Accountability Work Group

April 12, 2024

- If needed, please update your name in zoom
- Please include name and organization
- Use the chat to guess the answer to the trivia question

What is a hoodoo?

A. German insult- referring to someone who's being annoying
B. A CO diner that inspired the San Diego burger restaurants
C. A spire of rock
D. Nickname for the Lafayette (CO) "Vampire"

Hoodoos in Colorado

A hoodoo (also called a tent rock, fairy chimney, or earth pyramid) is a tall, thin spire of rock formed by erosion. Hoodoos typically consist of relatively soft rock topped by harder, less easily eroded stone that protects each column from the elements. They generally form within sedimentary rock and volcanic rock formations.

The Paint Mines park boasts 750 acres of land that contains evidence of human life dating as far back as 9,000 years ago. Unusual geological formations of winding gulches, hoodoos, spires and surrounding grassy meadows with visible wildflowers through late summer. The Paint Mines Interpretive Park is located in the northeast section of El Paso County near Calhan with approximately 750 acres.

Wheeler Geographic Monument near Creede. It is an area so strange, it has been referred to as "The City of Gnomes," "White Shrouded Ghosts," and "Dante's Lost Souls." True to its name, Mineral County is a significant study area for ancient geologic activity. Gaining monument status in 1908 made it the second most popular tourist attraction in Colorado. During the horse and buggy era, travelers flocked to see the eerie landscape and experience the rugged LaGarita Mountains. Currently, it is generally known only to local residents, geologists, and the most adventurous travelers.

The Accountability Work Group (AWG) serves as an advisory group on policy implementation and CDE practice in support of federal and state accountability. This group will consider input from other stakeholders, when possible, in developing recommendations for policies and practices.

Agenda

- Welcome and Overview
- Accountability Policy Updates
  - 1241 Updates & Input
- EASI Overview and Awards
- ESSA Identification Changes
- Next Meeting Dates & Topics

Meeting Practices

This meeting is being recorded. Slides and the recording will be posted to the CDE website. Small group breakouts are not recorded at this time.

Please mute your sound if you are not speaking. Be on screen if tech allows.

Non-members: add your Name/Affiliation to the chat box. All non-AWG members should hold any comments until the end of the meeting to ensure we have sufficient time to address all meeting agenda items.
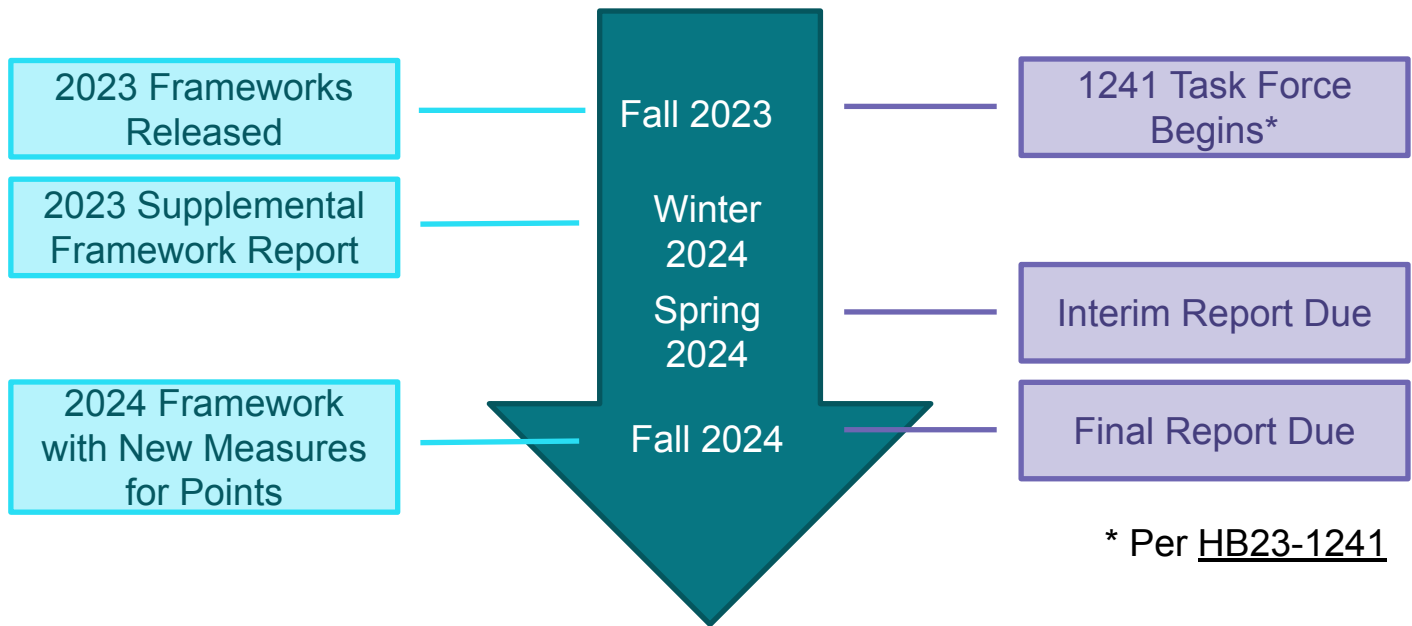
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What do we mean by "policy"?

Policy Development Structures	General Description	Examples in 2022 Accountability Processes
State Legislature & Governor	Legislature passes statute and Governor signs into law.	**SB 22-137:** Provides broader overview for adjustments to accountability
State Board of Education	Board provides additional detail on statute through rule process.	**State Board Rules:** Framework cut scores, request to reconsider process
CDE Documentation and Guidance	Department provides documentation, logistics and parameters for implementation. Guidance includes requirements and recommendations.	**Documentation:** Frameworks Calculation Guidebook **Guidance:** Request to Reconsider Guidance, UIP Handbook

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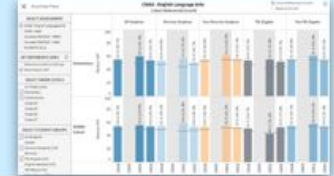
Overarching Accountability Timeline

2023 Frameworks Released

2023 Supplemental Framework Report

2024 Framework with New Measures for Points

Fall 2023

Winter 2024

Spring 2024

Fall 2024

1241 Task Force Begins*

Interim Report Due

Final Report Due

* Per HB23-1241

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Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

Anything else?

Reminders on Changes for 2024 Accountability

Accountability Elements

Performance Frameworks

Public Reporting

Improvement Planning

Stakeholder Engagement

Supports & Interventions

Accreditation

Awards

Performance Frameworks

- **CMAS Science Achievement** for all schools, including disaggregated groups
- **Attendance and Truancy rates** for Alternative Education Campuses (AECs)
- Informational Frameworks with these measures included for points were released to district accountability contacts on January 31 via Syncplicity.
- Plan is to officially include these measures for points for fall 2024.
- Recent clarifications on newcomers and implications for accountability
- State Board of Education voted to delay inclusion of On Track Growth indicator and higher bar sub-indicators for Postsecondary and Workforce Readiness.
- CDE will release On Track Growth data for elementary and middle school levels for informational purposes to support school improvement efforts.

Improvement Planning

- Option to use new streamlined UIP template. Rollover scheduled for April 15 for the 2024-25 plans.

More details are available in 2024 Accountability Changes Summary

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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
- Task Force members are working in study groups now focused on frameworks and then will focus on the other accountability elements later this spring.
- Gathering stakeholder input now through stakeholder panels and a survey. Go to website for links to access the survey.
- 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.

- Upcoming Meetings:
  - May 7
  - June 4
  - Fall meetings have not yet been set

EASI Overview and Awards

What is EASI? What is the intent of the grant?

To better **leverage** state and federal improvement funds

Streamline school improvement opportunities and resources into a **single application**, process, and timeline

Use a "**needs-based approach**" to award services and funding

Prioritize LEAs with high numbers or high percentages of low-performing schools

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EASI Available Funds & Source

ESEA section 1003
- Approximately $10 million in available funding

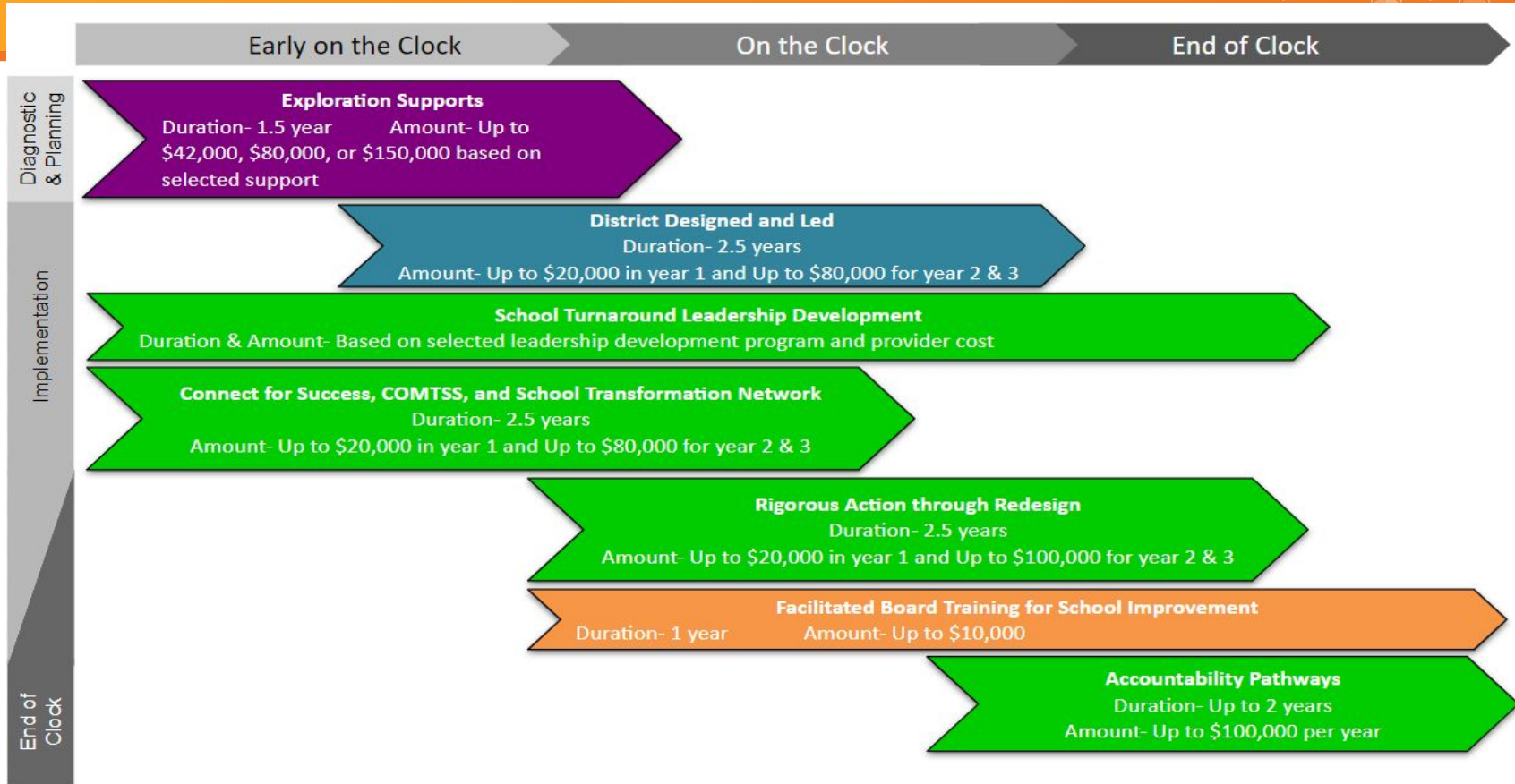**School Transformation Grant**
- Approximately $6 million in available funding

Funding Dependent
- The amount of funding a district may apply for is dependent on the chosen route(s).

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EASI- Supports Overview

What schools/districts are eligible?

- Any school identified for school improvement:
  - **ESSA identified**- Comprehensive Support, Targeted Support, Additional Targeted Support
  - **State identified**- Priority Improvement, Turnaround, or On Watch

- Any district/LEA with at <u>least one federal or state identified school</u> is eligible for district-level supports

EASI Cohort 7 2023-24

101- Eligible Districts

404- Eligible Schools

195- Schools new to EASI

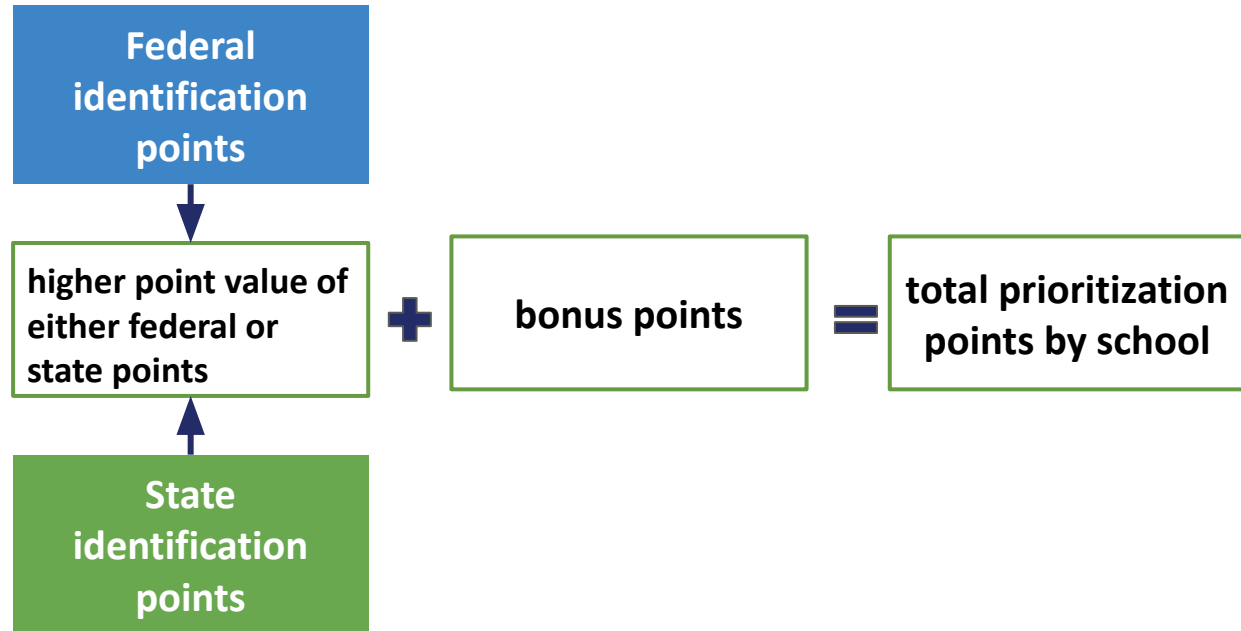# EASI Prioritization Criteria 2023-24

EASI 2023-24 Prioritization Overview

Why?

- Ensure a needs-based approach

Bonus Points

- New to EASI
- Identified in both for Federal and State
- Schools serving grade 12

Federal identification points

↓

higher point value of either federal or state points

↑

State identification points

+

bonus points

=

total prioritization points by school

Criteria	Prioritization Points
If the school has a Federal AND a State identification, the school receives the point value for whichever identification has higher points (State or Federal), then receives 1 bonus point as per the information below.	
Federal (ESSA) School Identifications	
Comprehensive Support (CS) Lowest 5% or Low Graduation Year 4+	8
Comprehensive Support (CS) Lowest 5%	6
Comprehensive Support (CS) Low Graduation	6
Comprehensive Support (CS)_- Persistently ATS (more than 3 years ATS for same student group)	6
Additional Targeted Support & Improvement (ATS)	5
Comprehensive Support (CS) Lowest 5% - on Watch	4
Comprehensive Support (CS) Low Graduation - on Watch	4
Targeted Support & Improvement (TS)	3
Targeted Support & Improvement or Additional Targeted Support & Improvement - Not Exited by District	2
Any Federal identification – identified for Participation Only	1
State (Accountability Clock/Performance Watch) School Identifications	
Year 4+ of Priority Improvement or Turnaround	8
Year 4+ on Watch (Performance/Improvement Year 4+)	6
Year 3 of Priority Improvement or Turnaround	6
Year 2 of Priority Improvement or Turnaround	5
Year 1 of Priority Improvement or Turnaround	4
Year 2 -3 On Watch (Performance/Improvement Year 2 or 3)	3
Insufficient state data on HOLD (Prior to ISD was Years 1+ on Performance Watch)	3
Bonus Points	
School has not been awarded an EASI grant	1
School has both a Federal identification AND a State identification of Turnaround or Priority Improvement (exception: LEAs that did not exit ATS or TS schools)	1
High schools and other schools that serve grade 12	1

EASI 2023-24 Cohort 7 Awards

Funding Source	Number of Awards	Year 1 Award (2023-24)	Year 2 Award (2024-25)	Year 3 Award (2025-26)	Total Award
Federal	71	$2,568,000	$3,724,300	$2,601,250	$8,893,550
State	55	$2,364,000	$2,364,550	$2,199,750	$6,928,300
Grand Total	**126**	**$4,932,000**	**$6,088,850**	**$4,801,000**	**$15,821,850**

$25.3 M - Total requests received

$15.8M - Awarded to 126 requests

82.9% - Viable requests funded

EASI Year-to-Year Snapshot

- EASI Cohort 7 experienced more viable requests than available funds

- Primary reasons for unfunded viable requests
  - Multiple requests per site
  - Rising costs translating into larger amounts in each request

	EASI Cohort 5 (2021-22)	EASI Cohort 6 (2022-23)	EASI Cohort 7 (2023-24)
Count of Requesting LEAs	37	43	44
Percent of Viable Requests Funded	100%	100%	82.9%
Percent of Funded LEAs	100%	97.7%	95.3%

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Guiding Question for Discussion

Should EASI's principles include a focus on broadly or deeply funding ESSA and state identified schools?

Need-based approach, plus…

Broadly Funding		Deeply Funding
What?		**What?**
● Broadly fund as many viable requests as possible including those in the earlier stages of ESSA or state identification ● In practice, business rules to prevent multiple requests, increased use of funding caps, or additional bonus points for "new to EASI" sites	**OR**	● Deeply fund the highest prioritized sites or those at the later stages of ESSA or state identification ● In practice, business rules to encourage multiple requests for more intensive need sites or increased prioritization points for end of clock/advanced ESSA identified schools

ESSA Identification

ESSA Identification - Required Categories

Annual identification of schools for Support and Improvement under ESSA:

- Comprehensive Support and Improvement (CS)
  - CS - Lowest 5%
    - Title I schools with the lowest total percentage points earned
  - CS - Low Graduation Rate
    - All public high schools with 4-year and 7-year graduation rates below 67 percent for three consecutive years
  - CS - Former ATS
    - Title I schools identified for Additional Targeted Support for four consecutive years for the same student group will be moved to this category

- Targeted Support and Improvement (TS)
  - TS
    - Schools with at least one consistently underperforming student group
  - Additional Targeted Support (ATS)
    - Subset of TS schools with at least one disaggregated group that, on its own, meets the criteria for CS - Lowest 5%

Possible to be identified due to participation only

- Academic Achievement
  - ELA and Math mean scale scores
- Academic Progress (Growth)
  - ELA and Math median growth percentiles
- Progress in Achieving English Language Proficiency (ELP)
  - ACCESS median growth percentiles
  - Percent on-track to attaining proficiency
- School Quality or Student Success
  - Chronic absenteeism rate, unexcused absences only (elementary/middle)
  - Dropout rate (high)
- Graduation Rates
  - 4-year adjusted cohort rate
  - 7-year adjusted cohort rate

Note: When necessary, attendance and truancy rates are also used to differentiate among lowest performing Alternative Education Campuses (AECs), in addition to the other indicators listed above

Note: K-2 schools do not currently include an SQSS indicator

Methodology Overview

- Annually identify schools
- Use three years of data when possible
  - Other than graduation rate, use aggregate data
- Student groups
  - All students
  - English learners
  - Students with disabilities
  - Students experiencing poverty
  - Students from each racial/ethnic group, separately, and a combined Aggregated Non-White Group
- CS categories remain identified for three years (to allow for implementation and sustaining of performance before eligibility for supports/funds ends)
  - Exiting takes three or more years
  - Exiting requires not being re-identified and performing higher than the year of identification
- TS/ATS identified for one year and exit criteria and timeline established by LEA

Based on Amendment that was approved in June, 2023

- Revised targets for the ELP on-track to attaining fluency metric.
- Revisions to the School Quality and Student Success (SQSS) indicator.
  - ***Removal of science achievement.***
  - ***Continued use of chronic absenteeism rates (as opposed to a reduction metric) and exclusion of excused absences.***
- Resumed use of three years of aggregate data, even if some of the data was from prior to the pandemic.
- Revisions to the CS – Lowest 5% methodology to stabilize counts around 5 percent.
  - Each year, determine whether additional schools must be identified.
  - Any school performing below a school previously identified for CS – Lowest 5% that remains in the lowest 5% will be added to the list, regardless of the number of schools identified.

ESSA State Plan Amendment - Round Two

- Revisions to be prioritized
    - Addressing required changes in identification of CS-low graduation rate based three-year average (required by ED)
    - Changing English Learner to Multilingual Learner, for example, Targeted Support and Improvement - ML as an identification category
        - Side Note:
            - CDE will be clarifying which language proficiencies are represented when ML is used (i.e., NEP, LEP, etc.)
            - [CLDE Dear Colleague Letter](#) - explains why changing from EL to ML
- Revisions to be Considered
    - Resuming the traditional definition of chronic absenteeism
    - Add an SQSS indicator to K-2 school identification

1. Based on conversation with U.S. Department of Education, we are allowed to use only the 7-year graduation rates for identifying CS-Low Graduation Rate Schools.
   - Is the AWG supportive of using only the 7-year for identification?
   - Should we also only use the 7-year graduation rate for exiting schools?

2. We had removed excused absences from our operationalization of chronic absenteeism for ESSA identification, however, now that we are post pandemic and given the state of the state on high rates of chronic absenteeism, do we want to add those back in and resume use of the traditional definition of chronic absenteeism?

3. We currently do not have a School Quality and Student Success indicator for K-2 schools. Should we add chronic absenteeism as the K-2 SQSS indicator and if so, based on traditional or modified definition of chronic absenteeism?

- ED indicated that CDE must revise its methodology for identifying schools for Comprehensive Support and Improvement - Low Graduation.
- Current Process:
  - Three single years of data
    - 4-year graduation rates from 2019-20, 2020-21, and 2021-22 separately
    - 7-year graduation rates from 2019-20, 2020-21, and 2021-22 separately
  - School must have a 4-year and/or 7-year graduation rate for each year, and all available rates are below 67 percent.
- Proposed Methodology:
  - Average across three years (2019-20, 2020-21, and 2021-22)
    - Option 1: 4-year and 7-year graduation rates
    - Option 2: 7-year graduation rate only
  - Average graduation rate(s) below 67 percent.

Identification: Option 1 vs Option 2

Category	Not Identified Using 4-Year and/or 7-Year Average	Identified Using 4-Year and/or 7-Year Average
Not Identified Using 7-Year Average Only	447	4
Identified Using 7-Year Average Only	4	61

Exit: Option 1 vs Option 2

Category	Not Exited Using 4-Year and/or 7-Year Average	Exited Using 4-Year and/or 7-Year Average
Not Exited Using 7-Year Average Only	10	2
Exited Using 7-Year Average Only	0	11

Revising Chronic Absenteeism

- Current Process:
  - Calculate chronic absenteeism rates based on unexcused absences only.
- Proposed Revision:
  - Calculate chronic absenteeism rates based on all absences (excused and unexcused), to align with traditional definition of chronic absenteeism.
  - Revise cut scores to align with new distribution of chronic absenteeism rates.

Comparative Analysis - Chronic Absenteeism

CS Identification:

Category	Did Not Meet CS Criteria Using Unexcused Only	Met CS Criteria Using Unexcused Only
Did Not Meet CS Criteria Using Excused & Unexcused	1,705	10
Met CS Criteria Using Excused & Unexcused	10	27

ATS Identification:

Category	Did Not Meet ATS Criteria Using Unexcused Only	Met ATS Criteria Using Unexcused Only
Did Not Meet ATS Criteria Using Excused & Unexcused	1,693	1
Met ATS Criteria Using Excused & Unexcused	26	32

TS Identification:

Category	Did Not Meet TS Criteria Using Unexcused Only	Met TS Criteria Using Unexcused Only
Did Not Meet TS Criteria Using Excused & Unexcused	1,481	1
Met TS Criteria Using Excused & Unexcused	84	186

Revising K-2 Identifications

- Current Process:
  - Include the following indicators for K-2 schools:
    - Achievement (percent SRD)
    - Growth (change in SRD and ELP)
- Proposed Revision:
  - Include the following indicators for K-2 schools:
    - Achievement (percent SRD)
    - Growth (change in SRD and ELP)
    - SQSS (chronic absenteeism)
      - Option 1: Based on unexcused absences only
      - Option 2: Based on all absences (excused and unexcused)

Comparative Analysis - SQSS for K-2 Option 1 (Unexcused Only)

CS Identification:

Category	Did Not Meet K-2 CS Criteria Using Original Criteria	Met K-2 CS Criteria Using Original Criteria
Did Not Meet K-2 CS Criteria Using Unexcused Only	18	1
Met K-2 CS Criteria Using Unexcused Only	0	2

TS Identification:

Category	Did Not Meet K-2 TS Criteria Using Original Criteria	Met K-2 TS Criteria Using Original Criteria
Did Not Meet K-2 TS Criteria Using Unexcused Only	12	9
Met K-2 TS Criteria Using Unexcused Only	0	0

Comparative Analysis - SQSS for K-2 Option 2 (Excused & Unexcused)

CS Identification:

Category	Did Not Meet K-2 CS Criteria Using Original Criteria	Met K-2 CS Criteria Using Original Criteria
Did Not Meet K-2 CS Criteria Using Excused & Unexcused	17	1
Met K-2 CS Criteria Using Excused & Unexcused	1	2

TS Identification:

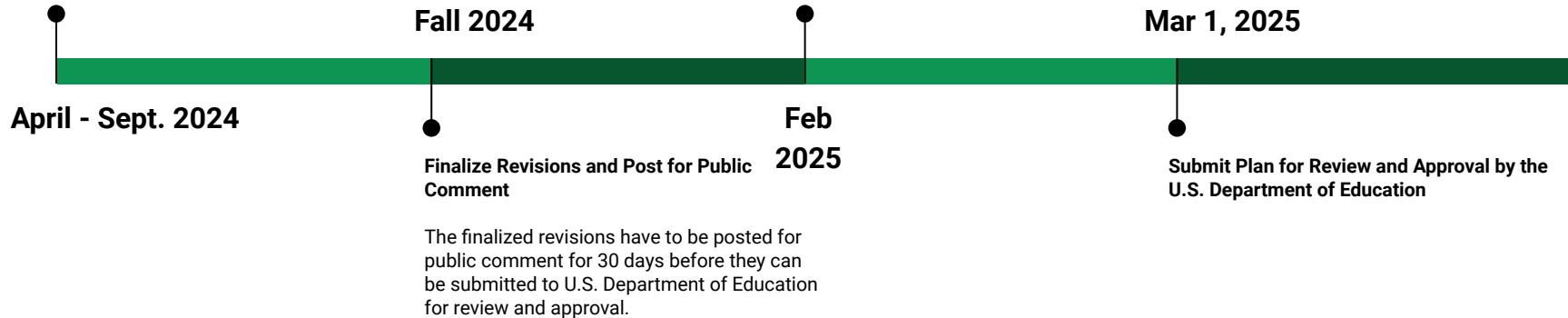| Category	Did Not Meet K-2 TS Criteria Using Original Criteria	Met K-2 TS Criteria Using Original Criteria
Did Not Meet K-2 TS Criteria Using Excused & Unexcused	12	6
Met K-2 TS Criteria Using Excused & Unexcused	0	3

Stakeholder Input and Drafting of Revisions

Seeking input from the Accountability Working Group and Committee of Practitioners on proposed revisions. Based on AWG and CoP feedback, draft a redlined version of the plan with proposed revisions.

Sign Off / Review

Public comments have to be incorporated and/or addressed. State Board of Education and Governor have to review before we submit and Commissioner of Education has to sign off.

Fall 2024

Mar 1, 2025

April - Sept. 2024

Feb 2025

Finalize Revisions and Post for Public Comment

The finalized revisions have to be posted for public comment for 30 days before they can be submitted to U.S. Department of Education for review and approval.

Submit Plan for Review and Approval by the U.S. Department of Education

Future Meetings

Next Meetings

Next/Last AWG Meeting:

    May 10

Anticipated Topics:

- On Track Growth Reporting
- Matriculation Study Results

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