

**COLORADO ACCOUNTABILITY, ACCREDITATION, STUDENT PERFORMANCE
 AND RESOURCE INEQUITY TASK FORCE**
 (created by H.B. 23-1241)

Meeting Summary | December 1, 2023

Published Agenda

10:00 - 10:25 AM	Welcome and Overview
10:25 – 11:15 AM	Revisit Academic Opportunities and Inequities
11:15 – 12:30 PM	Promising Practices (in Colorado and Across States): Part 1
12:30 – 1:00 PM	Lunch
1:00 – 2:00 PM	Promising Practices (in Colorado and Across States): Part 2
2:00 – 2:10 PM	Break
2:10 – 2:40	Parking Lot Follow-up: CDE Data Exploration
2:40 – 3:40 PM	Looking Ahead: Future Meetings, Planning for Stakeholder Consultations, and Vision for Reporting
3:40 – 4:00 PM	Closing and Next Steps

Note: Throughout the meeting, the chair and vice chair made real-time adjustments in conversation and facilitation, resulting in variations from the original agenda for some topics and time ranges.

Task Force Members in Attendance

NAME	REPRESENTING	VENUE
Dr. Wendy Birhanzel (chair)	<i>Superintendent</i>	In-person
Rebecca McClellan (vice chair)	<i>State Board of Education</i>	In-person
Dr. Rob Anderson	<i>Superintendent (Urban)</i>	In-person
Amie Baca-Oehlert	<i>Statewide Teachers Organization</i>	In-person
Pam Bisceglia	<i>Statewide Organization Specializing in Equity and Inclusion</i>	In-person
Dr. Brenda Dickhoner	<i>Charter School Institute (Governing Board Member)</i>	Virtual

Kathleen Duran	<i>Expert in English Language Acquisition and Bilingual Ed</i>	In-person
Lindsey Gish	<i>Teacher (Middle School)</i>	In-person
Alison Griffin	<i>Workforce Development and Education Organization</i>	In-person
Dr. Don Haddad	<i>Superintendent</i>	In-person
Dr. Rhonda Haniford	<i>Colorado Department of Education</i>	In-person
Tamara Hiler	<i>Governor’s Office Representative</i>	In-person
Ted Johnson	<i>District Administrator (Rural Accountability)</i>	In-person
Erin Kane	<i>Superintendent</i>	In-person
Dr. Anne Keke	<i>Local School Board Member</i>	Virtual
Ryan Marks	<i>District Administrator (Accountability)</i>	In-person
Nicholas Martinez	<i>Statewide Parents/Families Organization</i>	In-person
Tony May	<i>Local School Board Member (Rural)</i>	Virtual
James Parr	<i>District Administrator (Rural Accountability)</i>	In-person
Catie Santos de la Rosa	<i>Teacher (Elementary)</i>	In-person
Mark Sass	<i>Statewide Teachers Organization</i>	In-person
Dan Schaller	<i>Charter School Organization</i>	In-person
Jen Walmer	<i>Statewide Education Policy Organization</i>	In-person
Lisa Yates	<i>Superintendent (Rural Participant in Local Accountability System Grant)</i>	In-person

CDE Staff: Lindsey Jaeckel, Lisa Medler, Andy Swanson, and April Thompson

UC Boulder Presenters: Dr. Elena Diaz-Bilello and Dr. Adam York

Facilitators: Sheila Briggs, Adam Brumer, and Kelly Jasiura

Welcome and Overview

The Task Force chair and vice chair welcomed participants and reoriented the group to the Task Force’s charge. They also reviewed the day’s objectives, which included:

- Create a shared vision for the interim and final reports
- Review the academic opportunities and inequities discussed at the November meeting, and determine which are at consensus for further discussion
- Review progress to date and open questions
- Examine promising practices in schools and school districts
- Advance plans for consulting with stakeholders and experts

Next, they reviewed the norms, which were the same as previous meetings, with the addition of “allow others to share out from small groups without debate.” Task Force members voted to add this norm during the November meeting. The chair and vice chair noted that it is their job to enforce and apply the

norms consistently and fairly, and that if violations occur, they will take steps to ensure the Task Force members can productively continue their work. They also reminded the group to utilize their flags and the hand raising function in Zoom to indicate they wish to speak, and to wait for the Chairs or facilitators to recognize them before speaking.

The chair and vice chair then turned the mic over to the Education First facilitators, Adam Brumer and Sheila Briggs, who took on more of the facilitation role this meeting, to allow the chair and vice chair to participate in Task Force discussions.

The facilitators led the Task Force members through a connector activity, in which they were asked to write their answers to the following questions in a shared Jamboard:

- What questions of resource inequities and the accountability system do you believe the Task Force has yet to study?
- What are 2-3 things you've wanted to share that have yet to be said?
- Who would you like to hear from to better study the accountability system to address resource inequities?

Task Force members discussed their answers with a partner, and then shared out to the full group. The facilitators noted that the ideas captured in the Jamboard will be incorporated into future meetings.

Next, the facilitators re-introduced the role of the facilitator in supporting this Task Force. They emphasized that they are neutral facilitators helping members answer the Task Force's charge. They then reviewed the Task Force roadmap to show what was discussed in previous meetings and give a preview of the day's upcoming discussions. They also reviewed the feedback Task Force members shared in the survey administered after the November meeting. In the survey, Task Force members indicated approval with the facilitation and organizational practices used to structure meetings, and they continued to offer suggestions to enhance future meetings.

Lastly, the facilitators reminded Task Force members to use the virtual parking lot to add ideas and suggestions they are not able to voice during the meeting. The Task Force leadership and CDE will follow up with these comments.

Revisit Academic Opportunities and Inequities

Next, the chair and vice chair presented to the group a revised list of academic opportunities and inequities generated by the group during the November meeting and refined by the Education First facilitators. After their analysis, the facilitators decided that the all the opportunities and inequities could be classified as a resource, and so developed the following list of resource categories:

- Personnel
- Time
- Professional Learning
- Instruction
- Materials
- Community Supports
- Governance

- Funding

The Task Force members then shared their feedback on the proposed categories, and what additions or revisions they believed should be made to the list. The facilitators noted that nothing would be deleted on this list, but that a few categories may be consolidated. They also emphasized that this work would help inform what kinds of recommendations the group wants to make to mitigate inequities in Colorado, both within and outside the accountability system.

As a next step, the Education First facilitators will revise the list given the Task Force feedback and will bring a revised list to the next meeting.

Promising Practices (in Colorado and Across States): Part 1

Next, the chair and vice chair introduced Lindsey Jaeckel and Andy Swanson from CDE and Drs. Elena Diaz-Bilello and Adam York from CU-Boulder to present on the School Transformation Grant and the promising practices identified within it. The chair and vice chair reminded the group that the third of the four “shall considers” in their requirements is “promising practices in schools and school districts”.

CDE presented first, providing background and framing on the School Transformation Grant Program that was created by the legislature in section 22-13-103 (number V on the Task Force list of tools they may review). They shared that CDE has a variety of supports available to schools and districts identified under the accountability system, and districts can access these supports through the Empowering Action for School Improvement (EASI) process. EASI offers a range of improvement opportunities schools can access, depending on the district’s needs. The most intensive support is the Transformation Network, a highly collaborative three-year partnership between schools, their districts and CDE.

The presenters from CU Boulder then shared some of the findings from their evaluation of the Transformation Network. Their evaluation focused on the following research question: “What conditions and practices led to better outcomes in former turnaround schools?” They conducted interviews and observations to produce case studies that led to the findings below.

The conditions and practices that lead to better outcomes in former turnaround schools include:

- Focused approach to defining major improvement strategies
- Partnering with state and district to advance a coherent vision for turnaround
- Integrating routine observations and professional learning through continuous coaching/PDSA cycles
- Distributed leadership to advance a supportive and collaborative staff/school culture

The presenters also included quotes from Prairie and Centennial school districts, two districts who were part of the Transformation Network, as an example of evidence that led to their findings.

The presenters responded to questions from the Task Force, and the facilitators encouraged the members to add any additional questions they had to the parking lot. Members also discussed their reactions to the presentation in pairs for 15 minutes. Members were then dismissed for lunch.

Promising Practices (in Colorado and Across States): Part 2

After lunch, Task Force members were divided into groups to add to the list of promising practices members submitted in the follow up survey from meeting #4. The promising practices could be related to the accountability system or addressing resource inequities or be exemplars from other states.

Task Force members were asked to document:

- What the practice is
- What academic opportunity(ies) it aligns to
- One place the practice is occurring in Colorado

Task Force generated ideas in small groups for 30 minutes, and then reported out to the full group for 20 minutes. As a next step, the facilitators will analyze and organize the promising practices suggested by the group and include them in the interim and final reports.

Parking Lot Follow-up: CDE Data Exploration

Next, Lisa Medler from CDE provided an update on new measures in the 2024 frameworks that the State Board voted on in November. She also shared an [Accountability Reference Handbook](#) that will serve as the new Q&A document for the Task Force. She noted that this is a living resource that will be continually updated with new information depending on members' requests and on presentations about the current accountability system. She then provided a brief overview of future data dive presentations.

The facilitators then reminded the group that per the legislation guiding this task force, CDE is required to respond to data requests, which is why they are involved with the Task Force meetings. The facilitators also told the group to add any new questions or requests for CDE to the parking lot, and to list with the question the reason for the request and how it will help the Task Force with its charge. They also asked the group that if the request is already in the "pending request" section in the new Accountability Reference Handbook, to not add it again.

The Task Force members were then given time to review the data in the Accountability Reference Handbook and discuss the document with a neighbor.

Looking Ahead: Future Meetings, Planning for Stakeholder Consultations, and Vision for Reporting

The facilitators reviewed the legislative requirements for reporting and began to discuss how the Task Force's findings and recommendations will result in an interim and final report. They also presented a draft outline and objectives for the interim report due on March 1, 2024, and the final report due on November 15, 2024. The Task Force members did not have any questions or reactions to the outlines. The facilitators reminded the group that they can add additional thoughts or reactions on the report outlines in the survey, and that a decision was not being made on the direction of the reports today.

The facilitators then introduced proposed principles and a process for the Task Force to engage in stakeholder consultations. Per the legislation, the Task Force is charged with consulting stakeholders, particularly parent and student organizations, to finalize its findings and recommendations. The facilitators then invited the group to ask clarifying questions or present comments, adding to those that were already submitted in the feedback survey from the November meeting. Task Force members were most concerned with the amount of time it would take to engage in these consultations, and the need to have a very narrow and targeted ask of stakeholders.

Task Force members were invited to add additional feedback on the stakeholder engagement process to the survey.

Closing and Next Steps

The facilitators closed out the meeting by recapping the day's agenda and objectives and previewing the agenda for the next meeting. The Task Force members were then given time to fill out the meeting feedback survey. The chair and vice chair thanked the group for their hard work and the staff that provided tech and logistical support.

Summary of next steps

- Education First will review and consolidate Task Force feedback on the resource inequities, promising practices, report outlines, and stakeholder consultation process
- CDE will continue to answer pending data requests from the Task Force, including those added to the meeting parking lot

The next meeting will take place virtually on January 9, 2024.

The meeting was adjourned.

Meeting summary prepared by Education First