

Hello Accountability Contacts --

Happy end of February! Fun fact: A coin toss is more accurate in predicting the beginning of spring than Punxsutawney Phil. While Phil is still hibernating, the rest of us need to keep working - including sharing some new accountability updates. This email provides a new tool to explore your informational data that was shared at the end of January, updates about newcomer Multilingual Learners and uses in accountability, as well as important reminders about this year's Student Biographical Data (SBD) review, the Teaching & Learning Conditions in CO (TLCC) Survey, and UIPs. Please let me or the team ([accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)) know if you have any additional questions. Take care, Lisa Medler and the Accountability & Continuous Improvement Team

### **Informational Framework - New Tool to Support Understanding**

[Informational data files were released January 31, 2024.](#) These data files illustrate how the addition of science achievement (for all schools and districts) and attendance & truancy (Alternative Education Campuses only) could have impacted 2023 frameworks if they had been included. To better assist with these comparisons, CDE created a simple tool (attached) that allows all districts to visualize how the inclusion of CMAS Science impacted 2023 calculations. This tool is attached to this email and titled "DPF and SPF Calculator with CMAS Science results." The data in the tool are considered public and may be shared with others as you wish. However, because the data is informational, CDE is not planning on distributing more broadly, unless requested.

### **First Year in U.S. Multilingual Learners and Uses in Accountability**

CDE has received questions about how Multilingual Learners (MLs) with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP) that are in their first year in the U.S. (i.e., newcomer MLs) will impact 2024 accountability calculations. Below is a summary of answers to common questions we are receiving:

- **Are newcomer MLs required to participate in English language arts, math, and science state assessments in 2024?** The Assessment Division shared information last week -- see the communication pasted at the end of this communication, including the two attachments (i.e., *Spring 2024: Content Assessment Guidance for NEP/LEP First Year in US Schools Students Enrolled After October 1 Count*, an updated page from the *CMAS Procedures Manual*). Note: For extenuating circumstances, contact the [Assessment team](#) directly.
- **How are students who enroll after October Count counted in the performance frameworks?** Students that enroll in a district after October Count are NOT included in achievement or growth calculations, regardless of whether they are newcomer MLs.
- **How are newcomer MLs counted for participation in the performance frameworks?** For participation calculations, MLs new to US schools with interrupted or limited formal education will be counted as participants for ELA, Math and Science participation calculations and will not count against the participation requirement (i.e., decreased due to participation). MLs new to US schools that do not have limited or interrupted formal education are automatically exempt from ELA assessments and should receive accommodations to test in Math and Science (e.g., translation, use of a glossary). These students will count as participants for ELA and if they test in Math and Science. If they do not test in Math and/or Science they will count as non-participants.

## **Student Biographical Data (SBD) Review**

Assessment season is here again! For all districts, the SBD review provides a final opportunity to verify the accuracy of student level demographic and testing administration data prior to public reporting and accountability calculations. There are four SBD review windows this year: (1) March 11-20: [ACCESS for ELLs and ACCESS for ELLs Alternate](#), (2) May 15-22: [Colorado PSAT/SAT](#), (3) May 16-29: [Colorado Measures of Academic Success \(CMAS\): Mathematics, ELA, CSLA, and Science and Colorado Alternate \(CoAlt\): Science](#), and (4) May 29-June 5: [Colorado Alternate \(CoAlt\): English Language Arts and Mathematics \(Dynamic Learning Maps\)](#). While participation in SBD is not required, districts are *highly encouraged* to participate to ensure accurate reporting of student test records, including for use in accountability calculations. More information about SBD and accountability is available at <https://www.cde.state.co.us/accountability/sbdaccountabilityfactsheet>.

For questions about:

- Assessment data related to accountability calculations, email [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)
- SBD reviews & support, email [sbdsupport@cde.state.co.us](mailto:sbdsupport@cde.state.co.us).

## **Teaching and Learning Conditions Colorado (TLCC) Survey Extension to Mar 8, 2024**

The 2024 [TLCC](#) survey has been extended to March 8. The TLCC is a statewide, confidential survey intended to support school, district, and state improvement planning, as well as research and policy. Schools and districts need more than 50% participation and at least five responses to access their data. Results will be available to districts under embargo in April, with a public release of data at [www.tlccsurvey.org](http://www.tlccsurvey.org) to follow. Code packets are being mailed to sites that have not begun the survey as of 2/16. Contact [uiphelp@cde.state.co.us](mailto:uiphelp@cde.state.co.us) if district staff would like to request code packets for schools.

## **UIP Feedback Released on a Rolling Basis**

Schools and districts on Performance Watch (i.e., Priority Improvement, Turnaround, On Watch, On Hold) or ESSA Comprehensive Support are being reviewed by the School Improvement and Planning Team. Feedback will be shared with district accountability contacts and will be available in the Collaborate Tab of the plan Online UIP System as it is available. Reach out to the UIP team for support in implementing feedback:

[https://www.cde.state.co.us/uiip/uiip\\_contacts](https://www.cde.state.co.us/uiip/uiip_contacts).

## **UIP Template Roll Over April 15**

The UIP template will roll over on Monday, April 15, changing from the 2023-24 template to the 2024-25 template. Once the template rolls over, school users will only have edit access to the UIP template for 2024-25; previous UIPs and feedback will be view-only. District users can still access, edit, and post 2023-24 UIPs, if needed. For more information visit the UIP website.

## **New Streamlined UIP Template Option for 2024-25 - Informational Webinar March 22**

The School Improvement Planning team is rolling out a new, optional streamlined Unified Improvement Plan (UIP) Template on April 15. The new template will be accessed by district

staff in the online portal, and school users can be given access by district LAM assignment. An informational webinar on the new template will be on March 22, at 9:30am. Register here: <https://us02web.zoom.us/meeting/register/tZclfuChr8jHdKT1nhHCRi8NumIkKLUnT31>

#### Key Features of New UIP Template:

- **Streamlined Layout:** The layout of the new template has been reorganized to better align with school and district planning processes, making it easier for users to navigate and complete.
- **Clarified Instructions:** Specificity has been added within the template, ensuring that users have clear guidance, samples, and resources for what information needs to be provided in each section.
- **Reduced Completion Time:** Sections have been shortened and consolidated to minimize redundancy and streamline the entry process, ultimately saving time for plan development.
- **Enhanced Visual Appeal:** The updated template features a refreshed design, with improved formatting, navigation, and readability to enhance the overall user experience.

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**From:** CDE Assessment

**Sent:** Tuesday, February 20, 2024 10:06 AM

**Subject:** \*DAC\* State Content Assessment Guidance for NEP/LEP Students who Recently Arrived in the U.S.

**Date:** February 20, 2024

**Subject:** \*DAC\* State Content Assessment Guidance for NEP/LEP Students who Recently Arrived in the U.S.

Dear District Assessment Coordinators,

We hope you had an enjoyable and restorative weekend and that your week is off to a great start. We recognize the challenges some of our newest students to the U.S. face and that you are working hard to meet their education needs. As indicated in the January 4<sup>th</sup> DAC email, we have been investigating some additional flexibility for students identified as NEP/LEP who recently arrived in the U.S. and enrolled in school after the October 1 count. Two documents are attached. *Spring 2024: Content Assessment Guidance for NEP/LEP First Year in US Schools Students Enrolled After October 1 Count* includes a table with revised guidance for these students and a description of students with limited or interrupted formal education. It also provides contact information should you have questions about these changes and their accountability implications. The other document is an updated page from the *CMAS Procedures Manual* providing corresponding information regarding First Year in U.S. students (page 31). A summary is included below:

- Students identified as NEP/LEP who enrolled in a U.S. school for the first time after October 1: Exempt from English Language Arts (ELA)
  - Students also considered students who have experienced limited or significantly interrupted formal education: Extenuating circumstances that preclude the students from testing validly for Math and Science. CDE will need a list of these students in April

to code accordingly. The attachment with the table provides a description of these students.

- Students NOT also considered students who have experienced limited or significantly interrupted formal education: Expected to take Math and Science with accommodations.

Please see the attached document for additional information, including how these students will be considered for accountability.