Summary Change Document
Accountability and Improvement Planning in 2023

Overview

The following provides a summary document of changes from previous practice relative to accountability provision, improvement planning, and expectations.

Section	Change(s)	Rationale and Resources
OVERALL		
Performance Ratings	➔ **Production of performance frameworks for schools and districts in Colorado will no longer be considered "transitional".** ➔ **Performance watch identifications, including "accountability clock" years, will resume after a three-year pause.**	Performance framework ratings in 2023 will be based on continued state assessment and data collections and will no longer be considered "transitional." In 2023, performance watch identifications (i.e., On Clock, On Watch, On Hold) will be applied once again -- meaning that sites may advance on the clock or begin the exiting process. Examples of these two scenarios includes: ● *Clock exit:* a school that earned Priority Improvement Year 3 On Watch in 2022 who earns an Improvement plan type in 2023 will fully exit the accountability clock. ● *Clock advancement:* a school that earned Priority Improvement Year 3 On Clock in 2022 who receives another rating of Priority Improvement in 2023 will automatically advance to Year 4 On Clock. The State Review Panel will conduct initial visits to sites that are considered Year 4 On Clock in anticipation of state board hearings during Year 5. CDE will reach out to those impacted districts with more details. Additional information on performance ratings and state accountability can be found on the state accountability website.
"Decreased due to Participation" Requirement	➔ **Schools and districts that are below the 95% accountability participation rate in English language arts and math will have their ratings "decreased due to participation." This requirement was not applied in 2022 but will be applied in 2023.**	In 2023, a school and district's plan type will be decreased when the accountability participation rate (parent excusals are excluded from the participation calculation) is below 95% in English language arts and math. In 2022, the accountability participation decrease was not applied across all schools and districts due to the accountability transition. For more information about participation, see the participation and accountability guide.

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Every Student Succeeds Act (ESSA) Identifications	➔ **Identifications under ESSA will be calculated for the 2023-24 school year.** ➔ **Three non-consecutive years of data will be used for identification purposes, as state academic assessments were not administered in Spring 2020 and were not required in all grades in Spring 2021.** ➔ **Modifications to the School Quality or Student Success (SQSS) Indicator include removing science achievement for all grade spans, adjusting the definition of chronic absenteeism to include unexcused absences only, and using chronic absenteeism rates instead of a reduction metric.**	The federal identification process (e.g., Comprehensive Support and Improvement, Targeted Support and Improvement) restarted in 2022 and will continue in 2023. CDE submitted an amendment of its ESSA State Plan to the U.S. Department of Education in January 2023, proposing changes to the ESSA identification methodology. The approved amendment is posted on the CDE ESSA State Plan website. Changes include the inclusion of three non-consecutive years of data for identification purposes and modifications to the SQSS indicator. For a detailed description of the final changes to the ESSA identification methodology for 2023, visit the Methods for Identification and Exit Criteria for ESSA Support and Improvement website.
Accreditation Form	➔ **The Accreditation Portal in the UIP online system will be updated with new language to assist in the submission process. District Accountability Contacts must submit the form by September 22, 2023, regardless of participation in the request to reconsider process.**	Once preliminary framework ratings are released in fall 2023, districts are required to review and sign off on preliminary school plan types and the district rating. For districts that do not want to make any changes to their preliminary ratings, the district should indicate "No Change Requested" under "Accreditation Options" and submit the form. This indicates to CDE that the preliminary ratings are ready to be finalized by the state board. For districts who would like to participate in a request to reconsider, the district accountability contact should indicate "Request Changed Rating" under "Accreditation Options" for any site that may be eligible for a request condition. This will trigger the Accreditation Requests tab, where evidence may be submitted by October 16, 2023. For any request to reconsider, districts have the option to rescind the request before the October deadline. Guidance on submitting the accreditation form will be available on the school accreditation and request to reconsider website.

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Request to Reconsider	➜ **There will be no participation eligibility requirement to participate in request to reconsider (unless specified by the request condition). Request to reconsider submissions are due October 16, 2023.**	In 2022, the state board instituted a 90% total participation requirement to engage in the request to reconsider process. This participation requirement has expired. In addition, schools and districts may request an "Insufficient State Data" rating or plan type if they receive less than 85% total participation on state assessments and can establish that the tested population is not representative of the site. Guidance on submitting a request to reconsider will be available on the school accreditation and request to reconsider website.
PERFORMANCE FRAMEWORKS		
Years of Data	➜ **2-Year frameworks will be calculated in 2023.**	Given that there have been interruptions in state data availability due to the pandemic, the department will be unable to produce three-year frameworks in 2023. However, CDE will calculate two-year multi-year frameworks in 2023 and will plan to calculate three-year multi-year frameworks in 2024. For eligible smaller systems that do not have a large enough n-count for public reporting, CDE will assign an "Insufficient State Data" rating. If the school or district is currently on the accountability clock, then the year on the clock will hold. For Alternative Education Campuses (AECs), all state-calculated AEC data will include two-year calculations. For more information about AEC accountability, see the below section. For more information about clock progressions, see the Performance Watch Labels and Progressions Document.

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CMAS and P/SAT Growth	→ **In 2023, growth will be available in all typical grades and content areas across CMAS and PSAT/SAT.** → **Student participation on the growth indicator will no longer be included in the frameworks. The measure was intended as a single-year measure to represent any participation changes due to the skip-year assessment administration in 2021.**	Since growth calculations require two consecutive years of achievement data for a given student, growth data was only available for students with usable achievement data for a given content area in both 2021 and 2022. In 2023, CMAS growth will be calculated for all typical grade levels and content areas using Spring 2022 and Spring 2023 test scores. The growth weighting and calculation methodology (e.g., cohort-referenced growth) in the performance frameworks will remain constant. Growth results are available for CMAS English Language Arts and Math (grades 4 through 8), PSAT/SAT Evidence-Based Reading and Writing (grades 10 and 11), and PSAT/SAT Math (grades 9 through 11). The growth participation rate reported in transitional accountability frameworks in 2022 will no longer be included in the performance frameworks in 2023. Because students in all grade levels tested in 2022 and 2023, the growth participation calculation methodology mirrors the overall participation rates reported in the performance framework. Schools and districts should use total participation rates to determine how representative the reported growth results are likely to be of the eligible student population. For more information about growth calculations, go to the Colorado growth website. For more information about participation, go to the Participation and Accountability Guide.
Alternative Education Campus (AEC) Performance Frameworks	→ **Attendance and truancy measures for the 2023 performance frameworks will be released for informational purposes in January.**	Given changes to the attendance data collection, and the impact of the pandemic on both enrollment and attendance, the attendance and truancy measures were removed from the 2022 AEC performance frameworks. CDE has determined that these data are consistent and comparable to previous years and plans to reintroduce these measures in 2023 for informational purposes in January. No points will be assigned for these measures in 2023. These measures are expected to count for points on the 2024 performance framework.
	→ **Insufficient State Data (ISD) rating may be assigned to AECs in 2023.**	Historically, ISD plan types have not been assigned to AECs. Given the lack of state required data available in 2022, a portion of AECs did not have enough data to meaningfully determine their performance. In 2022, ISD plan types were assigned to AECs using the same criteria used to assign this plan type to non-AEC schools. This year, ISD plan types will continue to be assigned to AECs using the same criteria as non-AEC schools.

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	➔ **AEC state-calculated measures will contain 2 years of data.**	Historically, all state calculated data used in the AEC frameworks has been aggregated across the most recent three years of data, where available. Given that there have been interruptions in state data availability due to the pandemic, the department will be unable to produce three-year AEC frameworks in 2023. However, CDE will calculate two-year multi-year frameworks in 2023 and will plan to calculate three-year multi-year frameworks in 2024. For eligible smaller systems that do not have a large enough n-count for public reporting, CDE will assign an "Insufficient State Data" rating. If the school or district is currently on the accountability clock, then the year on the clock will hold.
English Language Proficiency (ELP) On-Track Growth Calculations	➔ **Three categories for ELP On-Track Growth will be reported in ACCESS data files: Catch Up, Keep Up, and Exceeded 6-Year Clock.**	The ELP On-Track growth metric was first introduced in 2017. All students scoring at Level 1 at that time were given the maximum 6-year timeline to reach fluency so their Anticipated Year Fluent English Proficient (AYFEP) was 2023. Having now reached the end of this initial 6-year clock, students who have not yet scored proficient (Level 4) have exceeded the 6-year timeframe and will be reported as an additional group for ELP On-Track Growth calculations, called "Exceeded 6-Year Clock." Records in this new category are no longer designated as "Catch Up" or "Keep Up" since they did not reach English fluency during the designated timeframe. It is hoped that this new reporting will clarify the designations and can help schools and districts better support all students to reach their fluency goals.
"English Learners" to "Multilingual Learners" on the Frameworks	➔ **On the performance framework, student groups referred to as "English Learners" are now referred to as "Multilingual Learners."**	"English Learners" has changed to "Multilingual Learners" to better align with requests from the field to use a more asset-based term. For accountability purposes, Multilingual Learners describes students that are considered Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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Participation Descriptor	➔ **The total participation descriptor is moving from the plan type in the top banner to a new row in the Test Participation Rates table.**	Total participation rating descriptors (i.e., "Meets 95% Participation", "Low Participation") are informational descriptors for planning purposes. Districts and schools with less than 95% total participation in English language arts and math in 2023 will receive a participation descriptor of "Low Total Participation." In the 2023 performance framework template and in reporting on overall district accreditation ratings and school plan types, total participation descriptors are no longer reported alongside the overall rating (e.g., a school plan type of "Performance Plan: Low Participation" will now be reported as "Performance Plan"). Total participation descriptors are available in the test participation rate table on the framework and in other participation reports. This change is based upon feedback from and in consultation with representatives from the field.
SUPPLEMENTAL PERFORMANCE FRAMEWORK RESULTS FOR INFORMATIONAL PURPOSES (Scheduled for release in January 2024)		
New Performance Indicator: On-Track Growth	➔ **A new performance indicator called "On-Track Growth" will likely be shared for informational purposes in January 2024 for elementary and middle schools, with the intention of including this indicator for points in fall 2024.**	Colorado's educational accountability law requires a metric that determines whether a student is making enough growth to reach a target level of achievement within a given timeframe. Called "On-Track Growth", the measure uses a student's achievement level and determines, based on their year-to-year growth results, whether students either advance to the next performance level (referred to as **Catch Up**) or maintain grade-level proficiency (referred to as **Keep Up**). CDE and the TAP have been investigating the implementation of this required indicator for elementary and middle schools since 2018, but implementation was paused due to the pandemic. Since CMAS growth is now available across all typical grades and content areas, CDE is planning on calculating this measure for elementary and middle schools based on Spring 2023 test results. CDE and the TAP are currently investigating a methodology for high schools and districts. For more information about On-Track growth, go to the Colorado On-Track Growth fact sheet.
New PWR Sub-Indicators: Higher Bar	➔ **Two new postsecondary and workforce readiness (PWR) sub-indicators, Higher Bar for English language arts (ELA)/Math and Higher Bar for Non-ELA/Non-Math, will likely be shared for informational purposes in January 2024**	With the full implementation of graduation guidelines in 2021-22, data from the Graduation Guidelines Student Interchange File (reported as part of the End of Year data collection) is now being used to build two new PWR sub-indicators for high school and district frameworks.The first new PWR sub-indicator, **Higher Bar for ELA/Math**, measures

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	for high schools and districts, with the intention of including these measures for points in fall 2024.	the proportion of students attaining a higher level of achievement (as defined by the state board) in both ELA and math on certain graduation guidelines measures. The second new sub-indicator, **Higher Bar for Non-ELA/Non-Math**, measures the proportion of students attaining similar high expectations in AP, IB, or CE non-ELA/non-math exams or courses. For both sub-indicators, districts can choose which exam subjects and CE course offerings qualify as ELA/Math or non-ELA/Math. A graduate is counted in the numerator if a student meets the requirement at any time during grades 9 through 12. In 2023, these sub-indicators will be included for informational purposes only and will reflect lagged data (similar to other PWR measures) from Spring 2022. For more information about the Higher Bar sub-indicators, go to the [Higher Bar Sub-Indicators fact sheet](#).
Science Assessment	➔ **CMAS science will be shared for informational purposes in January 2024, with the intention of including science achievement and participation results in fall 2024 frameworks.**	The CMAS science assessment reflected the revised 2020 Colorado Academic Standards for the first time in Spring 2022 but scale scores and performance levels were not initially available. For this reason, science achievement results were not factored into the 2022 transitional frameworks but will be re-introduced for informational purposes in the supplemental 2023 frameworks planned for release in January 2024. For the official 2023 plan types, science results will not be included or factored into participation calculations.
UIP ONLINE TEMPLATE		
Assurances	➔ **Some planning requirements have been shifted to assurances within the online template on the "My District/My School" tab.**	To streamline writing expectations, some requirements were shifted to assurances that are "checked off" at the beginning of the plan. These requirements are still reflected in the [quality criteria](#), with an "assurances" notation. Districts and schools are responsible for engaging in those activities and may be asked for supporting evidence as a part of monitoring processes.

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Updated My District/My School tab	➔ **The planning requirements, contact information, and context were combined from a separate tab to the "My District/My School" tab of the UIP.**	The page with planning requirements, timelines, and flexibilities was not easily accessible. To support visibility of these elements, the information was shifted to the landing page. This information will be updated again once performance framework and ESSA identification information is available to populate and again following approval of final ratings in December.
Improved process for flexibilities	➔ **A box now appears on the Plan Details section of the "My District/My School" tab for Biennial, Combined, and January submission flexibility.**	To streamline and make consistent the processes for selecting and communicating which plan flexibilities are being selected. Districts will make selections for biennial and January submission flexibilities for the district and school and will appear on this tab. The district admin guide will describe how to make these selections.
Contact Information pre-populated	➔ **Plan contact information is being pulled from a submission the district provides to CDE.**	To reduce reporting burden, contact information for the plan is being pulled from CDE's data warehouse. This information is already provided to CDE through the Directory submission in pipeline.
Combined AEC list with School list	➔ **Alternative Education Campus UIPs can now be found in the School List view.**	Districts with Alternative Education Campuses (AEC) had a separate list view to navigate to AEC UIPs. As the templates are not structured differently, the lists were combined to improve navigation.
UIP Template Revision and Pilot Opportunity	➔ **The School Improvement and Planning team is piloting a new, streamlined template for school UIPs in partnership with a small stakeholder group from schools and districts across the state.**	Participants will have the opportunity to submit their 2023-24 UIP and will provide input to provide feedback about the template. The pilot will help the School Improvement and Planning team iterate on the design of the new template and determine how to proceed with template changes statewide in future years.
Category dropdowns	➔ **A new dropdown is included to bring focus to primary UIP elements: priority performance challenges, root causes and major improvement strategies.**	These elements are included in the plan to bring additional focus and categorization to planning elements. This is a tool that can support district level analysis. Refer to this guidance for descriptions of each category.

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UIP Review for Comprehensive, Priority Improvement, Turnaround and On Watch	→ **The department is modifying a streamlined format for review and feedback associated with the review of UIPs (priority improvement, turnaround and CS identified).**	UIPs for schools/districts with identifications will be reviewed by CDE in the fall and winter. CDE plans on modifying the current feedback process to better support school planning processes.