

# Accountability Work Group

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January 10, 2025



# Welcome



# Introductions

Introduce yourself in the chat:

- Please include
  - name
  - organization(s) and
  - role
- How long you have been on this group (AWG)
- Please share your favorite concert that you have attended



# Purpose of AWG

The Accountability Work Group (AWG) serves as an advisory group on policy implementation and CDE practice in support of federal and state accountability. This group will consider input from other stakeholders, when possible, in developing recommendations for policies and practices.

# Agenda

- Welcome and Overview of the AWG
- 1241 Task Force Next Steps
- AWG Grounding
- UIP Streamlined Template Implementation
- Next Meeting Dates & Topics



## Meeting Practices

This meeting is being recorded. Slides and the recording will be posted to the [CDE website](#). Small group breakouts are not recorded at this time.

Please mute your sound if you are not speaking. Be on screen if tech allows.

**Non-members:** add your Name/Affiliation to the chat box. All non-AWG members should hold any comments until the end of the meeting to ensure we have sufficient time to address all meeting agenda items.



# What do we mean by “policy”?




Policy Development Structures	General Description	Examples in 2022 Accountability Processes
State Legislature & Governor	Legislature passes statute and Governor signs into law.	<b>SB 22-137:</b> Provides broader overview for adjustments to accountability
State Board of Education	Board provides additional detail on statute through rule process.	<b>State Board Rules:</b> Framework cut scores, request to reconsider process
CDE Documentation and Guidance	Department provides documentation, logistics and parameters for implementation. Guidance includes requirements and recommendations.	<b>Documentation:</b> Frameworks Calculation Guidebook <b>Guidance:</b> Request to Reconsider Guidance, UIP Handbook

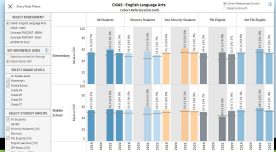


# Elements of the Current State Accountability System

Frameworks




Public Reporting



Improvement Planning




Public Engagement



Supports and Interventions



Accreditation



Awards



Local Priorities



# 1241 Task Force Next Steps



# H.B. 23-1241: Accountability, Accreditation, Student Performance, and Resource Inequity Task Force

- Link to Bill: <https://leg.colorado.gov/bills/hb23-1241>
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Website: <https://www.cde.state.co.us/accountability/accountability-task-force>
- Builds upon: [Accountability Audit](#) and the [Local Accountability System Grant](#)
- Timeline:
  - July 1, 2023: Task force members appointed
  - August 15, 2023: Department contracts with a facilitator
  - No later than September 1, 2023: Convene first meeting
  - March 1, 2024: [Interim report](#)
  - November 15, 2024: [Final report](#) reflecting findings and recommendations was shared with the education committees of the house of representatives and senate, the governor, the state board, the commissioner of education, the department and to the general public.

## The task force closely followed the legislative charge to guide its activities and deliberations

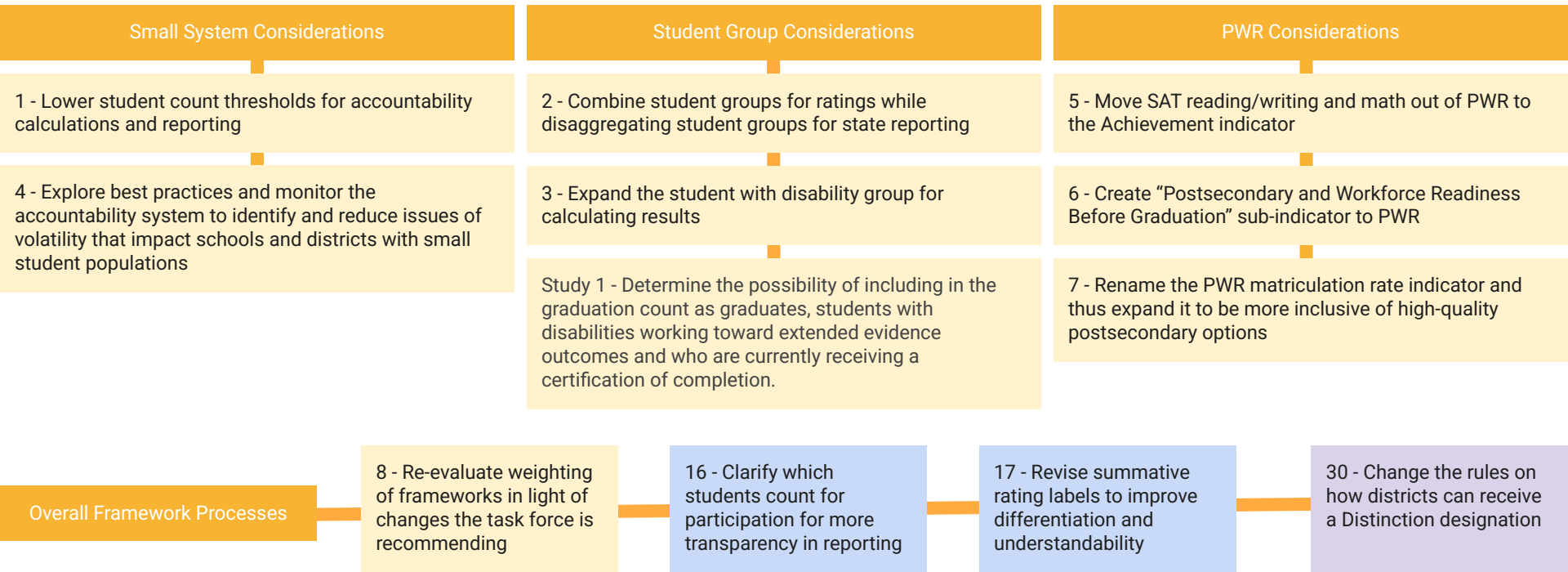
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Per H.B. 23-1241, the Colorado Accountability, Accreditation, Student Performance and Resource Inequity Task Force was created *“to study academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.”*

# Structure of the 1241 Task Force Recommendations

Recommendation Category	Recommendation Numbers
Performance Frameworks	1 - 8 (8)
Assessments	9 - 13 (5)
Public Reporting	14 - 17 (4)
Continuous Improvement	18 - 30 (13)
Further Study	Study 1 - 4 (4)

# Connecting the Framework-Related Recommendations



# Connecting the Assessment-Related Recommendations

## Adjustments to the Assessments

9 - Develop content area assessments in languages other than English and Spanish

10 - Improve the accommodations for students by dividing the CMAS into smaller sections

12 - Make the CMAS assessment adaptive

Study 2 - Continue to reflect on and adapt the state assessment to newer technology. Seek input on making modifications to the state's approach to non-federally required assessments

## District Interactions with Assessments

11 - Clarify how schools can encourage or not discourage test participation

13 - Improve the timeliness of assessment results

# Connecting the Public Reporting-Related Recommendations

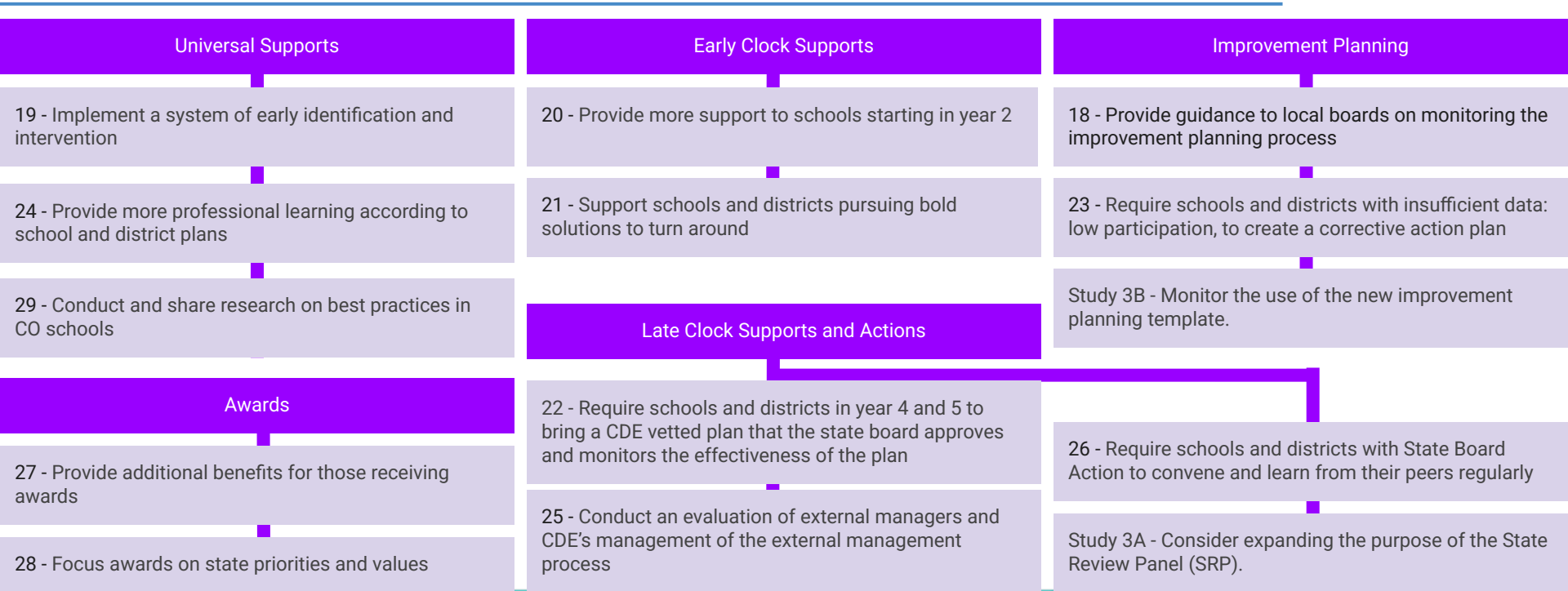
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## Enhanced Public Dashboards

14 - Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities

15 - Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data

# Connecting the Continuous Improvement-Related Recommendations



# Connecting the Accreditation-Related Recommendations

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## Redesign Accreditation Process

Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.



# State Board Adopted Guiding Principles for Legislative Process (Dec 2024)

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- Ensure **coherence** across changes to the system by building upon areas of strength from the current system to maintain high expectations for all Colorado students. Changes should be intentionally sequenced, rather than taking a fragmented or a piecemealed approach. Align, where possible, with other task force recommendations (e.g., 1215 Task Force) and federal accountability expectations. Take efforts to balance the cost of implementing change with the potential long-term impacts.
- Enhance **transparency and trust** of the accountability system, including access to information for families, schools, and the general public.
- Ensure statewide consistency using multiple measures that **meaningfully differentiate** sites to guide resources and supports.
- Strengthen the **continuous improvement** approach for all sites by ensuring a continuum of resources and supports. This includes recognizing performance and identifying bright spots to foster shared learning, proactively supporting schools to help them avoid entering the accountability clock, and expanding end-of-clock options.
- Ensure that statutory language is **flexible** enough so that adjustments can be made over time, based on stakeholder feedback and ongoing research.

# Discussion

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We will break into 2 groups for additional discussion

Group 1: Let's go!- Ready for recommendations/considerations on 1241

Facilitated by Lisa Medler

Group 2: Hold on... Need more information/clarification on 1241 content, process etc.

Facilitated by Erin Loften

Break  
5 minutes



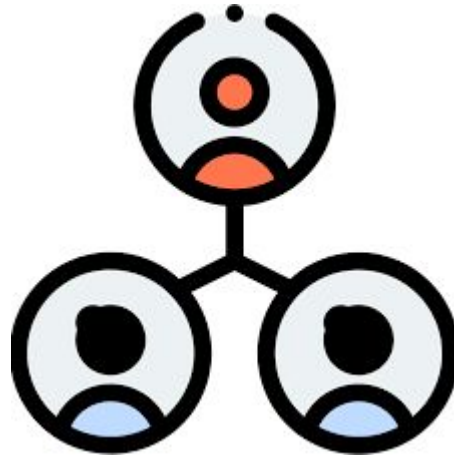
- Request to Reconsider Policy
- Revisioning UIP Template
- Recommendations for Accountability Clock
- Changes to data reporting and framework changes and resources (e.g. Participation Descriptor)
- Rapid Response Pandemic Policy Development
- Position with SBE on exclusion of new measures on framework
- Ongoing influence in resource development/communications



# Be the best AWG member you can be!



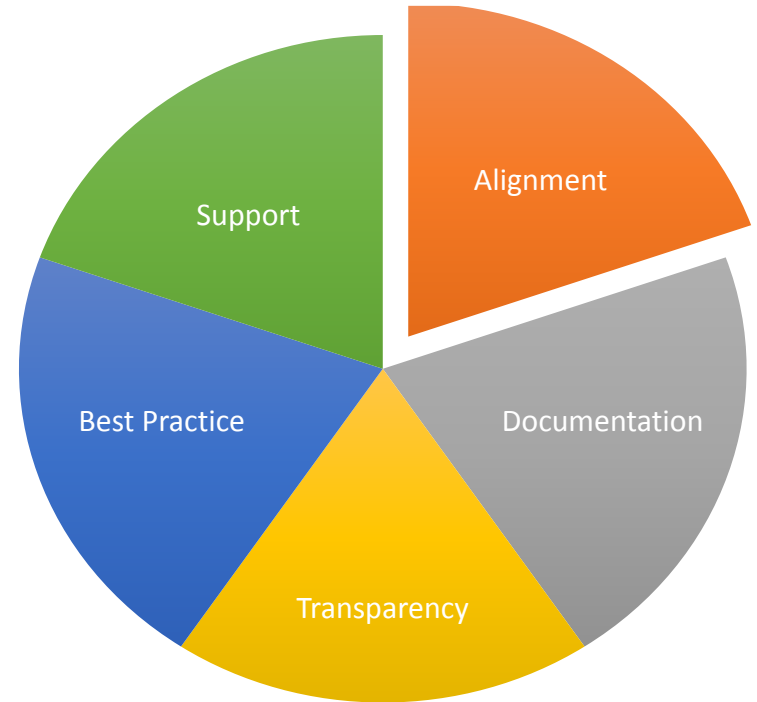
- Represent your of constituencies
- Make contributions during discussion
- Use your position as a reference
- Bring lens of state-wide policy decisions
- Take your role as critical friend seriously with this group



# Unified Improvement Plan Streamlined Template Implementation

# Unified Improvement Plan: Multiple Purposes

CDE has developed both a **process** and **template** to support schools and districts in their performance management efforts.



# Goals of Template Change

01

## Ease of Use

- Adding specificity to collections to ensure users know what to fill out
- Reorganize layout to align better with school and district planning processes

02

## Completion Time Reduction

- Shorten and consolidate sections
- Remove components not specified in rule or law

03

## Improved Visual and Public Reporting

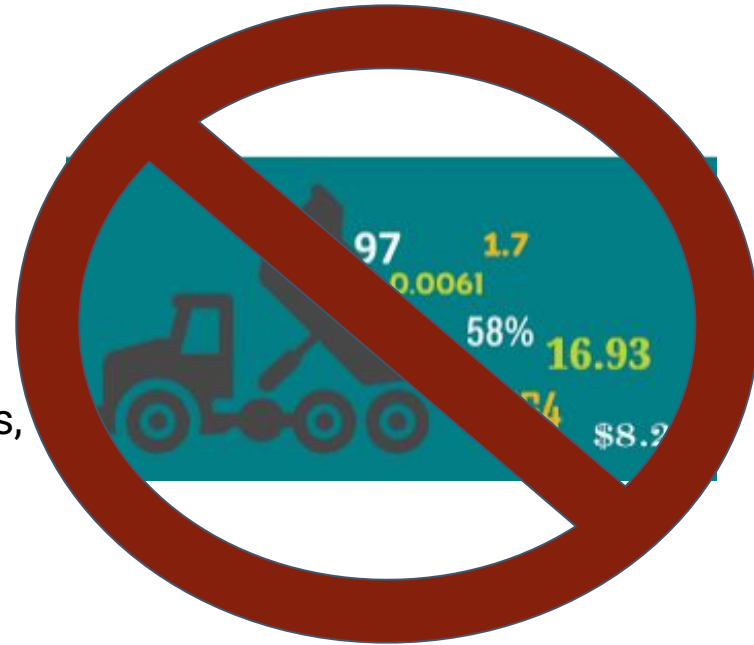
- New look and feel to form
- Improved final report to increase readability



# High Leverage Changes

**Assurances-** Move from process descriptors or detailed analysis to assurances- supports awareness of expectations and reduces unintentional violation of student privacy.

**Quick Clicks-** Adding specific dropdowns and checkboxes, reducing demand of having to craft the narrative while improving specificity and transparency.



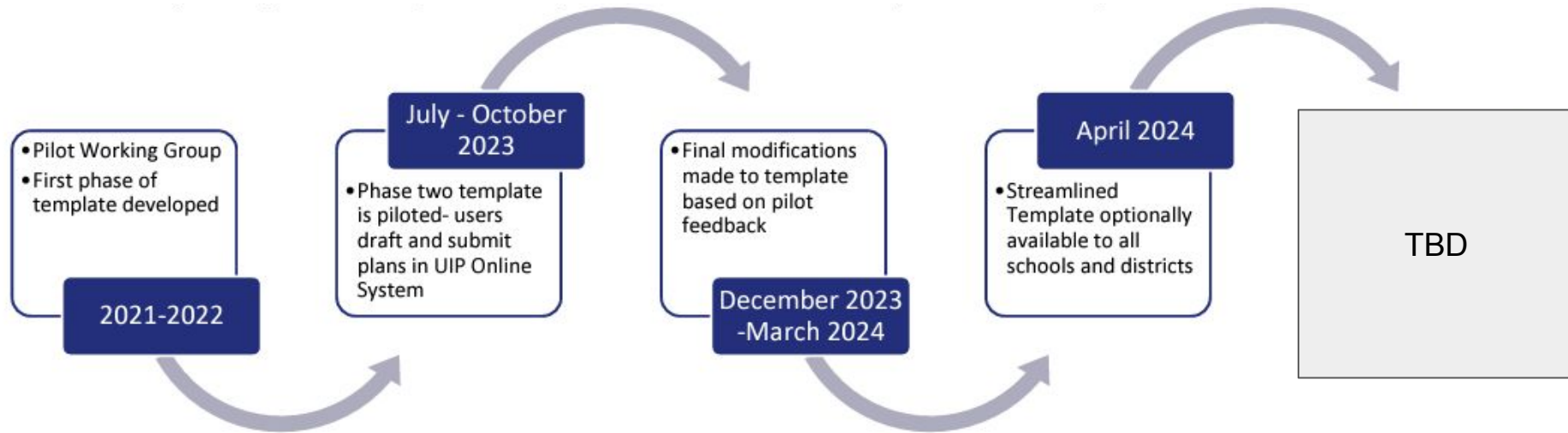
# Summary: Differences between Traditional UIP and Streamlined UIP Template

Location	Traditional Template	New Streamlined Template
Overall	Scaffolded to UIP process resulting in, many pages and clicks to associate items, work through tasks	More intuitive page design, new web page components, faster, cleaner pages, fewer boxes, less “showing” work pages
Priority Performance Challenges > Student Performance Priorities	‘Show your work’ to develop your priority performance challenges - <ol style="list-style-type: none"> <li>1. Reflect on prior year</li> <li>2. Review current performance</li> <li>3. Write over-time trend statements</li> <li>4. Prioritize to PPC</li> <li>5. Describe prioritization of PPC</li> </ol>	‘Share your results’ of your student performance priorities <ol style="list-style-type: none"> <li>1. Select who (grade, demo), focus area, and give a short title to SPP</li> <li>2. Describe evidence and reasoning SPP</li> </ol>
Targets	Draft plan and the last step is to set Targets for improvement	Draft Student Performance Priorities (identified student improvement areas) and associated Targets (improvement in identified areas)
Root Cause	Draft root causes, one box to describe how they were selected and validated	Each Root Cause, describe the root cause and the verification process

# Continued

Location	Traditional Template	New Streamlined Template
Strategies	Multiple clicks to associate root causes, fill out	Same components, less clicks, moved 'resources' from action step level to 'strategy' level
Implementation Benchmarks /Implementation Milestones	Drafted similar to action steps <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Description</li> <li>3. Start</li> <li>4. End</li> <li>5. Frequency</li> <li>6. Key Personnel</li> </ol>	Written as Milestone Plans <ol style="list-style-type: none"> <li>1. What do you expect to see</li> <li>2. Evidence (data source)</li> <li>3. Who will monitor</li> <li>4. Goal, By when (Up to 6 goals)</li> </ol>
Action Steps	<ol style="list-style-type: none"> <li>1. Action Step</li> <li>2. Description</li> <li>3. Start</li> <li>4. End</li> <li>5. Responsible</li> <li>6. Resources</li> </ol>	Shortened <ol style="list-style-type: none"> <li>1. Step</li> <li>2. Responsible (Individual/Role)</li> <li>3. Start</li> <li>4. End</li> </ol>

# UIP Streamlined Development and Implementation



# October 2025 Submission

Those that used the traditional template:

- Copied from previous year with minimal updates
- A number were unaware of the option for the streamlined template
- Will be receiving targeted outreach from the SIP team for awareness/navigating the template.

	Total UIPs	Streamlined		Traditional		Alternative Plan	
		Count	Percent	Count	Percent	Count	Percent
<b>District UIPs</b>	118	63	53.39%	35	29.66%	15	12.71%
<b>School UIPs</b>	846	571	67.49%	117	13.83%	31	3.66%
<b>Districts &amp; Schools</b>	964	634	65.77%	152	15.77%	46	4.77%

*\*Plans submitted October 2025. Excludes late submissions, January submissions, biennial flexibility, etc.*

# Feedback and Observations from Statewide Implementation

In the first year of implementation, the following are observations:

- Overwhelmingly positive feedback in utility, navigation, layout.
- Additional clarity/models needed guidance for some sections, ex. “evidence and reasoning” of student performance priorities.
- Opportunity for improvements to layout (e.g. targets aligned to priorities)

- *Overall great template that makes it so much easier to use- Rural Superintendent*
- *I love this page. So much easier than before. I think it actually helps the staff understand the assurances more comprehensively.- District Staff*
- *Beyond measure is this helpful. I really thought the format helped me to facilitate conversations to brainstorm the actions and assign specific accountability.- Rural Principal*
- *This was easier to fill out. It also made more sense than the previous UIP form.- Metro Principal*

From your role, in the chat please share your recommendations or priorities for the UIP template.



## Meetings for 2025: Fridays 9-11 am

- February 14
- March 14
- April 11
- May 9
- June 13

Rounding out membership

Website Updates





# References

# Estimates for the Framework-Related Recommendations

Small Systems Considerations	Early Draft Cost Estimates
1 - Lower student count thresholds for accountability calculations and reporting	\$400k to \$499K
4 - Explore best practices and monitor the accountability system to identify and reduce issues of volatility that impact schools and districts with small student populations	
Student Group Considerations	Early Draft Cost Estimates
2 - Combine student groups for ratings while disaggregating student groups for state reporting	\$500k to less than \$1 million
3 - Expand the student with disability group for calculating results	
Study 1 - Determine the possibility of including in the graduation count as graduates, students with disabilities working toward extended evidence outcomes and who are currently receiving a certification of completion.	

# Estimates for the Framework-Related Recommendations (cont.)

PWR Considerations	Early Draft Cost Estimates
5 - Move SAT reading/writing and math out of PWR to the Achievement indicator	\$1 million to less than \$5 million
6 - Create "Postsecondary and Workforce Readiness Before Graduation" sub-indicator to PWR	
7 - Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options	
Overall Framework Processes	Early Draft Cost Estimates
8 - Re-evaluate weighting of frameworks in light of changes the task force is recommending	\$200k to \$499k
16 - Clarify which students count for participation so that there is more transparency in reporting	
17 - Revise summative rating labels to improve differentiation and understandability	
30 - Change the rules on how districts can receive a Distinction designation	

# Estimates for the Assessment-Related Recommendations

Adjustments to the Assessments	Early Draft Cost Estimates
9 - Develop content area assessments in languages other than English and Spanish	More than \$5 million
10 - Improve the accommodations for students by dividing the CMAS into smaller sections	
12 - Make the CMAS assessment adaptive	
Study 2 - Continue to reflect on and adapt the state assessment to newer technology. Seek input on making modifications to the state's approach to non-federally required assessments	
District Interactions with Assessments	Early Draft Cost Estimates
11 - Clarify how schools can encourage or not discourage test participation	Absorbable, when considered in isolation
13 - Improve the timeliness of assessment results	

# Estimates for the Public Reporting-Related Recommendations

Enhanced Public Dashboards	Early Draft Cost Estimates
14 - Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities	\$1 million to less than \$5 million
15 - Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data	



# Estimates for the Continuous Improvement-Related Recommendations

Universal Supports	Early Draft Cost Estimate
19 - Implement a system of early identification and intervention	\$500k to Less than \$1 million
24 - Provide more professional learning according to school and district plans	
29 - Conduct and share research on best practices in CO schools	
Awards	Early Draft Cost Estimate
27 - Provide additional benefits for those receiving awards	Less than \$100K
28 - Focus awards on state priorities and values	

# Estimates for the Continuous Improvement-Related Recommendations (cont.)

Early Clock Supports	Early Draft Cost Estimate
20 - Provide more supports to schools starting in year 2	Less than \$200k
21 - Support schools and districts pursuing bold solutions to turn around	
Late Clock Supports and Actions	Early Draft Cost Estimate
22 - Require schools and district in year 4 and 5 to bring a CDE vetted plan that the state board approves and monitors the effectiveness of the plan	Absorbable, when considered in isolation
25 - Conduct an evaluation of external managers and CDE's management of the external management process	
26 - Require schools and districts with State Board Action to convene and learn from their peers regularly	
Study 3A - Consider expanding the purpose of the State Review Panel (SRP).	



# Estimates for the Continuous Improvement-Related Recommendations (cont.)

Improvement Planning	Early Draft Cost Estimate
18 - Provide guidance to local boards on monitoring the improvement planning process	Less than \$200k
23 - Require schools and districts with insufficient state data: low participation to create a corrective action plan	
Study 3B - Monitor the use of the new improvement planning template	





# Connecting the Accreditation-Related Recommendations and Estimates

## Redesign Accreditation Process

Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.

Redesign Accreditation Process	Early Draft Cost Estimate
Study 4 - Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.	Less than \$200k