# 1241 Task Force Meeting #6

JANUARY 9, 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"**
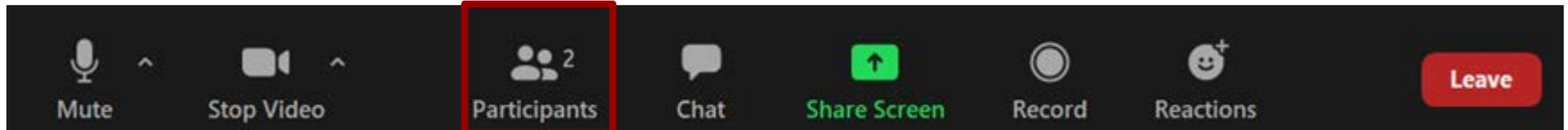
- If you are connecting to audio by phone, **please connect your phone with your Zoom account** so we can ensure you are able to fully participate in breakouts

Words 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:

- **Revisit the latest version on resource inequities** in order to frame our findings and recommendations moving forward

- **Examine the state's system for accountability and accreditation:** what are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities? To address inequities?

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

Allow others to share out from small groups without debate

Housekeeping reminders

- Chairs and Facilitators will recognize Task Force members who wish to speak by seeing their **hand is raised via Zoom.**

- Use the online Jamboard **parking lot** to add ideas, suggestions, and questions we are not able to address during the meeting.

- If you have specific questions for CDE, please **write the reason for your request** and how it connects to the Task Force's work. Please do not ask questions that are already in the pending requests section of the Accountability Reference Handbook.

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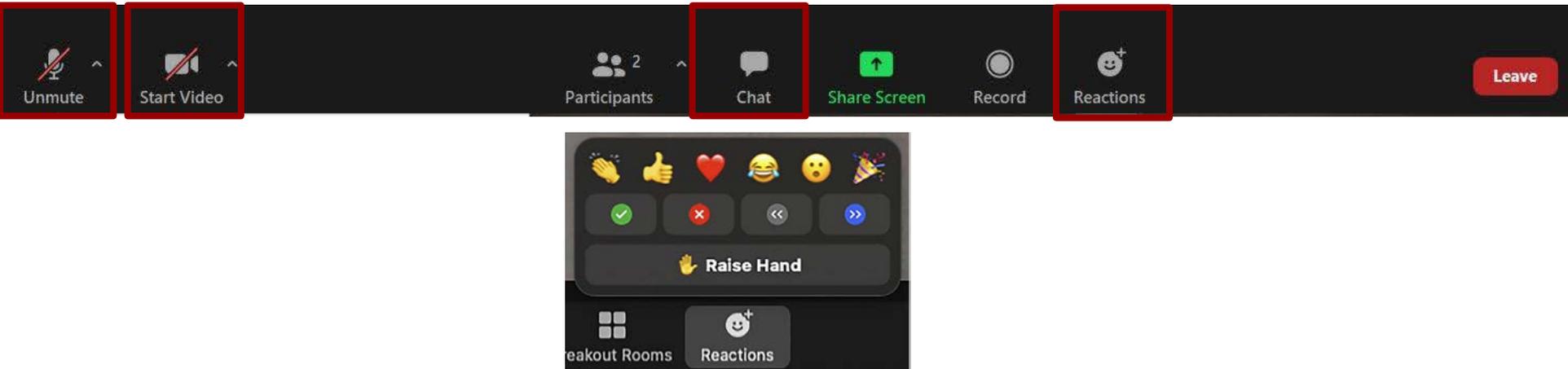
- Please use the hand raise function to indicate you wish to speak, and **wait until you are called on to share**

Joining Breakout Rooms

- Today you will be sorted into both random and pre-assigned 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).
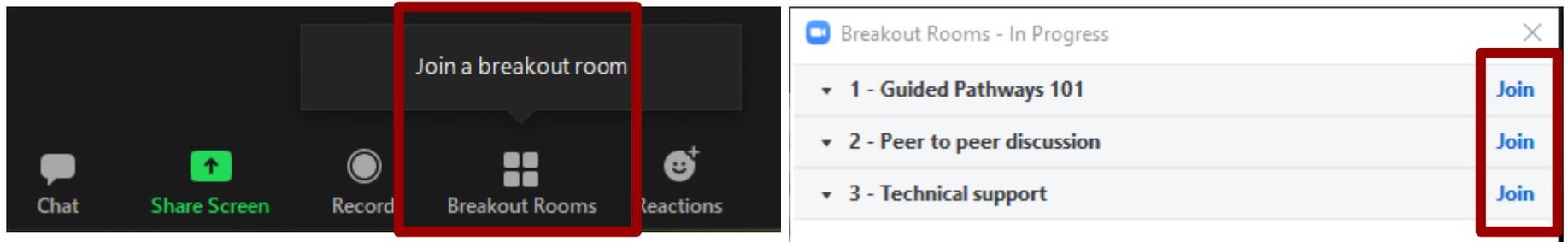
We will be using Live Transcription today

1. Select "show captions" to turn on live captioning
2. Click on the arrow next to "show captions" to customize your settings

   a. **Caption Language**: Edit caption language, as needed.
   b. **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.
   c. **Caption Settings**: This opens a window where you can adjust the font size of the subtitles/captions.

How to use the Jamboard

1. Respond to the prompts by adding a sticky note on the left toolbar. You have to hit **Save** for the sticky note to show up.

2. Hit **Cancel** when you are done adding notes & use the arrows at the top to toggle between pages

Sticky note
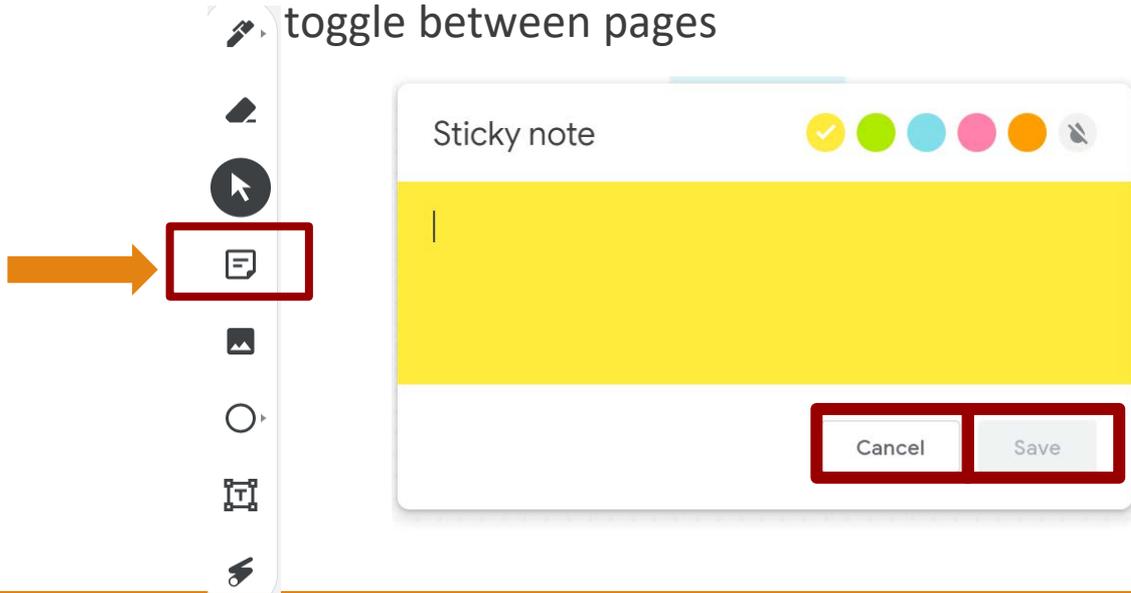
At the top of the Jamboard:

1 / 3

Cancel   Save
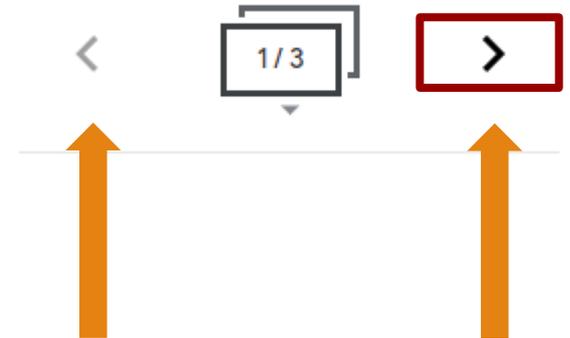
Let's connect and test our use of the technology! What are your favorites from your K12 experience?

Activity Instructions:
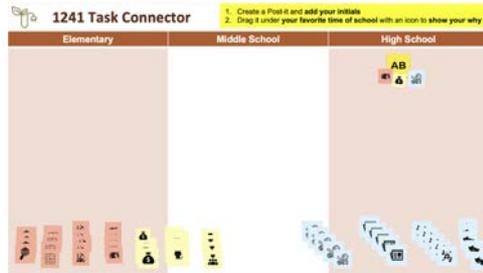
4 minutes

On your own, use the Jamboard to answer the below questions. The Jamboard is set up to help show commonalities.

4 minutes

We will divide you into pairs in break out rooms to share out on one of the topics. There will be 2 rounds at 2 minutes each.
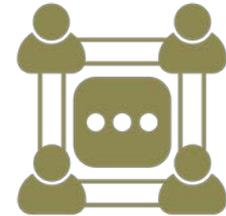
5 minutes

We'll share out as a whole group and look at the Jamboard to point out commonalities

(a) What was your favorite subject and extracurricular?
(b) Who was your favorite teacher or staff member?

Roadmap: Phase I – Interim Report & "The What"

November 3	December 1	★ January 9–VIRTUAL	January 17
Refine and adopt the final road map.	**Review & identify** priorities from Nov meeting	**Review & identify** priorities from Dec meeting	**Review & identify** priorities from first Jan meeting
What are the academic opportunities that may impact academic achievement gaps?	**What** are promising practices within Colorado?	**What** are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities?	**Review & identify** interim report details that outline the **"what(s)"** that are higher priority for the task force
What are the inequities that may impact academic achievement gaps?	**What** are promising practices from other states?	**What** are the opportunities for improvements to the accountability and accreditation system to address inequities?	
Look ahead to next meeting to identify areas to prepare resources.	**Look ahead** to next meeting to identify areas to prepare resources.	**Look ahead** to next meeting to identify areas to prepare resources.	**Look ahead** to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the "tools" listed in legislation.
- Feedback from "parent organization, student organizations and additional stakeholders as needed" to be incorporated throughout Phase I as identified by Task Force members.

Roadmap: Phase II – Interim Report & "The How"

February 21	March 12	April 2	May 7
How do we improve on the "what's" that were identified as priorities by the task force in the "Academic opportunities or inequities that may impact academic achievement" section?	***How*** do we accomplish the "what's" that were identified as priorities by the task force in the "Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities" section?	***How*** do we incorporate priorities from the "promising practices in schools and districts" section?	***How*** do "rules or legislation" need to change?

- At least one additional meeting may be needed to finalize the report.
- Feedback from "parent organizations, student organizations and additional stakeholders as needed" to be incorporated throughout Phase II as identified by Task Force member.

Our connector activity from last meeting will inform our work

- How does **resource allocation** impact accountability system?
- How do we clearly **identify inequities** and determine **how to address** them?
- What is the **impact of assessments**?
- How **well are resources allocated** through accountability system?
- How is the system **presented to families and stakeholders**?
- What is the impact of **funding**?
- What is the impact of **educators**?
- How do the **expectations** of the current system affect schools?
- How do we support **access to postsecondary pathways**?

- How the accountability system accounts for **different student demographics and comparability** between schools
- How to incorporate **K-2** in accountability system
- What **shifts to accountability system** TF should consider
- Improvement of **PWR measures**
- Taking advantage of **innovation** allowed by federal gov
- **Clear data** for stakeholders
- **High expectations** for all schools

- Other **states**
- **Outliers** or bright spots
- **Parents, families and students**
- CDE Accountability team, to explore potential **calculation changes**
- **1215** Task Force

Feedback on facilitation of 12/1 meeting was positive, but members continue to offer suggested improvements

What members liked about 12/1 meeting:

- Opportunity to talk in **small groups** and get to know each other better
- **Goals and focus** throughout meeting
- Time for **processing and reflection**
- **Bringing back work** from previous meetings
- **Work assignments** outside of meeting times
- **Revisiting norms** and holding group accountable for them

What members would like to see in future meetings:

- **Relationship building** activities
- Facilitators **keep group on track** toward TF's charge
- Ensure facilitators don't dominate speaking time; **prioritize calling on quieter members** of group
- **Email slide deck** before meeting
- Look at **case studies**
- Discuss **philosophical differences** among group on purpose of accountability system
- When participant makes suggestion, **check to see how it is received** with rest of group

Members also offered feedback on each portion of the 12/1 agenda

Revisit Academic Opportunities and Inequities

- Though there isn't full consensus yet on what the categories should be, there is a sense that these categories **need to be finalized**
- There are still questions around **how these categories will be used**

Promising Practices

- Some found the CU Boulder presentation helpful, but others felt that more information was needed on how to **translate promising practices to accountability system**
- Generating list of promising practices was a **broad task**, and some found it difficult to generate practices under the resource categories

Parking Lot Follow-Up: CDE Data Exploration

- Overall, members **appreciated** the Accountability Reference Handbook generated by CDE

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

- Members had **little feedback on the report outlines** at this time
- They are aware that the stakeholder consultations will be a **challenging, time-consuming process**; there is a need to **clarify and narrow the asks** of stakeholders

Members began recommending opportunities for improvement the Task Force should consider

Task Force members were asked: **What opportunities for improvement do you think this Task Force should consider in our next meeting, and how would these incentivize academic opportunities and/or address inequities?**

- Recommendations and resources from **promising practices brainstorm**
- Better **translation of accountability system** to families and students
- Learn from **outliers** in scatter plots
- **1215 recommendations**; PWR may be place of agreement where group can make improvements
- Additional **conditions and systems necessary** to achieve identified goals
- Elements of system that **magnify inequities**
- Determine **capacity system has to expand** and incentivize
- **Explicitly examine each element of accountability system** rather than start broadly
- **Mechanics of scoring system** and how it could be adjusted to incentivize best practices
- Examine districts **with success serving at-risk student populations**
- Examine **system that considers inequities and opportunities** as part of rating system
- Utilize **more than one source of data** for final considerations
- **N size and its variability** on ratings

Agenda

10:00 - 10:30 am	Welcome and Overview
10:30 - 11:00 am	CDE Presentation: Data Review
11:00 - 11:45 am	Revisiting Resource Inequities
11:45 - 12:10 pm	Review Colorado's Accountability and Accreditation System
12:10 - 1:00 pm	Lunch/Screen Break
1:00 - 1:55 pm	Panel Discussion: 1215 Task Force's Findings and Recommendations
1:55 - 2:40 pm	The CO Accountability system—What is working and what could be improved? Part I
2:40 – 2:50 pm	Break
2:50 – 3:35 pm	The CO Accountability System—What is working and what could be improved? Part II
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Orientation to Most Recent Responses to Data Requests

- Refer to the updated [Accountability Reference Handbook](#)

- New in January 2024:

  - 2-C: Impact of state assessment participation on frameworks

  - 2-D: Scatterplot tool → [Data Explorer](#)

  - 4-D: Correlation study on performance indicators with student groups → [Analysis of SPF and Demographic Characteristics](#)

  - 4-E: Addition of Gifted students and IEP students by disability codes

  - 7-D: Scatterplots filtered by school size

- Pending Data Requests

2-C Impact of State Assessment Participation on Frameworks (p. 5)

- State statute and state board policies

  - Total Participation: Informational Purposes. All eligible participants are included including those with parent excusals.

  - Accountability Participation: Can influence accountability ratings. Total participation except parent excusals are removed from denominator and numerator.

- Takeaways

  - For accountability purposes, just over 87% participation in 2023. Of the just over 12% of non-participants, just over 10% are explained by parent excusals.

  - When disaggregating by traditional schools, charter school and online schools

    - Traditional and charter schools have very similar participation percentages (about +/- 1% difference depending upon which disaggregation you are looking at).

    - Online schools are lower with less than half of the students participating (45.4%). Just over half of the non-participation is explained by parent excusals.

2-D/7-D Access to Scatterplot Tools (p. 8/p.20)

- Data Explorer Tool: https://www.cde.state.co.us/code/accountability-dataexplorertool

- Scatter Plots and bar charts that can help to answer the following questions relative to all districts and schools:
  - Achievement and Demographics
  - Growth and Demographics
  - Achievement and Growth

- Other features
  - Can see by size of site
  - Can hover over sites for additional info
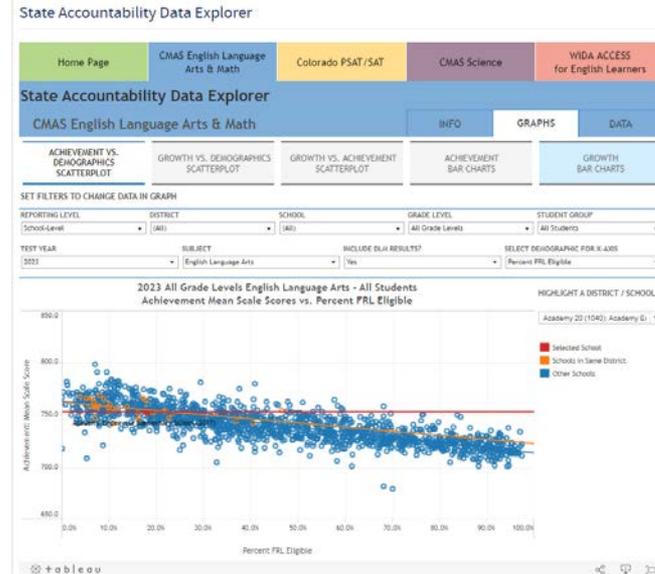
- See this new resource: Analysis of SPFs and Demographic Characteristics
- Takeaways
  - **Achievement:** Overall moderate relationship with identified student groups with variation across school levels. Strong relationship between achievement and poverty; weak to moderate relationship for students with IEPs and Gifted students.

  - **Growth:** Overall, there is a very weak or no relationship with identified student groups. There tends to be a weak relationship at the high school level, especially in math.

  - **PWR:** Overall, there is a weak relationship with identified student groups. More variability shows up across the different measures. SAT had an overall moderate relationship; there is a strong relationship for students in poverty on the EBRW SAT assessment. Graduation, dropout and matriculation tended to have a very weak to weak relationship.

Absolute Value of r	Strength of Relationship
$r < 0.3$	very weak or no relationship
$0.3 <= r < 0.5$	weak relationship
$0.5 <= r < 0.7$	moderate relationship
$r >= 0.7$	strong relationship

4-E Disaggregation of Students with IEPs by Disability Codes (p. 15)

- Provided funding tier, total participation achievement and growth for ELA/EBRW and for Math for CMAS and P/SAT disaggregated by disability categories.

- A description of the ranges is included.

Thank you!

- Continuing to track remaining data requests (last section in the Accountability Reference Handbook for 1241 Task Force)

- Use Parking Lot to pose any follow up questions to what's already been addressed

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We refined the resource categories based upon your suggestions in December.

This is a list of resources that all students deserve ACCESS
"TO STUDY THE STATEWIDE K12 EDUCATION ACCOUNTABILITY SYSTEM IN ORDER TO ADDRESS RESOURCE INEQUITIES CONTRIBUTING TO STUDENT PERFORMANCE…"

Personnel *Includes high-quality, well trained and experienced staff that have the time and resources for ongoing professional learning and collaboration, the opportunity for innovation and skill working with all students, i.e. ELLs, those with IEPs*	**Governance** *Includes local and state policies, laws, priorities and incentives to protect students and enable educators to meet student needs. Districts/schools should be empowered to allocate resources to meet the needs of their students' particular needs.*
Curriculum and Instruction *Includes high-quality, culturally relevant instruction and tasks aligned to state standards; postsecondary/advanced learning opportunities; grade level instruction and tiered supports; and high-quality assessments*	**Facilities and Transportation** *Students have access to high-quality facilities and transportation that allow them to access resources and supports. Includes quality facilities in good repair that are accessible to all.*
Funding *Funding that provides adequate access to resources and helps meet priorities; includes grants, state and federal funding, donations and fundraising, and community or private partnerships*	**Family and Community Supports** *Schools have access to external assets including strong culture, community school models, parent/family engagement and support from postsecondary and businesses.*

Based upon the preferences you submitted, here are the small groups for this activity.

Personnel	Curriculum and Instruction	Funding	Governance	Facilities and Transportation	Family and Community Supports
Wendy B.*	Rebecca M.*	Rob A.*	Sheila B.*	Adam B.*	Kelly J.*
Lisa Y.	Tammi H.	Lindsey G.	Alison G.	Brenda D.	Rhonda H.
Robert M.	Pamela B.	James P.	Anne K.	Dan S.	Ryan M.
Mark S.	Tomi A.	Amie B.	Erin K.	Don H.	Catie S.
Ted J.	Jen W.	Tony May	Kathy Duran		Nicholas M.
			*facilitator		

Let's brainstorm: How are inequities impacting students?

Activity Instructions:

30 minutes

In your resource groups, determine how inequities are appearing in CO schools, and add to your Google Document

10 minutes

Engage in a virtual gallery walk and use the comment feature to ask questions/pose suggestions to other groups

- Define what the inequity is that is causing some students to not succeed
- Provide an example of how it appears in CO schools

These statements are going to be used in the final report highlighting resource inequities across the state.

These are not about the accountability system, but are concrete reasons why some students/schools have an advantage succeeding in the accountability system.

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Let's review Colorado's Accountability and Accreditation System

- **Session goals:** (1) Support all Task Force members in knowing what was published in the audit and (2) have a solid understanding of the state's accountability system, its purpose as defined in law, and the elements

- **How we'll do this:**

Check for understanding

- On the system's purpose as defined in legislation and on the elements that make up the accountability system
- This will be interactive!

Address clarifying questions

- These are not meant to be opinions or recommendations
- Example questions
  - What is meant by X in the Framework?
  - How, again, is Y calculated?
  - Did the audit mention anything about Z?

Activity Instructions

- We will be using **Zoom polling** for this activity

- A prompt will show up on your computer screen; select your answer choice and click **submit**

- You will have about 20 seconds to submit your choice before we reveal the answer to the group

Question #1: Overall Accountability System

True or False. Based on Colorado statutory requirements, the state must annually evaluate districts and schools based on student performance outcomes.

A. True
B. False

Question #1: Overall Accountability System

True or False. Based on Colorado statutory requirements, the state must annually evaluate districts and schools based on student performance outcomes.

A. True

B. False

Takeaways

- C.R.S. 22-11-201: *The state board shall annually review the performance of the public education system…on the performance indicators demonstrated by each public school, each school district, and the institute.*

- This references the performance frameworks in the "evaluate" portion in blue of our state's theory of action.

- Statute, rule and the state's theory of action build out more elements as a part of the state's accountability system.
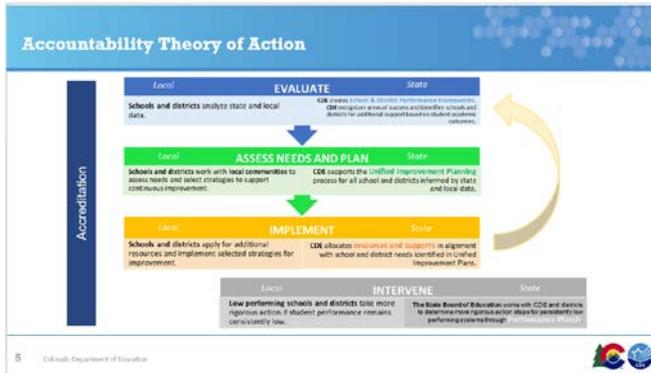
Question #2: Overall Accountability System

Which of the following are offered as reasons for the State's accountability system within the legislative declaration?

A. Focuses attention on every students' progress toward postsecondary and workforce readiness
B. Provides public reporting concerning performance
C. Uses consistent, objective measures
D. Incorporates input from a wide range of stakeholders
E. Recognizes successes, while also identifying areas for improvement
F. Provides supports for schools
G. All of the above

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F. Provides supports for schools

G. All of the above

Takeaways
- See the Education Accountability Act Legislative Declaration

- https://www.cde.state.co.us/accountability/educationaccountabilityactlegislativedeclaration

Question #3: Overall Accountability System

Which of these is **not** an element in the state accountability system?

A. Frameworks
B. Public reporting
C. Improvement planning
D. Educator evaluation
E. Public engagement
F. Supports and interventions
G. Accreditation
H. Awards

Question #3: Overall Accountability System

Which of these is *not* an element in the state accountability system?

A. Frameworks
B. Public reporting
C. Improvement planning
D. Educator evaluation
E. Public engagement
F. Supports and interventions
G. Accreditation
H. Awards

Takeaways
- Current accountability system incorporates performance frameworks, public reporting, improvement planning, public engagement, supports and interventions, accreditation and awards.

- Educator evaluation is not a consideration in the evaluation of schools or districts.

Question #4: Performance Frameworks

In using the Performance Indicators to calculate ratings, which is weighted most heavily?

    A. Academic Achievement
    B. Academic Growth
    C. Postsecondary and Workforce Readiness (PWR)

Question #4: Performance Frameworks

In using the Performance Indicators to calculate ratings, which is weighted most heavily?

A. Academic Achievement

B. Academic Growth

C. Postsecondary and Workforce Readiness (PWR)

Takeaways

- Performance indicators and weighting referenced in statute and state board rule.

- Acknowledges that schools and districts must meet students where they enter -- gives credit for "growing" students over time.

- Pause placed on including new measures (On Track Growth as new performance indicator, Higher Bar in the PWR performance indicator).
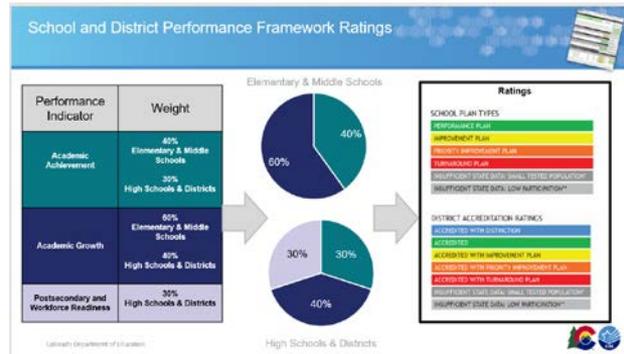
Question #5: Performance Frameworks

Which measure is *not* included in the PWR indicator?

A. Graduation
B. Dropout
C. SAT (Evidence-Based Reading and Writing and Math)
D. Matriculation
E. College credits earned in high school

Question #5: Performance Frameworks

Which measure is *not* included in the PWR indicator?

A. Graduation
B. Dropout
C. SAT (Evidence-Based Reading and Writing and Math)
D. Matriculation
E. College credits earned in high school

PWR Indicator | Inclusion in the Framework

- Only available for high schools and districts
- Contributes **30% of the points** in determining overall high school or district plan types
- Currently consists of five sub-indicators:
  - SAT Evidence-Based Reading/Writing
  - SAT Math
  - Dropout Rates
  - Matriculation Rates
  - Graduation Rates

High Schools and District Indicator Weighting

Current PWR Indicator: Points by Sub-Indicator & Level

SAT EBRW (8 points): Mean Scale Score
[All Students (4) & Disaggregated (1 each)]

SAT Math (8 points): Mean Scale Score
[All Students (4) & Disaggregated (1 each)]

Dropout (16 points): Rate
[All Students (5) & Disaggregated (2 each)]

Matriculation (4 points): Rate
[All Students (4)]

Graduation (16 points): Rate
[All Students (5) & Disaggregated (2 each)]

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Takeaways

- The PWR indicator in the frameworks includes graduation, dropout, SAT and matriculation as defined by statute and state board rule.

- College credits earned in high school are not included in the PWR measures. Attainment of industry credentials and 2-year/4-year degrees, however, are included in the matriculation measure.

- This indicator has seen the most adjustments over time.

- Resources
  - PWR Fact Sheet
  - 1215 Task Force Final Report with Recommendations

Question #6: Performance Frameworks

What are some of current practices the state uses to accommodate smaller systems?

A. Created public reporting thresholds (e.g., n = 16 for achievement, n = 20 for growth).
B. Calculate multi-year frameworks (when the pandemic is not a factor!).
C. Created the Insufficient State Data assignment when there is not enough reportable data.
D. Offer special request to reconsider conditions specific to small systems.
E. All of the above.

Question #6: Performance Frameworks

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C. Created the Insufficient State Data assignment when there is not enough reportable data.
D. Offer special request to reconsider conditions specific to small systems.

E. All of the above.

Takeaways

- Based on findings from an early study, there is not systematic bias against smaller systems, but there is more instability in the ratings.

- The state has adopted a wide array of practices to address the identified issues (e.g., reporting thresholds, multi-year frameworks, Insufficient State Data (ISD) rating, request to reconsider conditions).

Question #7: Public Reporting

Which report is **not** available publicly on CDE's website?

A. Interactive online performance frameworks
B. Reports down to an n of 1
C. District and School Dashboards that offer state data for sites' over time
D. Data Explorer Tool that offers state data for comparison across sites (e.g., scatterplots and more!!)

Question #7: Public Reporting

Which report is **not** available publicly on CDE's website?

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B. Reports down to an n of 1

C. District and School Dashboards that offer state data for sites' over time

D. Data Explorer Tool that offers state data for comparison across sites (e.g., scatterplots and more!!)
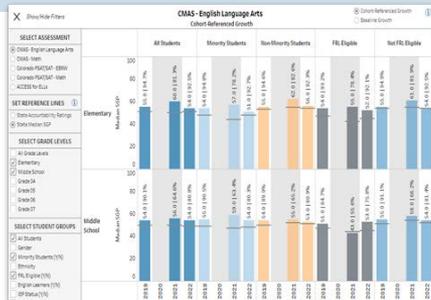
Takeaways

- Most of the accountability reports are available on SchoolView.org. This includes online performance frameworks, UIPs, accreditation contracts, district and school dashboards, the data explorer tool and more.

- All public reports follow the public reporting thresholds. Districts have special password protected tools that allow them to go down to n = 1.

Question #8: Improvement Plans

Which statement about improvement planning is **not** true?

A. The Unified Improvement Plan (UIP) was created based upon requests from the field to align state, federal and grant improvement planning requirements.
B. Improvement plans must be posted publicly.
C. Improvement plans must use state level data, rather than any data available locally.

Question #8: Improvement Plans

Which statement about improvement planning is **not** true?

A. The Unified Improvement Plan (UIP) was created based upon requests from the field to align state, federal and grant improvement planning requirements.

B. Improvement plans must be posted publicly.

C. **Improvement plans must use state level data, rather than any data available locally.**

Takeaways

- CDE created the Unified Improvement Plan (UIP) in response to requests to align state, federal and grant requirements.

- Improvement plans have multiple purposes (e.g., systems alignment, common format, multiple voices, best practice, activates support)

- Sites are strongly encouraged to use multiple sources of data (state and local) to guide understanding of students' needs and systems' needs.

Question #9: Stakeholder Engagement

Which statement is **not** true about accountability committees?

Accountability committees are expected to…

A. Have parents as the most representative group.
B. Act as an advisory body to the local board (DAC) and the principal (SAC).
C. Provide input on improvement plans, as well as monitor progress quarterly.
D. Provide recommendations on the annual budget.
E. Raise funds for any proposed programming.

Question #9: Stakeholder Engagement

Which statement is *not* true about accountability committees?

Accountability committees are expected to…

A. Have parents as the most representative group.
B. Act as an advisory body to the local board (DAC) and the principal (SAC).
C. Provide input on improvement plans, as well as monitor progress quarterly.
D. Provide recommendations on the annual budget.

E. Raise funds for any proposed programming.

Takeaways

- All schools and districts are expected to have accountability committees with parents having the most representation.

- They are advisory to local boards and principals. They do not have decision making authority and are not expected to raise funds.

- Activities include reviewing improvement plans and progress monitoring, reviewing budgets, providing input on various policies (e.g., parent engagement) and other jointly identified areas.

Question #10: Supports and Interventions

True or False. Approximately 25% of schools on the clock each year need to have a hearing with the State Board of Education due to performance.

A. True
B. False

Question #10: Supports and Interventions

True or False. Approximately 25% of schools on the clock each year need to have a hearing with the State Board of Education due to performance.

A. True
B. False

Takeaways

- Districts and schools on the clock are typically around 10% of all sites.   They have five years to exit the clock before state board intervention. There are currently 10 sites with an active state board order.

- Sites have access to a variety of supports through CDE and through school improvement grants (e.g., EASI).

- There are increased requirements (e.g., improvement planning, stakeholder engagement).

Question #11: Awards

True or False. The state runs different types of awards with differing criteria, including high poverty schools that are high performing.

A. True
B. False

Question #11: Awards

True or False. The state runs different types of awards with differing criteria, including high poverty schools that are high performing.

A. True

B.   False

Takeaways
- The state makes a variety of awards which use varying criteria.

- Go to the CDE website for criteria and recent recipients.

- The state has highlighted multiple case studies for further examination. Some are listed in the Accountability Reference Handbook (section 8 starting on p. 20).

Question #12: Accreditation

True or False. The state accredits districts and schools annually.

A. True
B. False

Question #12: Accreditation

True or False. The state accredits districts and schools annually.

A.   True
B.   False

Takeaways
- The state accredits districts. Districts accredit their schools.

- Annual agreement between the state and local boards on the accreditation system and an agreement to implement applicable laws and policies. It does reference performance frameworks.

- Most current district accreditation contracts are available on CDE's website.

Now let's address any clarifying questions

- What **follow up questions** do you have from this activity?

- Don't forget to use the **parking lot (in the JamBoard)** to add any additional questions. Add your name so CDE knows how to connect with later

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11:45 - 12:10 pm	Review Colorado's Accountability and Accreditation System
12:10 - 1:00 pm	Lunch/Screen Break
1:00 - 1:55 pm	Panel Discussion: 1215 Task Force's Findings and Recommendations
1:55 - 2:40 pm	The CO Accountability system–What is working and what could be improved? Part I
2:40 – 2:50 pm	Break
2:50 – 3:35 pm	The CO Accountability System–What is working and what could be improved? Part II
3:35 – 3:45 pm	Closing

We'll return from lunch at 12:55pm

- **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

As we return from lunch, let's see how well you know your fellow task force members

Who danced at the half-time show of the Peach Bowl when they were in High School?

Who had their bagel stolen by President Bill Clinton?

Who was featured in a Washington Post story about being short on the metro?

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How We'll Engage in the 1215 Recommendations

PURPOSE:

Zero-in on one aspect within one element of the overall Accountability System and learn from 1215 Task Force's study of Postsecondary and Workforce Readiness (PWR).

FORMAT:

- 30-35 minutes of panel discussion, with questions drawn from your pre-work
- 15-20 minutes of Q&A from 1241 Task Force members

Introducing Representatives from 1215 Task Force

Bill Summers

Principal

Cañon City High School

Lee Wheeler-Berliner

Managing Director

Colorado Workforce Development Council Office

Danielle Ongart

Executive Director

Student Pathways Unit at Colorado Department of Education

1215 Task Force Overall Recommendations

Charge: "Develop[ing] and recommend[ing] policies, laws and rules to support the equitable and sustainable expansion and alignment of programs that integrate secondary, postsecondary, and work-based learning opportunities in every region of the state."

Recommendations Aligned to Four Categories:

PROGRAM MODERNIZATION	ACCESS & AWARENESS	SUSTAINABLE FUNDING	PARTNERSHIPS
• Umbrella of programs	• Single Source Online Platform	• Consistent and Reliable Funding Mechanism	• Regional Intermediaries
• Reporting and metrics	• Communication Strategy	• Innovation Fund to Build Capacity	• Invest in Sector Partnerships
• State Longitudinal Data System	• Career Coaching and Development		• Support Employer Engagement
• Accountability	• Technology for Advising		

1

1215 Task Force Recommendations: PWR Sub-Indicators

	What	Rationale
REMOVE	- SAT Evidence-Based Reading / Writing - SAT Math	- Already represented in the Academic Achievement (PSAT only) and Academic Growth (PSAT and SAT) Performance Indicators - Shift in importance for access to postsecondary education - now optional for college applications

1215 Task Force Recommendations: PWR Sub-Indicators

	What		Rationale
KEEP	Graduation Rate	n/a	• A high school diploma is a valuable, foundational credential
MODIFY	Dropout Rate	Decrease Weight	• The dropout rate ultimately refers to a small number of students, so make it a smaller percentage than the graduation rate
MODIFY	Matriculation Rate	Increase Weight Add Data Sources	• Require Industry-recognized credential attainment data reporting • Add matriculation into other qualifying postsecondary training (e.g., Workforce Innovation and Opportunity Act Eligible Training Provider List) • Add matriculation into apprenticeships (including pre-apprenticeships)

1215 Task Force Recommendations: PWR Sub-Indicators

What	Rationale
ADD • Concurrent Enrollment • District Option	• Concurrent enrollment prepares students for postsecondary and workforce success and is clearly valued by the state legislature and the public • District Option would be optional and allows for local education providers to demonstrate what is important for postsecondary success in their regions

1215 Task Force Recommendations: Data and Reporting

What

- **Create a single, streamlined PWR program reporting structure that results in one annual, comprehensive report.**

- **Establish and utilize a secure, robust statewide longitudinal data system.**

- **Develop a "single source of information" web-based platform for empowering Coloradans with data and guidance to find, finance, and flourish in personalized, lifelong career pathways.**
  - Accessible to all at no cost for users to store ICAP, credentials, education and employment plans
  - Enable easy and safe sharing of information by users with their school counselors / career coaches.

1215 Task Force Public Input: Overview and Insights

Panel discussions with 20+ high school and college students, industry partners, K-12 and postsecondary educators	Four **human-centered design workshops** with 90 participants (Education Administrators, Educators, Families, Industry Professionals, Students)	Learner and family **focus groups** with 200+ participants across three regions	Public **surveys** with 20 submissions

Through stakeholder input thanks to additional funding, the 1215 Task Force compiled a rich set of insights on the value of PWR, on accountability needs, and on other issues relevant to the 1241 Task Force and broader community.

Click here for additional insights

Panel Q&A

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3:35 – 3:45 pm	Closing

Let's discuss in small groups: what is and isn't working in our current accountability system?

*This activity is meant to give you uninterrupted time to study Colorado's accountability system and begin to generate findings. We are **not** formulating recommendations today.*

Activity Instructions:
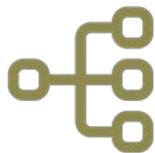
In your small groups, assign the following roles:

- Notetaker
- Timekeeper

Discuss and answer the following questions in your Google Doc. If possible, take notes by the element of the accountability system your statement is about.

- What's working?
- What's not?
- Why?
- What are some specific examples?

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3:35 – 3:45 pm	Closing

Let's take a 10-minute break

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

As we come back from break, let's try some more Task Force Member trivia

Who found out through researching their family genealogy that their last name should actually be Fannan–but their great grandmother made up their current last name instead?

Who was a caddy for the late Payne Stewart during a majors Pro-Am tournament when they were in high school?

Who was a Ford truck mechanic right out of high school? #CTERocks

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Let's discuss in small groups: what can we learn from other states?

This activity will allow you to dig deeper on elements of the accountability system by adding to the list of what is and isn't working in your assigned accountability element, and highlighting what we can learn from other states.

Activity Instructions:

(40 minutes) In your breakout groups, answer the following questions:

- What else is and is not working for your particular element of the accountability system?
- Can you provide concrete examples from CO?
- What questions/concerns about this element can we learn from another state?

(10 minutes) Engage in a virtual gallery walk, use the comment function to ask questions or make suggestions.

Based upon the preferences you submitted, here are the small groups for this activity.

Frameworks	Improvement Planning	Supports and Interventions	Awards	Public Reporting	Public Engagement	Accreditation
Wendy B.*	Rebecca M.*	Adam B.*	Sheila B*	Kelly J.*	Kathleen D.*	Lisa Y.*
Rhonda H.	Anne K.	Ted J.	Dan S.	Tomi A.	Alison G.	Erin K.
Jen W.	Robert M.	Tami H.	Lindsay G.	Tony M.	Pam B.	Rob A.
Ryan M.	Mark S.	Amie B.	Don H.	Brenda D.		James P.

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Next Steps

- Complete post-meeting survey

- Make sure your workbook comments are submitted (i.e., you clicked the blue "Comment" box on the last comment you added)

Be sure to confirm you've clicked "Comment" below to submit your comment.

Comment   Cancel
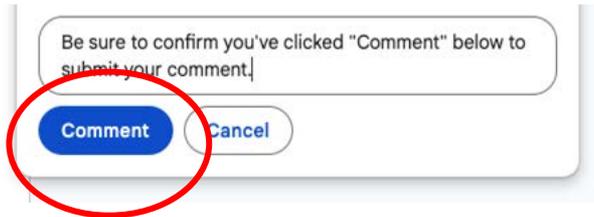
Upcoming Meetings Dates

Review upcoming meeting dates

- **January 17 (in person)**
- February 21
- March 12
- April 2
- May 7
- June 4

Adams County Human Services Building

11860 N Pecos St. Westminster, CO 80234

Meeting Room: Apple 1118

Thank you!