

**COLORADO ACCOUNTABILITY, ACCREDITATION, STUDENT PERFORMANCE  
 AND RESOURCE INEQUITY TASK FORCE**  
 (created by H.B. 23-1241)

Meeting Summary | January 9, 2024

**Published Agenda**

10:00-10:30 AM	Welcome and Overview
10:30-11:00 AM	CDE Presentation: Data Review
11:00-11:45 AM	Revisiting Resource Inequities
11:45-12:10 PM	Review Colorado’s Accountability and Accreditation System
12:10-1:00 PM	Lunch/Screen Break
1:00-1:55 PM	Panel Discussion: 1215 Task Force’s Findings and Recommendations
1:55-2:40 PM	The CO Accountability System: What Is Working and What Could Be Improved? (Part I)
2:40-2:50 PM	Break
2:50-3:35 PM	The CO Accountability System: What Is Working and What Could Be Improved? (Part II)
3:35-3:45 PM	Closing

*Note: Throughout the meeting, the chair and vice chair made real-time adjustments in conversation and facilitation, resulting in variations from the original agenda for some topics and time ranges.*

**Task Force Members in Attendance**

*Note: This meeting was fully virtual, and so all Task Force members in attendance joined via Zoom.*

<b>NAME</b>	<b>REPRESENTING</b>
<b>Dr. Wendy Birhanzel (chair)</b>	<i>Superintendent</i>
<b>Rebecca McClellan (vice chair)</b>	<i>State Board of Education</i>
<b>Dr. Rob Anderson</b>	<i>Superintendent (Urban)</i>
<b>Amie Baca-Oehlert</b>	<i>Statewide Teachers Organization</i>
<b>Pam Bisceglia</b>	<i>Statewide Organization Specializing in Equity and Inclusion</i>

<b>Dr. Brenda Dickhoner</b>	<i>Charter School Institute (Governing Board Member)</i>
<b>Kathleen Duran</b>	<i>Expert in English Language Acquisition and Bilingual Ed</i>
<b>Lindsey Gish</b>	<i>Teacher (Middle School)</i>
<b>Alison Griffin</b>	<i>Workforce Development and Education Organization</i>
<b>Dr. Don Haddad</b>	<i>Superintendent</i>
<b>Dr. Rhonda Haniford</b>	<i>Colorado Department of Education</i>
<b>Tamara Hiler</b>	<i>Governor's Office Representative</i>
<b>Ted Johnson</b>	<i>District Administrator (Rural Accountability)</i>
<b>Erin Kane</b>	<i>Superintendent</i>
<b>Dr. Anne Keke</b>	<i>Local School Board Member</i>
<b>Ryan Marks</b>	<i>District Administrator (Accountability)</i>
<b>Tony May</b>	<i>Local School Board Member (Rural)</i>
<b>Robert Mitchell</b>	<i>Teacher (Rural)</i>
<b>James Parr</b>	<i>District Administrator (Rural Accountability)</i>
<b>Mark Sass</b>	<i>Statewide Teachers Organization</i>
<b>Dan Schaller</b>	<i>Charter School Organization</i>
<b>Jen Walmer</b>	<i>Statewide Education Policy Organization</i>
<b>Lisa Yates</b>	<i>Superintendent (Rural Participant in Local Accountability System Grant)</i>

**CDE Staff:** Lisa Medler and April Thompson

**1215 Task Force Representatives:** Bill Summers, Cañon City High School; Lee Wheeler-Berliner, Colorado Workforce Development Council Office; and Danielle Ongart, Student Pathways Unit at CDE

**Facilitators:** Sheila Briggs, Adam Brumer, and Kelly Jasiura

**Welcome and Overview**

The Task Force chair and vice chair welcomed participants and reminded the group of their charge. They also reviewed the day's objectives, which included:

- Revisit the latest version on resource inequities in order to frame our findings and recommendations moving forward
- Examine the state's system for accountability and accreditation: what are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities? To address inequities?

In addition, the chairs highlighted the Task Force's norms and reminded the group that to stay in alignment with the rules of open records and public meetings, the Task Force should not be sending emails to the group to discuss Task Force work. They noted this work should be done during Task Force

meetings, so it is available to the public. In addition, if there are documents Task Force members would like to share with each other, they can submit them via a form so they can be posted online and made available to the public.

The Education First facilitators then led the Task Force through a connector activity so meeting participants could continue to get to know each other and practice using their technology for the virtual meeting. They then reviewed the Task Force roadmap and responses from last meeting's connector, which asked the Task Force what questions they still had about resource inequities and the accountability system, what they still wished to discuss, and who they would want to hear from to better study resource inequities and the accountability system. This recap helped demonstrate how the work from each Task Force meeting is connected and carries through to future meetings.

Finally, the facilitators reviewed the agenda and reminded participants to use the virtual parking lot to track ideas, suggestions, and questions they are not able to raise during the meeting.

### **CDE Presentation: Data Review**

The chairs then welcomed back Lisa Medler from CDE and reminded the Task Force that the statute requires that CDE provide research and analysis to support the Task Force's work, thus necessitating CDE's participation in the Task Force meetings.

Lisa Medler then shared with the group the latest version of the [Accountability Reference Handbook](#), which included updated answers to Task Force members' questions from previous meetings. She then gave a brief overview of how participation in state assessments impacts the accountability frameworks, and demonstrated how to use the [Data Explorer Tool](#) to examine how elements of the accountability framework relate to student demographics. Through her demonstration, she displayed for Task Force members the relationship between student demographics and achievement, growth, and PWR, respectively.

She reminded the group to add any follow up questions they had on her presentation to the virtual parking lot, and that she would use the Accountability Reference Handbook to track these pending data requests.

### **Revisiting Resource Inequities**

As a follow up to previous Task Force discussions on resource inequities, the chairs presented to the group a refined list of resource categories generated through Task Force conversations and feedback in earlier meetings. The chairs emphasized that no resource inequities proposed in previous meetings were deleted, but rather were combined under one of these larger resource categories. The resource categories that will frame the Task Force's work moving forward include:

- Personnel
- Curriculum and Instruction
- Funding
- Governance
- Facilities and Transportation
- Family and Community Supports

The Task Force members were then broken up into groups to discuss one of these resource inequities, based on their preferences noted in the pre-work survey. They were asked specifically to define what the inequity is that is causing some students to not succeed, and to provide an example of how this resource inequity appears in Colorado's schools.

The facilitators noted that the statements generated by the Task Force during this exercise would be used in the final report highlighting resource inequities across the state. They were not meant to be specifically about the accountability system, but instead were concrete reasons why some students and schools have an advantage that may impact their success in the accountability system.

After the Task Force discussed the resource categories in small groups, they were given an opportunity to read each others' notes and leave written comments and questions. Task Force members were encouraged to continue leaving comments and reflections after the meeting.

### **Review Colorado's Accountability and Accreditation System**

Next, in order to support all Task Force members' knowledge regarding key findings from the audit, the purpose of the state's accountability system, and the elements of the system, Lisa Medler from CDE led the Task Force through an activity to check their understanding of these topics. Using the Zoom polling feature, Task Force members responded to multiple choice and true/false questions on the accountability's purpose as defined in the legislation and the elements that make up the system. Following each question, the correct answer was presented to the Task Force and Lisa Medler provided brief context to clarify the answer.

Task Force members were asked to write any remaining clarifying questions from the exercise in the virtual parking lot.

### **Panel Discussion: 1215 Task Force's Findings and Recommendations**

After lunch, the Task Force members heard a panel presentation from select members of the 1215 Task Force: Bill Summers, Lee Wheeler-Berliner, and Danielle Ongart. The panel was meant to help the 1241 Task Force explore the findings and recommendations from the 1215 Task Force and understand the implications of their recommendations from different vantage points in the education ecosystem. After introducing themselves, the 1215 Task Force representatives reviewed their recommendations and responded to questions submitted by 1241 Task Force members ahead of the meeting. The 1215 Task Force's recommendations to the PWR sub-indicators include:

- Removing SAT Evidence-Based Reading/Writing and SAT Math
- Decreasing the weight of the dropout rate and increasing the weight of the matriculation rate, as well as including additional data sources to recognize multiple postsecondary pathways in the matriculation rate
- Adding concurrent enrollment and a District Option to let local education providers demonstrate what is important for postsecondary success in their regions

The 1215 Task Force also made a set of recommendations regarding data and reporting on the PWR metrics, which include:

- Creating a single, streamlined PWR program reporting structure that results in one annual, comprehensive report
- Establishing and utilizing a secure, robust statewide longitudinal data system
- Developing a “single source of information” web-based platform for empowering Coloradans with data and guidance to find, finance, and flourish in personalized, lifelong career pathways

The panelists also gave an overview of their stakeholder engagement process, which included panel discussions, human centered design workshops, focus groups, and public surveys. The 1215 Task Force could engage in these activities due to funding from partner organizations.

The 1215 Task Force representatives then took questions from the 1241 Task Force members. The 1215 representatives offered to continue answering questions from the 1241 members after the meeting and noted that they would pull in other Task Force members and resources as necessary to answer the questions.

### **The CO Accountability system—What is working and what could be improved?**

Task Force members then engaged in an activity that would allow them to begin to consider ways each element of the accountability and accreditation system supports its intended design, and ways it can be further improved. This activity gave Task Force members uninterrupted time to study Colorado’s accountability system and begin to generate findings, but not yet recommendations.

Task Force members were first divided into random small groups and were asked to consider the following questions for each element of the accountability system:

- What is working?
- What is not working?
- Why?
- What specific examples do you have that demonstrate this?

Following these small group conversations, Task Force members were again divided into small groups, but this time assigned to one of the specific elements of the accountability system, based upon the preferences Task Force members submitted in the pre-work survey. In these new small groups, Task Force members were first asked to read through the list of what is and is not working for their assigned element that was generated in the first round of breakouts, and then add in anything that was missing. Then, they were asked to highlight specific questions or concerns about their assigned element that they might be able to learn about from other states. This exercise was meant to be a precursor to a presentation from CU Boulder at the January 17 meeting on their scan of accountability systems across the country. The questions generated during this small group exercise would help the Task Force know what to look for in that future presentation.

Task Force members discussed elements of the accountability system in these small groups for 25 minutes, and then were given 10 minutes to review the other groups notes and ask questions, make comments, or suggest additions.

### **Closing**

The chair and vice chair closed out the virtual meeting by thanking Task Force members for their participation and the staff and facilitators for their tech and logistical support. The Task Force members were then given time to fill out the meeting feedback survey.

*Summary of next steps*

- Education First will review and consolidate Task Force feedback in the workbook on the resource inequities and elements of the accountability system
- CDE will continue to answer pending data requests from the Task Force, including those added to the meeting parking lot

**The next meeting will take place on January 17, 2024.**

**The meeting was adjourned.**

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***Meeting summary prepared by Education First***