



COLORADO
Department of Education

Accountability Work Group

April 4, 2022



Purpose of AWG

- The Accountability Work Group (AWG) serves as a policy advisory group to explore ideas in support of federal and state accountability policies (e.g., Every Student Succeeds Act implementation, state accountability during the pause year) and make recommendations to the state. This group will consider input from other stakeholders, when available and appropriate, in developing recommendations.
- It was first convened by the Commissioner of Education in 2014 to gather input on improving the state accountability performance framework reports. In 2016, the focus shifted to serving as the ESSA Accountability Spoke. In 2020, CDE shifted the group back to providing input on all accountability matters (both state and federal).

Meeting Norms

- The whole group meetings are public and will be recorded and posted. Small group breakouts are not recorded at this time.
- Everyone please mute your sound if you are not speaking.
- Non-members please add your Name/Affiliation to the chat box.
- We ask all non-AWG members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.



Agenda

Welcome and Introductions

Updates

- UIP Template
- ESEA Addendum
- June AWG Meeting

State Board Rules Overview and Approach

Accountability Reporting
Group Breakouts:

- Feedback

UIP Template Pilot and Design

UIP Template Redesign Pilot- School Level Template



Purpose

Pilot redesigned UIP template in order to ensure improved user experience and software functionality

Identify further areas of improvement in template

Participants

50-75 schools across the state

Ideally from 8-13 districts (whole district doesn't necessarily need to participate)

Voluntary

Timeframe

May 2022-
November 2022,

Optional participation in design iteration process from December 2022-
May 2023



Based on 2021-2022 School Year

- **Grades Served**
- **SPF Rating**
- **Years on Clock**
- **ESSA Identification- Comprehensive Support**
- **Region**
- **School Size**
- Flexibilities (Biennial Flex, Combined Plan, LASG)
- Charter/Innovation/Traditional
- AEC



Thank you for your input!

Prioritized features to build:

- Differentiation of the template based on school requirements
- Access to resources from within the template
- Improved user interface with more intuitive navigation

The developer will also explore (and build, if feasible)

- Ability for users to include data visualizations linked to CDE's data warehouse
- Revamped executive summary of the UIP
- Upload capabilities for users (e.g., to populate PPCs, major improvement strategies from Excel spreadsheet or similar).

ESEA Addendum



ESSA Identification for Fall 2022

- USDE is allowing 1-year waivers for states to modify how they identify schools for support and improvement
- CDE has submitted a request for this waiver and is waiting for a response
- Proposed changes:
 - Use 1 year of achievement and growth data, instead of 3, to identify schools
 - Modify the definition of chronic absenteeism to exclude excused absences and use 1 year of data, instead of reduction of absenteeism across 2 years
 - Schools identified in Fall 2022 will remain in that category for 2 years, instead of 3 years

June AWG meeting
Moved from 6/6 to 6/13

State Board Rules: Overview and Approach

Overview of Policy Making Process



Policy Development Structures	General Description	Examples in 2022 Accountability
State Legislature & Governor	Legislature passes statute and Governor signs into law.	SB 22-137: Provides broader overview for adjustments to accountability
State Board of Education	Board provides additional detail on statute through rule process.	State Board Rules: Framework cut scores, request to reconsider process
CDE Documentation and Guidance	Department provides documentation, logistics and parameters for implementation. Guidance includes requirements and recommendations.	Documentation: Frameworks Calculation Guidebook Guidance: Request to Reconsider Guidance, UIP Handbook



SB 22-137 - Transition Back to Standard K-12 Accountability



Status: As of April 4, S.B. [22-137](#) had passed and is awaiting the Governor's signature.

The statute:

- Restarts framework calculations for fall 2022 using 2019 statewide performance indicator targets.
- Adds growth participation rate to framework reports.
- Resumes assigning accreditation and plan type ratings, but does not automatically advance clock status (on or off).
- Allows schools/districts to exit the clock status if approved through request to reconsider process. Opens request to reconsider process back up more broadly.
- Clarifies that the state board may take into consideration the 2022-2023 plan type for schools and districts with directed action.
- Expands the School Transformation grant to districts with Improvement plan type.

Draft Timeline for 2022 State Accountability



Timeline	Activities
March 2022	<ul style="list-style-type: none">- Accountability legislation is passed- CDE gathers stakeholder input- CDE drafts proposed accountability rules
April 2022	Notice accountability rules at SBE meeting (April 13)
May 2022	Public comment on proposed rules
June 2022	State board votes to adopt amended rules (June 8-9)
Late August – September 2022	<ul style="list-style-type: none">- Preliminary performance frameworks released- Request to reconsider process begins
November – December 2022	State board votes on CDE’s recommendations from request to reconsider process

Draft Plans for 2022 Performance Framework Calculations



Description	Status
Plan types, Performance Indicators, Sub-Indicator Cut Scores	Same as 2019. <i>CDE will not be able to calculate 3-year frameworks.</i>
Achievement Results	Available for CMAS/CoAlt ELA & Math - Grades 3-8, PSAT/SAT/CoAlt EBRW & Math - Grades 9-11. <i>No CMAS Science results.</i>
Participation Rates	Accountability participation still calculated. <i>New addition of growth participation rate for information purposes. Science participation include for informational purposes only.</i>
Growth Data	Uses 2021 and 2022 data, so available for <i>CMAS ELA (grades 4, 6, 8), CMAS Math (grades 5 & 7), PSAT/SAT EBRW (grades 10 & 11), PSAT/SAT Math (grades 9 - 11).</i> TAP recommends using traditional cohort-referenced approach.

CMAS/CoAlt = Colorado Measures of Academic Success and Colorado Alternate Assessments
ELA = English Language Arts
EBRW = Evidence-Based Reading and Writing
TAP = Technical Advisory Panel



Draft Plans for 2022 Performance Framework Calculations (continued)



Description	Status
Resume ELP Cohort-Referenced MGP and On Track Growth	TAP will spend more time on the On Track Growth metric at their April meeting.
PWR Data	Same as 2019 <i>plus addition of military enlistment in matriculation</i> . Inclusion of “higher bar” and IB/AP/CE postponed until 2023 when data is available.
Sub-Indicator Calculations	Same calculations for student groups as in 2019.
Insufficient State Data Rating	Automatically assigned for schools/districts with less than 25% total participation. <i>TAP recommends adjusting definition to include each applicable performance indicator and content area.</i>
Frameworks Release Timeline	End of August 2022; Final frameworks published in November/ December 2022.

PWR = Postsecondary and Workforce Readiness

Higher Bar and IB/AP/CE = References to additional PWR measures for a higher bar for graduation from SB 18-012 and the inclusion of International Baccalaureate, Advance Placement and Concurrent Enrollment data in content areas other than math and ELA from HB 18-1019.





2019 Request to Reconsider

- Body of Evidence
 - Extenuating circumstances
- Accountability Participation Impact
- Calculation error
- Impact of Alternative Education Campuses on the District Performance Framework rating
- Districts with a single school
- Small districts and schools
- Districts with a closed school
- Insufficient State Data Rating

2021 Modified Request to Reconsider

- Expedited (relied on state assessment data)
- Expedited Plus (included UIP review)
- Body of Evidence (included local data, UIP review, and site visit)

Historically Permitted Request to Reconsider Conditions (2019 and Earlier)



R2R Condition/ Pathway	Description
Body of Evidence	Supplemental evidence of different performance than preliminary state assignment. Need 95% total participation on local assessments (nationally normed).
Extenuating Circumstances	School/district with extenuating circumstances (i.e., “Act of God”) impacting state assessment administration window may request a different plan type based on submission of local performance data. This is part of the Body of Evidence Pathway.
Accountability Participation Impact	School/district with a rating “lowered due to low accountability participation” (less than 95% accountability participation) may make a case based on N-size, reason for non-participation (e.g., test misadministration), and/or historical participation rates to have penalty removed.
Impact of Alternative Education Campuses	District may request the removal of AEC results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year.
Districts with a single school	District may elect to use the calculated SPF rating as the district accreditation rating.
Districts with a closed school	District with Priority Improvement or Turnaround Plan types that have closed a school due to low performance, may request a recalculated DPF with the results of the closed school removed.
Insufficient State Data Rating	School/District with less than 85% total participation and evidence of non-representativeness for student population can apply for an Insufficient State Data rating.



New Considerations for Request to Reconsider in 2022



Considerations

- SBE Resolution #3: Requires a 90% participation rate (total participation rate) on 2022 state assessments and local assessments for eligibility for a request to reconsider.
- Addition of using request to reconsider to exit schools/districts from clock to “on watch” or fully exit clock

Test Participation Rates**						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	11,423	10,760	94.2%	433	98.0%	Meets 95%
Math	11,423	10,761	94.2%	431	97.9%	Meets 95%
Science	3,747	3,180	84.9%	428	95.8%	Meets 95%

Total participation
parent excusals
are counted as
non-participants

**Accountability
participation**
parent excusals are
counted as
participants

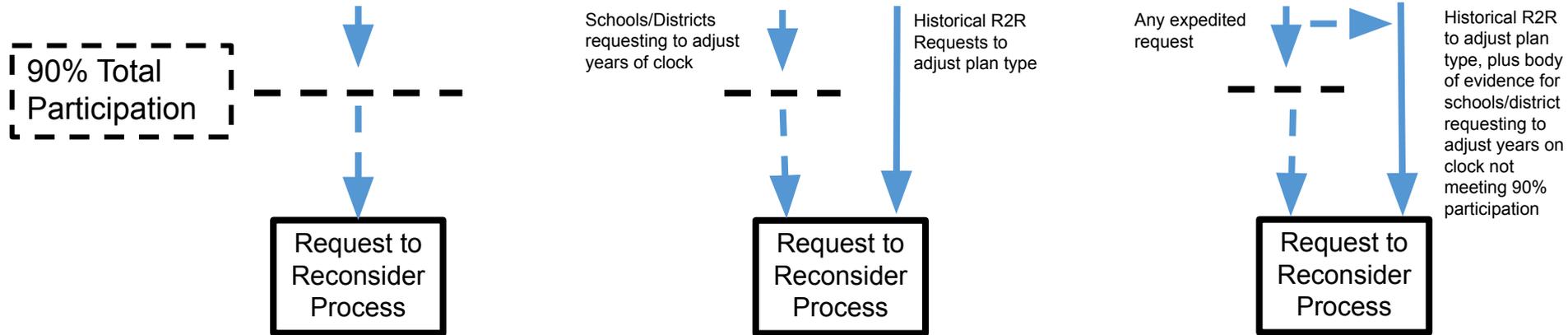
These ratings reflect
whether accountability
participation rates meet
or exceed 95%.



Options for the 90% Total Participation



Option 1	Option 2	Option 3
90% Total participation threshold for all applicants	90% Total participation for applicants adjusting years on clock only; Historical R2R expectations resume	90% Total participation for expedited requests; All applicants can participate with additional evidence



Scenarios for Request to Reconsider Eligibility

BOE = Body of Evidence

2022 Preliminary SPF	2022 Total Participation	Option 1: 90% Total Participation for All		Option 2: 90% Total Participation for Adjusting Clock		Option 3: 90% Total Participation for Expedited Requests	
		Clock Adjustment	Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment
Performance	90%	n/a	Yes	n/a	Yes	n/a	Yes
	89%		No		Yes		Yes
Improvement – Y3	90%	Yes	Yes	Yes	Yes	Yes through expedited	Yes
	89%	No	No	No	Yes	Yes through BOE	Yes
Priority Improvement – Y0	90%	n/a	Yes	n/a	Yes	n/a	Yes
	89%		No		Yes		No
Priority Improvement – Y1	90%	Yes, if plan type improved	Yes	Yes, if plan type improved	Yes	Yes if plan type improved	Yes
	89%	No	No	No	Yes		Yes
<i>Request for Insufficient State Data – Y3</i>	26% and lacks representativeness	No	No	No	Yes	No	Yes

Themes from Field on Option 1

(90% Total Participation for All Participants)



CDE gathered feedback from the field, (e.g., Accountability Work Group, TAP, ACEE, Rural Alliance, variety of education associations and advocacy organizations)

- Threshold of 90% Total Participation
 - Limits access to the request to reconsider historical process.
 - Decreases stakeholder trust in accountability as a fair process.
 - Greater impact on smaller systems.
 - Unable to request Insufficient State Data (less than 85% participation and unrepresentativeness).
- Re-establishing Expectations during Transition
 - The pandemic has continued throughout the 2021-22 school year and impacted the total days of instruction.
 - Keep the accountability process consistent with past practice during the transition.
 - Concerns about representativeness of 2022 growth data since it is based on 2021 alternating grade/content area assessments.
 - Concerns that the higher bar sends signal that the state does not trust districts.
 - Perception that concerns raised by the field are not heard.

Proposed Solutions

- Request for help from state in communicating the importance of participation in state assessments, especially after the change in expectation in 2021
- Consider adding an assurance that the district/school did not intentionally encourage parent excusals.
- Emphasize representativeness of the data, instead of participation levels.
- Use the same expectations for the request to reconsider process as for the frameworks.

Performance Framework Reporting Feedback and Needs

New Reporting Tool Released During Accountability Pause



Performance Framework Reports and Improvement Plans

FIND A SCHOOL OR DISTRICT

Go beyond test scores and take a deeper dive into how schools and districts are doing.

🔍 Search by District or School Name

What are Performance Frameworks?

The Colorado Department of Education publishes annual School and District Performance Frameworks (SPFs and DPFs) that provide annual school plan type ratings and district accreditation ratings under the state accountability system. Official ratings are based on student outcomes on key performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. Districts and schools earn points for each key indicator, and then points are combined to determine the overall percentage of points earned. The State Board of Education defines cut-points for accreditation ratings based on the overall percentage of points earned on the performance framework. Districts and Schools are assigned ratings as displayed by the triangles in the graphics below. The colored lines beneath the respective triangles indicates the possible ratings with score ranges.

[Learn more](#) Visit CDE's District and School Performance Frameworks page.

Questions? Please email the CDE Accountability team at accountability@cde.state.co.us.





Feedback: Different Jamboard for each group

[Group 1](#) Facilitator: Lisa

[Group 2](#) Facilitator: Susan

[Group 3](#) Facilitator: Erin

1. For new performance framework site:
 - What improvements resonate?
 - What are next opportunities?
 - Prioritize top 3
2. What needs or recommendations should be considered for 2022 for performance reporting?