



# 1241 Task Force Meeting #11

May 7, 2024

# Welcome from the Task Force Chair and Vice Chair

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**Dr. Wendy Birhanzel**

**Task Force Chair**  
*Superintendent*



**Rebecca McClellan**

**Task Force Vice Chair**  
*State Board of Education*

# Objectives

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Task Force Participants will:

- Hear from parents about their experience with Colorado's accountability system
- Review and consider input from public comment survey
- Draft opportunities, challenges, and observations on the accountability system's Frameworks
- If ready, begin to formulate recommendations

# Agenda

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10:00 - 10:05 am	Welcome and Overview
10:05 - 11:30 am	Discussions with Parents
11:30 - 11:50 am	Presentation: Dr. Erin Kane, Superintendent, Douglas County School District
11:50 - 12:10 pm	Orientation to Public Comments Survey Results
12:10 - 12:40 pm	Lunch
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# Norms

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Assume positive intent from others' thoughts and input

Agree to disagree

Maintain flexibility and allow for opinions to change

Share the speaking and listening space with fellow members in an equitable and respectful manner

Respect the candidness of others as a gift

Expect non-closure

# A note on participation etiquette

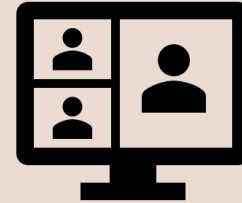
## In Person



### **Task Force Members:**

Utilize flags and wait for Chairs or facilitator to recognize you before speaking.

## Virtual



### **Task Force Members:**

Remain muted, using the Hand Raise feature to be recognized by a Chair or facilitator before speaking.

### **Members of Public:**

Remain an observer and utilize the post-meeting survey to share comments.

### **Note to All:**

Any private messages sent to the Co-Hosts may not be reviewed during the meeting.

# Today we shall consider our charge as we continue to focus primarily on the accountability system's frameworks

## Shall Consider

- (I) ACADEMIC OPPORTUNITIES OR INEQUITIES THAT **MAY** IMPACT ACADEMIC ACHIEVEMENT GAPS;
- (II) IMPROVEMENTS TO THE ACCOUNTABILITY AND ACCREDITATION SYSTEM TO EXPAND AND INCENTIVIZE ACADEMIC OPPORTUNITIES AND ADDRESS INEQUITIES;
- (III) PROMISING PRACTICES IN SCHOOLS AND SCHOOL DISTRICTS; AND
- (IV) RECOMMENDATIONS FOR LEGISLATION OR RULES, AS NECESSARY.

## May Review

- (I) THE RESULTS OF THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEMS AUDIT REPORT DESCRIBED IN SECTION 2-3-127;
- (II) THE LOCAL ACCOUNTABILITY SYSTEMS DESCRIBED IN PART 7 OF ARTICLE 11 OF TITLE 22;
- (III) THE RESULTS OF THE LOCAL ACCOUNTABILITY SYSTEM GRANT PROGRAM CREATED IN SECTION 22-11-703;
- (IV) THE ANNUAL REPORT AND EVALUATION FROM THE HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN ARTICLE 35.6 OF TITLE 22;
- (V) THE RESULTS OF THE SCHOOL TRANSFORMATION GRANT PROGRAM CREATED IN SECTION 22-13-103;
- (VI) THE INTERIM AND FINAL REPORTS FROM THE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION TASK FORCE CREATED IN PART 2 OF ARTICLE 35.3 OF TITLE 22;
- (VII) PROMISING PRACTICES FROM OTHER STATES AS IDENTIFIED BY TASK FORCE MEMBERS; AND
- (VIII) LEADING INDICATORS OR INSTRUCTIONAL PRACTICES THAT COULD BE ADDED TO THE ACCOUNTABILITY MEASURES.

# Submitting stakeholder consultation notes

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Please send your completed stakeholder consultation note catchers to Kelly at **[kjasiura@education-first.com](mailto:kjasiura@education-first.com)**



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# Today we'll hear from parents' experience with the accountability system

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## 1st Panel

### Large School Communities

- Lydia Aguilar (William Smith H.S.)
- Anjana Basnet (Cherry Creek Academy, member of the Nepali community)
- Mariza Ramirez (Global Village Academy)

## 2nd Panel

### Rural School Communities

- Sherrell Lang (Ute Mountain Ute)
- Courtney Cabrera (Estes Park)
- Sherri Colton (Delta)

*For each panel:*

- *First: ~20 minutes of moderated discussion*
- *Then: ~10-15 minutes of Q&A from Task Force members*

# Large School Communities Panel

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## Large School Communities

- Lydia Aguilar (William Smith H.S.)
- Anjana Basnet (Cherry Creek Academy, member of the Nepali community)
- Mariza Ramirez (Global Village Academy)



# Rural School Communities Panel

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## Rural School Communities

- Sherrell Lang (Ute Mountain Ute)
- Courtney Cabrera (Estes Park)
- Sherri Colton (Delta)

# Process and share reflections



*What's something that's still circling in your head?*



*What's something that rang true for you?*



*What's a new angle or something you hadn't considered?*



**2 min**

**Think:** Use the notecatcher to jot answers to the questions on the left



**4 min**

**Pair:** With a neighbor to discuss your answers to the questions



**10 min**

**Share:** with the full group

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# Accountability Task Force: Superintendent Perspective

*By Erin Kane*



# What would we like to see from state accountability?

- Assessment
- Ratings
- Assign importance to PWR (CTE, CE, etc)
- Fair/has buy-in from our communities
- Incentivizes best practices (with funds)
- Applies to schools larger than XXX kids
- Shows trends

***An Accountability System should incentivize improvement in outcomes for kids***



# Potential Areas for Growth

# Subgroup Calculations

- When a majority of the students are also in subgroups, a district loses points in multiple categories for the same students.
- When special education students are taken off an IEP (*which is what we want*), the subgroup score drops, losing points.

## Possible Solutions

- Calculate gaps between subgroups and the general population.
- Show only group calculations where one group is “at-risk subgroups” and “all other students” (subgroup breakouts can be shown but the score belongs to the roll up group).

# Timing

- Tests issued 1-2 months prior to the end of year are scored based on end of year standards.
- The results are not available in a timely manner to truly drive improvement.
- Remove assessment time limits.

## Possible Solutions

- Align the timing to standards (or vice-versa).
- Leverage local assessments (through a common scale score).

# Opt-Outs

- Can be leveraged to avoid accountability or to maintain a high rating.
- Self-select opt outs impact margin of error.

## Possible Solutions

- Incentivise the behavior you want.
- Leverage local assessments (through a common scale score) - fewer opt outs

# Size

- Small schools have a significant margin of error.
- Subgroup population growth and achievement obscured by small N-size.

## Possible Solutions

- Use a different accountability solution for small schools and districts

# Test Limited to Grade-Level Standards

- Difficult to discern growth for students that start well above or well below standards.

## Possible Solutions

- Leverage local computer adaptive assessments (through a common scale score)
- What impact will AI have?

# Comparability

- Evaluating based on a curve vs. based on standards - no way to show improvement (or not) as a state.
- Comparisons between all schools vs. differentiating based on rural, urban, suburban.
- Comparing graduation rates when graduation requirements differ is problematic

## Possible Solutions

- Measure to Standards and clearly report out so the trajectory of the state and districts is easy to discern
- Consider a curve for certain purposes, such as comparing “like” schools (like we do for kids)

# Report

- Terminology (“Improvement”) can be self-fulfilling; consider terminology changes.
- The SPF is meaningful to educators and the state but difficult for parents and stakeholders to understand.

## Possible Solutions

- Consider separate reports depending on the audience: Parents, School/District, and CDE.
- Let’s consider what is on the front page: opportunity for context or a narrative?



# Thank You!

Questions?

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# Survey administration and response overview

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- English and Spanish versions of the public comment survey were open from March 27 – April 28
- The survey recorded over 1,800 responses; 576 of these included information to inform your study group conversations
- The greatest number of survey responses came from the most populous parts of the state

Some respondents also submitted contact information for follow up on their survey answers; if you would like access to this information to conduct further stakeholder consultations, please reach out to the facilitators

# High-level context on the types of responses the survey gathered

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Many of the survey responses were similar with what you've all been discussing in your study groups

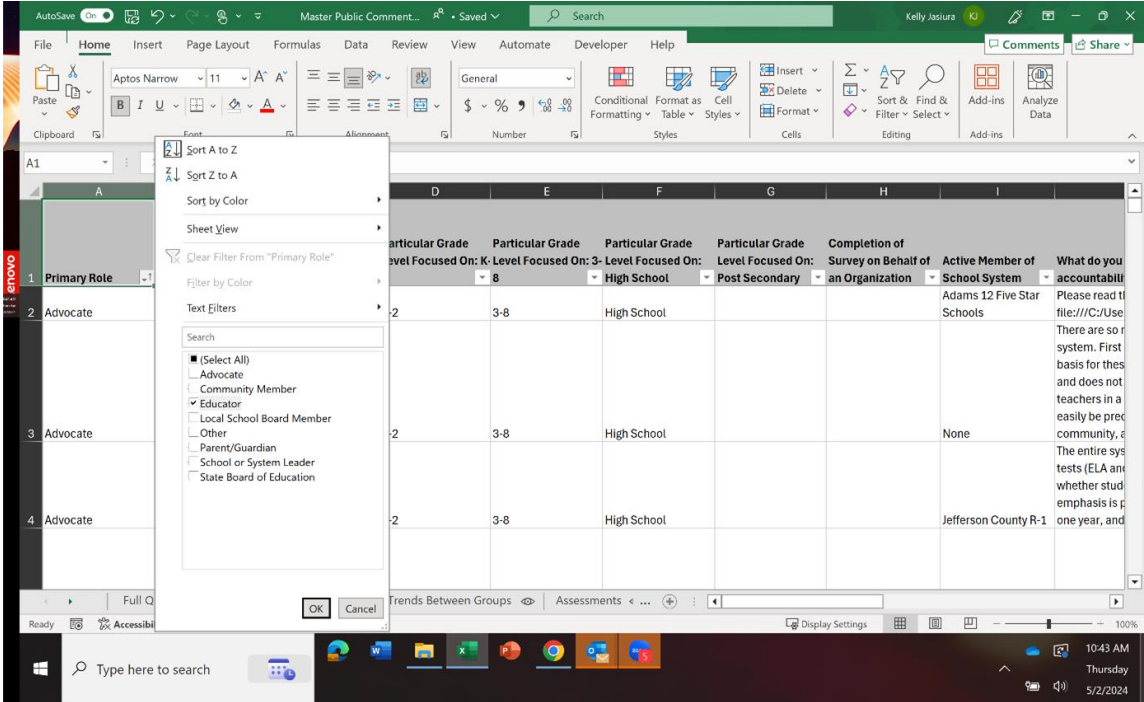
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2. There were also a number of responses related to what the accountability system should measure beyond just test scores

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3. Responses tagged as “all study groups” are relevant to all groups’ deliberations; responses tagged as “other” are not directly relevant to the Task Force’s charge

# Let's practice filtering in the Excel sheet



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# Please grab your lunch

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# We will start with hearing from the study groups that are ready to receive feedback on their Opportunities, Challenges, and Observations

- **The intent is to use these full descriptions to inform your work on recommendations, not be your recommendations.**
- **We will continue bringing this content back to you until everyone can live with the language.**
- **We are focusing on content only. Ed First will put this into report language and you will have multiple chances to review that language in the final report.**

# The three groups ready for feedback today include:

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Small N Size



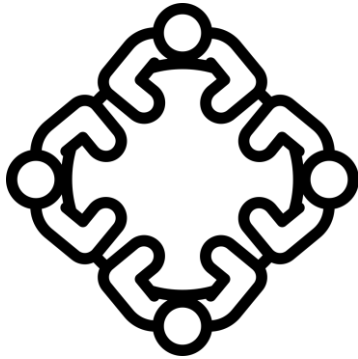
Recognition of Trends Between Similar Groups of Students



Early Grades Measures

# Our goal is to get consensus on the content.

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As a small group, review the written feedback and decide what still needs discussion



Lead a discussion with the whole group to gather more information, or to disagree with feedback. Attempt to come to consensus.



Make changes and decide if it is “done for now” or if there is still work and additional discussion needed

# Reminder of Study Group Assignments

## Frameworks

1. Impact of n-size and participation rates on SPF ratings	2. Recognition of trends between groups of students (demographic, other categories)	3. Assessments used for accountability ratings	4. Measures sufficient for high school	5. Measures sufficient for early grades
<ul style="list-style-type: none"> <li>▪ <b>Tomi Amos</b></li> <li>▪ <b>Brenda Dickhoner</b></li> <li>▪ <b>Erin Kane</b></li> <li>▪ <b>Tony May</b></li> <li>▪ <b>James Parr</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Amie Baca-Oehlert</b></li> <li>▪ <b>Wendy Birhanzel</b></li> <li>▪ <b>Pam Bisceglia</b></li> <li>▪ <b>Don Haddad</b></li> <li>▪ <b>Dan Schaller</b></li> <li>▪ <b>Jen Walmer</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Kathleen Duran</b></li> <li>▪ <b>Rhonda Haniford</b></li> <li>▪ <b>Ted Johnson</b></li> <li>▪ <b>Rebecca McClellan</b></li> <li>▪ <b>Ryan Marks</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Rob Anderson</b></li> <li>▪ <b>Alison Griffin</b></li> <li>▪ <b>Tammi Hiler</b></li> <li>▪ <b>Anne Keke</b></li> <li>▪ <b>Robert Mitchell</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Lindsey Gish</b></li> <li>▪ <b>Nicholas Martinez</b></li> <li>▪ <b>Catie Santos de la Rosa</b></li> <li>▪ <b>Mark Sass</b></li> <li>▪ <b>Lisa Yates</b></li> </ul>
<i>5 members</i>	<i>6 members</i>	<i>5 members</i>	<i>5 members</i>	<i>5 members</i>

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# Questions to Consider to Plan Next Steps

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**40 Minutes**

Process feedback from today's meeting and fill out the action plan template. Consider the following questions:

- What progress did you make?
- Do you plan to meet between now and June?
- What additional support do you need from the task force, facilitators, or CDE?



**10 Minutes**

Quickly report out so members can hear other groups' plans and facilitators can better understand needs for additional support

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# Wrap Up & Next Steps

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- **By May 24: Revise your draft opportunities, challenges and observations and propose recommendations (as necessary)**
- Engage in study group meetings, in accordance with open records and meetings laws
- Conduct stakeholder consultations as needed
- Complete feedback survey



# Wrap Up & Next Steps

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Review upcoming meeting date

- **June 4**

*The next meeting will be at the Adams County Human Services Center again*



Thank you

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**Thank you!**