COLORADO
Department of Education

**Accountability Reference Handbook: A Living Resource for the 1241 Task Force**

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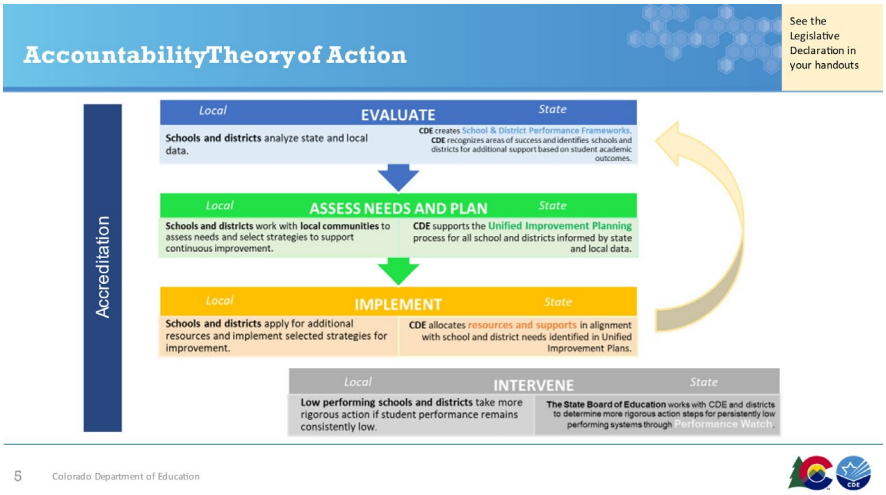
## 1 – DESCRIPTION OF CO'S ACCOUNTABILITY SYSTEM

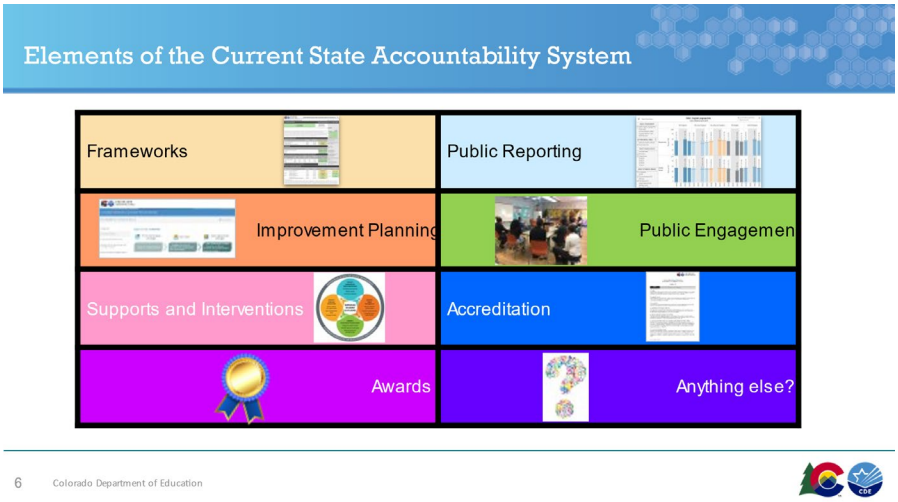
| 1-A | ***Can you provide an overview of Colorado's accountability system?*** | Added: Nov 2023 |
|---|---|---|

- See the presentation at the September task force meeting.
- Here are some highlights
    - The Legislative declaration of the authorizing accountability statute is here

- Colorado's accountability system has a theory of action:




- While many people associate the accountability system with the performance frameworks, the system is actually more robust with many more elements. The slide deck provides detail and examples of each element.




- Each of the elements are detailed in the presentation. In summary:

| Accountability Element | Description and Helpful Resources |
|---|---|
| Performance Framework | The evaluation portion of the state accountability system. Much of this resource is focused on the frameworks. Frameworks may be accessed on SchoolView and on the Accountability Website. A basic description is available here. |
| Public Reporting | CDE posts data visualizations and reports on the website. Some helpful ones include District and School Dashboards (trends over time by school/district), the Data Explorer Tool (comparison/patterns of schools/districts with different criteria), and the online frameworks (more friendly online version of the frameworks). |

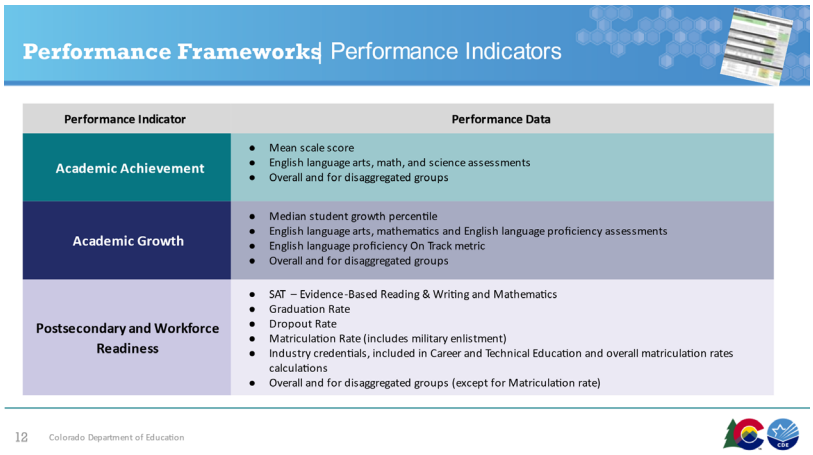
| Accountability Element | Description and Helpful Resources |
|---|---|
| Improvement Planning | Unified Improvement Planning (UIP) was created to streamline the improvement planning process and enable sites to meet multiple state, federal and grant requirements in one place. All plans can be accessed here. |
| Public Engagement | District and School Accountability Committees are advisory to local boards and school/district leadership. Parents are expected to have the most representation. Activities include reviewing improvement plans and progress monitoring, reviewing budgets, providing input on various policies (e.g., parent engagement), and other jointly identified areas. More information is available here. |
| Supports and Interventions | Districts and schools with Priority Improvement Plans, Turnaround Plans or On Watch are considered to be on Performance Watch. This means there are additional requirements and supports (e.g., EASI grant) available. Additional details about the accountability clock process can be found here. |
| Accreditation | The state board is responsible for the annual accreditation of districts based upon performance frameworks. Likewise, districts are responsible for accrediting their schools based upon performance. Accreditation contracts document the district is in good standing with the state and remains in compliance as laid out by state statute and regulated by the state board. Contracts can be found here. |
| Awards | A variety of state awards are described here and include recipients. |

- Note that CO has a dual identification system to meet state and federal requirements. While the task force is focused on making recommendations about the state requirements, information about the federal requirements and CO's approved state plan can be found in this resource (section 10).

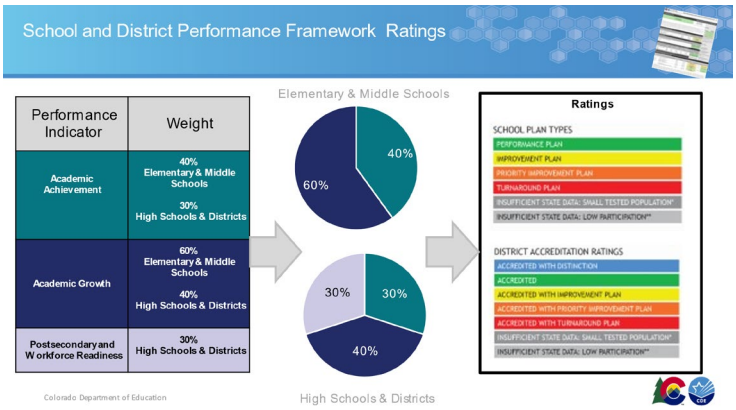
## 2 –PERFORMANCE FRAMEWORKS (OVERALL DESCRIPTION)

| | | |
|---|---|---|
| ***2-A*** | ***Can you describe the performance frameworks and what is included?*** | Added: Nov 2023 |

- School and District Frameworks are built upon three performance indicators (i.e., Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness) and incorporate different measures using state assessments and other postsecondary & workforce readiness measures.




- The performance indicators (i.e., Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness) are weighted differently (e.g., growth is always weighted the most) and then rolled up into the school plan types and district accreditation ratings (i.e., Distinction for districts only, Accredited/Performance, Improvement, Priority Improvement, Turnaround). An annotated framework is available here.




| 2-B | ***Can you provide a history of how the frameworks have changed over time?*** | Added: Nov 2023 |
|---|---|---|

- To access a timeline of how the performance frameworks and associated measures have evolved over time, go here.
- This timeline was shared at the September task force meeting.

| 2-C | ***What is the impact of state assessment participation on frameworks? Can you disaggregate this by different characteristics (e.g., charter, online)?*** | Added: Jan 2024 |
|---|---|---|

For details about the procedures that apply to participation in state accountability, see this resource. At a high level, Colorado has statute and state board policies that consider parent excusals from state assessments. It is helpful to understand the difference between total and accountability participation.

- Total Participation: Total participation rates combine all the assessment records for each subject area (English, math and science) across all grade levels within a given school or district. Parent excusals are counted as non-participants (they are included in the denominator). Total participation rates are provided for informational purposes as they best reflect the actual percentage of students enrolled that participated in testing.
- Accountability Participation: The rules for accountability participation rates are the same as those for the total participation rate except that parent excusals are removed from the numerator and denominator. If the district or school has accountability participation rates below 95% in ELA/EBRW and math, the overall rating is reduced by one level.

Charts are included below that provide detail on state assessment participation rates for use in the state accountability system in 2023, including disaggregations by charter and online schools. Here are some takeaways:

- The total participation rate across all schools in the state is just over 87% (87.4% for ELA; 87.6% for math) on state assessments when using accountability exclusion rules. Of the just over 12% of non-participants, 10.1% were coded as parent excusals for both ELA and math.
- Charter school participation rates are very close to the overall state average – approximately one percentage point difference.
- Online schools have the lowest total participation rate at 45.4% for both ELA and math. Parent excusals account for over half of the non-participants (54.6% for ELA; 54.7% for math).
- When disaggregating charter schools, it's the online charters that have the lower participation rates. In fact, non-online charter schools have a higher participation rate than the state average (90.9% for ELA; 91.1% for math).

Gradation Key:

| 95.0-100% | 85.0-94.9% | 50.0-84.9% | 25.0-49.9% | 0-24.9% |
|---|---|---|---|---|

**English Language Arts**

| | Enrollment Total N | Total Part Denominator | Total Part Numerator | Total Percent | Parent Excusal N | Parent Excusal % |
|---|---|---|---|---|---|---|
| **All Schools Total** | 844,923 | 578,829 | 505,857 | 87.4% | 58,399 | 10.1% |
| All Schools without Charter Schools | 708,899 | 490,833 | 429,619 | 87.5% | 48,404 | 9.9% |
| Charter Schools Total | 135,617 | 87,996 | 76,238 | 86.6% | 9,995 | 11.4% |
| All Schools without Online Schools | 815,764 | 558,731 | 496,734 | 88.9% | 48,227 | 8.6% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Online Schools Total | 28,752 | 20,098 | 9,123 | 45.4% | 10,172 | 50.6% |
| **Further Disaggregations by Charter and Online** | | | | | | |
| All Schools without Charters and Online Schools | 693,507 | 478,663 | 423,925 | 88.6% | 42,562 | 8.9% |
| Non-Charter Online | 15,392 | 12,170 | 5,694 | 46.8% | 5,842 | 48.0% |
| Charter Non-Online | 122,257 | 80,068 | 72,809 | 90.9% | 5,665 | 7.1% |
| Charter Online | 13,360 | 7,928 | 3,429 | 43.3% | 4,330 | 54.6% |

**Math**

| | Enrollment Total N | Total Part Denominator | Total Part Numerator | Total Percent | Parent Excusal N | Parent Excusal % |
|---|---|---|---|---|---|---|
| **All Schools Total** | 844,923 | 578,792 | 507,218 | 87.6% | 58,284 | 10.1% |
| All Schools without Charter Schools | 708,899 | 490,795 | 430,867 | 87.8% | 48,285 | 9.8% |
| Charter School Total | 135,617 | 87,997 | 76,351 | 86.8% | 9,999 | 11.4% |
| All Schools without Online Schools | 815,764 | 558,693 | 498,101 | 89.2% | 48,101 | 8.6% |
| Online Schools Total | 28,752 | 20,099 | 9,117 | 45.4% | 10,183 | 50.7% |
| **Further Disaggregations by Charter and Online** | | | | | | |
| All Schools without Charters and Online Schools | 693,507 | 478,624 | 425,184 | 88.8% | 42,437 | 8.9% |
| Non-Charter Online | 15,392 | 12,171 | 5,683 | 46.7% | 5,848 | 48.0% |
| Charter Non-Online | 122,257 | 80,069 | 72,917 | 91.1% | 5,664 | 7.1% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Charter Online | 13,360 | 7,928 | 3,434 | 43.3% | 4,335 | 54.7% |

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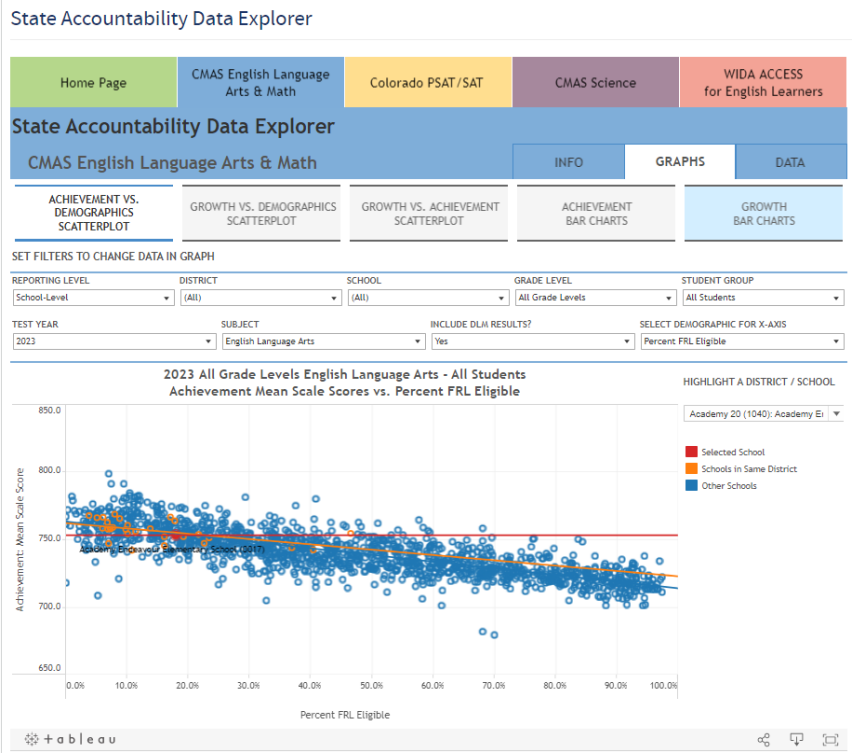
| ***2-D*** | ***Can you provide a scatterplot tool that allows us to adjust variables?*** | Added: Jan 2024 |

- The Data Explorer tool should meet this need. It provides interactive scatterplots and bar charts relative to other districts and schools on:
    - Achievement and demographics
    - Growth and demographics
    - Achievement and growth
- Recommended pathway:
    - Go to https://www.cde.state.co.us/code/accountability-dataexplorertool
    - Click on the tab of interest (e.g., blue = CMAS English Language Arts & Math) tab or yellow = Colorado PSAT/SAT)
    - That will take you to an info tab. Make sure to hit "graphs" or "data" subtabs. If you want the scatterplots, then click on "graphs." From there you can access scatterplots (e.g., achievement by demographics, growth by demographics, growth and achievement), as well as bar charts.
    - Make sure to get your filters set up the way you want them. It may take some experimentation to get it set just right for you. Note that you can hover over the circles and get additional information about the district/school and some basic info about their demographics and performance.
    - Screenshot of an example of the tool in action:




## 3 – GROWTH MODEL

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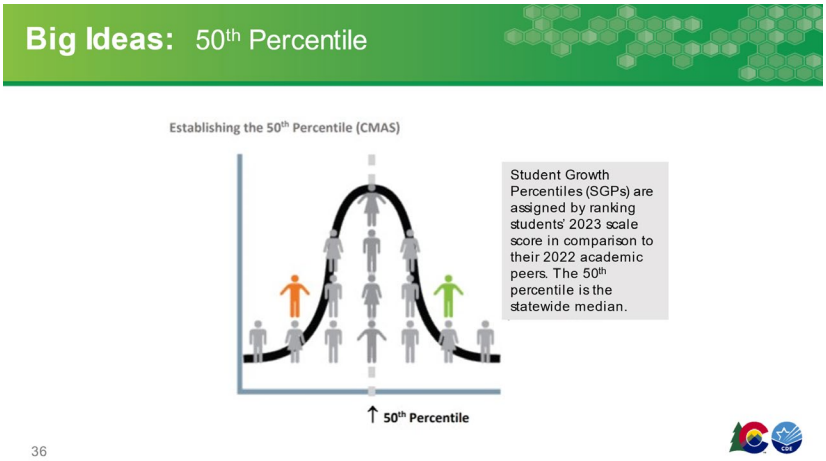
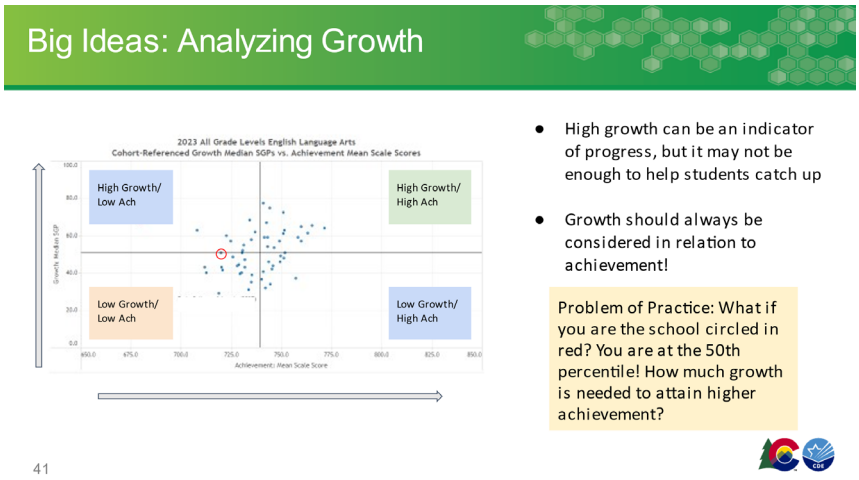
| ***3-A*** | ***Can you provide an overview of the Colorado Growth Model?*** | Added: Nov 2023 |

- An in-depth presentation was provided to the task force at the October meeting. See the presentation and recording.
- Here are some highlights
    - The CO Growth Model was developed by districts, CDE and the National Center for the Improvement of Educational Assessment and was first used in 2009.
    - The growth model shows how well schools are doing in helping students progress. Helps track student progress at the student, school, district and state levels. There is less of a relationship to student characteristics (e.g., poverty) than achievement. For this reason, growth is the most heavily weighted performance indicator in CO's performance frameworks.

- *SGPs and Academic Peers.* Student Growth Percentiles (SGPs) share how much a student has grown over a year in comparison to their academic peers (i.e., same scale scores in previous years). At least two years of data are needed. This is a statistical model that provides a normative comparison. Student characteristics (e.g., IEP status, poverty level) are not used to determine academic peers.
- *50th Percentile.* The 50th percentile is considered to be typical growth and is the anchor for the growth model. This may not be enough growth to accelerate a student that is well below grade level.




- *MGPs.* We use Median Growth Percentiles (MGPs) to roll up SGPs for schools and districts to determine how much they have grown in a content area from year to year. We can also determine an MGP for a particular groups of students (e.g., poverty, IEP) at the school, district or state level.
- Growth should be interpreted with achievement – it is not a stand alone measure. The four quadrant visualizations can be a helpful way to make sense of this information. They are available in the Data Explorer tool.

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| ***3-B*** | ***Were growth gaps included in the original legislation? When and why were they removed?*** | Added: Oct 2023 |

- The original legislation included the following: 22-11-204(5)(a)(II): "the department shall compare the percentages and assessment achievement levels across student groups to determine the progress made by the public school in increasing over time each student group's longitudinal academic growth, academic achievement, postsecondary and workforce readiness, and graduation rate, and in decreasing each student group's dropout rate, especially for those student groups who are underperforming in comparison to other groups"
- In the process of creating the frameworks around 2009, initial achievement, growth and PWR gap measures were investigated that would have applied the Does Not Meet, Approaching, Meets and Exceeds rating categories to both disaggregated group and all students group results. The plan was to compare ratings between the disaggregated and all students comparison groups and identify schools with discrepancies, but impact data indicated this did not provide enough differentiation among schools. The Technical Advisory Panel (TAP) subsequently recommended moving away from a "gap" methodology and instead directly giving points for disaggregated group performance.
- The above legislation was subsequently repealed in 2018 and instead, disaggregated group sub-indicators became codified under the following: 22-11-204(5): "In measuring the performance of a public school, a school district, the institute, or the state on each of the performance indicators, the department shall disaggregate the measures for each indicator by student group. The department shall separately account for the performance of each student group in determining the overall performance on a performance indicator by a public school, a school district, the institute, or the state."

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| ***3-C*** | ***How will the new On-track growth measures work? Can you provide an impact analysis if it's included in the frameworks?*** | Added: Oct 2023. Updated: Nov 2023 |

- [Updated: Nov 2023]: The state board voted to not include On Track Growth in the 2024 performance frameworks until the measure can be rolled out for all levels (i.e., elementary, middle, high). In the meantime, CDE will release public reports in 2024 for any available levels (e.g., elementary, middle). More details can be found here.
- On Track Growth tells us whether a student is making enough growth to meet state expectations within a given timeframe. It is both a growth and an achievement measure. For students not yet meeting grade level expectations, the measure indicates whether they are on track to *catch up* to the next performance level within two years. For students already meeting grade level expectations, the measure tells us whether they are on track to *keep up* their performance for the next three years. Within the frameworks, the measure would provide a percentage of students in the catch up and keep up categories. At the November meeting, the state board will vote on whether to include this measure in the 2024 frameworks.
- More information about this metric can be found here. CDE staff also gave more information at the October meeting.

- Impact analysis can be found here. Overall, adding On Track Growth for Elementary and Middle school levels would have minimally impacted the 2023 overall school and district ratings (97-99% of ratings would stay the same).

## 4 – GROUPS OF STUDENTS

| | | |
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| ***4-A*** | *What is the rationale for only including students continuously enrolled from October Count through the testing window in performance frameworks?* | Added: Oct 2023 |

- Current performance outcomes for a student continuously enrolled from October 1 through the spring testing window in a single school for the majority of the year can reasonably be attributed to the instructional services provided by that school.
- New students may enroll in a school up through the spring assessment window, but it becomes less likely that their performance outcomes will reflect the current school's instructional efficacy.
- Historically, stakeholders have shared that accountability should only hold schools accountable for the performance outcomes of students that they instructed long enough to have a meaningful impact.

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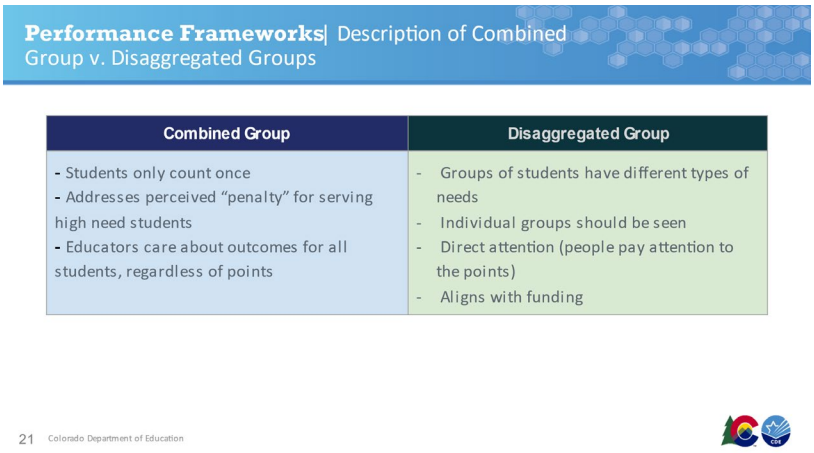
| ***4-B*** | *What is the relationship between student mobility and framework ratings? Clock status?* | Added: Oct 2023 |

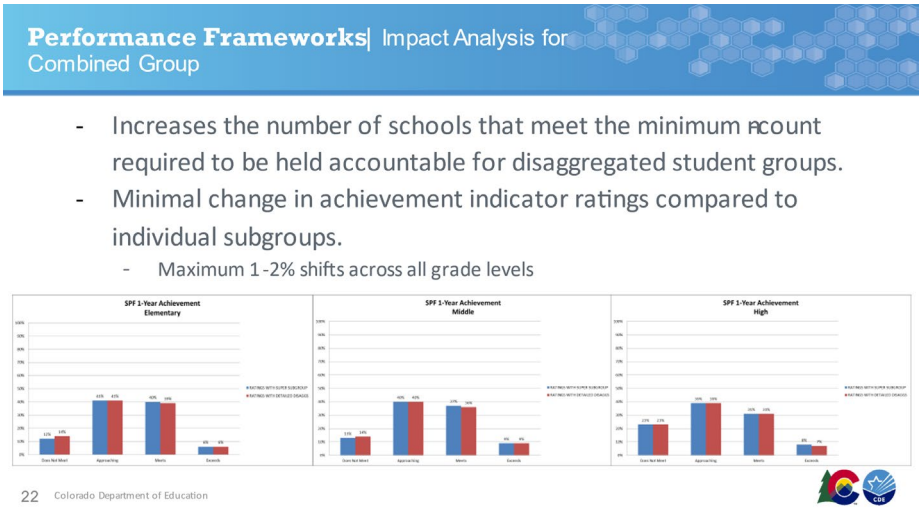
- The most mobile students whose performance outcomes cannot reliably be attributed to a single school are excluded from accountability calculations.
- Analyses of the relationship between mobility rates and framework ratings were conducted many years ago, and, not surprisingly given the correlations between mobility, historically disadvantaged student demographic groups and achievement outcomes, schools with lower ratings often had higher student mobility.
- If desired, CDE can run similar analyses for more recent years.

| | | |
|---|---|---|
| ***4-C*** | *Is it possible to combine subgroups into one category on the frameworks to avoid "double counting" of students?* | Added: Nov 2023 |

- CDE investigated the possibility of combining groups of students with the TAP in spring 2016 when concerns were raised from the field.




- An impact study showed an increased number of schools meeting the minimum n-count when using the disaggregated student groups (v. a combined group), but there was minimal change in achievement indicator ratings between approaches.




- The state board voted to keep the existing disaggregated groups approach in June 2016.
- It should be noted that the US Department of Education would not allow the state to move toward a combined group approach.

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| ***4-D*** | ***Can you provide correlations by demographic groups separately for achievement, growth and PWR?*** | Added: Jan 2024 |

- Refer to this brand new (as of January 2024) resource - Analysis on SPF and Demographic Characteristics -- that provides a wide array of analysis of the frameworks (lots of scatterplots). The resource includes
    - Total SPF Points Earned and School Demographics

- Achievement Indicator by School Demographics
- Growth Indicator by School Demographics
- PWR by School Demographics
- Graphics include information about clock status, enrollment and plan types

- Here is a summary of the correlations

| Absolute Value of r | Strength of Relationship |
|---|---|
| r < 0.3 | very weak or no relationship |
| 0.3 <= r < 0.5 | weak relationship |
| 0.5 <= r < 0.7 | moderate relationship |
| r >= 0.7 | strong relationship |

- Achievement. There tends to be an overall moderate relationship between achievement and the identified student characteristics. This is true across all school levels for multilingual learners and minority students (although there is a strong correlation at the elementary level). There is a strong relationship between achievement and poverty across all school levels. For students with IEPs and Gifted students, there was a weak to moderate relationship.
- Growth. Across the board, there tends to be a very weak or no relationship to demographic groups. The exceptions are moderate relationships in ELA/EBRW for poverty at the elementary and high school levels, and for Gifted students at the high school level, and then all groups in math at the high school level.

Table 1. Correlations Between Demographics and MSS/MGP

| | Mean Scale Score | | | | Median Growth Percentile | | | |
|---|---|---|---|---|---|---|---|---|
| | Elem | Middle | Elem+Mid | High | Elem | Middle | Elem+Mid | High |
| | English Language Arts | | | | | | | |
| % Multilingual | -0.57 | -0.51 | -0.56 | -0.56 | -0.2 | -0.09 | -0.15 | -0.23 |
| % Minority | -0.71 | -0.6 | -0.66 | -0.64 | -0.25 | -0.11 | -0.2 | -0.26 |
| % FRL | -0.82 | -0.75 | -0.79 | -0.79 | -0.33 | -0.19 | -0.29 | -0.45 |
| % IEP | -0.37 | -0.47 | -0.41 | -0.52 | -0.17 | -0.2 | -0.17 | -0.28 |
| % Gifted | 0.49 | 0.57 | 0.49 | 0.6 | 0.22 | 0.2 | 0.19 | 0.44 |
| | Math | | | | | | | |
| % Multilingual | -0.55 | -0.5 | -0.54 | -0.48 | -0.14 | -0.09 | -0.1 | -0.3 |
| % Minority | -0.68 | -0.63 | -0.65 | -0.58 | -0.18 | -0.16 | -0.17 | -0.34 |
| % FRL | -0.79 | -0.78 | -0.77 | -0.71 | -0.25 | -0.27 | -0.25 | -0.45 |
| % IEP | -0.36 | -0.47 | -0.38 | -0.52 | -0.16 | -0.19 | -0.14 | -0.37 |
| % Gifted | 0.46 | 0.61 | 0.43 | 0.6 | 0.18 | 0.25 | 0.18 | 0.41 |

*Note.* Correlations are color-coded according to the magnitudes described at the beginning of this document: Green = very weak or no relationship; yellow = weak relationship; orange = moderate relationships; red = strong relationship

- Postsecondary and Workforce Readiness. Overall, there was a weak relationship between the PWR indicator and the different student groups, ranging from -0.29 (MLs) to -0.41 (FRL). When breaking the PWR indicator down to the sub-indicators, however, more variability between the different measures appears.
- The SAT (EBRW and Math) tended to have a moderate relationship. The exceptions being math for MLs (weak) and EBRW for FRL (strong).
- Graduation, dropout and matriculation, on the other hand, tended toward a very weak to weak relationship for all student groups.

Table 3. Correaltions Between PWR, Demographics, and Achievement/Growth

| | SAT-EBRW | SAT-Math | Grad | Matr | Dropout |
|---|---|---|---|---|---|
| % Multilingual | -0.51 | -0.45 | -0.11 | -0.16 | 0.38 |
| % Minority | -0.57 | -0.52 | -0.18 | -0.23 | 0.43 |
| % FRL | -0.75 | -0.68 | -0.2 | -0.32 | 0.48 |
| % IEP | -0.52 | -0.5 | -0.16 | -0.31 | 0.33 |
| ELA MSS | - | - | 0.28 | 0.44 | -0.53 |
| ELA MGP | - | - | 0.24 | 0.2 | -0.29 |
| Math MSS | - | - | 0.35 | 0.51 | -0.5 |
| Math MGP | - | - | 0.35 | 0.43 | -0.3 |

*Note*. Correlations are color-coded according to the magnitudes described at the beginning of this document: Green = very weak or no relationship; yellow = weak relationship; orange = moderate relationships; red = strong relationship

| | | |
|---|---|---|
| ***4-E*** | ***Can you provide correlations for students with a Gifted designation? Can you also disaggregate the students with IEPs by the disability codes?*** | Added: Jan 2024 |

- The Gifted student group has been added to the Analysis on SPFs and Demographic Characteristics resource.
- For disaggregation of the IEP student group by disability, see the highlights and tables below. It should be noted that students with disabilities have returned to pre-pandemic growth levels.
- Some highlights for elementary and middle school levels are:
    - The state mean scale score for 2023 CMAS was 742.7 in ELA and 733.5 for math. The state's median growth percentile was 50 for both subject areas.
    - Scale scores (achievement) for students with disabilities ranged from 15-64 points lower than students without disabilities in ELA. ELA growth was also lower by 2-26 percentile points than students without disabilities.
    - Scale scores (achievement) for students with disabilities ranged from 9-51 points lower than students without disabilities in math. Math growth was on par or up to 25 percentile points lower than students without disabilities.

| Disability Category | Funding Tier | 2023 CMAS Achievement and Growth Results | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | ELA | | | | Math | | | |
| | | Total Participation | Tested N | Mean Score | MGP | Total Participation | Tested N | Mean Score | MGP |
| Autism Spectrum Disorders | B | 65.4% | 3,035 | 715.5 | 46.0 | 65.6% | 3,049 | 713.7 | 43.0 |
| Deaf-Blindness | B | 72.7% | N<16 | - | - | 72.7% | N<16 | - | - |
| Developmental Delay | A | 80.6% | 410 | 696.1 | 25.0 | 80.5% | 420 | 700.6 | 37.0 |
| Hearing Impairment, inc Deafness | B | 83.6% | 499 | 719.3 | 42.5 | 83.1% | 497 | 714.0 | 43.0 |
| Intellectual Disability | B | 24.4% | 129 | 683.3 | 38.0 | 24.8% | 131 | 685.7 | 26.0 |
| Multiple Disabilities | B | 9.9% | 66 | 687.4 | 34.0 | 10.0% | 67 | 689.3 | 28.5 |
| None | NA | 87.8% | 289,353 | 747.3 | 51.0 | 88.3% | 293,043 | 737.4 | 51.0 |
| Orthopedic Impairment | A | 59.4% | 79 | 723.4 | 40.5 | 61.7% | 82 | 711.3 | 51.0 |
| Other Health Impairment | A | 76.7% | 6,372 | 709.2 | 43.0 | 76.4% | 6,366 | 704.4 | 39.0 |
| Serious Emotional Disability | B | 64.3% | 1,507 | 711.4 | 42.0 | 64.3% | 1,508 | 705.4 | 39.0 |
| Specific Learning Disability | A | 81.8% | 21,966 | 698.7 | 41.0 | 82.1% | 22,175 | 698.6 | 39.0 |
| Speech/Language Disability | A | 89.4% | 5,536 | 728.5 | 49.0 | 89.5% | 5,599 | 728.0 | 47.0 |
| Traumatic Brain Injury | B | 65.6% | 105 | 701.5 | 42.0 | 66.9% | 109 | 698.6 | 35.0 |
| Visual Impairment, inc Blindness | B | 75.0% | 105 | 731.8 | 43.0 | 78.0% | 110 | 724.1 | 43.0 |

- Some highlights for high school student levels are:
  - The state mean scale score for 2023 PSAT/SAT was 478.7 in EBRW and 459.6 for math. The state's median growth percentile was 49th for both content areas.
  - Scale scores (achievement) for students with disabilities ranged from 5-145 points lower than students without disabilities in EBRW. EBRW growth was also lower by 2-28 percentile points than students without disabilities.
  - Scale scores (achievement) for students with disabilities was on par or up to 126 points lower than students without disabilities in math. Math growth was lower by 2-28 percentile points than students without disabilities (similar to EBRW).

| Disability Category | Funding Tier | 2023 PSAT/SAT Achievement and Growth Results | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | EBRW | | Math | |
| | | Total Participation | Tested N | Mean Score | MGP | Mean Score | MGP |
| Autism Spectrum Disorders | B | 65.9% | 1,059 | 438.8 | 45.0 | 421.0 | 48.0 |
| Deaf-Blindness | B | 100.0% | N<16 | - | - | - | - |
| Developmental Delay | A | 100.0% | N<16 | - | - | - | - |
| Hearing Impairment, inc Deafness | B | 81.0% | 188 | 400.5 | 45.0 | 394.1 | 40.0 |
| Intellectual Disability | B | 25.9% | 62 | 339.2 | 22.0 | 340.0 | 22.0 |
| Multiple Disabilities | B | 12.3% | 28 | 341.1 | 35.0 | 350.7 | 34.0 |
| None | NA | 83.1% | 156,306 | 484.7 | 50.0 | 466.4 | 50.0 |
| Orthopedic Impairment | A | 55.7% | 34 | 415.9 | 38.0 | 400.9 | 41.0 |
| Other Health Impairment | A | 64.9% | 2,533 | 403.6 | 42.0 | 391.6 | 42.0 |
| Serious Emotional Disability | B | 48.1% | 808 | 429.1 | 48.0 | 402.0 | 46.0 |
| Specific Learning Disability | A | 69.9% | 8,698 | 372.6 | 39.0 | 372.0 | 39.0 |
| Speech/Language Disability | A | 81.0% | 311 | 426.4 | 44.0 | 424.2 | 46.0 |
| Traumatic Brain Injury | B | 55.1% | 65 | 372.2 | 47.0 | 378.3 | 39.0 |
| Visual Impairment, inc Blindness | B | 68.7% | 46 | 479.8 | 48.0 | 466.1 | 43.0 |

## 5 – K-2 DATA

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| ***5-A*** | *How could K-2 data be used in the accountability system?* | Added: Oct 2023 |

- CDE does not administer or oversee the interim and diagnostic assessments administered by districts in grades K-2 (and beyond), although districts submit score data for these assessments as part of the READ Act.
- Most of the vendors that create and administer interim and diagnostic assessments clearly communicate in their technical documentation that results from these assessments are not intended to be used for high-stakes accountability.
- The state's TAP has discussed including results from the READ Act collection within state accountability but, due to usage concerns and data quality issues, recommended that state accountability be restricted to state administered assessments for grades 3-11.
- Implications of this data- K-2 interim assessment results are used for instructional purposes in classrooms and to identify students with significant reading deficiencies for additional supports.

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| ***5-B*** | *Why isn't the K-3 literacy data publicly shared?* | Added: Oct 2023 |

- Go here for the READ Act Data Dashboards: https://www.cde.state.co.us/code/readactdashboard.
- CDE could bring in representatives from the Elementary Literacy and School Readiness office to provide more information, if it would be helpful for the task force.

## 6 – POSTSECONDARY & WORKFORCE READINESS (PWR) DATA

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| ***6-A*** | *What impact does the timeline to graduation (i.e., 4, 5, 6, or 7 years) have on student outcomes?* | Added: Oct 2023 |

- CDE does not have access to data from the Department of Labor, but could provide analyses on the relationship between graduation timelines and matriculation outcomes at both the student and school levels. What would help on this request?

## 7 – SMALL SYSTEMS

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| ***7-A*** | *How do small N's impact the reliability of achievement, growth and PWR measures?* | Added: Oct 2023 |

- Excerpt from: Diaz-Bilello, E (2012). "Revisiting N Size: Evaluating Outcomes on the School and District Performance Frameworks Relative to N Size"

  Smaller institutions in general display higher levels of variability in performance regardless of whether the metric reflects outcomes from the Colorado Growth Model or other status based measures such as proficiency rates and ACT scores. Additionally, higher levels of variability found in smaller institutions relative to larger institutions would also be detected regardless of the growth model employed (e.g., using a value-added model) and regardless of whether outcomes for smaller institutions are being reviewed in the education or an entirely different sector. In education systems, this large degree of performance variability found in smaller institutions may be attributed to many factors, including:

  - Smaller schools with mission specific goals (e.g., serving dropout students or gifted and talented students) are more likely to attract and recruit students sharing similar academic profiles at the high or the low end of the performance range;
  - Population shifts are likely to have a higher performance impact on smaller institutions; and,
  - Large gains or declines can be triggered by the performance shifts of a few students at smaller institutions. (Page 1)

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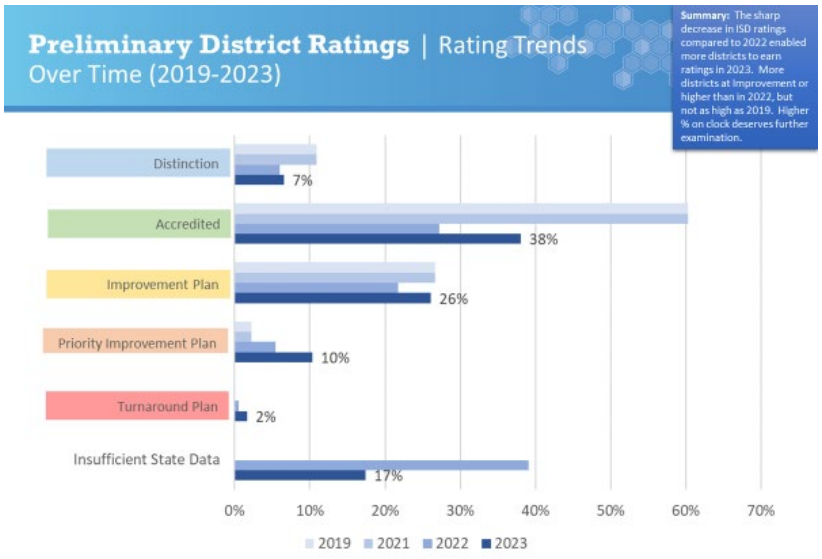
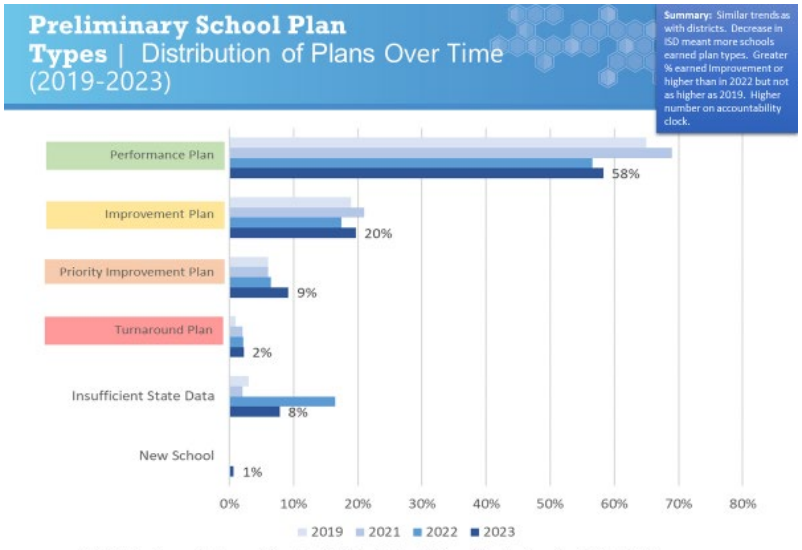
| ***7-B*** | *How many schools and districts get Insufficient State Data (ISD) ratings?* | Added: Oct 2023 |

- Pre-pandemic (2019 and earlier), no districts were assigned ISD. Beginning in 2022 (Transitional Frameworks with 1-year frameworks -- multi-year frameworks were not available), the number rose to 72 districts assigned ISD. In 2023 with preliminary frameworks, the district ISD assignment declined to 32 as more data was available. We are anticipating that number will reduce further once frameworks are finalized in December (after request to reconsider process).




11 *NOTE: Includes preliminary ratings for 2023 and final ratings for historical data. Frameworks were not calculated in 2020 and 2021; ratings were rolled over from 2019.*

- Pre-pandemic (2019 and earlier), 25 schools were assigned ISD. Beginning in 2022 (Transitional Frameworks with 1-year frameworks -- multi-year frameworks not available), the number rose to 308 schools assigned ISD. In 2023 with preliminary frameworks, the school ISD assignment declined to 159 as more data was available. We are anticipating that number will reduce further once frameworks are finalized in December (after request to reconsider process).




19 *NOTE: Includes preliminary ratings for 2023 (excludes AECs) and final ratings for historical data. Frameworks were not calculated in 2020 and 2021; ratings were rolled over from 2019.*

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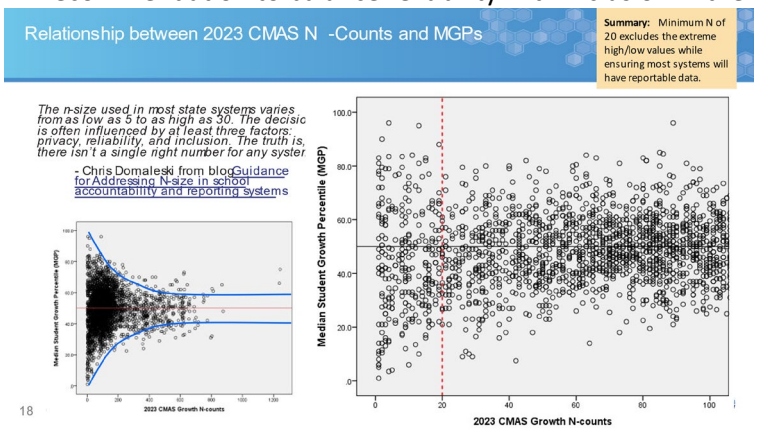
| ***7-C*** | *Can we get a more detailed walk through of small school data?* | Added: Nov 2023 |

- CDE's current practices for small systems in the frameworks include:
  - Public reporting thresholds
    - N <= 16 for achievement. This is an historical threshold for reporting.
    - N <= 20 for growth. This was based upon observed data and the TAP's recommendation to balance reliability with inclusion in the frameworks process.




    - Multi-year frameworks provide a way to aggregate data over typically a three-year period to generate reports for as many sites as possible.
    - Addition of the Insufficient State Data assignment for sites that do not have reportable data for all performance indicators
      - No tested grades (e.g., K-2 school)
      - Small test population
      - Limited tested population (e.g., high % of parent excusals)
- In response to concerns about not being able to access data reports because of n-count issues, CDE did make a secure Data Explorer tool available to districts down to an n of 1 with password protection. CDE also created a data analysis resource for small systems.
- CDE staff covered this item in the September presentation. See the recording and presentation for more detail.

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| ***7-D*** | *Can you provide scatterplots filtered by school size (0-100, 100-200 etc)?* | Added: Jan 2024 |

- This is a feature that was built into the Analysis of SPFs and Demographic Characteristics that examines relationships between the framework indicators and student groups. There are also scatterplots available with school size information on the Data Explorer Tool.

## 8 – SCHOOL AWARDS AND BEST PRACTICES

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| ***8-A*** | *What schools are receiving awards? What are the awards' criteria? How often do they receive these awards, and what are the demographics of these schools?* | Added: Oct 2023 |

- A description of all awards (including criteria) and the awardees are available here. Awards were paused during the pandemic and resumed in 2022. They are awarded annually.
- Some highlights:
    - Colorado Centers of Excellence: Each year, the Colorado Department of Education recognizes public schools in the state that enroll a student population of which at least 75% are at-risk pupils and that demonstrate the highest rates of student longitudinal growth, as measured by the Colorado Growth Model. On the school performance framework that is used by the state to evaluate schools, these schools have demonstrated impressive results on the indicator relating to longitudinal academic growth. This award program was established in 2009 by the Education Accountability Act of 2009 (S.B. 09-163).
    - Colorado Governor's Distinguished Improvement Awards: The Governor's Distinguished Improvement Awards are given to schools that demonstrate exceptional student growth. On the school performance framework that is used by the state to evaluate schools, these schools "exceed" expectations on the indicator related to longitudinal academic growth at all grade levels served.
    - High School Academic Growth Award: The High School Academic Growth Awards recognize high schools that demonstrate the highest levels of students' academic growth in reading, writing, and math, within each classification used by the statewide association for high school activities for the sport of football.
    - John Irwin Schools of Excellence: The John Irwin awards are given to schools that demonstrate exceptional academic achievement over time. These schools received an Exceeds Expectations rating on the Academic Achievement indicator of the School Performance Frameworks reflecting exceptional performance in Math, English Language Arts, and Science.
    - The website also shares information about Blue Ribbon Schools, Colorado Teacher of the Year, CLDE Academy Student Art Contest, CLDE Distinguished Administrator, Districts Accredited with Distinction, ELPA Excellence Awards, Green Ribbon Schools, Milken Family Foundation National Educator Awards, National ESEA Distinguished Schools and United State Senate Youth.
    - Also of note the Governor's Office made Bright Spot awards to high poverty schools with high growth. These were one time awards using ESSER dollars. The Governor's Bright Spot Award is for schools that demonstrated strong growth in student achievement through the pandemic. To qualify for the grant, schools must have advanced more than two bands on their performance framework since 2019, earning $50,000 dollars of GEER funds for investments such as expanding student resources, faculty development, preparing and preventing public health emergencies and other opportunities that will benefit students' learning experiences. In 2022, 21 schools received the award. Thirteen schools won the Math Bright Spot Award under a new initiative announced in March.

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| ***8-B*** | ***What student demographic characteristics are associated with schools receiving awards?*** | Added: Oct 2023 |

- Some awards (like the Centers for Excellence and High School growth awards) are explicitly tied to student demographics or enrollment, others (John Irwin and Governor's Distinguished Improvement) are applicable to all schools that meet performance criteria.
- CDE could run analyses to characterize the relationship between student demographic characteristics and award outcomes. Please provide more guidance on what is needed.

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| ***8-C*** | ***How is the state sharing out best practices?*** | Added: Oct 2023 |

- The department has a history of providing exemplars and best practices. Here are some relevant highlights:
  - Transformation Network identifies sites that were formally on the accountability clock that demonstrates strong research-based practices in effective turnaround strategies.
  - CU-Boulder article on case studies of former turnaround schools: https://www.colorado.edu/cadre/2022/08/12/learnings-multi-site-case-study-former-turnaround-schools
  - Connect for Success: Based upon the High Achieving Schools study, this service supports participants in visiting High Achieving Schools.
  - High Achieving Schools study: http://www.cde.state.co.us/fedprograms/dper/evalrpts (scroll to middle of webpage)
  - Pandemic Case Study for an acceleration plan (U Prep in Denver Public Schools): https://www.cde.state.co.us/uip/case-study-improvement-planning-efforts-at-u-prep
  - Promising Partnership Practices: An annual compendium of family-school partnerships activities submitted from school and district practitioners.

## 9 – ACCOUNTABILITY CLOCK

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| ***9-A*** | *How often are schools bouncing on and off the accountability clock?* | Added: Oct 2023 |

- For this analysis, we examined schools on the accountability clock (i.e., Priority Improvement, Turnaround) from 2010 to 2018. In fall 2019, the state began to implement HB 17-1355 which made adjustments to the accountability clock (e.g., two years to exit the accountability clock after at least two years on the clock, introduces the concept on On Watch) to help stabilize the bounce and ensure sites had access to resources and supports.
- From 2010 to 2018, a school earning a Turnaround or Priority Improvement rating for the first time was labeled Year 1 and all subsequent, consecutive PI/T ratings would advance the clock by one year. If the school earned an Improvement or Performance rating their clock was reset and a future PI/T rating would restart at Year 1.
- Note there was a pause on calculating plan types in 2015 due to a state assessment transition.

- 1483 (70.8%) schools were never identified for Turnaround or Priority Improvement from 2010 through 2018
- 238 (11.4%) schools were identified as Year 1 at some point between 2010 and 2018 but never progressed to Year 2 and were never identified again.
- 146 (7.0%) schools were identified as Year 1, moved beyond Year 2 (up to year 7), before exiting the clock prior to 2018.
- 35 (1.7%) schools were identified as Year 1, moved beyond Year 2 (up to year 8) and were still on the clock in 2018.
- 137 (6.5%) schools were identified as Year 1 more than once (max 3) but never moved beyond Year 2 between 2010 and 2018.
- 51 (2.4%) schools were identified as Year 1 more than once (max 3) and moved to Year 3 or beyond between 2010 and 2018.

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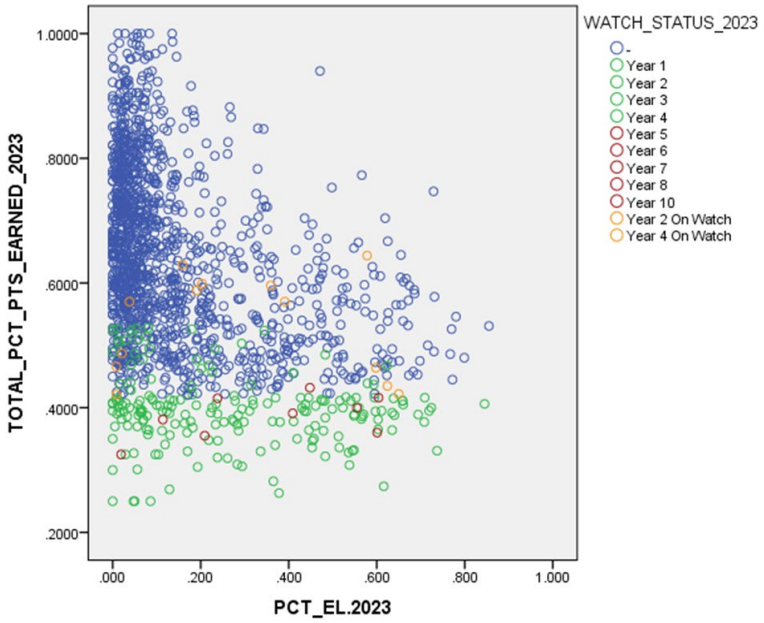
| ***9-B*** | *What are the profiles/characteristics of schools that are on the accountability clock?* | Added: Oct 2023. Updated: Nov 2023 |

- Note that this table references 2023 **preliminary** data. After request to reconsider recommendations are reviewed by the state board in December 2023, it is anticipated that these numbers will shift -- likely to reflect higher plan types.

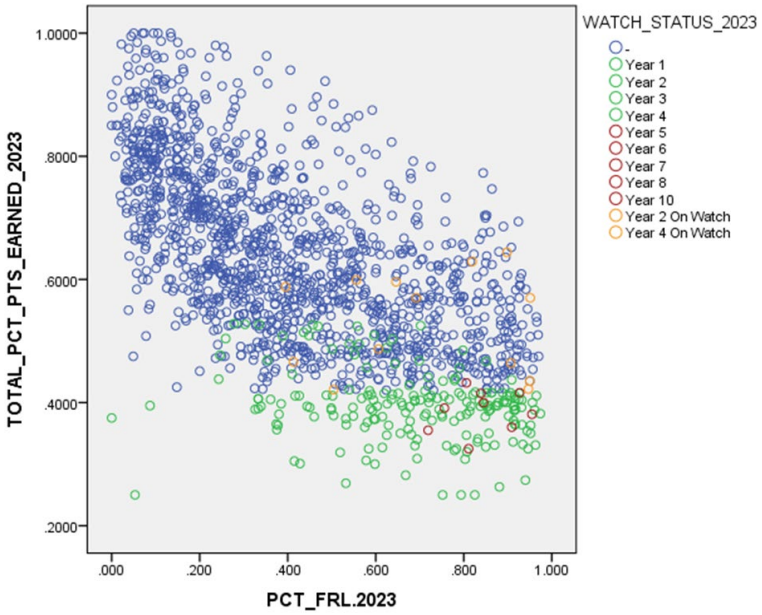
| | | 2023 On Clock or On Watch (Prelim) | | |
|---|---|---|---|---|
| | | No | Yes | |
| | | Count | Count | Percent |
| | E | 707 | 96 | 12.0% |
| | EM | 157 | 19 | 10.8% |
| | EMH | 45 | 6 | 11.8% |
| | H | 200 | 36 | 15.3% |
| | M | 205 | 46 | 18.3% |
| | MH | 58 | 13 | 18.3% |
| **CHARTER** | No | 1177 | 193 | 14.1% |
| | Yes | 195 | 23 | 10.6% |
| **ONLINE SCHOOL** | No | 1362 | 212 | 13.5% |
| | Yes | 10 | 4 | 28.6% |
| **REGION** | Metro Region | 690 | 113 | 14.1% |
| | None | 46 | 7 | 13.2% |
| | North Central Region | 228 | 20 | 8.1% |
| | Northeast Region | 73 | 9 | 11.0% |
| | Northwest Region | 100 | 11 | 9.9% |
| | Pikes Peak Region | 278 | 38 | 12.0% |
| | Southeast Region | 58 | 8 | 12.1% |
| | Southwest Region | 71 | 15 | 17.4% |

| | | | | |
|---|---|---|---|---|
| | West Central Region | 92 | 11 | 10.7% |
| **SETTING** | BOCES | 11 | 3 | 21.4% |
| | Denver Metro | 727 | 113 | 13.5% |
| | Outlying City | 86 | 16 | 15.7% |
| | Outlying Town | 203 | 24 | 10.6% |
| | Remote | 190 | 23 | 10.8% |
| | Urban-Suburban | 419 | 53 | 11.2% |

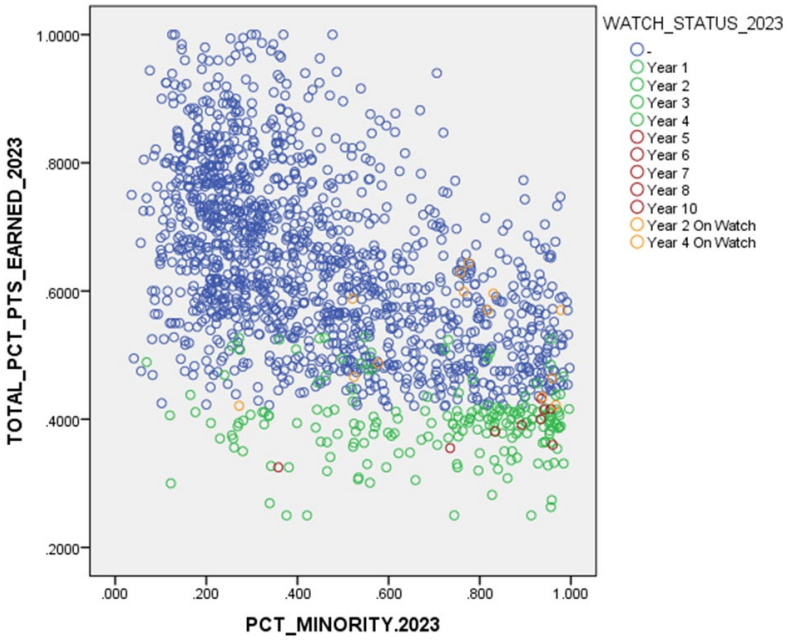
- Scatterplot of Schools by Percentage of 2023 Framework Points with Percent of Multilingual Learners. See this overall analysis on the relationship between plan type assignments and student demographics. Summary: Status on the clock (green and red), on watch (yellow) and not on the clock (blue) are equally distributed across schools serving all concentrations of multilingual learners.



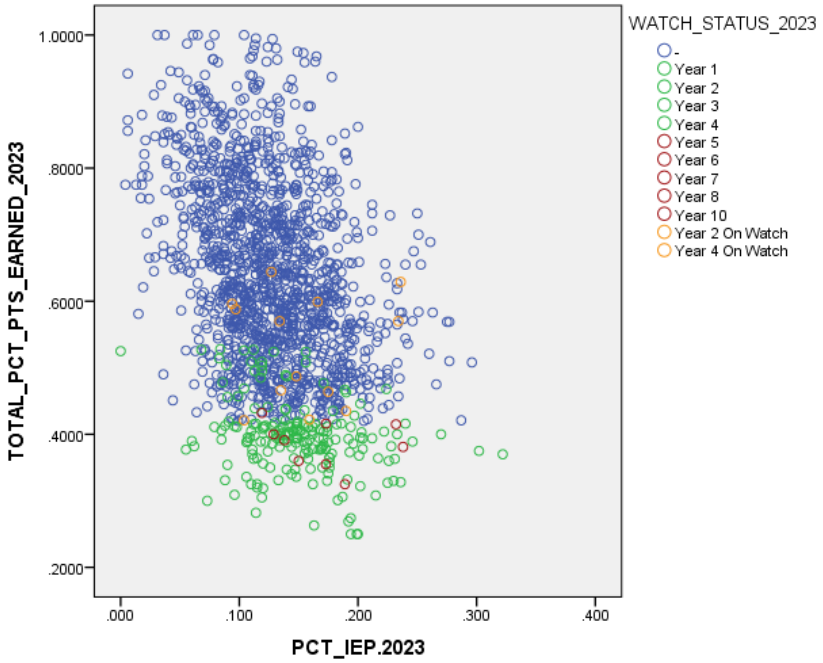
- Scatterplot of Schools by Percentage of 2023 Framework Points and Free/Reduced Price Lunch. Summary: Note that there is a high frequency of schools that are not on the clock (blue) that also have a high population of students in poverty. There is evidence of some schools on the clock with a lower percentage of students in poverty. The schools much further along on the clock (red) gather around the higher end of the poverty scale.



- Scatterplot of Schools by 2023 Framework Points and Percent of Minority Students.
  Summary: Similar to the FRL scatterplot, there is a high frequency of schools that are not on the clock (blue) that also have a high population of minority students. There are some schools on the clock with a lower percentage of minority students. The schools much further along on the clock (red) tend to cluster around the higher end of the minority scale.



- Scatterplot of Schools by 2023 Framework Points and Percent of Students with an IEP. Summary: Students with IEPs are well distributed across all types of schools regardless of plan type assignment.

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| ***9-C*** | *Can we get more information on the EASI grant?* | Added: Oct 2023 |

- With the passage of the Every Student Succeeds Act (ESSA) and with revisions to the state's Educational Accountability Act (HB 17-1355), Colorado took the opportunity to change the way school improvement (1003a through ESSA and the Transformation grant through HB 17-1355) funds are awarded to LEAs. Rather than multiple applications on separate timelines, CDE now streamlines school improvement opportunities into a single application and using a "needs-based approach" to award services and funding. Ultimately, the intent has been to offer a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources. Additionally, awarded funds enhance districts' and schools' ability to meet the ESSA and state requirements (e.g., stakeholder engagement, improvement plan, implementation of evidence-based interventions) i a way that directly benefits students.
- Colorado is committed to aligning federal and state accountability to the degree possible. These grant funds are aimed at districts with schools that are designated as (1) Comprehensive

Support and Improvement (CS) and Targeted Support and Improvement (TS), Additional Targeted Support and Improvement (A-TS) under ESSA, and (2) Improvement, Priority Improvement Turnaround or Watch through the state accountability system. Specific eligibility and prioritization requirements for each support is detailed in the Menu of Supports and the application.

- More information can be found at https://www.cde.state.co.us/fedprograms/easiapplication.

## 10 – FEDERAL ACCOUNTABILITY

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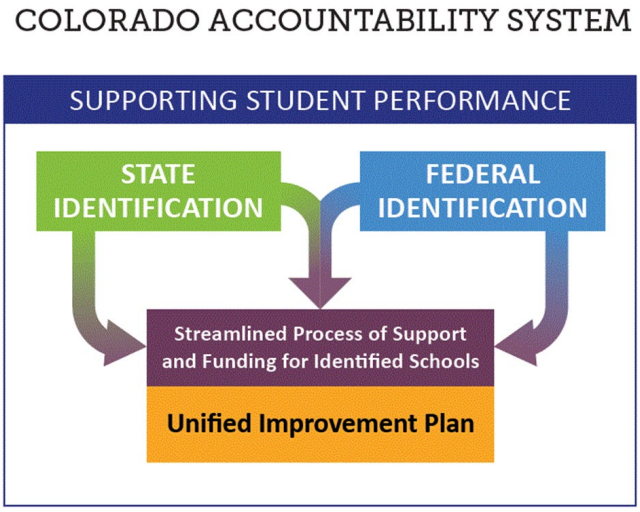
| ***10-A*** | ***How does federal accountability policy impact Colorado's accountability system?*** | Added: Oct 2023 |

- CDE has an approved state plan with the U.S. Department of Education. Currently the federal identification system uses as much of the same data used in the state accountability system as possible (e.g., achievement, growth). However, there are some significant differences (e.g., 95% assessment participation requirement without allowance for parent excusals, inclusion of chronic absenteeism, targeted identification of schools for specific student groups, identifying high schools based on graduation rates only, and inclusion of K-2 schools in the ESSA identification of schools for support and improvement). In practice, Colorado has two identification systems that have some overlap (e.g., 98 schools are identified in both systems). Once identified, CDE has been able to align the state and federal systems to align supports, funding and improvement planning.



| 10-B | *What are the minimum federal requirements for accountability?* | Added: Oct 2023 |
|---|---|---|

| Accountability Elements | Basic Federal Requirements | CO's Approach (State Approved Plan) |
|---|---|---|
| **State Assessments** | ***Content Areas***<br>Must assess all students on statewide assessments in reading/language arts and math in every year in grades three through eight and once in high school, as well as in science once in each grade span (elementary, middle, and high school). Assessments must be valid and reliable measures aligned with challenging state standards, and comparable across the state. States have the option to use a nationally recognized assessment (e.g., SAT or ACT) in place of the state high school assessments.<br><br>***English Language Proficiency***<br>Must annually assess the progress of English learners towards attaining language proficiency. Assessments must be valid, reliable, aligned with the state's English language standards, and comparable across the state.<br><br>Math and language proficiency assessments must be administered beginning in the student's first year in the United States (US). Assessing English learners in reading/language arts is required beginning in the second year the student is in the US but states have the option of assessing students in reading/language arts in the first year. It is also an option to assess students in reading/language arts in their native languages for up to five years.<br><br>***Assessing students with significant cognitive disabilities***<br>An alternative assessment aligned with alternative achievement standards for students with the most significant cognitive disabilities may be administered to no more than 1 percent of all students in the state. | The following assessments are used to meet ESSA State Assessment requirements:<br><br>***Content Areas***<br>Colorado Measure of Academic Success (CMAS)<br>● Reading/English language arts in grades in grades 3-8<br>● Math in grades 3-8<br>● Science in grades 5, 8, and 11<br><br>SAT<br>● Reading/language arts in 11th grade<br>● Math in 11th grade<br><br>***English Language Proficiency***<br>● WIDA Access for ELLs in grades K-12<br>● Alternate Access for ELLs with significant cognitive disabilities in grades K-12<br><br>Spanish is the second highest used language in Colorado. Therefore, Colorado has a Spanish Language Arts assessment for 3rd and 4th grade. See State Plan (pp. 61-63). Witten trans-adaptations are available for science and math in Spanish.<br>● Colorado Spanish Language Arts in grades 3-4<br><br>***Assessing students with significant cognitive disabilities***<br>● Colorado Alternative Assessment (C0Alt) - the Dynamic Learning Maps (DLM) |
| **Assessment Participation** | Must have 95% student participation on assessments (does not allow for parent excusals) | Any non-participating students above 5% will be assigned the lowest possible score when calculating Academic Achievement for ESSA identification purposes. Colorado identifies schools based on actual performance and separately for participation adjusted scores. See state plan (p. 85) |
| **Accountability - Identification of Schools** | Must have a process for identifying schools for support and improvement in three categories:<br>● **Comprehensive Support and Improvement (CS)**<br>○ Lowest performing 5% of Title I schools<br>○ Low Graduation (less than 67%) for any schools | See state plan for<br>● CS Identification process (pp. 87-90)<br>● TS and A-TS identification process (pp. 90-92)<br>● K-2 Schools (p. 86) |

| Accountability Elements | Basic Federal Requirements | CO's Approach (State Approved Plan) |
|---|---|---|
| | (includes non-Title I and alternative education campuses)<br>○ Additional Targeted Schools - any Title I school identified as ATS but does not exit within state specified timelines<br>○ Identification is at least three years and must meet criteria before exiting. If not exited within four years, more rigorous action applies.<br>● **Targeted Support and Improvement (TS)**<br>○ Any schools consistently underperforming for one or more disaggregated student groups.<br>○ District sets exit criteria and timeline.<br>○ CDE identifies schools annually.<br>● **Additional Targeted Support and Improvement (ATS)**<br>○ Any school with disaggregated group(s) of students meeting the lowest 5% criteria. If identified for the same student group(s) for a state specified number of years, then moves to comprehensive support designation.<br><br>Please note that ESSA requires a methodology that includes ***all schools*** including schools that only serve K-2 students. | ● Small systems (pp. 86-87)<br>● More rigorous interventions (pp. 96-97) |
| **Accountability Indicators** | The methodology used by the state to identify schools for support and improvement must include five Required Indicators:<br>○ Academic Achievement<br>○ Academic Progress - Must be supported by research and establish that student attainment will likely result in learning. Must demonstrate meaningful differentiation of schools.<br>○ Progress in Achieving English Language Proficiency<br>○ School Quality or Student Success - Must be supported by research and establish that student attainment will likely result in learning or increased graduation and postsecondary outcomes. Must demonstrate meaningful demonstration of schools.<br>○ Graduation Rates<br>● Each indicator must be valid, reliable and comparable across all LEAs in the state. | See state plan for<br>● Accountability indicators (pp. 64-72)<br>● Discussion of disaggregated groups (pp. 72-73)<br>● Minimum number of students (pp. 73-77)<br>● Discussion of annual meaningful differentiation (pp. 77-85)<br>● Use of K-2 literacy data (p. 86) |
| **Public Reporting** | Any state that accepts ESSA funds must sign an assurance that it will provide to the Secretary of Education any data and information needed for the U.S. Department of Education to be able to evaluate the funded programs and to meet its obligation and requirements, including reporting to Congress. Additionally, ESSA requires a series of publicly available specific data elements for the state, each LEA, and schools within the state. The list of required data elements are long, and include accountability results, | Colorado has a variety of ways of meeting public reporting requirements and reporting to the U.S. Department of Education. For example, public reporting elements include:<br>● List of identified schools is available on the ESSA Identification website.<br>● The most recent data on Equitable Distribution of Teachers is available on the EDT website.<br>● ESSA State Report. |

| Accountability Elements | Basic Federal Requirements | CO's Approach (State Approved Plan) |
|---|---|---|
| | list of identified schools, performance of each disaggregated group, student access to effective, experienced educators, who are teaching infield, among a variety of others. | ● ESSA Local Reports (reporting on behalf of LEAs). |
| **Stakeholder Engagement** | ● Parent notification (See also Title I parent notification requirements)<br>● Stakeholder (e.g., school leaders, teachers, parents) role in improvement plan development. | Stakeholder engagement is monitored by CDE through the review of the Consolidated Application, UIPs from identified schools, and the ESEA monitoring process. |
| **Improvement Planning** | Plan required for all identified schools (also note planning requirements for Title I schools). Plan must (1) be developed in partnership with key stakeholders, (2) be informed by student performance against state-determined long-term goals, (3) include evidence based interventions, (4) include school-level needs assessment, and (5) for CS and ATS schools address resource inequities. School, LEA and SEA role in approval of plan. | The Unified Improvement Plans from CS schools are reviewed for approval through the state UIP process to ensure the plans meet ESSA requirements. The requirements, CDE's review process, and resources for developing a plan that meets requirements, selecting evidence-based interventions, and resource allocations are available on the ESSA Improvement Planning website.<br><br>The LEAs are responsible for reviewing and approving improvement plans from TS and ATS schools. They share that process with CDE through the Consolidated Application. |

- There are many other federal requirements outside of these accountability-related requirements. This includes, but is not limited to ensuring access to high quality educators, effective uses of ESEA funds, using results of comprehensive needs assessments to select evidence-based interventions for addressing identified needs, having schoolwide or targeted assistance plans for addressing the needs of the lowest performing students, providing comparable services with state and local funds, using ESEA funds only for supplemental supports and services, coordinating with local and state health and social services, coordinating with other federally funded programs, such as Head Start and Early Head Start, and a variety of other basic requirements in addition to those listed in the table above.

| ***10-C*** | *Can disaggregated groups without big enough N size be combined?* | Added: Oct 2023 |
|---|---|---|

- CDE aggregates three years of data to increase the chances of a school's participation in the identification process. In some cases, even with three years of data, there is not enough data to meet the minimum number of students/data points required for student group(s) to be included in ESSA identification analyses. ESSA requires the State's methodology to separately include each of the required student groups (i.e., students experiencing poverty, students with disabilities, students who are multilingual, and students from major race and ethnic groups) - meaning disaggregated groups cannot be combined for identification purposes.

## 11 – PENDING REQUESTS

| General Topic | Questions | Tentative Plans |
|---|---|---|
| **State Scan** | • Interested in other state models but with a focus on what could work in Colorado. Not a wide net, but perhaps a curated set (if that exists)<br>• What do other states do for K-2<br>• What states have aligned systems and what can be learned?<br>• What other growth models exist in other states? Is it just SGP?<br>• What waiver did the state of Indiana need to accomplish dashboards instead of ratings? Regardless of waiver, would like to review this. | CU-Boulder is currently working on this and will provide an update in late January. |
| **Overall Frameworks (Inc Scatterplot follow up)** | • How do different weightings change these correlations?<br>• Concentration of blue - what are they doing right?<br>• In order to dig into best practices could we see if some of the high SPF and High poverty are from the same districts?<br>• This data analysis helps us to understand which contexts may impact the accountability process. If there is weak correlation across subgroups, then maybe it's something else?<br>• AEC framework - they are included in the charge of the TF correct? Can we look more at these<br>• What data can we gather, analyze, and evaluate to give the task force a sense of how "balanced" the current framework is? | Prep for Dec 1 meeting. Orientation to Data Explorer Tool too |
| **Clock Trends** | • Update graphs once 2023 frameworks are finalized<br>• Can we dig into/investigate further "greater concentration of schools further on the clock around higher end for poverty and minority"<br>• Can schools without 3 year count be "on the clock? Rationale: hoping to understand the impact of small school/district accountability. | CDE can do this after the Dec SBE meeting - aim for late January or Feb meeting |

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| **High Schools** | • Shouldn't the weighting for high schools be higher because there is less time left?<br>• If we are going to be looking at PWR metric - Is there any connection between the number of schools/students going to college and their school performance on the plans?<br>• Do we not have data at an anonymized student level that shows matriculation from a Colorado high school into a postsecondary education institution (whether within or outside of Colorado)? Is there a prohibition on this data exchange in the state? Sounds like there is a prohibition between CDE and CDLE --- but what about CDHE?<br>I am ultimately curious about the pathway for students from HS through to postsecondary education (across sectors/providers) and into the workforce (in/out of CO). | May be good to do a deep dive on PWR with the 1215 TF recs are made |
| **Growth/OTG** | Provide update on SBE decisions from Nov meeting | Done in Dec 1 presentation - but can make more updates to this doc in late Jan or Feb |
| **Disagg Groups** | • Show unduplicated numbers (ELL, minority, poverty, disability, disability category)<br>• More information and data on "supergroups"<br>• Requesting number and percentage of students with IEPs in charter vs. neighborhood schools<br>• Requesting number and percentage of MLL students in charter vs. neighborhood schools.<br>• The CO SPF intentionally does not include an equity or gaps between groups measured. Why? How could that affect ratings or distribution in the system? | TBD |
| **Small Systems** | • What is the portion and number of a.) schools and b.) districts that have their data suppressed? | TBD |
| **Other** | • What data can we gather, analyze, and evaluate to give the task force a sense of how "balanced" the current framework is? | TBD |