



COLORADO
Department of Education

CO Accountability Workgroup (AWG)

January 2019 | State Accountability

Topics to Cover

- HB18-1355 Rulemaking
- Growth to Standard Metric
- Colorado Accountability Theory of Action
- Accountability Communication

HB18-1355 Rulemaking

Current State Board of Education Conversation

- ✓ Setting Achievement, Growth & PWR **Targets** on Performance Frameworks
- ✓ Achievement, Growth and Postsecondary & Workforce Readiness (PWR) **Weighting** on Performance Frameworks
- ✓ Addition of a new **Growth-to-Standard** (criterion-based growth) metric to Performance Frameworks

Rulemaking Process for House Bill 18-1355

- ✓ Bill passed in Spring 2018 concerning adjustments to the accountability system for the elementary and secondary public education system

Current State Board of Education Conversation | Timeline

2019 Target Setting

HB18-1355 SBE Rulemaking Hearings

2018 -2019	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Performance Framework Target Setting		*		*	*	*	*	*	*
Performance Indicator Weighting (Growth, Achievement, PWR)				*	*	*	*	*	*
Addition of Growth to Standard Metric				*	*	*	*	*	*
Stakeholder Feedback Sessions	*	*	*	*	*	*	*		

Earliest Date of Implementation:
2020 School & District Performance
Frameworks

Additional time will be allowed as needed to
fully engage in rulemaking conversation.

CO State Accountability | Important Dates

Timeline for HB18-1355 Rulemaking | Spring 2019

HB18-1355 Rulemaking Informational Session	February State Board of Education (SBE) Meeting 2/13/19, 2/14/19
State Board of Education Accountability Work Session	3/1/2019
HB18-1355 Notice of Rulemaking	March SBE Meeting 3/13/19, 3/14/19
HB18-1355 Rulemaking Hearing	May SBE Meeting 5/8/19, 5/9/19
HB18-1355 Rulemaking Hearing	June SBE Meeting 6/12/19, 6/13/19

** Potential March and April SBE Meeting Sessions to review impact data.*

Stakeholder Engagement

Feedback Sessions | What We've Heard

Pace and Timing

Allow the appropriate amount of time to have thoughtful accountability conversations

- ✓ Gather authentic stakeholder feedback on all areas that will be addressed during the rulemaking process
- ✓ Allow appropriate lead time for any adjustments
- ✓ Develop and evaluate models to determine the impact of any potential adjustments

Colorado Values

Ensure that Colorado's values are reflected in accountability policy

- ✓ Define and/or adhere to the purpose of school and district accountability
- ✓ There is a value reflected in the inclusion of growth measures on performance frameworks

Feedback Sessions | TAP Statement on Growth

Colorado Technical Advisory Panel for Longitudinal Student Growth Position Statement: Balancing Growth and Achievement in Accountability System, 1/17/2019

Introduction and Context

As shown in the draft of “Colorado’s Quality Schools Theory of Action,” a central purpose of the school and district performance frameworks in Colorado’s accountability system is to, “Identify schools and districts for additional support based on student academic outcomes.” With this purpose in mind, several questions emerge about the calculations inherent in the frameworks used to identify schools and districts for additional support. As posed by CDE staff as a useful grouping of topics relative to what the State Board of Education will consider in the course of rule-making over the coming months, we examine the following.

- (1) What should the balance be between growth and achievement in identification of schools and districts for additional support?
- (2) How and with what weight should a new growth to standard metric be incorporated into identification of schools and districts for additional support?
- (3) Given a system of tabulating results based on growth, achievement and growth to standard, how and where should the bar be set for identifying a specific school or district as needing additional support?

Feedback Sessions | Stakeholder Feedback Survey

Performance Frameworks

- ✓ Weighting of Performance Indicators
- ✓ Incorporation of Growth to Standard metric

Request to Reconsider

- ✓ Appropriateness of criteria under which a school or district can submit a request

Improvement Planning

- ✓ General timelines & requirements, priority & turnaround requirements, and review committees

Performance Watch

- ✓ Timeline for the Year 5 hearings

CO State Accountability | Engage in the Conversation!


<https://www.cde.state.co.us/accountability/rulemaking>

- Stakeholder Feedback Survey | *Focused on key areas the SBE will be addressing during rulemaking*
- Presentations and Handouts
- Draft HB18-1355 Rules & Table of Contents
- HB18-1355 Fact Sheets
- Additional Resources | *Focused on key areas the SBE will be addressing during rulemaking*
- CDE and SBE Contact Information

The screenshot shows the Colorado Department of Education (CDE) website. The header includes the CDE logo, the text "COLORADO Department of Education", and links for "Site Index", "CDE Offices", and "Staff Directory". A search bar is also present. The main navigation bar has four categories: "SchoolView | Data & Accountability", "Programs & Supports", "Teaching & Learning", and "Policy & Funding". Under "SchoolView | Data & Accountability", a list of links is shown, with "Rulemaking" circled in red. The "Rulemaking" page is displayed, featuring the title "Rulemaking" and a section titled "Education Accountability Act Rulemaking & State Board Conversations". The text in this section discusses the state board's interest in understanding the implications of changes to the school and district performance frameworks, the Education Accountability Act of 2009 (SB09-163), and the modifications made by HB18-1355. It also provides a link to a "state accountability & rulemaking update". At the bottom of the page, there is a section titled "Timeline for HB18-1355 Rulemaking | Spring 2019".

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CO State Accountability | Next Steps

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1. What's missing from the feedback we've heard so far?
 2. What additional information do you need to engage in the conversation?

Growth to Standard

Overview | Recap

CO State Accountability | Growth to Standard

- Growth to standard describes **student growth towards meeting grade level expectations** as defined by the underlying assessment (i.e. on CMAS, how much growth would a 3rd grader need to show to be 'on track' to reaching the next performance level within a certain amount of time?)
- CDE staff is working with the Technical Advisory Panel (TAP) - composed of district administrators from across the state - to determine how this metric will be developed. The Growth to Standard metric will be **developed by February 2019** to allow time to evaluate impact data (models) prior to rulemaking sessions.
- The TAP is analyzing historical student growth data to ensure that student-level goals are ambitious, yet attainable. The metric currently being explored:
 - Utilizes a '**stepping stone**' methodology (how long does it take a student to move from Level 1 to Level 2; from Level 2 to Level 3?) as opposed to the 'reaching proficiency within 3 years or by 10th grade' methodology that was utilized with the previous version of adequate growth.
 - **Allows students to show progress on a yearly basis.**

All of the TAP's conversations are recorded and posted online, and there is time at each meeting for public comment. Please follow along if you are interested!

<https://www.cde.state.co.us/accountability/tap>

Growth-to-Standard Requirement in SB18-1355

- Required performance indicator for inclusion in annually-determined school and district rating calculations:
“Student academic growth to standards, based on students progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measure by the statewide assessments.” 22-11-204(1)(a)(III)
- Which means a growth to standard metric needs to measure a student’s progress towards meeting a target level of performance within a given timeframe. And this metric needs to update/incorporate observed progress over time.

TAP Recommendations



- What target(s)?

- Should the target be set to “Meets State Expectations” or should interim targets be used for Catch Up trajectories?



- How long to achieve the target(s)?

- How many years should students be given to attain their target performance level? Should that vary by grade, content area, and/or initial performance level?



- How does the target update over time?

- Does the clock start over every year or should this be a set trajectory where we track student progress from the first test result? To be successfully on-track, do students have to maintain the gains made?

TBD -
February

- How do we report?

- Do we report students below proficient (Catch Up) and above proficient (Keep Up) separately? Or combined?

What Target(s)?

TAP recommended using interim targets and a “stepping-stone” model based on observed data and theoretical considerations.

- Emphasizes the gains over the course of a year, rather than solely focusing on did students hit the minimum expectation for a grade level.
- Sets realistic goals for student improvement given observed historical student performance.

How does the target update over time?

TAP recommended using the ‘reset’ methodology for determining how the target updates over time.

Pros	Cons	Considerations
<ul style="list-style-type: none">- Consistent with stepping stone methodology for achieving incremental goals within shorter timeframes- Aligns with previous TCAP AGP methodology- Fairly simple to explain- Generous metric, giving credit both for students who have moved and those whose current growth, if sustained over time, would move up.	<ul style="list-style-type: none">- Clock resets every year and never checks that students actually reached the target within allotted timeframe.	<ul style="list-style-type: none">- When aggregated at the school and district-level, would result in similar % On Track Catch Up averages to Maintain scenario, but greater dispersion- Strategic communication will be required to make clear the options considered by CDE and TAP and the decision-making rationale.

How long do students have to achieve the targets?

TAP recommended using a 3-year timeline for students to reach or maintain targets across all grades and content areas.

- Greater similarity between the Catch Up and Keep Up distributions
- Results show higher correlations with growth and lower correlations with achievement metrics
- 4 year results are often similar to 3 year, so little benefit in extending timeline further
- CDE will investigate whether the 7th and 8th grade targets can also be meaningfully played out to 3 years, rather than being truncated at 2 years and 1 year.

CO Accountability Theory of Action

Colorado's system of school and district accountability is primarily designed to provide valid and actionable information regarding the progress of all students in meeting the state academic standards and prioritize support for schools and districts identified for academic improvements.



Colorado's Quality Schools Theory of Action

If we,

	<i>Stakeholder Action</i>	<i>State Action</i>
EVALUATE	Identify schools and districts for additional support based on student academic outcomes	CDE creates School & District Performance Frameworks and identifies schools under ESSA
ASSESS NEEDS AND PLAN	Schools and districts assess needs and select strategies for improvement	CDE offers supports and ensures all schools and districts engage in Unified Improvement Planning.
IMPLEMENT	Schools and districts implement selected strategies for improvement	CDE offers supports and allocates resources to align with identified stakeholder needs
INTERVENE	Low performing schools and districts take more rigorous action	CDE supports SBE, districts and schools through Performance Watch process. State Board of Education directs action at the local level.



Identification on performance frameworks serves as a signal to take a deeper look.



All districts and schools develop improvement plans informed by state and local data.



Improvement funds and supports are designed to support school and district improvement plans.



The State Board of Education works with CDE and districts to determine more rigorous action steps for persistently low performing systems.

Then, CDE, school districts and schools can effectively partner to build capacity to better meet the educational needs of all students and work to ensure that all schools meet state performance expectations.

Theory of Action Next Steps

Examine how specific components of the accountability system align with CO's Theory of Action:

- School & District Performance Frameworks
- Federal School Identifications
- Inputs (State Assessments, PWR)
- Unified Improvement Planning
- School & District Supports
- Performance Watch (Accountability Clock)

Accountability Communications

Background and Motivation: Stakeholder Feedback

Spring 2018

- CDE's Accountability and Data Analysis (ADA) Unit reached out via focus groups, interviews & surveys to obtain feedback from stakeholders on recommended improvements to ADA supports

Summer 2018

- Summarized key findings & recommendations:
 - make online resources more accessible
 - support improved data literacy
 - expand on-site regional trainings
 - develop a web-based resource library
 - expand functionality of data visualization tools
 - provide more cross-unit trainings
 - differentiate resources by audience (especially administrators and teachers)

Accountability Data Communications: Project Scope

Fall 2018 - Summer 2019

Response to stakeholder feedback on ADA supports (for the purpose of increasing the engagement with and understanding of Colorado's accountability system)

	1	2	3
Work Group	Accountability Data Reporting & Visualization	Accountability Data Resources	Accountability Data Communications & Training
Scope	Enhance reporting and visualization tools	Develop new resources for differentiated audiences and create an online resource bank	Increase data reach and engagement
Primary Target Outcomes	<ol style="list-style-type: none">1. Updates to tools (in DISH suite) including Performance & Improvement Profile Report including Data Export Tool (to make flat file reports more user-friendly)	<ol style="list-style-type: none">1. Development of New Priority Resources2. Make online resources more accessible to differentiated audiences	<ol style="list-style-type: none">1. Establish Monthly Newsletter & Community of Practice2. Establish Unified Training Calendar3. Establish Unified Data Release Calendar

Accountability Data Communications: User Levels

User Levels define the level of familiarity of the reader with the content presented. Typical audiences fall within each User Level but do not define them. The team is also working to create resources targeted for specific audiences (e.g., teachers, administrators).



Beginner - user/reader is new to the content

Typical Audiences: Public, Parents



Intermediate - user/reader has mid-level familiarity

Typical Audiences: School and District Staff



Expert - user/reader is a subject matter expert

Typical Audiences: Analysts, Researchers

Accountability Data Communications: Accountability Website Refresh

<http://www.cde.state.co.us/accountability>

Redesign navigation panel

- Create landing page for Accountability, Performance & Support (including ADA, UIP, Turnaround)
- ADA Data Tools & Reports - collected in one location & linked elsewhere
- ADA Resources - by topic area and presented by user level on each page

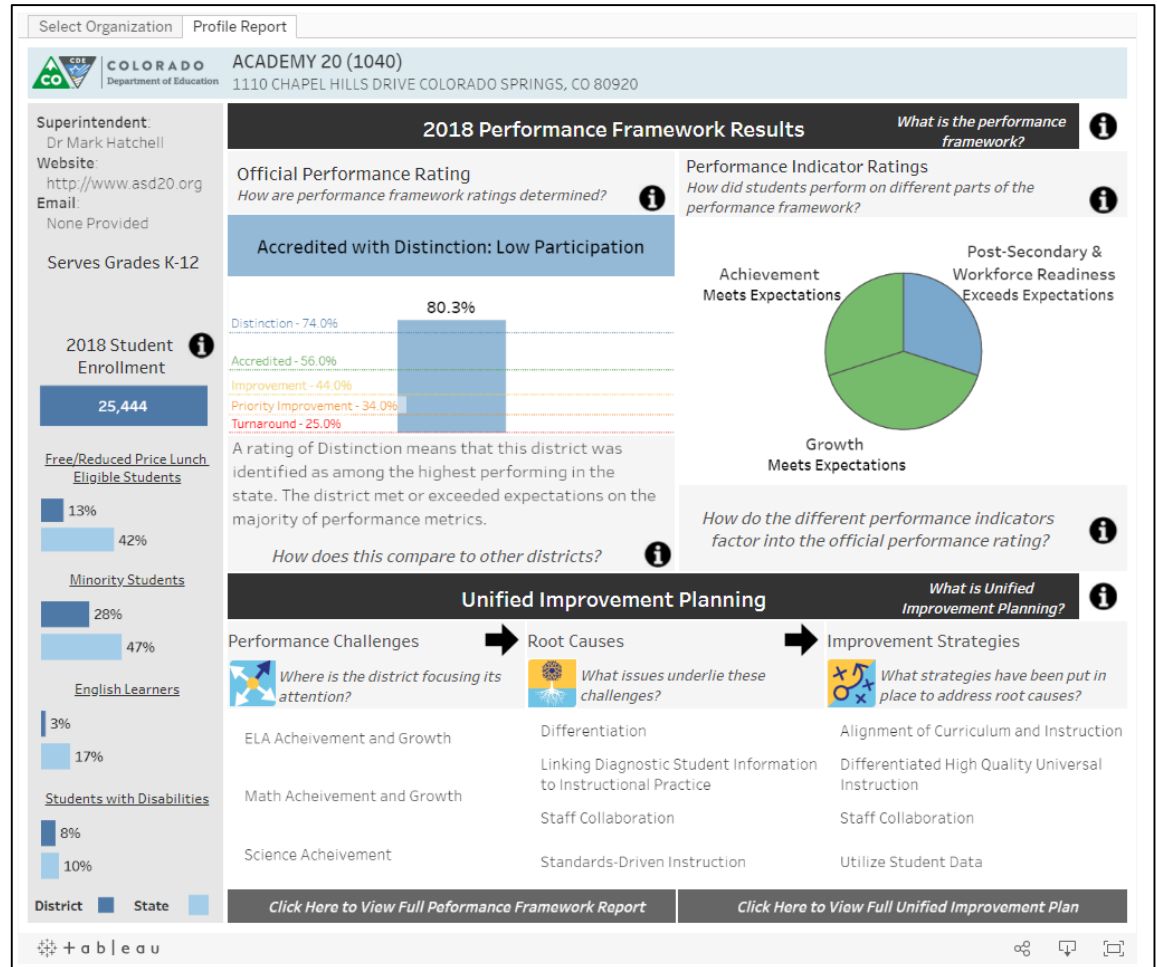
Accountability and Data Analysis
Accountability Data Tools and Reports
Colorado Growth Model
District and School Support
District and School Performance Frameworks
ESEA Waiver
Federal Accountability
State Accountability
Rulemaking
Unified Improvement Plan
Resources
Contact Us

Workgroup 1 - Reporting and Visualization



Purpose: To provide a more accessible version of school and district performance framework results and improvement plans with context for greater engagement

Potential audience: non-technical educators



Workgroup 2 - Resources

Colorado's system of school and district accountability is primarily designed to prioritize and maximize support for schools and districts identified for academic improvements.

Colorado's Quality Schools Theory of Action

If we,

	Stakeholder Action	State Action
IDENTIFY	Identify schools and districts for additional support based on student academic outcomes	CDE creates School & District Performance Frameworks and identifies schools under ESSA
ASSESS NEEDS AND PLAN	Schools and districts assess needs and select strategies for improvement	CDE offers supports and ensures all schools and districts engage in Unified Improvement Planning
IMPLEMENT	Schools and districts implement selected strategies for improvement	CDE offers supports and allocates resources to align with identified stakeholder needs
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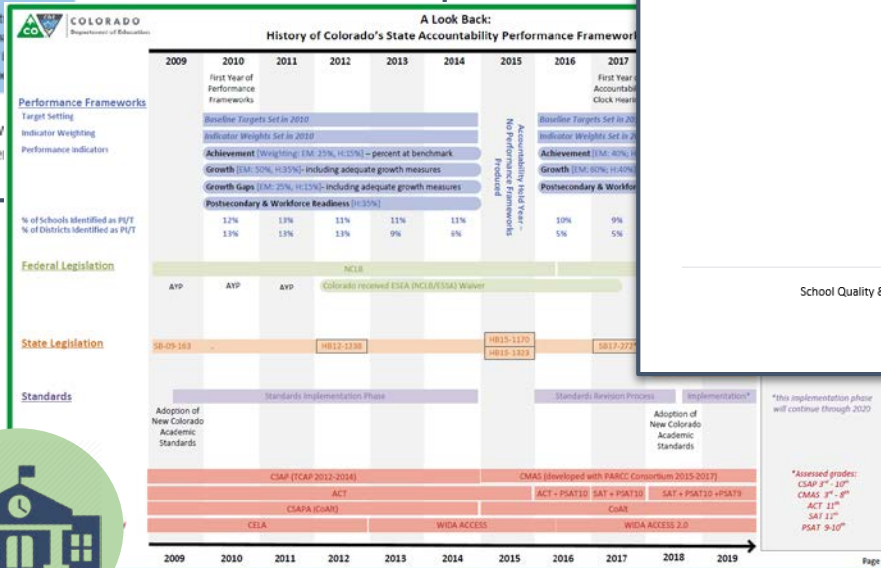


All districts and schools develop improvement plans informed by state and local data.



Improvement funds and supports are designed to support school and district improvement plans.

Then, CDE, school districts and schools can effectively address educational needs of all students and work to meet expectations.



COLORADO
Department of Education

School Performance Framework: Calculation Guidebook

Prepared By:
Accountability and Data Analysis Unit

January X, 2018

School Quality & Support Division/Accountability and Data Analysis Unit
201 E. Colfax Ave., Denver, CO 80203



External Review Team

The Accountability & Data Analysis team has convened an External Review Team of over 30 educational stakeholder volunteers to review and provide feedback on work products of Workgroup 1 (Reporting and Visualization) and Workgroup 2 (Resources) over the next several months in January, March, & May.

Questions?

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