



COLORADO
Department of Education

COVID-19 Policy Implications Stakeholder Group

October 29, 2020
Meeting 5

Big Picture: Sequencing Our Work and Today's Agenda



(I) Review the impact of the COVID-19 pandemic and the resulting disruption of the 2019-20 school year, including student transition to remote learning and the cancellation of the state assessments, accountability, accreditation, and educator evaluation systems for the 2019-20 school year;

(ii) Discuss how the cancellation of state assessments will impact accountability, accreditation, and educator evaluations during the 2020-21 school year and whether future modifications are needed regarding the accountability, accreditation, and educator evaluation systems as a result of, and in response to, the COVID- 19 pandemic and possible further disruptions; and

(iii) Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-21 school year and how the systems can continue to effectively measure student achievement and growth and provide an accurate, credible, and comparable assessment of the quality of the public education system throughout the state following the COVID-19 pandemic.

Overview of Topics



<u>Meeting</u>	<u>Topics</u>
Meeting 1 (Aug. 26)	Intros; Background; Context
Meeting 2 (Sept. 16)	Guiding Questions; COVID-19 Impact, Assessments Intro, Educator Evaluations (2020-21)
Meeting 3 (Sept. 30)	Assessments
Meeting 4 (Oct. 14)	Assessments, Accountability
Meeting 5 (Oct. 29)	Review Public Feedback; Accountability and Accreditation,
Meeting 6 (Nov. 10)	Finalize recommendations

Agenda

1:00 - Welcome from Rhonda Haniford, Associate Commissioner of School Quality and Support

1:10 - Big Picture Overview, Review Agenda, Stakeholder Introductions

1:30 - Review and Discuss Public Survey Feedback

2:05 - Break

2:15 - CDE Presentation: Accountability Overview

2:30 - Brainstorm: Special Considerations for Schools and Districts on the Clock

2:45 - Recommendation: Accreditation

3:15 - Recommendation: Unified Improvement Planning (UIP)

3:45 - Break

3:55 - CDE Presentation: Reporting on Growth - Background and Context

4:05 - Recommendation: Individual Growth Reports

4:35 - Recommendation: Aggregated Growth Reports

5:00 - Adjourn



Where Are We Headed?



1. Discussion



2. Identify Emerging Proposal



3. Identify Any Unsatisfied Concerns



4. Collaboratively Modify the Proposal



5. Assess the Degree of Support

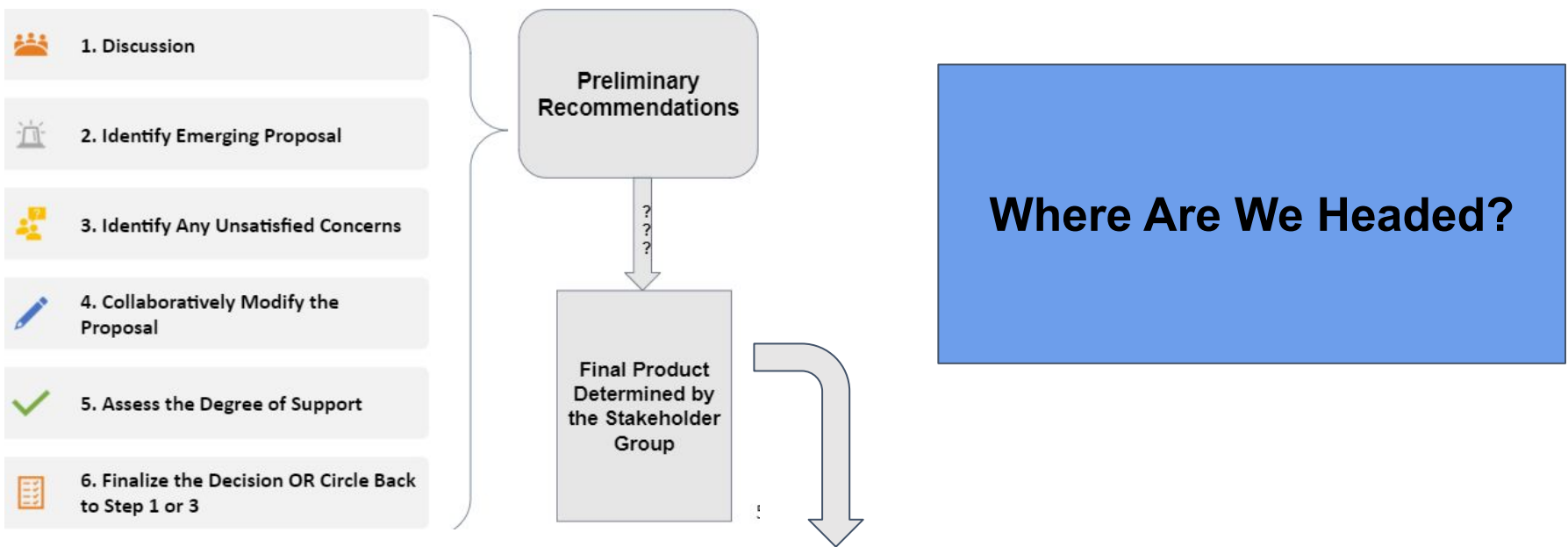


6. Finalize the Decision During Meeting 6

**Preliminary
Recommendations**

?
?
?

**Final Product
Determined by
the Stakeholder
Group**



The COVID Stakeholder Group reached consensus on the following recommendations:

- A. Recommendation language...
- B.
- C.

The COVID Stakeholder Group did not reach consensus on the following topics:

- D. On “Issue A” stakeholders did not reach consensus.
- E.
- F.

Meeting 6: Establishing Consensus



EDUCATOR EFFECTIVENESS RECOMMENDATION (Will Finalize During Meeting 6)

<u>Recommendation</u>	<u>Language</u>	<u>Suggested Addition</u>	<u>Explanation</u>	<u>Discussion</u>
Measures of Student Learning/Outcomes	Because of the cancellation of state assessments and school disruptions due to COVID-19 in the spring 2020, educators' final evaluation ratings should be based 100% on their professional practice score for the 2020-21 school year only. This supports CDE's announcement in the summer of 2020 that they will not monitor or collect information from districts on Measures of Student Learning/Outcomes.	Possible implications for earning and losing nonprobationary status will not apply as status procedures apply as in normal time.	If the recommendation language is unchanged, educators will receive a final effectiveness rating. Therefore, they will continue earning and losing nonprobationary status as usual.	Is there consensus on this recommendation?

- Finalize all details of recommendation language together.
- All stakeholders must agree to the recommendation to establish consensus.
- Topics without consensus will be noted as such in the final product delivered to the Commissioner.

- Review Public Survey Feedback
- Discuss Accountability Recommendations
 - Special Considerations for Schools/Districts on the Clock
 - District Accreditation
 - Continuous Improvement (UIP)
 - Producing Growth Reports: Individual
 - Producing Growth Reports: Aggregate for Public



Four Agreements of Courageous Conversations (inspired by Glenn Singleton)

- **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”.
- **Experience discomfort:** Discomfort is inevitable. Participants make a commitment to bring issues into the open.
- **Speak your truth:** This means being open about thoughts and feeling and not just saying what you think others want to hear.
- **Expect and accept non-closure** during the process: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions.

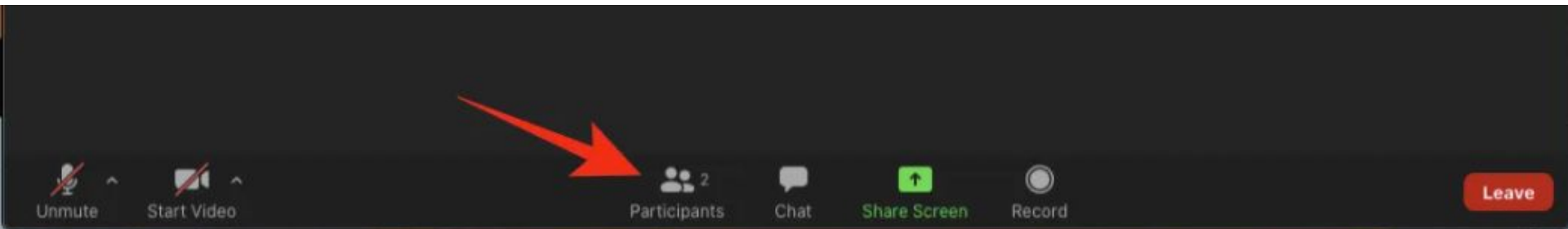
Additional

- Mute your microphone, but not yourself.
- Practice patience for the unique conditions under which you’re participating.



Logistics

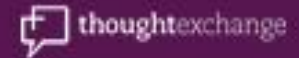
- Meetings will be recorded and available on the [Stakeholder Group webpage](#)
- Zoom Features
 - Raise hand feature
 - Chat box feature



Stakeholders

- Stephanie Perez-Carrillo, Colorado Children's Campaign
- Amie Baca-Oehlert, Colorado Education Association
- Chris Gibbons, Colorado League of Charter Schools and STRIVEPrep
- Elizabeth Casillas, Denver Metro Region
- Christina Ethier, Association for Colorado Education Evaluators and Cherry Creek School District
- Paul Freeman, Roaring Fork School District RE-1
- Michelle Murphy, Colorado Rural Alliance
- Cheri Wrench, Colorado Association of School Boards
- Luke Ragland, Ready Colorado
- Jason Westfall, Colorado Association of BOCES
- Bret Miles, Colorado Association of School Executives
- Jennifer Holladay, Denver Public Schools
- Jen Walmer, Democrats for Education Reform
- Johan Van Nieuwenhuizen, Weld County School District RE-1
- Carol Eaton, Technical Advisory Panel and Jefferson County School District
- Da'Lisa Hatcher, Third Future Schools - Coperni 2 Charter School
- Peter Hilts, District 49
- Amy Pitlik, Stand for Children
- Kym LeBlanc-Esparza, Archuleta School District 50 JT

Review Public Participation Feedback



Exchange Summary

Colorado Department of Education, Colorado Department of
Education
October 23, 2020

Given the impacts of COVID-19, what should be our priority considerations as we recommend adjustments to student state assessments, accountability/accreditation, and educator effectiveness?

Public Participation Overview of Participants



PARTICIPATION Breakdown of Participation



2,065
Participants



2,398
Thoughts



50,708
Ratings



Public Participation Participation Groups



PARTICIPATION Breakdown of Participation

Please share your primary role.

%		Answer
78%	(1533)	Educator
3%	(61)	Principal
2%	(38)	District administrator
2%	(35)	Superintendent
0%	(0)	Tribal representative
0%	(2)	Local school board member
0%	(2)	Colorado charter school institute representative
1%	(7)	Representatives of an educational leadership organization
0%	(4)	Non-public school educator, parent, administrator
1%	(26)	Charter school educator, parent, administrator
8%	(150)	Parent/Guardian



Public Participation Word Cloud



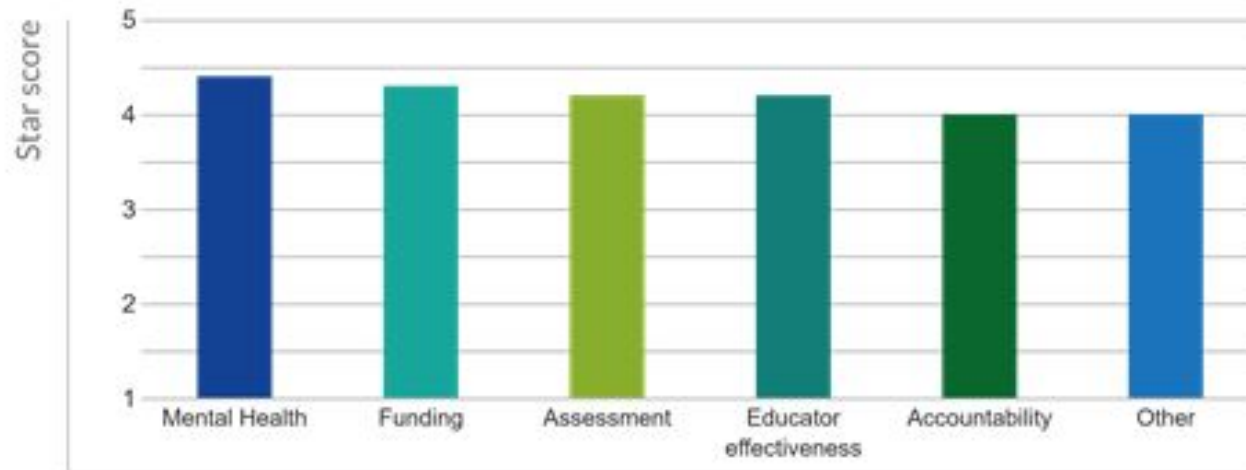
WORDCLOUD
Top Rated



Public Participation Overall Themes



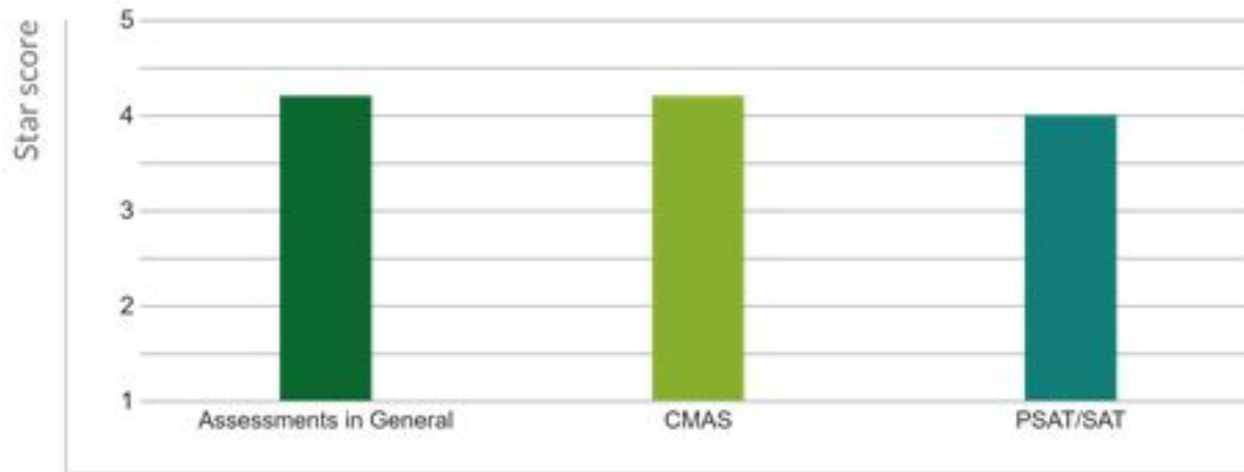
SUMMARY THEMES Top Themes



Assessment Theme Set



ASSESSMENTS THEME SET Top Themes



Assessments in General



THEMES Assessments in General



Halt state assessments during the pandemic Testing during a pandemic with in person/hybrid/online models is unfair to families of lower SES

4.6 ★★★★★ (28 ⬮)

We need to focus on utilizing the limited time we have with kids to support them with social emotional needs and academics, not testing. The tests take away precious time with kids. Tests are not very accurate right now due to current circumstances. Why waste time on inaccurate tests?

4.6 ★★★★★ (28 ⬮)

We should suspend state assessments this year for students due to the extreme circumstances already present in our school models. Students should not be penalized for poor performance on a standardized test during a pandemic.

4.6 ★★★★★ (28 ⬮)



THEMES CMAS

CMAS should be suspended for this year. Schools are struggling with either remote or hybrid instruction. The students are trying to adapt to new ways of learning. This is added stress.

4.5 ★★★★★ (28)

Prioritize student safety. My classroom has over 20 students, we cannot safely distance. No one should be put at risk to take CMAS.

4.5 ★★★★★ (25)

State testing such as CMAS/PARCC should NOT be a priority as it takes away valuable time and money. Educators and administrators need to be able to focus on providing students and their families with needed supplies and supports.

4.5 ★★★★★ (24)





THEMES PSAT/SAT

Do not administer any standardized tests this year in elementary and middle school.
Provide opportunity for high school students to participate in SAT There is not equal access to instruction given pandemic conditions so the assessments will not bear useful results.

4.3 ★★★★★ (28)

Reduce testing as much as possible. Ask what we lose by not testing. Kids will continue to learn and grow, and most kids do not take these tests seriously anyway (except the SAT).

4.3 ★★★★★ (28)

student assessments should be limited to state SAT and ACT tests only for students who need these for college admittance. it's absurd for kids to take any other sorts of assessments this year with how little time most teachers actually see them in class.

4.3 ★★★★★ (28)





DIFFERENCES

Time, Assessments, Year [Side A: 607 | Side B: 106]



Side A

State assessments are not a valuable way to spend time. With only having access to students in limited portions this year, we should be maximizing all time with them giving the instruction they need.

★ 4.9 ★ 2.0

This is an excellent time to focus less on standardized assessments

★ 4.8 ★ 1.5

Side A/B Common (high)

Listen to teachers. Trust teachers. We know what we're talking about. Give us a platform for our voices to be respected in these conversations. Put teachers at the top of the list of people to help with plans because we are highly educated and we know what works and what doesn't.

★ 4.9 ★ 4.3

Educators are literally reinventing education. The general public and some stockholders are not fully aware of the huge undertaking and responsibility this truly is.

★ 4.9 ★ 4.3

Side B

We need this data. More data can only help.

★ 1.1 ★ 4.6

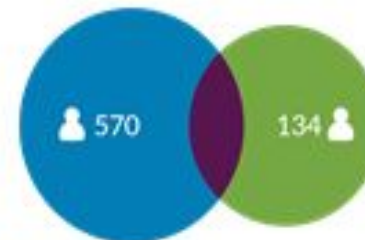
Perhaps growth from this fall to spring should be the measure this year. Since students have holes in skills, growth might be the best measure.

★ 1.7 ★ 4.5



DIFFERENCES

Assessments, Learning, Kids [Side A: 570 | Side B: 134]



Side A

State Assessments should be cancelled. There is no way to plan for assessments to be taken by students who opted for online learning this year or who might be remote due to uptick in COVID.

★ 5.0 ★ 1.6

Money spent on testing should be spent on other resources such as equity in accessing online learning. Access and equity is essential during the pandemic.

★ 4.9 ★ 1.5

Side A/B Common (high)

I do not feel that state assessments would be appropriate this school year. The achievement gap will widen due to circumstances schools have no control over. Some families hired FT tutors and others are struggling to provide.

★ 4.8 ★ 4.3

During COVID-19, CDEs first priority should be to provide support for students and teachers.

★ 4.8 ★ 5.0

Side B

To compare schools to each other. To figure out who dropped the ball during remote learning and hold them accountable. I'm tired of failing schools getting indefinite passes.

★ 1.4 ★ 4.3

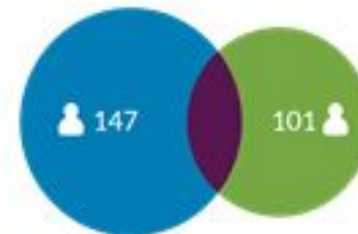
Accountability and Accreditation: Should be monitored, especially districts like Adams 14/Dps. Look at all districts as a whole and track growth. Is everyone growing? No one growing? Just good data at this point.

★ 1.8 ★ 5.0



DIFFERENCES

Testing, Assessments, Kids [Side A: 147 | Side B: 101]



Side A

that standardized student assessments should be eliminated for the 20_21 school year given the unusual, unsettling, and often yo-yo teaching models. Students should have the chance to learn not worry about a test.

★ 4.8 ★ 1.5

Assessments shouldn't be given this year. Students have received multiple modes of learning in an unprecedented time. We don't need to add any more to their stress levels with a test!

★ 5.0 ★ 2.0

Side A/B Common (high)

CMAS should be suspended for this year. Schools are struggling with either remote or hybrid instruction. The students are trying to adapt to new ways of learning. This is added stress

★ 4.9 ★ 4.0

Take as much as possible off of educator and administrator plates. Teachers and administrators have reinvented school multiple times over the last seven months. The hoops of SB 191 should not be another thing to do.

★ 4.9 ★ 4.6

Side B

Classes are not being quarantined even after positive COVID cases.

★ 1.4 ★ 4.8

Prioritize federally mandated state assessment testing for students. There are funding implications if these assessments aren't administered.

★ 1.3 ★ 4.5





DIFFERENCES

Testing, Assessments, Kids [Side A: 147 | Side B: 101]



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★ 1.3 ★ 4.5

Aggregate Growth Reports for Public Release: Straw Poll Results



- Re-iteration of concerns from individual student level reporting recommendation
- Some support for public release as a way to identify and repair the learning damage caused by COVID-19
- Concerns about when else this growth exception would be applied

Recommendation: Aggregated Growth Reports for Public Release

If 2021 state assessment results are available and the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends that the state will calculate and release aggregate level growth reports publicly.

- For skip-year growth only: Student participation on state assessments (i.e., CMAS ELA and Math, PSAT/SAT Evidence-based Reading and Writing and Math) meets a to-be-determined threshold (potentially 85%)
- Skip-year growth and/or baseline growth calculations are determined to be appropriate for individual level reporting



Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

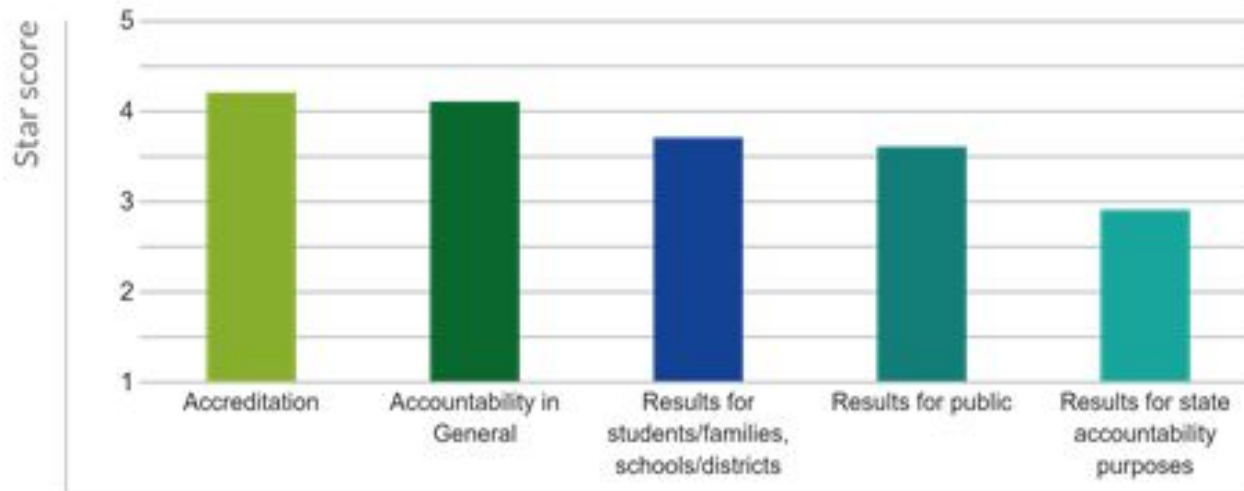
Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

Accountability Theme Set



ACCOUNTABILITY THEME SET Top Themes



Accreditation Themes



THEMES Accreditation

Teachers are being asked to take on a great challenge. The learning curve that is coming with that is even greater. It is extremely frustrating to be worrying about our school's accreditation when we are still just learning how to use Google Classroom

4.4 ★★★★★ (28)

Accreditation should not be based on summative assessments. Districts have vastly different conditions in which learning is occurring. Using a bell curve to rank schools on those scores is not equitable.

4.4 ★★★★★ (27)

Who is accreditation, educator effectiveness, etc., TRULY for and about? It's certainly not KIDS - it is about scores and data... not kids KIDS should be the focus EVERY DAY - not data & reports - I don't know any educators who don't put kids first - our oversight needs to do that too!

4.2 ★★★★★ (27)





THEMES
Accountability in General



- Focus on what is essential, pause in any new requirements or implementations 4.5 ★★★★★ (29)
- Grace on all three aspects. This is an unprecedented time and all of these parameters were developed for normal times. 4.5 ★★★★★ (29)
- School ratings should be put on hold. As we look at tend data, we will be missing 1-2 years of assessment data. It should be trusted that teachers and schools are worked hard right now. 4.5 ★★★★★ (28)



Results for Students/Families, Schools/Districts



THEMES

Results for students/families, schools/districts

Results may not be accurate or trustworthy this year. The nature of education this year risks outcomes that do not fit with past data.

4.5 ★★★★★ (28)

I do not feel teachers or districts should be "graded" on students that have not been physically present in the classroom at least 75% of the year. We can not control what goes on outside of our classroom.

4.4 ★★★★★ (26)

Results of assessments should not be used for state accountability purposes, such as a school or district performance rating.

4.2 ★★★★★ (30)





THEMES Results for public

No data should be shared or used in an adverse manner We are struggling as it is to keep teachers and this "monkey on their back" in educator effectiveness does not help right now.

4.4 ★★★★★ (28 ♂)

Educational experience has not been consistent for all students and out of control of school districts. It would be unfair to measure school district If some districts or schools are expected to take an assessment and have poor results, it will set an unfair labeling of schools that had no control

4.4 ★★★★★ (27 ♂)

Maintain the importance of accountability and accreditation even though it may look different this year and next. Accountability is integral to the success of K12 education; perhaps it's time to reconsider how we determine the accreditation of schools/districts.

3.2 ★★★★★ (28 ♂)



Results for State Accountability Purposes



THEMES

Results for state accountability purposes

Students have gaps that occurred at the end of last year when school was cut short by 9 weeks. There was no accountability for students. Students are still struggling with changes and limited teacher contact. Test but do not hold schools and teachers accountable.

3.8 ★★★★★ (28 ♂)

Results of assessments should be used for state accountability that produces a school performance rating and a district performance rating. Kids are still attending school programs and state accountability should remain in place.

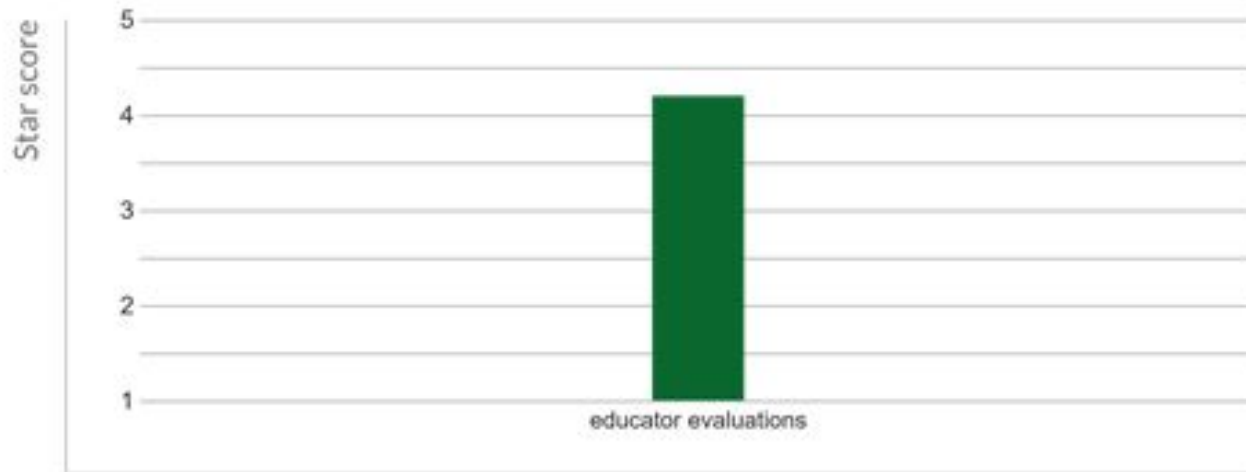
2.1 ★★☆☆☆ (28 ♂)



Educator Effectiveness Theme Set



EDUCATOR EFFECTIVENESS Top Themes





THEMES educator evaluations



Educators are literally reinventing education . The general public and some stockholders are not fully aware of the huge undertaking and responsibility this truly is. 4.6 ★★★★★ (29 Ⓜ)

Staff Mental Health needs to be taken into consideration. Teachers and at their witts end. They are doing all they can to engage students and stay sane during this difficult time in education. 4.6 ★★★★★ (29 Ⓜ)

There should be a hold for this year on state tests and accountability for teacher's evaluations and teachers should be rewarded and praised Teachers are visiting homes, opening and working in learning centers, adjusting learning new online curriculum all while dealing with the stress 4.6 ★★★★★ (29 Ⓜ)

Top Rated Responses from ALL Participants

Educators are literally reinventing education . The general public and some stockholders are not fully aware of the huge undertaking and responsibility this truly is.

4.6 ★★★★★ (29)

Ranked #1 of 2263



Staff Mental Health needs to be taken into consideration. Teachers and at their witts end. They are doing all they can to engage students and stay sane during this difficult time in education.

4.6 ★★★★★ (29)

Ranked #2 of 2263



There should be a hold for this year on state tests and accountability for teacher's evaluations and teachers should be rewarded and praised Teachers are visiting homes, opening and working in learning centers, adjusting learning new online curriculum all while dealing with the stress

4.6 ★★★★★ (29)

Ranked #3 of 2263



Top Rated Responses from Educators (1,533)

Grace on all three aspects. This is an unprecedented time and all of these parameters were developed for normal times.

4.6 ★★★★★ (27) 
Ranked #1 of 2211



We should suspend state assessments this year for students due to the extreme circumstances already present in our school models. Students should not be penalized for poor performance on a standardized test during a pandemic.

4.6 ★★★★★ (27) 
Ranked #2 of 2211



Educator effectiveness should not be based off of student test scores. Educators should be focusing on student connection/growth. Evaluations based off teaching practices and class community development are more effective

4.6 ★★★★★ (26) 
Ranked #3 of 2211



No state assessments. It's not a good use of limited funds at this time.

4.6 ★★★★★ (26) 
Ranked #4 of 2211



Top Rated Responses from Parents/Guardians (150)

Supporting the mental health of students and teachers. The continuing of public education.



3.7 ★ ★ ★ ★ ☆ (6)

Ranked #1 of 43



Consider the difficulty in transitioning to an online or blended format. The situation this year is different and teachers should be assessed on learning a new skill rather than how well the old format fits with the new.



3.6 ★ ★ ★ ★ ☆ (6)

Ranked #2 of 43



Do not give standardized tests this year; they won't be accurate or relevant



3.6 ★ ★ ★ ★ ☆ (5)

Ranked #3 of 43



Honestly, first priority should be retaining and training quality educators. Public education must survive this pandemic. We have a dire teacher shortage in Colorado. Adding requirements to certification is absurd.

3.6 ★ ★ ★ ★ ☆ (5)

Ranked #4 of 43



Top Rated Responses from Principals (61)

Giving teacher's time to adjust to all the changes. As an Educator, I have an abundance of resources, but not enough time to learn about them.



3.8 ★★★★★ (5)

Ranked #1 of 3



Social emotional states of students, staff Curriculum



3.6 ★★★★★ (5)

Ranked #2 of 3



Students were in class only 50% of the time during the first quarter. I feel any data collected that quarter is skewed. Students did not receive traditional instruction and I don't feel we should be evaluated on what they were able to accomplish at home on their time

3.2 ★★★★★ (5)

Ranked #3 of 3



Responses from Superintendents (38)

State tests do not provide immediate feedback. Teachers cannot review data and prepare instruction when feedback comes five mo the later. The is unacceptable feedback timing.



3.9 ★★★★★ (5 people)
Ranked #1 of 25



The costs of administering them are not justified. Colorado schools are underfunded. Why have an expensive state test when NWEA is an appropriate assessment.



3.9 ★★★★★ (5 people)
Ranked #2 of 25



Students are under enough stress without testing. What are you testing this year? How effective learning alone is? Not fair to kids or teachers.



3.8 ★★★★★ (6 people)
Ranked #3 of 25



State Assessments and Assessments related to READ act reporting should be suspended until schools are 100% back in person. There is no way to ensure the validity of these assessments when done in a variety of contexts (in-home vs. at-school).

3.8 ★★★★★ (5 people)
Ranked #4 of 25



Responses from Education Policy Advocates (21)

Keep state assessments. Parents need to know where their kids stand and how much they are progressing or if there is learning loss. We also can't afford to lose more data.



3.3  (1)

Not enough ratings to rank



getting a sense for where kids are at is important it's important so that their teachers know what base the students are coming from and where their goals should be for the upcoming sections



3.3  (1)

Not enough ratings to rank



We need to prioritize the student education and mental health. You need to consider the negative impacts of student not returning to the classroom



3.2  (1)

Not enough ratings to rank



In addition to comparable assessment data, the state should also be doing more to collect info to understand students' learning context. This could include whether they have access to devices/broadband, type/amount of instruction, and level of attendance/engagement.

3.3  (1)

Not enough ratings to rank





Clarifying Questions

Do you have clarifying questions for CDE or our partner at Thoughtexchange?

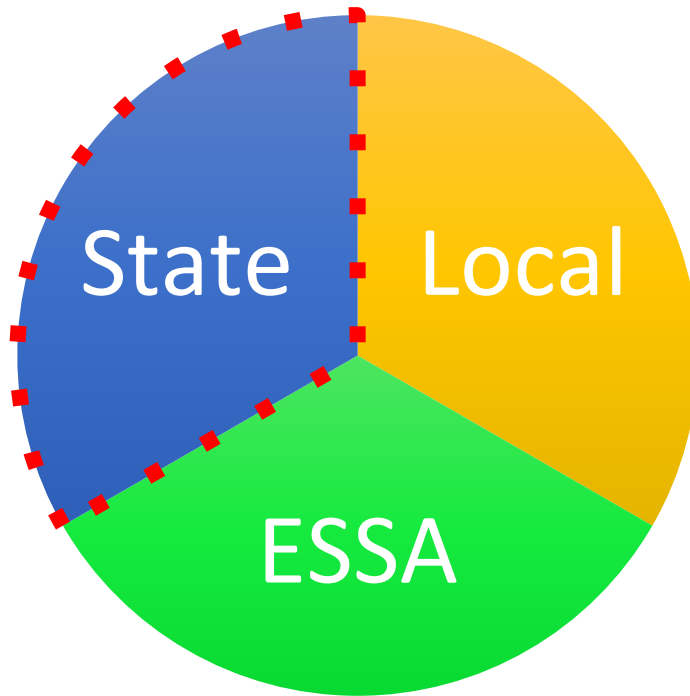
Discussion

What are your takeaways from these results?

BREAK

Background on State Accountability and Accreditation

Colorado's Accountability System



- Local accountability
 - Locally elected 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)

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



Local	EVALUATE	State
Schools and districts analyze state and local data.	CDE creates School & District Performance Frameworks . CDE recognizes areas of success and identifies schools and districts for additional support based on student academic outcomes.	

Local	ASSESS NEEDS AND PLAN	State
Schools and districts work with local communities to assess needs and select strategies to support continuous improvement.	CDE supports the Unified Improvement Planning process for all school and districts informed by state and local data.	

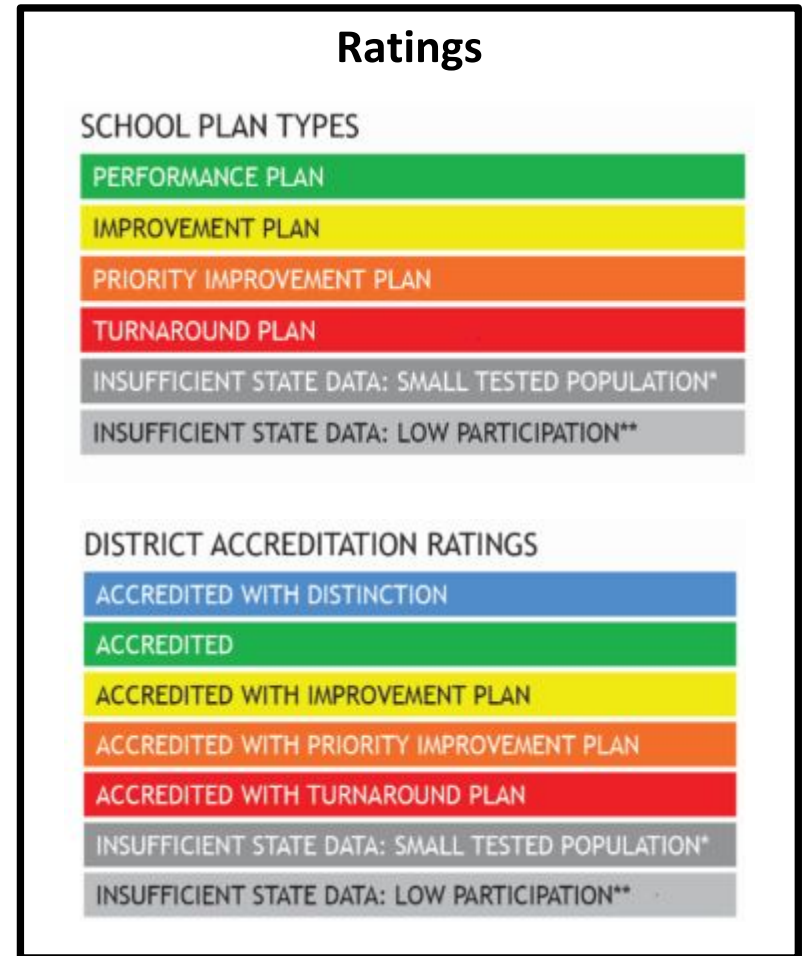
Local	IMPLEMENT	State
Schools and districts apply for additional resources and implement selected strategies for improvement.	CDE allocates resources and supports in alignment with school and district needs identified in Unified Improvement Plans.	

Local	INTERVENE	State
Low performing schools and districts take more rigorous action if student performance remains consistently low.	The State Board of Education works with CDE and districts to determine more rigorous action steps for persistently low performing systems through Performance Watch .	



School and District Performance Framework Ratings (2019)

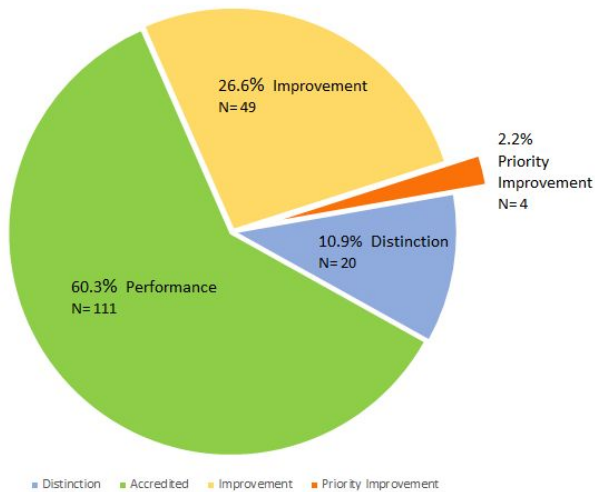
Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts



Accountability Clock

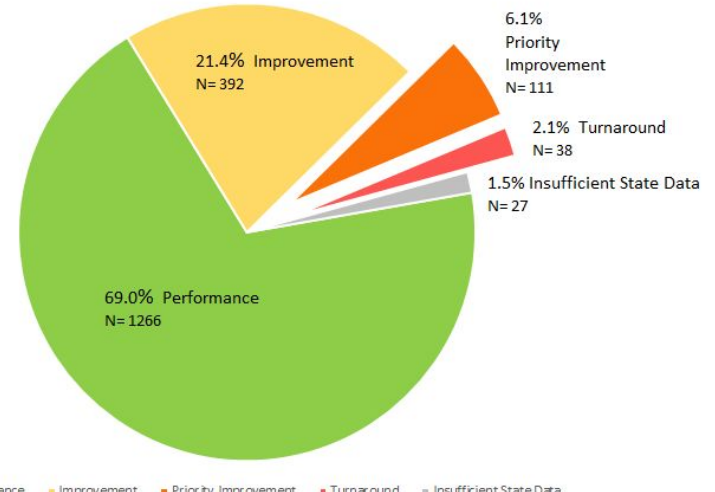
Districts and Schools on Performance Watch in 2020

Districts



■ Distinction ■ Accredited ■ Improvement ■ Priority Improvement

Schools

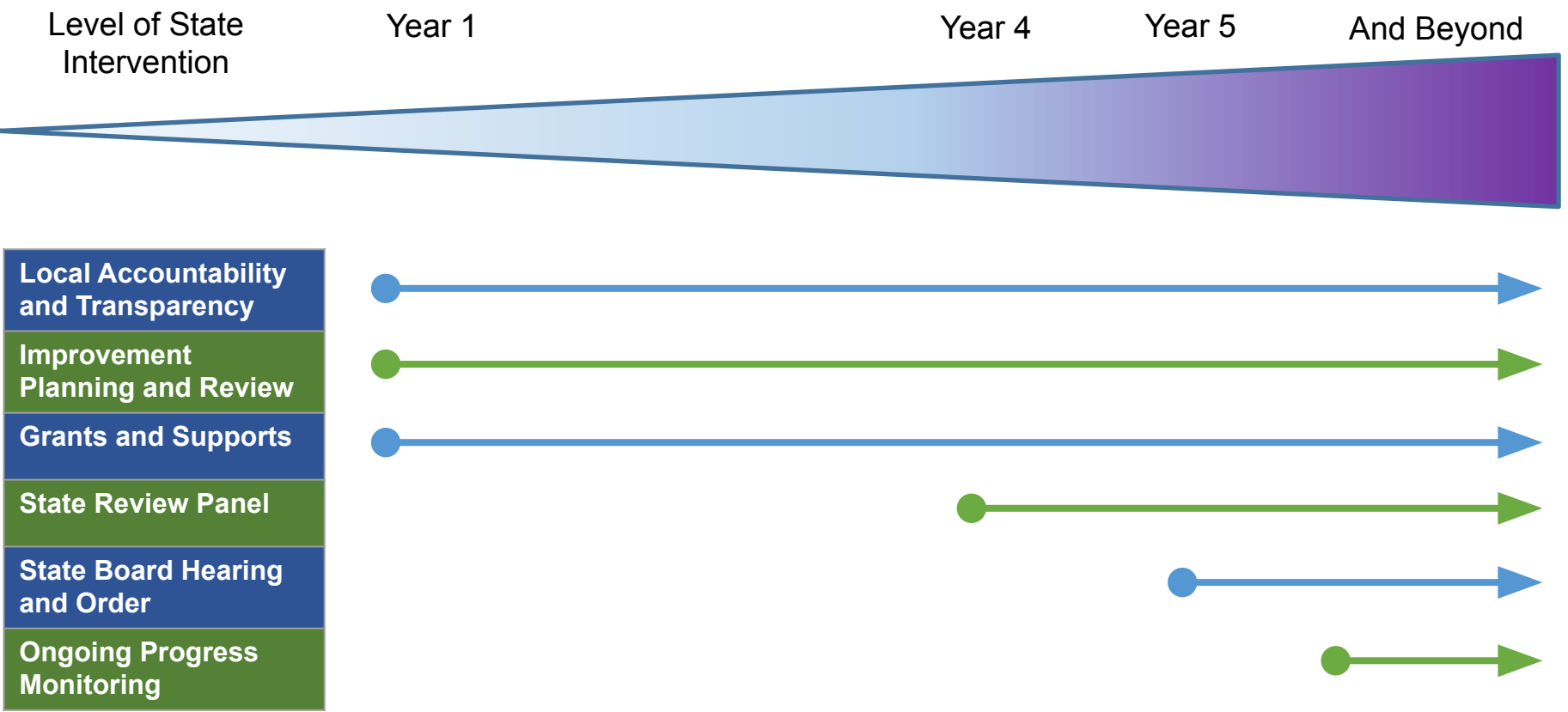


■ Performance ■ Improvement ■ Priority Improvement ■ Turnaround ■ Insufficient State Data

	Districts	Schools
# on Clock (PI, Turnaround)	4	149 (+2 Insufficient State Data)
Years 1-3	3	131 (+1 ISD)
Years 4-5	n/a	13 (+1 ISD)
Years 6+	1	5
# on Watch (Imp, Performance)	2	28
# with an SBE Order (inc Early Action and On Watch)	2	9



Accountability Clock Process



Pause Frameworks & Special Considerations for the Accountability Clock

Draft Recommendation on Pausing State Accountability Ratings

The Stakeholder Group recommends changes to statute, board rule and/or state practices to pause the calculation and publication of school and district level performance frameworks and state accountability ratings for the 2021-22 school year. A school or district's rating will roll-over from 2020. Note: 2020 ratings were rolled over from 2019 based upon the 2020 accountability pause.

[Amendment/Placeholder: Special consideration needs to be given to districts and schools on the accountability clock. In some cases, they may be ready to exit the clock or at least may need alterations to their state board order.]

Brainstorm on Activities for Special Considerations for Performance Watch

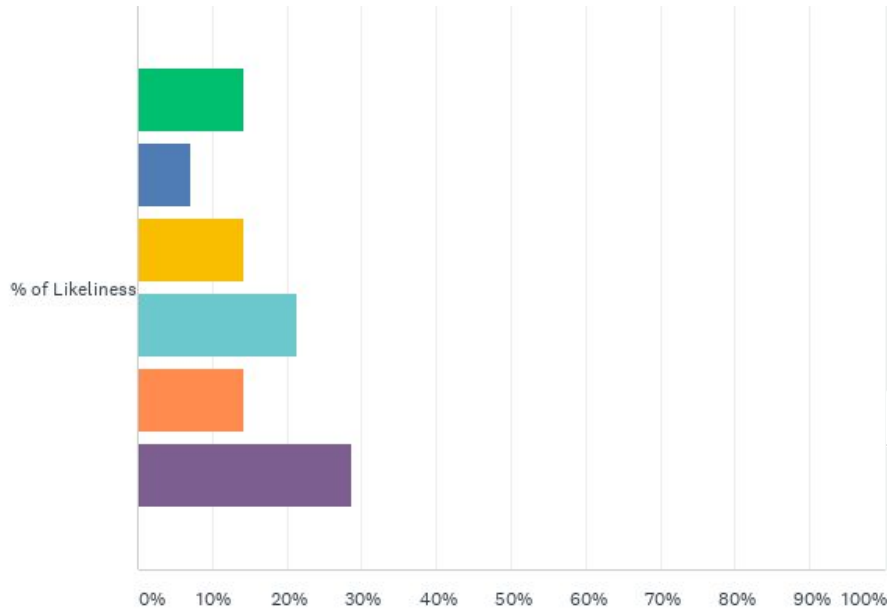
- Accountability expectations continue until earn off clock
- Body of Evidence as part of Request to Reconsider
- State Review Panel
- Additional supports and grants, as available
- Progress monitoring
- Consult with external groups
-

Continuing Improvement Planning

Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Q28: (28) State Accountability: Improvement Planning Continues. How likely are you to support this recommendation?

Answered: 14 Skipped: 1



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely I need more information before feeling ready to vote.

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	I NEED MORE INFORMATION BEFORE FEELING READY TO VOTE.	TOTAL	WEIGHTED AVERAGE
% of Likelihood	14.29% 2	7.14% 1	14.29% 2	21.43% 3	14.29% 2	28.57% 4	14	3.20

Continuing Improvement Planning Straw Poll Results



- Support for new timeline.
- Some agreement that improvement planning should continue even if assessments are suspended, focus should shift to local assessments. Practices in 2021 should mirror altered practices from 2020.
- Some concerns about whether process is helpful to field or needs to be re-evaluated.
- Questions about planning expectations tied to state assessments and framework ratings.
- Clarify amended practices during the 2020 accountability pause.

Adjustments to the Improvement Planning Process in 2020

- Improvement planning timeline adjustments
- Balance addressing current crisis with maintaining school improvement lens
- In absence of state data, use local data and non-academic data
- Recommendation to trim down focus, extend past plan and deepen implementation (e.g., root cause analysis, implementation benchmarks)
- Increased customized support available to districts and schools

The Stakeholder Group recommends continuing to develop and implement improvement plans (e.g., UIP) in alignment with current statute, board rule and state practices, as amended in 2020 during the accountability pause (e.g., focus on using local performance and non-assessment data).



Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

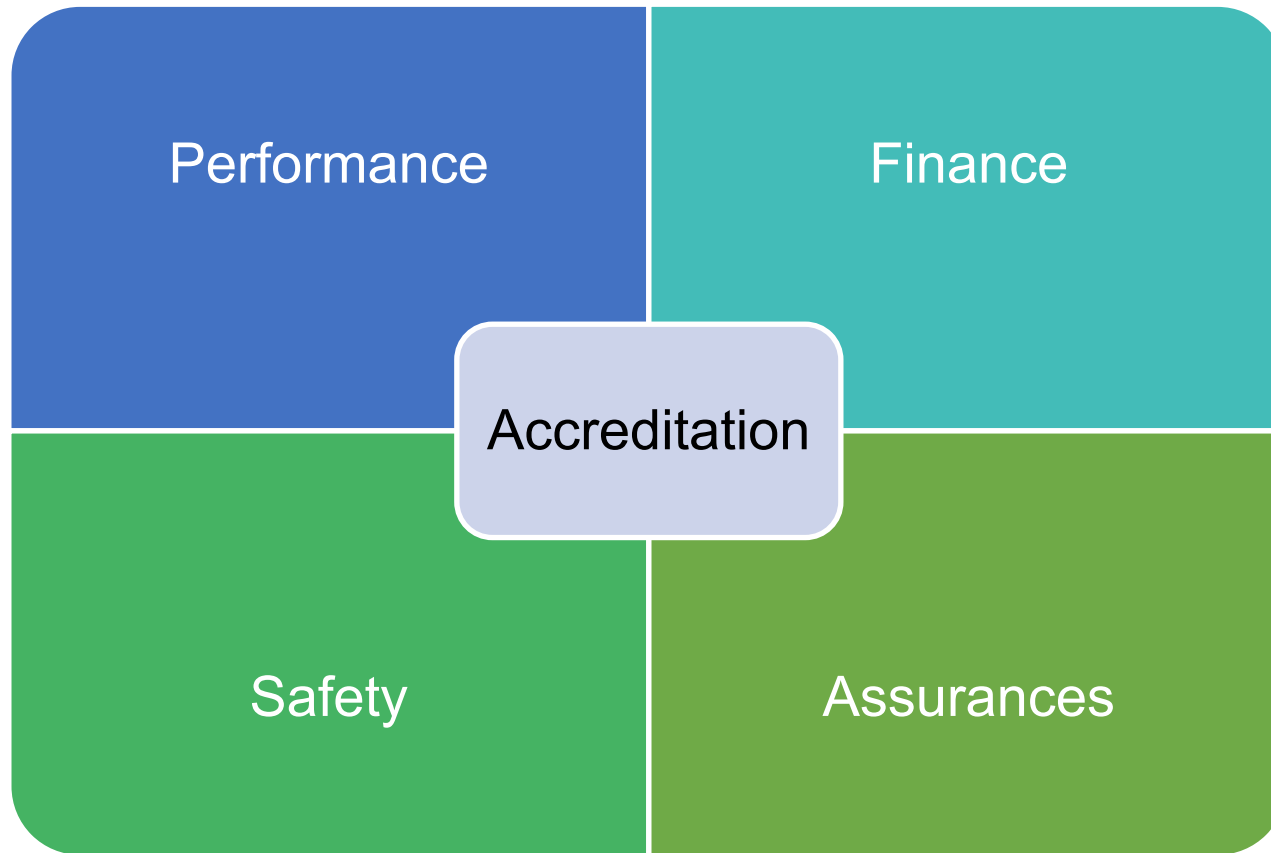
Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

Accreditation

Background Information from CDE (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

District Accreditation Process



Accreditation Contract Process (Assurances)

- Highlights of current system:
 - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
 - District plan type and state board action determine timeline and additional expectations included in agreement
 - State Board accredits districts; Local boards accredit schools
 - Contract includes
 - Attainment on performance indicators
 - Adoption and implementation of the district plan
 - Accreditation and implementation of plans for schools, including online schools
 - Good faith effort on implementing statute, regulations and policy
 - Consequences for non-compliance and monitoring

Recommendation Accreditation

While the stakeholder group recommends rolling over plan types from 2019, districts should continue to be responsible for the reporting and implementation of the other legal responsibilities of accreditation (i.e., safety, finance, accreditation contract assurances) in considering current statute, board rule and state practices.



Background Information from CDE (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

BREAK

Context for Reporting Discussion

Purposes of Reporting and Questions/Concerns

- Private Level Reporting: Contains Personally Identifiable Information (PII). Data only shared with Students, Families, Approved Education Professionals (e.g., assigned teacher(s), principal, district staff)
- Public Level Reporting: Contains aggregations of data without any PII data included
- For more detail (including required conditions) go to:
<http://www.cde.state.co.us/accountability/%E2%80%A2-reporting-for-summative-state-assessment-achievement-growth-and-accountability>
- Questions/concerns listed are from the Stakeholder Group survey and from meeting discussions

Purposes of Reporting and Concerns: Private Student Assessment Reports



Type of Report	Purposes	Stakeholder Group Questions/Concerns
Individual Student Assessment Scores	<ul style="list-style-type: none">- Provide grade level proficiency for individual students after disruption- Provide comparison to school, district and state averages- Available to inform targeted supports for student- May be aggregated with other student results to inform school and district practices	<ul style="list-style-type: none">- May have inequitable access if assessments are only available in person- If remote, may be difficult to ensure fidelity to proper administration protocols

Purposes of Reporting and Concerns: Private Student Growth Reports



Type of Report	Purposes	Stakeholder Group Questions/Concerns
Individual Student Skip-Year Growth	<ul style="list-style-type: none"> - Indicates progress of individual student relative to academic peers (2019 to 2021) - Same purposes as above 	<ul style="list-style-type: none"> - No reports for 4th graders - Not directly comparable to prior years - May not be calculated if low participation - Same concerns as above
Individual Student Baseline Growth	<ul style="list-style-type: none"> - Indicates progress relative to academic peers in a normal year to give a sense of learning loss for individual student 	<ul style="list-style-type: none"> - Same concerns as for skip-year growth, except low participation is less a concern - Different growth modeling could cause confusion - Intuitive reports would need to be developed

Purposes of Reporting and Concerns: Public Assessment Score Reports



Type of Report	Purposes	Stakeholder Group Questions/Concerns
Aggregated Student Assessment Scores	<ul style="list-style-type: none">- Enable schools/districts to evaluate impact of disruption on learning- Enable disaggregation to check on student groups- Provide comparisons to district and state averages- Enable school and district systems review of support for students- Enable state to target resources	<ul style="list-style-type: none">- Same concerns as for private reports re: equitable access and fidelity of remote administration- Risk of misinterpretation and misuse of results by public (parents, media, policymakers)

Purposes of Reporting and Concerns: Public Growth Reports

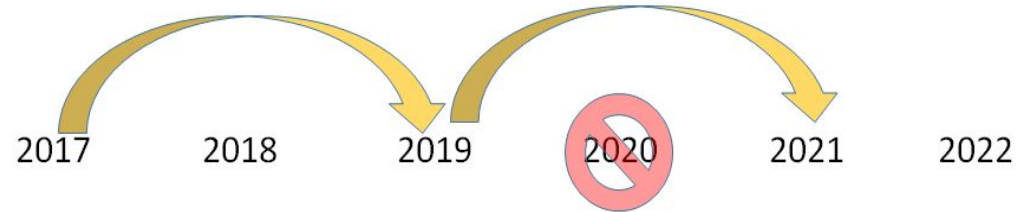


Type of Report	Purposes	Stakeholder Group Questions/Concerns
Aggregated Skip-year Growth	<ul style="list-style-type: none">- Same purposes as for aggregated assessment- Indicates progress for all students and disaggregated groups relative to academic peers experiencing disruption	<ul style="list-style-type: none">- Same concerns as for aggregated assessment- May not be calculated if low participation statewide
Aggregated Baseline Growth	<ul style="list-style-type: none">- Indicates progress for all students and disaggregated groups relative to academic peers in normal years to give a sense of learning loss	<ul style="list-style-type: none">- Same concerns as for skip-year growth- Different growth modeling could cause confusion

Growth Reporting

Takeaways from Baseline Growth

- Indicates a student's progress over the last two years relative to their academic peers in a normal school year.



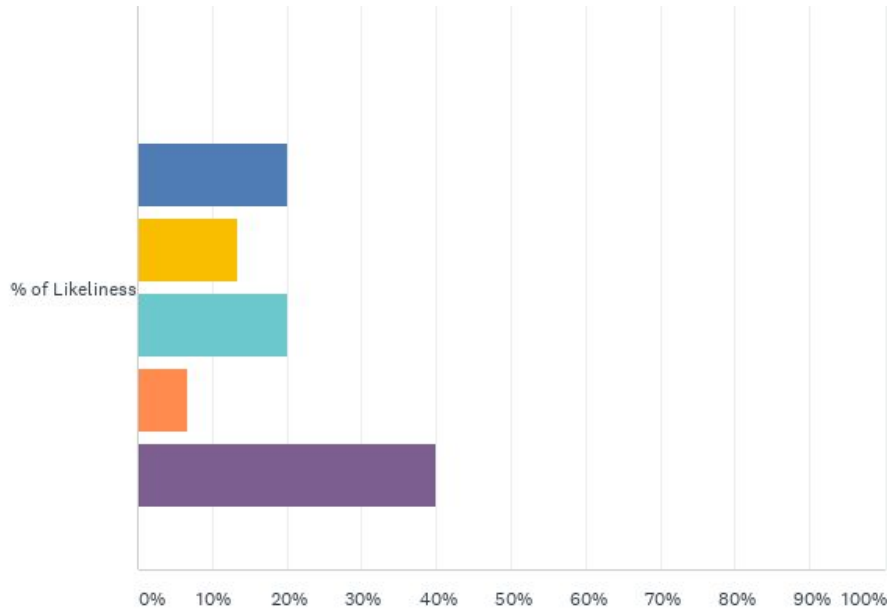
- Can be calculated and released privately to students, parents, schools, and districts with caveats around interpretation. May provide some indication of learning loss.
- Not appropriate for state or federal accountability reporting.
- If enough students test, results could be publicly released for schools, districts and disaggregated groups with appropriate caveats around interpretation.

Reporting Growth Scores for Individual Student Level Growth Reports

Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Q16: (16) Growth Reporting: Share Individual Private Reports. How likely are you to support this recommendation?

Answered: 15 Skipped: 0



1 - Extremely Unlikely 2 - Unlikely 3 - Neutral 4 - Likely
5 - Extremely Likely I need more information before feeling ready to vote.

	1 - EXTREMELY UNLIKELY	2 - UNLIKELY	3 - NEUTRAL	4 - LIKELY	5 - EXTREMELY LIKELY	I NEED MORE INFORMATION BEFORE FEELING READY TO VOTE.	TOTAL	WEIGHTED AVERAGE
% of Likeliness	0.00%	20.00%	13.33%	20.00%	6.67%	40.00%	15	3.22
	0	3	2	3	1	6		

Individual Student Level Growth Reports: Straw Poll Results

- Questions and concerns around participation threshold requirements
- Questions and concerns around skip-year growth and baseline growth calculation methodologies and when they would be used
- Request to add language that calculated growth may not be appropriate for accountability reporting
- Concerns that varying instructional contexts during a pandemic (especially as influenced by student demographics) are not reflected in achievement and growth outcomes

Recommendation: Individual Student Level Growth Reports

If 2021 state assessment results are available and the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends the state will calculate and distribute individual student level growth reports to districts to share with families.

- For skip-year growth only: Student participation on state assessments (i.e., CMAS ELA and Math, PSAT/SAT Evidence-based Reading and Writing and Math) meets a to-be-determined threshold (potentially 85%)
- Skip-year growth and/or baseline growth calculations are determined to be appropriate for individual level reporting



Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Recommendations:

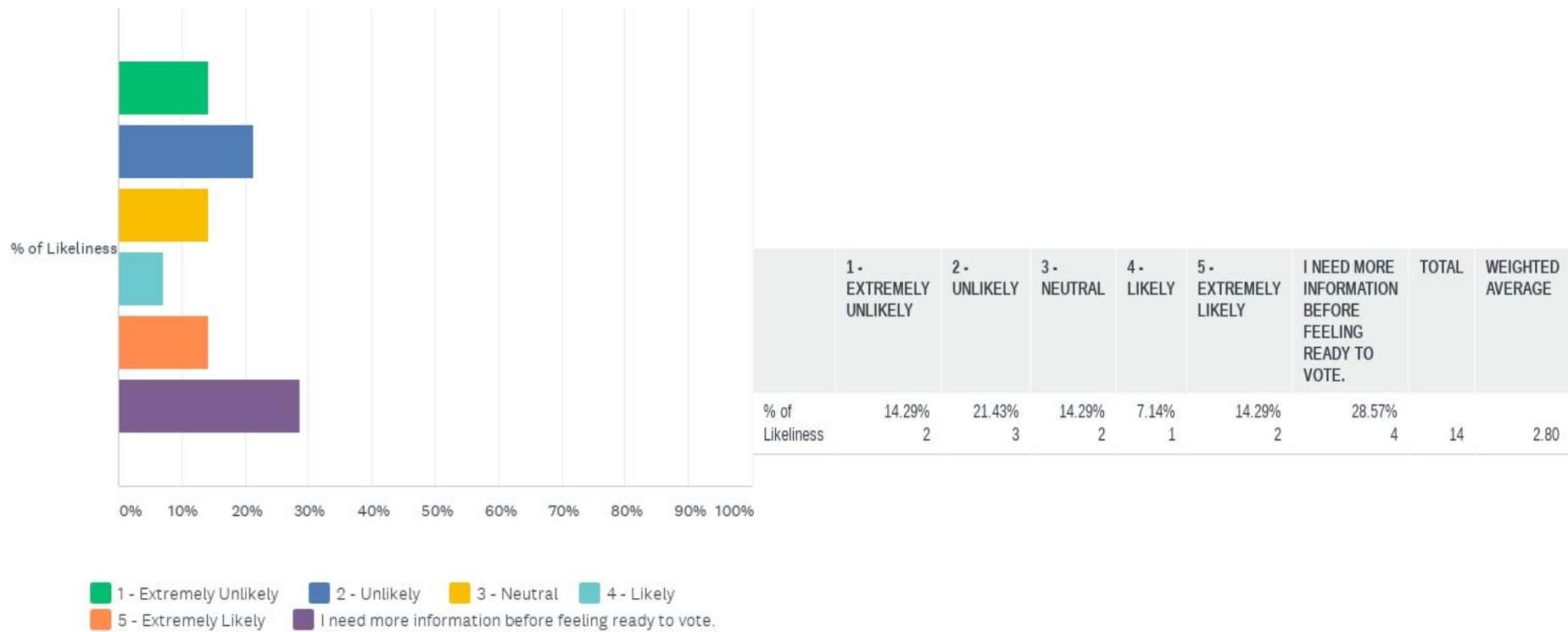
<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>

Aggregated Growth Report for Public Release

Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Q19: (19) Growth Reporting: Publish Aggregate Reports. How likely are you to support this recommendation?

Answered: 14 Skipped: 1



Aggregate Growth Reports for Public Release: Straw Poll Results



- Re-iteration of concerns from individual student level reporting recommendation
- Some support for public release as a way to identify and repair the learning damage caused by COVID-19
- Concerns about when else this growth exception would be applied

Recommendation: Aggregated Growth Reports for Public Release

If 2021 state assessment results are available and the conditions below are met, then in accordance with current statute, board rule and state practices, the Stakeholder Group recommends that the state will calculate and release aggregate level growth reports publicly.

- For skip-year growth only: Student participation on state assessments (i.e., CMAS ELA and Math, PSAT/SAT Evidence-based Reading and Writing and Math) meets a to-be-determined threshold (potentially 85%)
- Skip-year growth and/or baseline growth calculations are determined to be appropriate for individual level reporting



Review Straw Poll Results (5)
Clarifying Questions for CDE (10 min)
Call for Changes to Recommendation (10 min)
Pulse Check (5 min)

Recommendations:

<https://drive.google.com/file/d/18cPIhNm-Pxhmmk7ZW1zYL60NnpF4HsZb/view?usp=sharing>