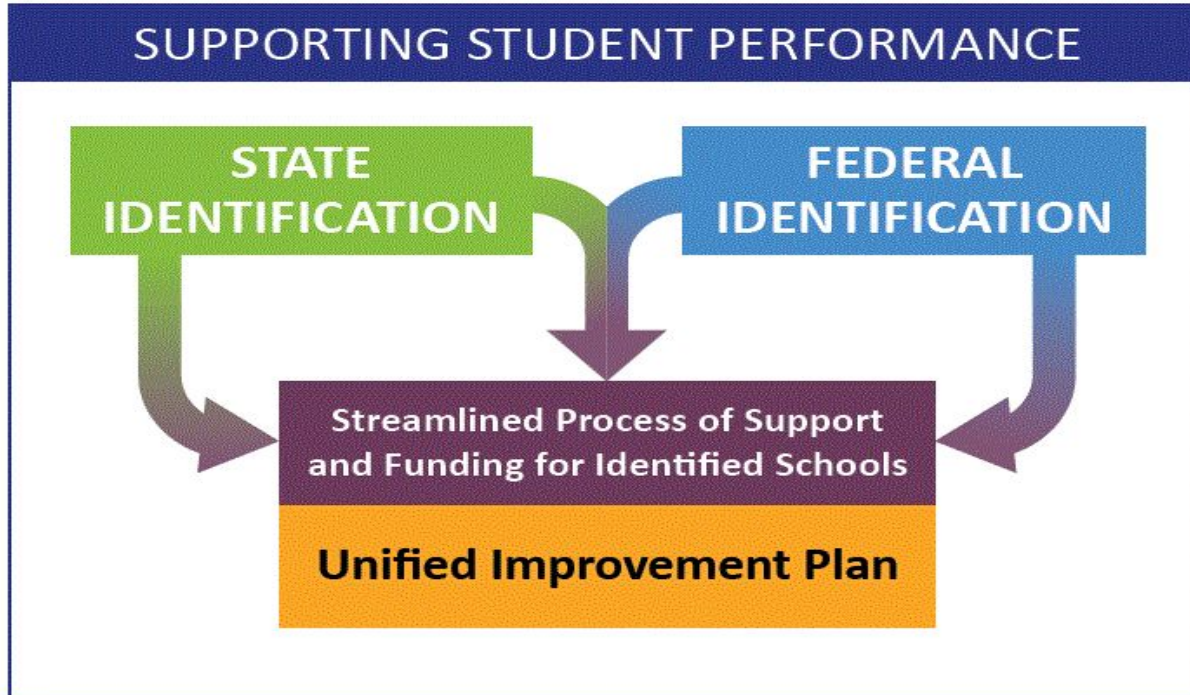# Accountability Work Group

March 7, 2022

Purpose of AWG

- The Accountability Work Group (AWG) serves as a policy advisory group to explore ideas in support of federal and state accountability policies (e.g., Every Student Succeeds Act implementation, state accountability during the pause year) and make recommendations to the state. This group will consider input from other stakeholders, when available and appropriate, in developing recommendations.

- It was first convened by the Commissioner of Education in 2014 to gather input on improving the state accountability performance framework reports. In 2016, the focus shifted to serving as the ESSA Accountability Spoke. In 2020, CDE shifted the group back to providing input on all accountability matters (both state and federal).

Agenda

Welcome and Introductions

2022 Accountability Update

Small Preview and Selection

Group Breakouts:
- Group 1 - 2022 Accountability and Request to Reconsider
- Group 2 - UIP Support: Template and UIP Review Process

Use the Chat…

Introduce yourself: Name, role, organization

New Members:

- Lori Cooper, Fountain Fort Carson 8/CASE
  Assistant Superintendent of Student Achievement
- Maegan Daigler, Sheridan School District
  Director of Assessment and Research
- Jessica Martinez, Eagle County Schools
  Director of Multilingual Education
- Jill Pidcock, CSEAC/Parent
  Executive Director, ARC of the Central Mountains

Meeting Norms

- The whole group meetings are public and will be recorded and posted. Small group breakouts are not recorded at this time.
- Everyone please mute your sound if you are not speaking.
- Non-members please add your Name/Affiliation to the chat box.
- We ask all non-AWG members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.

Accountability 2022 Update

"Transition Back to Standard K-12 Accountability" bill (SB 22-137)
- Still in process.
- Proposes frameworks calculated, but automatic advancement on clock is suspended.
- Adds percentage of students contributing to the growth indicator.
- Request to reconsider may be offered.
- Clarification on State Board's ability to use 2022 data for schools and districts with directed action.
- Expands the School Transformation grant to districts with Improvement plan type.
- State board will provide more clarity through the rule process. Expected noticing of rules in April.

ESEA Accountability Waiver
- Colorado will submit an addendum on the state ESEA plan to the US Department of Ed.
- Gathering stakeholder input through the ESSA State Plan website.

Overview of Policy Making Process

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

Activity: Review Proposed Legislation

- Review "Transition Back to Standard K-12 Accountability" bill (SB 22-137)

- Provide reflections on page 1 of the Jamboard
  - What are the highlights of the bill? How would you summarize it for your colleagues?
  - What clarifications/questions do you still have?

- CDE staff will respond to questions (as possible), but will also use your questions to expand the FAQ

Public Facing Resources:

- ❏ Accountability 2022 FAQ (with ongoing updates): Coming VERY soon!

    Submit additional questions here

- ❏ Performance Watch Labels and Progression: A discussion draft can be shared soon. A final version can be available after legislation is passed.

- ❏ Request to Reconsider Guidance: After State Board Rules are adopted.

- ❏ What else would be helpful? Add your ideas to page 2 of the Jamboard.

Transition to Small Group Work

Next Steps

We will use the remainder of the time in small group work sessions and will not reconvene as a whole group

Slides for each work group are accessible to you so you can build your background.

An optional work session may be held before the next meeting

Next meeting will be April 4th from 2-4 pm

Small Group Work Session

Breakout

How to decide what group you want to be in?

If you are interested in:

Group 1
- Prepare for State Board rulemaking process for 2022 accountability
- Designing a stakeholder input process for drafting the rules
- Potentially designing 2022 request to reconsider process

State Accountability & Request to Reconsider
(Start on Slide 17)

Group 2
- Making recommendations on the UIP template.
- Informing how the UIP Review process could be changed/improved
- Areas of change through CDE policy/practice

UIP Supports: Template and Review
(Start on Slide 28)

Group 3
- All the topics! I cannot decide and am willing to be placed where I'm needed.

Staff will assign you to Group 1 or Group 2

Group 1: State Accountability & Request to Reconsider

Welcome and Check in

- Welcome and Introductions (name, organization, time on AWG)

- Temperature check

Small Group Objectives

- Strengthen understanding of policy landscape around fall 2022 accountability

- Provide initial "gut check" on CDE's emerging interpretation and prep for drafting proposed board rules

- Provide input on stakeholder engagement process

- Begin request to reconsider design (later session)

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools 30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools 40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Ratings

SCHOOL PLAN TYPES
- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

DISTRICT ACCREDITATION RATINGS
- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

Overview of Accountability Since 2018

School Year	State Assessment Data	PWR Data	SPF/DPF Publication	Accreditation Effect Date
2018-19	Spring of 2017-18 SY	EOY 2016-17	Fall 2018	July 1, 2019
2019-20	Spring of 2018-19 SY	EOY 2017-18	Fall 2019	December 11, 2019
2020-21	Spring of 2019-20 SY, Content assessments paused	EOY 2018-19	Accountability pause for Fall 2020- ratings rolled over from 2019	November 11, 2021
2021-22	Spring of 2020-21 SY, Skip grade/content assessments	EOY 2019-20	Accountability pause for Fall 2021- ratings rolled over from 2019/2020 with request to reconsider allowed for PI/T	January 12, 2022
2022-23	Spring of 2021-22 SY	EOY 2020-21	Anticipated Fall 2022	December 2022
2023-24	Spring of 2022-23 SY	EOY 2021-22	Anticipated Fall 2023	December 2023

Draft Timeline for 2022 State Accountability

Timeline	Activities
March	- Accountability legislation is passed (hopefully) - CDE gathers stakeholder input - CDE drafts proposed accountability rules
April	Notice accountability rules at SBE meeting (April 13-14)
May	Public comment on proposed rules
June	State board votes to adopt amended rules (June 8-9)
Late Aug - Sept	- Preliminary performance frameworks released - Request to reconsider process begins
Nov - Dec	State board votes on CDE's recommendations from request to reconsider process

Not Anticipating a Change

- Plan type, performance indicator and sub-indicator ratings
- Performance indicator weightings
- Framework publication date
- Student groups
- Achievement calculations
- Growth calculations
- Inclusion of new military enlistment data in matriculation measure
- Other PWR measures (e.g., graduation, dropout)

May Need a Change

- Inclusion of "higher bar" and IB/AP/CE in PWR indicator were to begin in 2021
- Assign insufficient state data rating when no reportable growth results

If you are interested: State Board Rules for Accountability (1 CCR 301-1) are here.
Note: We will need to consider implications for AECs separately.

Potential Board Rule Areas - Request to Reconsider

Not Anticipating a Change

- Timeline
- Demonstration of progress toward statewide targets

May Need a Change

- Participation eligibility
  - To use local PWR or assessment measures, must have 95% participation for those measures
  - To request ISD, must have less than 85% participation (or growth participation) on state assessment
  - Dec SBE Resolution - 90% total participation
- Enable process to adjust years on clock
- Inclusion of AECs

Request to Reconsider Considerations for a Request

2019 Request to Reconsider

- Body of Evidence
  - Extenuating circumstances
- Accountability Participation Impact
- Calculation error
- Impact of Alternative Education Campuses on the District Performance Framework rating
- Districts with a single school
- Small districts and schools
- Districts with a closed school
- Insufficient State Data Rating

2021 Modified Request to Reconsider

- Expedited (relied on state assessment data)
- Expedited Plus (included UIP review)
- Body of Evidence (included local data, UIP review, and site visit)

-

- What role should CDE play in collecting information from the field to share with the state board and to inform the rulemaking process?

- You can provide advice on page 4 of the Jamboard or CDE staff can take notes.

Group 2: UIP Support- Template and UIP Review Process

Provide input and feedback on:

- How the school improvement and planning (SIP) team organizes and provides support to districts and schools
- Functionality and presentation of elements within the UIP template revision
- How the SIP team could reorganize capacity of the current review process to provide proactive support to identified schools

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UIP Template

Template Re-envisioning Recap

Purposes

- Design an updated school and district UIP template that enhances the usability of the UIP.
- Respond to feedback/input from the field.
- Make the UIP requirements more explicit.

Themes from AWG Input

- Simplified and streamlined is the right direction

- Need to be thoughtful about what is retained and what is removed

- Doing something only for 'compliance' is not helpful

- Technology may be able to help streamline and simplify
  - The changes may be more of a facelift, rather than a rebuild
- Make the UIP more intuitive to complete (e.g., consider renaming UIP elements)
- Create more clarity about requirements within the template (e.g., create a specific place for READ required data)
- Differentiate the template based on school/district requirements
- Build access to resources and supports into the template (e.g., examples, guidance)

Sample Template

- Currently built in Google Sites to illustrate the components and some of the functionality
  - Limitation: Google Sites isn't capable of some functions
  - Limitation: Google Sites has an aesthetic that is not replicable in the online UIP system
- We'll look at two templates:
  - Universal school template (devoid of any specific requirements for schools, e.g., READ requirements or postsecondary workforce readiness requirements)
  - Elementary school with a Priority Improvement plan (to illustrate the vision for the differentiation of the template)

[Template Walk-Through](#)

Template Input

Targeted Feedback

- Data analysis. In the current state, the data analysis tends to be overwhelming and difficult to interpret. To improve that, there are options:
    a. Provide specific structure for users to complete within the UIP that asks for data source, type of data, etc. so that data is easier for readers to understand.
    b. CDE provides visualizations of the data within the UIP based on data that CDE has
    c. Remove the data analysis section and ask for data focused PPCs and rationale for prioritization.
    d. Other options?

General Feedback

- What do you think would work well about this template?
- What needs to change?
- Any other ideas or suggestions?

UIP Review Process

Go to the jamboard, and provide feedback on:

From a district perspective, what does the district prioritize for school level plans? What is important to focus on? (Jamboard Slide 3)

UIP Review Feedback: Is/how is feedback currently used? Which aspects are helpful? What would make the feedback more valuable? (Jamboard Slide 4)
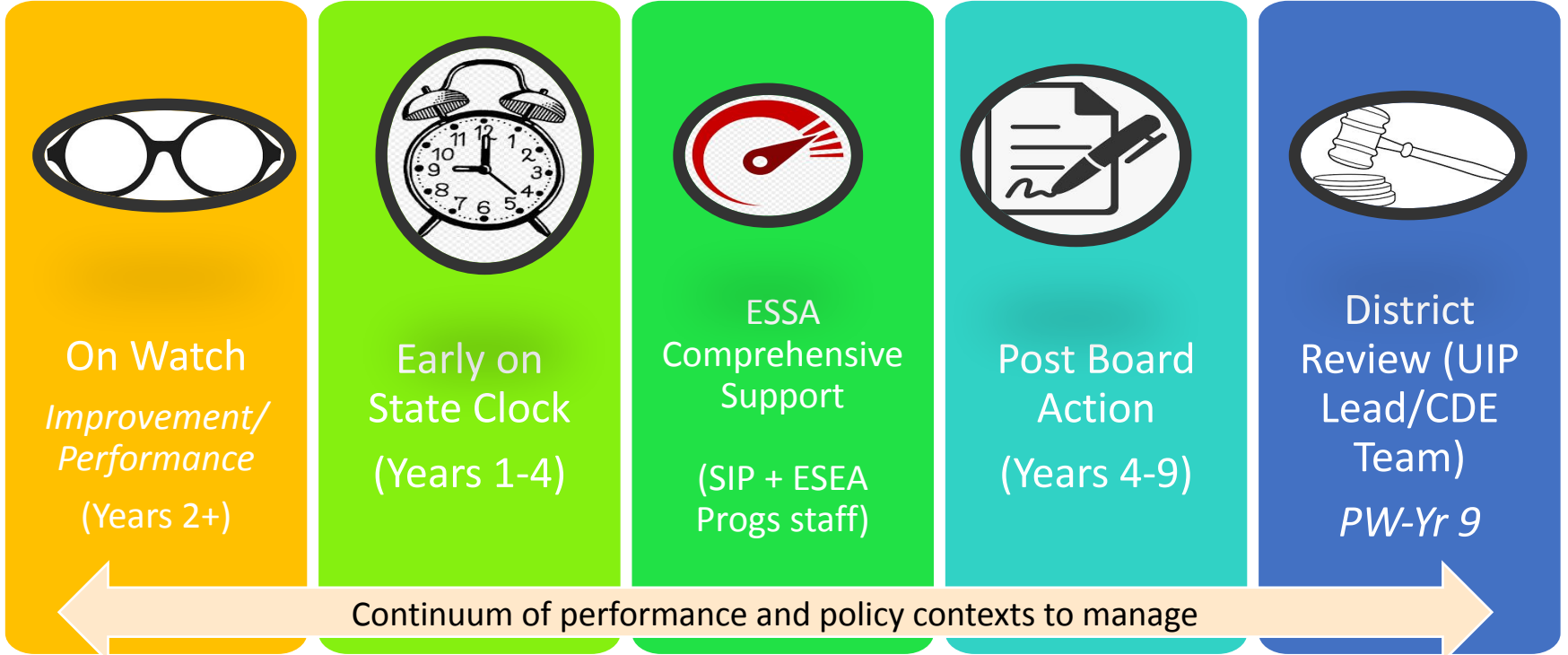
258 plans

6 SIP Team members

10 part time temporary employees (922 hours)

Coordination and Review by other Offices/Programs:

- READ
- P-3 (Early Learning Needs Assessment)
- ESEA Team (Comprehensive Support)
- Gifted Education (District Only)

UIP Review Process Overall

On Watch
Improvement/ Performance
(Years 2+)

Early on State Clock
(Years 1-4)

ESSA Comprehensive Support
(SIP + ESEA Progs staff)

Post Board Action
(Years 4-9)

District Review (UIP Lead/CDE Team)
PW-Yr 9

Continuum of performance and policy contexts to manage

UIP Review: Shifting Capacity

The SIP team is looking to shift capacity from the review process as it currently operates to a more proactive approach. This could look like schools requesting:

- 2 hour blocks of support/office hours to review UIP and get feedback (e.g. Q and A on specific details of a mostly developed plan)
- Thought partnerships in development of the plan (iterative/ongoing)
- Direct support in facilitation of plan steps (data analysis, root cause analysis, setting up a progress monitoring schedule and measures, etc.)
- Document review (existing model)
- Other?

Plan elements could be documented in the online system and that would be the "review"