Accountability Data Communications
Summary of Stakeholder Feedback

Background

CDE's Accountability & Data Analysis Unit is leading an effort to improve and align educational data communications for the following reasons:

- to increase the engagement with and understanding of Colorado's accountability system
- to better facilitate data-based decision making by Colorado's diverse systems and stakeholders
- to support continuous improvement of CDE services

Focus Groups & Surveys

In the spring of 2018, the Accountability & Data Analysis team conducted focus groups and surveys with a diverse group of stakeholders. The key findings from this outreach effort are summarized below.

Focus Groups | Summary of Feedback by Question

Focus group questions were designed to obtain both general and specific feedback. They were slightly modified between groups depending on composition of the focus groups. The responses were aggregated and analyzed for themes. The key findings associated with each question are presented below.

1. **How would you describe the purpose of the Accountability and Data Analysis (ADA) unit at CDE?**

   - To monitor the performance of schools via the administration of a consistent, rule-based accountability system in compliance with state law
   - To provide data analysis and data literacy support through the development and dissemination of training and resources

2. **What are challenges/barriers around accountability data use and educational accountability?**

   - Lack of data literacy among key education stakeholders
   - CDE-produced reporting tools are often excessively technical and lack sufficient context
   - Lack of (state assessment & accountability) system buy-in
   - (Lack of) timeliness with large data releases
   - Difficulty of accessing or finding needed data and resources online

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Participating Stakeholder Groups

The following groups participated in focus groups/interviews during the months of February and March:

- Association of Colorado Education Evaluators (ACEE)
- Education Advocacy Groups (Colorado Succeeds, A+ Colorado, DFER)
- Northeast and East Central BOCES
- Northern Superintendents
- Colorado Association of School Executives, Board Members (CASE)
- Colorado Association of School Boards, Board Members (CASB)
- Colorado Education Association (CEA), teacher panel
- League of Charter Schools
- Pikes Peak Regional Student Assessment Consortium (PPRSAC)
- Rural Education Council
- State Advisory Council for Parent Involvement in Education (SACPIE)
- School Principals
- Higher Education Faculty (CU-Denver, UNC, and DU)

In total, 124 individuals participated in 19 focus groups.

3. **What training, resources, or support could the accountability office provide to support accountability data use that you believe would be beneficial?**

- On-site, regional trainings are most valuable. Continue to push to serve a wider geographic area.
- Increased differentiated trainings and tools for stakeholder groups other than school districts (e.g. parents, teachers, and policy makers)
- Frequently suggested topics for resources:
    - Performance Frameworks calculations handbook
    - Value and purpose of both state assessments and the school and district accountability system
    - Explanations of technical decisions
    - Differentiated training modules organized by level of understanding and/or audience

4. **Outside of traditional methods (fact sheets, in-person trainings), what training delivery methods would be helpful for the accountability office to develop?**

- Shorter, topical webinars, podcasts, and video clips
- Train the trainer modules
- State Accountability Community of Practice
- Improvements to online dashboards
- More frequent updates

Prioritization Survey | Summary of Results

A short survey was delivered to local education agencies based on focus group results. The purpose of the survey was to gather input on the prioritization of resources and training methods. A total of 63 surveys were completed, which represents roughly 36% of the contacts included for participation.

Accountability Training Sessions: Perceived Benefit to District by Session Name

Session Name	% B/EB	Mean Score	Total Count
Educational Accountability in Colorado	50.8%	3.19	63
School and District Performance Frameworks	*60.3%*	*3.52*	*63*
Alternative Education Campus Frameworks	22.2%	2.25	63
Understanding the Colorado Growth Model	57.2%	3.49	63
School Accreditation & Request to Reconsider	50.0%	3.15	62
Turnaround Trainings	24.2%	2.35	62
Data Availability & Visualization Tools	*75.4%*	*3.89*	*61*
Understanding State Assessments & Metrics	*61.9%*	*3.62*	*63*
Local Assessment Data	*68.3%*	*3.63*	*63*
Non-Assessment Data	48.4%	3.19	62
Small Systems Resources	54.0%	3.24	63
State Accountability for Board Members	49.2%	3.14	63

Note. The presented mean score is based on the average of a 1 to 5 scale (i.e. 1: not beneficial; 5: extremely beneficial). %B/EB: percent of responses that were beneficial or extremely beneficial. Sessions exceeding 60% beneficial/extremely beneficial are highlighted and italicized.

State Accountability Resources: Perceived Benefit of Developing Resources Related to the Presented Topics

Session Name	%B/EB	Mean Score
Using PSAT/SAT Data	*81.5%*	*4.09*
Performance Framework Revisions: Decision-Making Process	50.0%	3.31
UIP Target Setting using the Colorado Growth Model & Other Data	*64.8%*	*3.67*
Primer of the Colorado Growth Model	46.3%	3.31
Data Resources & Visualization Tools	*70.4%*	*3.85*
Impact of Assessment Transition on Accountability Determinations	51.9%	3.46
Purpose of Accountability for Stakeholders	35.9%	2.96
Top Ten Myths related to Growth, Accountability, & Improvement Planning	*70.4%*	*3.67*
Top Ten Resources for Principals & Teachers	*85.2%*	*4.19*
Performance Framework Calculations	57.4%	3.43

Note. The presented mean score is based on the average of a 1 to 5 scale (i.e. 1: not beneficial; 5: extremely beneficial). %B/EB: percent of responses that were beneficial or extremely beneficial. A total of 54 individuals responded to each of the presented items. Sessions exceeding 60% beneficial/extremely beneficial are highlighted and italicized.

Focus of Effort: Perceived Value of Proposed CDE Activity

Training & Support Activities	Mean Score	Total Count
Establish a Community of Practice related to state accountability	3.07	56
Develop a train the trainer model system	3.21	56
Expand the use of social media to provide more accountability related news/updates to stakeholders	2.52	56
Develop a web-based resource library with materials related to Accountability & Data Analysis	3.60	55
Expand on the functionality of data visualization tools such as the DISH	*4.07*	*56*
Provide more cross-unit training/resources to better understand how state accountability intersects with other CDE work	3.54	56

Note. 1: Not beneficial, 5: Extremely Beneficial. Items with mean of 4 or greater are highlighted/bold.

Where can I learn more?

- For questions related to this document contact, Dan Jorgensen, PhD at Jorgensen_d@cde.state.co.us
- Accountability resources: http://www.cde.state.co.us/accountability/performanceframeworksresources
- View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs