

Summary Change Document

Accountability and Improvement Planning in the 2024-25 School Year



COLORADO
Department of Education

Overview

The following provides a summary document of changes from previous practice relative to accountability provision, improvement planning, and expectations.

Section	Change(s)	Rationale and Resources
PERFORMANCE FRAMEWORKS		
Years of Data	→ 3-Year frameworks will be calculated in 2024.	Given that there were interruptions in state data availability due to the pandemic, the department was unable to produce three-year frameworks in 2023 and produced two-year frameworks instead. In 2024, CDE will calculate three-year multi-year frameworks. For eligible smaller systems that do not have a large enough n-count for public reporting, CDE will assign an “Insufficient State Data” rating. If the school or district is currently on the accountability clock, then the year on the clock will hold. For Alternative Education Campuses (AECs), all state-calculated AEC data will include three-year calculations. For more information about AEC accountability, see the below section. For more information about clock progressions, see the Performance Watch Labels and Progressions Document .
CMAS Science	→ CMAS science achievement results will be included for points in fall 2024 frameworks. CDE will not include CMAS science participation results for accountability purposes in 2024 performance frameworks, such as in the “decreased due to participation” calculation.	The CMAS science assessment reflected the revised 2020 Colorado Academic Standards for the first time in Spring 2022 but scale scores and performance levels were not initially available. For this reason, science achievement results were not factored into the 2022 transitional frameworks and were re-introduced for informational purposes in the supplemental 2023 framework reports. For the official 2024 plan types, science achievement results will be included for points in the performance frameworks. In both single-year and multi-year frameworks, only 2024 science results will be calculated for points (i.e., 2023 results are informational and will not be included in multi-year frameworks). CMAS science participation results will not be included or factored into participation calculations for accountability purposes. For more information, see the 2023 Informational Results for Performance Frameworks fact sheet .

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Newly Arrived Multilingual Learners	<p>→ Newly Arrived Multilingual Learners (MLs) refers to students with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP) who are recently or newly arrived to U.S. schools within the last 12 months. A subset of Newly Arrived MLs of interest this year includes students with limited or interrupted formal education (SLIFE) who first enrolled in a U.S. school after October 1 of the current school year. Newly arrived MLs have their own unique set of considerations to determine whether a student is counted as a participant or included in other accountability calculations.</p>	<p>State accountability considerations for this group of students are as follows:</p> <ul style="list-style-type: none">• Students who meet the definition of “Newly Arrived ML” count as participants for ELA and are expected to test for Math and Science. Newly Arrived MLs meeting the definition of SLIFE and enrolled after October 1 of the current year may not be required to test. They will still be counted as participants for Math and Science participation calculations in the 2024 performance frameworks, but will not contribute to a rating being decreased due to participation.• “Newly Arrived MLs” are excluded from achievement and growth calculations in their first year, even if they test.• “Newly Arrived MLs” are excluded from graduation, dropout, and matriculation rate calculations in their first year because these data are reported on a lagged basis. <p>For more information about inclusion in accountability and participation calculations, see the Newly Arrived Multilingual Learners fact sheet and the participation and accountability guide. For assessment and federal accountability considerations, see the State Content Assessment Guidance for NEP/LEP Students who Recently Arrived in the U.S.. Note: For extenuating circumstances, contact the Assessment team directly.</p>

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<p>UPDATED June 2024: Matriculation Sub-Indicator</p>	<p>→ Beginning with 2024 frameworks, a new “Postsecondary Program” pathway will be added in the matriculation sub-indicator.</p>	<p>Students who have been enrolled in ASCENT, P-TECH, or T-REP programs during their 5th year of high school will now automatically count as successes and be included in the numerator for the matriculation sub-indicator during the year they have been coded as a graduate. Results for this group will also be reported as a separate pathway called “Postsecondary Program” on the performance frameworks. Similar to reporting for other matriculation pathways (i.e., 2-year, 4-year, CTE, and military enlistment), these results will be reported for informational purposes only and will not contribute additional points to framework scores. Points on the performance framework for matriculation are aggregated and calculated for any student who meets any matriculation pathway. Additional information about matriculation is available in the Matriculation Sub-Indicator fact sheet.</p>
<p>UPDATED June 2024: Parent Excuse Coding</p>	<p>→ A parent excuse code is used when a parent excuses their child from participating in state content assessments. The Assessment Division released guidance for how to code parent excusals for accountability calculations and reporting.</p>	<p>For accountability purposes, a parent excuse code is used to remove a student assessment record from the accountability participation rate calculation that determines whether a school or district’s rating is decreased due to participation. This guidance document from the Assessment Division includes additional detail on the steps to process a Parent Excuse code for both CMAS and PSAT/SAT. More information about this and other participation considerations for accountability are available in the participation and accountability guide.</p>

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<p>UPDATED June 2024: Insufficient State Data (ISD): Small Tested Population</p>	<p>→ In certain circumstances, districts and schools may receive ISD ratings with an additional descriptor. “Small Tested Population” refers to schools and districts that do not enroll enough students in tested grades to calculate a performance rating. Beginning in 2023 due to the ability to calculate multi-year data sets, CDE changed the calculation methodology that determines whether a school or district is identified as “Small Tested Population”.</p>	<p>In order to more accurately identify smaller systems that are unlikely to ever meet minimum reporting requirements for the frameworks, the following methodology will be used to reassign schools and districts as “Small Tested Population” this fall:</p> <ul style="list-style-type: none"> ● Overall framework rating for the official framework was Insufficient State Data ● Not currently on the clock or on watch ● Not an Alternative Education Campus if a school, or not only serving Alternative Education Campus schools if a district ● No reportable data in the achievement or growth indicators for CMAS/CO PSAT English Language Arts or Math ● For multi-year participation data: <ul style="list-style-type: none"> ○ Less than 40 students in one or more elementary, middle, or high school levels ○ Less than 60 students in any individual elementary, middle, or high school level ○ Total Participation Rate across all grade levels greater than or equal to 84.5% <p>Additional information about ISD is available in the Assigning Insufficient State Data Ratings fact sheet.</p>

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<p>UPDATED June 2024: PSAT/SAT - Transition to Digital Test</p>	<p>→ Due to the College Board’s recent transition to an adaptive digital PSAT/SAT assessment, CDE is planning to conduct a comparability study between historical PSAT/SAT data and the results from Spring 2024.</p>	<p>CDE annually reports PSAT/SAT achievement and growth data as part of the school and district performance frameworks. Beginning in Spring 2024, the College Board transitioned to an adaptive digital PSAT/SAT assessment. As soon as finalized state-level data are available for accountability use (scheduled for July), CDE will conduct a study comparing 2024 PSAT/SAT assessment results with 2023 results from the prior paper-based version. Differences between 2024 and 2023 results may be attributed to a variety of factors, including true differences in student achievement, the new computer-based administration mode, a different technical model, new item models within the assessment, and adjustments to content distributions. Currently, CDE plans to include 2024 PSAT/SAT data in performance frameworks. However, if needed, CDE will re-norm the accountability cut scores (i.e., 15th, 50th, 85th percentile) for PSAT and SAT results in both the achievement and postsecondary & workforce readiness indicators. We will share the results of study and related changes to the frameworks (if any). For more information on the digital PSAT/SAT assessment transition, the Assessment Division presented to the State Board of Education in May with an update. CDE also discussed the assessment transition with the Technical Advisory Panel (TAP) during the May meeting; slides and the meeting recording are available on the TAP website.</p>
<p>ALTERNATIVE EDUCATION CAMPUS (AEC) PERFORMANCE FRAMEWORKS</p>		
<p>UPDATED June 2024: Attendance and Truancy</p>	<p>→ Attendance and truancy measures will be included in the 2024 performance frameworks for points.</p>	<p>Given changes to the attendance data collection, and the impact of the pandemic on both enrollment and attendance, the attendance and truancy measures were removed from the 2022 and 2023 AEC performance frameworks. CDE has determined that these data are consistent and comparable to previous years and plans to reintroduce these measures in 2024 for points. Within AEC frameworks, attendance and truancy will only include 2024 data. For more information, see the 2023 Informational Results for Performance Frameworks fact sheet.</p>

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UPDATED June 2024: Year of Data	→ AEC state-calculated measures will contain three years of data, other than attendance and truancy (which will include only one year of data).	As mentioned above, it is anticipated that CDE will have enough data to calculate three-year multi-year frameworks for AECs in 2024. For eligible smaller systems that do not have a large enough n-counts for public reporting, CDE will continue to assign an “Insufficient State Data” rating. If the school is currently on the accountability clock, then the year on the clock will hold.

NEW PERFORMANCE FRAMEWORK INDICATOR RESULTS FOR INFORMATIONAL PURPOSES

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On Track Growth Reporting	<p>→ The department is expected to release public reports on the On Track Growth measure, as they are available, for elementary and middle schools. CDE will continue investigating a calculation methodology for high schools and districts. The measure is expected to be included in performance frameworks once all school levels are available.</p>	<p>Colorado’s educational accountability law requires a metric that determines whether a student is making enough growth to reach a target level of achievement within a given timeframe. Called “On Track Growth”, the measure uses a student’s achievement level and determines, based on their year-to-year growth results, whether students either advance to the next performance level (referred to as Catch Up) or maintain grade-level proficiency (referred to as Keep Up). In November 2023, the State Board of Education voted to pause inclusion of On Track Growth in the performance framework. However, they did direct CDE to calculate this measure for elementary and middle schools based on Spring 2024 test results for informational public reporting. CDE and the TAP are currently investigating a methodology for high schools and districts. For more information about On Track growth, go to the Colorado On Track Growth fact sheet. For more information about the Colorado Growth Model, go to the new Growth fact sheet.</p>
EVERY STUDENT SUCCEEDS ACT (ESSA) IDENTIFICATIONS		
Years of Data	<p>→ In 2023, CDE had to use non-consecutive years for three-year aggregates due to state academic assessments not being administered in Spring 2020 and only being administered in some grades in Spring 2021. Beginning in 2024, three consecutive years of assessment data will be available for use again. Moving forward, three consecutive years of data will be used for identification purposes.</p>	<p>The U.S. Department of Education is requiring CDE to revise its methodology for identifying schools for Comprehensive Support and Improvement - Low Graduation Rate. The revised methodology must be based on a 3-year average instead of 3 individual years of graduation rates. CDE will continue to implement its existing methodology in Fall 2024, but will present the results of the 3-year average methodology for informational purposes only. The revised methodology will be implemented beginning in Fall 2025.</p>

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Identification Methodology	→ All other changes implemented in 2023 will apply again in 2024.	The federal identification process (e.g., Comprehensive Support and Improvement, Targeted Support and Improvement) restarted in 2022. In June 2023, CDE received approval from the U.S. Department of Education to make revisions to the ESSA identification methodology to address gaps in data availability due to the pandemic. The approved amendment is posted on the CDE ESSA State Plan website . Revisions, such as removing science as a measure of School Quality and Student Success indicator and using chronic absenteeism rate instead of reduction of chronic absenteeism, were implemented in 2023 and will continue in 2024. For a detailed description of the final changes to the ESSA identification methodology for 2023, visit the Methods for Identification and Exit Criteria for ESSA Support and Improvement website .
UNIFIED IMPROVEMENT PLANNING		
UIP Streamline Template	→ A new template format is available for optional use for the 2024-25 school year.	After a multi-year stakeholder engagement process, the department is releasing a streamlined template for optional use by districts and schools for the 2024-25 school year. Resources, guidance documents, training information is available on the UIP Online System website . Additional changes will be shared as they are finalized, including updates to this document.
UPDATED June 2024: Plan Requirements-Quality Criteria	→ Format and presentation of criteria for meeting plan quality and statutory expectations were revised.	In the streamlining of the UIP template, the presentation of plan expectations were also revisited to improve clarity, readability and reduce redundancy. For more information, see the updated Quality Criteria .
UPDATED June 2024: Plan Requirements-Gifted Education (District Level)	→ Gifted Education Annual Plan requirements will no longer be collected through the UIP	Gifted Education directors will work through the Data Management System to meet these expectations. There will still be expectations related to collaboration, assurances, and reporting in alignment with improvement planning practices to meet state board rule.

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UPDATED June 2024: ESSA School Profile availability	→ ESSA School Profiles will be available in the online system for schools identified for comprehensive, targeted, or additional targeted support and improvement, along with state accountability data, to support understanding of identifications.	The Online UIP system will continue to provide more linked reports and visualizations, such as plans to include the ESSA School Profiles resource. If able to move forward, this means UIP users in schools identified under ESSA would be able to instantly access more information about the reason for identification. ESSA requires LEAs to develop, review, approve, and monitor comprehensive and targeted support and improvement plans. Requirements must be documented within the UIP template for schools identified for Comprehensive Support and Improvement. LEAs may choose the format, including the UIP template, to document requirements for schools identified for Targeted Support and Improvement.