

# Accountability Work Group

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May 10, 2024



# Welcome



# Introductions

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



Colorado boasts the world's highest \_\_\_\_\_.

- A. Petting Zoo
- B. Man-made lake
- C. Natural bridge
- D. Suspension bridge

## D. Suspension bridge

Built in 1927, the Royal Gorge bridge is made of 1,257 wooden planks suspended 956 feet over the Arkansas River. The bridge is located near Canon City.



# 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
  - 1241 Updates
  - TLCC- State Overview
- Accountability Data Resource
- On Track Growth
- 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.



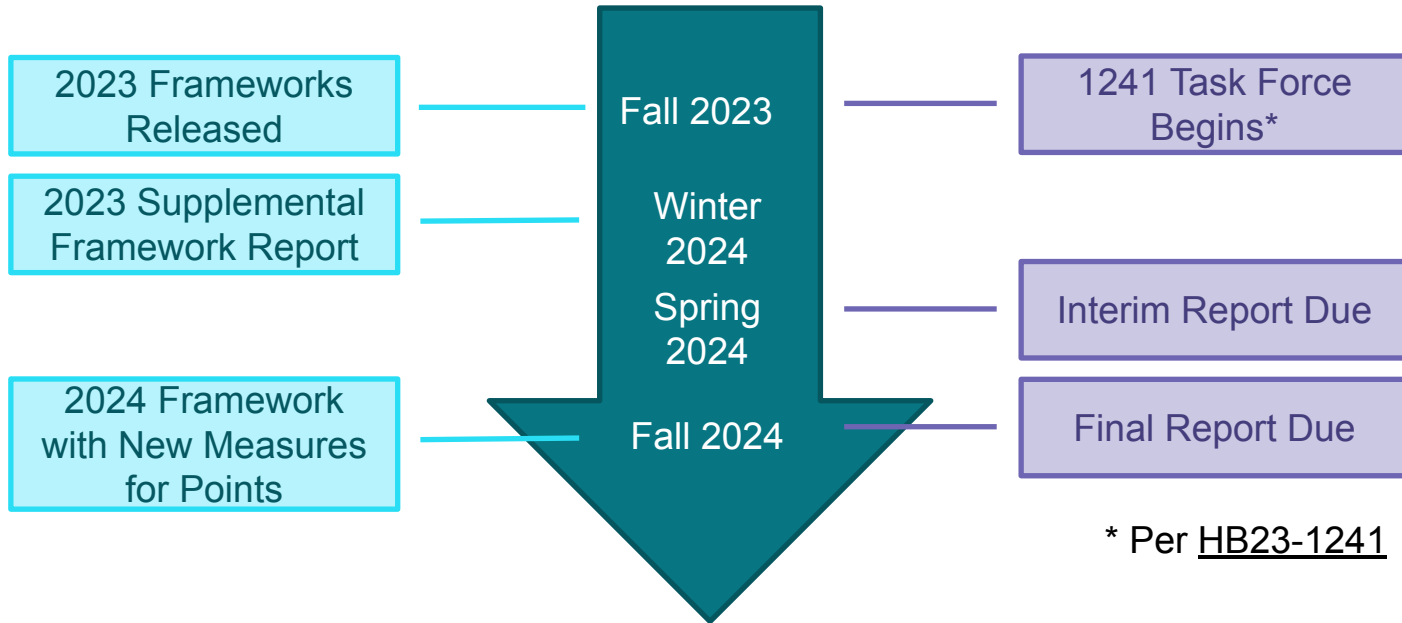
# What do we mean by “policy”?



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



# Overarching Accountability Timeline



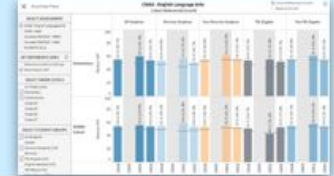


# Elements of the Current State Accountability System

Frameworks



Public Reporting



Improvement Planning



Public Engagement



Supports and Interventions



Accreditation



Awards



Anything else?



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

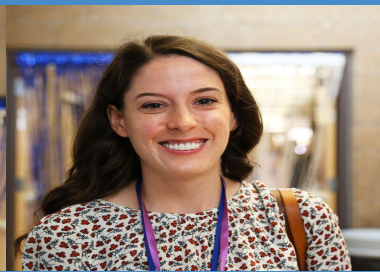
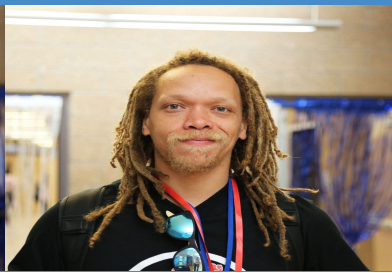
- Link to Bill: <https://leg.colorado.gov/bills/hb23-1241>
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Website: <https://www.cde.state.co.us/accountability/accountability-task-force>
- Builds upon: [Accountability Audit](#) and the [Local Accountability System Grant](#)
- Task Force members are working in study groups now focused on frameworks and then will focus on the other accountability elements later this spring.
- Gathering stakeholder input now through stakeholder panels and a survey. Go to [website](#) for links to access the survey.
- 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.
- Upcoming Meetings:
  - June 4
  - Fall meetings have not yet been set



COLORADO  
Department of Education

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# *State Highlights from the 2024 Teaching and Learning Conditions Colorado Survey*



# What is the survey intended to do?

## Amplify Educator Voices

Educators and staff from across the state have continued to value the TLCC survey, leading to valuable trends and statewide comparisons.

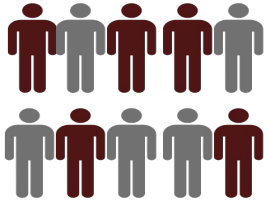
## Engage in Continuous Improvement

Help staff to identify positive trends in school conditions, as well as identify areas that merit further discussion.

## Support Research and Policy

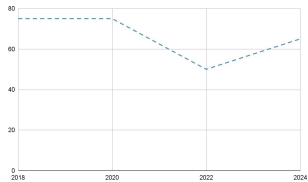
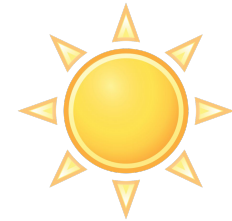
This survey provides insight into schools across the state that can lead to more informed policies and practices. It informs statewide policies and practices as well.

# 2024 TLCC Survey Results at-a-glance



More than 45,000 Colorado school-based educators participated in the survey this spring (50%), including teachers, building leaders, special service providers and educator support professionals.

Most educators have a positive outlook on their school experience. They report their school is a good place to work and for students to learn. They feel respected by parents and supported by the community. Educator retention looks promising.



There are signs that educators are recovering from the pandemic *and* we see findings that deserve further attention (e.g., time to complete duties, social and emotional supports, more support needed for special populations of students).



## Highlights of Initial Findings

## Who participated in the survey?

- **50%** of Colorado educators and staff participated for a total of including 45,000+ respondents (*similar to prior administrations*)
- The majority of districts and schools had enough participation for public reporting, including **112 districts** (60%) and **1120 schools** (59%)
- Vast majority of respondents (32,000+) are classroom-based teachers

# The majority of school staff (8 out of 10) agreed that, overall, they have positive impressions of their schools.

Most respondents said their schools are:

Good places to work

- **86%** (▲ 1% from 2022; ◀ level with 2020)

Good places for students to learn

- **88%** (▼ 1% from 2022; ◀ level with 2020)

Led by an effective team

- **81%** (▼ 1% from 2022; ◀ level with 2020)

**87%** of school staff also say their schools have the support of the broader community (▲ 2% from 2022; ▲ 1% from 2020)\*





# Findings show that most educators are positive about their working conditions.

The majority of educators said that:

Class sizes are reasonable

- **78%** (▲ 1% from 2022; ▲ 5% from 2020)

Instructional resources are adequate

- **79%** (▲ 2% from 2022; ▲ 4% from 2020)

Teachers are trusted to use their professional judgment

- **76%\***



## Even with some improvements, results show the use teacher time as the lowest-rated section of survey responses.

**64%** of teachers and support personnel agreed that they have enough time to engage in professional learning (▲ 7% increase from 2022, ▲ 1% 2020)

**61%** of teachers and support personnel report having adequate time to prepare for their primary duties (▲ 2% from 2022, ▲ 4% from 2020)

**53%** of teachers agreed that new initiatives are given enough time to determine effectiveness (▲ 3% increase from 2022, ◀ level with 2020)

**50%** of teachers say it is easy to secure a substitute for personal leave\*

**38%** of teachers are able to meet position expectations within the contracted work hours\*

# Responses show that educators need more support with social and emotional needs both for themselves and their students.

**95%** of teachers are comfortable discussing resilience strategies with students

- ▼1% from 2022; not asked in 2020

**81%** of teachers are comfortable discussing mental health with students

- ▼5% from 2022; not asked in 2020

**52%** of teachers are comfortable discussing suicide with students

- ▼4% from 2022; not asked in 2020

**53%** of teachers reported that their district leaders pay attention to supporting their emotional and mental health\*

***Building leaders also identified supporting students' social, emotional and mental health as the most common area where they most need support.***

# Student conduct has been a focus during the pandemic recovery, and survey results indicate some improvements

Questions related to managing student conduct saw an increase in favorable responses in comparison to 2022 and 2020.

Students know how they are expected to act in the school

- **81%** (▲ 4% from 2022; ▲ 1% from 2020)

Students have the behavioral supports needed to focus on learning

- **71%** (▲ 5% from 2022; ▲ 4% from 2020)

Rules for student behavior are enforced in a consistent manner

- **56%** (▲ 3% from 2022 and from 2020)

# Teachers are asking for more support in their work with special populations of students.

Teachers and support personnel indicate that the top three areas where they need more support is with serving students who:

- Have experienced trauma
- Have IEPs or 504 plans
- Are multilingual learners

Teachers and support personnel also need support with:

- Developing students' social emotional skills
- Content area and best practices

Survey responses indicate declines in educator perceptions of the support available to certain student groups:

**74%** say that multilingual learners are adequately supported in their schools

- ▼5% from 2022; ▼4% from 2020

**80%** say that students with special needs are adequately supported in their schools

- ▼1% from 2022, ◀ level with 2020

# This year's survey included questions focused on teacher recruitment and retention.

**87%** agreed their **work at their school** makes them feel satisfied\*

**85%** of teachers are satisfied with their **choice to become a teacher**\*

Only **6%** of educators reported that they plan to **retire or leave the field of education**

- ▼ 9% from 2022; ▼ 4% from 2020

Educators continue to rate **school leadership** as the top reason for remaining at their school, ahead of both “school staff” and “salary”

- ◀ level with 2022 and 2020



Findings from these recruitment and retention questions show that educators feel connected and supported in their schools.

**98%** agreed they have at least one **colleague at their school that they trust\***

**89%** agreed they **feel like they belong** in their schools\*

**87%** agreed they have **access to support** if they had concerns about their own mental health

- ▲ 4% from 2022; not asked in 2020



## We see mixed results on job satisfaction and clarity from our Education Support Professionals.\*

**94%** reported being comfortable with the tasks they are asked to perform (◀ level with 2022)

**70%** responded favorably that they have ways to advance their careers in education (▲ 2% from 2022)

**45%** feel adequately compensated for their work (▲ 9% from 2022)

**39%** said frequent changes in duties make their jobs more stressful (▼ 18% improvement from 2022)



# Overall, while Colorado educators need more prep time and support, most have positive perceptions of their working conditions.

Most respondents say their schools are good places to work (**86%**), good places to learn (**88%**), and have supportive communities (**89%**).

Educators need more time to prepare for lessons and fulfill their many responsibilities:

- **61%** feel that they have adequate prep time
- **50%** of teachers say that external substitutes are readily available

Educators need more support with:

- Students' social, emotional and mental health.
- Serving students who have experienced trauma
- Meeting the needs of certain student populations

More educators plan to stay in the classroom:

- Only **6%** of educators say they plan to leave or retire
- This is ▼ 9% from 2022 and ▼ 4% from 2020



Visit [www.tlccsurvey.org](http://www.tlccsurvey.org) for more.

# Accountability Data Resource



Accountability & Continuous Improvement  
Colorado's Accountability System

Data Services  
Data Pipeline



Assessment  
Colorado Statewide Content Assessments

Federal Accountability  
ESSA Identification

## Resource

- ❖ *What features make this resource valuable?*
- ❖ *What else would be helpful in accomplishing the purpose of this document?*

## Webinar

- ❖ *Would a similar presentation seem sufficient for a webinar attended by data respondents, accountability and assessment staff? OR dive more into the weeds?*  
*(note that it will include a Q&A at the end in place of gathering feedback)*

## Dissemination

- ❖ *Do you have other recommended audiences/ways to disseminate the resource?*



1. Foster a shared understanding of how data from the Data Pipeline collections and State Assessment Systems apply to Accountability
  - a. *Why data accuracy matters.*
  - b. *What to focus on during each collection in the context of accountability.*
  - c. *How different collections generally work and connect.*
2. Connect data collections across the department that are managed by various units

- ✓ *Index/sections* – Read this document through **or** go to a specific section or collection to inform planning work and identify key elements to consider
- ✓ *Defining or grounding in Colorado’s Accountability System* – components are introduced and tagged within each section
- ✓ *Accountability Implications & Planning Considerations* – Each section starts with accountability implications and planning considerations
- ✓ *Look fors within body of document* – noted with check mark [✓] bullets and associated sub-bullets and **blue** call-out boxes highlighting best practices; text also provides a springboard to more accountability resources
- ✓ *Appendices* – A, B & C are designed to provide a “snapshot” of the content of the resource

## [Link to Resource](#), walkthrough

- I. Year-Round Collections: Directory, School Code Changes & RITS
- II. Snapshot: Student October
- III. State Assessment Vendor Systems
- IV. \*Periodic Collections: Student Biographical Data (SBD)
- V. \*Snapshot: Student End of Year (SEY)
- VI. \*Periodic Collections: Alternative Education Campus (AEC)

\* **Open/opening soon:** SEY officially opened 5/2/2024; AEC 2025 Planned Measures & 2024 Actual Measures opened 5/8/2024; PSAT/SAT SBD opens 5/15/2024; and CMAS & CoAlt SBD opens 5/16/2024

Resource posted at: [2024 Accountability Resources](#)

## Colorado's Accountability System

### [District and School Performance Framework](#)

ratings and plan types are based on each site's overall performance, which includes the following categories:

- 1) **Academic Achievement:** Average scores on state assessments for all students as well as specific groups of students
- 2) **Academic Growth:** Progress students make in their achievement on assessments from one year to the next
- 3) **Postsecondary Readiness:** (high school level and district only) Graduation rates, dropout rates, average scores on the SAT, matriculation into college and other postsecondary options

**Note:** Ratings are "decreased due to Participation" if the **accountability participation rate** in two or more content areas falls below 95%.

### [Unified Improvement Plans](#)

Framework ratings and plan types determine [additional expectations](#) for improvement planning requirements and stakeholder engagement.

### [State Accountability Data Tools & Reports](#)

Public reporting and analytics resources support data analysis and transparency.

## Federal Accountability

ESSA Identification requires states to [identify schools for improvement and support](#) under ESSA in two major categories: Comprehensive and Targeted Support and Improvement, with subcategories under each.



- Yesterday – Presented at the Data Pipeline Town Hall and emailed to Student End of Year data respondents
- **Today** – Bring to AWG, share through District Assessment Coordinator communication
- 5/13/2024 – Message about the webinar in Accountability Contacts email
- 5/14/2024 – Webinar 1:00 - 1:45 pm, register [here](#)
- 5/16/2024 – [The Scoop](#) notice about the published new resource
- 5/17/2014 – Share at ACEE meeting



## Resource

- ❖ *What features make this resource valuable?*
- ❖ *What else would be helpful in accomplishing the purpose of this document?*

## Webinar

- ❖ *Would a similar presentation seem sufficient for a webinar attended by data respondents, accountability and assessment staff? OR dive more into the weeds?*  
*(note that it will include a Q&A at the end in place of gathering feedback)*
- ❖ Feel free to join us or share the [Zoom registration link](#) with others

## Dissemination

- ❖ *Do you have other recommended audiences/ways to disseminate the resource?*

Break  
5 minutes

# On Track Growth

## Reporting and Technical Assistance



# Why We Are Here

CDE is re-introducing On Track Growth into public reports and performance frameworks.

To do this, CDE is creating new reports, resources, and a training and technical assistance plan for district/school administrators. We want to make sure the resources are useful, meet the district's needs, and are timely and relevant.

Today's conversation will focus on public reporting and technical assistance for On Track Growth next Fall/Winter.

# Implementation Timeline

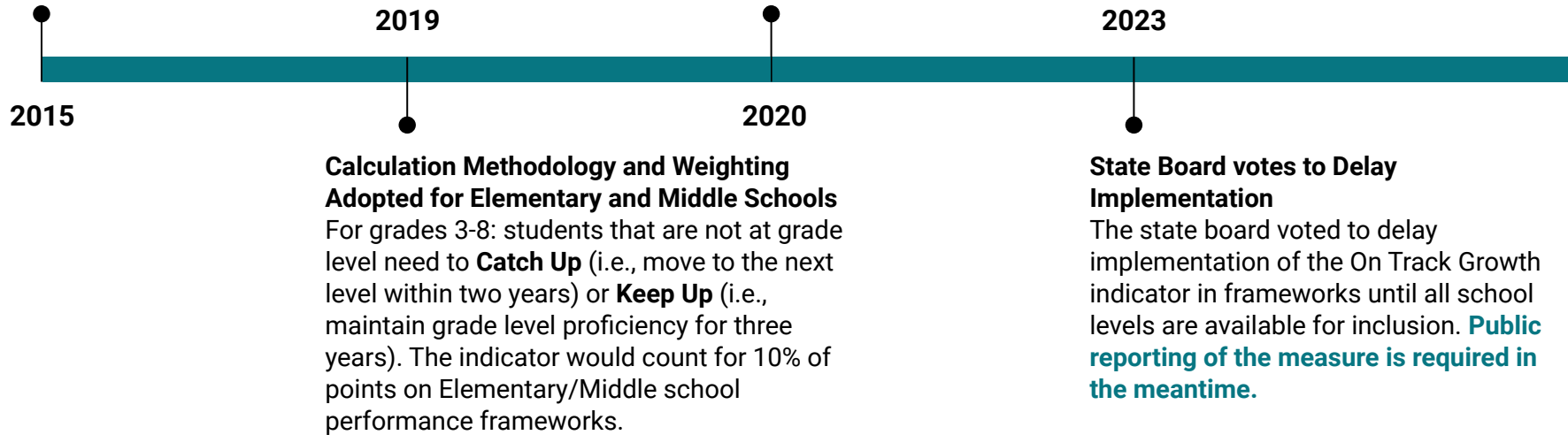


## Transition to CMAS Assessments

Adequate growth measure is retired. CDE is charged with exploring other methodologies in partnership with the Technical Advisory Panel.

## Pandemic Interrupts Methodology Conversations

Discussions on how to approach this measure for high schools and districts were paused.



# On Track Growth Overview



# What is On Track Growth?

- **Growth to standard measures** look at how much growth a student must achieve to obtain a higher performance level on state assessments within a determined amount of time. A simple way to think about these measures: **How much are students growing? Is it good enough?**
  - Prior to 2015, CDE reported **Adequate Growth**, which measured how long a student took to reach proficiency (i.e., meeting expectations) or maintain proficiency. This measure was retired after the state transitioned to the CMAS assessments.
  - Since then, a new measure called **On Track Growth** was developed for grades 3-8. Under this measure, to be considered “On Track”:
    - Students should be supported to move to the next performance level within two years (**Catch Up**).
    - Students should be supported to maintain grade level proficiency for the next three years (**Keep Up**).



# Catch Up Example

Q: Is the student expected to get to the next performance level within two years (i.e., by the end of Grade 5)?

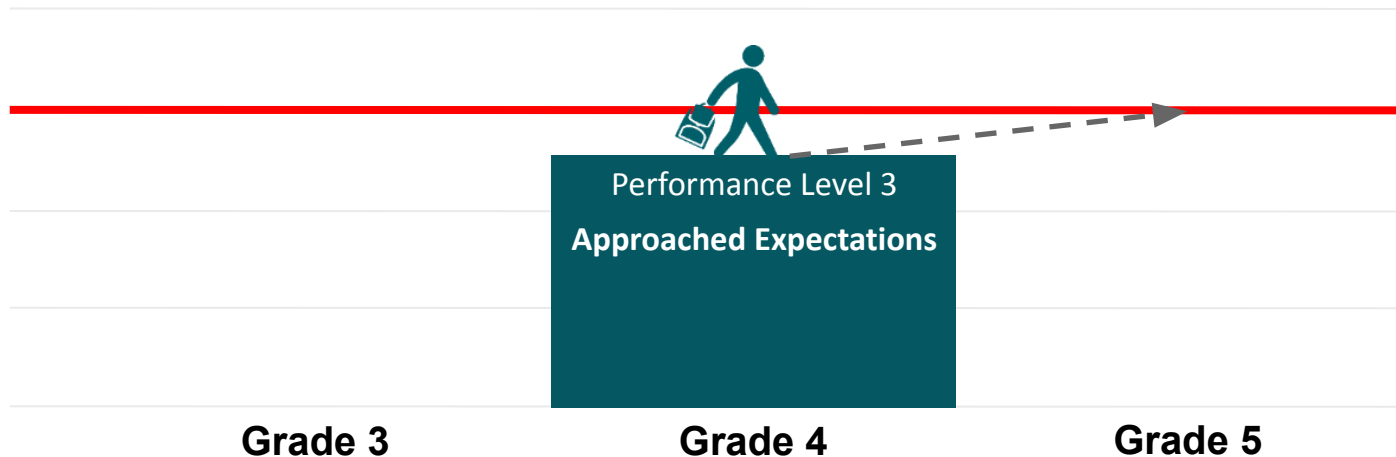
CMAS Level 5

CMAS Level 4

CMAS Level 3

CMAS Level 2

CMAS Level 1



Is this student considered  
"On Track"?

# Catch Up Example

Using last year and this year's achievement results, CDE calculates a growth percentile to determine how much the student grew over the course of the year.

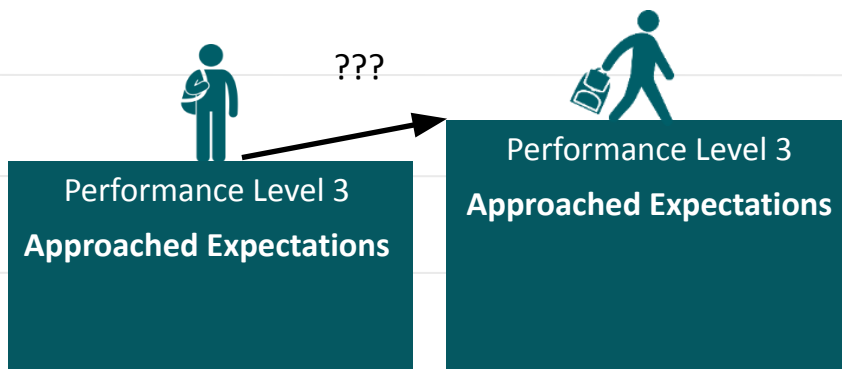
**CMAS Level 5**

**CMAS Level 4**

**CMAS Level 3**

**CMAS Level 2**

**CMAS Level 1**



**Grade 3**

The student was approaching expectations in Grade 3.

**Grade 4**

The student grew but is still approaching expectations by Grade 4.

**Grade 5**

# Catch Up Example

Using the student's growth percentile, we know how much they grew.  
**But is it enough?**

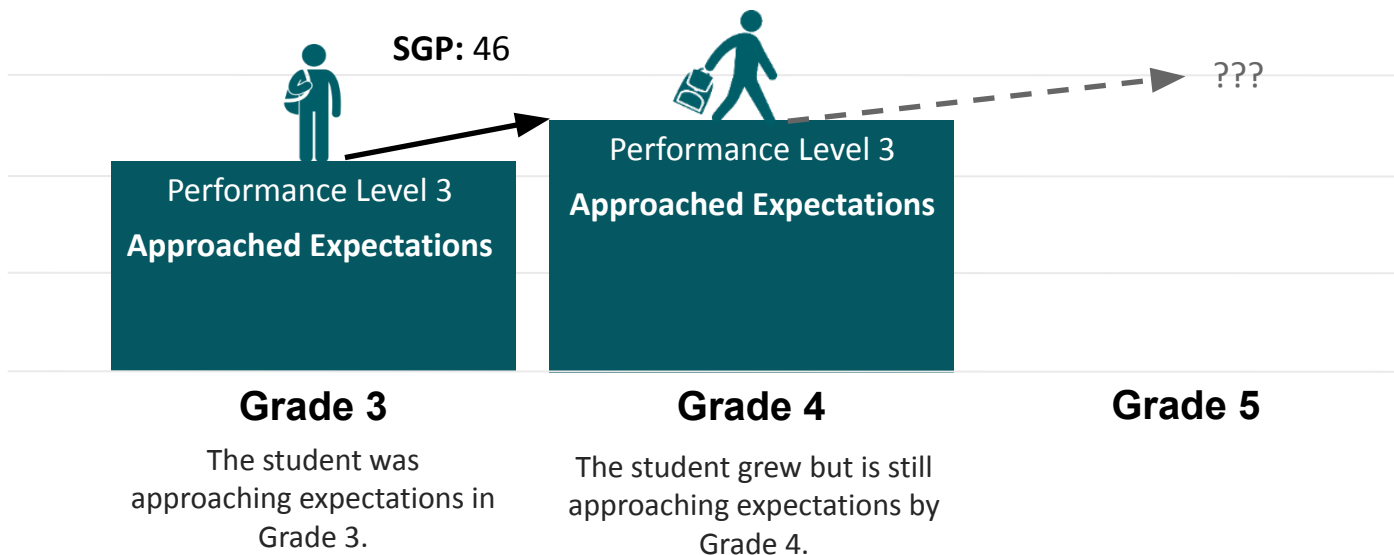
CMAS Level 5

CMAS Level 4

CMAS Level 3

CMAS Level 2

CMAS Level 1



SGP = Student Growth Percentile

# Catch Up Example

To determine this, CDE calculates the minimum growth percentile the student would need to get to the next performance level within the two-year timeframe.

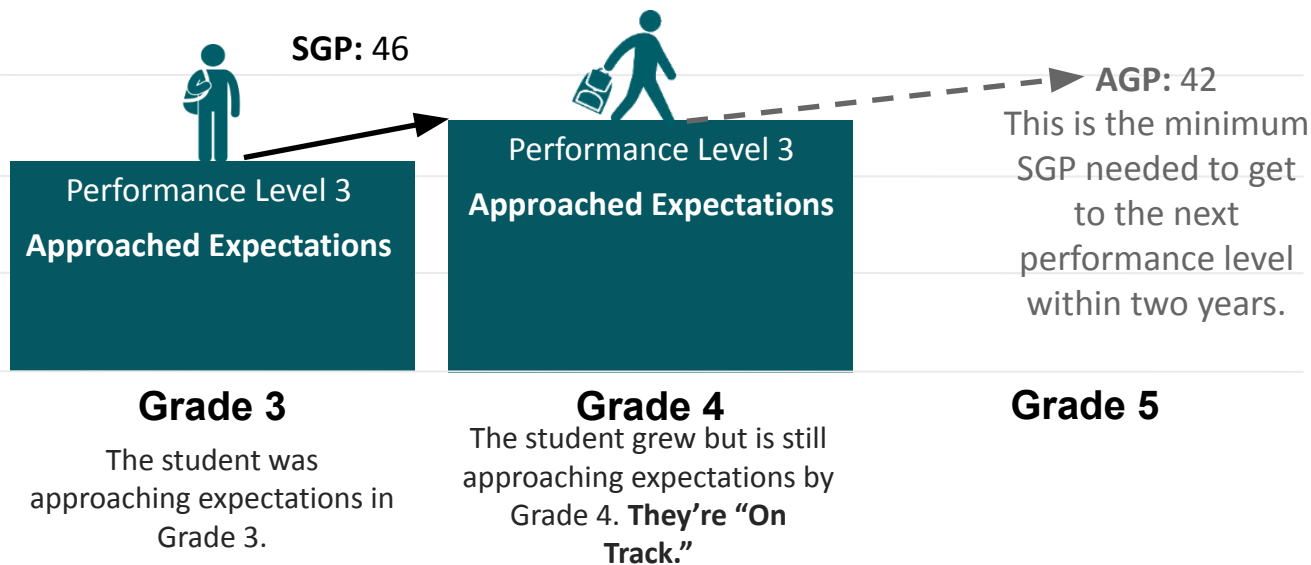
CMAS Level 5

CMAS Level 4

CMAS Level 3

CMAS Level 2

CMAS Level 1



SGP = Student Growth Percentile; AGP = Adequate Growth Percentile

# Catch Up Example

Q: Is the student expected to get to the next performance level within two years?

A: Yes, they're On Track to make it by Grade 5 – and they did!

CMAS Level 5

CMAS Level 4

CMAS Level 3

CMAS Level 2

CMAS Level 1



**Grade 3**

The student was approaching expectations in Grade 3.

**Grade 4**

The student grew but is still approaching expectations by Grade 4. **They're "On Track."**

**Grade 5**

For this student, the On Track projection was correct and they met expectations!

# Keep Up Example

Q: Is the student expected to maintain grade level proficiency for three years (i.e., by the end of Grade 6)?

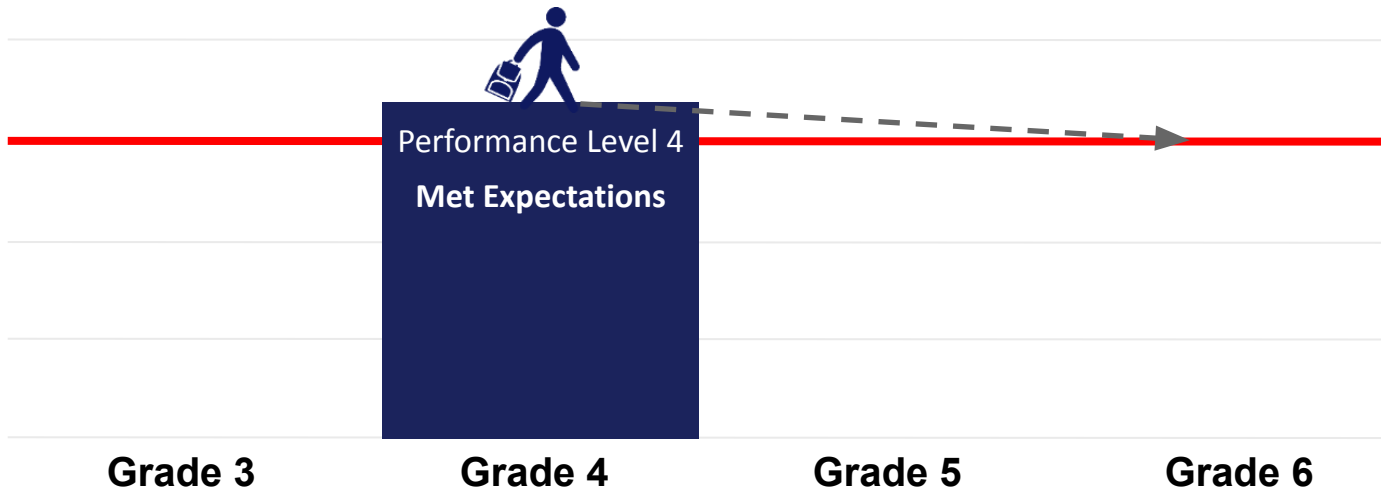
CMAS Level 5

CMAS Level 4

CMAS Level 3

CMAS Level 2

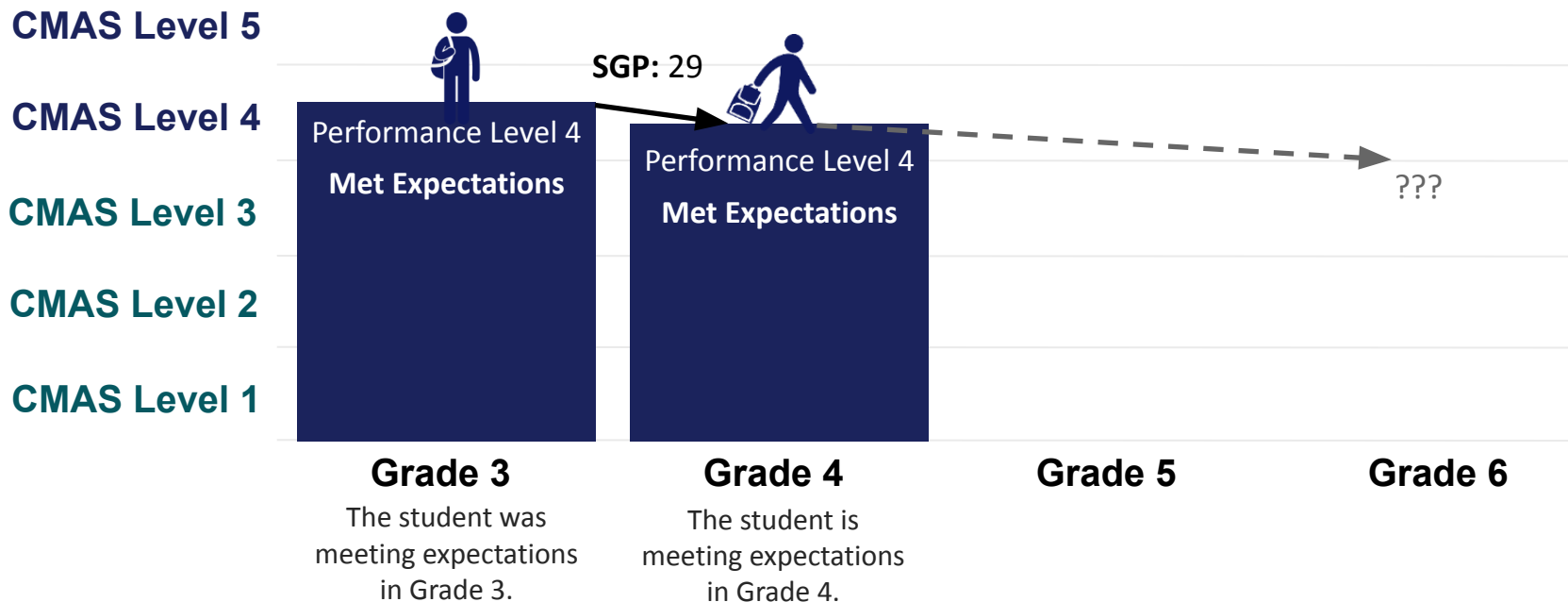
CMAS Level 1



Is this student  
considered "On  
Track"?

# Keep Up Example

Using the student's growth percentile, we know how much they grew.  
But is it enough?

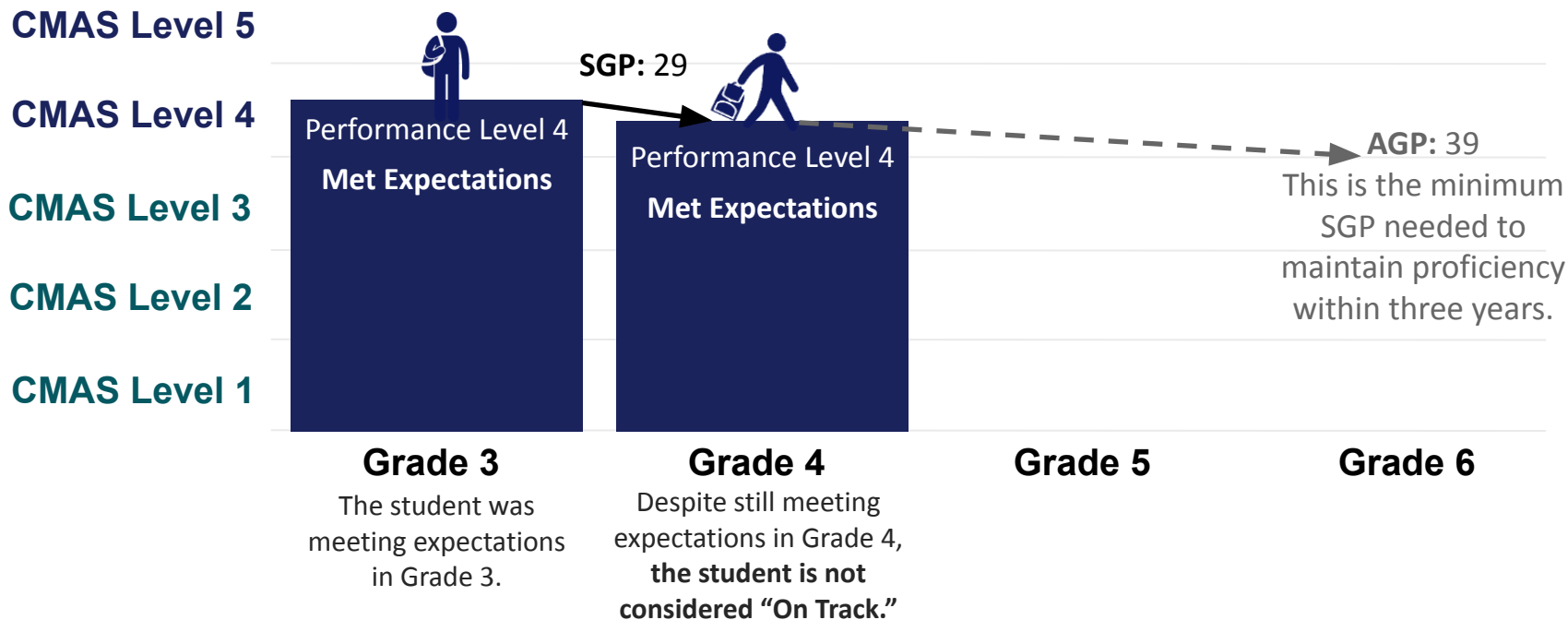


SGP = Student Growth Percentile



# Keep Up Example

To determine this, CDE calculates the minimum growth percentile the student would need to maintain proficiency within a three-year timeframe.



SGP = Student Growth Percentile; AGP = Adequate Growth Percentile

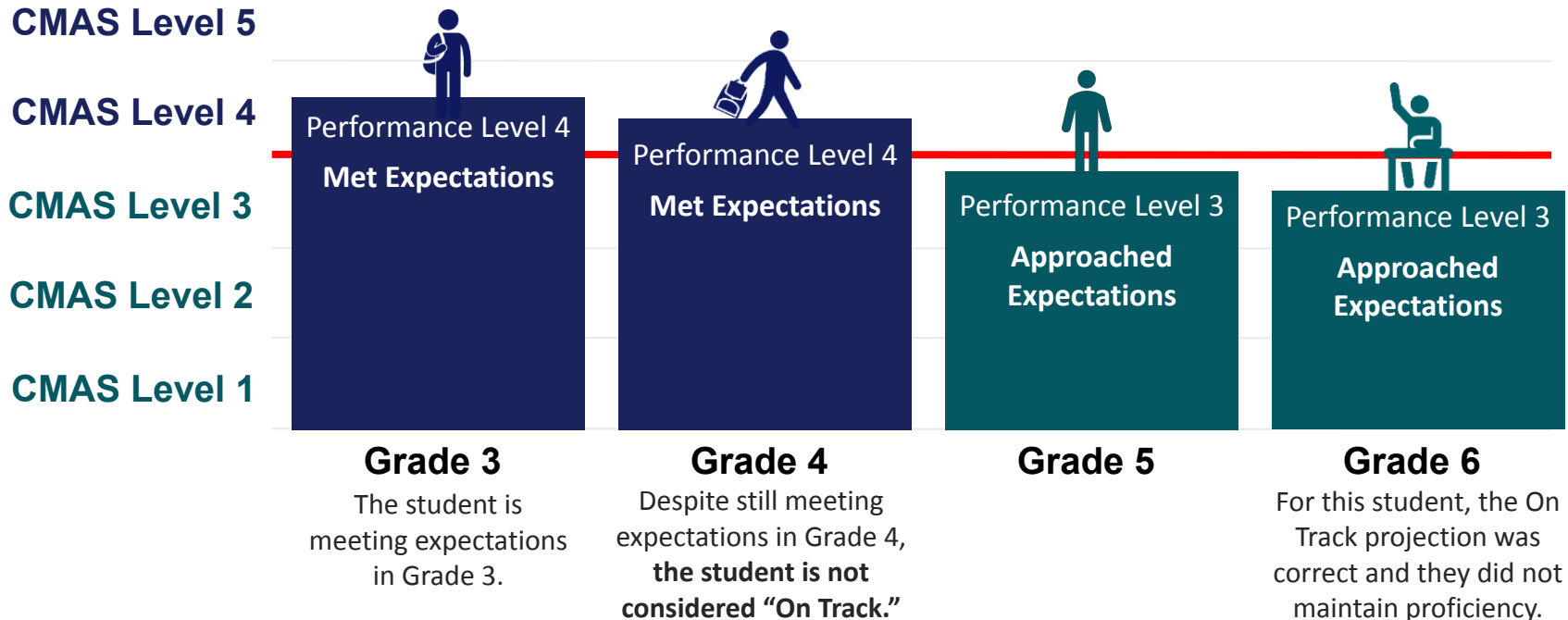




# Keep Up Example

Q: Is the student expected to maintain grade level proficiency for three years?

A: No, they're not On Track to maintain proficiency by Grade 6.



# Reporting and Technical Assistance Plans

# Goals for Reporting and Technical Assistance



Stakeholders understand the basics of what On Track Growth means, how CDE uses it, and what data it uses.



Stakeholders have a more detailed grasp of how On Track growth is calculated (including a basic understanding of the growth model).



District and school leaders have what they need to explain how On Track Growth can be used to identify areas of need and track progress collaboratively with their staff, board, and parent community (e.g., accountability committee)

# Plans for Reporting

- **Student-level reports for districts:**
  - In Fall 2024, On Track Growth data will be included in student-level reports.
- **Public reports for district and school improvement planning:**
  - In Fall/Winter 2024, public On Track Growth data will be embedded into existing data dashboards for district and school administrators.
- **Student-level reports for teachers / parents:**
  - Once On Track Growth is reintroduced into the performance frameworks (TBD), CDE will create individual student growth reports for teachers and parents.

## Student Level Data Files

- **Purpose:** Districts can review and analyze data at the student level
- **Audience:** District and School Administrators
- **Considerations:**
  - Includes elementary and middle school data only
  - Informational only
  - Reported for all students in the district with valid scores

### Field Names:

```
SCALE_SCORE
PROFICIENCY_LEVEL
PRIOR_YR_SCALE_SCORE
PRIOR_YR_PROF_LEVEL
SGP
AGP
ON_TRACK_L1_TO_L2
ON_TRACK_L2_TO_L3
ON_TRACK_L3_TO_L4
ON_TRACK_L4_TO_L4
ON_TRACK_L5_TO_L5

CATCH_UP

KEEP_UP
ON_TRACK
```

# Plans for Reporting On Track Growth in 2024, cont'd

## Public Report Sample

- **Purpose:** Improvement Planning
- **Audience:** District and School Administrators
- **Considerations:**
  - Includes elementary and middle school data only
  - Informational only
  - Data will be hidden for low student counts

Home Page
Enrollment & Demographics
Academic Achievement
Academic Growth
On Track Growth
Postsecondary Readiness
Framework Results
Map Tools

Unified Improvement Planning Dashboards
Click to Change District/School ->

### On Track Growth

#### SAMPLE DISTRICT

Use the filters on the sidebar to display On Track Growth for the CMAS assessment. On Track Growth assesses whether students are *catching up* to grade-level expectations or *keeping up* with expectations. Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 16 (achievement) and 20 (growth). See here for information on this approach to modeling academic growth : <https://www.cde.state.co.us/accountability/ontrackgrowth>

**SELECT ASSESSMENT**

(All)

CMAS - English Language ...

CMAS - Math

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**SET REFERENCE LINES**

State Performance Level

State Median SGP

---

**SELECT GRADE LEVELS**

Grade 04

Grade 05

Grade 06

Grade 07

Grade 08

---

**SELECT STUDENT GROUPS**

All Students

Gender

Minority Students (Y/N)

Ethnicity

FRL Eligible (Y/N)

Multilingual Learners (Y/N)

IEP Status (Y/N)

Gifted Status (Y/N)

Migrant Students (Y/N)

**CMAS - Math: Mean Scale Scores**

This chart shows trends in the average scale score for the selected group of students. The colored horizontal lines represent performance level benchmarks: Green = Meeting Expectations, Yellow = Approaching Expectations, Orange = Partially Met, and Red = Not Yet Meeting.

**CMAS - Math: Growth Percentiles**

Median Adequate Growth Percentile (MAGP) can be thought of as a summary difficulty index for how difficult it may be to be considered On Track (i.e., 1-34= easier, 35-64= moderate, 65-99= harder). Groups with a high MAGP and low AGP generally have a higher likelihood of being On Track.

Year	Category	Value
2023	Median AGP	64
	Median SGP	66
2024	Median AGP	59
	Median SGP	20

Year	Category	Value
2023	Median AGP	64
	Median SGP	66
2024	Median AGP	59
	Median SGP	20

**CMAS - Math: Percent On Track**

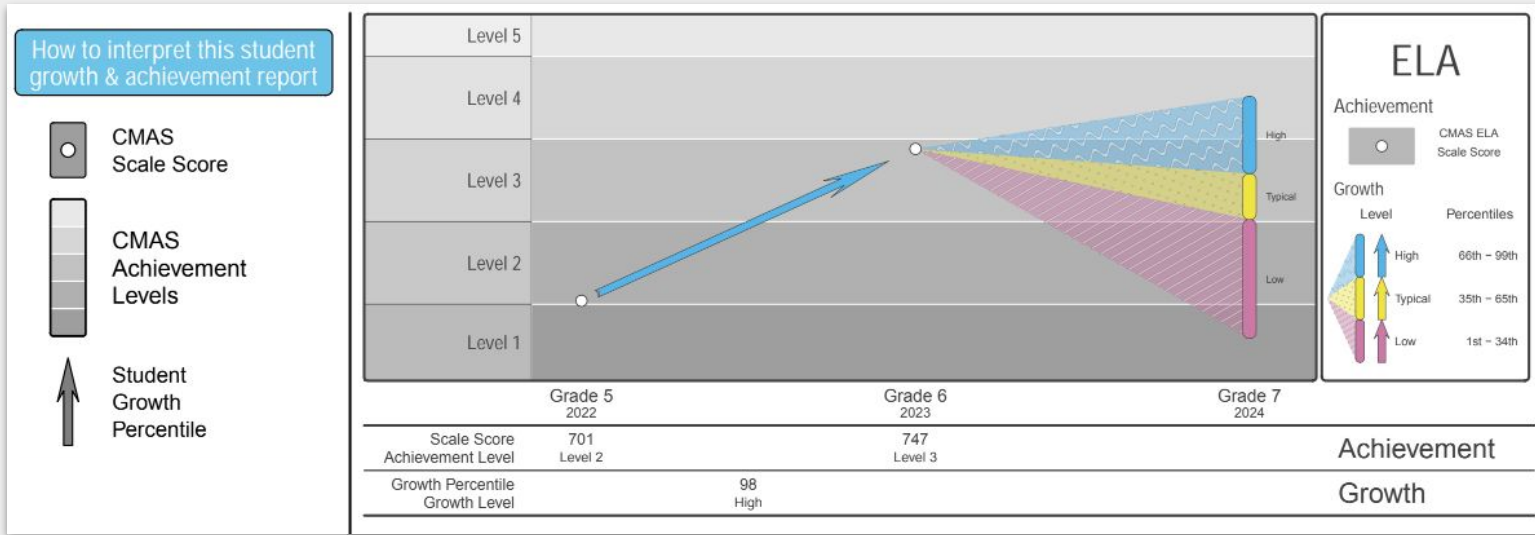
The following are the percent of students that are **Keeping Up** with grade-level expectations, **Catching Up** to grade-level expectations, or **On Track** to either Catch Up or Keep Up.

	2023		2024	
	N-Count	%	N-Count	%
Percent On Track	1,040	53.8%	960	6.3%
Percent Keeping Up	180	100.0%	140	28.6%
Percent Catching Up	860	44.2%	820	2.4%

# Plans for Reporting On Track Growth in the Future

When the measures are included in frameworks, CDE plans to create individual student growth reports to share with teachers and parents.

## Last Year's Individual Student Growth Report Sample:



# Technical Assistance Plan for Schools and Districts



CDE is coordinating the release of the On Track Growth reports and resources with a training and professional development series this summer and fall.

Once On Track Growth is Released in August	<b>Event</b>	<b>Audience</b>
	Resource Availability Webinar	District staff
	Growth Modules - virtual	School and District Staff
	Growth In Person Meetings	School and District Staff
	Training Materials for districts and schools to support SACs/DACs with Frameworks and the Growth Model	Members of Accountability Committees





# Resources - Available Now

## On Track Growth Fact Sheet:

<https://www.cde.state.co.us/accountability/ontrackgrowthfactsheet>

## Other Accountability Resources:

<https://www.cde.state.co.us/accountability/accountability-resources>

Contact: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

### On Track Growth

Re-introduction into the Performance Frameworks



Colorado's educational accountability law requires a metric that determines whether a student is making enough growth to reach a target level of achievement within a given timeframe. Called On Track Growth, this measure assesses whether students are *catching up* to grade-level expectations or *keeping up* with expectations. Each student will have one of the two following On Track designations for a given school year:

- **Catch up:** Indicates whether students scoring below grade level are catching up to grade-level expectations quickly enough.
- **Keep Up:** Indicates whether students who are already meeting grade-level expectations are maintaining their performance.

#### Reintroducing the On Track Growth Measure

The On Track Growth measure has not been part of school and district ratings since the transition to the Colorado Measures of Academic Success (CMAS) assessments in 2015, when it was referred to as adequate growth. Based upon feedback from districts that the expectations were not always reasonable, the department retired the metric and began to explore other methodologies in partnership with the state's [Technical Advisory Panel \(TAP\)](#). After adopting a calculation methodology for elementary and middle schools in 2019 (described on the next page), discussions on how to approach this measure for high schools and districts were scheduled for late spring 2020. However, because of disruptions created by the pandemic, these plans were paused.

#### Implementing the On Track Growth Measure

CDE has been working with the TAP and the state board to investigate a calculation methodology for high schools and districts, however the transition to digital PSAT and SAT assessments in spring 2024 prevents implementation of an On Track Growth measure until 2025 at the earliest. In response, the State Board of Education voted to delay implementation of the On Track Growth indicator in the performance frameworks until all school levels are available for inclusion. In the meantime, because CMAS growth is available across all typical grades and content areas, CDE is planning on calculating On Track Growth for elementary and middle schools. The department will be expected to release public reports on this measure, as they are available. Once On Track Growth is available for all school levels, CDE will first release the data for informational purposes, with the intention of including the measure for points in the performance frameworks the following year.

#### Colorado's Accountability System

Currently, schools and districts receive a performance framework rating each year based on their overall performance, which includes the following categories:

- **Academic Achievement:** Average scores on state assessments for all students as well as specific groups of students
- **Academic Growth:** Progress students make in their achievement on assessments from one year to the next
- **Postsecondary Readiness:** Graduation rates, dropout rates, average scores on the SAT college entrance exam and matriculation into college and other postsecondary options

The addition of On Track Growth will create another performance indicator (i.e., three for elementary and middle schools; four for high schools and districts).



# AWG Feedback Questions

- Do you have any feedback regarding our current reporting and technical assistance plan?
- What else would be helpful to know or have in order to support district and school leaders around this topic?
- Are there any audiences or purposes we are missing?

# Next Steps

