Agenda for October 22, 2024, 9:00AM-11:00AM

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

> **Virtual**: Use this link to confirm your registration.

Meeting Objectives: Task Force members will:
- Reflect on the Task Force process.
- Celebrate and appreciate the contributions of the 1241 Task Force and its members.
- Provide input into the layout and formatting.
- Understand the next steps to finalize the report.

Meeting Agenda

Presentation Deck

Time	Focus
9:00-9:10 10 min	**Welcome and Overview** *Purpose: Ground one another in today's objectives.*
9:10-9:20 10 min	**Debrief Consensus from Friday** *Purpose: Clarity on the consensus on Friday.* ● Issue Tracker (link to jump below) ● Recommendations and Areas for Further Study (link to jump below)
9:20-9:45 25 min	**Executive Summary** *Purpose: Task Force members have input into lifting up some key work from the report into an executive summary narrative.* ● Recommendations and Areas for Further Study (link to jump below) ● Zoom Whiteboard (link to Zoom Whiteboard site)
9:45-10:00 15 min	**Report Layout and Format** *Purpose: Task Force members provide input into the final layout and format of the report.* ● Zoom Whiteboard (link to Zoom Whiteboard site)
10:00-10:20 20 min	**Reflections on the Task Force** *Purpose: Task Force members reflect on several prompts about their work over the last year. (2-3 quotes might be included in the report attributed to "Task Force Member")* ● Zoom Whiteboard (link to Zoom Whiteboard site)
10:20-10:45 25 min	**Next Steps and Closing Appreciations** *Purpose: Task Force members understand next steps between now and November 15, and have an opportunity to share appreciations with one another.*

Recommendations

District and School Performance Frameworks	
1	Lower student count thresholds for accountability calculations and reporting
2	Combine student groups for ratings while disaggregating student groups for state reporting
3	Expand the student with disability group for calculating results
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
5	Move SAT reading/writing and math out of PWR indicator to the Achievement indicator
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
8	Re-evaluate weighting of frameworks in light of changes the task force is recommending
Assessments for Accountability	
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
11	Clarify how schools can encourage or not discourage test participation
12	Make the CMAS assessment adaptive
13	Improve the timeliness of assessment results
Public Reporting and Engagement	
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
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.
Continuous Improvement	
18	Provide guidance to local boards on monitoring the improvement planning process
19	Implement a system of early identification and intervention

20	Provide more support to schools starting in year 2
21	Support schools and districts pursuing bold solutions to turn around
22	Require schools and districts in year 4 and 5 to bring a CDE-vetted plan that the state board approves and monitors the effectiveness of the plan
23	Require schools and districts with "insufficient data: low participation", to create a corrective action plan
24	Provide more professional learning according to school and district plans
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
27	Provide additional benefits for those receiving awards
28	Focus awards on state priorities and values
29	Conduct and share research on best practices in CO schools
30	Change the rules on how districts can receive a Distinction designation.

Areas to Further Study

District and School Performance Frameworks	● 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.
Assessments for Accountability	● Continue to reflect on and adapt the state assessment to newer technology. Specifically, continue to consider how technology, such as artificial intelligence, may/should impact state assessments (including scoring constructed responses). ● Seek input on making modifications to the state's approach to non-federally required assessments, including: ○ Maintain the reading/writing, and math assessments in grades 9 and 10 (PSAT 8/9 and 10), as these provide high school students with early indicators about their level of readiness and allow student growth to be reported and included within the high school and district frameworks. ○ Consider alternate approaches to meeting the federal requirement to assess grade 11 science, including embedding this assessment into the grade 11 SAT assessments, thus eliminating the grade 11 CMAS science assessment.
Continuous Improvement	● Consider expanding the purpose of the State Review Panel (SRP). These reviews should focus on being diagnostic in addition to evaluative. The SRP should include additional meaningful data in its report so that the SBE may best evaluate the

	Plan and/or identify the best directive action. Research whether SRP should evaluate holistic district systems, including budget, governance, operations, facilities, and enrollment patterns that go beyond academics. For schools and districts, at the end of the clock, the SRP should be assessing if the right district conditions are in place to foster success and, if not, diagnosing what the district can focus on to improve and take action, such as a change in leadership. This should all be reported to the State Board so that the SRP district system evaluation results can drive the support/interventions. ● Monitor the use of the new improvement planning template to ensure it meets the needs of the schools and districts, and continue to make improvements as needed.
Accreditation	● Once all improvements to the rest of the accountability system are made, conduct a group study on aligning and improving the accreditation system.

Issues Tracker (updated since Friday, 10/18)

Gold Level Recommendation Issues

Issue	Resolution–turn green when consensus, turn yellow if on hold or if someone will be writing suggestions. Write assignments, dot points, and resolution in the cell.
Performance Frameworks #3 10 min	**10/21 Status** ● **RESOLVED** ● The dot points were added directly to page 23. **10/18 Notes** ● **Pam and Rhonda** write a few dot points flagging the implications of this recommendation, i.e. there will be two different ways of reporting out on students with disabilities outcomes ● Also note comment from Wendy: "If we flag implications - we need to also include that we currently do this for CLDE students - that equity piece is important hat different subgroups are treated differently" (this is currently in findings, not recommendations section) *Dot points to add to report:* ***Counting SWDs for Two Years Post Exiting IEP*** ● The Every Student Succeeds Act (ESSA) includes statutory language that allows counting Multilingual Learners in the ML group for two years after gaining language proficiency (exited FEP). The task force is concerned that the statute does not afford the same flexibility to students with disabilities who have exited as it does for Multilingual Learners. Students with disabilities who have exited an IEP must be removed from the students with disabilities group for ESSA identification purposes and reporting to the U.S. Department of Education and the public. However, the Task Force values and finds it important to count students with disabilities up to two years after

		exiting an IEP, as this is in alignment to the way ML students are counted and reported. ●—Unfortunately, the current Colorado ESSA State Plan, approved by the U.S. Department of Education (ED), does not count exited students with disabilities. ● The state must implement our ESSA State Plan as approved, for example if we were to count students who have exited their IEPs for ESSA identification purposes, it would jeopardize the State's ESSA funding (~$240 million per year). Nevertheless there is nothing that prevents the state from providing numbers that satisfy the US Department of Education, but also provides a count of students with disabilities up to two years of exiting an IEP. Such reporting should not compromise ESSA funding.

Performance Frameworks #8
20 min
		10/21 Status
		● **NOT YET RESOLVED; WORKING WITH PAM AND RHONDA**
		● Working with Pam and Rhonda to incorporate feedback from Friday
		
		10/18 Notes
		● Eliminate this as a recommendation
		● Create a new dot point on Pam's issue and place in "further study": we will focus on including students with disabilities (Pam's idea)
		● Focus on not including "shoulds" or other value statements
		● **Ed First** to provide outline for **Pam** to fill out with content/examples
		
		Area for Further Study:
		Potential outline:
		- Issue – Students with disabilities working toward extended evidence outcomes and receiving a certificate of completion as graduates
		- Stakeholder perspectives – **we may not be using these points**
		  - Research and data tells us many special education students take more than 4 years to graduate; however, our current system expects them to graduate in 4 years. This is a mixed message for this population.
		  - We want to ensure that these students' success is still monitored but also align with what research tells us
		- Questions to consider – **we are still working on this:**
		  - Will students with disabilities working towards extended evidence outcomes and receiving a certificate of completion be included in the graduation count
		    - Rhonda added additional context that we are reviewing with Pam:
		      - Districts can currently decide to count EEOs as graduates -- it is their policy. So maybe that's where the recommendation should land instead.
		      - state graduation rates (student end of year collection)
		        - If district policy allows, can be counted as a graduate
		        - If district policy does not allow, is counted as a

		completer
		- federal graduation rates (student end of year collection)
		    - Yes, federally they can only be completers
		- SPED End of Year Reporting
		    - Yes, only supposed to indicate these students as completers because this reporting is completely driven by federal definitions
		- Pam suggested deleting the below questions:
		    - ~~How should special education students that take more than 4 years count into graduation?~~
		    - ~~How should special education students that are deemed completers be counted for graduation rates?~~

Assessments #12 20 min		**10/21 Status:** ● **Resolved** **10/18 Notes** ● We will use option 2 listed in report document: "clarify what schools can and cannot do regarding encouraging and not discouraging participation in the state assessment." ● Will add clarification language that schools can incentivize and celebrate–they just cannot exclude students that didn't take the test. ● Keep language around following up with schools disincentivizing.
Assessments #13 10 min		**10/21 Status:** ● **Resolved** **10/18 Notes** ● Change language to "clarify" which students count for participation; amend language to focus on transparency about who counts for participation ● Remove from assessment recs and move to public reporting

Continuous Improvement #22
20 min
		10/21 Status:
		  ● **Resolved**
		
		10/18 Notes
		● Separate into 2 recommendations: (1) what must be brought to the board and (2) corrective action to bring to CDE
		● Consensus on Year 4 and 5 recommendation
		● **Wendy:** write dot points: Include additional language explaining ISD: Low Participation., and what might be included in corrective action planning:
		  ○ What are you doing to educate and encourage test participation? And explaining the implications of low participation rates?
		  ○ What are you doing to ensure staff are not discouraging participation?
		  ○ How are you working with organized external opt out campaigns?

Accreditation #30 10 min		**10/21 Status:** ● **Resolved**

		10/18 Notes ● Delete the delaying of frameworks.
Accreditation #31 10 min		**10/21 Status:** ● **Resolved** **10/18 Notes** ● Haven't had time to recommend new names — but designations are confusing; it's important to emphasize Rebecca, Tammi, and Nicholas' point: "the current labels are not intuitive or helpful for parents to advocate for their students" – and move to public reporting? 　○ From Brenda: "**Revise summative rating labels to improve differentiation and understandability.** Colorados ratings are not intuitively understandable and could be updated to help leaders, educators, parents and other stakeholders comprehend the overall data. " ● Especially since the audit called out the lack of transparency for parents. (Mark) ● Interest in greater differentiation between levels – 70% of schools are performance (Ryan) BUILD FROM HERE: **Revise summative rating labels to improve differentiation and understandability.** Colorados ratings are not intuitively understandable nor do they provide sufficient levels of differentiation, especially at the upper end of the performance spectrum. They should be updated to help leaders, educators, parents and other stakeholders comprehend the overall data. Change to a recommendation and put it in frameworks or public reporting. Make it direct, with a caution to include experts and stakeholders to determine the ratings. "Since the task force members did not have time to discuss recommendations for rating name changes, the task force recommends that there is a process to gather stakeholder input regarding rating name changes. "

Intent of Recommendation Issues

Issue		Resolution–turn green when consensus, turn yellow if on hold or if someone will be writing suggestions. Write assignments, dot points, and resolution in the cell.
Rec #6 Create "Postsecondary and Workforce Readiness before		**10/21 Status** ● **RESOLVED** ● Updated the "including but not limited to" set of options, below ● Added/edited following:

Graduation" sub-indicator to PWR 15 min		

- ○ The future of work and the opportunities all students deserve to be ready for postsecondary and the workforce is ever changing. To complement the above sets of opportunities, districts should be able to propose additional quality PWR programs for State Board approval. In addition, the task force recognizes that some PWR opportunities may blur the lines between high school and post high school (e.g., a fifth year high school student at an early college). The intent of this recommendation is to count opportunities before a student graduates high school; however, CDE should continue to identify ways to account for such cases through its accountability system.
- ○ In addition, TAP should advise CDE and the State Board on the framework outcomes associated with recognizing schools and districts for each quality college and/or career readiness option an individual student successfully completes (e.g., passing grade, credential, certificate) while in high school versus recognizing the count of students completing one or more quality options.

10/18 Notes
- Have a few people craft dot points around who needs to offer approval for what a quality program is and criteria for approval
  - Brenda – made suggestions in the document. Sorry. Removed them from the doc and put here:
    - ○ Concurrent enrollment and CTE courses aligned with GT pathways
    - ○ Advanced Placement (AP)
    - ○ International Baccalaureate (IB)
    - ○ State-approved work-based learning experiences
    - ○ Industry-recognized credentials and postsecondary certificates (as defined by the Quality and In-demand Non-degree Credentials Framework)
    - ○ Early college programs resulting in college credential or degree
    - ○ Earning the Seal of Biliteracy
  - **Brenda, Tammi, Lisa, Ryan, and Kathy** should get together on the language for elevating quality options, including but not limited to xyz; providing guidance to TAP on what they're looking for on one vs. multiple opportunities students are counted for; modify some of the intent to shift more to blurred lines approach re: credit earned before high school and matriculation
- Include bullet at end of SECOND bulleted list (p26):
  - ○ State should consider how to incorporate existing diploma endorsements (PWR, Seal of Biliteracy, STEM) and establish processes for regular updates to the endorsements.
  - In making that change, also strike "earning seal of biliteracy" from the FIRST bulleted list

Rec #7 Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options 15 min		**10/21 Status** ● **RESOLVED** ● Added to Rec #16 **10/18 Notes** ● Include a bullet in the reporting/dashboard section that articulates that we will disaggregate matriculation data by school and/or district.
Rec #2 Combine student groups for ratings while disaggregating student groups for state reporting. 10 min		**10/21 Status** ● **RESOLVED** ● Removed PWR **10/18 Notes** ● Strike references to combined subgroup for PWR
Rec #9 Re-evaluate weighting of frameworks to see if there should be an even greater emphasis on growth 15 min		**10/21 Status** ● **RESOLVED** **10/18 Notes** ● Group is good with adopting the language for the recommendation on slide 52, but taking out the information on the correlations (this is included already on p. 18-19 of the report)
Rec #1 Lower student count thresholds for accountability calculations and reporting 5 min		**10/21 Status** ● **RESOLVED** ● Added directly **10/18 Notes** ● Potential solution from Ryan: While individual schools and districts can see their student performance data and may have different criteria for determining if and when changes should be made to improve student outcomes, this study should also explore how the lowered thresholds might impact interpreting the data and the school and district continuous improvement efforts.
Assessment Recommendations for Further Study: Consider eliminating the elementary and middle school social studies assessment 10 min.		**10/21 Status** ● **RESOLVED** **10/18 Notes** ● We will eliminate dot point on removing social studies assessment

Rec #21 final dot point clarifying language around this creative funding options idea. 5 min		**10/21 Status** ● **RESOLVED** **10/18 Notes** ● Remove the dot point; keep it in the preamble information
Rec #25 change 3-6 months 10 min		**10/21 Status** ● **RESOLVED** **10/18 Notes** ● Rewrite to include requirements and refer convening with peers around turnaround to learn and share best practices