

## Educational Accountability 201: A System Retrospective

- In this session attendees will engage with an overview of the Colorado Educational Accountability System in the past, present, and its likely future. An exploration of legislative action, state board decisions, and the driving forces that have created our system of school identification will be explored. Similarly, we will consider the direction educational accountability is headed and how it intersects with your role as a board member. This session is for individuals with a basic understanding of our accountability system.

# **Educational Accountability 201: A System Retrospective**

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**CASB Annual Convention  
December 7, 2023**

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# Welcome to Accountability 201: A System Retrospective

- 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?



# How much do you know about Colorado's Accountability System?



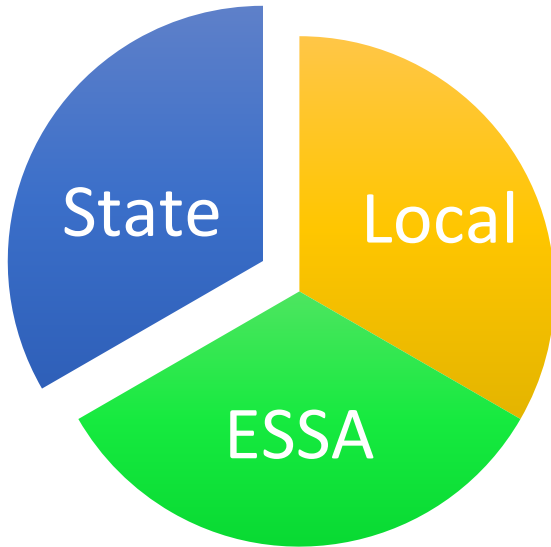
Fist = You are killing me with the acronyms. SPF has something to do with sunscreen, right?

5 = Move over. I can run this accountability session.

# Session Agenda

- **Setting Context**
  - Local Board's Role in Accountability
  - Current Policy Landscape
  - Colorado's Accountability Theory of Action
- **Elements of the State Accountability System**
  - Performance Frameworks
  - Public Reporting
  - Improvement Planning
  - Public Engagement
  - Supports and Interventions
  - Accreditation
  - Awards
- **Wrap up**

# 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

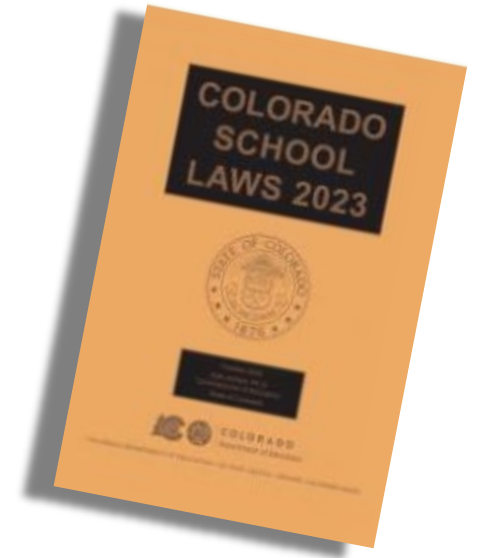
## Federal Accountability

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

# 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



# 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.





# How might Accountability Results be Used by Board Members?

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)



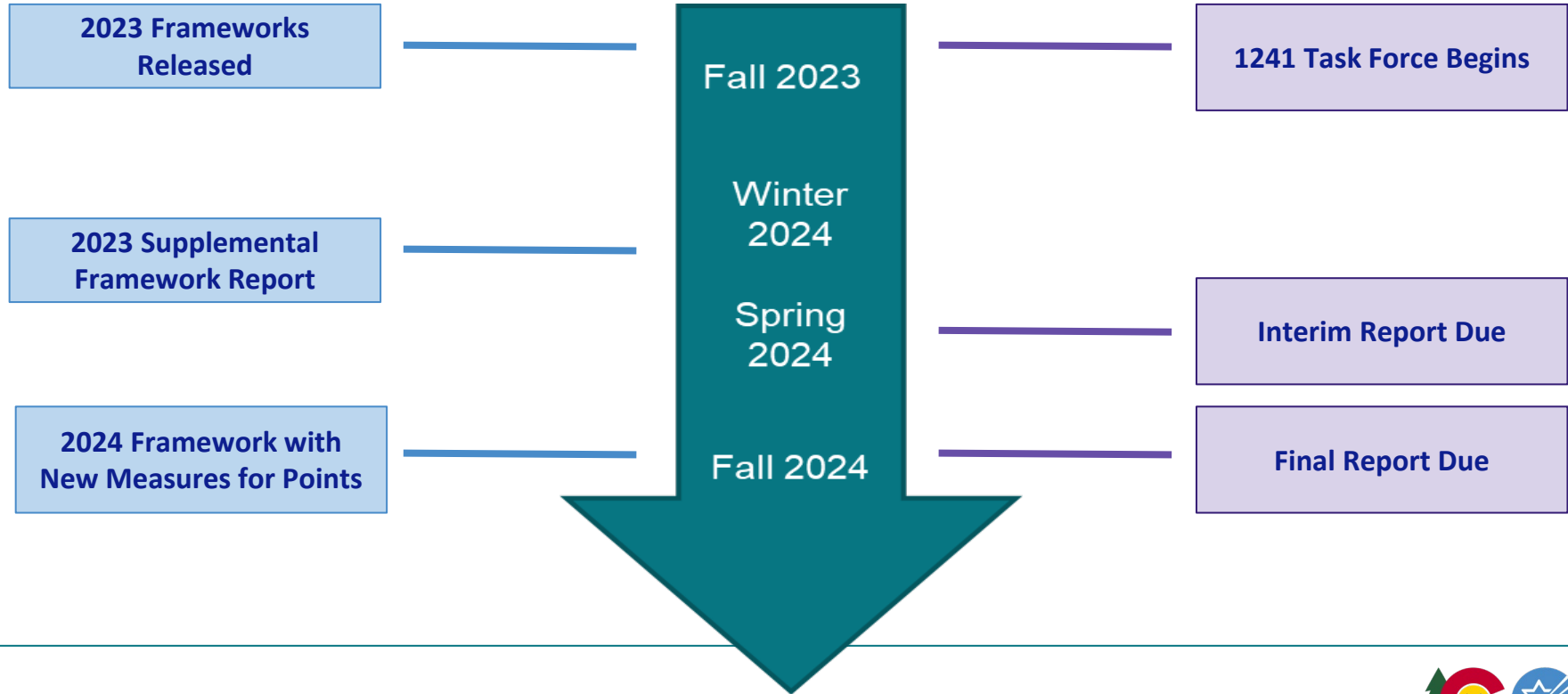
# What do we mean by “policy?”



Policy Development Structures	General Description	Examples in Accountability Processes
<b>State Legislature &amp; Governor</b>	Legislature passes statute and Governor signs into law.	<b>SB 09-163 and HB 18-1355:</b> Outlines our current state accountability system
<b>State Board of Education or Local Board</b>	Board provides additional detail on statute through rule process or policy adoption.	<b>State Board:</b> Sets framework cut scores, adopts plan types, Creates rules (e.g., request to reconsider process, UIP process)
<b>Expert Panels and Stakeholder Groups</b>	Groups are convened to provide advice at different parts of the policy making and implementation.	<a href="#"><u>1241 Task Force</u></a> <a href="#"><u>Technical Advisory Panel (TAP)</u></a> <a href="#"><u>Accountability Work Group (AWG)</u></a>
<b>CDE Documentation and Guidance</b>	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



# Overarching Accountability Timeline



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



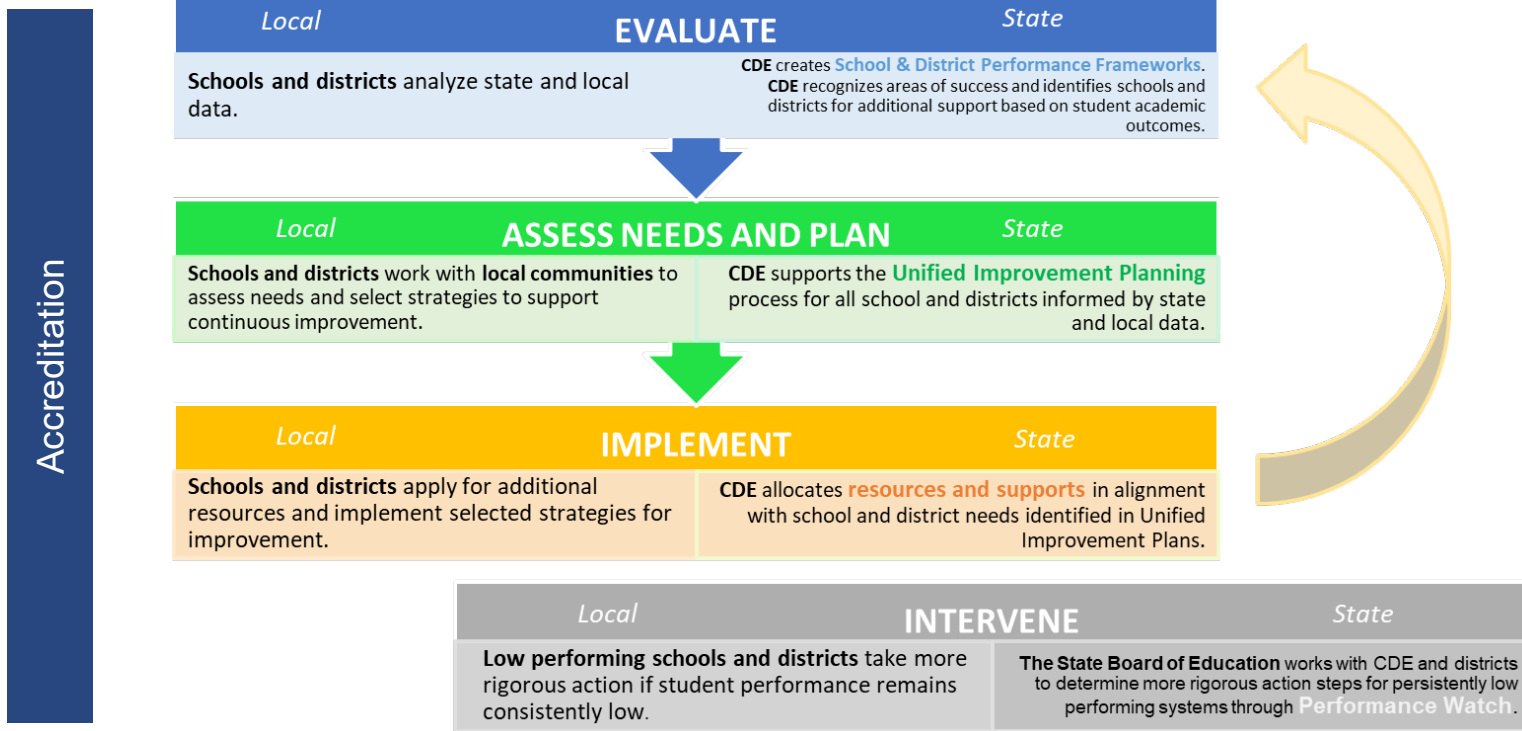
- Link to Bill: <https://leg.colorado.gov/bills/hb23-1241>
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Website: <https://www.cde.state.co.us/accountability/accountability-task-force>
- 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 to the education committees of the house of representatives and senate, the governor, the state board, the commissioner of education and the department.

# H.B. 22-1215: Study Of Expanding Extended High School Programs



- Link to Bill: <https://leg.colorado.gov/bills/hb22-1215>
- Purpose: Develop and recommend policies, laws and rules to support the equitable and sustainable expansion and alignment of programs that integrate secondary, postsecondary and work-based learning opportunities in every region of the state.
- Task Force Website: [https://www.cde.state.co.us/postsecondary/secondary\\_postsecondary\\_and\\_work-based\\_learning\\_integration\\_task\\_force](https://www.cde.state.co.us/postsecondary/secondary_postsecondary_and_work-based_learning_integration_task_force)
- Timeline:
  - July 2022: Convened first meeting
  - December 1, 2022: [Interim report](#)
  - December 1, 2023: Final report reflecting findings and recommendations to the governor, the Education Leadership Council, the State Board of Education, the Colorado Commission on Higher Education, and the Education Committees of the Senate and the House of Representatives, or any successor committees.

# Accountability Theory of Action



# Session Agenda

- Setting Context
  - Local Board's Role in Accountability
  - Current Policy Landscape
  - Colorado's Accountability Theory of Action
- Elements of the State Accountability System
  - Performance Frameworks
  - Public Reporting
  - Improvement Planning
  - Public Engagement
  - Supports and Interventions
  - Accreditation
  - Awards
- Wrap up

# Elements of the Current State Accountability System



<h2>Frameworks</h2> 	<h2>Public Reporting</h2> 
<h2>Improvement Planning</h2> 	<h2>Public Engagement</h2> 
<h2>Supports and Interventions</h2> 	<h2>Accreditation</h2> 
<h2>Awards</h2> 	<h2>Local Priorities</h2> 



# Elements of the Current State Accountability System

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

**COLORADO** Department of Education | 2023 Preliminary District Performance Framework | Grade Levels: EMH - (1 Year)

**(0000) District Framework Report** | Official Rating based on 1-Year DPF Report

**Accreditation Rating** | **Accredited** | **58.8/100 Points Earned**

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

**Indicator Rating Totals**

Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	51.4%	15,470	Approaching
Academic Growth	66.7%	26,740	Meets
Postsecondary & Workforce Readiness	55.8%	16,730	Approaching

**Assurances**

Assurance	Rating
Accountability Participation Rate	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

**Test Participation Rates and Total Participation Rate Descriptor\***

Subject	Total Enrolled	Valid Scores	Total Participation Rate	Parent Participation	Accountability Participation	Rating
English Language Arts	3,960	3,708	96.1%	100	99.4%	Meets 95% Participation
Math	3,857	3,724	96.6%	109	99.5%	Meets 95% Participation
Science	1,254	933	74.4%	313	99.1%	Meets 95% Participation

**Summary of Ratings by EMH Level**


EMH Level	Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	43.8%	17,540	Approaching	48.0%	Improvement
	Academic Growth	50.9%	30,560	Approaching		
Middle	Academic Achievement	54.9%	22,040	Approaching	63.4%	Accredited
	Academic Growth	74.1%	44,560	Meets		
High	Academic Achievement	55.7%	16,730	Approaching	66.5%	Accredited
	Academic Growth	75.0%	30,040	Meets		
	Postsecondary & Workforce Readiness	55.8%	16,730	Approaching		

(\*) No Reportable Data  
 (\*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact Framework calculations. English Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA & Math.



# 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.

 <b>COLORADO</b> Department of Education		2023 Preliminary District Performance Framework				
(0000) District Framework Report		Grade Levels: EMH - (1 Year)				
<b>Accreditation Rating</b>		<b>Official Rating based on 1-Year DPF Report</b>				
<b>Accredited</b>		<b>58.8/100 Points Earned</b>				
<p>The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary &amp; Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.</p>		<p><b>Distinction</b></p> <p><b>Accredited 58.8%</b></p> <p>Improvement</p> <p>Priority Imp</p> <p>Turnaround</p>				
<b>Indicator Rating Totals</b>		<p>Accreditation categories are based on the total percentage of points earned.</p> <p><b>Accredited with Distinction:</b> 74.0% - 100%</p> <p><b>Accredited:</b> 56.0% - 73.9%</p>				
Indicator	Percent of Points Earned	Points Earned/Eligible	Rating			
Academic Achievement	51.4%	15.4/30	Approaching			
Academic Growth	66.7%	26.7/40	Meets			
Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching			
<b>Assurances</b>		<p>Accountability Participation Rate: <b>Meets 95% Participation</b></p> <p>Finance: <b>Meets Requirements</b></p> <p>Safety: <b>Meets Requirements</b></p> <p><b>Accredited with Improvement Plan:</b> 44.0% - 55.9%</p>				
<b>Test Participation Rates and Total Participation Rate Descriptor*</b>		<p><b>Accredited with Priority Improvement Plan:</b> 34.0% - 43.9%</p> <p><b>Accredited with Turnaround Plan:</b> 0.0% - 33.9%</p> <p><b>Insufficient State Data:</b> No reportable achievement and growth data.</p>				
Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	3,860	3,708	96.1%	100	99.4%	Meets 95% Participation
Math	3,857	3,724	96.6%	109	99.5%	Meets 95% Participation
Science	1,254	933	74.4%	313	99.1%	Meets 95% Participation
<b>Total Participation Rate Descriptor for Planning Purposes:</b>						<b>Meets 95% Participation</b>
<b>Summary of Ratings by EMH Level</b>						
EMH Level	Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	43.8%	17.5/40	Approaching	48.0%	Improvement
	Academic Growth	50.9%	30.5/60	Approaching		
Middle	Academic Achievement	54.9%	22.0/40	Approaching	63.4%	Accredited
	Academic Growth	74.1%	44.5/60	Meets		
High	Academic Achievement	55.7%	16.7/30	Approaching	66.5%	Accredited
	Academic Growth	75.0%	30.0/40	Meets		
	Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching		

(\*) No Reportable Data  
 (\*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. English Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA/EBRW.



# Performance Frameworks | Performance Indicators

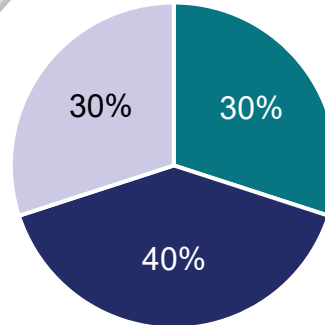
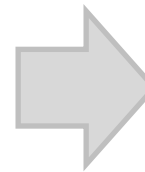
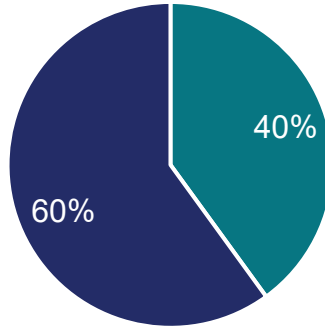


Performance Indicator	Performance Data
<b>Academic Achievement</b>	<ul style="list-style-type: none"><li>● Mean scale score</li><li>● English language arts, math, and science assessments</li><li>● Overall and for disaggregated groups</li></ul>
<b>Academic Growth</b>	<ul style="list-style-type: none"><li>● Median student growth percentile</li><li>● English language arts, mathematics and English language proficiency assessments</li><li>● English language proficiency On Track metric</li><li>● Overall and for disaggregated groups</li></ul>
<b>Postsecondary and Workforce Readiness</b>	<ul style="list-style-type: none"><li>● SAT – Evidence-Based Reading &amp; Writing and Mathematics</li><li>● Graduation Rate</li><li>● Dropout Rate</li><li>● Matriculation Rate (includes military enlistment)</li><li>● Industry credentials, included in Career and Technical Education and overall matriculation rates calculations</li><li>● Overall and for disaggregated groups (except for Matriculation rate)</li></ul>

# 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



High Schools & Districts

### 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\*\*

# Frameworks Performance Levels and Scoring



Scoring Guide for 2022 Traditional District/School Performance Frameworks						
Performance Level	Performance Rating	Score	Percentile	Score	Percentile	Score
Does Not Meet	D	1-10	10th	1-10	10th	1-10
		11-20	20th	11-20	20th	11-20
		21-30	30th	21-30	30th	21-30
		31-40	40th	31-40	40th	31-40
		41-50	50th	41-50	50th	41-50
		51-60	60th	51-60	60th	51-60
		61-70	70th	61-70	70th	61-70
		71-80	80th	71-80	80th	71-80
		81-90	90th	81-90	90th	81-90
		91-100	100th	91-100	100th	91-100
Approach	A	1-10	10th	11-20	20th	11-20
		11-20	20th	21-30	30th	21-30
		21-30	30th	31-40	40th	31-40
		31-40	40th	41-50	50th	41-50
		41-50	50th	51-60	60th	51-60
		51-60	60th	61-70	70th	61-70
		61-70	70th	71-80	80th	71-80
		71-80	80th	81-90	90th	81-90
		81-90	90th	91-100	100th	91-100
		91-100	100th	91-100	100th	91-100
Meets	M	1-10	10th	11-20	20th	11-20
		11-20	20th	21-30	30th	21-30
		21-30	30th	31-40	40th	31-40
		31-40	40th	41-50	50th	41-50
		41-50	50th	51-60	60th	51-60
		51-60	60th	61-70	70th	61-70
		61-70	70th	71-80	80th	71-80
		71-80	80th	81-90	90th	81-90
		81-90	90th	91-100	100th	91-100
		91-100	100th	91-100	100th	91-100
Exceeds	E	1-10	10th	11-20	20th	11-20
		11-20	20th	21-30	30th	21-30
		21-30	30th	31-40	40th	31-40
		31-40	40th	41-50	50th	41-50
		41-50	50th	51-60	60th	51-60
		51-60	60th	61-70	70th	61-70
		61-70	70th	71-80	80th	71-80
		71-80	80th	81-90	90th	81-90
		81-90	90th	91-100	100th	91-100
		91-100	100th	91-100	100th	91-100

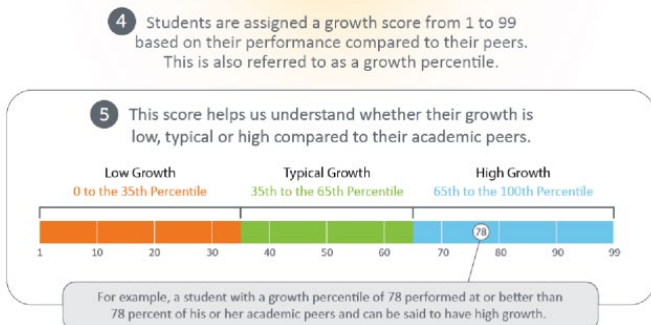
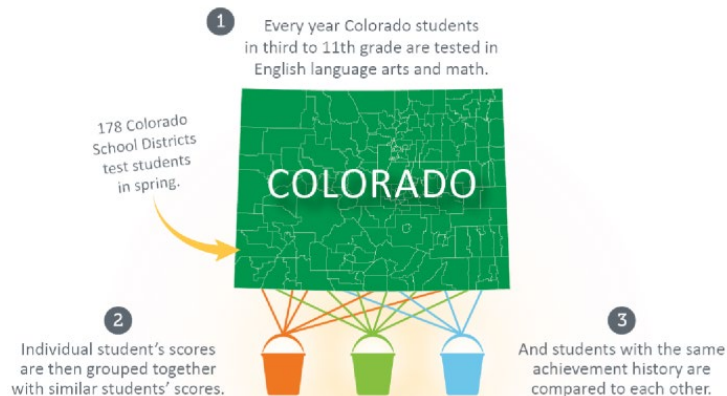
<https://www.cde.state.co.us/accountability/frameworkscoringguide2023>

- Performance Level Ratings: Does Not Meet, Approach, Meets, Exceeds,
- Sub-indicator cut scores: 15th, 50th and 85th percentiles
- Cut scores for rating plan types vary between districts and schools
- State board approves annual targets and methodology for new measures

\* Annual Assessment Reporting System for Districts and Schools by Measure Type. 2022 for CS (M)T & CS (M)S (M)S & M (S) (M)S (M)S & M (S) (M)S (M)S. 2022 for SLP (S) (M)S (M)S & M (S) (M)S (M)S (M)S. August 8, 2022



# Overview of Colorado's Growth Model



- 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.

# 2024 Performance Frameworks Update



- The state board voted to keep 2024 framework targets (e.g., sub-indicator methodology, overall rating cut points) consistent with 2019 and 2023.
- Science will be re-introduced in the Achievement performance indicator.
- On Track Growth will be delayed until all schools are ready for release. The department will provide public reports beginning in 2024.
- The state will continue to study the PWR Higher Bar measures because of concerns around data quality.
- The TAP's recommendations and feedback from the field were factors in the state board's considerations.

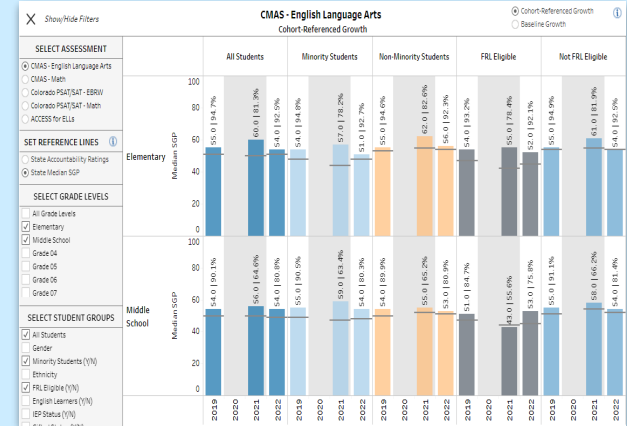
[November Board Meeting](#) (Presentation begins at 6 hours 30 minutes)

[Accountability Contact Communication](#) for more summary



# Elements of the Current State Accountability System

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



# 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 Frameworks - Official Performance Ratings

#### Academy 20 (1040)

1110 CHAPEL HILLS DRIVE  
COLORADO SPRINGS, CO 80920  
County: EL PASO

Number of Schools: 39  
[View School List](#)

[Framework Report PDFs](#)  
[Unified Improvement Plan \(UIP\)](#)  
[Accreditation Contract PDF](#)  
[Accreditation Contract Plain Text](#)

Official Performance Ratings - (2022)

Accredited with Distinction: Low Participation  
By the State Board of Education and the Performance Watch

Performance Watch: Unsatisfactory (20.0-39.9%) Priority Improvement (40.0-49.9%) Improvement (50.0-74.9%) Accredited (75.0-99.9%) Distinction (100.0%)

[View Official Performance Ratings Data Table](#)

2022 Academic Growth - Elementary School

CMA5 - English Language Arts - Elementary School - (2022)

Elementary ELA Growth Methodology

All Students: Meets | MSP: 54.8 | n = 1,021

Free/Reduced-Price Lunch Eligible: Meets | MSP: 82.2 | n = 182

Minority Students: Meets | MSP: 51.8 | n = 348

English Learners: Meets | MSP: 55.0 | n = 35

Students with Disabilities: Approaching | MSP: 58.0 | n = 97

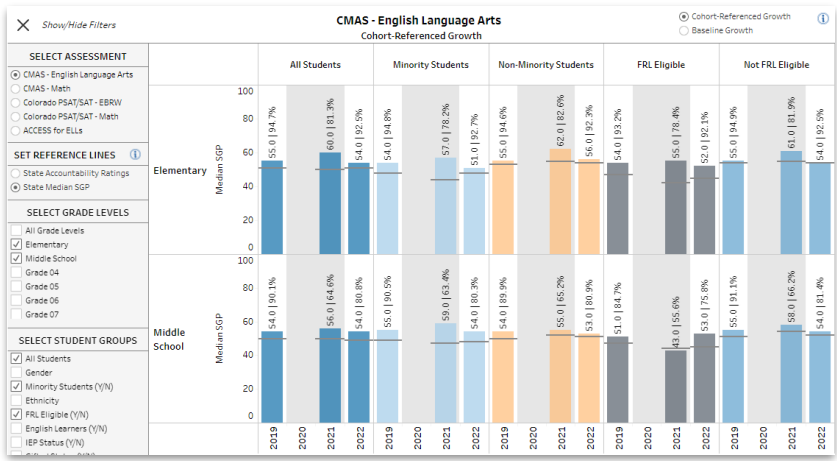
Performance Watch: Does Not Meet (0.0-24.9%) Approaching (25.0-49.9%) Meets (50.0-99.9%) Exceeds (100.0%)

[View CMA5 - English Language Arts Data Table](#)

# Performance Tools and Visualizations

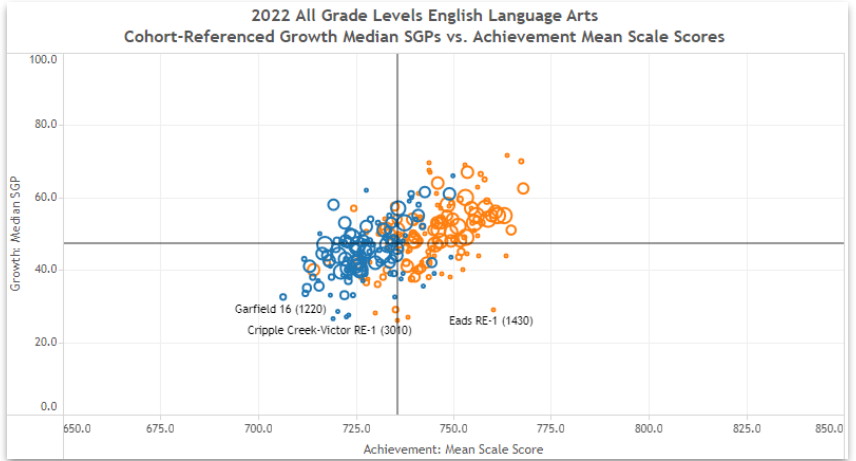
## District and School Dashboard

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 located [here](#) for smaller systems.





- Turn to 2-3 neighbors
- Discuss
  - What is a new thing of interest that you learned about the performance frameworks or reporting?
  - What is something that you are interested to discuss more with your board colleagues or district staff? *OR* What is a practice that your local board already uses in this area that you'd like to share?
  - What is something that you still have questions or concerns about?
- Be ready to share out your insights with the whole group

# Elements of the Current State Accountability System

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

COLORADO Department of Education

## Colorado's Unified Improvement Plan for Schools

PECK ELEMENTARY SCHOOL UIP 2022-23 [Download PEI](#)

**CONTENT**

- Executive Summary
- Engagement Plan for Schools
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

**EXECUTIVE SUMMARY**

- Priority Performance Challenges**
  - Grade level reading proficiencies
- Root Cause**
  - Strengthen core literacy instruction and increase teachers' depth of knowledge
- Major Improvement Strategies**
  - Multi-Tiered Systems of Support
  - Strengthen core literacy instruction and increase teachers' depth of knowledge

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

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.



## 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

# Future Changes in the UIP



Worth sharing a few details about the pilot here? Or to get some feedback? I'm not sure myself, but thought it was worth asking



# Elements of the Current State Accountability System

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



# 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



- Turn to 2-3 neighbors
- Discuss
  - What is a new thing of interest that you learned about the improvement planning and accountability committees?
  - Given your responsibilities in these areas, what is something that you are interested to discuss more with your board colleagues or district staff? *OR* What is a practice that your local board already uses that you'd like to share?
  - What is something that you still have questions or concerns about?
- Be ready to share out your insights with the whole group

# Elements of the Current State Accountability System

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- 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

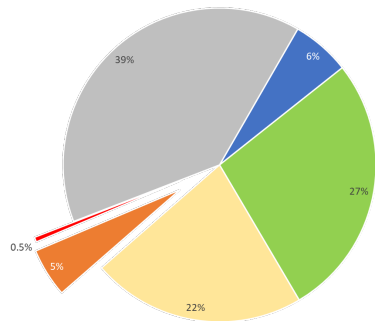
## Highlights of State Support System

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

# Districts and Schools on Performance Watch in 2022

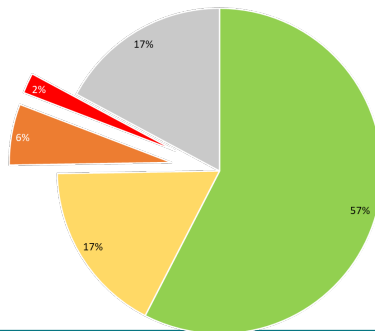
## Districts

■ Distinction ■ Accredited ■ Improvement ■ Priority Improvement ■ Turnaround ■ Insufficient State Data



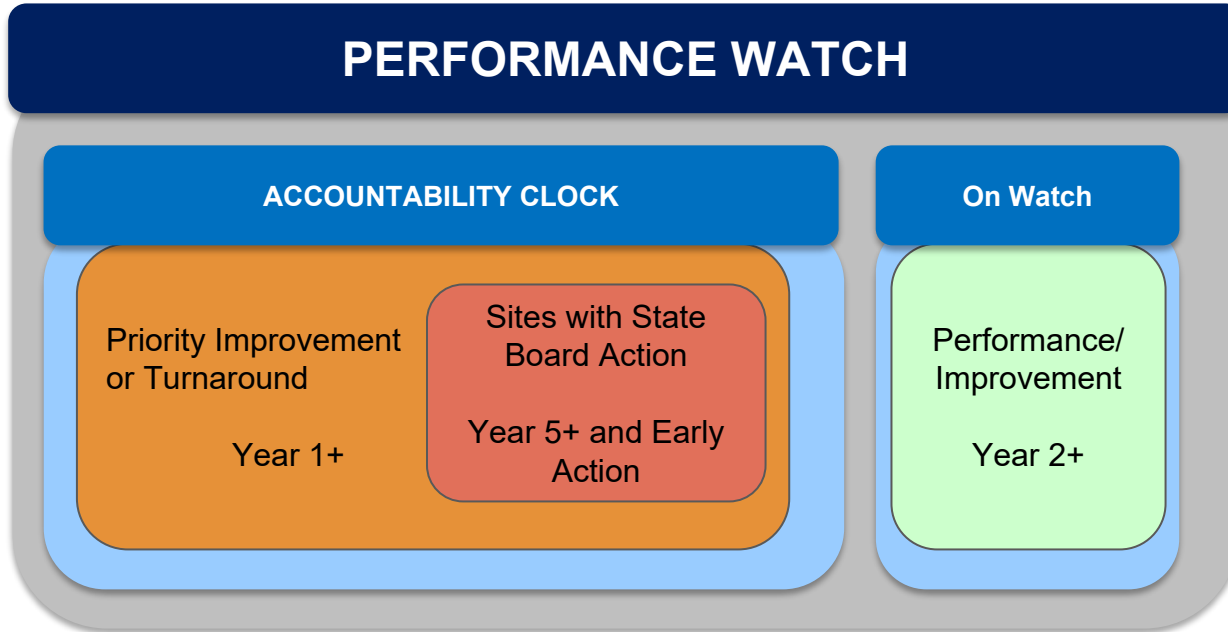
## Schools

■ Performance ■ Improvement ■ Priority Improvement ■ Turnaround ■ Insufficient State Data



	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 <a href="#">SBE Order</a> (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 | Expectations by Category

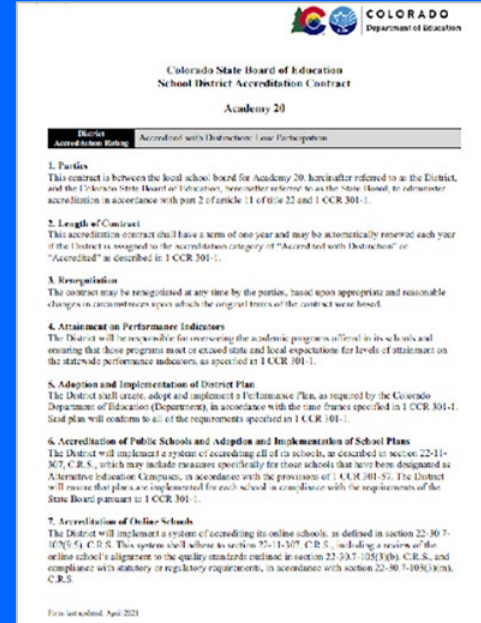


	Criteria	Implications
<b>On Clock</b>	<ul style="list-style-type: none"> <li>Earned a 2023 Priority Improvement or Turnaround plan type</li> </ul>	<ul style="list-style-type: none"> <li>Communication expectations</li> <li>Additional planning requirements and plan review by CDE</li> <li>Hearing with State Board after five years or progress monitoring if already received state board directed action</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>
<b>On Watch</b>	<ul style="list-style-type: none"> <li>Earned a 2023 Improvement or Performance plan type</li> <li>Previously on accountability clock for at least two consecutive years</li> </ul>	<ul style="list-style-type: none"> <li>Plan review by CDE</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>
<b>On Hold</b>	<ul style="list-style-type: none"> <li>Received an Insufficient State Data in 2023</li> <li>Last available plan type was on clock</li> </ul>	<ul style="list-style-type: none"> <li>Communication expectations</li> <li>Additional planning requirements and plan review by CDE</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>

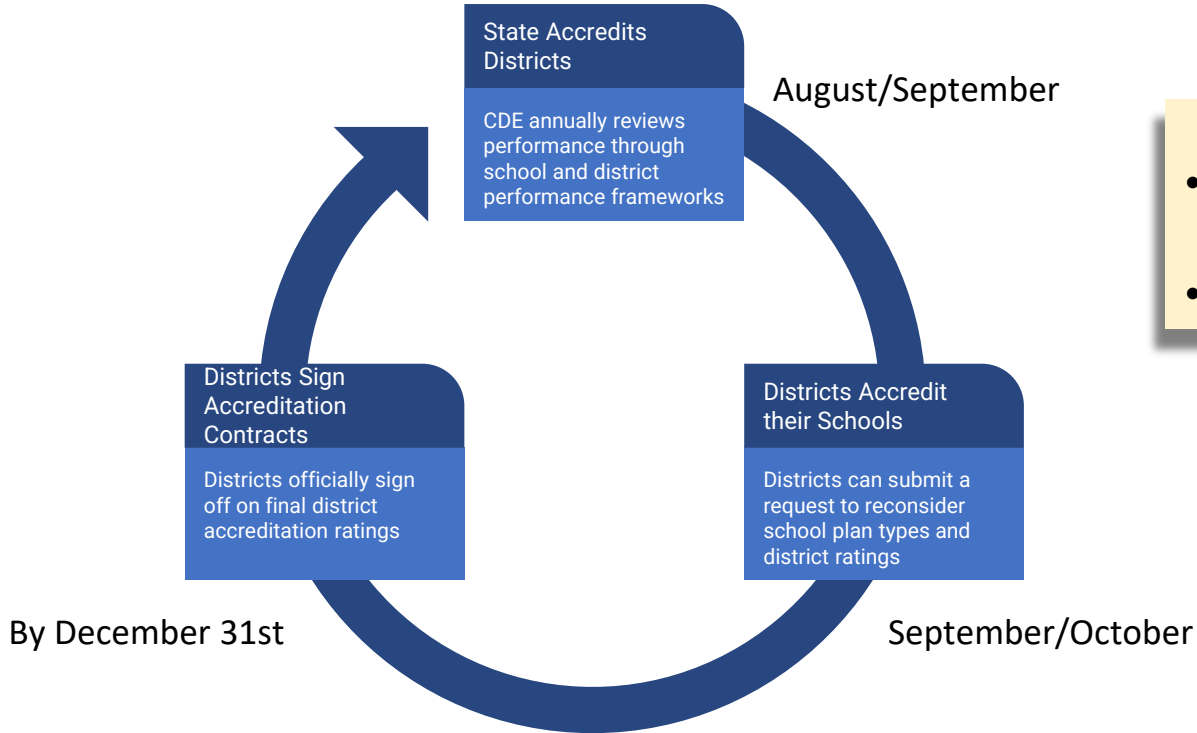


# Elements of the Current State Accountability System

Frameworks
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Awards



# School & District Accreditation Process



**Local Board Role...**

- Enter into a District Accreditation Contract with the State
- Accredit the District's schools

# 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>



# Elements of the Current State Accountability System

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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>



- Turn to 2-3 neighbors
- Discuss
  - What is a new thing of interest that you learned about the supports/interventions, accreditation and awards?
  - What is something that you are interested to discuss more with your board colleagues or district staff? *OR* What is a practice that your local board already uses that you'd like to share?
  - What is something that you still have questions or concerns about?
- Be ready to share out your insights with the whole group

# General Accountability Cycle



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

# Session Agenda

- **Setting Context**
  - Local Board's Role in Accountability
  - Current Policy Landscape
  - Colorado's Accountability Theory of Action
- **Elements of the State Accountability System**
  - Performance Frameworks
  - Public Reporting
  - Improvement Planning
  - Public Engagement
  - Supports and Interventions
  - Accreditation
  - Awards
- **Wrap up**



# Thank you!



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General Email: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)



# Other CDE Conference Sessions

- **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

