1241 Task Force Meeting #12

June 4, 2024

Welcome from the Task Force Chair and Vice Chair

Dr. Wendy Birhanzel
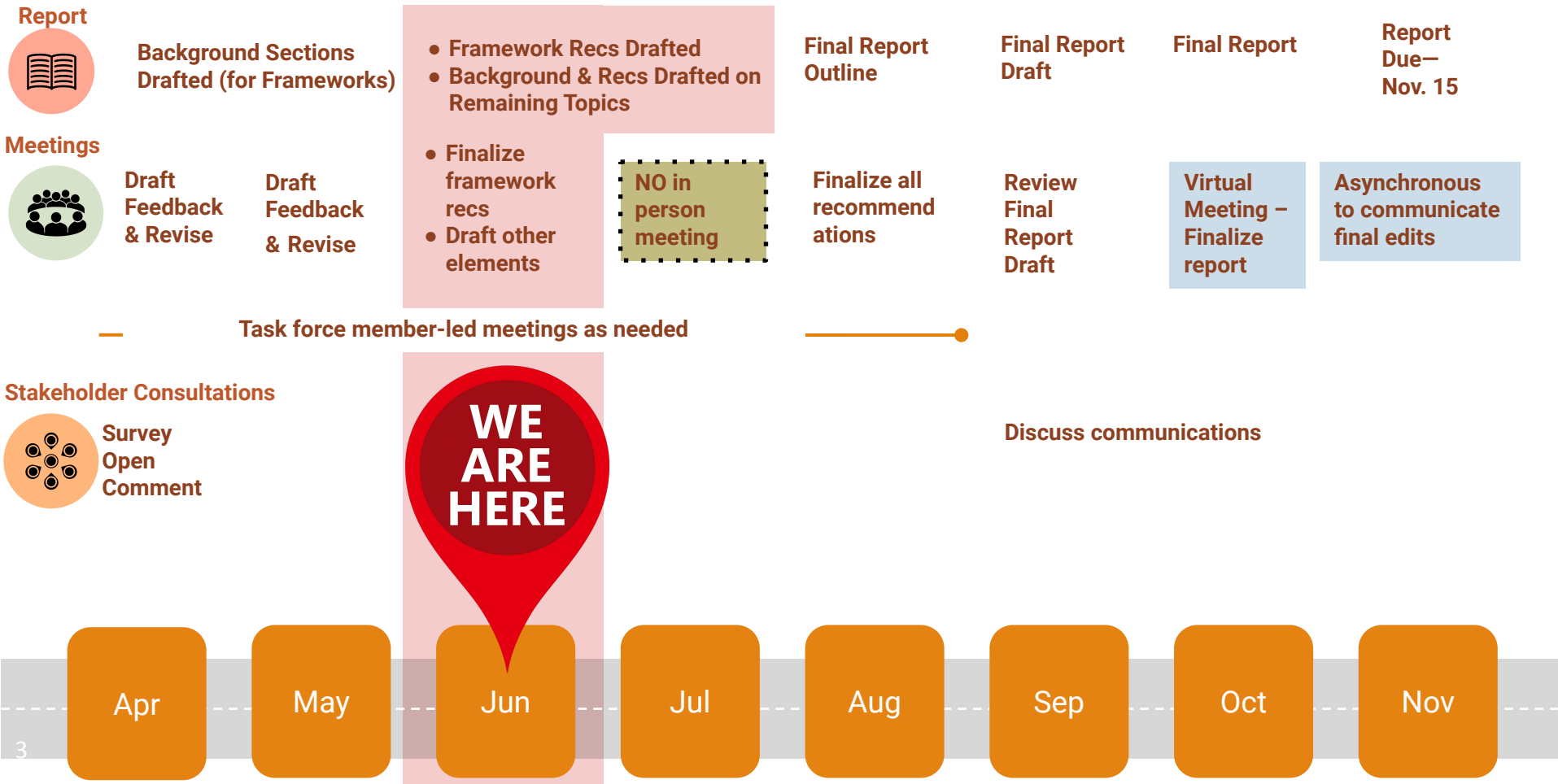
Task Force Chair
Superintendent

Rebecca McClellan

Task Force Vice Chair
State Board of Education

Road Map Overview

Report

Background Sections Drafted (for Frameworks)

- Framework Recs Drafted
- Background & Recs Drafted on Remaining Topics

Final Report Outline

Final Report Draft

Final Report

Report Due— Nov. 15

Meetings

Draft Feedback & Revise

Draft Feedback & Revise

- Finalize framework recs
- Draft other elements

NO in person meeting

Finalize all recommendations

Review Final Report Draft

Virtual Meeting – Finalize report

Asynchronous to communicate final edits

— Task force member-led meetings as needed

Stakeholder Consultations

Survey Open Comment

Discuss communications

WE ARE HERE

| Apr | May | Jun | Jul | Aug | Sep | Oct | Nov |

Objectives

Task Force Participants will:

- Increase familiarity with accountability-related advisory groups to CDE, and how they could be useful to the 1241 Task Force

- Prepare a full draft of Background and Recommendations on the accountability system frameworks

- Begin to examine other topics related to the accountability system

Agenda

10:00 - 10:05 am	Welcome and Overview
10:05 - 10:40 am	Orientation to Colorado's Technical Advisory Panel and the Accountability Work Group
10:40 - 11:10 am	WHOLE GROUP: Review Draft Background Sections (Assessment and Measures for High School)
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3:50 - 4:00 pm	Closing

Norms

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
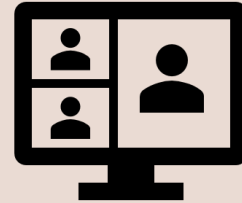
A note on participation etiquette

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
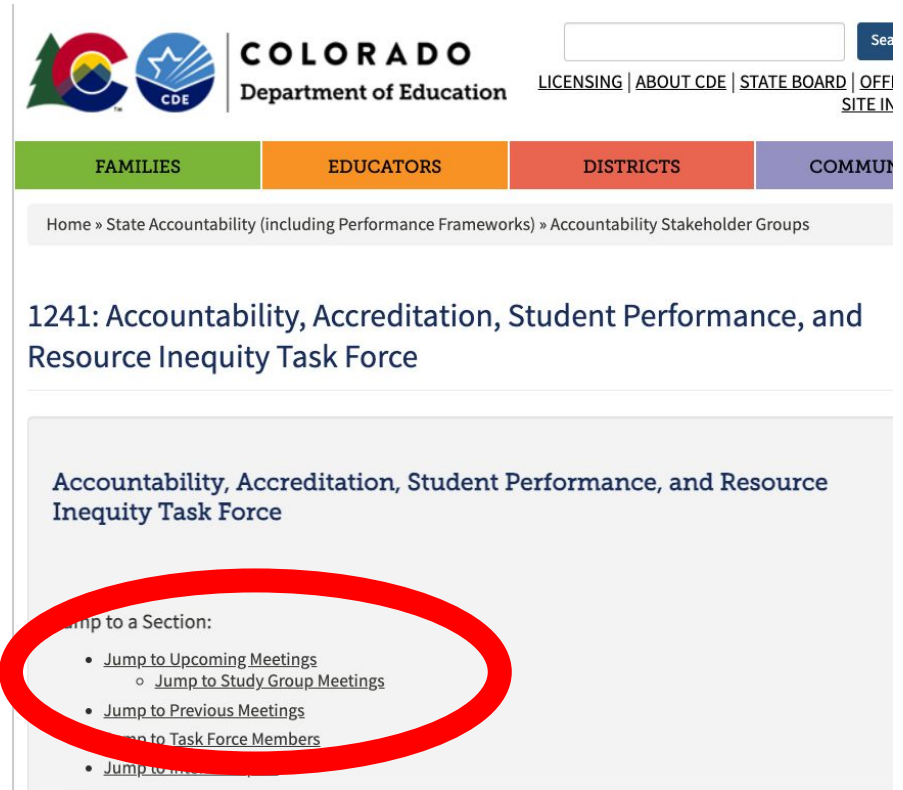(IV) RECOMMENDATIONS FOR LEGISLATION OR RULES, AS NECESSARY.

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

Please send your completed stakeholder consultation note catchers to Kelly at **kjasiura@education-first.com**

CORA and Public Meeting Reminders

- **Post a public agenda 24 hours in advance**, provide a link to the meeting (if virtual)
- **Ensure notes are submitted following the meeting.**
- If you mistakenly worked over email, **paste content of your emails to your public notes documents.**
- *As a courtesy, please feel free to send calendar invites to all members of task force*

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Framing for Presentation and Q&A

Ryan Marks
- **Chief of Authorizing and Accountability**, Colorado Charter School Institute
- **Chair**, TAP
- **Member**, Accountability Work Group

Ted Johnson
- **Assistant Superintendent,** Pueblo School District 60
- **Member**, Accountability Work Group

1. **What is the Technical Advisory Panel for Longitudinal Growth (TAP) and what is the Accountability Working Group (AWG)?**

2. **From conversations within your groups, what types of principles have emerged that guide your work**?

3. **What advice can you offer the Task Force** as we draft recommendations?

4. **How might the task force utilize TAP and AWG** as they put together recommendations, and/or refer to them in their recommendations?

State Advisory Groups for Accountability

	Technical Advisory Panel for Longitudinal Growth (TAP) (**More Info**)	Accountability Work Group (**More Info**)
Authorizing Statute	C.R.S. 22-11-202	Not legislated; CDE Practice
Purpose	- Consists of state and national **experts on longitudinal measurement of academic growth for state accountability purposes.** - Advisory to the commissioner and the state board for making recommendations.	- Serves as an **advisory group on policy implementation and CDE practice in support of federal and state accountability**. - Considers input from other stakeholders in developing recommendations for policies and practices.
Appointments	- Appointed by the commissioner. - Must have demonstrated technical expertise. - Currently 14 members.	- Members are invited by CDE. - Wide range of implementation roles and geographic representation. - Currently 18 members.

TAP Principles for Performance Frameworks

- **Student growth percentile data is by far the most valuable** part of the accountability system.

- Data included in the accountability system should be **verifiable and valid, accessible and transparent**.

- There should be **consistency across grade bands, schools, and districts**, and the **greatest practicable use of growth data** in making accountability calculations.

- **Recommendations should be grounded in empirical analysis when possible, including deliberate study of the impact on historically disadvantaged groups and the schools and districts that serve them**.

- Recommendations should **consider the need for flexibility to adapt to changing contexts across schools**.

- Recommendations should be **grounded in/motivated by a clear theory of action indicating how the recommendation will accomplish the intended aims (and consider potential unintended consequences)**

- Some metrics are more technically sound than others. **Metrics should be evaluated on criteria related not only to reliability of the interferences they will yield.** A somewhat less reliable measure of the right thing is preferable to a highly reliable metric that has negative consequences for historically disadvantaged groups and the schools and districts that serve them.

Questions?

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We will continue hearing from the remaining study groups that are now 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 content.**

- **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.**

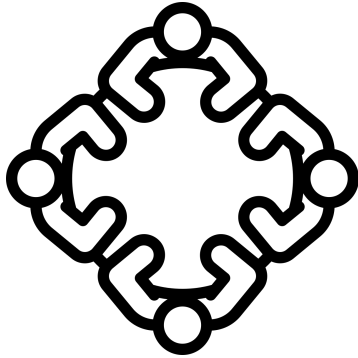# The two groups ready for feedback today include:

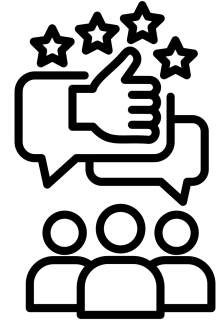Assessments

Measures for High School

Our goal is to get consensus on the content

Study groups will review the written feedback and decide what still needs discussion.

The study group will lead a discussion to gather more information, get clarity, 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.

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Now let's shift to Study Group Recommendations

As a reminder: When you make and review recommendations – think about the kinds of things the **education committees of the house of representatives and senate, the governor, the state board, the commissioner of education, and the department** can do.

- Pass/change a law
- Allocate funds for something
- Require additional research
- Require the creation of rules
- Require action/change by CDE
- Etc.

The more specific your recommendation is about what you want done, and by what authority, the more likely it is to happen.

There is a range of grain size our recommendations can reflect

Let's use the example of growth and proficiency percentages.

The legislature should direct CDE to have the TAP reconsider the percentages of growth vs. proficiency.

The percentage of growth should be higher/lower.

Change the percentages to X% for growth and X% for proficiency.

We think it is not operating correctly but we are not exactly sure of the specifics of how to fix, OR we cannot reach consensus on the specifics.

We know it should shift up or down, but not sure the final number, OR we can gain consensus on up or down, but not the specific number.

We feel we have enough expertise and information to give a very specific number AND we can gain consensus on the specifics.

Here is where we will track progress.

Study Group	Background	Rec. 1	Rec. 2	Rec. 3	Rec. 4	Rec. 5	Rec. 6	Rec. 7
N-Size	Done for now	Ready	Ready	Ready	Ready	Ready		
Trends	Done for now	Done for now	Ready	Done for now				
Assessment	Done for now	Brainstorm	Brainstorm	Brainstorm	Brainstorm	Brainstorm	Brainstorm	
High School	Done for now	Done for now	Done for now	Done for now	Ready	Done for now	Done for now	Done for now
Early Grades	Done for now	Done for now						

Here is where we will track progress.

Study Group	Background	Rec. 1	Rec. 2	Rec. 3	Rec. 4	Rec. 5	Rec. 6	Rec. 7
Reporting & Engagement								
Improvement Planning								
Supports & Interventions								
Awards								
Accreditation								
Participation								

Our goal is to get consensus on the content
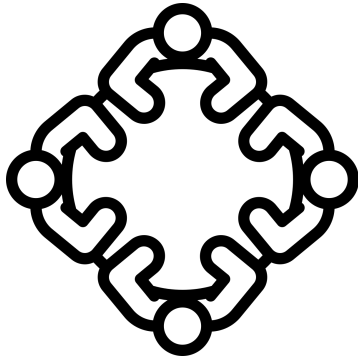
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Make changes and decide if it is "done for now" or if there is still work and additional discussion needed.

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**
▪ **Tomi** Amos ▪ **Brenda** Dickhoner ▪ **Erin** Kane ▪ **Tony** May ▪ **James** Parr	▪ **Amie** Baca-Oehlert ▪ **Wendy** Birhanzel ▪ **Pam** Bisceglia ▪ **Don** Haddad ▪ **Dan** Schaller ▪ **Jen** Walmer	▪ **Kathleen** Duran ▪ **Rhonda** Haniford ▪ **Ted** Johnson ▪ **Rebecca** McClellan ▪ **Ryan** Marks	▪ **Rob** Anderson ▪ **Alison** Griffin ▪ **Tammi** Hiler ▪ **Anne** Keke ▪ **Robert** Mitchell	▪ **Lindsey** Gish ▪ **Nicholas** Martinez ▪ **Catie** Santos de la Rosa ▪ **Mark** Sass ▪ **Lisa** Yates
5 members	*6 members*	*5 members*	*5 members*	*5 members*

We will repeat this process for recommendations

Study groups will review the written feedback and decide what still needs discussion.

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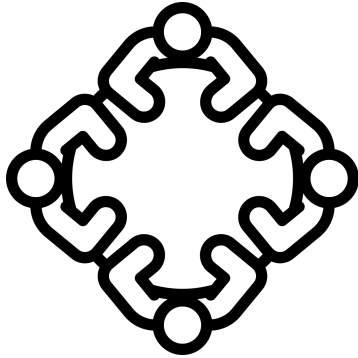| Time	Activity
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Grab lunch – keep working if you'd like

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Let's finish what we started.

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Topics to Draft Background and Recommendations

Topics to Consider					
Improvement Planning	**Supports and Interventions**	**Awards**	**Public Reporting & Engagement**	**Accreditation**	**Participation/ Opt Out**
Lead writer: ● Anne K. **Partners:** ● Jim P. ● Ted	**Lead writer:** ● Pam **Partners:** ● Rhonda ● Rob	**Lead writer:** ● Dan **Partners:** ● Rebecca ● Tammi	**Lead writer:** ● Brenda **Partners:** ● Amie ● Alison ● Tony	**Lead writer:** ● Lisa Y. **Partners:** ● Don	**Lead writer:** ● Ryan **Partners:** ● Lindsey ● Wendy

How to Use This Time

1. **Organize into your groups – for those still working on the Frameworks, keep going!**
2. **Discuss roles** (confirm lead writer and commitments others can make to help)
3. **Review ground we've already covered** (see Brainstorming doc for links to resources)
4. **Feel free to begin drafting Background and Recommendations** (if needed)

Prepare Progress Updates

1. **What progress did you make today?**
2. **What actions are you taking between now and mid-August?**
3. **What support do you need?**

6/4 Action Planning

Study Group	What progress did you make today?	What actions are you taking between now and mid-August?	What support do you need?
1. Impact of n-size and participation rates on SPF ratings			
2. Recognition of trends between groups of students			
3. Assessments used for accountability ratings			
4. Measures sufficient for high school			
5. Measures sufficient for early grades			
Improvement Planning			
Supports and Interventions			
Awards			
Public Reporting and Engagement			
Accreditation			
Participation/Opt Out			

Update Action Plan Doc

Study Group Sign Ups to Meet with Ed First

INSTRUCTIONS FOR SIGNING UP:
- At least **two members** from each group should attend
- Draft should **be shared one week in advance and at the very best place possible** based on where you are in your work
- **Each group should sign up before they leave today!**

PURPOSE OF MEETING:
- Orient Ed First to your group's work so that Ed First can translate into full draft for the final report

AGENDA FOR MEETING:
- Walk through group's Background and Recommendations
- Answer probing questions (Ed First will pose these to aid clarity and help strengthen overall work)
- Confirm next steps

Sign-up sheet in Action Plan Doc

Slot	Date	Mountain	Name of Study Group	Who is Attending?
Week of June 24				
1	Monday, June 24, 2024	8:30-10:00		
2	Monday, June 24, 2024	12:30-2:00		
3	Thursday, June 27, 2024	8:30-10:00		
Week of July 1				
	NO MEETINGS AVAILABLE			
Week of July 8				
4	Tuesday, July 9, 2024	8:30-10:00		
5	Tuesday, July 9, 2024	11:30-1:00		
6	Tuesday, July 9, 2024	2:00-4:30		
7	Wednesday, July 10, 2024	8:30-10:00		
8	Friday, July 12, 2024	10:00-11:30		
Week of July 15				
9	Monday, July 15, 2024	9:00-11:30		
10	Tuesday, July 16, 2024	9:30-11:00		
11	Tuesday, July 16, 2024	11:30-1:00		
12	Wednesday, July 17, 2024	8:30-10:00		

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Progress Updates (2 minutes or less)

1. **What progress did you make today?**
2. **What actions are you taking between now and mid-August?**
3. **What support do you need?**

- Impact of n-size and participation rates on School Performance Framework ratings
- Recognition of trends between similar groups of students
- Assessments used for accountability ratings
- Measures sufficient for high school
- Measures sufficient for early grades
- Public Reporting and Engagement
- Improvement Planning
- Supports and Interventions
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Wrap Up & Next Steps

Deadline	What	How
June 7	Sign up to meet w/ Ed First	Use the sign-up sheet
June 21	Resolve all comments and tracked changes to your drafts	Add comment 'Done' in the Google Doc (either Brainstorm or Ready for Feedback)
June 24 - July 19	Meet with Ed First based on your sign-up	Zoom
We will send the draft at the end of July. (with N-size and Assessment ASAP)	Provide written feedback to draft report ahead of next meeting	Block several hours on your calendar for review between the end of July and August 13!

Wrap Up & Next Steps

The next meeting will be at <mark>Aurora PLCC</mark>

August 15 ***note the new date***

10:00-4:00

Thank you!