

# Accountability Work Group

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February 9, 2023



# Welcome



- If needed, please update your name in zoom
- Please include name and organization
- Use the chat to guess this trivia question



Colorado Ranks first in the country for what agricultural product?

- A. Sugar Beets
- B. Millet
- C. Alfalfa
- D. Peaches

# Colorado Fun Fact

Colorado ranks 1st in the production of Millet with 6,383,000 bushels of millet produced in 2022. Colorado grows about half of the millet in the country.

*Proso millet grain can be used for human consumption, livestock feed, and bird seed - a common use in the United States. Although proso millet is considered an ancient grain and is gluten free, its adoption for use in the food market in the U.S. has been slow relative to others ancient grains.*



# Purpose of AWG

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

# Agenda

- Welcome and Overview
- Accountability Policy Updates
  - Reintroduction of Science and Attendance/Truancy in Frameworks
  - 1241 Taskforce
  - 1215 Taskforce
  - Matriculation Study
- SchoolView Reporting
- Streamlined UIP Template Launch
  - Overview
  - Timeline
  - Resource Feedback (QC)
- Next Meeting Dates & Topics



## Meeting Practices

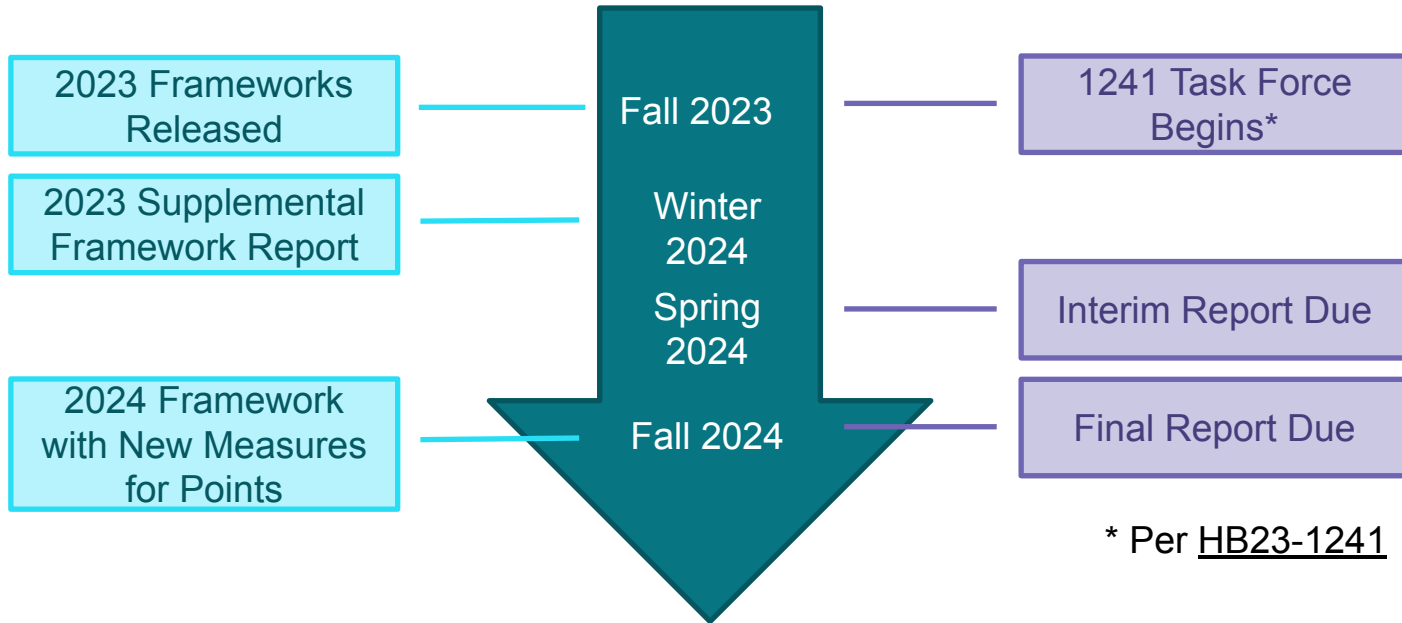
This meeting is being recorded. Slides and the recording will be posted to the [CDE website](#). Small group breakouts are not recorded at this time.

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

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



# Overarching Accountability Timeline



# Re-introducing Performance Framework Measures

Return of three measures for 2024:

- CMAS Science Achievement for all schools, including disaggregated groups
- Attendance and Truancy rates for Alternative Education Campuses (AECs)

Informational Frameworks with these measures included for points were released to district accountability contacts on January 31 via Syncplicity.

Plan is to officially include these measures for points for fall 2024.

State Board of Education voted to delay inclusion of On Track Growth indicator and higher bar sub-indicators for Postsecondary and Workforce Readiness.

CDE will release On Track Growth data for elementary and middle school levels for informational purposes to support school improvement efforts.



# Impact of Including Science on Traditional Framework Ratings



2023 Preliminary Rating		Informational Rating with Science					
		Distinction	Performance Plan	Improvement Plan	Priority Improvement Plan	Turnaround Plan	Insufficient State Data
District	Distinction	13	0				
	Performance Plan	1	65	2			
	Improvement Plan		2	45	0		
	Priority Improvement Plan			1	15	0	
	Turnaround Plan				0	1	
	Insufficient State Data						39
School	Performance Plan		1018	10			
	Improvement Plan		20	317	5		
	Priority Improvement Plan			15	139	2	
	Turnaround Plan				5	31	
	Insufficient State Data						165
	Pending AEC Framework			2	12	8	72

## District

same	139	95.9%
up 1+	4	2.8%
down 1+	2	1.4%

## School

same	1505	96.4%
up 1+	40	2.6%
down 1+	17	1.1%

# Impact of Including Science, Attendance & Truancy on AEC Framework Ratings



2023 Preliminary Rating	Informational Rating with Science, Attendance & Truancy			
	AEC: Performance Plan	AEC: Improvement Plan	AEC: Priority Improvement Plan	AEC: Insufficient State Data
AEC: Performance	32	14		
AEC: Improvement	2	19	5	
AEC: Priority Improvement		1	0	
AEC: Insufficient State Data				18

same	51	69.9%
up 1+	3	4.1%
down 1+	19	26.0%

# Summary of Findings and Plans for Additional Investigation



## Findings

Including Science Achievement data for points has a small impact on traditional SPF and DPF ratings.

For AECs, re-introducing Attendance and Truancy measures has a bigger impact on overall ratings.

## Additional Investigation

2023 CMAS Science participation rates are lower, especially for high schools.

CDE will be taking a closer look at the representativeness of the data and plans to discuss with [Technical Advisory Panel \(TAP\)](#) and the [Accountability Work Group \(AWG\)](#) this spring.

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

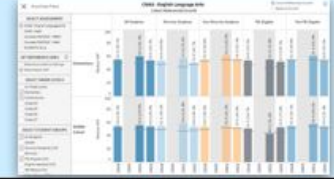
- Link to Bill: <https://leg.colorado.gov/bills/hb23-1241>
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Website: <https://www.cde.state.co.us/accountability/accountability-task-force>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

# Elements of the Current State Accountability System

Frameworks



Public Reporting



Improvement Planning



Public Engagement



Supports and Interventions



Accreditation



Awards



Anything else?



# H.B. 22-1215: Study Of Expanding Extended High School Programs



- Link to Bill: <https://leg.colorado.gov/bills/hb22-1215>
- Purpose: Develop and recommend policies, laws and rules to support the equitable and sustainable expansion and alignment of programs that integrate secondary, postsecondary and work-based learning opportunities in every region of the state.
- Task Force Website:  
[https://www.cde.state.co.us/postsecondary/secondary\\_postsecondary\\_and\\_work-based\\_learning\\_integration\\_task\\_force](https://www.cde.state.co.us/postsecondary/secondary_postsecondary_and_work-based_learning_integration_task_force)
- Timeline:
  - July 2022: Convened first meeting
  - December 1, 2022: [Interim report](#)
  - December 1, 2023: [Final report](#) reflecting findings and recommendations to the governor, the Education Leadership Council, the State Board of Education, the Colorado Commission on Higher Education, and the Education Committees of the Senate and the House of Representatives, or any successor committees.



# Selected Recommendations from the 1215 Task Force (PWR) Final Report



**RECOMMENDATION 3:** Establish and utilize a robust statewide longitudinal data system (SLDS). This system should interface with data reported from the relevant entities that is shareable across agencies and comply with existing statutory parameters, including state and federal data privacy laws. There should also be an investment in a public-facing dashboard with education and employment outcomes to help inform decisions made by learners and families (see Recommendation 5).

**RECOMMENDATION 4:** Update the PWR measures in Colorado’s accountability performance framework, including data elements (and ultimately, weights) to reflect the importance of learners graduating ready for jobs and additional training.

# Matriculation Data Concordance Study



- CDE has heard questions from the field regarding (1) the source of data and calculation process for the PWR matriculation subindicator and (2) the accuracy and representativeness of this data.
- The Accountability Analytics team is currently working with stakeholder groups to:
  - Clarify data sources and procedures used in matriculation calculations
  - Investigate how well data received from CDHE corresponds to other data sources
- Currently designing a study in partnership with districts to share and analyze matriculation data
  - **Phase 1** (Feb - early March): identify small number of districts to establish protocol and conduct initial analysis
  - **Phase 2** (March - April): expand to more representative statewide sample
  - Examine implications for accountability (May)
- Interested in partnering with CDE? Please contact Daniel Mangan ([mangan\\_d@cde.state.co.us](mailto:mangan_d@cde.state.co.us)) or Lisa Medler ([medler\\_l@cde.state.co.us](mailto:medler_l@cde.state.co.us))





# SchoolView Updates and Feedback



# What do we mean by “policy”?



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



The Previous SchoolView (aka Data Center) was created in 2008 and has needed an update for some time. Legislation passed last year provided resources to support an update for SchoolView to ensure that key school and district information is presented in a family friendly format, accessible for people with disabilities and available in Spanish. The new SchoolView will be easy to use on smart phones, tablets and computers, and it will allow users to share links to specific information on a school or district.

Our first phase of data includes school enrollment info, graduation/dropout data, educator salary and classroom ratios, and performance frameworks.

# Objectives for this time

- Walk through of changes to the Schoolview page
- Identify feedback to relay to the Communications team
  - Purpose: Family friendly, share state data, multiple languages, diverse accessibility (HB21-1110)
  - Think about whether the site contains the right data, context, and layout
  - Consider perspectives of various users

# SchoolView- Overview



- Areas for feedback:
  - Organization and relevancy (are these the right measures, groups, topic areas?)
  - Visual presentation (do you like the look and feel, user experience?)
  - Family/Community User Considerations (anything to consider for this audience?)

- [Facilitated Jamboard](#)



# Streamlined UIP Template



- Understand drivers for template change
- Build awareness of the changes coming
- Get input on considerations for key components and implementation

# Goals of Template Change

01

## Ease of Use

- Adding specificity to collections to ensure users know what to fill out
- Reorganize layout to align better with school and district planning processes

02

## Completion Time Reduction

- Shorten and consolidate sections
- Remove components not specified in rule or law

03

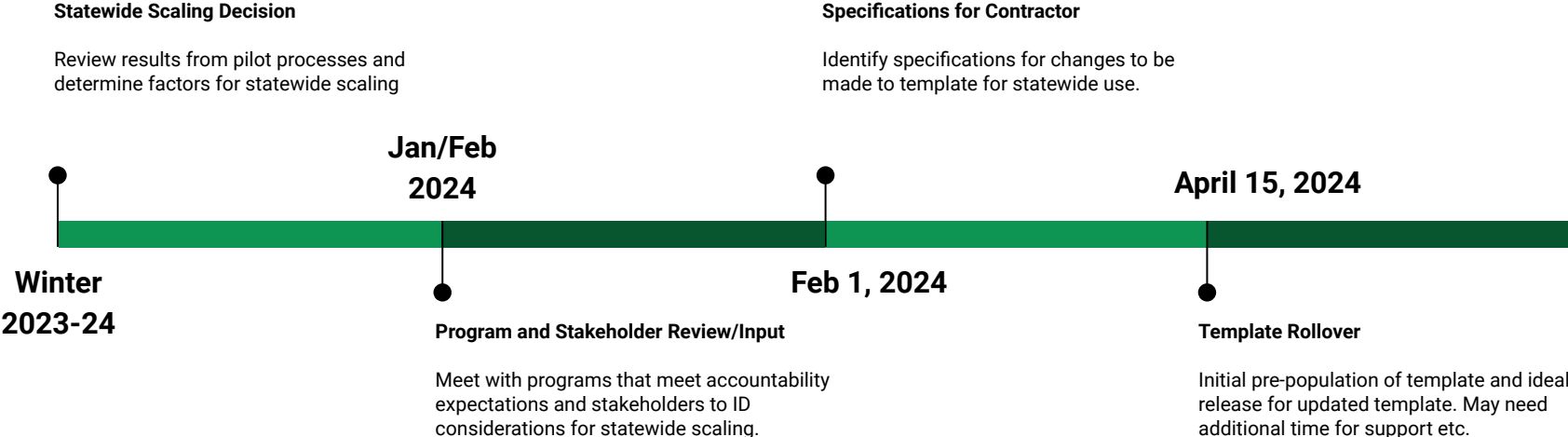
## Improved Visual and Public Reporting

- New look and feel to form
- Improved final report to increase readability



# Implementation Considerations and Timeline

# Timeline for Scaling 2024



# Proposed Template Changes

# Feedback- Terminology



## Feedback please!

### Terminology Changes:

Student Performance Priority (v. Priority Performance Challenge)

- Student Centered, less deficit based

Implementation Milestone (v. Benchmark)

- Reduce Confusion with “Benchmark” reference, particularly with assessments

Interim Target (v. Measure)

- Alignment with target, also inclusive of metric (76% on Grade Level), not only measure (Acadience)

Are there any other terms that we should look at modifying?

# Data Analysis- Key Changes

## Removal of Brief Description

Many expectations expected in narrative form moved to assurances. This was made to both the pilot and statewide template this year.

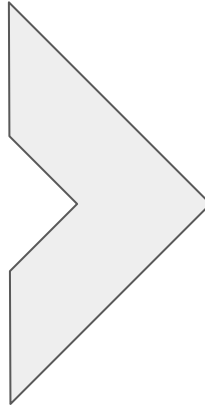
Assurances were used for CS, State Accountability (e.g. family notification), READ and Math expectations.

Assurances are customized in the template based on school characteristics- identifications, K-3 serving, etc.

# Shift in Sequencing- Data Analysis



Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenge



Student Performance Priority (formerly PPC) The “Claim”
Evidence (may include current progress, trend analysis, etc.)
Reasoning (may include identifications, relative performance, district priorities, etc.)

*Current template sequences steps as they occur in in planning process*

*New template asks for a synthesis of work for more succinct reading and coherence among elements.*



# Shift in Organization: Current Structure



Looking Backward
Data Analysis
Prior Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Cause Analysis



Looking Forward
Major Improvement Strategies
Implementation Benchmarks
Action Steps (Resources, Timeline, etc.)
Annual Targets
Interim Measures



## Unified Improvement Planning Template

<b>School Information</b> <span>🔍</span>	<b>School Contact Information</b> <span>Add Contact</span>
School Name CDE Test School 1	
District Name CDE Test District	
Grades Served	
Principal	
Phone	
Website	

<b>Progress</b> <span>In Progress</span>
Priorities and Targets <span>✓</span>
Root Causes and Strategies <span>✓</span>
Action and Implementation <span>✓</span>

<b>School Description</b>
Share a description of the school, including the school's focus, offerings, and any special programs. This overview may be used to introduce the school in CDE public reports.
Sage Middle School is a 6-8 somewhat diverse and traditional middle school. Sage is also a program school with highly gifted students (across multiple domains) from across the valley. Our focus is a targeted approach using Professional Learning communities as a driver for academic growth by looking at standards-based student work. Additionally, Sage is using more of a community-based approach to support school belonging, service learning, engagement, and fieldwork opportunities.
<span>Submit</span>

<b>Quick Actions</b>
<span>Print UIP</span> <span>Generate Summary Report</span>
<span>Visit CDE UIP Website</span> <span>Email UIP Help</span>
<span>View Publicly Posted Plan</span> <span>Submit for Public Posting</span>
<span>Upload Files</span> Or drop files



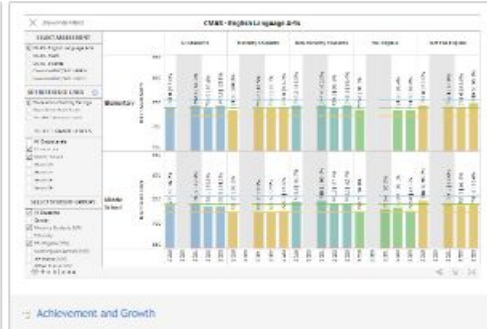
# Priorities and Targets- Page 1



## Priorities and Targets

### Instructions

Identify Student Performance Priorities, areas of improvement, grounded in student outcomes, for your school, and follow the instructions in the sections that follow. The dashboards below are provided for your reference. Local data (ex. Early Literacy, Course Completion data) may also be used to inform Student Performance Priorities.



# Priorities and Targets- Page 2



## Student Performance Priority # 1

This section of the LIP identifies the underlying causes behind the Student Performance Priorities selected on the previous page. Root causes should address, which actions, for under the control of the school, and relate to systems design and processes. Root Causes become the basis of Major Improvement Strategies. Identify 1-3 Root Causes for each of your Student Performance Priorities below.

### Identify Student Performance Priority

In the previous section, report your school's current performance for this Student Performance Priority and provide annual targets for the next two school years. Additionally, identify various target groups, social science measurements, leading indicators that will be used to monitor progress toward the end of year target and those used during the school year. Where possible, specify the mid-year performance targets on these various measures that will indicate students are on track to meet annual targets.

#### Student Performance Priority Category

Early Literacy

#### What groups is this priority focused on? (Choose all that apply)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Free/Reduced Lunch        | <input type="checkbox"/> English Learners/Multi-Language Learners   | <input type="checkbox"/> Students of Color/Minority Students |
| <input type="checkbox"/> Black/Middle Income       | <input type="checkbox"/> Students with Disabilities                 | <input type="checkbox"/> Asian                               |
| <input type="checkbox"/> Homeless/At-Risk/Expelled | <input type="checkbox"/> Students with Behavioral Issues            | <input type="checkbox"/> White                               |
| <input type="checkbox"/> New or Transfer Cases     | <input type="checkbox"/> Other At-Risk/High-Risk/Identified         | <input type="checkbox"/> Students with Health Issues/IEPs    |
| <input type="checkbox"/> Students with IED plans   | <input type="checkbox"/> Students identified as Gifted and Talented | <input type="checkbox"/> Male                                |
| <input type="checkbox"/> Transfer                  | <input type="checkbox"/> Students with Special Needs                | <input type="checkbox"/> All Student Population              |
| <input type="checkbox"/> Other                     | <input type="checkbox"/> Non-Resident                               |  |

#### What grades is this priority focused on? (Choose all that apply)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> K             | <input type="checkbox"/> 7              | <input type="checkbox"/> 1                 |
| <input type="checkbox"/> 1             | <input type="checkbox"/> 8              | <input type="checkbox"/> 2                 |
| <input type="checkbox"/> 2             | <input type="checkbox"/> 9              | <input type="checkbox"/> 3                 |
| <input type="checkbox"/> 3             | <input type="checkbox"/> 10             | <input type="checkbox"/> 4                 |
| <input type="checkbox"/> 4             | <input type="checkbox"/> 11             | <input type="checkbox"/> 5                 |
| <input type="checkbox"/> 5             | <input type="checkbox"/> Post-Secondary | <input type="checkbox"/> 6                 |
| <input type="checkbox"/> Middle/Junior |   | <input type="checkbox"/> 7                 |
|  |   | <input type="checkbox"/> 8                 |
|  |   | <input type="checkbox"/> 9                 |
|  |   | <input type="checkbox"/> 10                |
|  |   | <input type="checkbox"/> 11                |
|  |   | <input type="checkbox"/> 12                |
|  |   | <input type="checkbox"/> All Grades Served |

#### What data will you give this priority?

Example: PFC

### Identify Improvement Targets

View Student Performance Priority

## Student Performance Priority Description

Please state in description of why you chose the above priorities.

Rich text editor toolbar with options for bold, italic, underline, link, unlink, list, list-group, indent, outdent, undo, redo, and help.

Student District is focused on providing students with...

11/20/20

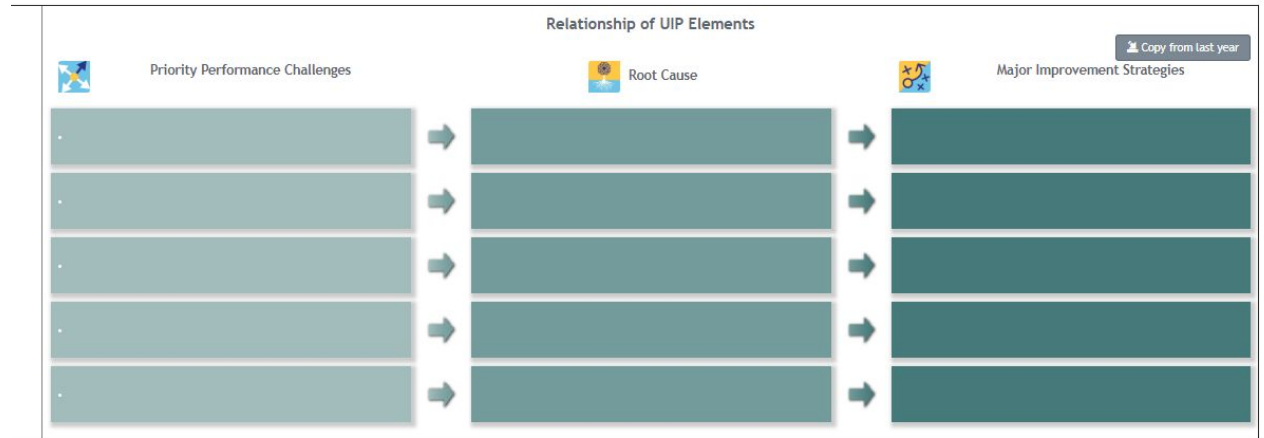




Priority: Maintaining coherence/relationship of

- Student Performance Priorities,
- Root Causes, and
- Major Improvement Strategies

across the planning elements/page



# What is staying the same

Context/School Description (VERY brief)

Root Cause Analysis

Major Improvement Strategy (and Evidence Base)

Planning Form

- Implementation Milestones (?) (Benchmarks)
- Action Steps
- Short Cycle upload button

# Feedback- Quality Criteria

CDE developed the Quality Criteria rubric to

- 1) offer guidance for creating high quality improvement plans and
- 2) to establish the criteria for state and local review of school level UIPs, especially for identified schools (i.e., Priority Improvement, Turnaround, On Watch, ESSA Comprehensive Support).

Currently 4 versions:

- District Criteria
- District Rubric
- School Criteria
- School Rubric

School Quality Criteria Rubric



1		Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?		
Relevant UIP Element	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations
Brief Description	Demographics and Content	Does not include a description of the school's demographics or contextual information.	Includes an incomplete description of school demographics and relevant contextual information about the school.	Includes a description of school's demographics and relevant contextual information about school (e.g., number of students served, student demographics, including disaggregated groups)
	Stakeholder Input and Involvement	<b>Assurance:</b> Describes how a variety of stakeholders (including principals and other school leaders, teachers and school staff, parents and families, and the School Accountability Committee) were meaningfully involved in UIP development.		
Prior Year Targets	Previous Performance Targets	Does not reference the previous year's performance targets.	References the previous year's performance targets, but does not include any reflection or potential adjustments for the current plan.	Reflects on the previous year's performance targets and improvement efforts.
Current Performance	Current Performance	Does not include a description of the school's current performance as measured by applicable performance indicators.	Describes the school's current performance as measured by some applicable performance indicators, but the description is incomplete.	Describes current school performance relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).
Trend Analysis	Notable Trends	Does not identify trends, or trend statements have significant issues. E.g., <ul style="list-style-type: none"> <li>• Multiple measures or metrics in one statement</li> <li>• trends are outdated (e.g., does not include the most recent year).</li> </ul>	Includes partially developed statements that consistently omit key elements (e.g., measure, metric, group, direction, years, comparison point).	Describes positive and negative trends in student performance data and includes key elements (i.e., measure, metric, group, direction, and comparison point, as appropriate for available n-counts).
	Data and Disaggregation	<b>Assurance:</b> Describes performance trends for all students and for disaggregated groups of students (i.e., IEP, ELL, FRL, and minority status), when n-count allows for public reporting. (When the number of students (n) is too small for public reporting, an explanation for that student group is provided.)		
	Data Sources	Does not identify data sources and/or does not include data.	Uses only one data source (e.g., CMAS, local interim assessment).	Includes multiple data sources with an explanation of the sources that were included or excluded for analysis.



Feedback on:

Template Organization, Structure, Features (slide 2)

Quality Criteria Recommendations, Features, “wish list” items (Slide 3)



# Future Meetings



# Next Meetings

Dates for future AWG Meetings:

Second Friday of the month, 9-11 am

~~February 9~~

March 8

April 12

May 10

Future Topics:

- 1215 taskforce recommendations- next steps
- On-Track Growth
- Science Participation Investigation
- 1241 Recommendations
- Matriculation Study
- EASI Awards Update