

1241 Task Force Meeting #14

September 16, 2024

Task Force Members Only
Please open **MENTI.COM** before
we get started – phone or laptop

Code: 8744 8644

QR:



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

Objectives

Task Force Participants will:

- Consider the draft recommendations associated with Accreditation
- Work together to resolve comments that have been posted within the Draft 2 Google Doc under Frameworks and Assessments, and time permitting, Public Reporting/Engagement and Continuous Improvement
- Provide input on overall design and layout of report

Agenda

10:00 - 10:05 am	Welcome and Overview
10:05 - 10:20 am	Whole Group Pulse Check on Draft 2
10:20 - 10:35 am	Looking Ahead: Process for Completion
10:35 - 3:00 pm	Small Group Work Time & Whole Group Discussion: Frameworks and Assessment (time permitting, Public Reporting/Engagement and Continuous Improvement)*
3:00 - 3:45 pm	Accreditation
3:45 - 3:55 pm	Time Permitting: Input on Layout and Design
3:55 - 4:00 pm	Closing

**We will take a 30 minute break for lunch when food arrives*

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

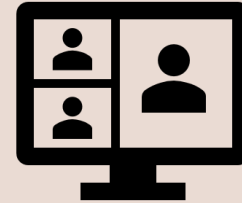
In Person



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 this work

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.

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We made some major shifts to the report

1. Made the report easier to read for the audience

- Moved much of the introduction to the appendix
- Created impossible to miss Challenge and Opportunity call out boxes
- Regrouped recommendations from 11 study groups to just five major focus areas

We made some major shifts to the report

2. Combined or shifted recommendations to get us from the original 68 to ~40

July →	August →	September
N-size July Version and Trends July Version both focused on creating a combined subgroup.	It was noted we should COMBINE N-size with Trends.	The revised recommendation is now under District and School Performance Frameworks.

We made some major shifts to the report

3. Note the report is not yet ready for final layout and branding - we will focus on in this in a future draft

- Updated color scheme
- Reorganization of the appendix
- Use of visuals



Now that you've reviewed the second draft of the report, let's share our initial reactions to the changes made

Join by QR Code



Manually

Using your phone or laptop, head to:
menti.com

Enter access code:
8744 8644

Agenda

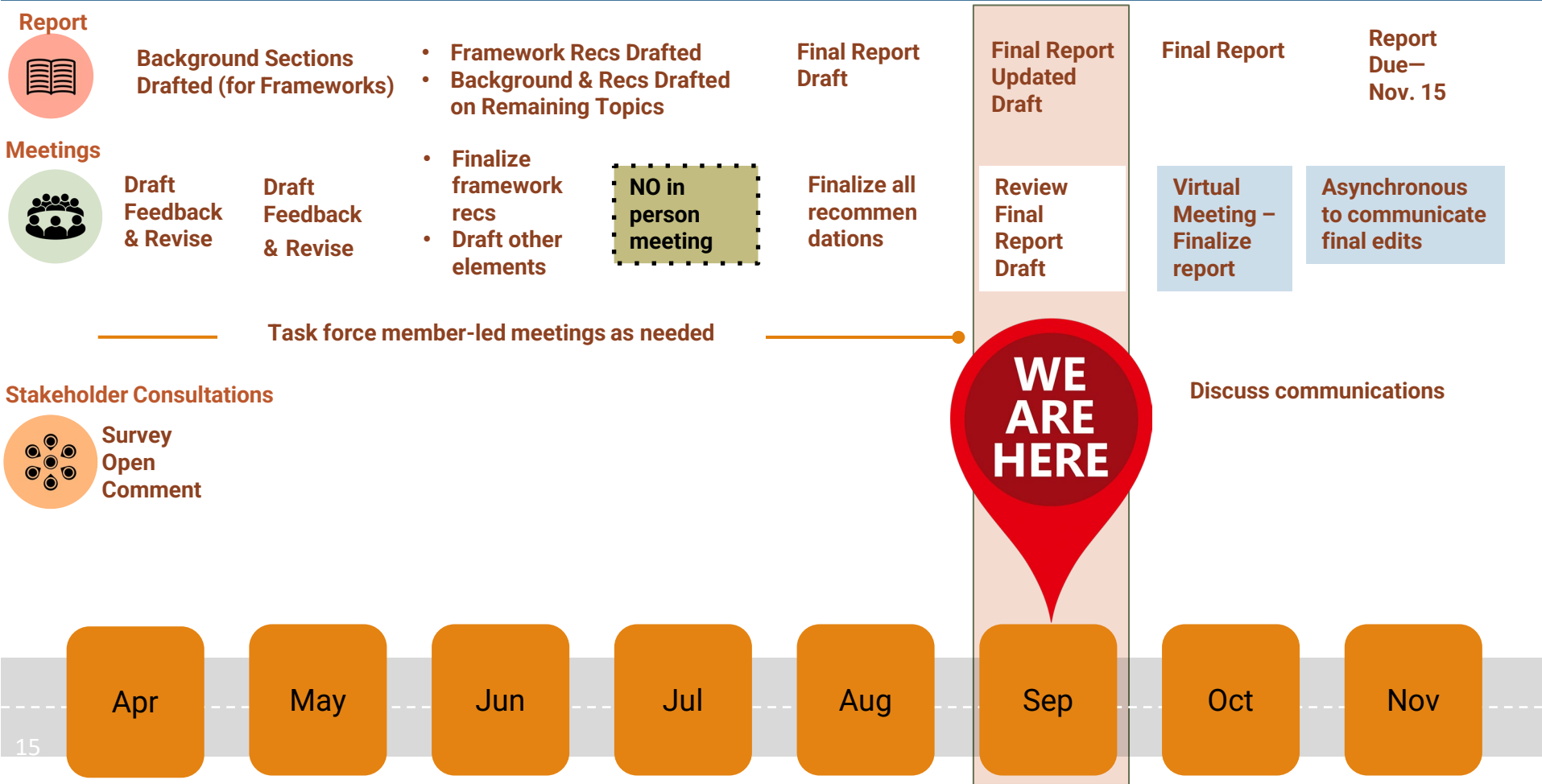
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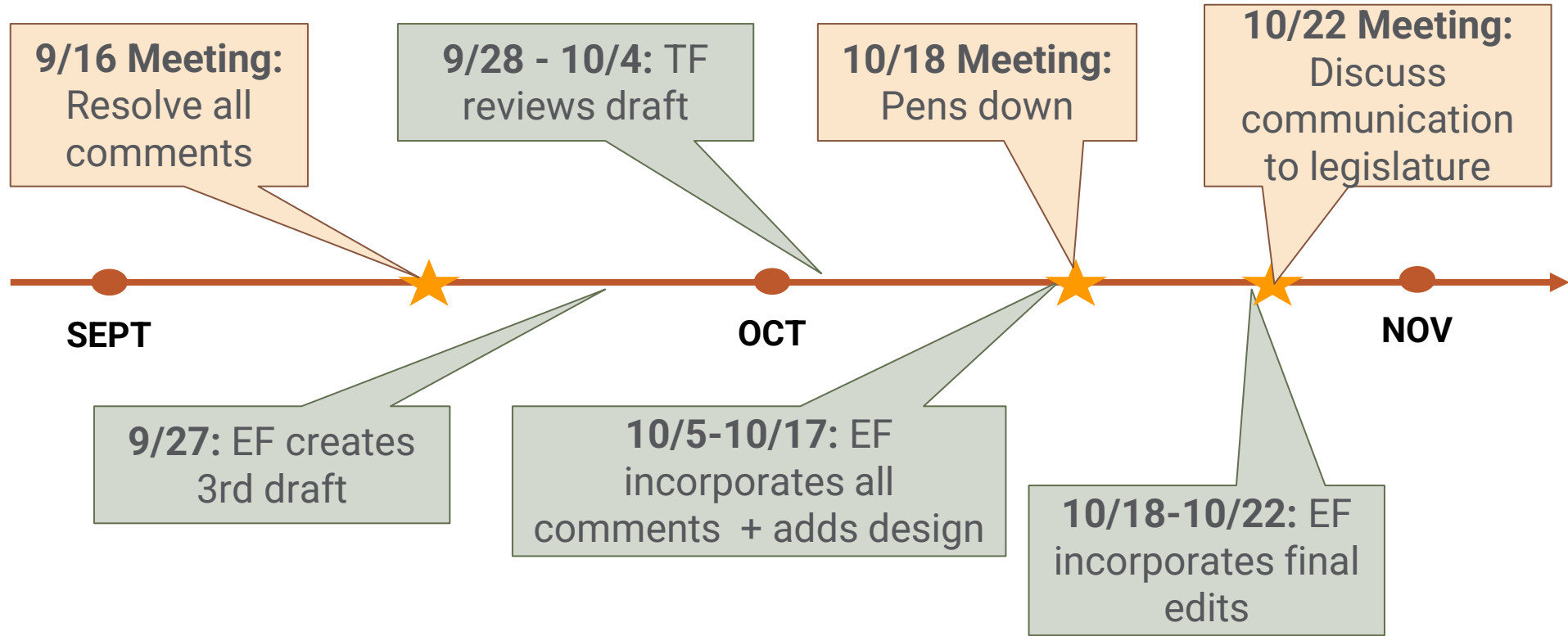
Consider the following prompts to reflect on the work of the task force and to offer each other feedback

- An example from the report that shows this task force's commitment to advancing equity...
- An example from a meeting when you were inspired by a colleague...
- An example from a small group when you learned something new...
- An example from a discussion when a belief of yours changed or shifted...
- An example from our work together that makes you proud to be on the task force...

Road Map Overview



Here's how we plan to complete our work over the next two months



We need to keep an eye out for these potential challenges

Task Force does not make it through all sections of the report today, and we need to continue this conversation at the October 18 meeting

By the end of the October 18 meeting, we do not have consensus on all recommendations

Task Force does not leave adequate time to discuss final edits.

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3:45 - 3:55 pm	Small Group Work Time on Other Recommendations
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We will now break into smaller groups to resolve the report feedback using the following guide

Issue	Solution	Example
Low-hanging fruit	Assign someone to write 1-3 sentences or make revisions with track changes; keep moving	Something to enhance audience's understanding and/or strengthen
Some group discussion needed	Small group discussion; then assign someone to make revision with track changes, if needed	Small change to content that addresses misconception or resolves minor tension
Whole group discussion needed	Small group tees up the precise issue to be addressed; then chooses colleague to share with large group to get feedback	Major change suggested; conflicting feedback

Then we will engage in full group discussion to achieve resolution where possible

Introduce Problem

- We discussed issue X, raised by [person]
- We considered Y
- Our proposed solution is Z

Final Word Protocol

- Present item for discussion
- Go around the room and each person comments or passes
- Process continues until there is enough feedback to move forward

Join one of the two following groups

Frameworks

Assessments

Your study group content moved into these new sections

Recommendations from this study group...	...are now found in these focus areas
N-size	<ul style="list-style-type: none">• District and School Performance Frameworks
Trends	<ul style="list-style-type: none">• District and School Performance Frameworks• Continuous Improvement
Assessment	<ul style="list-style-type: none">• Remained in Assessment
Measures for High School	<ul style="list-style-type: none">• District and School Performance Frameworks• Public Reporting and Engagement
Early Grades	<ul style="list-style-type: none">• Public Reporting and Engagement

Your study group content moved into these new sections

Recommendations from this study group...	...are now found in these focus areas
Public Reporting and Engagement	<ul style="list-style-type: none">• Remained in Public Reporting and Engagement• Accreditation• Assessment
Improvement Planning	<ul style="list-style-type: none">• Continuous Improvement• Public Reporting and Engagement
Supports and Interventions	<ul style="list-style-type: none">• Continuous Improvement
Awards	<ul style="list-style-type: none">• Continuous Improvement
Participation and Opt Out	<ul style="list-style-type: none">• Assessment

We'll now repeat the process with two new groups

**Public
Reporting and
Engagement**

**Continuous
Improvement**

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How do we want to address the recommendations in the accreditation section?

Current Recommendations

Develop an accreditation process separate from or not exclusively determined by Performance Frameworks.

If accreditation remains dependent on Performance Framework plan types, rename the plan types for better stakeholder understanding.

Expand accreditation assurances and factor these into the Performance Framework Rating.

Eliminate the condition of an Alternative Education Campus (AEC) school rating being removed from district performance.

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Design Elements

When you think about our audience...

- Visual hierarchy
 - use of headers
 - other elements?
- Use of visuals
 - pictures – types?
 - other types of visuals?
- Use of color
 - Colorado State flag?

Layout

When considering the current table of contents...

- Keep current order?
- Need to break up the Appendix?
- Other factors?

What else is important to you in how the report looks and feels?

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Wrap Up & Next Steps

***The next meeting will be held virtually on
October 18, 9:00am – 3:00pm***

Zoom link will be coming soon



Reminder of remaining meeting dates

- October 22, 9:00-11:00 (virtual)

Wrap Up & Next Steps

- **9/27:** Education First incorporates comments and creates third draft of report
- **9/28-10/4:** Task Force reviews report and adds comments
- **10/5-10/17:** Education First incorporates comments and creates designed version of report
- Task Force completes feedback survey



Thank you!

Report out: Summary of Changes re: Frameworks

Change Made	Notes (if needed)
Overall, would like to have recs and challenges presented together (if possible)	
Edits throughout to enhance audience understanding - for example, further explanation on the data suppression rules	
Decision to move some text from the Challenges section to the Appendix (with links) – for example, CDE’s rationale behind current threshold/minimum numbers	
Replace “subgroup” language with “groups” – even as Federal uses subgroup term.	

Report out: Summary of Changes re: Frameworks

Change Made	Notes (if needed)
<p>Change in Challenge Statement that sets up the combined subgroup recommendation.</p> <p>From: Even while striving to design an accountability system that minimizes the impact of inequity on historically underserved students and schools, ratings are still too influenced by factors outside of a student's or school's control.</p> <p>Proposed alternative: Under the current system, certain students are counted multiple times across different disaggregated student group categories. This contributes to the impression that the ratings of schools and districts serving higher percentages of these students are being disproportionately impacted.</p>	

Report out: Summary of Changes re: Frameworks

Change Made	Notes (if needed)
Recommendation 1 – Ryan and Brenda were making some revisions	
Recommendation 3 – Pam (re: two vs. four year)	
Recommendation 4 – Did not yet review; waiting to discuss with Accreditation	

Report out: Summary of Changes re: Frameworks

Change Made	Notes (if needed)
Recommendation 5 - “Ask state to evaluate weighting” but still need to discuss as whole group	
Recommendation 7 and 8 - different ways that we are grappling: <ul style="list-style-type: none">- autonomy of local school boards vs. state;- the purpose of connecting frameworks to broader efforts around postsecondary readiness- capacity of school systems (resources available, accessibility)	
Recommendation 9 - eliminate FAFSA	
Recommendation 10 - re: students GED... create study	