



# Accountability Work Group

11.29.2021

# Agenda

Welcome and Introductions

Lisa Medler & Erin Loften

Recap on 2020-21 AWG and Updates on  
2021-22

Lisa Medler

UIP Re-Envisioning

Susan Barrett & Erin Loften

2022 Accountability and Recommendation on  
Feedback Structure

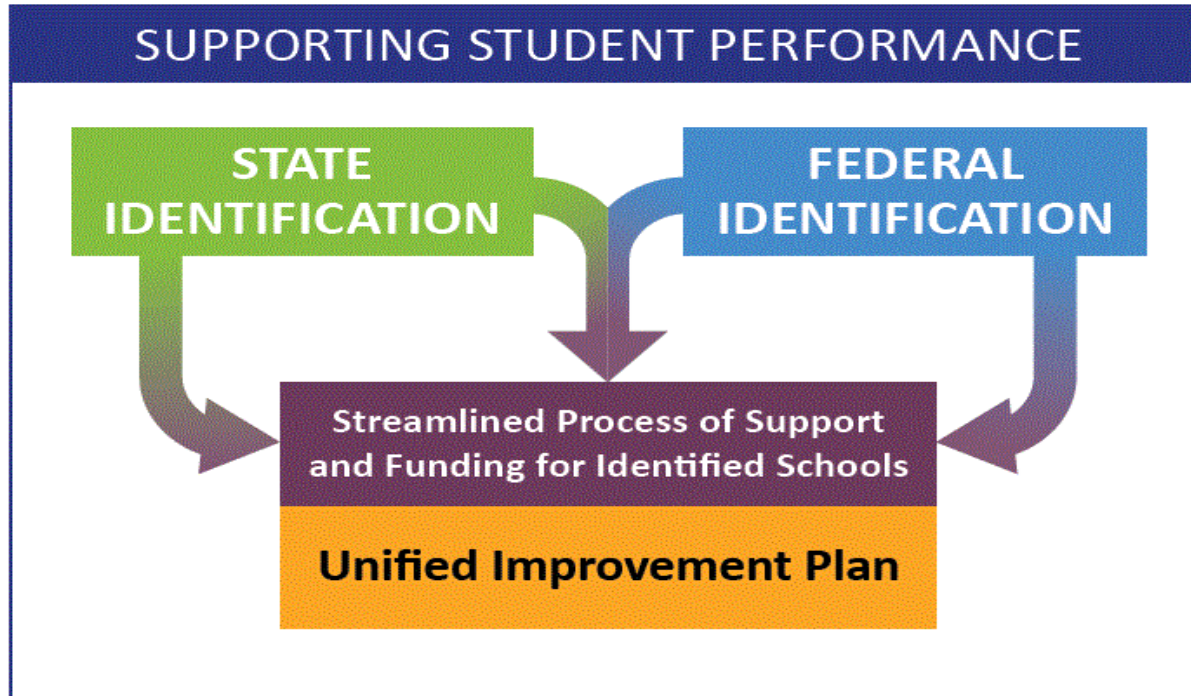
Lisa Medler & Marie Huchton





- 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).

## COLORADO ACCOUNTABILITY SYSTEM



# Caption This!



Go to the jamboard (link in the chat)

On the slides there will be images

Use your creativity to create a caption, dialogue, etc.

Put your name on the sticky



# Recap on 2020-21 AWG and Updates

# 2020-21 AWG Recommendations and Status



| Content Area                     | 2020-21 AWG Recs   | Current Status   | Future Work  |
|----------------------------------|--|--|--|
| Actions for CS School (4+ Years) | Align with state clock where appropriate. Build upon existing improvement efforts and offer a supportive (not punitive) approach.      | Asking USDE about modifications for resuming CS and TS identifications. Exited some CS - Low Grad. | Develop implementation plans   |
| SQSS                             | Chronic absenteeism, Growth to Standard, PWR career readiness, dropout rate, ES/MS readiness   | <a href="#">Recommendations</a> presented to SBE in November with a vote in January.               | Proposal posted for public comment; add any other comments prior to January. CDE will consult with AWG after Jan SBE meeting (e.g., may need to revise ESSA State Plan). |
| Request to Reconsider            | Filtering process that starts with quantitative data (state and local) and then moves to qualitative data (UIP review and site visit). | In process now. CDE recommendations to be shared at January State Board meeting.                   | TBD. May use amended process in future.  |





# Amended Request to Reconsider Process for 2021-22

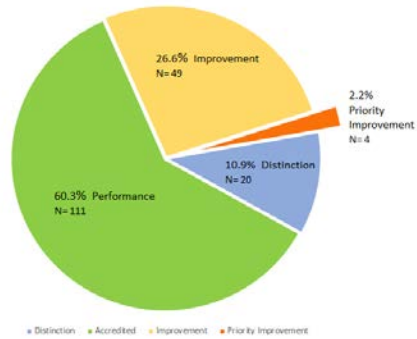
- From HB 21-1161
  - Only available to schools and districts on the accountability clock (Priority Improvement, Turnaround). AECs are included.
  - Plan types may be adjusted, but not years on the clock. Two consecutive years at Improvement or higher are still needed to fully exit.
  - An alternative body of evidence may include state and local assessments and input from the State Review Panel.
  - State board may promulgate rules to determine time frame and process.

| <b>Scenario:</b>                          |                                  |                                       |                                      |
|---|----------------------------------|---------------------------------------|--------------------------------------|
| <b>2019 SPF</b><br>(Rating as of 2020-21) | <b>2021-22</b><br>(Approved R2R) | <b>2022-23</b><br>(Frameworks Resume) | <b>2023-24</b>                       |
| Priority Improvement Y3                   | Improvement Y3                   | Improvement On Watch Y3               | Improvement (Exit performance watch) |

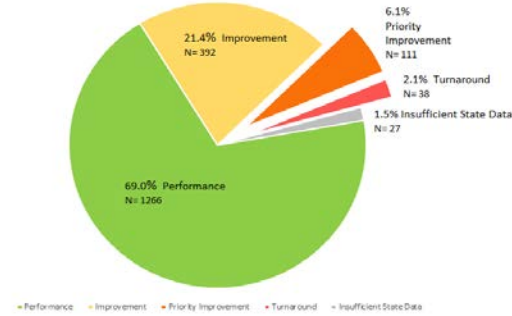
# Districts and Schools on Performance Watch in 2021



## Districts



## Schools



|   | Districts | Schools                      |
|---|-----------|------------------------------|
| # on Clock (PI, Turnaround)                         | 4         | 149 (+2 ISD) across 45 dists |
| Years 1-3   | 3         | 131 (+1 ISD)                 |
| Years 4-5   | n/a       | 13 (+1 ISD)                  |
| Years 6+  | 1         | 5                            |
| # on Watch (Imp, Performance)                       | 2         | 28                           |
| # with an SBE Order (inc Early Action and On Watch) | 2         | 12                           |

\* ISD = Insufficient State Data



# DRAFT Recommendation Capture from AWG to Date



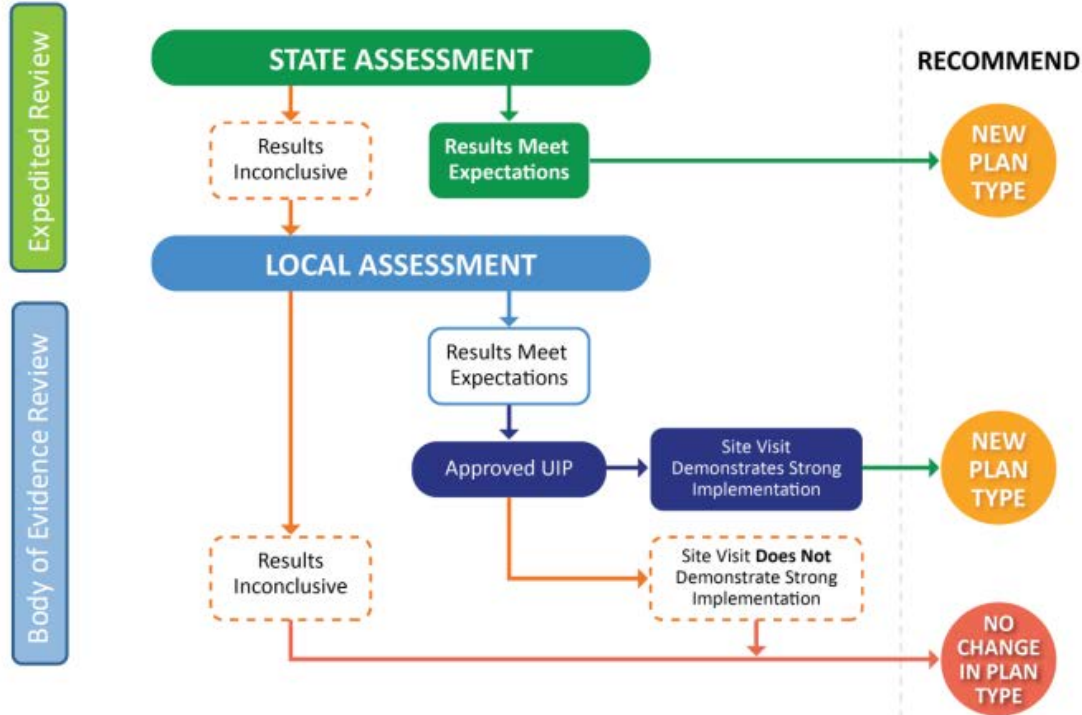
The Accountability Working Group (AWG) consists of regional superintendent representatives, school and district leadership, charter school leadership, CASE, CASB, CEA leaders, advocacy and civil rights group members and parents. The AWG has served as a policy advisory group to research and explore ideas in support of federal and state accountability policies and decision points and to collect input from additional stakeholders in developing recommendations.

## Highlights to date:

- Proposed process worth the effort for districts/schools showing significant improvements
- Staged process (i.e., quantitative review, then qualitative review)
- Participation representativeness and data appropriateness to draw inferences of performance
- Local assessments nationally normed with validity/reliability evidence
- Approximations of performance relative to past state expectations
- Qualitative review should include review of the UIP and then a site visit
- The State Review Panel protocols should be amended to fit this process. The name should be changed to avoid confusion.
- An analysis of non-assessment data may be submitted, but not required
- Build in school improvement supports wherever possible



# Two Pathways





- Conducted expedited analysis and offered option to eligible schools. Some districts accepted.
- Created an expedited plus option (state assessment data and UIP approval) for schools in the 75-85% participation range and with representativeness, after consulting with TAP.
- For the body of evidence pathway, conducted the local data analysis and UIP review. Currently conducting site visits.
- Lessons Learned:
  - Participating schools/districts really appreciated the opportunity -- it was a celebration
  - Lots of work!
  - Representativeness measure may need work
  - UIP review can be a filter
  - Site visit protocol is being tested now
  - What to use for the future?

# UIP Re-Envisioning



## Agenda

1. UIP Re-envisioning process overview and design principles
2. Clarifying questions
3. AWG Input
  - a. Individual input
  - b. Small group discussions
4. Next steps

## Objective

- Solicit input from this group on re-envisioned UIP design principles and next steps for wider stakeholder feedback

# Why this and why now?



- The Unified Improvement Plan has existed for more than a decade
  - Over time, requirements have been added to the UIP and/or changed within the UIP
- Feedback from school and district users has been integrated each year, resulting in revisions to the UIP over time
- The disruption caused by the pandemic can be taken as an opportunity to re-examine systems, such as the UIP
  - Several stakeholder groups (e.g., COVID-19 Policy Implications Stakeholder Group; EDAC) shared feedback that the UIP had become overly complex
  - Technology has advanced so more is possible within the online system





- Design an updated school and district UIP template that enhances the usability of the UIP.
- Respond to feedback/input from the field.
- Make the UIP requirements more explicit.

# Re-Envisioning Process Overview



|                |   |                             |
|----------------|---|-----------------------------|
| <b>Phase 1</b> | Convene Working Group, Ground in Rule and Law; Draft Initial Template           | April 2021- May 2021        |
| <b>Phase 2</b> | Seek input from stakeholders and make adjustments                               | June 2021- October 2021     |
| <b>Phase 3</b> | Working Group Members use the draft Template, give additional feedback          | June 2021- December 2021    |
| <b>Phase 4</b> | Incorporate feedback up to this point; plan for next steps (e.g., larger pilot) | December 2021- January 2022 |

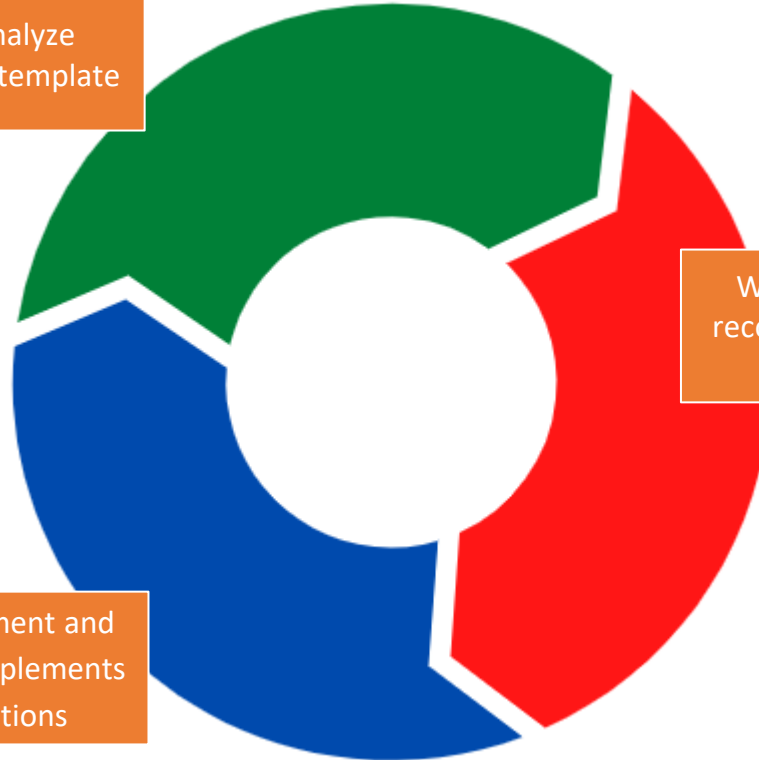


- Small, nimble group of district and school leaders
  - Principal Supervisor from Mesa 51
  - Principal from Roaring Fork
  - School Turnaround Leader from Jefferson County
  - Accountability Leader from CSI
- Have met seven times up to this point; there are two more meetings scheduled

# Working Group Process



Gather and analyze  
feedback on UIP template



Working group makes  
recommendations on UIP  
template design

School Improvement and  
Planning team implements  
recommendations



## Working group identified these challenges

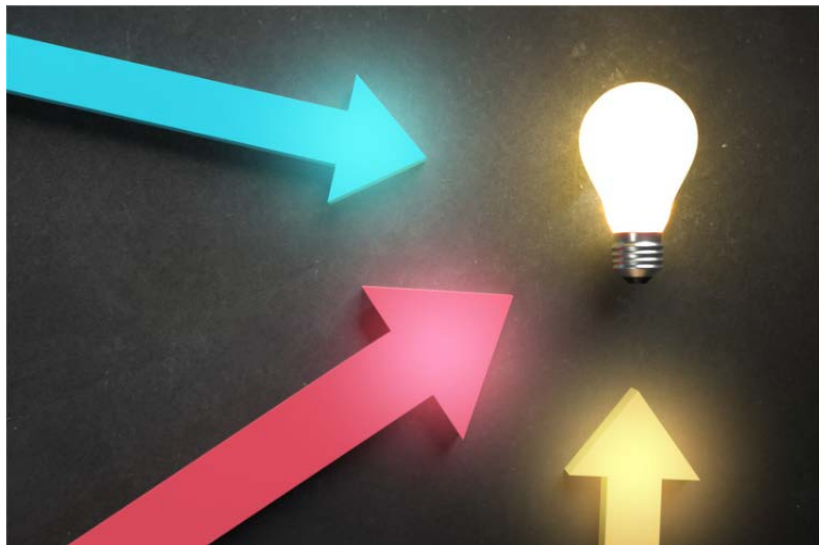
- The UIP has an ‘identity crisis’- it is unclear what the primary purpose is and who the primary audience is
- While the final UIP is relatively easy to follow, the template in the online system is difficult to navigate, enter information, and make sense of the system currently.
- The UIP is not the document that drives school improvement for every school in the state
- UIP needs to be able to be differentiated more (by identification, requirements, support desired)



Proposed by the working group:

- Audience should primarily be the CDE
- The purpose of the UIP is to meet requirements
- UIP should be streamlined and simplified
- UIP needs scaffolds that users can access, if needed
- UIP should be differentiated by identification and requirements





## Jamboard

Generate Initial Input (5 mins)

Discuss Input in Small Groups (12 mins)

- Each group needs to designate one person to share key ideas and themes with whole group

Whole Group Share Out (10 mins)



Are the design principles the right ones? What would you change or add, if anything?

What is the best approach to get wider feedback on the re-envisioning template? Particular areas to focus on?

What would you recommend for next steps?



- Use AWG input to plan for next steps
- Return to AWG with next iteration

# 2022 State Accountability



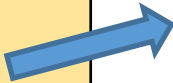
- Accountability Audit
- Current policy landscape for fall 2022
  - Full state assessment schedule in spring 2022
  - Performance frameworks resume in fall 2022
  - Elementary and Secondary Education Act (ESEA) identification process resumes in fall 2022
- Consideration for 2022 frameworks
  - We are still in a pandemic and moving toward recovery
  - Many data elements will be available, but growth will be more limited (e.g., alternating grades/content area schedule in 2021, cannot offer 3-year frameworks).

# Implications for the future: Accountability Audit

- [HB 21-1294: Audit of Statewide Education Accountability Systems](#)
- Audit is run by the Office of the State Auditor. They selected HumRRO to collect and evaluate the system.
- CDE is providing data currently. HumRRO may approach districts for additional data. Report due by November 15, 2022; made public by December 2022.
- The intent is to determine whether the current system:
  - Meets the goals and intentions of the General Assembly, as stated in the legislative declarations set forth in Section 22-7-1002, C.R.S., and Section 22-11-102, C.R.S.
  - Contains institutional or cultural biases based on race, ethnicity, religion, sex, sexual orientation, nationality, disability, age, or economic status.
  - Provides an accurate, credible, and comparable assessment of public education throughout the state.

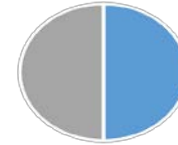
# What Data Will be Available in 2022-23: Anticipating Performance Frameworks

| Performance Indicator                        | Weight  | Availability for 2022 Frameworks                                  |
|--|---|---|
| <b>Academic Achievement</b>                  | <b>40%</b><br>Elementary & Middle Schools<br><br><b>30%</b><br>High Schools & Districts | Yes, assuming participation in spring 2022 assessment is adequate |
| <b>Academic Growth</b>                       | <b>60%</b><br>Elementary & Middle Schools<br><br><b>40%</b><br>High Schools & Districts | To some degree  |
| <b>Postsecondary and Workforce Readiness</b> | <b>30%</b><br>High Schools & Districts  | Yes, assuming participation in spring 2022 assessment is adequate |



## 1-Year Growth Availability in 2022

### Elementary



2 out of 4 possible grades/content available: 4<sup>th</sup> grade English/Language Arts and 5<sup>th</sup> grade Math

### Middle



3 out of 6 possible grades/content available: 6<sup>th</sup> and 8<sup>th</sup> grade English/Language Arts and 7<sup>th</sup> grade Math

### High

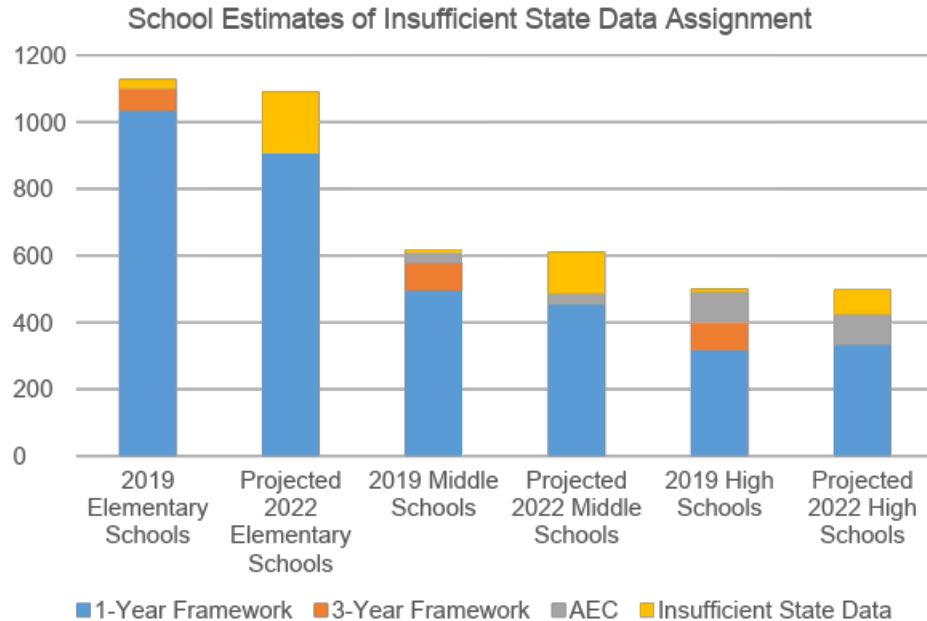


5 out of 5 possible grades/content available: 10<sup>th</sup>-11<sup>th</sup> grade Evidence Based Reading and Writing and 9 – 11<sup>th</sup> grade Math (Note: 8-9<sup>th</sup> grade growth in ELA/EBRW has not been historically released due to construct alignment issues)

■ Available  
■ Not Available



# Projected Impact of Plan Type Assignment due to Data Availability



**Summary of Increases in ISD**

Elementary Projection: From 30 (2019) to at least 187 Schools (2022)

Middle Projection: From 10 (2019) to at least 128 Schools (2022)

High Projection: From 12 (2019) to at least 77 Schools (2022)

These estimates are based upon 2021 state assessment data. Because 2022 assessment data is not available yet, ISD plan types could be higher if participation is low.



# Continuum of Options for 2022 Accountability



Restart  
Performance  
Frameworks with  
no adjustments

Consideration for:

- Request to Reconsider
- Impact on schools/districts on accountability clock and with state board directed action
- School Improvement Funds – Driving resources to need
- Other accountability elements (e.g., planning, accreditation contracts)
- Assessment participation

Provide  
Informational  
Performance  
Frameworks



- The state board is in the process of discussing the accountability frameworks for 2022.
- Generally, board members have shared the following interests:
  - Increase assessment participation and share data with the public
  - Resources should follow need based on data – Push for more supports to schools
  - Some special consideration may be needed for schools/districts on the accountability clock (e.g., offer request to reconsider)



- CDE's role is not to advocate for a position but instead to provide information and share considerations.
- We are engaging in discussions with the state board who may likely advocate for a position. They have requested the following information:
  - Impact study on plan type assignments using 2019 data with "missing" data elements project for 2022
  - AG's Office analysis on State Board authority to adjust accountability system

- CDE can collect information and suggestions from the field to share with policymakers
- What advice do you have for collecting this feedback?

## Possible Questions

- What would you like policymakers to know as they think about accountability in 2022?
- How should the state drive school improvement efforts and resources to schools that need them most?
- How should need be defined during the pandemic recovery?
- What (if any) additional considerations should be made for schools and districts on the accountability clock (e.g., request to reconsider)?

# 2021-22 AWG Logistics

# Meeting Routine and Arc of the Year

- Meeting Structure

- Meet once a month for 2 hours.
- Next meeting will be in January. Are Monday afternoon going to work?
- Will build in smaller work groups, but may not be recurring like last year.

- Arc of the Year

- Flexibility will be key.
- Suggestions?

