Summary Change Document
Accountability and Improvement Planning in the 2024-25 School Year

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
PERFORMANCE FRAMEWORKS		
Years of Data	➜ **3-Year frameworks will be calculated in 2024.**	Given that there were interruptions in state data availability due to the pandemic, the department was unable to produce three-year frameworks in 2023 and produced two-year frameworks instead. In 2024, CDE will calculate three-year multi-year frameworks. 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 three-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.
CMAS Science	➜ **CMAS science achievement results will be included for points in fall 2024 frameworks. CDE will not include CMAS science participation results for accountability purposes in 2024 performance frameworks, such as in the "decreased due to participation" calculation.**	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 and were re-introduced for informational purposes in the supplemental 2023 framework reports. For the official 2024 plan types, science achievement results will be included for points in the performance frameworks. In both single-year and multi-year frameworks, only 2024 science results will be calculated for points (i.e., 2023 results are informational and will not be included in multi-year frameworks). CMAS science participation results will not be included or factored into participation calculations for accountability purposes. For more information, see the 2023 Informational Results for Performance Frameworks fact sheet.

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Newly Arrived Multilingual Learners	➔ **Newly Arrived Multilingual Learners (MLs) refers to students with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP) who are recently or newly arrived to U.S. schools within the last 12 months. A subset of Newly Arrived MLs of interest this year includes students with limited or interrupted formal education (SLIFE) who first enrolled in a U.S. school after October 1 of the current school year. Newly arrived MLs have their own unique set of considerations to determine whether a student is counted as a participant or included in other accountability calculations.**	State accountability considerations for this group of students are as follows: - Students who meet the definition of "Newly Arrived ML" count as participants for ELA and are expected to test for Math and Science. Newly Arrived MLs meeting the definition of SLIFE and enrolled after October 1 of the current year may not be required to test. They will still be counted as participants for Math and Science participation calculations in the 2024 performance frameworks, but will not contribute to a rating being decreased due to participation. "Newly Arrived MLs" are excluded from achievement and growth calculations in their first year, even if they test. "Newly Arrived MLs" are excluded from graduation, dropout, and matriculation rate calculations in their first year because these data are reported on a lagged basis. For more information about inclusion in accountability and participation calculations, see the Newly Arrived Multilingual Learners fact sheet and the participation and accountability guide. For assessment and federal accountability considerations, see the State Content Assessment Guidance for NEP/LEP Students who Recently Arrived in the U.S.. Note: For extenuating circumstances, contact the Assessment team directly.
ALTERNATIVE EDUCATION CAMPUS (AEC) PERFORMANCE FRAMEWORKS		
Attendance and Truancy	➔ **Attendance and truancy measures will be included in the 2024 performance frameworks for points.**	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 and 2023 AEC performance frameworks. CDE has determined that these data are consistent and comparable to previous years and plans to reintroduce these measures in 2024 for points. For more information, see the 2023 Informational Results for Performance Frameworks fact sheet.

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Years of Data	➔ **AEC state-calculated measures will contain three years of data.**	As mentioned above, it is anticipated that CDE will have enough data to calculate three-year multi-year frameworks for AECs in 2024. For eligible smaller systems that do not have a large enough n-counts for public reporting, CDE will continue to assign an "Insufficient State Data" rating. If the school is currently on the accountability clock, then the year on the clock will hold.
NEW PERFORMANCE FRAMEWORK INDICATOR RESULTS FOR INFORMATIONAL PURPOSES		
On Track Growth Reporting	➔ **The department is expected to release public reports on the On Track Growth measure, as they are available, for elementary and middle schools. CDE will continue investigating a calculation methodology for high schools and districts. The measure is expected to be included in performance frameworks once all school levels are available.**	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**). In November 2023, the State Board of Education voted to pause inclusion of On Track Growth in the performance framework. However, they did direct CDE to calculate this measure for elementary and middle schools based on Spring 2024 test results for informational public reporting. 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.

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EVERY STUDENT SUCCEEDS ACT (ESSA) IDENTIFICATIONS		
Years of Data	➔ **In 2023, CDE had to use non-consecutive years for three-year aggregates due to state academic assessments not being administered in Spring 2020 and only being administered in some grades in Spring 2021. Beginning in 2024, three consecutive years of assessment data will be available for use again. Moving forward, three consecutive years of data will be used for identification purposes.**	The U.S. Department of Education is requiring CDE to revise its methodology for identifying schools for Comprehensive Support and Improvement - Low Graduation Rate. The revised methodology must be based on a 3-year average instead of 3 individual years of graduation rates. CDE will continue to implement its existing methodology in Fall 2024, but will present the results of the 3-year average methodology for informational purposes only. The revised methodology will be implemented beginning in Fall 2025.
Identification Methodology	➔ **All other changes implemented in 2023 will apply again in 2024.**	The federal identification process (e.g., Comprehensive Support and Improvement, Targeted Support and Improvement) restarted in 2022. In June 2023, CDE received approval from the U.S. Department of Education to make revisions to the ESSA identification methodology to address gaps in data availability due to the pandemic. The approved amendment is posted on the CDE ESSA State Plan website. Revisions, such as removing science as a measure of School Quality and Student Success indicator and using chronic absenteeism rate instead of reduction of chronic absenteeism, were implemented in 2023 and will continue in 2024. 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.
UNIFIED IMPROVEMENT PLANNING		
UIP Streamline Template	➔ **A new template format is available for optional use for the 2024-25 school year.**	After a multi-year stakeholder engagement process, the department is releasing a streamlined template for optional use by districts and schools for the 2024-25 school year. Resources, guidance documents, training information is available here: https://www.cde.state.co.us/uip/uip-online-system. Additional changes will be shared as they are finalized, including updates to this document.

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ESSA School Profile availability	➔ **ESSA School Profiles will be available in the online system for schools identified for comprehensive, targeted, or additional targeted support and improvement, along with state accountability data, to support understanding of identifications.**	The Online UIP system will continue to provide more linked reports and visualizations, such as including the ESSA School Profiles resource. This means UIP users in schools identified under ESSA will be able to instantly access more information about the reason for identification. ESSA requires LEAs to develop, review, approve, and monitor comprehensive and targeted support and improvement plans. Requirements must be documented within the UIP template for schools identified for Comprehensive Support and Improvement. LEAs may choose the format, including the UIP template, to document requirements for schools identified for Targeted Support and Improvement.