COLORADO
Department of Education

Local Accountability Pilots

Spring 2021 Progress and Lessons Learned

Northeast Colorado BOCES

Note: Framework and prompting questions in this report are adapted from the work of C-PEER and Julie O'Brian at CU-Denver.

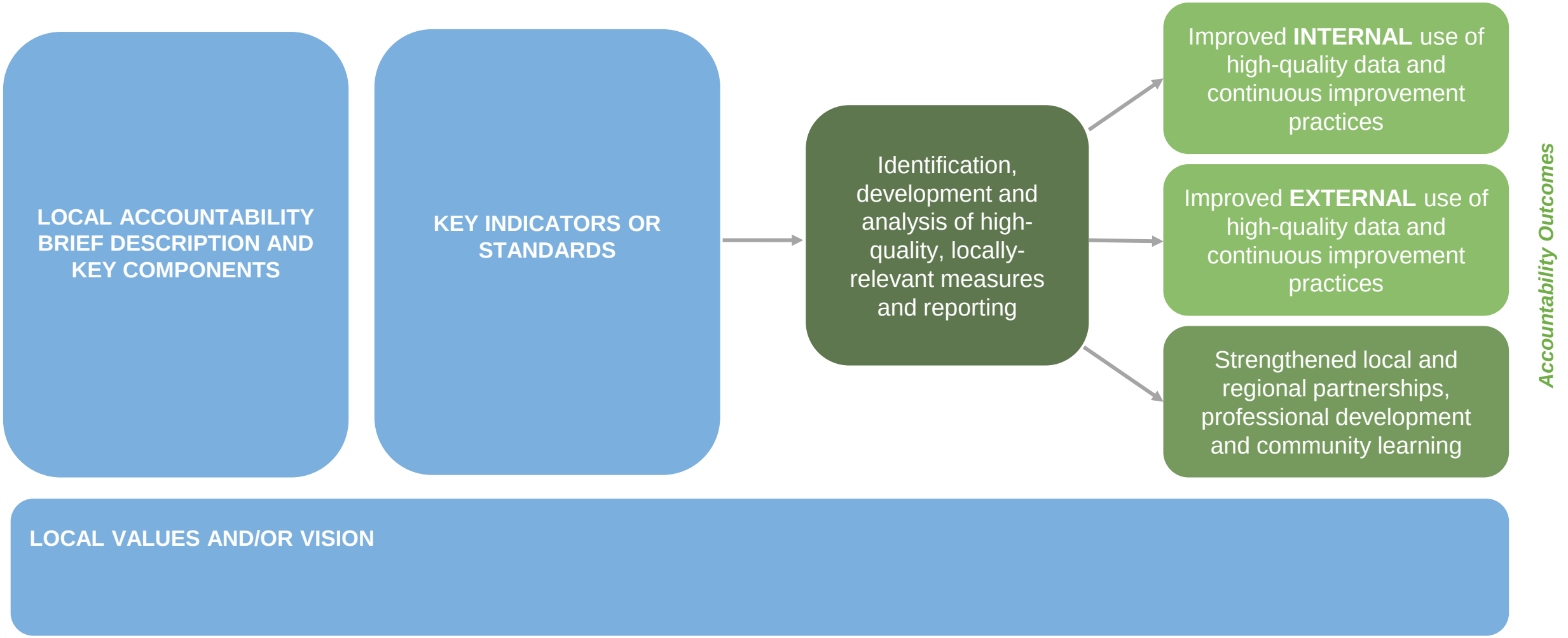
Plateau RE-5, Revere, and Yuma-1 School Districts

NORTHEAST COLORADO BOCES
Board of Cooperative Educational Services
"Every Student, Every Day"

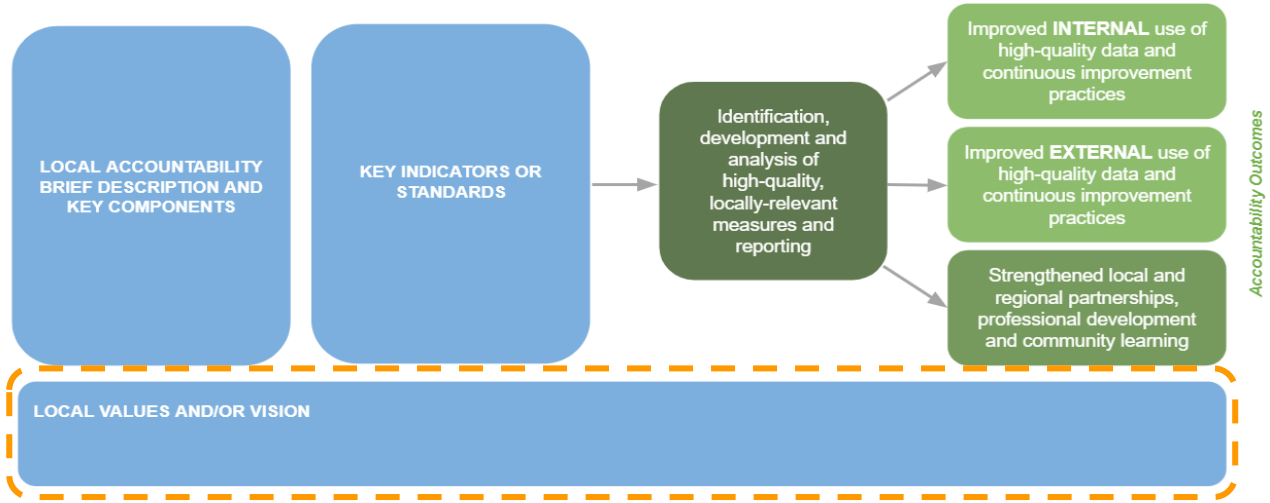
Peetz Plateau School District RE-5
Home of the Bulldogs

YUMA SCHOOL DISTRICT-1
Learning Today...Leading Tomorrow

THEORY OF ACTION



VALUES, VISION, COMMUNITY CONTEXT



The current state accountability system continues to provide a barrier for small, rural districts and communities due to the nature of small "N" size reporting.

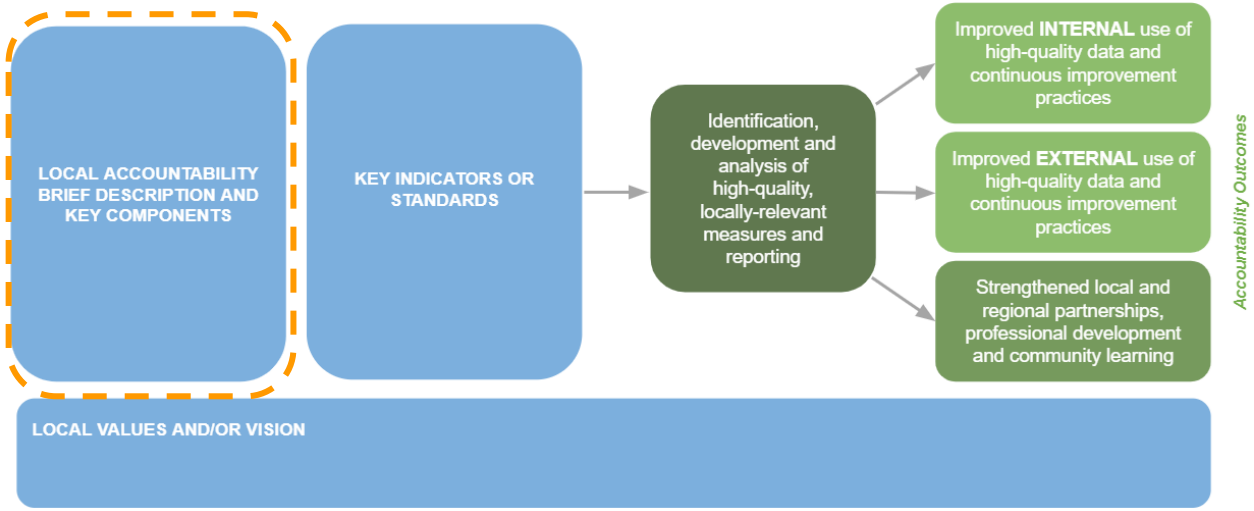
There is often a disconnect from the statewide collection in rural areas and stakeholders hold more value in the display of local data.

The vision of this project is to:

- Ensure public school students are growing and achieving desired outcomes;
- Use assessments that have value to key stakeholders;
- Inform public education stakeholders of the success of the school system;
- Provide relevant information for continuous improvement for the school system and students.

The long-term vision is sustained focus on accountability.

BRIEF DESCRIPTION AND KEY COMPONENTS



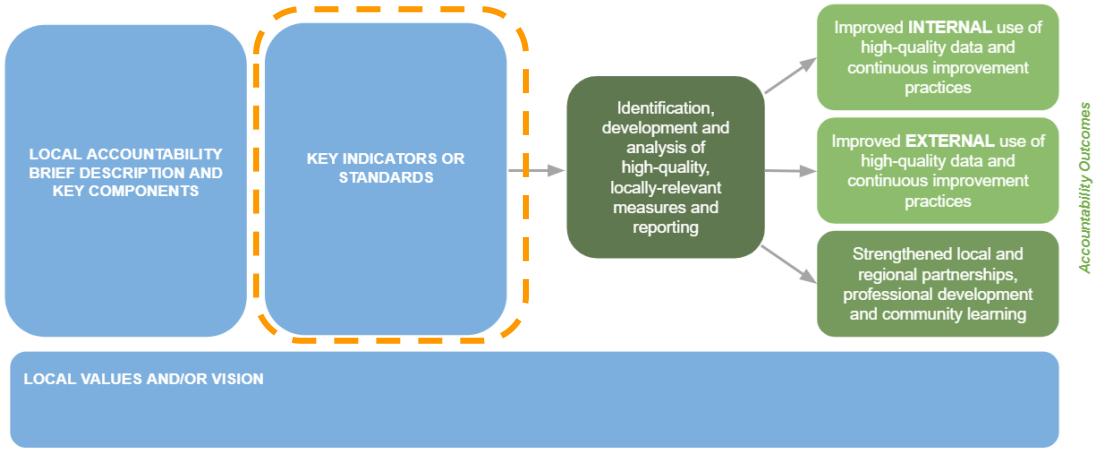
Local Accountability

- Clearly show students, parents, educators and community the growth and achievement of students;
- Create school improvement goals that are timely, measurable, attainable, and research based.

Key Components:

- Communicating the vision and mission of the school district;
- Transparency with stakeholders regarding the strategic priorities of the district;
- Display of district performance to include state reports, standardized assessments, and attendance;
- A new, transparent, and easy to understand web-based report for each school similar to the District Performance Framework.

KEY INDICATORS OR STANDARDS



Goal 1

Work closely with assessment experts and psychometricians from NWEA to learn from NWEA's nationwide work to develop an assessment strategy for local accountability.

Goal 2

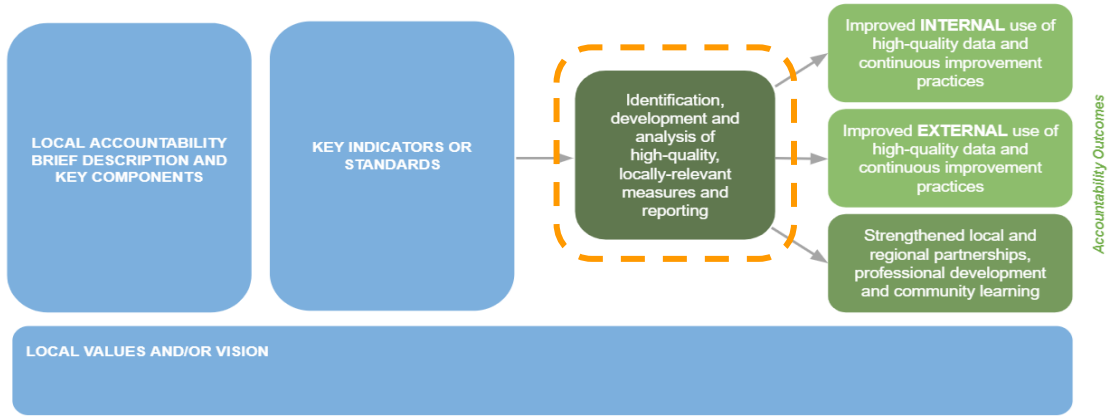
Adapt and align the Unified Improvement Plan to NWEA and College Board measurements to create local goals that are specific, measurable, attainable, research based, and timely.

Goal 3

Create a stakeholder-focused Accountability Dashboard that clearly shows the students, parents, educators and community the growth and achievement of students so this information can be used to drive instructional change.

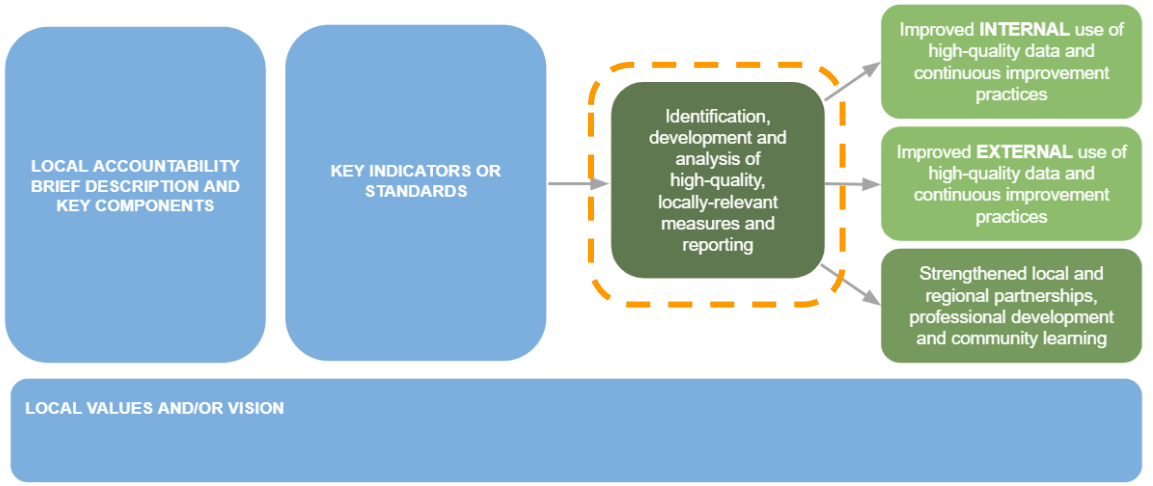
MEASURES AND INDICATORS

- **CDE Framework Report**
  - Academic Achievement
  - Academic Growth
  - Postsecondary and Workforce Readiness
- **CDE Postsecondary Report**
  - Graduation, Completion Rates, Dropout, and Matriculation
- **CDE Performance Snapshot Report**
- **Standardized Assessments** (NWEA MAPS, used at the local level)
  - Academic Achievement
  - Academic Growth (fall to fall, fall to spring, spring to spring)
  - Correlation of NWEA MAP performance to CMAS ELA and math, Grades 3-8
- **Student Attendance**



INTERPRETING AND REPORTING:

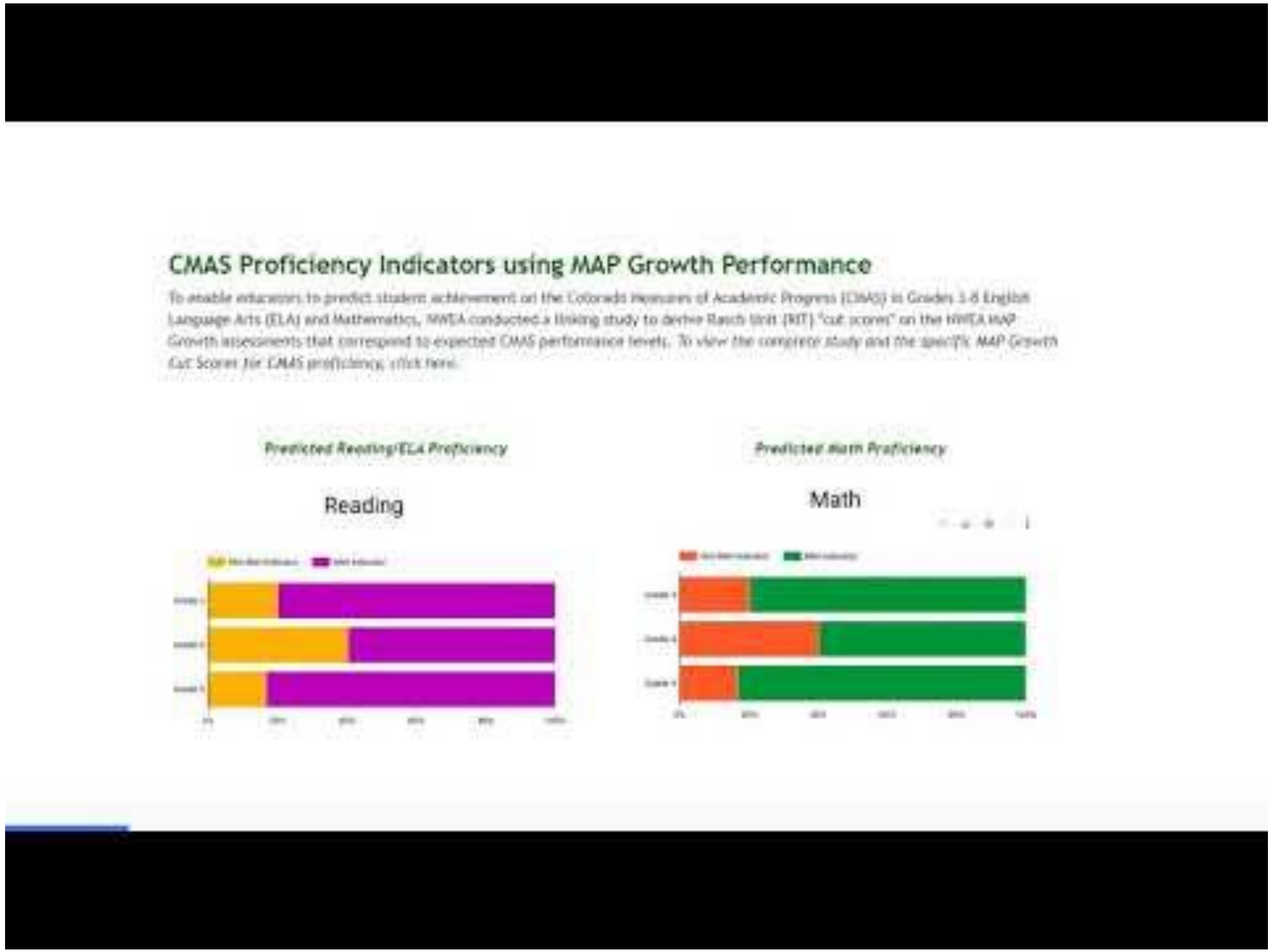
- Accountability websites have been created to serve as the district Unified Improvement Plans;
- All information has been contextualized in the district vision and strategy;
- Reports on attendance as a measure of engagement have been embedded based on live data from the student information system;
- NWEA assessment results have been embedded and development is underway to create visualizations that include CMAS cut scores;
- Select relevant Tableau reports from CDE have been embedded.



Prototype:
https://plateautest.weebly.com

Development expected to be complete by June 30th 2021

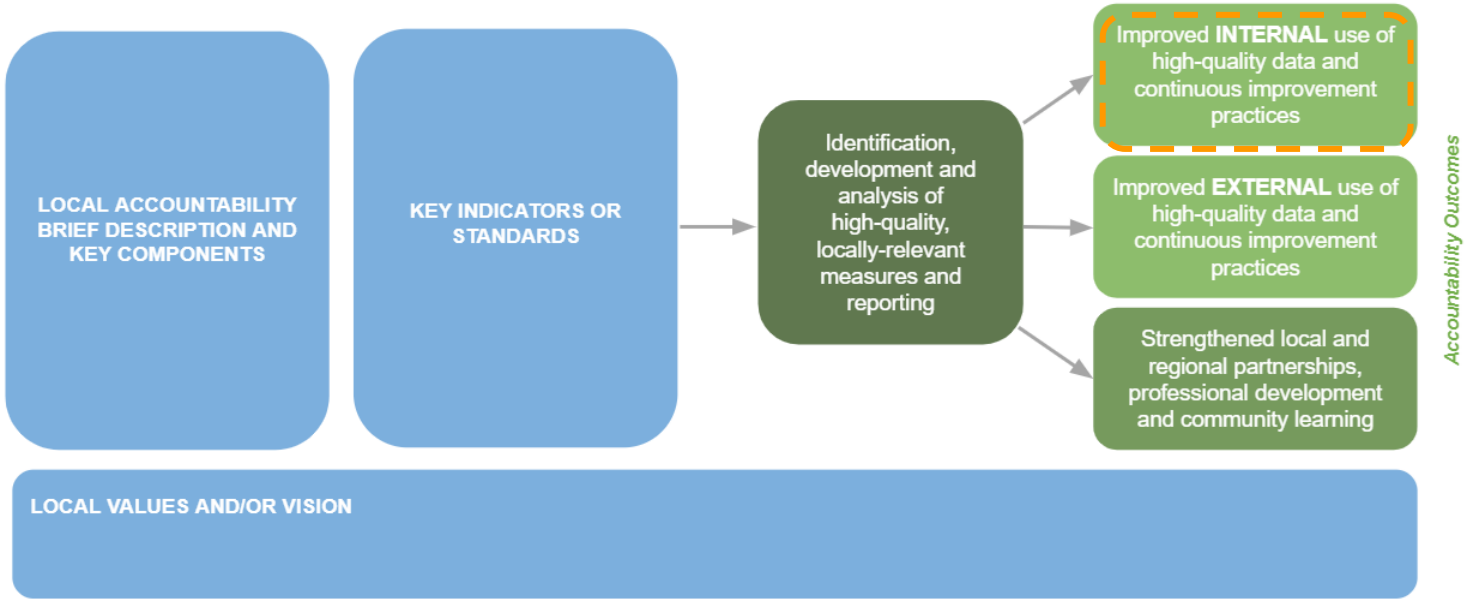
ACCOUNTABILITY WEBSITE DEMONSTRATION



PROGRESS TOWARD SHARED OUTCOMES

Data and reports are utilized by districts and schools for continuous improvement within the system.

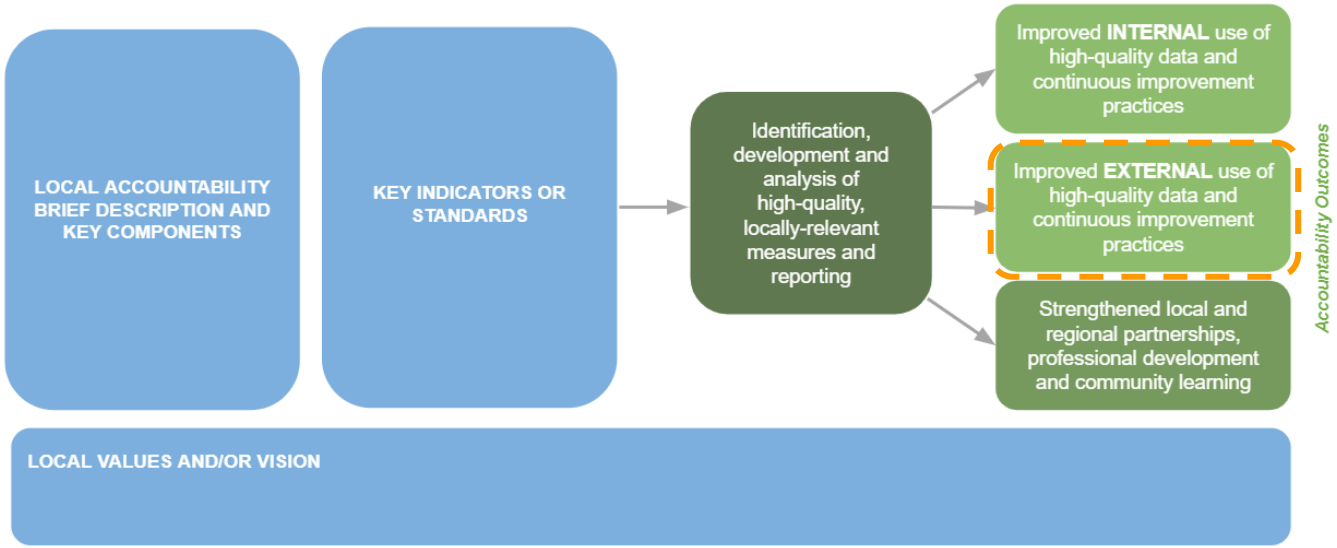
- To ensure public school students are growing and achieving desired outcomes;
- Using an assessment that has value to key stakeholders.



PROGRESS TOWARD SHARED OUTCOMES

Data and reports are utilized by parents/family members, stakeholders, peer districts/schools, and the broader community.

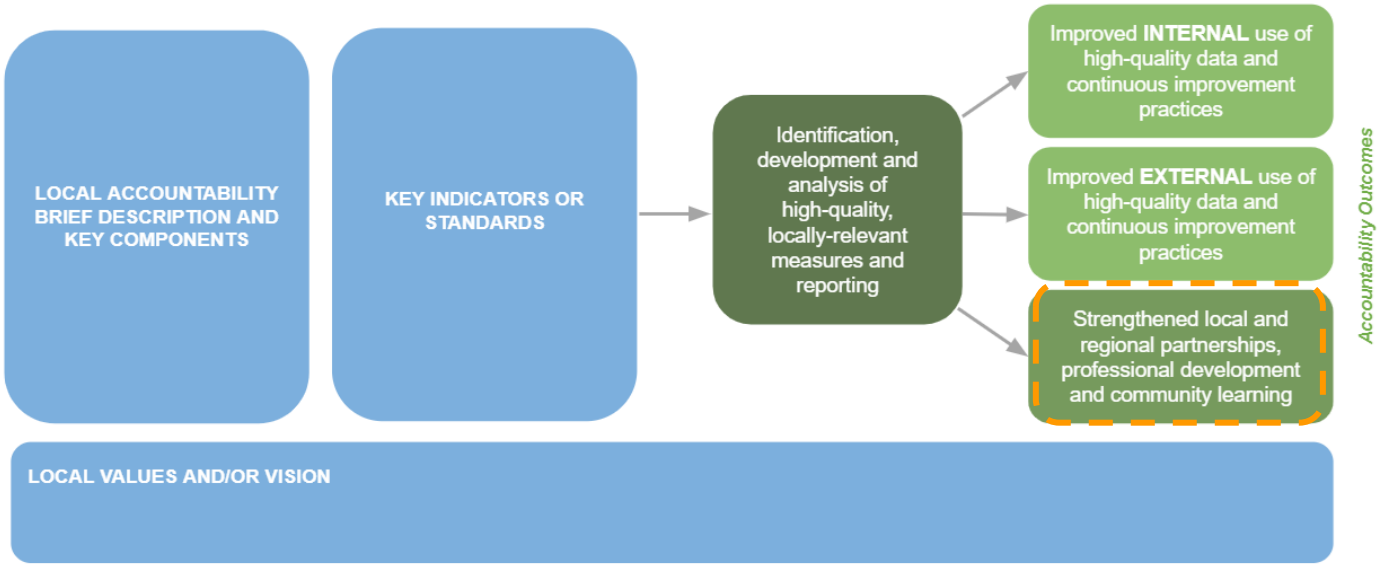
- Informing public education stakeholders of the success of the school system.



PROGRESS TOWARD SHARED OUTCOMES

The system led to strengthened local or regional partnerships, professional development, and/or community learning.

- Clearly show students, parents, educators and community the growth and achievement of students;
- Create goals that are timely, measurable, attainable, and research based.



TAKEAWAYS

HIGHLIGHTS

- The current state accountability system continues to provide a barrier for small districts and communities due to the nature of small “N” size reporting in rural districts.
- When there is a small “N” size, there is little to no reportable information to inform school improvement and/or stakeholders.
- There is often a disconnect from the statewide collection in rural areas and stakeholders hold more value in the display of local data.

LESSONS LEARNED

- Ensure public school students are growing and achieving desired outcomes;
- Use assessments that have value to key stakeholders;
- Inform public education stakeholders of the success of the school system;
- Provide relevant information for continuous improvement for the school system and students.
- The long-term vision is sustained focus on the use of all available data to inform accountability.

NEXT STEPS AND RECOMMENDATIONS

NEXT STEPS FOR OUR WORK

- Complete current development by June 30th
- Set up data sharing with CDE to enable more flexibility on data visualization of College Board data and opportunities for insight generation from multiple data sources
- Explore additional data sources to support assessment of student engagement, such as Google Classroom
- Explore postsecondary and workforce readiness data sources and visualizations, looking in particular at the data trust behind My Colorado Journey
- Explore additional assessment data sources, such as DIBELs, STAR, iReady.
- Explore opportunities for data capture and tracking of ALPs, 504 plans, and Read Act Plans.

OUR RECOMMENDATIONS FOR FUTURE WORK AT THE STATE LEVEL

- Greater collaboration between CDE, CDHE, the workforce development council and the department of human services.
- Specifically, consider opportunities for better understanding of postsecondary and workforce readiness as part of accountability systems leverage existing data trust (sits behind My Colorado Journey).
- As we move towards more emphasis on whole-child initiatives, play a facilitator role in the creation of surveys like TLCC that can be utilized by any interested districts to better understand learning climate and dispositions.
- Streamline data sharing processes so that support organizations can more easily work with multiple districts, obtaining relevant data from CDE.