



# Accountability Working Group (AWG)

December 11, 2020



**Purpose:** Overview of our past work, plans for the work ahead, and input needed today

## **Agenda**

<b>Time:</b>	<b>Content</b>
2:00-2:15	Welcome & Introductions
2:15-2:45	Purpose of AWG, Prior Work, and Evolution of the Committee's Work
2:45-3:15	The Work Ahead <ul style="list-style-type: none"><li>• Needs and plans for upcoming work</li></ul>
3:15-3:45	Input Needed Today <ul style="list-style-type: none"><li>• Waiver request under ESSA for the 2020-2021 identification methodology</li></ul>
3:45-4:00	Future Meetings, Next Steps, and Homework

# Welcome and Introductions



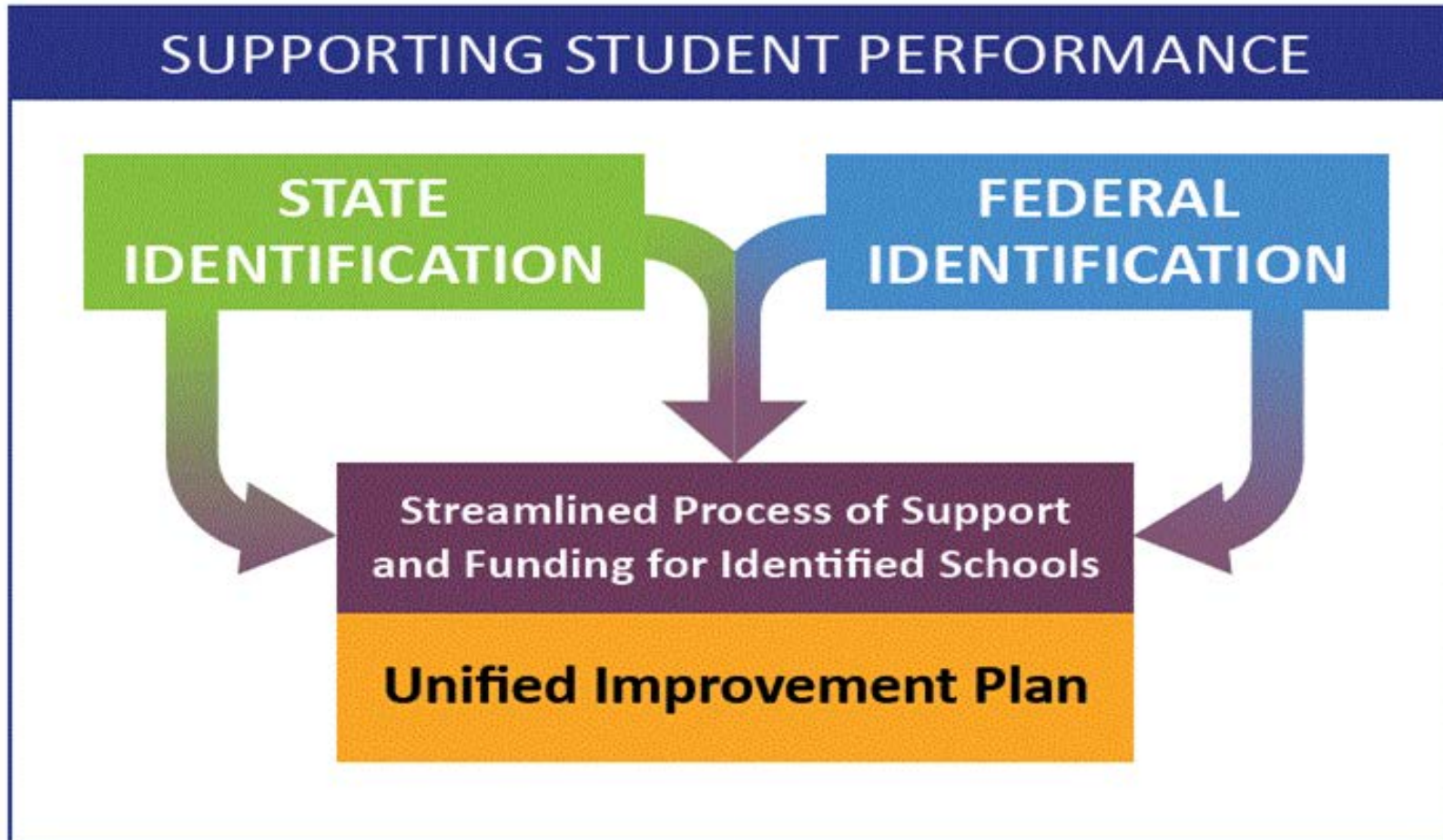
# Purpose of AWG and Evolution of Work



- The Accountability Work Group (AWG) serves as a policy advisory group to explore ideas in support of federal and state accountability policies (e.g., Every Student Succeeds Act implementation, state accountability during the pause year) and make recommendations to the state. This group will consider input from other stakeholders, when available and appropriate, in developing recommendations.
- It was first convened by the Commissioner of Education in 2014 to gather input on improving the state accountability performance framework reports. In 2016, the focus shifted to serving as the ESSA Accountability Spoke. It is now time to repurpose the group back to providing input on all accountability matters (both state and federal).



## COLORADO ACCOUNTABILITY SYSTEM



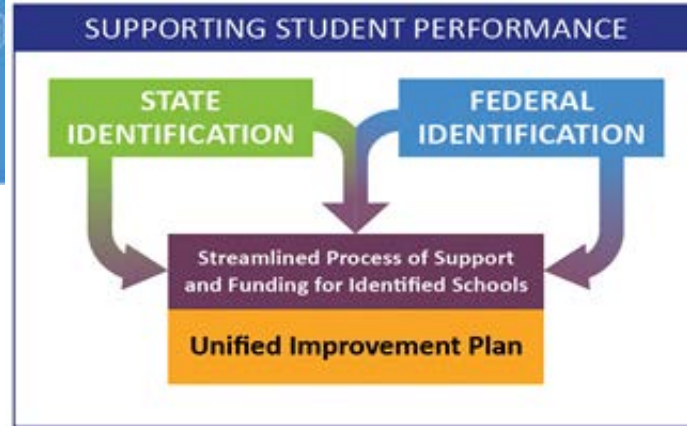


- 2015 and Earlier – Advisory group for the development and refinement of the Performance Frameworks
- 2016-2017 – Accountability Spoke in the ESSA State Plan Development
  - Provided input when developing the methodology for identifying schools for ESSA Support and Improvement
- 2017-2019 – Input on ESSA matters
  - School Quality and Student Success (SQSS) Indicator
    - Target setting, methodology, and inclusion/exclusion rules for the Reduction in Chronic Absenteeism Metric
  - Development of required actions for Comprehensive Support and Improvement (CS) schools that do not meet exit criteria by end of the three years (or get identified for 4 consecutive years)
  - Exit criteria and timeline for Targeted Support and Improvement (TS) schools
  - Equitable Distribution of Teachers (EDT)

# Revisit the Purpose of AWG

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- It was first convened by the Commissioner of Education in 2014 to gather input on improving the state accountability performance framework reports. In 2016, the focus shifted to serving as the ESSA Accountability Spoke. It is now time to repurpose the group back to providing input on all accountability matters (both state and federal).

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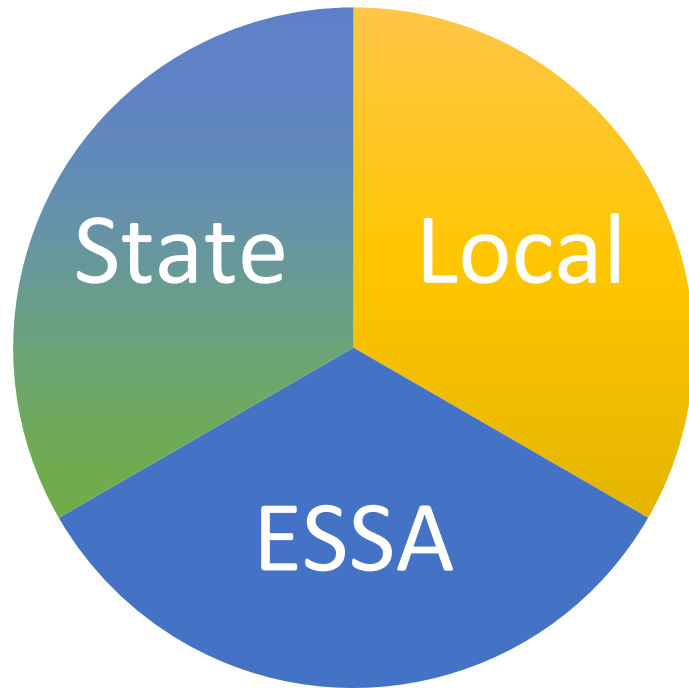


## Discussion Questions

- Reactions to the purpose statement for AWG?
- How does your role contribute to AWG?
- What would you consider a successful AWG experience at the end of this school year?



# Colorado's Accountability System: Striving for Alignment



- **Local accountability**
  - Locally elected school boards oversee superintendent and district policies
- **State Accountability**
  - Colorado Educational Accountability Act
  - Performance frameworks, Improvement planning, Accountability clock
- **Federal Accountability**
  - Every Student Succeeds Act - State plan approved
  - Schools on improvement (CS, TS, A-TS)



- Representative group met Aug-Nov 2020
- Provide recommendations on
  - State assessments in spring 2021
  - Accountability, accreditation and educator evaluation
- <http://www.cde.state.co.us/safeschools/covid-stakeholder-group>

- Recommendations shared with Commissioner and policymakers
- Implications for statute, state board rules and state level practices
- May have impact on requests for federal waivers

## At Consensus

- Assessments: Administer PSAT/SAT in spring 2021, No Social Studies or Science CMAS
- Accountability: Pause performance frameworks in 2021-22. Continue accreditation and improvement planning.
- Educator Effectiveness: 100% professional practices in 2020-21

## Not at Consensus

- Assessments: Administer CMAS
- Public reporting of any state assessment data (including growth)

# Needs and Plans for the Upcoming Work

## **Immediate Focus:** Adjustments to accountability system due to COVID-19

- Follow up on Stakeholder Group recommendations (e.g., implication of Y2 pause for schools on clock, improvement planning, accreditation)
- Provide additional advice and ideas

## **Longer Term Focus:** Broader improvements to state accountability

- Learn from the Local Accountability Systems Grants
- Provide additional advice and ideas with a particular focus on alignment between state and federal accountability

# Brainstorming Activity: Performance Watch During a Potential Year Two Accountability Pause



- Breakout Groups - 3
- Jamboard:  
[https://jamboard.google.com/d/1RUEiOZ\\_KuxZFZIYb\\_tcrbK2Raozwm5dAD3pgbvIj6Rg/viewer?f=0](https://jamboard.google.com/d/1RUEiOZ_KuxZFZIYb_tcrbK2Raozwm5dAD3pgbvIj6Rg/viewer?f=0)
- Brainstorm: Use sticky notes (left side toolbar) to respond to the three questions
  - All groups use jamboard for Activity 2
- Report out



- Continuing to consider how to align state and federal identification
- Finalize recommendation on ESSA SQSS Indicator
- Finalize recommendations on 4-year plans under ESSA
- Preparing for the unknowns
  - Edits, plans, changes needed if no valid/reliable assessments in 2021

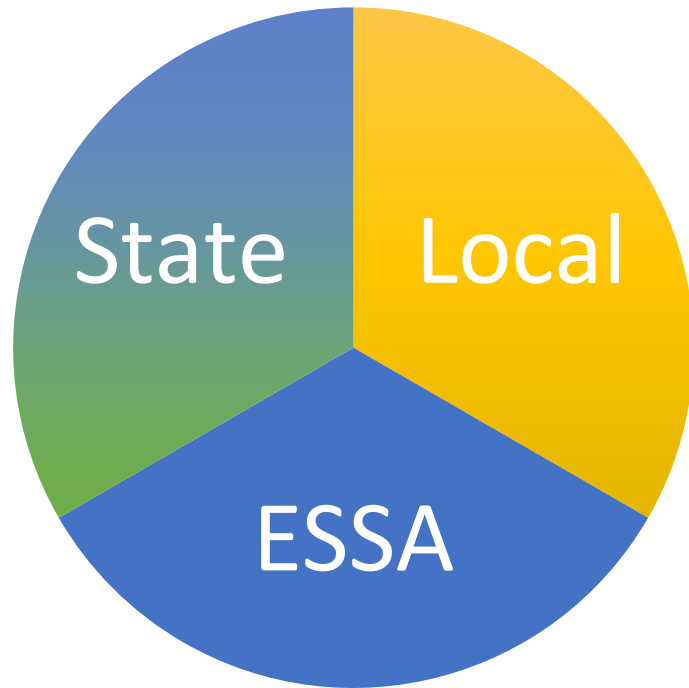
# Summary of Remaining ESSA Work/Decision Points



- When we last spoke...
  - Subcommittees to research
    - SQSS
    - 4-year plans for CS – Lowest 5%
    - 4-year plans for CS – Low Grad Rates (particularly AECs)
  - Need to finalize plans and determine impact on / revisions needed to the ESSA State Plan by October 2021 to submit a revised plan to the USDE
- In the meantime...
  - Short-term ~ revisions needed due to the assessment waiver in spring 2020

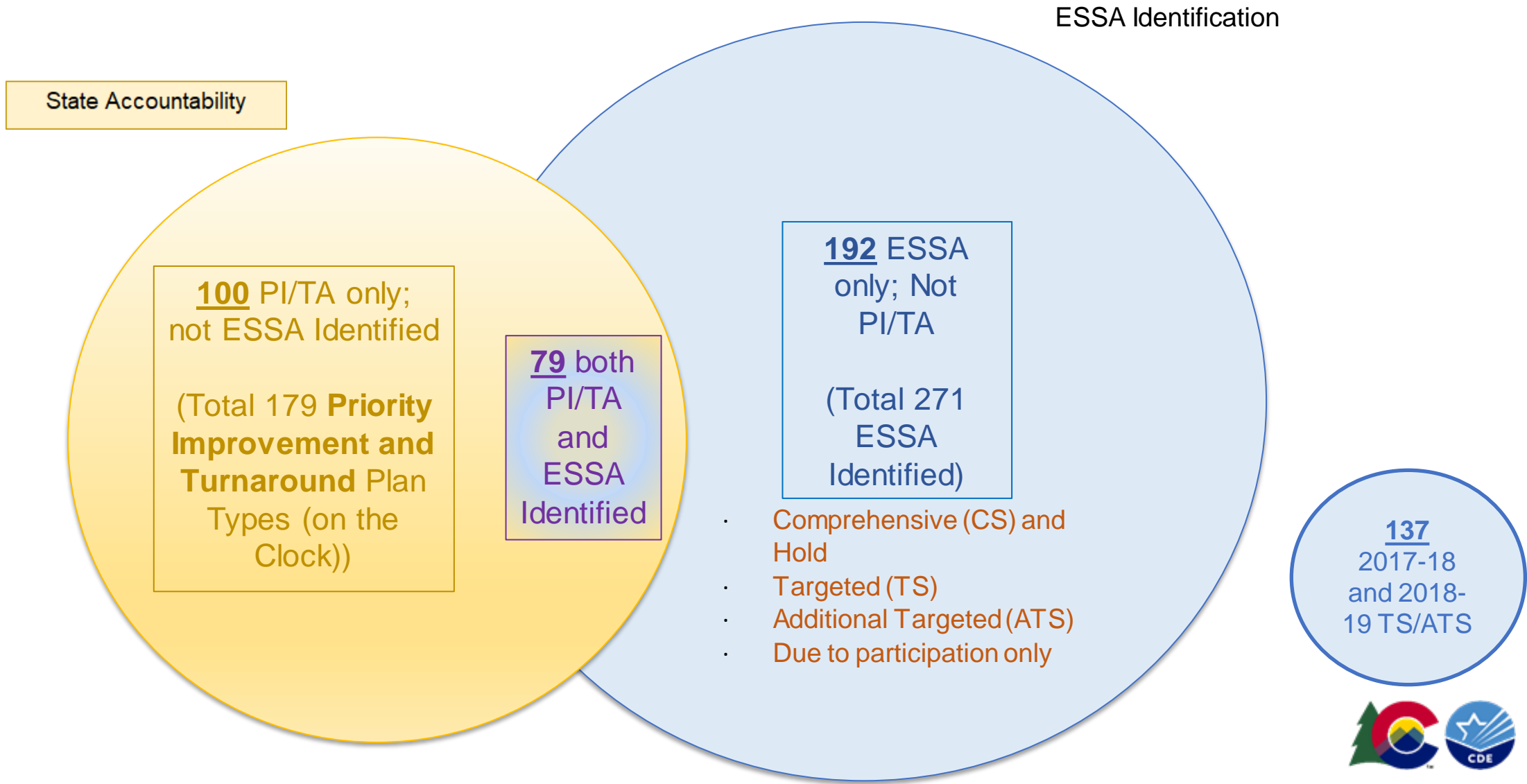


# Colorado's Accountability System: Striving for Alignment




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# 2020-21 Schools Identified for Support and Improvement





- Based on Accountability Spoke recommendation, received approval from USDE to operationalize and measure ***reduction of chronic absenteeism***
  - 2016-2017 – first collection; lots of data quality concerns
  - 2017-2018  2018-2019 – can calculate reduction based on school level data; can use for first and only time in 2021 identification
  - 2019-2020 – changed to student level data; will need 2 years of student level data to calculate reduction rate
- Research needed (work to be done by subcommittee)
  - Another indicator to useOR
  - If keeping chronic absenteeism – determining how to address zero chronic absenteeism in year 1 and measuring change; establishing cut scores and ratings

# 4-Year Actions for CS Schools

## By Fall 2021



- When a school is on the state accountability clock for a number of years equal to or higher than the years the school is ESSA identified, recommendation was to defer to state accountability clock pathway. For all other schools, the following actions were proposed:
  - Option 1: Still defer to state pathways (11.1%)
  - Option 2: Require review similar to State Board process, but not the same trajectory (**44.4%**)
  - Option 3: Schools must use EASI funds in a prescriptive way (0.0%)
  - Option 4: Require co-developed improvement plan and required monitoring of progress by CDE (22.2%)
  - Did not respond (22.2%)
- Review previous work and make final recommendation (work to be done by the subcommittee)
  - Long-term plans
  - How to implement
  - When to implement
  - What happens if school continues to be identified after review panel?

# 4-Year Actions for CS-Low Graduation Rate By Fall 2021



- Subcommittee Members:
  - AWG Members
    - Ryan Marks
    - Christine Muldoon
    - Michelle Palmer
  - Non-AWG Members
    - Clint Allison, Fountain Fort Carson
    - Laura Gorman, Douglas County
    - Paul Freeman, Roaring Fork Schools
    - Jon Berninzoni, New America Schools
    - Gloria Duroske, CDE
    - Johann Liljengren, CDE
- Research and develop long-term actions for high schools that are identified based on graduation rates for 4 consecutive years, with a potentially different pathway for AECs

# Input Needed Today: Waiver Request under ESSA



- Spring of 2020, Colorado applied for and received a waiver from ESSA assessment, accountability, and some reporting requirements
- Due to the waiver, specifically no state assessments in 2020, we cannot implement our approved methodology for identifying schools for support and improvement under ESSA
- USDE has created a streamlined approach for adding an addendum to ESSA State Plans to address impact of the waiver

USDE: “based on information currently available, the Department expects that an SEA will meet all ESEA assessment, accountability, school identification, and reporting requirements in the 2020-2021 school year”

# Streamline Template for Requesting Technical Revisions



## 1. Establishment of Long-Term Goals

- a. Academic Achievement
- b. Graduation Rate
- c. Progress in Achieving English Language Proficiency

## 2. Indicators

- a. Academic Achievement Indicator
- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).
- c. Graduation Rate
- d. Progress in Achieving English Language Proficiency
- e. School Quality or Student Success Indicator

## 3. Annual Meaningful Differentiation

- a. State's System of Annual Meaningful Differentiation
- b. Weighting of Indicators
- c. Different Methodology

## 4. Identification of Schools

- a. Timeline
- b. Methodologies

## 5. Continued Support for School and LEA Improvement

- a. Exit Criteria





- State educational agencies can amend their ESEA consolidated State plans to account for short-term changes as a result of the COVID-19 pandemic. CDE would like your input on Colorado's proposed amendments.
  - Please use the Smartsheet Form to provide input on Colorado's proposed responses: <https://app.smartsheet.com/b/form/2a59d655e49741ba86b5022d47ae2dd5>
- Please submit your feedback to us by Friday, December 18, 2020, COB.
- We will post for public comment until January 22, in preparation for the February 1, 2021 due date.

# Establishment of Long-Term Goals

## Proposal: Shift targets by one year



- Due to the COVID-19 waivers, states can revise their long-term goals and measures of interim progress by shifting the timeline forward by one year. **Colorado is proposing to utilize this flexibility** for all long-term goals and measures of interim progress.
  - Colorado's timeline currently establishes long-term goals through 2037
    - This flexibility would extend our long-term goals to 2038
    - Measures of interim progress would also shift forward by one year (e.g., target for 2020 would move to 2021 and so on)
- Please use the Smartsheet Form to indicate whether you support this proposed amendment for each of the following:
  - Academic achievement
  - Graduation rates (4-year and 7-year)
  - Progress in achieving English language proficiency



- Due to COVID-19, states can revise one or more of their indicators for the 2020-21 school year, to be used in accountability determinations in Fall 2021.
  - No changes proposed for the following indicators:
    - Academic achievement
    - Graduation rates
    - Progress in achieving English language proficiency
    - School Quality or Student Success Indicator
- Please use the Smartsheet Form to indicate whether you support maintaining each of the following indicators for use in accountability determinations in Fall 2021:
  - Academic achievement
  - Graduation rates
  - Progress in achieving English language proficiency
  - School quality or student success

# Indicators - Academic Progress/Growth

## Proposal: Skip-year growth analyses



- For the Academic Progress/Growth indicator (referred to in ESSA as the Other Academic Indicator), Colorado proposes the following amendment:
  - Template: Describe the Other Academic indicator for the 2020-21 school year.
  - Proposed response: Colorado has been using student growth percentiles, calculated using a quantile regression model, for many years. This normative metric describes a student's observed progress in comparison to his or her academic peers, based on two consecutive years of assessment data (e.g., calculating growth from 2018-19 to 2019-20). As a result of COVID-19, however, state assessments were not administered in 2019-20. Therefore, Colorado has evaluated alternative approaches to calculating student growth percentiles based on a skipped assessment year (i.e., calculating growth from 2018-19 to 2020-21). Colorado's research into skip year growth shows that, under normal conditions, it provides similar results to 1-year growth and leads to similar conclusions for most schools in the state. If Colorado's assessment results for 2020-21 are deemed reliable and valid, and if a participation rate of at least 85 percent statewide is achieved, Colorado will calculate skip year growth in order to determine median growth percentiles for the Academic Progress indicator.
- Please use the Smartsheet Form to provide feedback and/or recommendations.

# Annual Meaningful Differentiation

## Proposal: If necessary, revise baseline & cut-scores



- Due to COVID-19, states can revise their system of Annual Meaningful Differentiation in Fall 2021, based on data from the 2020-21 school year. Colorado proposes the following amendment:
  - Template: Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2021 based on data from the 2020-21 school year.
  - Proposed response: Colorado will continue to calculate a summative index score based on points assigned for each of the five ESSA indicators, in order to identify schools for support and improvement under ESSA. To ensure that each individual measure allows for and contributes to meaningful differentiation among schools, Colorado created a percentile ranking distribution of school outcomes to baseline targets. Within each measure, Colorado created four distinct performance bands (Does Not Meet, Approaching, Meets, and Exceeds) with cut-scores baselined at the 15th, 50th, and 85th percentiles. Colorado will review and evaluate the school-level distributions for all available individual measures in 2019-20 and 2020-21. If necessary, Colorado will revise and re-baseline the cut-scores to accommodate systemic shifts in performance as a result of COVID-19.
- Please use the Smartsheet Form to provide feedback and/or recommendations

# Weighting of Indicators

## Proposal: Use same weights



- Colorado does not propose changes to the weighting of indicators as described in the ESSA State Plan.

### For Elementary/Middle:

- Academic achievement - 23.3%
- Academic growth (including ELP) - 60.0%
- SQSS - 16.7%

### For High:

- Academic achievement - 20.0%
- Academic growth (including ELP) - 40.0%
- Graduation rates - 15.0%
- SQSS - 25.0%

- Please use the Smartsheet Form to indicate whether you support maintaining the current indicator weightings.

- Due to COVID-19, states can also revise their system of annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (for example, K-2 schools). Colorado proposes the following amendment:
  - Template: If the State uses a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made, describe the methodology or methodologies in fall 2021 based on data from the 2020-21 school year.
  - Proposed response: For schools in which no grade level is assessed under the State's academic assessment system (e.g., K-2 schools), Colorado will continue to calculate a summative index score based on points assigned for indicators of Academic Achievement and Growth. As described under the "State's System of Annual Meaningful Differentiation", Colorado will review and evaluate the school-level distributions for all available individual measures in 2019-20 and 2020-21. If necessary, Colorado will revise and re-baseline the cut-scores to accommodate systemic shifts in performance as a result of COVID-19.
- Please use the Smartsheet Form to provide feedback and/or recommendations

# Identification of Schools - Timeline

## Proposal: Keep same timeline for identification



- Due to COVID-19, states can revise their timelines or methodologies for identifying schools using data from the 2020-21 school year.
  - Targeted Support and Improvement schools must be identified annually. Therefore, a State must identify TS schools in the fall of 2021, based on data from the 2020-21 school year.
  - Colorado's ESSA State Plan also acknowledges annual identification of schools for Comprehensive Support and Improvement, as well as Additional Targeted Support and Improvement. [Colorado does not propose changes to the timeline](#) as described in the ESSA State Plan.
- Please use the Smartsheet Form to indicate whether you support maintaining the current timeline.



# Methodologies - Comprehensive Support (Lowest 5%)

## Proposal: If possible, use 3 years of data; if not, use 2

- Due to COVID-19, states can revise their methodologies for identifying schools in Fall 2021 based on data from the 2020-21 school year. Colorado proposes the following amendment to the methodology for identifying CS - Lowest 5% schools:
  - Template: Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2021 based on data from the 2020-21 school year.
  - Proposed response: Colorado will continue to rank all schools based on the summative index score, and Title I schools with the lowest total points earned will be identified as the lowest-performing schools (to include a minimum of 5 percent of all Title I schools). Currently, Colorado uses data from the three years preceding identification to determine this summative index score. As a result of COVID-19, however, state assessments were not administered in 2019-20. In order to maintain the ability to use three years of aggregate data when identifying schools for Comprehensive Support and Improvement, Colorado will include data from the 2017-18 school year.

If Colorado's assessment results for 2020-21 are deemed reliable and valid, Colorado will use three years of aggregate data (based on the 2017-18, 2018-19, and 2020-21 school years). If there are concerns with the reliability and validity of the 2020-21 results, Colorado will use two years of aggregate data (based on the 2017-18 and 2018-19 school years).

- Please use the Smartsheet Form to provide feedback and/or recommendations.

## Proposal: Keep the same

- Colorado does not propose changes to the methodology for identifying CS - Low Grad schools.
- Please use the Smartsheet Form to indicate whether you support maintaining the current methodology for identifying schools for CS - Low Graduation.

# Methodologies - Comprehensive Support (Not Exiting ATS)

## Proposal: Keep the same

- Colorado does not propose changes to the methodology for identifying CS - Not Exiting Additional Targeted Support and Improvement Status schools. Colorado will identify schools in this category for the first time in 2021-22.
- Please use the Smartsheet Form to indicate whether you support maintaining the current methodology for identifying schools for CS - Not Exiting ATS Status.

# Methodologies - Targeted Support

## Proposal: If possible, use 3 years of data; if not, use 2

- Colorado proposes the following amendment to the methodology for identifying Targeted Support and Improvement schools:
  - Template: Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2021 based on data from at least the 2020-2021 school year.
  - Proposed response: Colorado will continue to use indicators from the statewide accountability to annually evaluate the performance of disaggregated student groups. Schools earning the lowest rating on at least three indicators for a given student group will be identified for Targeted Support and Improvement. Currently, Colorado uses data from the three years preceding identification to determine indicator ratings. As a result of COVID-19, however, state assessments were not administered in 2019-20. In order to maintain the ability to use three years of aggregate data when identifying schools for Targeted Support and Improvement, Colorado will include data from the 2017-18 school year.

If Colorado’s assessment results for 2020-21 are deemed reliable and valid, Colorado will use three years of aggregate data (based on the 2017-18, 2018-19, and 2020-21 school years). If there are concerns with the reliability and validity of the 2020-21 results, Colorado will use two years of aggregate data (based on the 2017-18 and 2018-19 school years).

- Please use the Smartsheet Form to provide feedback and/or recommendations.

# Methodologies - Additional Targeted Support

## Proposal: If possible, use 3 years of data; if not, use 2

- Colorado proposes the following amendment to the methodology for identifying Additional Targeted Support and Improvement schools:
  - Template: Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2021 based on data from the 2020-2021 school year.
  - Proposed response: Using the same methodology that is used to identify the lowest performing 5 percent of Title I schools, Colorado will continue to calculate a summative index score for each disaggregated student group within a school, and will rank all schools based on the performance of each student group. Schools will be identified for Additional Targeted Support and Improvement when they have at least one student group that performs in the lowest 5 percent for that student group. Currently, Colorado uses data from the three years preceding identification to determine this summative index score. As a result of COVID-19, however, state assessments were not administered in 2019-20. In order to maintain the ability to use three years of aggregate data when identifying schools for Additional Targeted Support and Improvement, Colorado will include data from the 2017-18 school year.

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- Please use the Smartsheet Form to provide feedback and/or recommendations.

# Continued Support for School and LEA Improvement

## Proposal: Do not count 2019-20 as identified year

- Due to COVID-19, states can revise their statewide exit criteria for schools identified for support and improvement under ESSA. **Colorado proposes to not count the 2019-20 school year toward the number of years in which a school must meet exit criteria in order to be exited.**
- Please use the Smartsheet Form to indicate whether you support this proposed amendment

# Next Steps, Future Meetings, and Homework



## Future Meetings

- Given work to be done
  - Frequency of meetings
  - Structures of meetings
- Pick January date
- Quick turnaround between meetings (e.g., email requests)



## Homework

- CDE will send a simple AWG application, please complete before January meeting
- Provide comments on ESSA State Plan Amendments
  - Via Smartsheet Form: [Waiver Feedback Form](#)
  - By Friday, December 18, 2020



# Our Contact Information

# State Accountability Contacts



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