



**COLORADO**  
Department of Education

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# Accountability Work Group

May 2, 2022



# Purpose of AWG

- 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).

# Meeting Norms

- The whole group meetings are public and will be recorded and posted. Small group breakouts are not recorded at this time.
- Everyone please mute your sound if you are not speaking.
- Non-members please add your Name/Affiliation to the chat box.
- We ask all non-AWG members to hold any comments until the end of the meeting. We do this to ensure we have sufficient time to address all meeting agenda items.



# Agenda

Welcome and Introductions

Updates

- 2022 Accountability
- Notice of Accountability Rules - Request to Reconsider

Discussion: Purpose of Growth Participation Rate

Discussion: Advice on Interpretation Guidance for Performance Frameworks

Wrap-up and Logistics

# Updates on 2022 Accountability and Board Rules - Request to Reconsider

# Overview of Policy Making Process



Policy Development Structures	General Description	Examples in 2022 Accountability
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



# SB 22-137 - Transition Back to Standard K-12 Accountability



## The statute:

- Restarts framework calculations for fall 2022 using 2019 statewide performance indicator targets.
- Adds growth participation rate to framework reports.
- Resumes assigning accreditation and plan type ratings, but does not automatically advance clock status (on or off).
- Allows schools/districts to exit the clock status if approved through request to reconsider process. Opens request to reconsider process back up more broadly.
- Clarifies that the state board may take into consideration the 2022 plan type for schools and districts with directed action.
- Expands the School Transformation grant to districts with Improvement plan type.

# Draft Timeline for 2022 State Accountability



Timeline	Activities
March 2022	<ul style="list-style-type: none"><li>- Accountability legislation passed</li><li>- CDE gathered stakeholder input</li><li>- CDE drafted proposed accountability rules</li></ul>
April/May 2022	Noticed accountability rules at SBE meeting (April 13). Public Comment open through May 23.
June 2022	State board votes to adopt amended rules (June 8-9)
Late August – September 2022	<ul style="list-style-type: none"><li>- Preliminary performance frameworks released</li><li>- Request to reconsider process begins</li></ul>
November – December 2022	State board votes on CDE’s recommendations from request to reconsider process

# Update on 2022 Framework Calculations

# Draft Plans for 2022 Performance Framework Calculations



Description	Status
Plan types, Performance Indicators, Sub-Indicator Cut Scores	Same as 2019. <i>CDE will not be able to calculate 3-year frameworks.</i>
Achievement Results	Available for CMAS/CoAlt ELA & Math - Grades 3-8, PSAT/SAT/CoAlt EBRW & Math - Grades 9-11. <i>No CMAS Science results.</i>
Participation Rates	Accountability participation still calculated. <i>New addition of growth participation rate for information purposes. Science participation include for informational purposes only.</i>
Growth Data	Uses 2021 and 2022 data, so available for <i>CMAS ELA (grades 4, 6, 8), CMAS Math (grades 5 &amp; 7), PSAT/SAT EBRW (grades 10 &amp; 11), PSAT/SAT Math (grades 9 - 11).</i> TAP recommends using traditional cohort-referenced approach.

CMAS/CoAlt = Colorado Measures of Academic Success and Colorado Alternate Assessments  
ELA = English Language Arts  
EBRW = Evidence-Based Reading and Writing  
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# Draft Plans for 2022 Performance Framework Calculations (continued)



Description	Status
Resume ELP Cohort-Referenced MGP and On Track Growth	TAP will spend more time on the On Track Growth metric during spring meetings.
PWR Data	Same as 2019 <i>plus addition of military enlistment in matriculation</i> . Inclusion of “higher bar” and IB/AP/CE postponed until 2023 when data is available.
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Insufficient State Data Rating	Automatically assigned for schools/districts with less than 25% total participation. <i>TAP recommends adjusting definition to include each applicable performance indicator and content area.</i>
Frameworks Release Timeline	End of August 2022; Final frameworks published in November/ December 2022.

ELP = English language proficiency

PWR = Postsecondary and Workforce Readiness

Higher Bar and IB/AP/CE = References to additional PWR measures for a higher bar for graduation from SB 18-012 and the inclusion of International Baccalaureate, Advance Placement and Concurrent Enrollment data in content areas other than math and ELA from HB 18-1019.



# Noticed Rules for Request to Reconsider

# New Considerations for Request to Reconsider in 2022



## Considerations

- SBE Resolution #3: Requires a 90% participation rate (total participation rate) on 2022 state assessments and local assessments for eligibility for a request to reconsider.
- Addition of using request to reconsider to exit schools/districts from clock to “on watch” or fully exit clock

Test Participation Rates**						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	11,423	10,760	94.2%	433	98.0%	Meets 95%
Math	11,423	10,761	94.2%	431	97.9%	Meets 95%
Science	3,747	3,180	84.9%	428	95.8%	Meets 95%

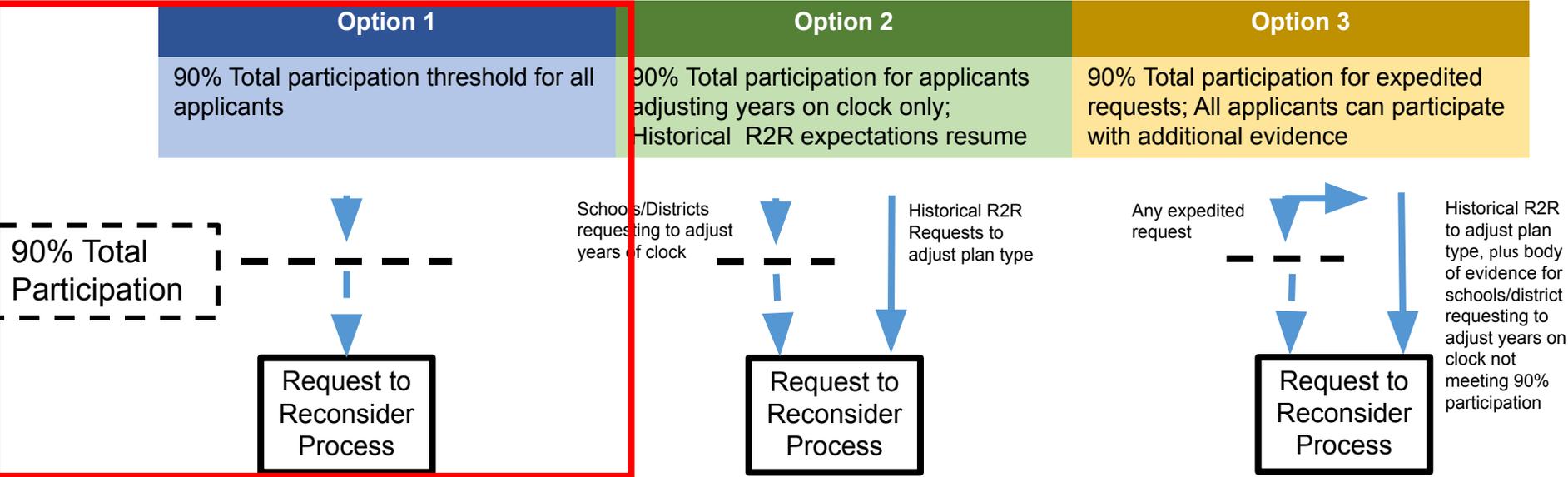
**Total participation**  
parent excusals  
are counted as  
non-participants

**Accountability  
participation**  
parent excusals are  
counted as  
participants

These ratings reflect  
whether accountability  
participation rates meet  
or exceed 95%.



# Options for the 90% Total Participation to be eligible to participate in request to reconsider



R2R = Request to Reconsider  
 NOTE: All applications must still meet one or more of the request to reconsider conditions to be recommended for approval.



# Scenarios for Request to Reconsider Eligibility

2022 Preliminary DPF/SPF	2022 Total Participation	Option 1: 90% Total Participation for All		Option 2: 90% Total Participation for Adjusting Clock		Option 3: 90% Total Participation for Expedited Requests	
		Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment	Clock Adjustment	Plan Type Adjustment	Clock Adjustment
Improvement (not on performance watch)	90%	Yes	n/a	Yes	n/a	Yes	n/a
	89%	No		Yes		Yes	
Improvement – Y3	90%	Yes	Yes	Yes	Yes	Yes	Yes - Expedited
	89%	No	No	Yes	No	Yes	Yes - Body of evidence
Priority Improvement – Y0	90%	Yes	n/a	Yes	n/a	Yes	n/a
	89%	No		Yes		No	
Priority Improvement – Y1	90%	Yes	Yes, if plan type improved	Yes	Yes, if plan type improved	Yes	Yes if plan type improved
	89%	No	No	Yes	No	Yes	
<i>Request for Insufficient State Data – Y3</i>	26% and lacks representativeness	No	No	Yes	No	Yes	No

# Process for Providing Public Input on the Noticed Accountability Rules



- Public Comment on noticed state board rules is open now through May 23.
- Form is available on the CDE Accountability homepage at: <https://www.cde.state.co.us/accountability>

# Resources



## 2019 Request to Reconsider

- Body of Evidence
  - Extenuating circumstances
- Accountability Participation Impact
- Calculation error
- Impact of Alternative Education Campuses on the District Performance Framework rating
- Districts with a single school
- Small districts and schools
- Districts with a closed school
- Insufficient State Data Rating

## 2021 Modified Request to Reconsider

- Expedited (relied on state assessment data)
- Expedited Plus (included UIP review)
- Body of Evidence (included local data, UIP review, and site visit)

# Historically Permitted Request to Reconsider Conditions (2019 and Earlier)



R2R Condition/ Pathway	Description
Body of Evidence	Supplemental evidence of different performance than preliminary state assignment. Need 95% total participation on local assessments (nationally normed).
Extenuating Circumstances	School/district with extenuating circumstances (i.e., “Act of God”) impacting state assessment administration window may request a different plan type based on submission of local performance data. This is part of the Body of Evidence Pathway.
Accountability Participation Impact	School/district with a rating “lowered due to low accountability participation” (less than 95% accountability participation) may make a case based on N-size, reason for non-participation (e.g., test misadministration), and/or historical participation rates to have penalty removed.
Impact of Alternative Education Campuses	District may request the removal of AEC results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year.
Districts with a single school	District may elect to use the calculated SPF rating as the district accreditation rating.
Districts with a closed school	District with Priority Improvement or Turnaround Plan types that have closed a school due to low performance, may request a recalculated DPF with the results of the closed school removed.
Insufficient State Data Rating	School/District with less than 85% total participation and evidence of non-representativeness for student population can apply for an Insufficient State Data rating.

# Discussion on Growth Participation Calculations

# Addition of Growth Participation Rate in Performance Frameworks



From SB 22-137:

FOR THE REPORTING REQUIRED BY THIS SUBSECTION (7) FOR THE 2021-22 SCHOOL YEAR, THE DEPARTMENT SHALL INCLUDE DATA CONCERNING THE PERCENTAGE OF STUDENTS WHO CONTRIBUTED TO THE STATE LONGITUDINAL ACADEMIC GROWTH INDICATOR.

# Anticipated Location of Growth Participation in Performance Frameworks



- There is space next to N-count and MGP (p. 2 of frameworks)

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English	All Students	121	45.0	4/8	Approaching
Language Arts	English Learners	73	46.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	110	45.0	0.5/1	Approaching
	Minority Students	112	44.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	124	46.5	4/8	Approaching
	English Learners	76	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	112	44.5	0.5/1	Approaching
	Minority Students	115	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	152	39.5	1/2	Approaching
	On Track to Proficiency	152	64.5%	1/2	Approaching
TOTAL		*	*	13.25/26	Approaching

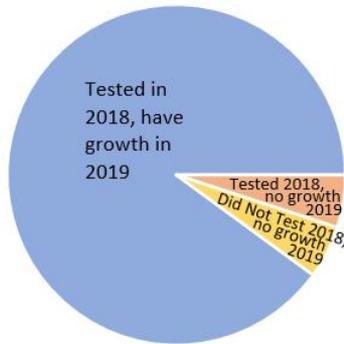


# Growth Participation Rate Calculation

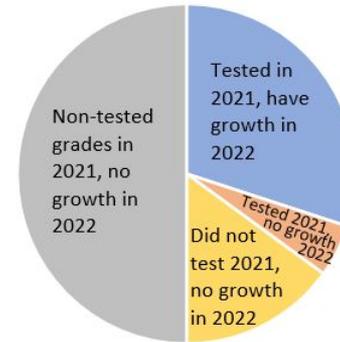


- Numerator is straight forward - total number of students with a valid growth percentile contributing to the relevant MGP

Normal Year Growth- E&M

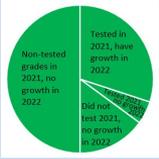
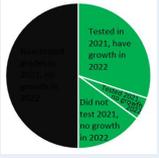
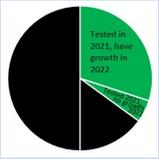


2022 Growth- E&M



- Denominator could be calculated several ways depending upon the information the growth participation metric is trying to communicate.

# What proportion of students are contributing to the 2022 growth results in comparison to:

	Graphical Definition	General Definition	Operational Definition	Eligible Grades and Content Areas	Likely Range
1		Students who could have tested in a normal year	All students in normally tested grades	CMAS ELA - 4-8 CMAS Math - 4-8 PSAT/SAT EBRW - 10, 11 PSAT/SAT Math - 9, 10, 11	30-40% for EM  85-95% for H
2		Students who could have tested in 2021	All students in tested grades in 2021	CMAS ELA - 4, 6, 8 CMAS Math - 5, 7 PSAT/SAT EBRW - 10, 11 PSAT/SAT Math - 9, 10, 11	60-80%
3		Students who actually tested in 2021	All students in tested grades who had valid scores from 2021	Same grades as above, but impacted by low 2021 participation rates	85-95%



- Small groups with designated CDE facilitator/note taker.
- Discussion Questions:
  - How does the AWG define the “why” behind the growth participation calculation?
  - What should CDE and the TAP consider when thinking through the calculation methodology?
- Small group discussion then whole group

# Discussion on Interpretation Guidance for Performance Frameworks

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- Pandemic context- remote and hybrid instruction, and **impact on student learning/performance on state assessments**
- 1-year of data only, **no multi-year version**
- Targets/cut-scores staying the same from 2019, **so achievement and PWR may see lower results in 2022**
- ½ as much growth data possible due to alternating assessment schedule in 2021, so **ISD ratings more likely due to small N counts**
- Lower 2021 participation rates (as fully remote students did not have to test and more parent excusal), **likely leading to more ISD ratings**
- Cohort growth included in framework calcs, so **expect similar score distributions to historical results**
- Accountability clock year not automatically advancing with a priority improvement or turnaround rating, **the policy “stakes” of rating are different**
- Other implications/impacts?



- Small groups with designated CDE facilitator/note taker.
- Discussion Questions:
  - What are some of the key messages?
  - What are some suggestions on how to communicate this guidance (e.g., type of resource, location, forms of communication and training)?
  - Given limited space, what is most important to prioritize?

# Wrap-Up and Logistics



- Decision: Should we hold the June meeting?

## Possible topics

- Next steps on reporting
- R2R Design features
- Continuous Improvement of AWG (Debrief and Recommendations for next year)

Thank you and have a great week!