Session Description

Educational Accountability 101: Overview & Updates

In this session attendees will engage with an overview of the Colorado Educational Accountability System with an emphasis on the local board's role. In addition, updates will be provided regarding anticipated changes related to accountability and improvement planning in 2023.

Colorado Department of Education

Educational Accountability 101: Overview & Updates

CASB Annual Convention

December 8, 2023

Welcome to Accountability 101: Overview & Updates

- Grab a sticky note and pen
- Answer at least one of these questions:
  - What brought you to this session?
  - What would make this a successful session for you?
  - What specific questions do you have about our accountability system?
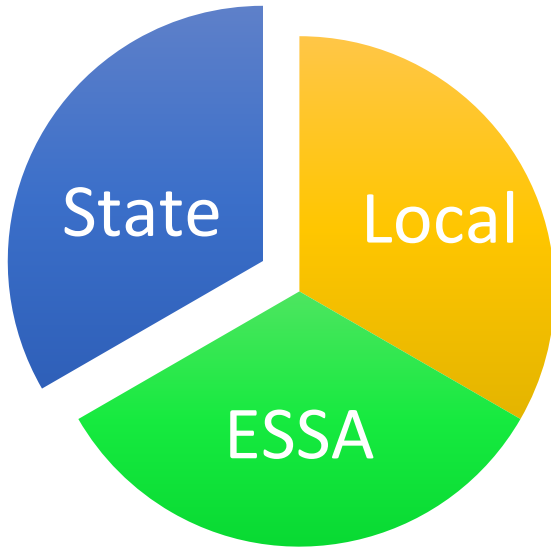
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Fist = You are killing me with the acronyms. SPF has something to do with
        sunscreen, right?
5 = Move over. I can run this accountability session.

Colorado's Educational Accountability System

Local accountability

- Locally elected boards oversee superintendent and district policies

State Accountability

- Colorado Educational Accountability Act
- Includes Performance Frameworks, Improvement Planning, Accountability Clock, Accreditation Contracts, Accountability Committees

Federal Accountability

- Every Student Succeeds Act – State plan approved
- Schools on improvement (CS, TS, A-TS)
- Aligned state and federal improvement planning and supports

State

Local

ESSA

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Role of the Board: Statutory Responsibilities

The Colorado Educational Accountability system outlines the role of local Boards of Education to:

- Enter into a District Accreditation Contract with the State
- Accredit the District's schools
- Consult with the District's Accountability Committee
- Engage with the District and Schools' Improvement Plans
  - Adopt the District's Improvement Plan in accordance with the assigned accreditation plan
  - Adopt the Improvement Plans for schools assigned Priority Improvement or Turnaround
  - Consider the Improvement Plans of all schools in adopting the district's budget

COLORADO SCHOOL LAWS 2023

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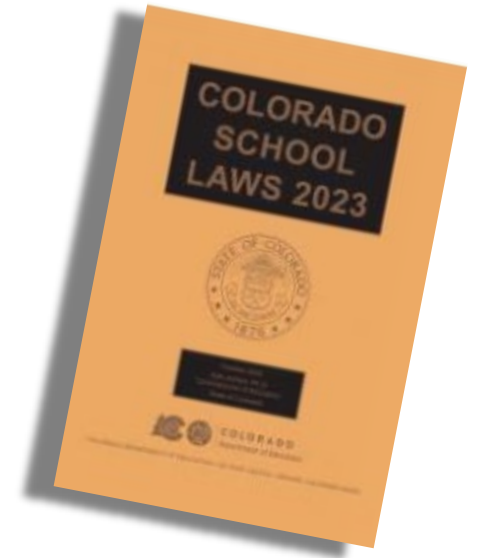
Role of the Board: Governance Responsibilities

- The primary responsibility of a Board of Education is to see that the educational needs of their community are being met.
  - This happens by connecting with stakeholders, defining important outcomes, and monitoring progress towards those outcomes.

- Accountability results are one set of desired learning outcomes (as defined by the legislature) for all students to achieve in the state of Colorado.
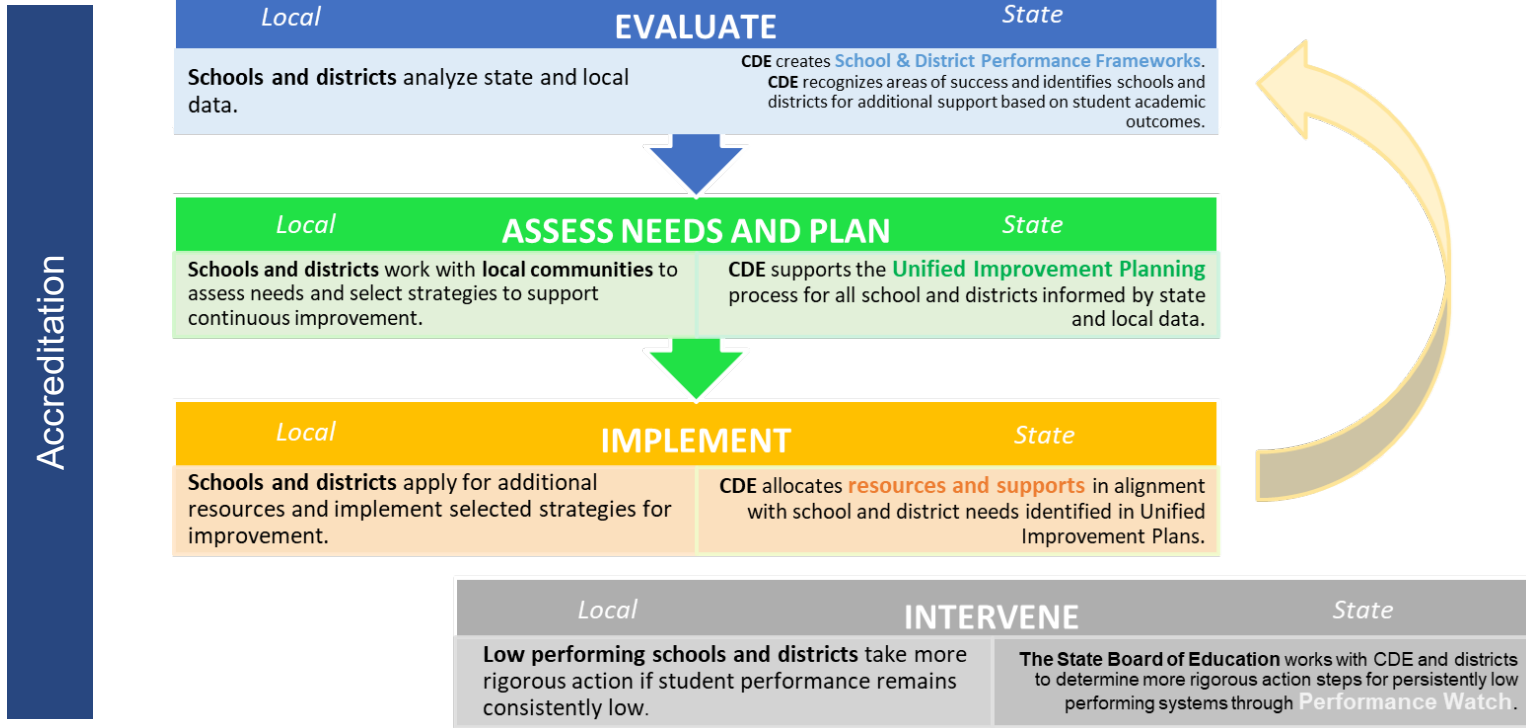
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1. As a tool to support community engagement
2. As an identified district priority (outcome)
3. As a superintendent performance measure
4. As a tool to facilitate early action
5. To inform resource allocations (budget setting)

Accountability Theory of Action

Accreditation

EVALUATE
Local
Schools and districts analyze state and local data.

State
CDE creates School & District Performance Frameworks. CDE recognizes areas of success and identifies schools and districts for additional support based on student academic outcomes.

ASSESS NEEDS AND PLAN
Local
Schools and districts work with local communities to assess needs and select strategies to support continuous improvement.

State
CDE supports the Unified Improvement Planning process for all school and districts informed by state and local data.

IMPLEMENT
Local
Schools and districts apply for additional resources and implement selected strategies for improvement.

State
CDE allocates resources and supports in alignment with school and district needs identified in Unified Improvement Plans.

INTERVENE
Local
Low performing schools and districts take more rigorous action if student performance remains consistently low.

State
The State Board of Education works with CDE and districts to determine more rigorous action steps for persistently low performing systems through Performance Watch.

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Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

Local Priorities

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Elements of the Current State Accountability System

Frameworks	
Public Reporting	
Improvement Planning	
Public Engagement	
Supports and Interventions	
Accreditation	
Awards	

Performance Frameworks | Purpose

- Provides a **statewide evaluation of student performance** that highlights areas of success and areas for improvement.

- Identify those districts and schools whose students are **lowest-performing** based on academic achievement, growth and postsecondary workforce readiness data, and direct state support and intervention appropriately.

- Identify those districts and schools whose students are the **highest-performing** based on academic achievement, growth and postsecondary and workforce readiness data, recognize them and learn from their practices.

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School and District Performance Framework Ratings

Performance Indicator	Weight
Academic Achievement	**40%** Elementary & Middle Schools **30%** High Schools & Districts
Academic Growth	**60%** Elementary & Middle Schools **40%** High Schools & Districts
Postsecondary and Workforce Readiness	**30%** High Schools & Districts

Elementary & Middle Schools

40%

60%

High Schools & Districts

30%

30%

40%
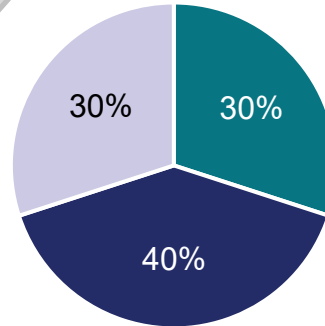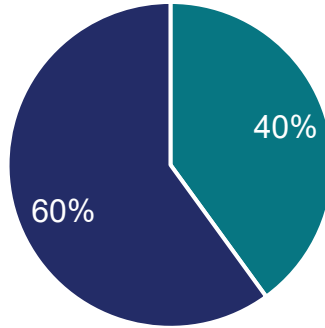
Ratings

SCHOOL PLAN TYPES

PERFORMANCE PLAN

IMPROVEMENT PLAN

PRIORITY IMPROVEMENT PLAN

TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*

INSUFFICIENT STATE DATA: LOW PARTICIPATION**

DISTRICT ACCREDITATION RATINGS

ACCREDITED WITH DISTINCTION

ACCREDITED

ACCREDITED WITH IMPROVEMENT PLAN

ACCREDITED WITH PRIORITY IMPROVEMENT PLAN

ACCREDITED WITH TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*

INSUFFICIENT STATE DATA: LOW PARTICIPATION**

Performance Frameworks | Performance Indicators

Performance Indicator	Performance Data
Academic Achievement	- Mean scale score - English language arts, math, and science assessments - Overall and for disaggregated groups
Academic Growth	- Median student growth percentile - English language arts, mathematics and English language proficiency assessments - English language proficiency On Track metric - Overall and for disaggregated groups
Postsecondary and Workforce Readiness	- SAT – Evidence-Based Reading & Writing and Mathematics - Graduation Rate - Dropout Rate - Matriculation Rate (includes military enlistment) - Industry credentials, included in Career and Technical Education and overall matriculation rates calculations - Overall and for disaggregated groups (except for Matriculation rate)

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Overview of Colorado's Growth Model

Every year Colorado students in third to 11th grade are tested in English language arts and math.

178 Colorado School Districts test students in spring.

COLORADO

Individual student's scores are then grouped together with similar students' scores.

And students with the same achievement history are compared to each other.

Students are assigned a growth score from 1 to 99 based on their performance compared to their peers. This is also referred to as a growth percentile.

This score helps us understand whether their growth is low, typical or high compared to their academic peers.

Low Growth — 0 to the 35th Percentile
Typical Growth — 35th to the 65th Percentile
High Growth — 65th to the 100th Percentile

For example, a student with a growth percentile of 78 performed at or better than 78 percent of his or her academic peers and can be said to have high growth.

- Visit our Colorado Growth Model webpage
  - View a pre-recorded walkthrough of the growth model

  - Parent friendly and technical user resources are available

  - Let us know what specific questions you have

Current Practices

- For publicly reportable data
  - N of 16 for achievement has been the historical threshold for reporting achievement data.
  - N of 20 for Growth was based on observed data and what TAP determined to be minimum threshold for reliability with best balance for inclusion.

- Calculate a multi-year framework (typically 3 years) to aggregate data over time to generate reports for as many sites as possible.

- Created the Insufficient State Data assignment for sites that do not have reportable data for all performance indicators
  - No tested grades
  - Small tested population
  - Limited tested population (e.g., high % of parent excusals)

Related Solutions in Other Parts of Accountability System

- Created Secure Data Explorer Tool for districts to analyze state data down to an N of 1.
- Created improvement planning guidance on how to still engage in continuous improvement without reporting Personally Identifiable Information.

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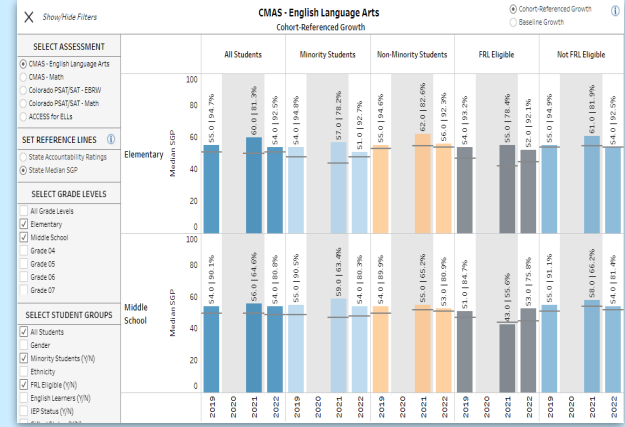
Performance Tools and Visualizations

Online Frameworks

CDE has launched an interactive version of the frameworks aimed at the public. Users see high levels reports initially and then can dig into accountability data more deeply. There are links to the framework PDF reports, the site's UIP and the district's accreditation contract.

Performance Tools and Visualizations

District and School Dashboard

Includes updated enrollment, demographics, achievement, growth, and postsecondary visualizations to support improvement planning efforts.
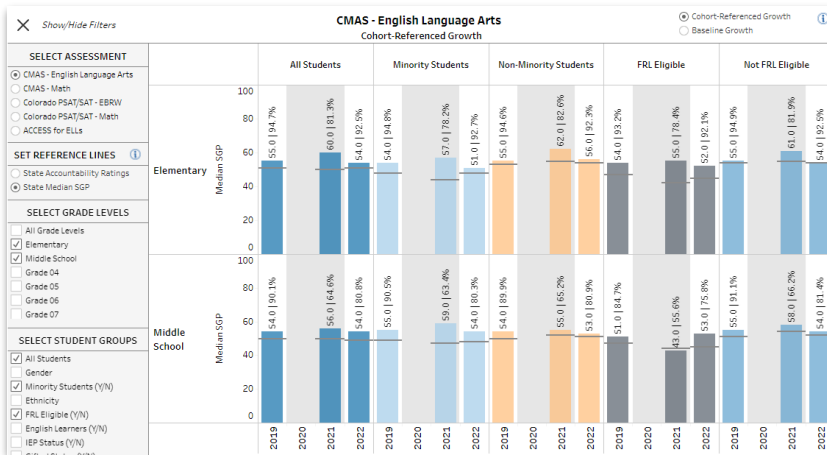
Data Explorer Tool

Includes updated achievement, growth, and postsecondary metrics that can also be downloaded into Excel files for additional analysis. Secure tool is available to district administrators.

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Multiple Purposes for Improvement Planning

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

A mechanism for triggering additional supports through CDE (especially for schools on the accountability clock.

A system to align improvement planning requirements for local, state, and federal accountability into a single plan.

A statewide strategy to promote improvement planning based on best practice, including use of state and local data and engagement in a continuous improvement cycle.

A common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. Reviews conducted by CDE and State Review Panel.

A process for including multiple voices, including staff, families and community representatives. Plans are posted publicly.

Support

Alignment

Documentation

Best Practice

Transparency

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Unified Improvement Planning (UIP)

- All schools and districts are expected to engage in improvement planning and submit plans in UIP Online System for public posting on SchoolView.
- CDE has coordinated state, federal and some grant improvement planning requirements into one place.
- UIP process includes:
  - Identifying and prioritizing needs based upon data
  - Matching research-based strategies to meet needs
  - Progress monitoring and adjusting practices
  - Engaging stakeholders

- CDE focus on universal and targeted supports. Offer resources, virtual and field-based trainings and onsite technical assistance.

Local Board Role…

Engage with the District and Schools' Improvement Plans
- Adopt the District's Improvement Plan in accordance with the assigned accreditation plan
- Adopt the Improvement Plans for schools assigned Priority Improvement or Turnaround
- Consider the Improvement Plans of all schools in adopting the district's budget

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Accountability Committees

- All schools and districts are required to have accountability committees. Small districts may combine requirements.

- Parents are expected to have the most representation.

- Accountability committees are advisory to principals and local boards. They provide recommendations.

- Activities include reviewing improvement plans and progress monitoring, reviewing budgets, providing input on various policies (e.g., parent engagement), and other jointly identified areas.

Local Board Role...

Consult with the District's Accountability Committee

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CDE Support Structure

- CDE Supports
  - Support Leads
  - Transformation Support Managers
  - UIP Contacts
  - ESEA Regional Contacts

- EASI Grant
  - Exploration Support (inc external diagnostic reviews, planning support and stakeholder engagement support)
  - District Designed and Led
  - Accountability Pathways Implementation
  - Turnaround Leadership
  - Transformation Network
  - Tailored support for Alternative Education Campuses and Local School Boards that have identified schools

Highlights of State Support System
- Driven by state needs assessment
- Use Four Domains as organizing structure
- District participation is encouraged but voluntary
- Distribute supports through tiers (universal, targeted, intensive)

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Districts and Schools on Performance Watch in 2022

Districts

Legend: Distinction, Accredited, Improvement, Priority Improvement, Turnaround, Insufficient State Data
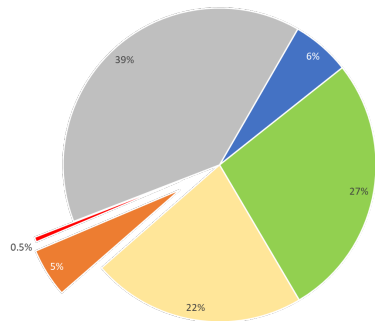
Districts pie chart: 39%, 6%, 27%, 22%, 5%, 0.5%

Schools

Legend: Performance, Improvement, Priority Improvement, Turnaround, Insufficient State Data

Schools pie chart: 17%, 57%, 17%, 6%, 2%
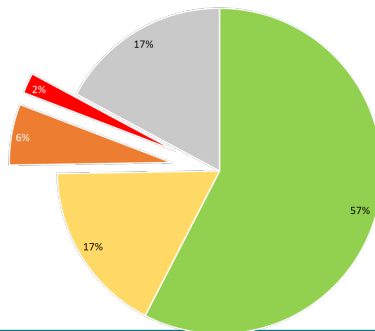
	Districts	**Schools**
# on Performance Watch	13	244
# on Clock (PI, Turnaround)	11	175 (+30 Insufficient State Data)
Year 0	7	114
Years 1-3	3	50 (+27 ISD)
Years 4-5	n/a	6 (+3 ISD)
Years 6+	1 (+ 1 ISD)	5
# on Watch	1	39 (+6 ISD)
# with an SBE Order (incl. Early Action and On Watch)	1*	11

Aguilar (incl. Aguilar Jr./Sr.) does not have an active order but is Year 8 On Watch. Adams 14 is the only school district with an active SBE order.

PERFORMANCE WATCH

ACCOUNTABILITY CLOCK

On Watch

Priority Improvement or Turnaround

Year 1+

Sites with State Board Action

Year 5+ and Early Action

Performance/ Improvement

Year 2+
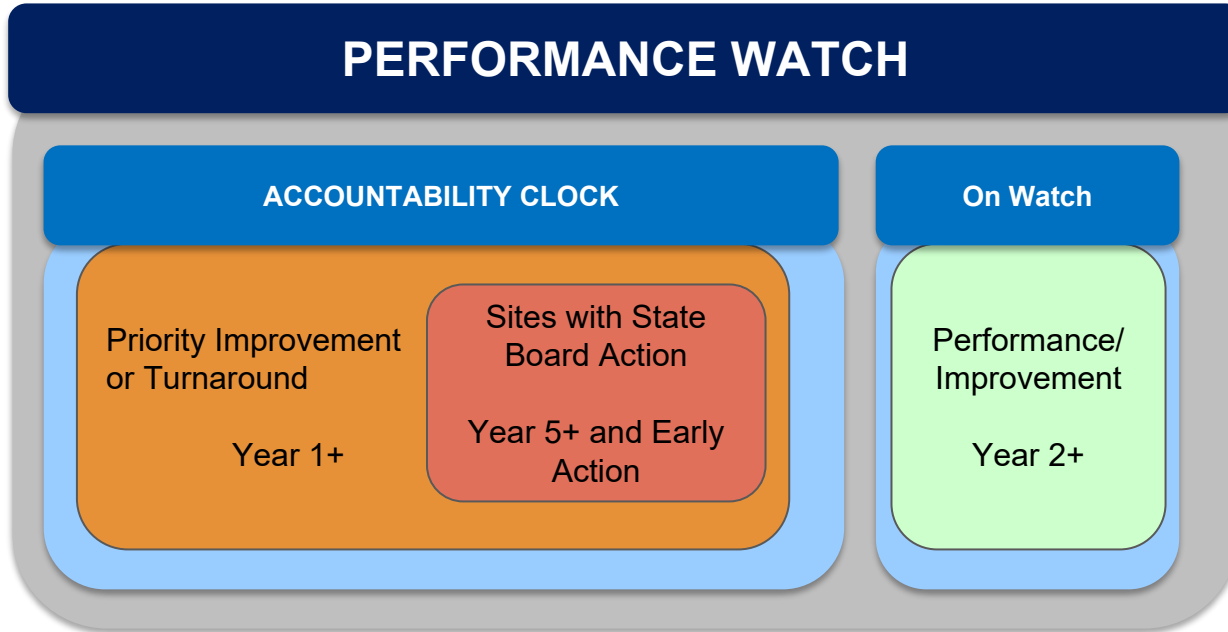
Performance Watch | Expectations by Category

	Criteria	Implications
On Clock	• Earned a 2023 Priority Improvement or Turnaround plan type	• Communication expectations • Additional planning requirements and plan review by CDE • Hearing with State Board after five years or progress monitoring if already received state board directed action • Eligible for supports and school improvement funds (EASI)
On Watch	• Earned a 2023 Improvement or Performance plan type • Previously on accountability clock for at least two consecutive years	• Plan review by CDE • Eligible for supports and school improvement funds (EASI)
On Hold	• Received an Insufficient State Data in 2023 • Last available plan type was on clock	• Communication expectations • Additional planning requirements and plan review by CDE • Eligible for supports and school improvement funds (EASI)

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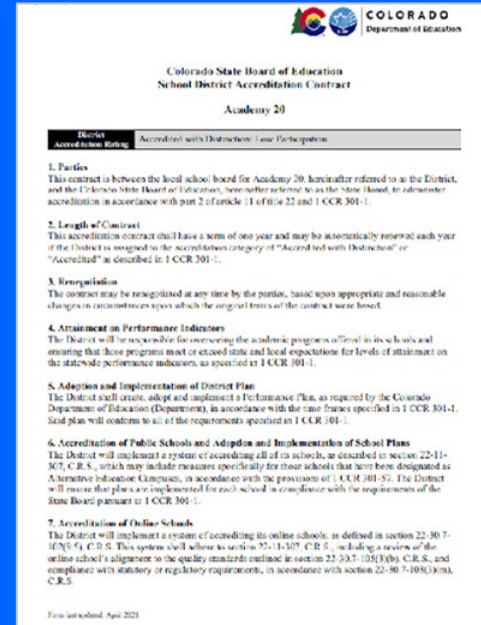
School & District Accreditation Process

State Accredits Districts

CDE annually reviews performance through school and district performance frameworks

August/September

Districts Accredit their Schools

Districts can submit a request to reconsider school plan types and district ratings

September/October

Districts Sign Accreditation Contracts

Districts officially sign off on final district accreditation ratings

By December 31st

Local Board Role…
- Enter into a District Accreditation Contract with the State
- Accredit the District's schools

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Accreditation Contract Process

- Highlights of current system:
    - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
    - District plan type and state board action determine timeline and additional expectations included in agreement
    - State Board accredits districts; Local boards accredit schools
    - Contract includes
        - Attainment on performance indicators
        - Adoption and implementation of the district plan
        - Accreditation and implementation of plans for schools, including online schools
        - Good faith effort on implementing statute, regulations and policy
        - Consequences for non-compliance and monitoring

All District Accreditation Contracts available at:
https://www.cde.state.co.us/accountability/districtaccreditation

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Summary of School and District Awards

- Blue Ribbon Schools

- Centers of Excellence

- Colorado School Awards program

- Governor's Distinguished Improvement Award

- Green Ribbon Schools

- High School Academic Growth Award

- John Irwin Schools of Excellence

- National ESEA Distinguished Schools

For Description of criteria and recent recipients:
https://www.cde.state.co.us/cdeawards/awards

Processing Your Role in Accountability

- Turn to 2-3 Neighbors to talk through:
  - What additional questions do you have? Where would you like to learn more?
  - What ideas do you have for integrating these responsibilities into your board work?

- Be ready to share out questions and ideas with the whole group

Defined Local Board Role in State Accountability

- Enter into a District Accreditation Contract with the State
- Accredit the District's schools
- Consult with the District's Accountability Committee
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General Accountability Cycle

	Frameworks	Public Reporting	Improvement Planning	Accountability Committees	Support & Interventions	Accreditation	Awards
Fall	(Aug) CDE released prelim frameworks	Updated based upon available data	(Oct) Due for public posting	Locally decided timeline	Available	Local boards accredit schools	
Winter	(Nov/Dec) State board finalizes frameworks	Available	Implement and monitor plan	Locally decided timeline	Available	(Dec) State Board accredits districts	(Dec) Awards announced
Spring		Available	Major updates for next school year based on local data	Locally decided timeline	Available		Awards Ceremony
Summer		Available		Locally decided timeline	Available		

Thank you!

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Other CDE Conference Sessions

- **Educational Accountability 201: A System Retrospective.** Friday, 9:15-10:15, Colorado Hall B

- **Finding your Focus: Leveraging Local & State Data.** Friday, 2pm-3pm, West CD

- **Designing Stakeholder Engagement to Drive Effective Board Governance.** Saturday, 1:20-2:30, West AB

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