

## Summary of SB 09-163 (Accountability Alignment)

### The Accountability Alignment Bill builds upon and incorporates:

- HB-07-1048, which established student academic growth as the cornerstone of Colorado's educational accountability system
- SB-08-212, which establishes readiness for Postsecondary and Workforce success as Colorado's overarching goal for all students
- SB-00-186, by updating its core concepts in recognition of lessons learned and new technology, while retaining its high expectations and accountability for student results
- Revised district accreditation process established by CDE in 2008 in cooperation with school districts throughout the state
- Approval by the U.S. Department of Education of the Colorado Growth Model for AYP purposes

### The major purposes of the bill include:

1. Aligning conflicting accountability systems into a single system that passes federal muster
2. Modernizing and aligning reporting of state, district and school performance information
3. Creating a fairer, clearer and more effective cycle of support and intervention
4. Enhancing state, district and school oversight of improvement efforts

In accomplishing these purposes, the bill eliminates the "CSAP penalty" and weighted index. The bill also updates Colorado's language about education to emphasize capacity building rather than judgments.

### 1. Align conflicting accountability systems through common performance indicators, enabling a single accountability system for state and federal purposes

- Establishes an expanded set of State Performance Indicators for the state, districts and schools
  - Student academic growth (measured by the Colorado Growth Model)
  - Student achievement levels (measured by the percent of students scoring advanced, proficient, partially proficient and unsatisfactory)
  - Extent of achievement gaps based on income and ethnicity
  - Postsecondary readiness (measured by graduation rates and ACT/PWR)
- Performance indicators selected to be consistent with the revised district accreditation process and federal expectations
- Requires the Colorado State Board of Education to adopt statewide targets on each and report results

### 2. Modernize and align reporting through 21st century technology and improved public disclosure and access

- Builds on the highly interactive Colorado Growth Model displays to provide State Performance Reports, District Performance Reports and School Performance Reports
  - Provide results on the state education performance indicators and data required by state and federal law

- Creates SchoolView, a web-based portal for the public and educators to access all publically reported data about state, district and school performance and characteristics
  - Allows print summaries and export for secondary analysis
  - Reduces school and district reporting burden

**3. Enhance oversight of improvement strategies for low-performing districts and schools supported by a State Review panel appointed by commissioner**

- Creates authority for the Commissioner to appoint a State Review Panel to evaluate district and school improvement strategies and make recommendations on needed interventions

**4. Create a fairer, clearer and more effective cycle of support and intervention**

- Provide high quality CDE service and support: (1) ready access to data and research to support interpretation, decisionmaking and learning; (2) consultative services on best practices for improvement and implementation; (3) evaluation and feedback on district and school plans. Provide support with increasing CDE involvement based on need and resource availability, including turnaround support for chronically low-performing districts and schools
- Assign district accreditation categories and school improvement categories based on results related to state targets for State Performance Indicators and overall state performance. In assigning accreditation categories, also consider duration of district or school performance challenges and progress made under current improvement efforts
- Align district accreditation categories with levels of support and improvement required while retaining six levels of performance categories
  - Level 1: Accredited with Distinction
  - Level 2: Accredited
  - Level 3: Accredited with Improvement Plan
  - Level 4: Accredited with Priority improvement Plan
  - Level 5: Accredited with Turnaround Plan
  - Level 6: Unaccredited – State Board determines whether situation warrants district reorganization, external management, conversion to innovative school or school zone status, conversion to a charter school or school closure
- Expect districts to assign accreditation categories to schools in a manner that is aligned with and meets or exceeds the rigor of the state system for districts