Norms

Assume positive intent from others' thoughts and input

Agree to disagree

Maintain flexibility and allow for opinions to change

Share the speaking and listening space with fellow members in an equitable and respectful manner

Respect the candidness of others as a gift

Expect non-closure

Today we shall consider our charge as we continue this work

Shall Consider

(I) ACADEMIC OPPORTUNITIES OR INEQUITIES THAT **MAY** IMPACT ACADEMIC ACHIEVEMENT GAPS;

(II) IMPROVEMENTS TO THE ACCOUNTABILITY AND ACCREDITATION SYSTEM TO EXPAND AND INCENTIVIZE ACADEMIC OPPORTUNITIES AND ADDRESS INEQUITIES;

(III) PROMISING PRACTICES IN SCHOOLS AND SCHOOL DISTRICTS; AND

(IV) RECOMMENDATIONS FOR LEGISLATION OR RULES, AS NECESSARY.

May Review

(I) THE RESULTS OF THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEMS AUDIT REPORT DESCRIBED IN SECTION 2-3-127;

(II) THE LOCAL ACCOUNTABILITY SYSTEMS DESCRIBED IN PART 7 OF ARTICLE 11 OF TITLE 22;

(III) THE RESULTS OF THE LOCAL ACCOUNTABILITY SYSTEM GRANT PROGRAM CREATED IN SECTION 22-11-703;

(IV) THE ANNUAL REPORT AND EVALUATION FROM THE HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN ARTICLE 35.6 OF TITLE 22;

(V) THE RESULTS OF THE SCHOOL TRANSFORMATION GRANT PROGRAM CREATED IN SECTION 22-13-103;

(VI) THE INTERIM AND FINAL REPORTS FROM THE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION TASK FORCE CREATED IN PART 2 OF ARTICLE 35.3 OF TITLE 22;

(VII) PROMISING PRACTICES FROM OTHER STATES AS IDENTIFIED BY TASK FORCE MEMBERS; AND

(VIII) LEADING INDICATORS OR INSTRUCTIONAL PRACTICES THAT COULD BE ADDED TO THE ACCOUNTABILITY MEASURES.

1241 Task Force Meeting #15

OCTOBER 18, 2024

Welcome!

As we get started:

- Please **rename yourself** so your picture/video shows your name and organization. If you are a Task Force member, please also indicate this in your title. (Example: TF Member, Kelly Jasiura, Ed First).
- To rename, click the "Participants" button on the bottom of your screen
- Hover next to your name in the right panel and click **"More"** then **"Rename"**
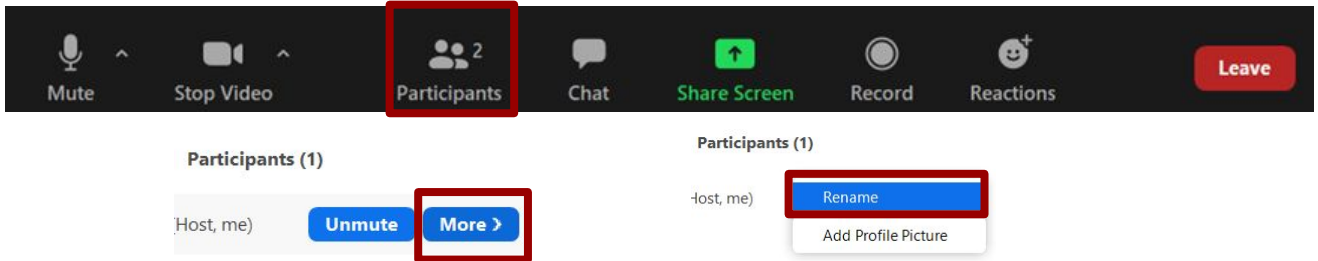
- If you are connecting to audio by phone, **please connect your phone with your Zoom account** so we can ensure you are able to fully participate in breakouts

Welcome from the Task Force Chair and Vice Chair

Dr. Wendy Birhanzel

Task Force Chair
Superintendent

Rebecca McClellan

Task Force Vice Chair
State Board of Education

Objectives

Task Force Participants will:

- Reach consensus on the report, and make revisions as necessary

- Understand next steps to finalize the report

Agenda

|	
9:00 – 9:15 am	Welcome and Overview
9:15 – 9:25 am	Introduction to Items for Discussion
9:25 – 11:00 am	Part I: Top (gold-level) Recommendations
11:00 – 11:20 am	Work Block: Writing Dot Points and Brief Break
11:20 – 12:20 pm	Part II: Intent of Recommendations
12:20 – 12:50 pm	Lunch
12:50 – 1:20 pm	Continue with Part II: Intent of Recommendations
1:20 – 1:40 pm	Work Block: Writing Dot Points
1:40 – 2:40 pm	Part III: Resolving Anything Else Outstanding
2:40 – 2:55 pm	Recap of Changes
2:55 – 3:00 pm	Close

Announcement: Opportunity to join presentation to State Board on 11/13 or 11/14

- **The Chairs are looking for 4-5 volunteers to present and answer questions on the 1241 Task Force report**
  - The report will be submitted ahead of time
  - The meeting will take place in person – but they can accommodate virtual participation if need be
  - The format would be 45 minutes of presentation and 45 minutes of Q&A
- **Please indicate interest in the post-meeting survey email**
  - The Chairs are going to want a diverse range of backgrounds represented
  - Plan to meet in the time leading up to the Board meeting for additional prep

Overview of Zoom Controls

- Please keep yourself muted when you are not speaking and keep your video on, when possible

- Use the chat feature to ask questions or share comments. We also welcome the use of the Zoom reactions!
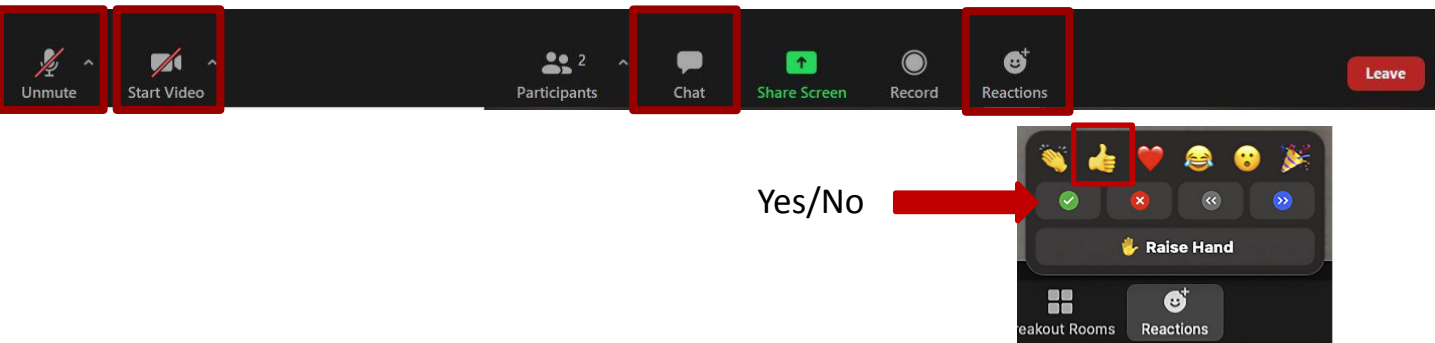

Yes/No

- Please use the hand raise function to indicate you wish to speak, and **wait until you are called on to share**

**NOTE:** The chat will be used as the parking lot during today's meeting

Joining Breakout Rooms

- Today you may be sorted into break out groups.

- The host should automatically send you to these rooms, but if you need to join on your own, click **Breakout Rooms** on the bottom of your screen (left image), and a selection window will pop up with your choices. Select the room you'd like by clicking **Join** (right image).
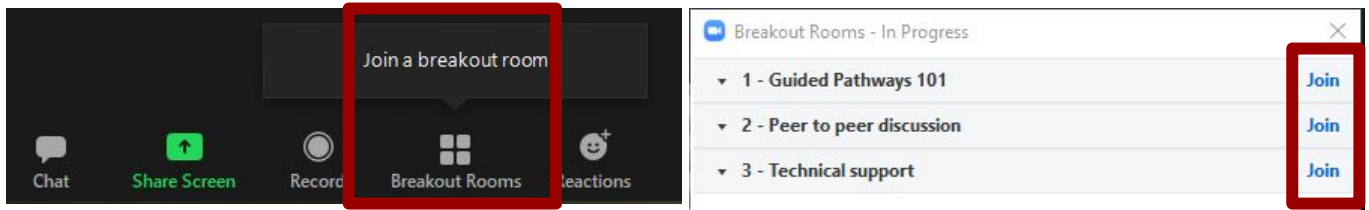
We will use a new tool today called Whiteboard.

- This is similar to Jamboard that we used with you in January.

- The facilitators will share a whiteboard and you will be able to see it as if we are sharing our screen.

- You will be able to interact with the whiteboard by typing on it, drawing on it, or adding post-it notes directly within Zoom on your screen.

Add a Post-It Note

Select the color and then start typing on it—the text will shrink automatically as you type
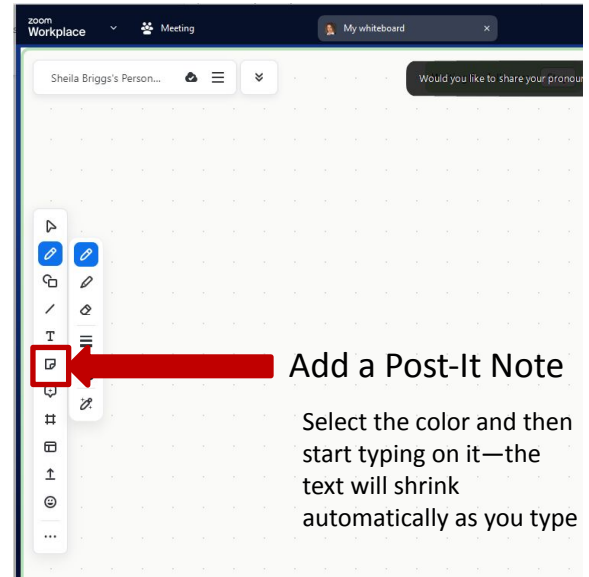
We will use the Fishbowl method today

- This is a process where we will have people discussing something they've given feedback on, with someone that gave different feedback.
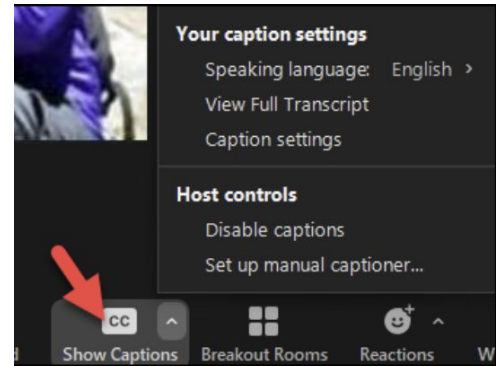
- Those two, three or four people will have a discussion while everyone else observes quietly.

- Then everyone will be asked to weigh in on the conversation to move towards resolution.
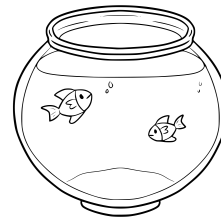
We will be using Live Transcription today

- Select "show captions" to turn on live captioning
- Click on the arrow next to "show captions" to customize your settings
    - **Caption Language**: Edit caption language, as needed.
    - **View Full Transcript**: This opens a panel on the right side of your screen and displays captions in real-time with the speaker's name and time stamp. This is also where you have the option to save the transcript.
    - **Caption Settings**: This opens a window where you can adjust the font size of the subtitles/captions.

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How are we going to reach consensus today?

Part I	Reach consensus on **gold-level recommendations**
Part II	Refine (if needed) **intent of recommendation**
Part III	Make other improvements as necessary

Our recommendation structure looks like this

Recommendation #
Intent of recommendation (supporting detail, guidance, cautionary notes)

Our top priority and focus will be on the Gold Level

We strongly believe there is consensus on the gold level recommendations for most (but not all)

Example:

Consensus at GOLD LEVEL is most critical

Recommendation: Eat fruits and vegetables every day.

Next, we will focus on the intent of the recommendations

Consensus isn't *as crucial* here – there are 26 perspectives!
The greater consensus, however, the greater the weight your recommendations will carry.

Example:

Intent of recommendation →

Recommendation: Eat fruits and vegetables every day.
• Pay attention to dietary guidelines. • Make sure vegetables aren't drenched in oil. • Only eat apples and lettuce.

If there is something above that someone *cannot live with*, how might we address it?

- **Eliminate the dot point** and choose to remain silent
- **Modify the dot point:**
  - **If somewhat incompatible, loosen the language and/or clarify rationale**: "Emphasize the importance of apples and lettuce – they are the most affordable and accessible."
  - **If completely incompatible, introduce a broader range of perspectives**: "There are a range of factors that need to be considered when implementing. Some members are concerned for those who may be allergic to apples though remain committed to ensuring all are eating fruits and vegetables every day."

How we will reach consensus today

ORDER	PROCESS	RESOLUTION
Gold Level Recommendations (including Tier 2 within those for coherence)	Each discussion has a time limit in the top corner.	Consensus
Intent of Recommendations	If we have not reached consensus when the time runs out, we will set it aside and come back to it.	Someone is assigned to write some dot points that would bring them to consensus
Some other improvements if we have time	This will ensure we get to everything today, and don't spend all our time on the first few.	(We will have time before lunch and before end of day for writing)
Anything we don't get through the chairs will decide.		Time runs out and we move on.

Gold Level Pulse Check

Can live with it   **Cannot**

Performance Frameworks	Assessments for Accountability	Reporting & Engagement	Continuous Improvement	Accreditation
1	10	16	18	30
2	11	17	19	31
3	12		20	
4	13		21	
5	14		22	
6	15		23	
7			24	
8			25	
9			26	
			27	
			28	
			29	

Note: even if green, we know there may still be work to do at the "intent" level

How we will track progress today

Page 2 of your agenda

Issue	Resolution–turn green when consensus, turn yellow if on hold or if someone will be writing suggestions. Write assignments, dot points, and resolution in the cell.	
Recommendation A 30 min		●
Recommendation B 15 min		●
Recommendation C 5 min		●
Recommendation D 15 min		●
Recommendation E 10 min		●

Example of how we will track

When you are given time to write dot points, you will replace the text with your name and write the dot points in the cell.
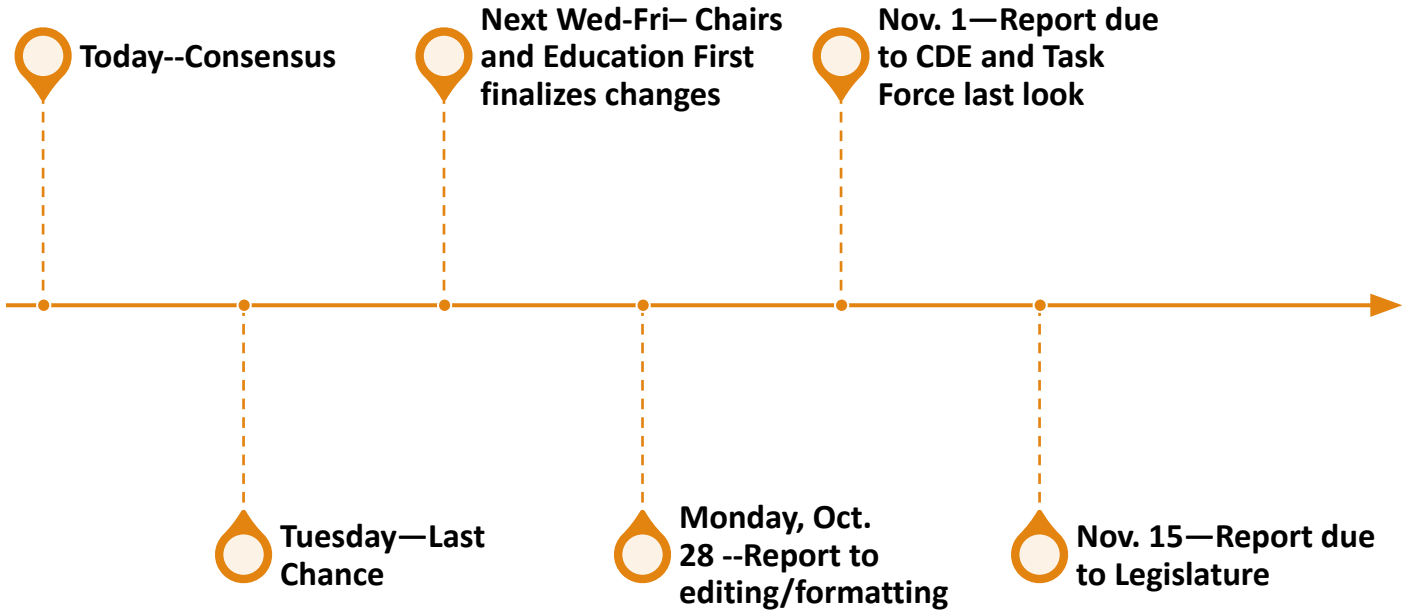
Issue	Resolution–turn green when consensus, turn yellow if on hold or if someone will be writing suggestions. Write assignments, dot points, and resolution in the cell.	
Recommendation A 30 min		● Jane creating dot points to propose an alternative
Recommendation B 15 min		● Reworded
Recommendation C 5 min		● Zach working on dot points
Recommendation D 15 min		● Eliminate

Timeline to Finished

Today--Consensus

Next Wed-Fri– Chairs and Education First finalizes changes

Nov. 1—Report due to CDE and Task Force last look

Tuesday—Last Chance

Monday, Oct. 28 --Report to editing/formatting

Nov. 15—Report due to Legislature

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The Lineup – all recs in order we're reviewing and with time allotted

PART I

Gold-Tier Issues	
Perf. Frameworks #3	10 min
Perf. Framework #8	20 min
Assessments #12	20 min
Assessments #13	10 min
Cont. Improvement #22	20 min
Accreditation #30	10 min
Accreditation #31	10 min

PART II

Intent of Recommendation Issues	
Perf. Frameworks #6 and 7	30 min
Perf. Frameworks #2	10 min
Perf. Frameworks #9	15 min
Perf. Frameworks #1	5 min
Assessments: Further Study	10 min
Assessments #15	5 min
Continuous Improvement #21	15 min

PART III   60 minutes to circle back to above or address anything else outstanding

Part I: Reach consensus on **gold-level recommendations**

Page #s

Finding: 19
Rec: 23-24

10 minutes

Rec #3: Expand the student with disability group for calculating results

Issue
There is concern this recommendation would create a different SWD performance outcome for state and federal reporting, resulting in two different performance indicators. Context: • There are some on the task force who believe strongly that this recommendation is necessary. • There is new information from the U.S. Department of Education that might make implementation of this recommendation a challenge, including: • The regulation that previously permitted the inclusion of students with disabilities for two years post their IEPs has been rescinded and is no longer in effect. The USDE does not allow states to count students who have exited an IEP as a student with a disability in federal reporting.

Page #s   📄🔍   Finding: 19
                    Rec: 23-24

The two best options to address the concern are to:
- 1: Rewrite the intent of the recommendation to address concerns raised by task force members
- 2: Eliminate the recommendation

✋ Using the Zoom 'Raise your hand' feature, raise your hand if…
- You would like to reiterate why this recommendation is important given the task force charge.
- You disagree with the recommendation and can share why you disagree.

💬 In the chat box, type and hit enter…
- 1, if you are willing to try and re-write the recommendation to address concerns raised by others
- 2, if you believe we should eliminate the recommendation

⏭ Confirm next step (re-write or eliminate), including any assignments for task force members

District and School Performance Frameworks

Page #s | Finding: 21 Rec: 28 | 20 minutes

Rec #8: Conduct a study to determine the possibility of including certain students as completers in the accountability frameworks

Context:

- In August there was some discussion on adding this recommendation to address students with very special circumstances.
- The recommendation was drafted and discussed among the Framework group in September, but there has not been full task force discussion since.

Issues
Separate into two recs: This rec tries to solve for two separate issues – we should separate the two issues and *then* consider each recommendation separately: • Issue 1: Students who have never been enrolled, are 18+ with no or few credits • Issue 2: Students with disabilities working toward extended evidence outcomes and receiving a certificate of completion
Change "conduct a study" so it is consistent with other recommendations: Other recommendations that seek to study an issue are worded with "Explore" or something less prescriptive
Discuss whether the focus should be on accountability frameworks or public reporting

District and School Performance Frameworks

Page #s   🔍   Finding: 21
Rec: 28

Rec #8: Conduct a study to determine the possibility of including certain students as completers in the accountability frameworks

Issue: 18+ student, newly enrolled, with very few credits	Issue: Student with disability working toward extended evidence outcomes
Concern #1: There is a previous history of CDE being denied request to count the HSE diploma toward graduation rate – which means there would be a different graduation rate reported for state and federal accountability.	
Concern #2: There could be unintended consequences, such as tracking students to certain paths (completer path vs. a graduation path)	
*Concern #3: It ma*y be confusing to report on the frameworks, the graduation rate, and the completion rate: Could we adjust this recommendation from study the issue for inclusion in the frameworks to study the issue for more prominent public reporting and/or exploration in improvement planning/supports/interventions?	

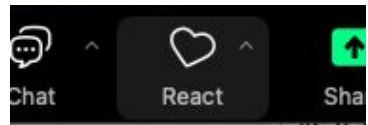# Activities to Resolve Outstanding Feedback

Page #s   📝 Finding: 21
Rec: 28

Let's discuss and decide...
- Keep these recommendations?
- If yes, volunteers to work offline on improving the intent section to address concerns, and report back by Tuesday?

Step(s): Click 'React' Icon   [Chat] [React] [Sha...]   Click either option: ✓ ✗

Rec: 18+ student, newly enrolled, with very few credits	Rec: Student with disability working toward extended evidence outcomes

Concern #1: There is a previous history of CDE being denied request to count the HSE diploma toward graduation rate – which means there would be a different graduation rate reported for state and federal accountability.

Concern #2: There could be unintended consequences, such as tracking students to certain paths (completer path vs. a graduation path)

*Concern #3: It ma*y be confusing to report on the frameworks, the graduation rate, and the completion rate: Could we adjust this recommendation from study the issue for inclusion in the frameworks to study the issue for more prominent public reporting and/or exploration in improvement planning/supports/interventions?

Assessments for Accountability

20 minutes

Rec #12: Clarify how schools can encourage or not discourage test participation.

- In #12, some have stated they want to change the law, and allow rewarding students for participation (pizza party law). Others have said they do not support putting students in the middle of an adult issue (lawfully opting their child out)

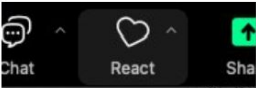- In Rec for further study: We basically say explore the law around opting out.

  OPTIONS to CONSIDER:
  - Request a law change—either to allow rewarding students and/or changing the rules for opting students out of the test.
  - Clarify the law for people that think you cannot encourage participation.
  - Move both to further study.
  - Combination of law change and further study
  - Ask for a mechanism to enforce the law when educators encourage opting out

Additional Context:

The law is clear that you **can** encourage participation. The law **does not allow** educators to encourage opting out or **rewarding** students that take the test. The law also allows parents to opt their children out of the test.

Activities to Resolve Outstanding Feedback

 Page 38

Issue	Process
• Law around Rewarding Participation • Law around when parents can opt their child out	**Step(s):** **Do you think we should ask to change the law to allow rewarding students (ie, pizza party) for taking the test (and excluding those that have been opted out by their parents)** **Have a volunteer from each opinion share their rationale. Encourage everyone to change their symbol if their mind has been changed.** **Repeat with law around when you can opt out**
Depending on decisions above, Clarify law? Further study?	If consensus is to change law, clarifying law is not needed. If consensus is to not change laws, clarifying laws and/or further study could be the option.

Assessments for Accountability

Rec #13 Change which students count for participation.
Review and update the process for determining which students count for participation rates and how to report better/share information about who is and is not participating in the assessment.

The three examples that are given for changes in participation include
1) remove misadministration,
2) remove 2nd year NEP,
3) remove SLIFE.

It's not clear what "review and update the process" means. This is confusing.

Options for consideration:

- Remove #2 (Knowing how our second-year non-English proficient students (NEPs) are performing is very important. Removing them from the participation rate hides this important student group.)

- Remove 1 or 3 as well.

- Delete this recommendation

Additional context:

Federal accountability and reporting would not allow for these groups of students not to count in test participation.

Page 38-39

Assuming everyone but the two people that flagged this in the tracker is OK with this recommendation--Does understanding that federal accountability does not allow for this change your opinion on this recommendation?

Step(s):

Click 'React' Icon
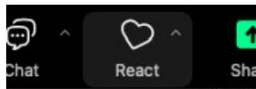
Click either option:

Have Rhonda explain why this was red for her. Ask someone that is in favor of this recommendation explain what we are trying to solve for.

Using the chat, take a pulse check on the suggestion for moving forward.

1—delete this recommendation
2—keep it but remove #2.
3—keep it as is

Continuous Improvement

 Page 58-59   15 min

Rec #22: Require More Accountability for Schools (and districts?) in Year 4, 5 and Schools with Insufficient Data

Issues seem to be additional accountability and including ISD that may be for reasons other than participation.

- Options to Consider
  - Eliminate this recommendation
  - Eliminate the ISD section or clarify it is only for participation? (or go back to changing the law on opt outs)
  - Change the language to ensure students don't remain in a persistently low performing school, yet schools are not facing more accountability that isn't helpful

Additional Context:

- The ISD schools was added in a recent draft by a TF member. Original language was softened to have schools create a corrective action plan first.

- Some do not want more accountability. Others want more intervention with long term struggling schools. This requires a CDE vetted plan that they monitor the effectiveness.

📑 Page 58-59

Issues to comment on:
- More/less accountability
- Adding/removing districts to recommendation
- Including/removing ISD
- Other?

Issue	Facilitation step
• **Require More Accountability for Schools (and districts?) in Year 4, 5 and Schools with Insufficient Data**	**On the white board, using sticky notes, write one issue per note, what suggested changes you would make to this recommendation so you can live with it. You may include "delete it", "leave it as is" and everything in between. Please put your name on your note.** **Group the notes by commonalities and see if a solution can be reached.** **If language needs to be modified or added, have someone volunteer to write a few dot points (using what is in the post it notes) that would make the recommendation acceptable.**

Accreditation

Pages 63-68   20 minutes

Issue(s):

- Entire accreditation section
  - People have said the whole section is not ready and we should wait to see what changes are made to the accountability system and then decide what to do with accreditation.
  - Many are opposed to both recommendations listed

- Options for Consideration
  - Move the entire section to the appendix and replace with a single paragraph about the work we did on accreditation and that we are not making recommendations for change at this time, but that once the changes to the accountability system are made, this should be revisited in the future.
  - Make changes to one or the other recommendations and keep them.
  - Make changes to one of the other recommendations, but move them to a section "for further study"

Additional Context:

- Some have said renaming the categories of the plan types is low hanging fruit. Others have said that this needs to be carefully researched and considered in rolling out that we are not ready to do.

Activities to Resolve Outstanding Feedback

Pages 63-68

Issue	Facilitation step
• **Accreditation Section**	**These recommendations are not close to consensus. Suggest option one and gauge where everyone is with moving in that direction. Ask TF members to give a thumbs up if they are in agreement with:** Move the entire section to the appendix and replace with a single paragraph about the work we did on accreditation and that we are not making recommendations for change at this time, but that once the changes to the accountability system are made, this should be revisited in the future. Ask everyone to turn their cameras off, and for only the folks that did not provide a thumbs up to come back on camera. Ask for them to explain what changes to this they would need to support this action. Ask others to weigh in again with a thumbs up if everyone is in agreement with the suggested changes.

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Time to do follow up writing

- If you volunteered to write some dot points, now is the time we will do that.

- If you are working with a partner, we will move you into a breakout room.

- You will do your writing in the tracker on page two of your agenda in the table where you can see your assignments.

Please return at 11:20

- If you are not writing, feel free to take a break, but please remain on the line, simply mute your microphone and turn off video.

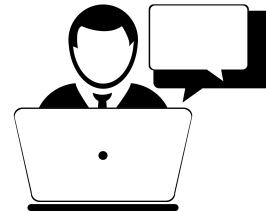# Agenda

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Part II: Refine (if needed) **intent of recommendation**

District and School Performance Frameworks

Rec #6: Create "Postsecondary and Workforce Readiness before Graduation" sub-indicator to PWR

Rec #7: Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options

#6	*Do we have to* add language, or can we remain silent on whether to adopt/create criteria for which options count?
#6	*Do we have to* share a consensus viewpoint over whether a student who successfully completes multiple opportunities should count for multiple times? Or just once?
#6 & 7	To confirm intent between Rec #6 and #7 – would associates degrees that are earned during high school count toward "College and Career Readiness Before Graduation" sub-indicator but *not* PWR matriculation rate indicator? *Are there examples to illustrate intent*?
#7	*Quick clarification*: Would PWR matriculation rates still be transparent for the public?

Additional context:

The PWR indicators that delineate pre-high school graduation and post-high school graduation have undergone multiple revisions since September. The changes were shared over the past two drafts, but there hasn't been full task force discussion.

Activities to Resolve Outstanding Feedback

Page #s   📄🔍   Finding: 20 - 21
Rec: 25 - 28

- **If Yes**, 1 or more members draft language, chairs review and finalize
- **If No**: report stays as is (with current tracked changes)

Step(s):

Click 'React' Icon   Chat   React   Sha   Click either option: ✓ ✕

Recs	Issues
#6	*Do we have to* add language, or can we remain silent on whether to adopt/create criteria for which options count?
#6	*Do we have to* share a consensus viewpoint over whether a student who successfully completes multiple opportunities should count for multiple times? Or just once?
#6 & #7	To confirm intent between Rec #6 and #7 – would associates degrees that are earned during high school count toward "College and Career Readiness Before Graduation" sub-indicator but *not* PWR matriculation rate indicator? *Are there examples to illustrate intent*?

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Let's pause for lunch; please return at 1:10

- **Please remain on the line**, simply mute your microphone and turn off video.

- **Let us know how this virtual format is going**; feel free to use the private message function to flag any issues you may be experiencing with technology or virtual participation

Agenda

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District and School Performance Frameworks

Rec #2: Combine student groups for ratings while disaggregating student groups for state reporting

Reporting of disaggregated data is critical to identifying and being able to address academic inequities between groups of students. Yet to ensure equitable impact of each student's data, points assigned through the accountability system's framework should reflect a combined student group approach with regard to growth, achievement, and **postsecondary workforce readiness indicators**. This means only the all-student group and combined student group would be scored for points on the framework. This will ensure that scores for students included in multiple groups will not be counted multiple times toward a school and district's rating on each indicator of the accountability system, and it will increase the likelihood that schools that do not ~~have~~ currently have sufficient data in individual student groups will still have scores for all student groups within the combined group. ~~earn (or not) group points.~~

Issues:

There were a few concerns expressed about adding PWR:
- "By the very nature of PWR it is an individual process ideally driven by ICAP, the combination of these student groups could blur important data lines that could inform pathway development."
- "PWR measures are new and in development stage; we haven't actually seen the compounding impact that exists in achievement and growth. We did not study this… and I am not comfortable using the 'need to be consistent' with this new indicator."
- "We want individualized student opportunity in PWR and by moving to a combination approach I think we dilute that recognition."

Page #s

Finding: 18 - 19
Rec: 23 - 24

Options:
1. **Keep PWR and add any additional guidance, parameters, or qualifications.**
2. **Eliminate PWR from the sentence.**

> Reporting of disaggregated data is critical to identifying and being able to address academic inequities between groups of students. Yet to ensure equitable impact of each student's data, points assigned through the accountability system's framework should reflect a combined student group approach with regard to growth, achievement, and **postsecondary workforce readiness indicators.** This means only the all-student group and combined student group would be scored for points on the framework. This will ensure that scores for students included in multiple groups will not be counted multiple times toward a school and district's rating on each indicator of the accountability system, and it will increase the likelihood that schools that do not ~~have currently have~~ sufficient data in individual student groups will still have scores for all student groups within the combined group.~~earn (or not) group points.~~

Using the Zoom 'Raise your hand' feature, raise your hand if…
- You have a solution in line with #1 that addresses the issues being raised.

In the chat box, type and hit enter…
- 1, if you are willing to try and re-write the paragraph to address concerns raised by others
- 2, if you believe we should eliminate the sentence

Page #s

Finding: 22
Rec: 28

15 minutes

Rec #9: Re-evaluate weighting of frameworks to see if there should be an even greater emphasis on growth

Issue

There are different approaches we can take with this recommendation, such as:
- Keep as is – with emphasis on growth within the Headline above.
- Broaden the focus, emphasizing that changes to Frameworks (such as if PWR and other recommendations are implemented) merit periodic review to address unintended consequences.

Review additional background and TAP principles → Review proposed solution submitted through Tracker → Discuss and solve

Additional Background and TAP Principles

- Overall, achievement and growth need to be considered together, and PWR is still an important indicator of student and education system success. So, as we talk about possibly weighting "x" more, let's discuss the implications to the other areas of the framework weights.

Here are the TAP principles:
- Student growth percentile data is by far the most valuable part of the accountability system.
- Data included in the accountability system should be verifiable and valid, accessible and transparent.
- There should be consistency across grade bands, schools, and districts, and the greatest practicable use of growth data in making accountability calculations.
- Recommendations should be grounded in empirical analysis when possible, including deliberate study of the impact on historically disadvantaged groups and the schools and districts that serve them.
- Recommendations should consider the need for flexibility to adapt to changing contexts across schools.
- Recommendations should be grounded in/motivated by a clear theory of action indicating how the recommendation will accomplish the intended aims (and consider potential unintended consequences)
- Some metrics are more technically sound than others. Metrics should be evaluated on criteria related not only to reliability of the interferences they will yield. A somewhat less reliable measure of the right thing is preferable to a highly reliable metric that has negative consequences for historically disadvantaged groups and the schools and districts that serve them.

Proposed language (from Tracker, Row 25):

Because of the importance of growth in counterbalancing some of the external influences associated with the achievement indicator, the frameworks would benefit from periodic checks to ensure the weightings are working as intended. The department's study on the relationship between performance frameworks assignment and student characteristics shows the the frameworks having a weak to moderate relationship with some student demographics (i.e., multilingual learners, minority students, FRL eligible, students on an IEP). It may be worth studying to see if adjustments can be made to have a "weak to no relationship" with student demographics. CDE, in consultation with national experts and with the TAP, should routinely revisit weightings (e.g., every five years) and make recommendations to the Colorado State Board of Education to adjust weights within the frameworks.

Activities to Resolve Outstanding Feedback

Page #s   Finding: 22
Rec: 28

Options: Let's decide now whether to try and keep this recommendation without some changes. Note: If decision to keep, form small group to propose changes and share back with task force later today or Tuesday

Issues	Steps		
How do we feel about keeping the recommendation as is versus broadening it? Or something else?	In the chat box, type and hit enter…		
	1 = keep as is	2 = make changes	3 = something else
Assuming enough '1's or '2's, who will volunteer to work on revisions – the finding and recommendation?	*Use the Raise Your Hand feature to let us know!*		

Rec #1: Lower student count thresholds for accountability calculations and reporting

- Within the body that explains the intent of the recommendation, there is a question included that is intended to flag concerns about unintended consequences of lowering thresholds – especially for systems with small student populations.

- Multiple task force members added comments about whether the sentence is needed or if this is the right question.

Activities to Resolve Outstanding Feedback

- Option #1: Change the question

- Option #2: Remove the question
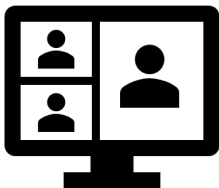
If you have a strong opinion about this one way or the other, keep your camera on; otherwise, please turn your camera off.

Assessments for Accountability

Page 40   10 minutes

Issue(s):

- Under Recommendations for Further Study, there is a dot point that says, "Seek input on making modifications to the state's approach to non-federally required assessments including:

  Consider eliminating the elementary and middle school social studies assessment

- This is already been backed up as far as possible without removing it.

- Options to consider:
  - Remove it.
  - Add some language to ensure what is considered if a group looks at this (include social studies teachers, review how to find other ways to demonstrate value for social studies instruction, require local assessments, etc.)

Additional Context:

- This began as a recommendation. It was moved to further study. Some have said it is a way to reduce mandated testing time. Others have said that it sends a message that social studies is less important.

Activities to Resolve Outstanding Feedback

Issue	Facilitation step
• Consider studying the elimination of the social studies assessment	**Pulse Check:** **Everyone turn your cameras off.** **If you would like to recommend this discussion happen around the SS assessment, turn your cameras OFF.** **If you would NOT like to recommend this discussion, turn your camera ON.** **For those of you with your cameras on, if we add some language around what they must consider and who must be included in the discussion, turn your camera OFF if you would be OK with including this recommendation for further study.** **For everyone that is satisfied, keep your cameras off, and for those who still are not satisfied, keep your cameras on. What would be required for you to be able to live with this further study? Assign to them the task of writing dot points about cautions and what/who must be included.** If this is an area that someone absolutely cannot live with discuss the idea of what they would like written into the document about their reasoning why they cannot live with social studies teachers and others discussing the value of the assessment.

Assessments for Accountability

5 min

Issue(s):

- Recommendation #15: Improve the timeliness of assessment results

- **Action should be taken to improve the timeliness of state summative data so that the data are actionable by provided quicker to school leaders, educators, and parents.**

- Will separating the faster reporting of individual student results still require the districts to follow up later with the context of how the student performed in comparison to their peers at the building, district, and statewide levels?

  Clarification needed–Is this the case, and if so, do we still want to include this dot point?

Additional Context:

Continuous Improvement

Issue(s):

The final dot point in Recommendation #21 was added from a comment made. It is confusing and needs clarification

- Options to Consider
  - Modify the language to be more clear.
  - Delete this dot point.
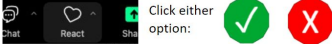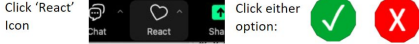
Recommendation #25 description--3-6 months seems too cumbersome to check in with CDE

- Options to Consider
  - Change to a more vague timeline to be figured out later like "regularly".
  - Select a longer timeframe, such as once a school year.

Additional Context:

- This was a suggestion made as a suggestion to offer more creative funding solutions.

- The second issue was an attempt to provide more oversight and support schools and districts.

Activities to Resolve Outstanding Feedback

 Page 58 & 60

Issue	Facilitation step
• "Although if the TF wanted to use the current statute to offer more creative funding options, I would put them under the statute section that says: "Support school districts, the institute, and charter schools in providing educator professional development and transforming instruction in public schools that are required to adopt priority improvement or turnaround plans for the immediate or preceding school year" • 3-6 months to check in with CDE	**Would you like to remove this dot point?** Step(s): Click 'React' Icon — Click either option: ✔ ✘ If not consensus, ask for a volunteer to determine how to revise. **Would you like to change this language to say once a school year?** Step(s): Click 'React' Icon — Click either option: ✔ ✘ If not consensus, ask for a volunteer to determine how to revise.

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Time to do follow up writing

- If you volunteered to write some dot points, now is the time we will do that.

- If you are working with a partner, we will move you into a breakout room.

- You will do your writing in the tracker on page two of your agenda in the table where you can see your assignments.

Please return at 1:40

- If you are not writing, feel free to take a break, but please remain on the line, simply mute your microphone and turn off video.

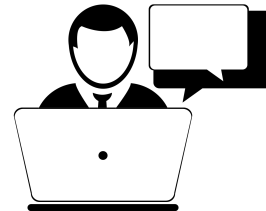# Agenda

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Part III: Make other improvements as necessary

Introduction

Pages 5-7

5 minutes or less

Issue(s):

There is an interest from the task force to write an overarching section that highlights the top 5-6 recommendations where everyone was most aligned.

For Clarity:

- It the report recommendations are implemented, what problems will they solve? These will be included in an executive summary.

Additional Context:

- The task force wants to be able to clearly and concisely communicate its recommendations and problems solved to the legislature and other elected officials

Activities to Resolve Outstanding Feedback

📄🔍 Executive Summary

WHITE BOARD

- In zoom white board, everyone uses up to 5 sticky notes to share what they think were the recommendations the task force was most aligned on
- After the meeting, Ed First will group these sticky notes to determine the top ~5 recommendations that had the most alignment; these will be incorporated into the executive summary

Add a Post-It Note

Select the color and then start typing on it—the text will shrink automatically as you type

Other types of issues we will work with the Chairs to resolve

- Straightforward word changes

- Formatting

- Adding transition sentences

- Clarifying a confusing sentence

- Adding something to enhance the statement

- Fully editing the document

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Let's look at where we've come

Gold Level Pulse Check		Can live with it		Cannot
Performance Frameworks	Assessments for Accountability	Reporting & Engagement	Continuous Improvement	Accreditation
1	10	16	18	30
2	11	17	19	31
3	12		20	
4	13		21	
5	14		22	
6	15		23	
7			24	
8			25	
9			26	
			27	
Note: even if green, we know there may still be work to do at the "intent" level			28	
			29	

Issue		Resolution–turn green when consensus, turn yellow if on hold or if someone will be writing suggestions. Write assignments, dot points, and resolution in the cell.
Recommendation A 30 min		●
Recommendation B 15 min		●
Recommendation C 5 min		●
Recommendation D 15 min		●
Recommendation E 10 min		●

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Timeline to Finished

Today--Consensus

Next Wed-Fri-- Education First finalizes changes

Nov. 1—Report due to CDE and Task Force last look

Tuesday—Last Chance

Monday, Oct. 28 --Report to editing/formatting

Nov. 15—Report due to Legislature
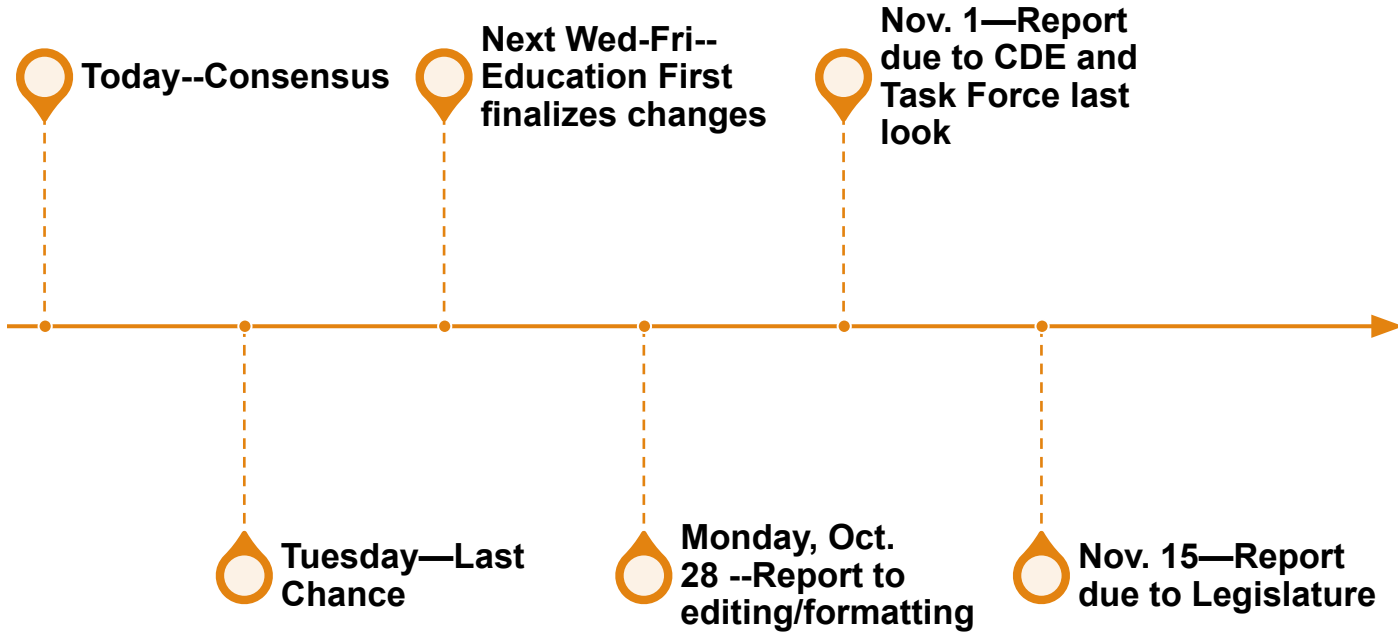
Wrap Up & Next Steps

Our final meeting will be held virtually on October 22, 9:00 – 11:00am

Zoom link will be coming soon

Thank you!

1241 TASK FORCE

Break Slides

Let's take a 5-minute break

- Please remain on the line, simply mute your microphone and turn off video.

Let's take a 10-minute break

- Please remain on the line, simply mute your microphone and turn off video.