



1241 Task Force Meeting #7

FEBRUARY 21, 2024

Welcome from the Task Force Chair and Vice Chair



Dr. Wendy Birhanzel

Task Force Chair
Superintendent



Rebecca McClellan

Task Force Vice Chair
State Board of Education

Objectives

Task Force Participants will:

- **Review updates** to the 1241 Task Force Road Map.
- **Review and offer final feedback** on the Interim Report.
- **Form study groups** to prepare findings, prepare stakeholder consultations, and consider recommendations to five focus areas of the Frameworks

Norms

Assume positive intent from others' thoughts and input

Agree to disagree

Maintain flexibility and allow for opinions to change

Share the speaking and listening space with fellow members in an equitable and respectful manner

Respect the candidness of others as a gift

Expect non-closure

Allow others to share out from small groups without debate

A note on participation etiquette

In Person



Task Force Members:

Utilize flags and wait for Chairs or facilitator to recognize you before speaking.

Virtual



Task Force Members:

Remain muted, using the Hand Raise feature to be recognized by a Chair or facilitator before speaking.

Members of Public:

Remain an observer and utilize the post-meeting survey to share comments.

Note to All:

Any private messages sent to the Co-Hosts may not be reviewed during the meeting.

Today we shall consider our charge as we focus primarily on the accountability system's frameworks

Shall Consider

- (I) ACADEMIC OPPORTUNITIES OR INEQUITIES THAT **MAY** IMPACT ACADEMIC ACHIEVEMENT GAPS;
- (II) IMPROVEMENTS TO THE ACCOUNTABILITY AND ACCREDITATION SYSTEM TO EXPAND AND INCENTIVIZE ACADEMIC OPPORTUNITIES AND ADDRESS INEQUITIES;
- (III) PROMISING PRACTICES IN SCHOOLS AND SCHOOL DISTRICTS; AND
- (IV) RECOMMENDATIONS FOR LEGISLATION OR RULES, AS NECESSARY.

May Review

- (I) THE RESULTS OF THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEMS AUDIT REPORT DESCRIBED IN SECTION 2-3-127;
- (II) THE LOCAL ACCOUNTABILITY SYSTEMS DESCRIBED IN PART 7 OF ARTICLE 11 OF TITLE 22;
- (III) THE RESULTS OF THE LOCAL ACCOUNTABILITY SYSTEM GRANT PROGRAM CREATED IN SECTION 22-11-703;
- (IV) THE ANNUAL REPORT AND EVALUATION FROM THE HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN ARTICLE 35.6 OF TITLE 22;
- (V) THE RESULTS OF THE SCHOOL TRANSFORMATION GRANT PROGRAM CREATED IN SECTION 22-13-103;
- (VI) THE INTERIM AND FINAL REPORTS FROM THE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION TASK FORCE CREATED IN PART 2 OF ARTICLE 35.3 OF TITLE 22;
- (VII) PROMISING PRACTICES FROM OTHER STATES AS IDENTIFIED BY TASK FORCE MEMBERS; AND
- (VIII) LEADING INDICATORS OR INSTRUCTIONAL PRACTICES THAT COULD BE ADDED TO THE ACCOUNTABILITY MEASURES.

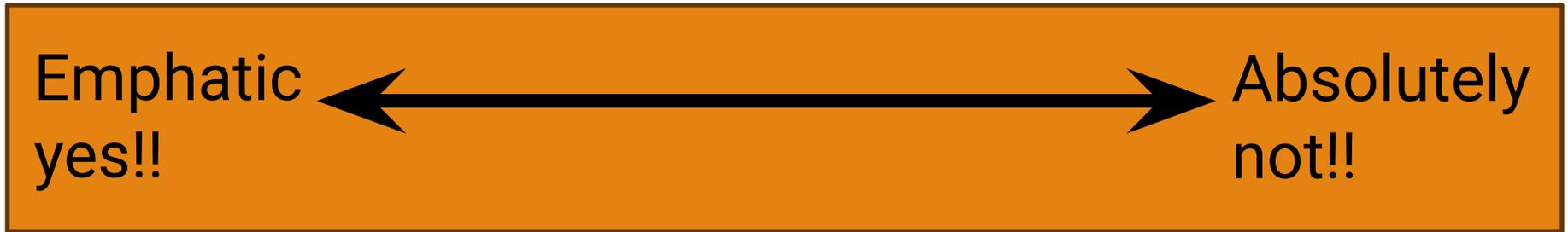
Agenda

10:00 – 10:15	Welcome and Overview
10:15 – 10:45	Discuss Proposed Road Map Revisions
10:45 – 11:50	Study Groups Work Time
11:50 – 12:20	Lunch (Optional Working Lunch)
12:20 – 1:00	Study Group Work Time
1:00 – 2:15	Cross-Study Group Collaboration Time, Groups 1-3
2:15 – 2:25	Break
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3:15 – 3:25	Next Steps with Study Groups
3:25 – 3:50	Review and Finalize Interim Report
3:50 – 4:00	Closing

Connector: Activity Instructions

Let's connect and reflect on how to align with our fellow taskforce members when opinions don't match.

Where do you stand on THIS contentious question?



Connector: Does pineapple belong on pizza?



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Updating the Road Map

Original Road Map Questions for this Phase

How do we improve on the “what’s” identified as priorities in the “Academic opportunities or inequities that may impact academic achievement” section?

How do we accomplish the “what’s” that were identified as priorities by the task force in the “Improvements to the accountability and accreditation system to expand and incentivize academic opportunities and address inequities” section?

How do we incorporate priorities from the “promising practices in schools and districts” section?

How do “rules or legislation” need to change?

Proposed Shifts



1. **Keep these questions**
2. **Anchor our time on elements of the Accountability System**
3. **Prioritize Frameworks in February, March, and April**

Updating the Road Map

Focus	2/21	3/12	4/2	5/7	6/4
<p>Frameworks – February, March, and April</p> <ul style="list-style-type: none"> ● Draft findings and recommendations, as necessary ● Learn from Stakeholders and incorporate their input 					
<p>Other Elements – April and May</p> <ul style="list-style-type: none"> ● Reporting ● Supports & Interventions ● Improvement Planning ● Public Engagement ● Awards 					
<p>Develop the Final Report – March through June</p> <p>3/12: Review Outline</p> <p>4/2: Frameworks v1</p> <p>5/7: Frameworks v2, Reporting, Public Engagement, Support and Interventions</p> <p>6/4: Awards and Review DRAFT of Final Report</p>					

Proposed Framework Study Groups for 1241 Task Force

- Time allocated during meetings for study groups to focus on key issues and seek the entire Task Force's input and feedback on findings and recommendations.
- Each study group will consist of 4-6 Task Force Members.
- We will prioritize Frameworks in February and March, and into April if necessary.

Frameworks	Issues Raised by Task Force Members (including but not limited to)
1. Impact of n-size and participation rates on SPF ratings	<ul style="list-style-type: none"> ● Small schools vs. large schools; the impact of n-size; participation rates; AEC
2. Recognition of trends between groups of students (demographic, other categories)	<ul style="list-style-type: none"> ● Elevating inequities and successes at addressing inequities within schools and districts; unmasking inequities that may be hidden behind a school or district's overall proficiency; special populations
3. Assessments used for accountability ratings	<ul style="list-style-type: none"> ● Schools' use of local assessment measures that would include additional growth measures; different state summative assessments that all districts use
4. Measures sufficient for high school	<ul style="list-style-type: none"> ● Improving existing PWR indicators; incentivizing postsecondary and workforce readiness
5. Measures sufficient for early grades	<ul style="list-style-type: none"> ● Creating indicators to elevate strong practices and identify where supports are needed in early grades

Interest in Other Elements of the Accountability System (for future meetings)

Reporting	
6. Reporting and communication to educators	<ul style="list-style-type: none"> Improved reporting of performance against individual standards by students to help teachers, and disaggregate down to classroom level; balancing transparency and usability; timelines to have data that is more actionable for bright spots; formatting of public reporting
7. Reporting and communication to families and communities	<ul style="list-style-type: none"> Activities and tools for reporting to make data and communication more available and accessible for families; improving visualization to increase the usability of reports for families; improving timelines; Providing context behind district- and school- ratings
Improvement Planning	
8. Improvement planning improvements	<ul style="list-style-type: none"> Focus less on compliance and more on genuine continuous improvement (e.g., include stakeholders such as parents and teachers, and allow for different templates/processes)
Supports and Interventions	
9. Improvements to state-led Supports and Interventions	<ul style="list-style-type: none"> Ways to better highlight and prioritize early warning indicators to prevent schools from getting on the clock.; CDE offerings to improve state-led PD (by cohorts / state-facilitated partnering up of schools to learn from one another on topics of common interest, etc.); Addressing schools feeling like stepping off a cliff when schools are taken off the clock – how the state tapers resources and support.
Awards	
10. Improvements to Awards	<ul style="list-style-type: none"> Ways to better communicate the purpose and connection to the accountability system; better utilizing awards as part of the accountability system; getting the system to focus more on successes and strengths and ways to share the best practices taking place; leveraging the awards in different ways
Public Engagement	
11. Improvements to how States and Districts engage the public on the purpose, design, and use of the Accountability System	<ul style="list-style-type: none"> Better articulating the values of the accountability system; engagement around the accountability system needs to be better all around (i.e., how stakeholders are involved in the planning, decision making, and implementation before and after changes to the accountability system are made)

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Study Group Work Time

Today's Meeting	In Between Meetings	March Meeting
<p>Organize in groups</p> <p>Generate findings and recommendations</p> <p>Plan for stakeholder consultations (especially parent and student organizations)</p> <p>Take Pulse Check on Findings and Recommendations</p>	<p>Conduct Stakeholder Consultations – utilizing Tools and Resources Provided by Task Force Leadership</p> <p>Hold additional Study Group Meetings – utilizing the Tools and Resources Provided by Task Force Leadership to follow all laws</p>	<p>Engage heavily in discussion on February work</p> <p>Discuss stakeholder input submitted</p> <p>Revise findings and recommendations, as necessary</p> <p>Engage whole Task Force in your progress</p>

Tools and Resources for Study Groups

TO START: ASSIGN ROLES

Scribe to capture detailed notes in this organizer
[Add Name]
Facilitator to monitor time and help group complete the task
[Add Name]
Presenter to kick off the whole group share out
[Add Name]
Other Members of Study Group
[Add Name(s)]

Tools and Resources for Study Groups

STEP 1: REVIEW PROGRESS FROM PREVIOUS MEETINGS

Step 1. Review past information on this assigned topic. (Suggested time: 15 min)

NOTES AND RESOURCES FROM PREVIOUS MEETINGS

- [Summary of Responses from Roadmap Input Survey](#): a summary of Task Force member responses to issues raised at previous meetings on the accountability system. Member responses ranged from strongly disagree to strongly agree.
- [Updated Workbook from January 9 and January 17 meetings](#): This version combines work from January meetings – on resource inequities and on the accountability system. Reference this document to further study issues raised about the Frameworks.
- [CDE Accountability Reference Handbook](#): this living document was created by the Colorado Department of Education to answer questions raised by the 1241 Task Force.
- [CU-Boulder February 12 Memo](#): As requested, this document contains CU-Boulders responses to questions collected from taskforce members following the January 17 presentation. Responses are grouped according to two areas: questions pertaining to the California model and other questions about accountability designs. CU-Boulder also shared one comment for the group's consideration on a reflection shared about ease of communication using dashboards and grades.
- [Evaluation of Colorado's K-12 Education Accountability System](#): This link takes you to the 'audit' of Colorado's Accountability System published by HumRRO in November 2022.
- [1215 Task Force Recommendations](#): This report includes some recommendations that implicate the state's accountability system.
- [1241 Task Force Resource Hub](#): This is the catch-all Google doc for resources shared between Task Force members, and for notes from prior meetings.

Tools and Resources for Study Groups

STEP 2: WORK THROUGH THE TEMPLATE

Step 2. Generate accountability-related findings (and, if necessary, recommendations) grounded in enhancing academic opportunities or addressing academic inequities.

NOTE: Feel free to copy the below table if you find yourself creating more than three findings.

DRAFT DURING SMALL GROUP DISCUSSIONS AND REVISE IN MARCH

To help us calibrate across groups...

- **A *finding* is a 1-2 sentence headline.**
- ***Major points* will serve as a 1-2 paragraph explanation that supports the Finding.**
- ***Recommendations* are not necessary** – but if you do create a recommendation, remember they can be to reinforce what's working or to aid improvements that address academic opportunities or academic inequities.

Tools and Resources for Study Groups

STEP 3: PREPARE FOR WHOLE GROUP SHARE OUT

PREPARATION FOR WHOLE GROUP SHARE OUT
<p><i>When we come back as a group, here is the protocol we will use:</i></p> <p>10 MIN: Study Group Presents</p> <ul style="list-style-type: none">- Findings, Major Points, Recommendations, Points of Consensus and Disagreement, Questions for Stakeholders <p>15 MIN: Task Force Asks Clarifying Questions as Study Group Listens</p> <ul style="list-style-type: none">- Please re-explain, elaborate on, say more about; how are you defining? <p>BRIEFLY: Task Force Members React Directly in the Google Doc with a Pulse Check</p> <ul style="list-style-type: none">- Green = you are on the right track.- Yellow = I have some concerns but with modifications I could get on board.- Red = I am opposed to this direction.
<p>Please prepare to also share: On what issues was there consensus? Where was there <u>not</u> consensus?</p>
<p>[Add here]</p>
<p>Please prepare to also share: What additional information do you need to help make your findings and/or recommendations stronger?</p> <p>Add a list of questions and who those questions are geared toward (e.g., parent organizations, student organizations, others). Ed First will prepare a master set of questions to be distributed to the Task Force as part of the stakeholder consultation process.</p>
<p>[Add here]</p>

Level-setting on Study Group Recommendations

Let's start by listing the kinds of things the education committees of the house of representatives and senate, the governor, the state board, the commissioner of education, and the department can do.

- They can pass a law.
- What else?



5 minutes

In pairs, brainstorm sentence stems for recommendations we can formulate.



10 minutes

Whole group share out of some examples.

There is a range of grain size our recommendations can reflect.

Let's use the example of growth and proficiency percentages.

The legislature should direct CDE to have the TAC reconsider the percentages of growth vs. proficiency.

The percentage of growth should be higher/lower.

Change the percentages to X% for growth and X% for proficiency.



We think it is not operating correctly but we are not exactly sure of the specifics of how to fix, OR we cannot reach consensus on the specifics.

We know it should shift up or down, but not sure the final number, OR we can gain consensus on up or down, but not the specific number.

We feel we have enough expertise and information to give a very specific number AND we can gain consensus on the specifics.

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Plan for stakeholder consultations (especially parent and student organizations) Take Pulse Check on Findings and Recommendations	Hold additional Study Group Meetings –utilizing the Tools and Resources Provided by Task Force Leadership to follow all laws	Revise findings and recommendations, as necessary Engage whole Task Force in your progress

Study Group Assignments

Ed First prioritized member preferences, aiming for each member to have their top choice.

Frameworks				
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We'll return from lunch at 12:40pm



How well do you know your fellow TF members?

- Which Task Force Member was expelled from Middle School for staging a walk out for students rights?
- Which Task Force Member won a ribbon for vaulting (gymnastics on horseback)?
- Which Task Force Member once spent a night sleeping on the streets of Milan?

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Take Pulse Check on Findings and Recommendations		Engage whole Task Force in your progress

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PROTOCOL FOR STUDY GROUP SHARE OUT

Time	Who's Talking	Topics to Cover
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15 min	Clarifying Questions TF and Study Group Participates	<ul style="list-style-type: none">▪ Can you re-explain that part where you said...?▪ Would you elaborate on?▪ Could you say more about...?▪ How are you defining...?
Briefly	Pulse Check Whole TF uses Google Doc to share immediate reactions	<ul style="list-style-type: none">▪ Opportunity to provide immediate reactions so that Task Force members can think through how to prioritize their time

PULSE CHECK – Click one of the three emoji’s to indicate your reaction to the finding

- **Green** = You are on the right track.
- **Yellow** = I have some concerns but with modifications I could get on board.
- **Red** = I am opposed to this direction.

Draft Finding #1
[Draft Directly Here]
Major points <ul style="list-style-type: none">• Make sure it is tied to addressing academic opportunities or inequities.• Note what Task Force members have surfaced about this issue so far.• Utilize multiple examples when possible to illustrate your point(s).• Consider the scale of the issue(s) (how big of an issue is it? <u>who</u> is it impacting?)• Explain why this is something that is working and/or needs improvement.• Nuance is always helpful.
[Draft Directly Here]
As necessary, Recommendation(s)

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Reply or add commenters with @

Viewers of this file can see comments and suggestions

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Let's take a 10-minute break!



How well do you know your fellow TF members?

- Which Task Force member was being delivered at the same moment Prince Charles of England was passing by the hospital?
- Which Task Force member once high-fived Shaun White while snowboarding down a run at Breck?
- Which Task Force member is a huge Miami Dolphins Fan?

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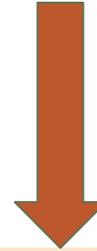
Agenda (adjusted)

2:00 – 3:00 **Cross-Study Group Collaboration Time, Groups 1-5**

3:00 – 3:40 **Review and Finalize Interim Report**

3:40 – 3:50 **Next Steps with Study Groups**

3:50 – 4:00 **Closing**



Each group gets 12 minutes to lead the share out...

1. **Study Group presents:** What 2-3 findings and/or recommendations are you wanting a pulse check on from the group? (note: Kelly worked with you during the small group time to create pulse checks for these items)
2. **Task Force Members respond:**
 - a. Clarifying questions or observations
 - b. What do you want the study group to *also* consider? (add to the last page of the study group's notecatcher)

Agenda (adjusted)

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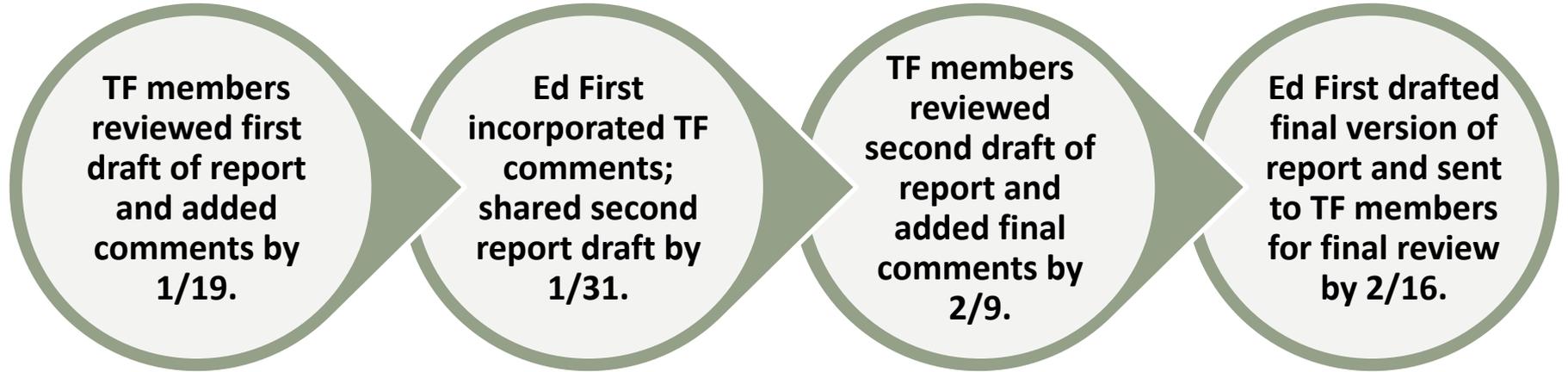
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- a. All comments have been incorporated.
- b. Where things were crossed out, the recommendation is that the topic should be considered in your work groups for findings and recommendations.
- c. The 1215 task force dot points we will replace with their exact headline findings (word for word) that relate to accountability.
- d. Clarifying statements added where suggested.

Drafting the Interim Report



Any final discussion to be held at 2/21 meeting →
Final report due to Legislature by March 1, 2024

Review and Finalize Interim Report

- Everyone please raise your flag (or online hand) and take a few moments to review the recent additions to the report, written in red.
 - Once you are done, lower your flag or hand.
- Is there anyone that cannot live with the last minute additions requested by task force members?
- The chairs will review these final changes, and we will do a final copy edit and formatting before the chairs send the final version of the report to the Legislature no later than **March 1**.
- Thank you to everyone for offering your feedback on the report!

Agenda (adjusted)

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We have created some tools to help you continue your work in-between meetings.

Stakeholder Engagement

Study Group Meetings



Survey



Interview/Focus Group
Protocol



Guidelines for holding study
group meetings

We will send all these materials to you in an email following this meeting.

Agenda (adjusted)

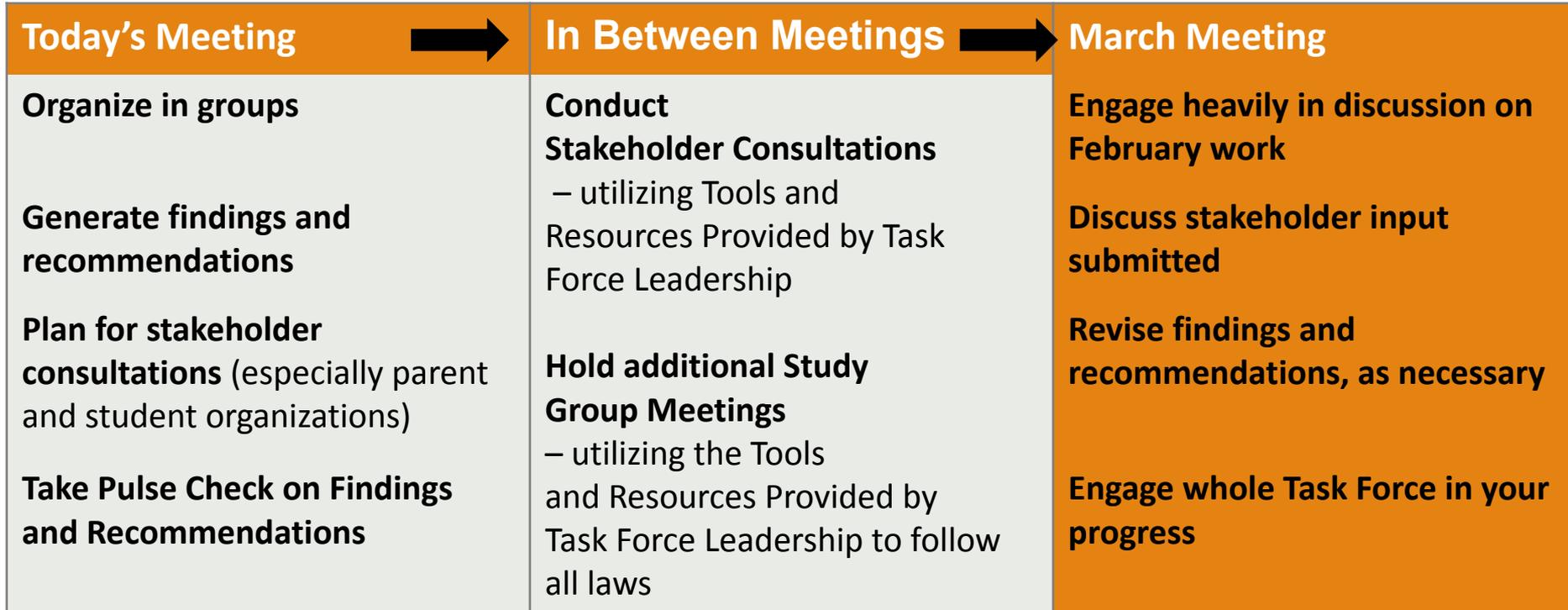
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Study Group Work Time



Next Steps

- Complete post meeting survey.
- Begin collecting stakeholder input.
- Hold meetings in-between as your group finds necessary.
- Tools will come in a follow up email to help you.



Upcoming Meetings Dates

Review upcoming meeting dates

- **March 12**
- April 2
- May 7
- June 4



How well do you know your fellow TF members?

- Which Task Force member was being delivered at the same moment Prince Charles of England was passing by the hospital?
- Which Task Force member once high-fived Shaun White while snowboarding down a run at Breck?
- Which Task Force member is a huge Miami Dolphins Fan?

Thank you!