



1241 Task Force Meeting #7

JANUARY 17, 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 other states' accountability and accreditation systems to inform additional research and Task Force findings on Colorado's needs.**
- **Begin to summarize findings on Colorado's accountability and accreditation system:** Colorado's current accountability and accreditation system does X well in comparison to others and could do Y differently in comparison to other states.
- **Review a draft interim report:** What suggestions to the report do Task Force members have after reviewing the draft?

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.

Agenda

- | | |
|---------------|--|
| 10:00 - 10:30 | Welcome and Overview |
| 10:30 - 11:30 | Presentation + Q&A: State Scan of Accountability Systems by CU Boulder and CfA |
| 11:30 - 12:10 | Discussion: Aligning on Resource Inequities |
| 12:10 - 12:40 | Lunch |
| 12:40 - 2:10 | Study and Discussion: Resource Inequities and the Accountability and Accreditation System |
| 2:10 - 2:20 | Break |
| 2:20 - 3:05 | Discussion: Additional Group Processing |
| 3:05 - 3:35 | Review: Draft Interim Report |
| 3:35 - 4:00 | Closing |

Roadmap: Phase I – Interim Report & “The What”

November 3	December 1	January 9–VIRTUAL	 January 17
Refine and adopt the final road map.	Review & identify priorities from Nov meeting	Review & identify priorities from Dec meeting	Review & identify priorities from first Jan meeting
What are the academic opportunities that may impact academic achievement gaps?	What are promising practices within Colorado?	What are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities?	Review & identify interim report details that outline the “ <i>what(s)</i> ” that are higher priority for the task force
What are the inequities that may impact academic achievement gaps?	What are promising practices from other states?	What are the opportunities for improvements to the accountability and accreditation system to address inequities?	
Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the “tools” listed in legislation.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase I as identified by Task Force members.

Roadmap: Phase II – Interim Report & “The How”

February 21	March 12	April 2	May 7
<p>How do we improve on the “what’s” that were identified as priorities by the task force in the “Academic opportunities or inequities that may impact academic achievement” section?</p>	<p>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?</p>	<p>How do we incorporate priorities from the “promising practices in schools and districts” section?</p>	<p>How do “rules or legislation” need to change?</p>

- At least one additional meeting may be needed to finalize the report.
- Feedback from “parent organizations, student organizations and additional stakeholders as needed” to be incorporated throughout Phase II as identified by Task Force member.

Feedback on facilitation of 1/9 meeting was positive as members continue to offer suggestions for improvement

Keep doing:

- Breaking out into small groups (virtual and in person)
- Perfect balance of using the workbook, having in person conversations, whole group vs. breakout discussions
- Icebreakers/ getting to know you
- Presentations and panel discussions, such as around content and process like from the 1215 Task Force

Room for improvement:

- Scheduling and bringing in more outside presenters to share insights and practices
- Utilizing the expertise of task force members (as opposed to bringing in outside experts for most of this meeting)
- Allowing for more individual processing time for slides and polling items before group discussions or work time

Connector: Activity Instructions

Let's connect and reflect on the new year as it relates to our work on this task force.



In groups of three, pick one of the four words/phrases.



Pick someone to share out your simile (or metaphor).

Then complete this phrase:

The CO Accountability system is like (your word phrase) because

_____.

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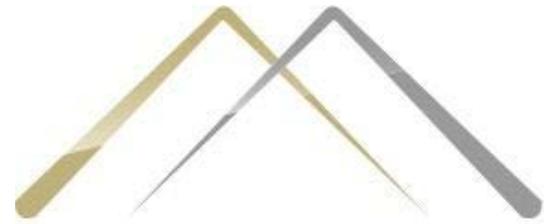
Landscape Review of School Accountability

Elena Diaz-Bilello, Associate Director

- Center for Assessment, Design, Research and Evaluation (CADRE), University of Colorado Boulder

Chris Domaleski, Associate Director

- The National Center for the Improvement of Educational Assessment (Center for Assessment)



CADRE

Center for Assessment, Design, Research and
Evaluation at the School of Education,
University of Colorado Boulder



Presentation Roadmap



**Moving from
vision to design**



**Approaches to
state
accountability
designs**



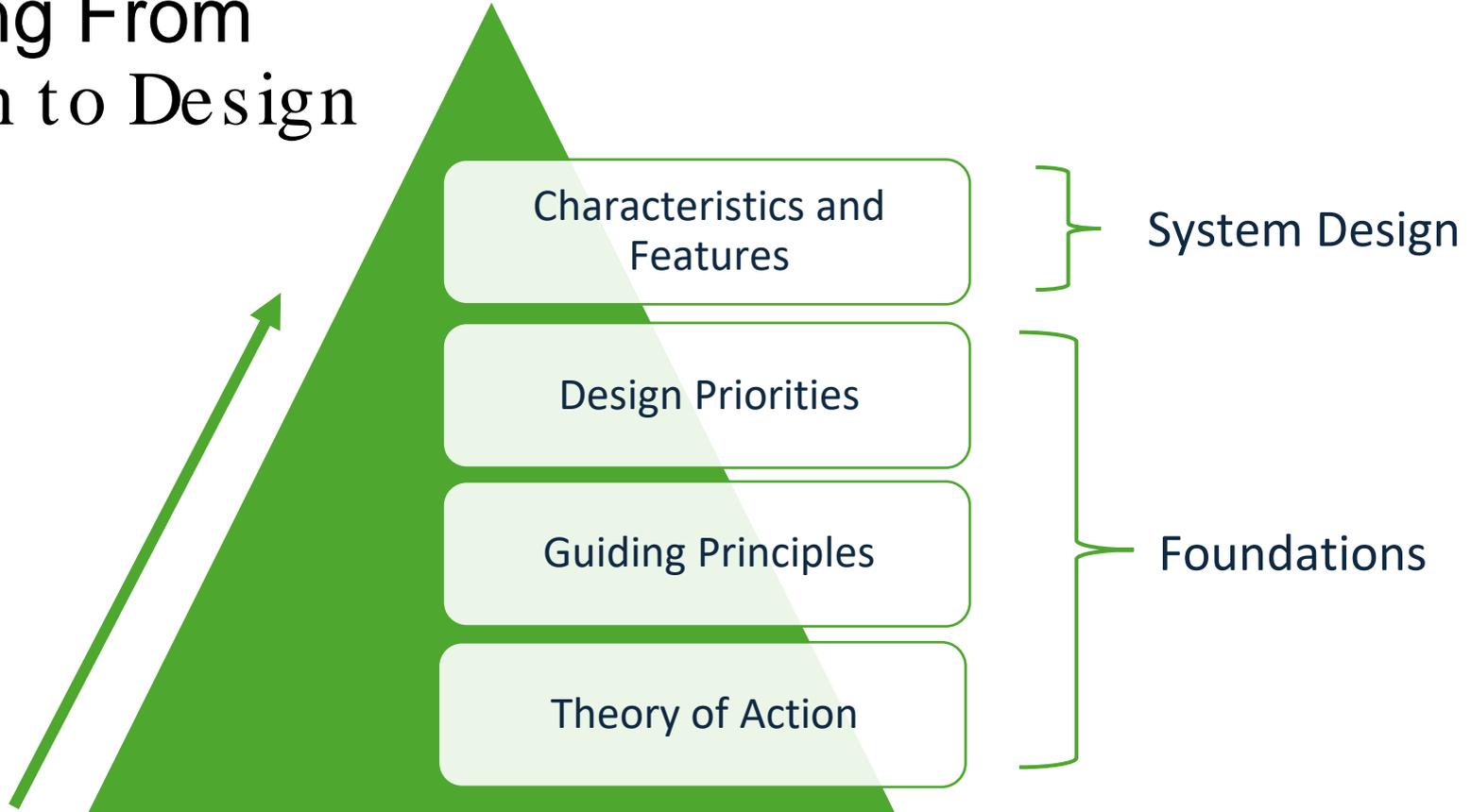
**Methodological
Choices**

Growth
Weighting



Takeaways

Moving From Vision to Design



Theory of Action: The Foundation

At the foundation of any credible accountability system is a well-explicated **Theory of Action (TOA)**

TOA reflects a hypothesis for how the system will bring about the desired changes, including conditions and assumptions that must hold.

Acts as a blueprint to show how the elements are intended to come together to reach the desired result.

Guides inevitable decisions regarding priorities and tradeoffs

Works as a framework to construct and evaluate a validity argument

Guiding Principles



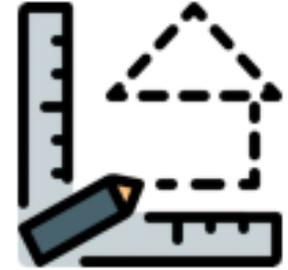
- Guiding principles are the core ideas that guide decisions about the system.
- They help support the theory of action to ensure the state's vision for education is achieved.

Examples

- **Coherence:** The system is mutually supportive, balanced, and compatible at multiple levels (e.g., state, district, school).
- **Reciprocity:** Ensure that personnel charged with performance expectations are equipped with the knowledge and resources to achieve intended outcomes.
- **Utility:** Processes and outcomes are clear and useful to stakeholders.

Design Priorities

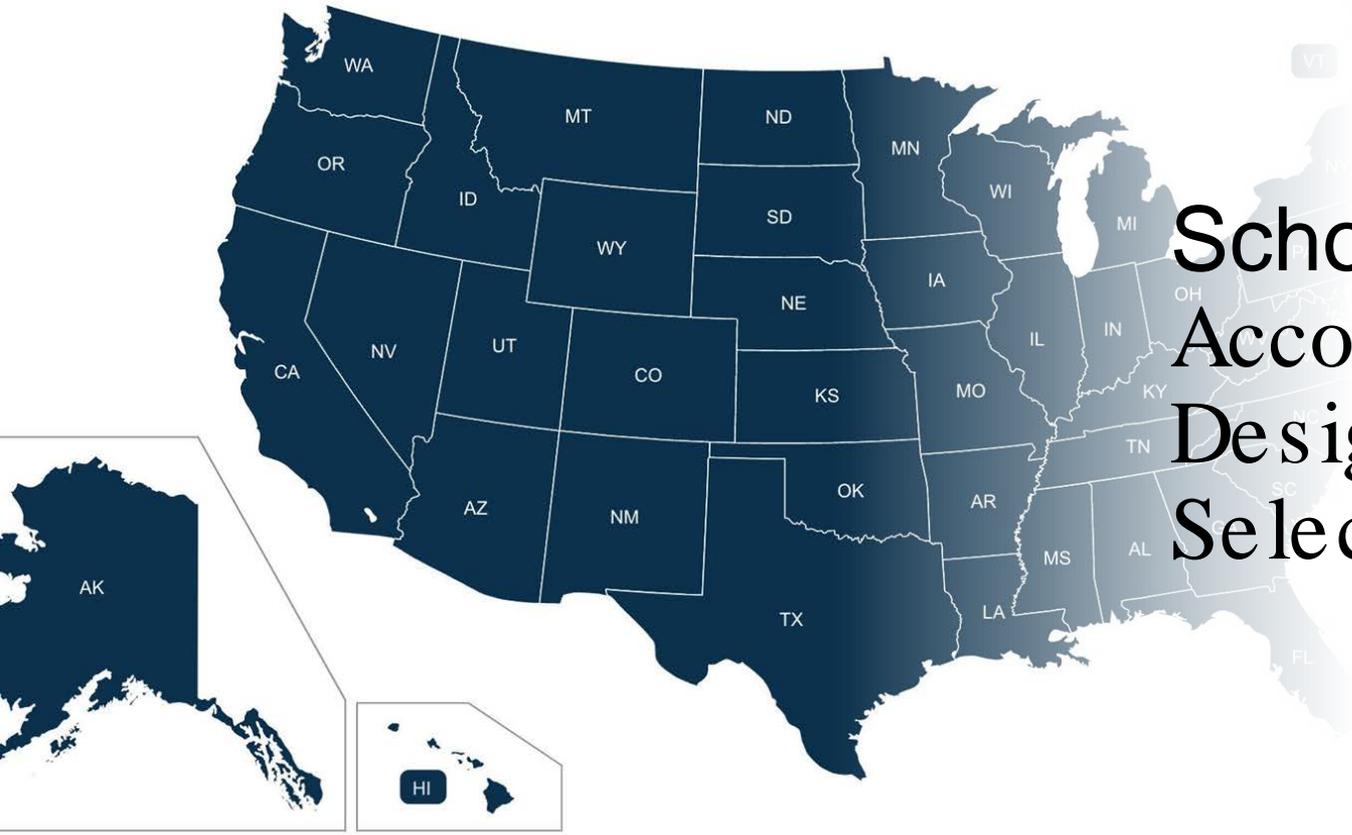
- It is important to articulate and prioritize the design features necessary to support the theory of action and guiding principles
- Design priorities help navigate tradeoffs such as:
 - comparability and flexibility
 - simplicity and complexity
 - status and growth



Characteristics and Features

- This addresses the ‘nuts and bolts’ of the system design which operationalize and support the theory of action, principles, and priorities.
- For example:
 - Performance indicators, measures
 - Performance expectations
 - Weighting scoring and aggregation procedures
 - Reporting decisions
 - What will be included in the system vs. just reported?
 - Consequences and supports





School Accountability Designs: Selected Cases

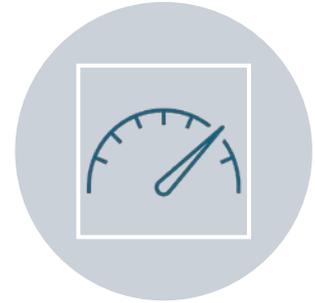
Three Examples



STAYING CLOSE TO THE
REQUIREMENTS OF
ESSA (OKLAHOMA)



DUAL SYSTEMS
(MICHIGAN)



DASHBOARD
APPROACH
(CALIFORNIA)

Staying close to the sandbox: Oklahoma

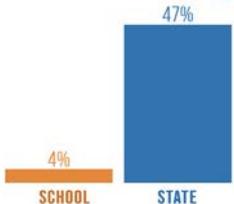
- **Academic achievement:** percent proficient and above on state tests
- **Academic growth:** points based on value-table (no academic growth for HS)
- **Graduation:** points based on composite across rates
- **Chronic absenteeism:** points based on percentage of chronically absent students
- **English Language Progress:** points based on percentage of students making ELP progress
- **Postsecondary:** percentage of students participating in *at least one* post-secondary or workforce related course

ACADEMIC ACHIEVEMENT

F

How prepared are students for the next grade, course or level?

Points Possible: 45



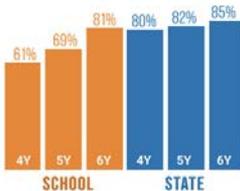
[MORE DETAILS >](#)

GRADUATION

F

Compared to other schools, how well is the school supporting students at graduating in four, five or six years?

Points Possible: 10



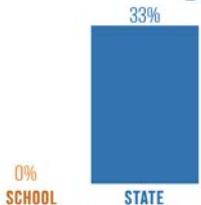
[MORE DETAILS >](#)

ENGLISH LANGUAGE PROFICIENCY PROGRESS

F

How well are English learners meeting their language-acquisition targets?

Points Possible: 10



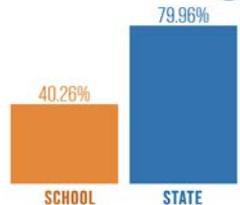
[MORE DETAILS >](#)

CHRONIC ABSENTEEISM

F

What percentage of students is in good attendance?

Points Possible: 10



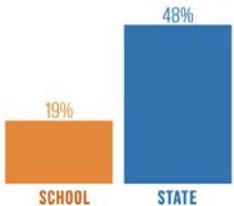
[MORE DETAILS >](#)

POSTSECONDARY OPPORTUNITIES

D

How well are schools helping students gain early college and career exposure?

Points Possible: 10



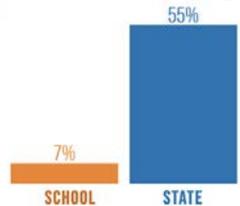
[MORE DETAILS >](#)

OVERALL CSI

F

How did the school perform overall?

Points Possible: 85



* School did not meet federally mandated 95% participation.

Oklahoma: High School View

Key differences from CO SPF



More status-driven



Growth calculated using a “value table”



Only one postsecondary readiness indicator



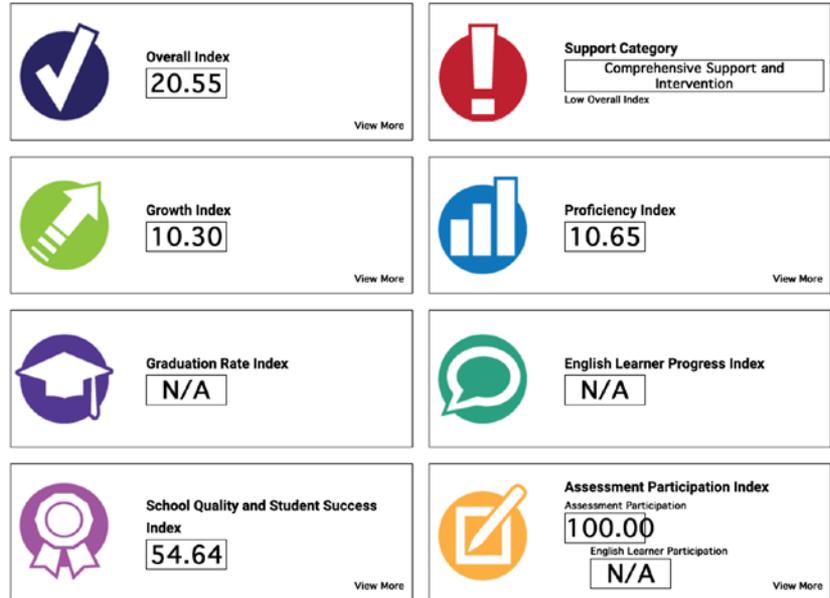
School classifications communicated as grades

Dual Systems/Multiple Views: Michigan

- School Accountability using an index approach - composite used only to identify federal tiered status
- School Accountability using grades - required by state law in 2018 and to be discontinued in 2023-24
- Parent Dashboard for school transparency

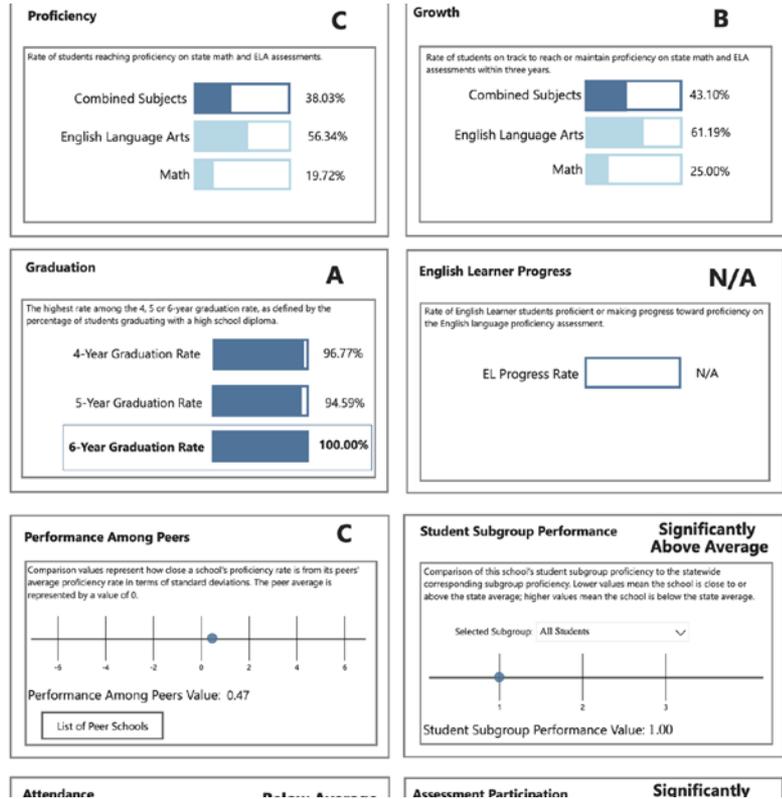
Index Approach

- Overall index score
- Achievement
- Growth
- Graduation rate
- ELP Progress
- Test Participation
- School Quality and Student Success:
 - Chronic Absenteeism
 - Access to arts/PE
 - Access to Librarians/media specialists
 - HS - Advanced coursework (includes CTE)
 - HS - Post-secondary enrollment



School Grades

- No **overall** grade assigned to schools
- Grade (or label) assigned to each indicator
 - Proficiency
 - Growth
 - Graduation
 - ELP progress
 - Performance among peers
 - Student subgroup performance
 - Attendance
 - Assessment participation

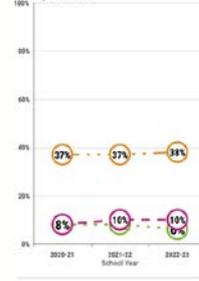


Parent Dashboard

- Various views capturing:
 - Student Data
 - Behavior
 - Academic performance
 - Academic progress
 - Graduation
 - College and Career Readiness
 - Staff data
 - Ratio of students to instructional staff
 - Ratio of students to support staff
 - Teacher years of experience
 - Qualified teaching staff

Performance Summary

Percent of students proficient in all subjects on state tests

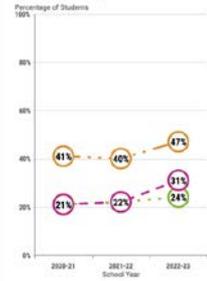


Key:



Progress Summary

Percent of students who are making progress towards proficiency or increasing their proficiency in all subjects on the state tests.



Key:



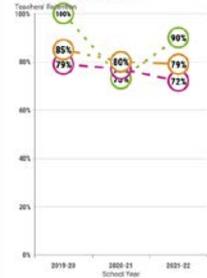
Ratio of Students to Instructional Staff

Data reflects "All Students" regardless of student group selected. The data are displayed in terms of Full Time Equivalency, where "1" represents a full-time staff member.



Teacher Retention

Displays how many teachers are retained year over year at the same school.



Key Differences from CO SPF



Distinct frameworks for communicating information about schools



Auxiliary Parent Dashboard built for parents with input from parents



Growth using SGPs is evaluated against adequate growth



Broad array of school quality and school success indicators valued by stakeholders represented in index model



Final index score assigned to schools not translated into school classifications (e.g., “excellent”) - except for identifying which schools require federal tiered supports

Dashboard: California

- Key design principles used to guide development and future changes
- Color ratings assigned for five leading indicators based on a combination of status and change from the prior year
- Five “local measures” included for only districts, county offices of education and charter schools

Combining Status and Prior Year Performance

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange



Red



Orange



Yellow



Green



Blue

Lowest Performance

Highest Performance

High School Dashboard

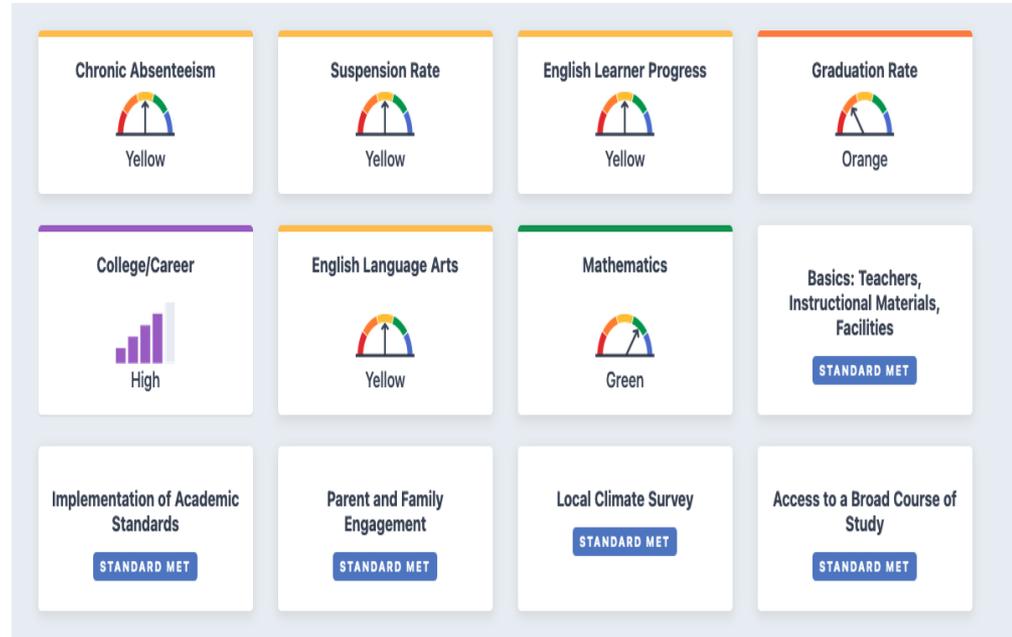
The College/Career indicator:

- Allows for meeting one workforce readiness or post-secondary criteria to evaluate levels of preparedness



District dashboard

- Key elements:
 - English language arts
 - Mathematics
 - Suspension rate
 - Chronic absenteeism (E and M)
 - Graduation rate (H)
 - English learner progress
 - College and career (H)
- Local indicators
 - 5 areas required





Identifying schools for support

Business rules for identifying lowest performing schools based on the following hierarchical criteria:

- Schools with all Red indicators
- Schools with all Red indicators but one indicator at another status level
- Schools with five or more indicators where the majority are Red

Must identify “not less than five percent of title 1 funded schools” according to the above criteria.

Key Differences from the CO SPF approach



Current and prior year performance evaluated to determine rating for each indicator



Currently communicates performance change from prior year as “growth” and this is equally weighted with status to evaluate academic outcomes



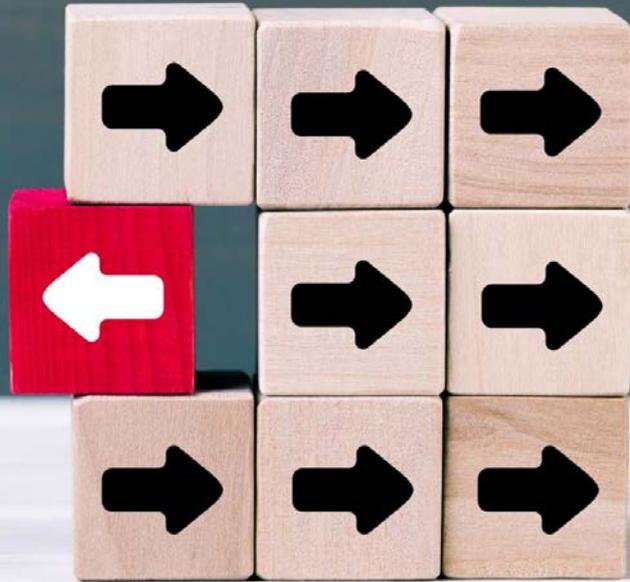
No overall ranking/rating of schools communicated to public



Constructed to identify strengths, weaknesses, areas for improvement - decision rules used only to identify schools requiring support



Local measures factored in as part of district accreditation and charter school evaluations



Methodological Choices

- Growth
- Weighting

Four Views of School Performance

Achievement (in relation to standards)	<i>Status</i> What performance is required on the selected assessment(s)? For example: percent proficient or mean scale score.	<i>Improvement</i> Is the performance of successive group increasing from year to year? For example: change in percent proficient, also termed “trend.”
Effectiveness (in relation to past performance)	<i>Growth</i> Are students making expected progress as they move from one point in time to another. For example, gain score or growth percentile.	<i>Acceleration</i> Is the school or group becoming more effective or improving more rapidly? For example: comparison of growth rates for schools or groups?

Adapted from: Gong, B. (2002). *Designing School Accountability Systems: Toward a Framework and Process*.

Common Approaches to Growth

Model	Key Question
Gain Score	What is the magnitude of progress on a vertical scale?
Growth to Standard	Is the student's progress 'on-track'?
Categorical (Value Table)	Has the student transitioned from one performance category to another?
Growth percentile	How does the student's growth compare to his or her 'academic peers'?
Regression or Value-added*	Controlling for selected factors, has the student grown more or less than expected?

* Value-added is more a verb than a noun, it describes a use-case intended to isolate effects, which can be applied to multiple models.

What models are states using for accountability?

Growth Model	Count	States
Student Growth Percentiles	23	AZ, CO, DC, GA, HI, IA, IN, MA, MD, MI, NV, NH, NJ, NM, NY, OR, RI, SD, UT, VT, WA, WI, WY
Value-Table	12	AK, FL, IN, KY, ME, MN, MS, NE, OK, TN, VA, WV
Growth to Standard	10	AZ, CT, ID, IN, KY, LA, MI, NV, SD, UT
Value Added	9	AR, LA, MO, NM, NC, OH, PA, SC, TN
Gain Score	3	AL, ND, TX
Other	3	DE, IL, MT

Data Quality Campaign (January, 2019) *Growth Data, It Matters and It's Complicated*

Key Considerations

- There is no single 'gold standard' for producing measures of academic growth
- Decisions are influenced by policy, practical, and technical factors

Policy	What questions do we want to answer? What is 'good enough' growth? Should background factors be included? Which ones?
Practical	To what extent is the model easy to understand? To what extent is the model configurable? Can the model be implemented with current constraints?
Technical	Is there an established record of research to support intended interpretations and uses? Are growth estimates sufficiently precise? Can scores be meaningfully compared?

Accountability Factors

Beyond selecting the model, there are important considerations for incorporating it in accountability.

- What tests are included?
- What is the growth expectation?
- How will it be aggregated for groups and schools?
- What is the influence or weight in the overall system?

Weighting Indicators

- Work that we've done with different states:
 - Building consensus on values (guiding principles/design priorities) to inform weights:
 - Placing more importance on evaluating student performance through longitudinal performance over time rather than status snapshots?
 - Placing equal value on workforce and post-secondary readiness indicators?



Assigned weights may not reflect their actual contribution

- Nominal weights: the assigned or intended influence on the final scores
- Effective weights: the actual influence each indicator exerts

Why aren't these the same?

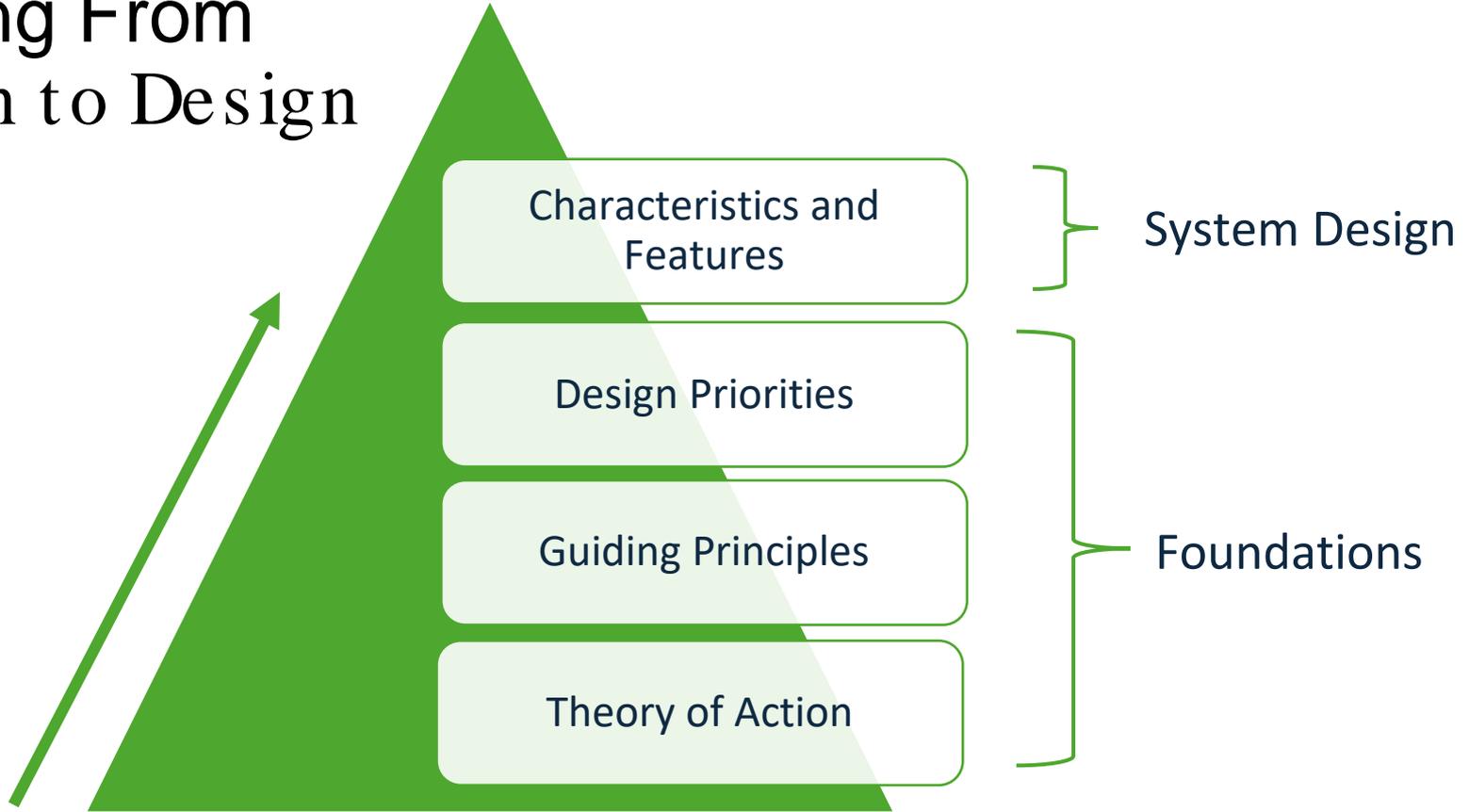
- The variance (or spread) of scores for indicators makes a big difference.
- Example: If we combine attendance (which ranges from 90 to 100) with proficiency (which ranges from 0 to 100), proficiency will have more influence in the ordering of outcomes.

Takeaways

Considerations for
your work



Moving From Vision to Design



Considerations for Building

- The investments you make early on to determine values and priorities are critical to inform design decisions
- System design involves tradeoffs and unintended consequences. For example:
 - Flexibility versus comparability
 - Simplicity versus complexity
- There is no single 'gold standard.' The characteristics and features of the system should reflect clear criteria.
- A guiding theory of action can serve as both a blueprint for design and means to evaluate how well it is working.

Let's Discuss: Activity Instructions



10 minutes

SMALL GROUP DISCUSSION
(1-2 members near you)



20 minutes

WHOLE GROUP Q&A
(ask questions to the Center and CU Boulder)

Discuss and capture on Post-It note:

- **What did you hear?**
- **How might it impact our work?**
- **What questions do you still have after the presentation?**

***Any remaining questions from the Post-It notes will be placed in the Parking Lot for follow-up.**

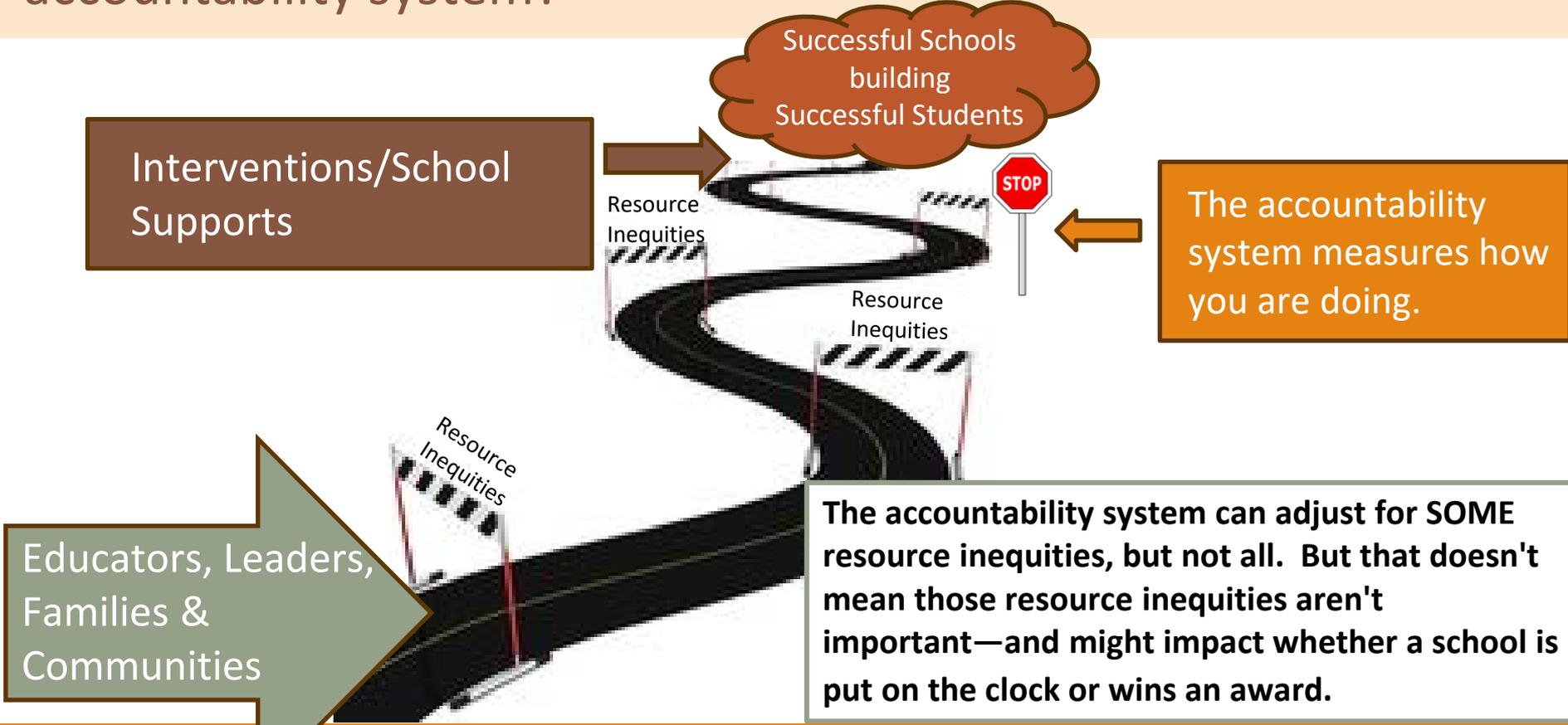
Next steps



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What do resource inequities have to do with the accountability system?



Let's Discuss: Activity Instructions



3-5 minutes

SMALL GROUP DISCUSSION
(1-2 members near you)



5-10 minutes

WHOLE GROUP Q&A

- **Round 1:** Reactions to the framing? What resonates and how might you be thinking differently of resource inequities and accountability?
- **Round 2:** Based upon whole group discussion.
- **Round 3:** Based upon whole group discussion.

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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 has been featured in a children's book?
- Which task force member has lived, studied and taught in Thailand and is fluent in Thai?
- Which task force member can whistle like a baby chicken?

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Study and Discussion: Resource Inequities and the Accountability and Accreditation System



Driving Questions/Aims:

For which resource inequities...

1. Does the accountability system already account for? In what ways? To what degree? Should it?
1. Does the accountability system *not* account for? To what degree? (perhaps address but not sufficient)
1. Require consideration beyond the accountability system? (i.e., they are critical to address but can't alone be solved by the accountability system)

Study and Discussion: Activity Instructions



**5 or so minutes
TOGETHER**

**15 minutes
ON YOUR OWN OR
WITH A PARTNER**

**30 minutes
SMALL GROUP**

**30-35 minutes
WHOLE GROUP**

**Ed First introduces
framework for
studying resource
inequities and
accountability**

**Task Force members
apply framework**

**Members share
outcome from
independent time
and identify strong
examples**

**Together, we will
report out and
discuss from small
groups**

Study and Discussion: Activity Instructions



5 or so minutes
TOGETHER

Education Accountability Act Legislative Declaration

The legislative declaration for Colorado’s accountability system defines the purpose of the system as – mainly – to monitor and report on performance.

Key words from Declaration:

- “to focus attention”
- “measure”
- “provide information to”
- “hold [stakeholders] accountable for”
- Note: “rewards success and provides support for improvement at each level” also included

C.R.S. 22-11-101. Short title.

This article shall be known and may be cited as the “Education Accountability Act of 2009”.

Source:>. 2009: Entire article R&RE, (SB 09-163), ch. 293, p. 1459, §1, effective May 21.

C.R.S. 22-11-102. Legislative declaration.

(1) The general assembly hereby finds that an effective system of statewide education accountability is one that:**(a)** Focuses the attention of educators, parents, students, and other members of the community on maximizing every student's progress toward postsecondary and workforce readiness and postgraduation success;**(b)** Reports information concerning performance at the state level, school district or institute level, and individual public school level that is perceived by educators, parents, and students as fair, balanced, cumulative, credible, and useful;**(c)** Provides more academic performance information, and fewer labels, to move from a punitive accountability system to one that is positive and focused on learning and achieving high levels of academic performance; and**(d)** Holds the state, school districts, the institute, and individual public schools accountable for performance on the same set of indicators and related measures statewide, ensures that those indicators and measures are aligned through a single accountability system, to the extent possible, that objectively evaluates the performance of the thorough and uniform statewide system of public education for all groups of students at the state, school district or institute, and individual public school levels, and, as appropriate, rewards success and provides support for improvement at each level.**(2)** The general assembly further finds that an effective education accountability system will be built around implementation of the Colorado growth model that:**(a)** Uses a common measure to describe in plain language how much academic growth each student needs to make and how much growth



Study and Discussion: Note-taking Template

Prompt:	Considerations...
1. What is the resource inequity (or inequities)?	<ul style="list-style-type: none">• Use the Workbook from 1/9• Okay to combine• Point to evidence (e.g., note scale of issue, groups affected – anecdotally or otherwise)
2. Does the accountability system account for the impact of this resource inequity?	<ul style="list-style-type: none">• Yes, both/and, no? Should it?
3. Explain your reasoning	<ul style="list-style-type: none">• Provide 2-3 sentences
4. Highlight as bright spot? Suggestion for improvement?	<ul style="list-style-type: none">• If you have one, share it• Also okay if you do not have one currently
5. Consideration of potential risks or consequences (at all levels)	<ul style="list-style-type: none">• If you propose a suggestion, please provide 2-3 sentences that consider risks/consequences



Study and Discussion: Example(s)

<p><u>Personnel</u></p> <p><i>Includes high-quality, well trained and experienced staff that have the time and resources for ongoing professional learning and collaboration, the opportunity for innovation and skill working with all students, i.e. ELLs, those with IEPs</i></p>	<p><u>Governance</u></p> <p><i>Includes local and state policies, laws, priorities and incentives to protect students and enable educators to meet student needs. Districts/schools should be empowered to allocate resources to meet the needs of their students' particular needs.</i></p>
<p><u>Curriculum and Instruction</u></p> <p><i>Includes high-quality, culturally relevant instruction and tasks aligned to state standards; postsecondary/advanced learning opportunities; grade level instruction and tiered supports; and high-quality assessments</i></p>	<p><u>Facilities and Transportation</u></p> <p><i>Students have access to high-quality facilities and transportation that allow them to access resources and supports. Includes quality facilities in good repair that are accessible to all.</i></p>
<p><u>Funding</u></p> <p><i>Funding that provides adequate access to resources and helps meet priorities; includes grants, state and federal funding, donations and fundraising, and community or private partnerships</i></p>	<p><u>Family and Community Supports</u></p> <p><i>Schools have access to external assets including strong culture, community school models, parent/family engagement and support from postsecondary and businesses.</i></p>



Study and Discussion: Example

Personnel

In the space below, define what the inequity is that is causing some students to not succeed and provide an example of how it appears in CO schools...

- Not being able to hire a math teacher for multiple years due to fiscal and geographic limitations had led to extensive use of on-line education (up to six + hours per day)
- There can be a challenge to recruit teacher candidates to schools on the clock or schools that are not as well resourced. This also leads to teachers who are new to the profession in more struggling schools.
- Inequities with resources to gain grants to gain personnel or support – some district

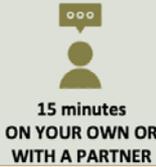


5 or so minutes
TOGETHER

Study and Discussion: Example

Prompt:	Notes:
1. What is the resource inequity (or inequities)?	<ul style="list-style-type: none">• Teacher recruitment is a challenge in schools rated low on the accountability system• <i>Evidence includes: (remember: causation vs. correlation)</i>
2. Does the accountability system account for the impact of this resource inequity?	<ul style="list-style-type: none">• <i>Yes and no, maybe, should it?</i>
3. Explain your reasoning	<p><i>FOR ILLUSTRATIVE PURPOSES ONLY:</i></p> <ul style="list-style-type: none">• <i>It's possible that the ratings may inadvertently undermine (or incentivize) a teacher's interest in joining a school</i>• <i>The state provides recruitment support for schools on the clock</i>
4. Highlight as bright spot or suggestion for improvement?	<ul style="list-style-type: none">• <i>Thoughts?</i>
5. Consideration of potential risks or consequences (at all levels)	<ul style="list-style-type: none">• <i>Update if suggestion exists</i>

Study and Discussion: Independent Time



PLEASE KEEP IN MIND:

The legislative declaration for Colorado’s accountability system defines the purpose of the system as – mainly – to monitor and report on performance.

Key words from Declaration:

- “to focus attention”
- “measure”
- “provide information to”
- “hold [stakeholders] accountable for”
- Note: “rewards success and provides support for improvement at each level” also included

Prompts...	Considerations...
1. What is the resource inequity (or inequities)?	<ul style="list-style-type: none"> ● Use the Workbook from 1/9 ● Okay to combine ● Point to evidence (e.g., note scale of issue, groups affected – anecdotally or otherwise)
2. Does the accountability system account for the impact of this resource inequity?	<ul style="list-style-type: none"> ● Yes, both/and, no? Should it?
3. Explain your reasoning	<ul style="list-style-type: none"> ● Provide 2-3 sentences
4. Bright spot? Suggestion for improvement?	<ul style="list-style-type: none"> ● If you have one, share it
5. Consideration of potential risks or consequences (at all levels)	<ul style="list-style-type: none"> ● If you propose a suggestion, please provide 2-3 sentences that consider risks/consequences



30 minutes
SMALL GROUP

Study and Discussion: Small Group Discussion (4/group)

PLEASE KEEP IN MIND:

The legislative declaration for Colorado's accountability system defines the purpose of the system as – mainly – to monitor and report on performance.

Key words from Declaration:

- “to focus attention”
- “measure”
- “provide information to”
- “hold [stakeholders] accountable for”
- Note: “rewards success and provides support for improvement at each level” also included

Pick someone to keep track of time and to take lead in reporting out to the whole group

Protocol:

1. **[5 minutes/member] Each person shares findings without interruption. When a member is done sharing, the group responds:**
 - Thanks member for sharing
 - Ask clarifying questions (e.g., what did you mean by X?)
 - Highlight points of agreement and flag any wonderings or disagreements
2. **[last 10 minutes] When all members have shared:**
 - Note resource inequities that came up frequently
 - Note accountability issues that came up frequently
 - Pick 2-3 examples to share with the whole group



30-35 minutes
WHOLE GROUP

Study and Discussion: Whole Group Discussion

For the resource inequities your group wishes to highlight...

Prompts...	Considerations...
1. What is the resource inequity (or inequities)?	<ul style="list-style-type: none">• Use the Workbook from 1/9• Okay to combine• Point to evidence (e.g., note scale of issue, groups affected – anecdotally or otherwise)
2. Does the accountability system account for the impact of this resource inequity?	<ul style="list-style-type: none">• Yes, both/and, no? Should it?
3. Explain your reasoning	<ul style="list-style-type: none">• Provide 2-3 sentences
4. Highlight as bright spot? Suggestion for improvement?	<ul style="list-style-type: none">• If you have one, share it
5. Consideration of potential risks or consequences (at all levels)	<ul style="list-style-type: none">• If you propose a suggestion, please provide 2-3 sentences that consider risks/consequences

Study and Discussion: Activity Instructions



30 minutes
SMALL GROUP



30-35 minutes
WHOLE GROUP

Continue work from last time your progress on the Accountability System

- **What are key aspects that are working? With examples.**
- **What are opportunities for improvement? With examples.**
- **Is there anything you want to prioritize for further study/discussion?**

Discussion: Additional Group Processing

School	District	State	Advocacy
<ul style="list-style-type: none">• Lindsey Gish• Amie Baca-Oehlert• Dr. Robert Mitchell• Catie Santos de la Rosa• Mark Sass	<ul style="list-style-type: none">• Dr. Wendy Birhanzel• Tomi Amos• Dr. Rob Anderson• Dr. Don Haddad• Ted Johnson• Erin Kane• Dr. Anne Keke• Ryan Marks• Tony May• James Parr• Dan Schaller• Lisa Yates	<ul style="list-style-type: none">• Rebecca McClellan• Dr. Rhonda Haniford• Tami Hiler	<ul style="list-style-type: none">• Pam Bisceglia• Dr. Brenda Dickhoner• Kathleen Duran• Alison Griffin• Nicholas Martinez• Jen Walmer <p data-bbox="1396 726 1850 988">PLEASE CHOOSE WHETHER YOU WOULD LIKE TO FORM YOUR OWN GROUP OR INTEGRATE INTO OTHER GROUPS</p>

Agenda

- 10:00 - 10:30 **Welcome and Overview**
- 10:30 - 11:30 **Presentation + Q&A:** State Scan of Accountability Systems by CU-Boulder
- 11:30 - 12:10 **Discussion:** Aligning on Resource Inequities
- 12:10 - 12:40 **Lunch**
- 12:40 - 2:10 **Study and Discussion:** Resource Inequities and the Accountability and Accreditation System
- 2:10 - 2:20 **Break**
- 2:20 - 3:05 **Discussion:** Additional Group Processing
- 3:05 - 3:35 **Review:** Draft Interim Report
- 3:35 - 4:00 **Closing**

Let's take a 10-minute break!



Agenda

- | | |
|---------------|--|
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| 3:35 - 4:00 | Closing |

Discussion: Additional Group Processing

- What resource inequities came up during whole group that your group chose to focus on?
- How do you see these resource inequities in your role as a _____?
- In what ways do you see the accountability system accounting for this resource inequity?
 - Highlight positives and areas for improvement, when possible
- What suggestions do you have to further strengthen the accountability system to better account for this resource inequity? And what are the potential risks/consequences, if any?

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- 3:35 - 4:00 **Closing**

Draft Interim Report Review: Activity Instructions



10 minutes

INDEPENDENTLY



20 minutes

WHOLE GROUP DISCUSSION

On your own...

- **Review your and your task force members' comments from the draft interim report pre-read.**
- **Respond to comments or add new ones as you see fit.**

As a whole group:

- **After reading everyone's notes on the report, is there anything you would like to discuss?**

Next Steps for Draft Interim Report

TF members review first draft of report and add comments by 1/19.

Ed First will incorporate TF comments; share second report draft complete by 1/31.

TF members review second draft of report and add final comments by 2/9.

Ed First will draft final version of report and Chairs will send to legislature no later than 3/1.

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Roadmap: Phase I – Interim Report & “The What”

November 3	December 1	January 9–VIRTUAL	 January 17
Refine and adopt the final road map.	Review & identify priorities from Nov meeting	Review & identify priorities from Dec meeting	Review & identify priorities from first Jan meeting
What are the academic opportunities that may impact academic achievement gaps?	What are promising practices within Colorado?	What are the opportunities for improvements to the accountability and accreditation system to expand and incentivize academic opportunities?	Review & identify interim report details that outline the “ <i>what(s)</i> ” that are higher priority for the task force
What are the inequities that may impact academic achievement gaps?	What are promising practices from other states?	What are the opportunities for improvements to the accountability and accreditation system to address inequities?	
Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.	Look ahead to next meeting to identify areas to prepare resources.

- Content and agendas for these meetings to be developed from task force feedback, along with the “tools” listed in legislation.
- Feedback from “parent organization, student organizations and additional stakeholders as needed” to be incorporated throughout Phase I as identified by Task Force members.

Roadmap: Phase II – Interim Report & “The How”

February 21	March 12	April 2	May 7
<p>How do we improve on the “what’s” that were identified as priorities by the task force in the “Academic opportunities or inequities that may impact academic achievement” section?</p>	<p>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?</p>	<p>How do we incorporate priorities from the “promising practices in schools and districts” section?</p>	<p>How do “rules or legislation” need to change?</p>

- At least one additional meeting may be needed to finalize the report.
- Feedback from “parent organizations, student organizations and additional stakeholders as needed” to be incorporated throughout Phase II as identified by Task Force member.

Upcoming Meeting Dates

Review upcoming meeting dates

- **February 21**
- March 12
- April 2
- May 7
- June 4



How well do you know your fellow TF members?

- Which task force member started their teaching career in Puebla, Mexico?
- Which task force member lives in Colorado, but HATES the mountains?
- This task force member played collegiate softball. Who is it?

Next Steps

- Complete post-meeting survey
- Add comments to interim report by 1/19



Thank you!