accreditation-Related Recommendations and Estimates

Redesign Accreditation Process

Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.

Redesign Accreditation Process	Early Draft Cost Estimate
Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.	Less than $200k