Summary Change Document
Accountability and Improvement Planning 2022

Overview

The following tables describe the changes related to accountability and improvement planning for 2022. The following provides a summary document of changes from previous practice relative to accountability provision, the template, and expectations.

Section	Change(s)	Rationale and Resources
OVERALL		
Performance Ratings	➔ **Production of transitional performance frameworks for schools and districts in Colorado will resume after a two-year pause.** ➔ **The "accountability clock" will not automatically advance.**	The performance framework pause is lifted, reinstating the production of transitional performance frameworks based on continued state assessment and data collections. Legislation has allowed for some accommodation of pandemic impacts, including no automatic advancement of the accountability clock. Additional information on performance ratings and state accountability can be found on the state accountability website.
Every Student Succeeds Act (ESSA) Identifications	➔ **Identifications under ESSA will be calculated for the 2022-23 school year.**	The federal identification process (e.g., Comprehensive Support and Improvement, Targeted Support and Improvement) is restarting in 2022. The U.S. Department of Education has approved the state's waiver to make some adjustments to the process in light of the two-year pause. Visit the CDE ESSA State Plan website for an overview of the changes to be implemented in 2022.
Request to Reconsider	➔ **While the accountability clock will not automatically advance, a change in a school or district rating may be factored into the calculation of years on the clock or on watch. Any adjustments to the clock will occur through the 2022 request to reconsider process.**	According to state board rule, participating schools and districts are required to have at least a 90% total participation (not adjusted for parent excusal) in both English Language Arts/Evidence-Based Reading and Writing and Math. Sites may use request to reconsider to move to "On Watch" or fully exit the accountability clock if they meet certain conditions (e.g., Improvement plan type or higher, meet 90% total participation on state assessments). Guidance on submitting a request to reconsider is available on the request to reconsider website.

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School Accreditation	➔ **All districts must complete the School Accreditation and Request to Reconsider Form (available on the Accreditation Portal within the UIP online system) by September 23rd.**	This fall, to officially sign off on preliminary ratings/plan types and/or to participate in request to reconsider, all districts must review and verify the district rating and school plan types using the School Accreditation and Request to Reconsider Form (available to district accountability contacts). Eligible sites can disagree with the preliminary rating/plan type to activate the request to reconsider tabs. Guidance on this process is available on the CDE website.
State Review Panel	➔ **The State Review Panel will consider 2022 ratings when evaluating performance and making recommendations to the State Board.**	For 2022 State Review Panel recommendations and progress monitoring visits, the State Review Panel will consider a district's 2022 final accreditation category or a school's 2022 plan type in evaluating performance and recommending actions. For more information on the State Review Panel, visit the State Review Panel website. For more information on State Board Accountability actions and to view active orders, visit the State Board Accountability website.
State Transformation Grant	➔ **Eligibility for the State Transformation Grant, embedded in the Empowering Action for School Improvement (EASI) grant, is expanded to schools with an Improvement rating.**	Schools with an Improvement rating are now eligible to apply for the State Transformation Grant. The grant is currently embedded in the EASI grant (the department's school improvement grant available to schools/districts on the clock, identified as PI/T, or identified for support under ESSA). Information about EASI is available on the EASI website.
Data Dashboards and Visualizations	➔ **CDE has updated the visualizations and access available for schools and districts to investigate data trends over time, performance for student groups, performance framework ratings, and other education statistics across the state.**	In addition to the public facing visualizations, the dashboards embedded within the online UIP platform have been updated with current information to support UIP development, particularly during the data embargo period. To access CDE data dashboards, go to the State Accountability Data Tools & Reports website or log in to the UIP online system and go to the Current Performance tab to access the dashboards.

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Removal of "Decreased due to Participation" Penalty	→ **Given that this is a transitional year for accountability and there were data coding issues, Commissioner Anthes has approved removing the "decreased due to participation" requirement within the 2022 transitional frameworks.**	Historically, a school and district's plan type is decreased when the accountability participation rate (parent excusals are excluded from the participation calculation) is below 95% in two or more content areas. In 2022, the accountability participation decrease will not be applied across all schools and districts. This does not change the underlying participation rating, however. A "does not meet" rating on the framework cover page may indicate a need to review district/school participation coding processes. It should be noted that the issues tended to be related to participation codes. Therefore, the coding errors did not impact student scores and overall performance framework results. Note that the participation requirement will resume for the 2023 frameworks.
PERFORMANCE FRAMEWORKS		
Years of Data	→ **Only 1-Year frameworks will be calculated in 2022.**	Given that there have been interruptions in state data availability due to the pandemic, the department will be unable to produce multi-year frameworks in 2022. 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 (e.g., Priority Improvement - Year 3 in 2021 would be Insufficient State Data - Year 3 in 2022).
Insufficient State Data Rating	→ **The criteria for assigning an Insufficient State Data (ISD) rating has been adjusted under approved rule language and as recommended by the Technical Advisory Panel.**	An ISD plan type will be automatically assigned if the total participation rate is at or below 25% for both English language arts/Evidence-based reading and writing and math. An ISD plan type will also be applied if reportable data are not available for all applicable performance indicators (achievement, growth, and postsecondary and workforce readiness). For multi-level schools (i.e., combined elementary, middle and/or high schools) and districts, ISD will be assigned if one or more EMH levels do not have reportable data for either achievement or growth.

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CMAS and P/SAT Growth	➔ **Growth data in 2022 is limited due to the alternating CMAS assessment schedule in 2021 for elementary and middle schools. However, according to department analysis, available growth data adequately stands in for missing growth data at each level. Data for growth calculations at the high school level will be more consistent with past years as PSAT and SAT are available in all typical grades and content areas.** ➔ **Student participation on the growth indicator will be added to the frameworks.**	Since growth calculations require two consecutive years of achievement data for a given student, growth data will only be available for students with usable achievement data for a given content area in both 2021 and 2022. In keeping with past framework calculations, the department will include cohort-referenced growth calculations in the 2022 performance frameworks as recommended by the Technical Advisory Panel (TAP). The growth weighting in the performance frameworks will remain constant. To calculate cohort growth results, 2021 and 2022 data will be used, which is available for CMAS English Language Arts (grades 4, 6, and 8), CMAS Math (grades 5 and 7), PSAT/SAT Evidence-Based Reading and Writing (grades 10 and 11), and PSAT/SAT Math (grades 9 through 11). Student participation on growth will be included in both the District and School Transitional Performance Framework. The department consulted with the TAP and Accountability Work Group (AWG) in creating this calculation. See recorded May 19, 2022 meeting for a more detailed explanation. For more information about growth calculations, go to the Colorado growth website.
Science Assessment	➔ **CMAS science achievement will not be included in the frameworks.** ➔ **CMAS science achievement results and participation rates will be included for informational purposes.**	As Colorado fully implements the 2020 Colorado Academic Standards, CMAS science items will reflect those standards for the first time in Spring 2022. Therefore, scale scores and performance levels will not be available in 2022 and science achievement results will not be factored into 2022 transitional framework plan types. For 2022, a school or district's rating will only be lowered if both English language arts/Evidence-based reading and writing and math accountability participation rates are below 95%.

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English Language Proficiency (ELP) On Track Growth	→ **Cut-scores for the ELP On Track Growth metric have been re-normed based upon the 2022 results.**	When the ELP On Track growth metric was introduced in 2017, the maximum 6-year timeframe was given to all students as their Anticipated Year Fluent English Proficient (AYFEP). This means many long-term ELs were grandfathered into the calculation and may initially have been counted as On Track, inflating the overall school proportions of On Track students used to establish the original performance framework cut-scores. The total percent of students scoring on track has subsequently declined over the years, particularly in middle and high school, and the framework cut-scores were re-normed in both 2018 and 2019 and were to be revisited each year until results plateaued. The state's Technical Advisory Panel (TAP) for growth and CLDE Practitioners recommended continuing this planned re-norming schedule using the spring 2022 WIDA ACCESS results to establish cut-scores for the fall 2022 performance frameworks. Additional information is available on the [ACCESS growth website](#).
Matriculation	→ **Military enlistment data is now available to include in the matriculation measure.**	The department will add military enlistment (as reported by districts in the 2021 Student End of Year collection for inclusion in the 2022 frameworks) to the matriculation rate measure. In this case, data can only help a high school or district.
Alternative Education Campus (AEC) Performance Frameworks	→ **Attendance and truancy measures will be removed from the 2022 performance frameworks.**	Given changes to the attendance data collection, and given the impact of the pandemic on both enrollment and attendance, the attendance and truancy measures will be removed from the 2022 performance frameworks. CDE plans to reintroduce these measures when that data is consistent and comparable. In the meantime, districts are able to submit locally collected attendance and truancy rates as optional measures if needed. Note that this change allows AEC SPFs to be released on the traditional SPF timeline for 2022.

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Alternative Education Campus (AEC) Performance Frameworks	→ **Insufficient State Data (ISD) rating may be assigned to AECs in 2022.**	Historically, ISD plan types have not been assigned to AECs. This year, given the lack of state required data available, and given the potential lack of optional measure data for AECs that faced changes in learning mode and assessment administrations, the department anticipates that a portion of AECs will not have enough data to meaningfully determine their performance. ISD plan types will be assigned to AECs using the same criteria used to assign this plan type to non-AEC schools.
	→ **The Selection of Measures process for AECs to submit optional local data for use on the 2022 AEC school performance framework opened in May.**	With the reinstatement of frameworks and performance ratings, AECs were once again encouraged to participate in the Optional Measures process to submit local measures. As in previous years, districts could submit up to three years of local data. Contact B Sanders (sanders_b@cde.state.co.us) to discuss the usability of local data. Information about AEC accountability is available on the AEC accountability website.
	→ **AECs may participate in request to reconsider in 2022.**	Eligible AECs may participate in request to reconsider in 2022 (e.g. expedited clock adjustment, calculation error requests). Please note that the inclusion of local data or measures is not an option for districts to submit for the AEC SPF for the Body of Evidence condition. All schools (including AECs) must have 90% total participation to be eligible to participate in a request (according to state board rule). Guidance on submitting a request to reconsider is available on the request to reconsider website.
	→ **CDE Dashboards include data visualizations from AEC performance frameworks.**	AECs can utilize the data dashboards from CDE to access trends over time for AEC performance frameworks, including Student Engagement measures gathered from the optional measures data collection. To access CDE data dashboards, go to the State Accountability Data Tools & Reports website.

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UIP ONLINE TEMPLATE		
UIP Template Revision and Pilot Opportunity	➔ **The School Improvement and Planning team is piloting a new, streamlined template for school UIPs in partnership with stakeholders from schools and districts across the state.**	Participants have volunteered to use the new template to submit their 2022-23 UIP and will attend input sessions throughout the planning process 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 if it should be made available statewide in future years.
22-23 UIP Dashboard (District Users)	➔ **A new dashboard called the "22-23 UIP Dashboard" is available to District Users on the Home page of the UIP Online System.**	District Users can use this dashboard to track completion and submission of all of the district's school-level plans. This dashboard also contains 2019-2021 Federal ESSA identifications for reference. Additional information is available in the UIP Online System District Admin Guide.
UIP Elements Dashboard (District Users)	➔ **A tab has been added to the navigation bar of the UIP Online System for District Users to access the "UIP Elements Dashboard."**	District Users can use this dashboard to view all school requirements that are pre-populated in Section I of the UIP. As schools complete their UIPs, the dashboard also populates reports of each UIP element. Additional information is available in the UIP Online System District Admin Guide.
UIP SUBMISSION AND REVIEW		
Unified Improvement Plan (UIP) Submission for Newly Identified Schools	➔ **Newly identified schools and districts may request an extension for CDE review until January 17, 2023.**	For 2022, newly identified schools and districts may request an extension to submit their UIP for CDE review by January 17, 2023. District users should denote if eligible schools/the district will be submitting their plan in January in the UIP Details page under "January Submission", see the guidance for additional detail. This extension allows for additional planning time to meet additional requirements associated with identification (Priority Improvement, Turnaround, ESSA Comprehensive Support). All other schools and districts are required to submit UIPs for public posting by October 25, 2022. Resources and support for the UIP submission process is available on the UIP training website.

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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.