

Accountability Proposal

Denver Area School
Superintendents' Council (DASSC)

February 28, 2023



Connection to BOE Ends and Legislative Priorities

BOE End I: Academic Excellence

Legislative Priorities: Academic Excellence

- **DCSD supports and embraces accountability.** We support a **flexible and efficient** assessment system that addresses accountability to the State, parents, and taxpayers while also fulfilling the needs of the district to drive instruction and maximize growth and achievement for every student. We recognize the ability of parents/guardians to opt their students out of assessments while also encouraging participation in standardized testing so that we may better understand, as early as possible, individual student strengths and areas that may require additional resources and/or intervention.
- DCSD supports a redesigned accountability system that accurately and comprehensively measures and advances students' learning and progress, allows districts the flexibility to use assessments aligned to standards, is meaningful to the local community, encourages continuous improvement, and does not result in punitive consequences due to reliance on a single assessment for the accountability clock and/or low participation in state assessments.

What does Accountability look like today?

Education Accountability Act of 2009 (SB 09-163) authorizes the Colorado Department of Education to:

- annually review of the performance of public schools and districts
- make recommendations to the State Board of Education concerning the type of school improvement plan and the accreditation category for each district.

The Colorado Department of Education publishes District and School Performance Frameworks each year.

Performance Indicators

- The performance frameworks measure attainment on the key performance indicators identified in SB 09-163 as the measures of educational success:
 - Academic achievement
 - Academic longitudinal growth
 - Postsecondary and workforce readiness (HS only)
- State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance.

Assessment Data Used

- Academic Achievement
 - English language arts and math CMAS assessments
 - PSAT Evidence Based Reading, Writing and Math (HS only)
- Academic Growth
 - English language arts and math on CMAS assessments (3-9)
 - PSAT to SAT growth (HS only)
- Postsecondary and Workforce Readiness (HS only)
 - SAT
 - Dropout, Graduation and Matriculation Rates

School and District Performance Framework Ratings and Explanatory Notes

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**	



Descriptors

Meets Participation

above 95% participation rate in 2 or more content areas

Low Participation

below 95% participation rate in 2 or more content areas

Decreased Due to Participation

below 95% participation, once parent excuses are removed, in 2 or more content areas

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Performance Plan: Meets 95% Participation

Performance Plan: Low Participation

Improvement Plan: Low Participation

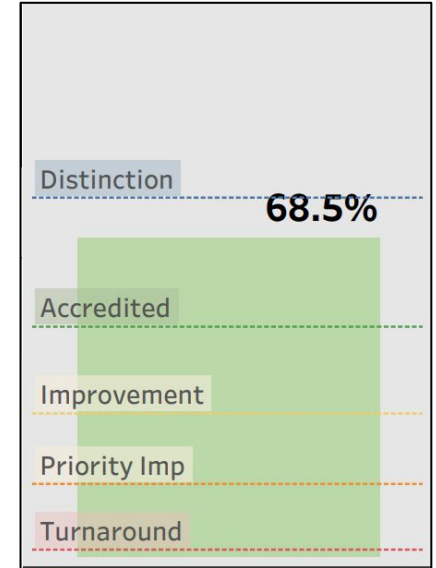
Improvement Plan: Decreased due to Participation

- Source: Colorado Department of Education

Scoring: 30% Achievement, 30% Growth, 30% PSWR

Accredited: Low Participation

Indicator Rating Totals			
Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	66.7%	20.0/30	Meets
Academic Growth	70.5%	28.2/40	Meets
Postsecondary & Workforce Readiness	67.8%	20.3/30	Meets



- Source: Colorado Department of Education

How scoring works - Example

ACADEMIC GROWTH						
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	4,929	75.8%	60.0	6.00/8	Meets
	English Learners	311	71.4%	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	424	66.7%	49.5	0.50/1	Approaching
	Minority Students	1,340	70.4%	59.0	0.75/1	Meets
	Students with Disabilities	554	63.3%	50.0	0.75/1	Meets
CMAS - Math	All Students	3,538	78.4%	53.0	6.00/8	Meets
	English Learners	248	74.6%	53.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	260	69.8%	46.0	0.50/1	Approaching
	Minority Students	951	73.7%	54.0	0.75/1	Meets
	Students with Disabilities	395	68.5%	47.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	812	-	66.0	2.00/2	Exceeds
	On Track to EL Proficiency	801	-	73.5%	1.50/2	Meets
TOTAL	TOTAL	*	*	*	20.75/23	Meets

Challenges with the existing system

- Relevance for impacting student learning
- Relevance for our community (significant opt outs impact results)Concern about “garbage in, garbage out”
- Timing of the assessments relative to the standards
- Measured on a curve (no anchor)
- Moving parts (i.e. high school science)
- Increased penalty for Title I schools and diverse populations

Denver Area School Superintendent' Council

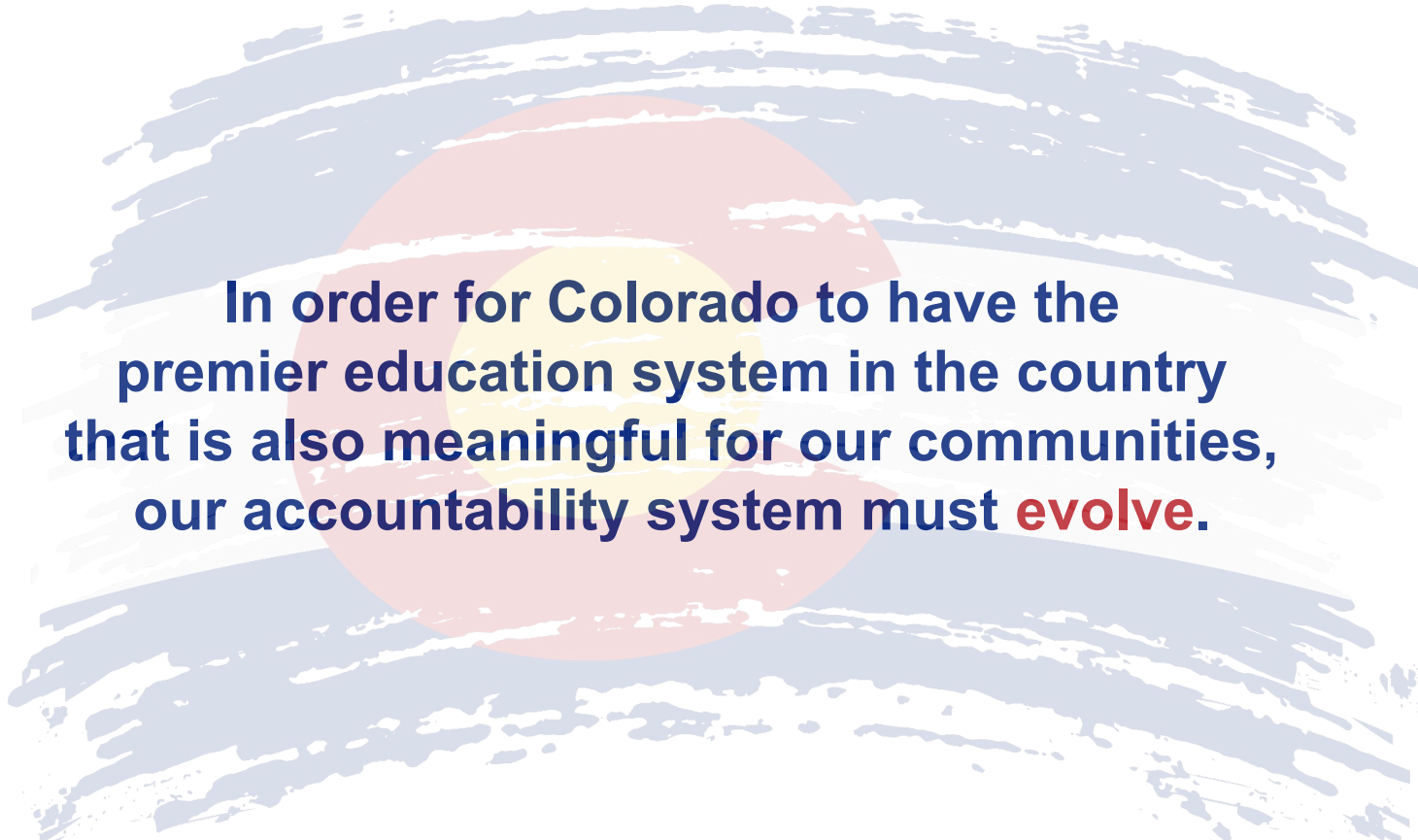
Composed of superintendents representing all of the Denver Area school districts, DASSC is a powerful voice for public education in Colorado.

- 27J School District
- Adams 12 School District
- Adams 14 School District
- Aurora Public Schools
- Boulder Valley School District
- Cherry Creek Schools
- Denver Public Schools
- Douglas County School District
- Elizabeth School District
- Gilpin County School District
- Greeley Evans School District 60
- Jeffco Public Schools
- Littleton Public Schools
- Mapleton School District
- Platte Canyon School District
- Poudre School District
- Sheridan School District
- St. Vrain Valley School District
- Thompson School District
- Weld Re-8 School District
- Westminster School District

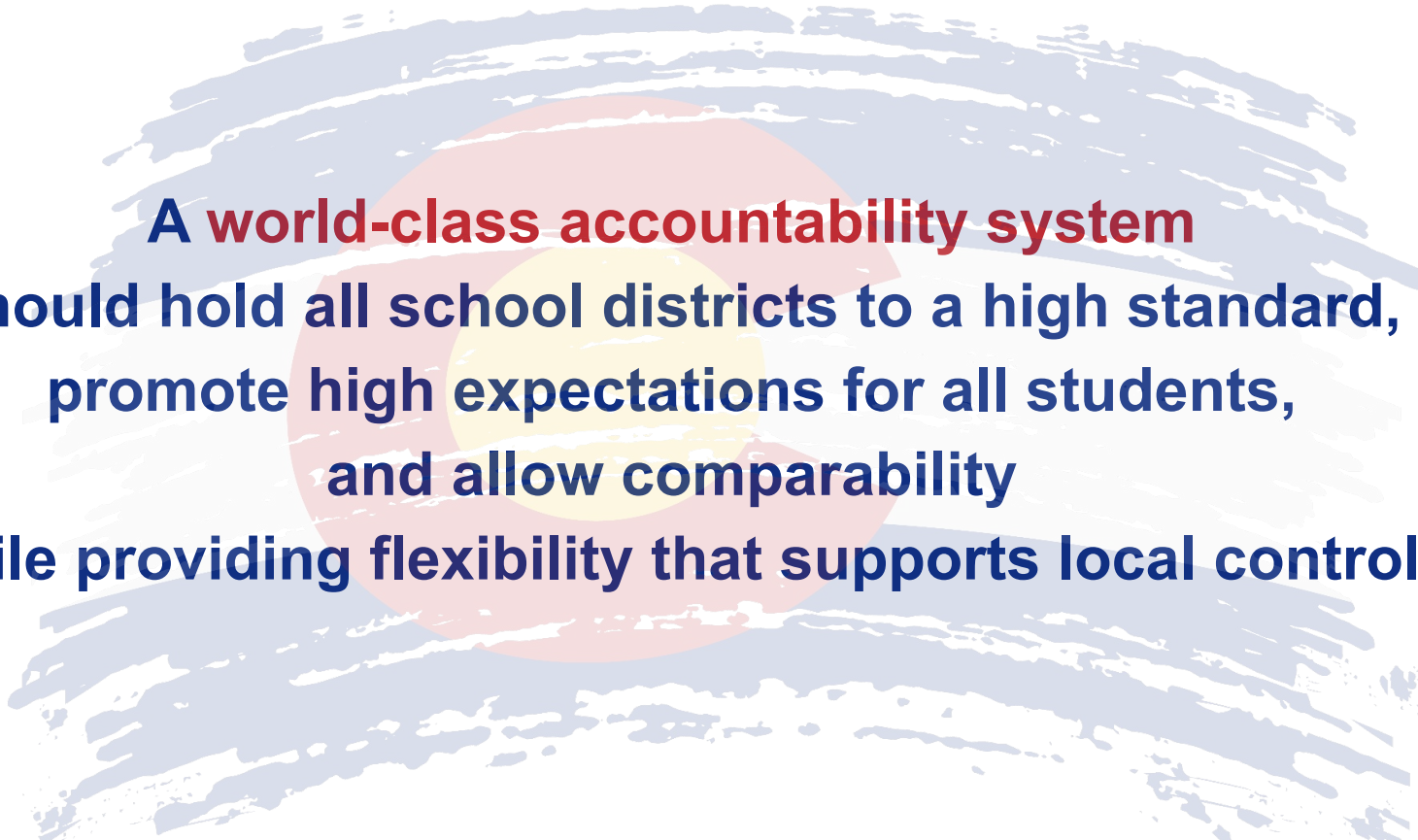
DASSC Position Statement

The Denver Area School Superintendent' Council wholeheartedly supports a redesigned accountability system that:

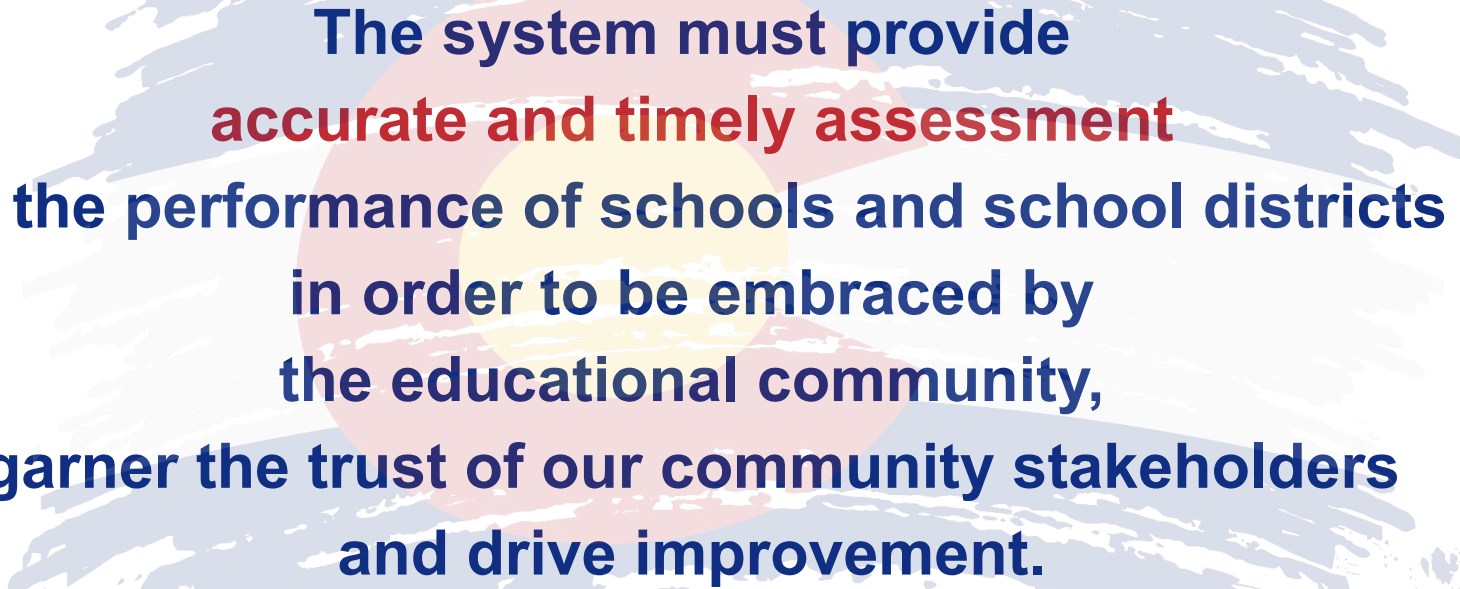
- Accurately and comprehensively measures and advances students' learning and progress
- Does not result in bias towards any student demographic
- Utilizes timely data that is actionable
- Holds school districts, schools, and educators to a high level of expectation

A stylized graphic of a sun with a yellow center, a red ring, and a larger red outer ring. The sun is set against a background of horizontal blue brushstrokes that create a sense of movement and depth.

In order for Colorado to have the premier education system in the country that is also meaningful for our communities, our accountability system must **evolve**.

The background features a stylized sun with a yellow center, a red ring, and a light blue outer ring. The sun is set against a backdrop of light blue, horizontal brushstrokes that create a sense of movement and depth.

A world-class accountability system
should hold all school districts to a high standard,
promote high expectations for all students,
and allow comparability
while providing flexibility that supports local control.



**The system must provide
accurate and timely assessment
of the performance of schools and school districts
in order to be embraced by
the educational community,
garner the trust of our community stakeholders
and drive improvement.**

Who is an Accountability System For?



OUR STUDENTS, FAMILIES & COMMUNITIES

- Drive growth and achievement for all students
- Ensure they are equipped for the future they will experience
- Inform families of school performance



OUR STATE

- Create compatibility
- Determine where to target supports



OUR DISTRICTS AND SCHOOLS

- Drive improvement in instruction
- Address the needs of every student

What are the Goals of an Evolved Accountability System?

- Demand high expectations for all students, teachers, staff and administrators
- Drive improvement in student learning through timely feedback
- Optimize instructional time
- Provide for full year measurements in student learning
- Recognize the importance of accelerated growth for below grade level students and continued growth for at and above grade level students
- Remove demographic bias in school and district accreditation ratings
- Create accuracy and transparency

What Should an Evolved Accountability System Include?

- Measures that have stability to measure growth over time
- A broad spectrum of measures to assess growth and performance
- Alignment with Colorado Essential Skills
- Viable measures that recognize and incentivize instructional and career programming that creates and develops a robust workforce pipeline designed to meet the demands and needs of Colorado's business, corporate, and manufacturing industries
- Public reporting system that accurately and transparently reflects data measures in a format that is easy for stakeholders to access and understand

Proposed Evolved Accountability “Report Card”

- **ELA and Math Growth and Performance**
 - Develop a common scale score based on Colorado Academic Standards
 - Correlate nationally-recognized assessments to the scale score
 - Allow districts to use an approved and correlated assessment that is most meaningful for their needs
- **Colorado Essential Skills**
- **District-specific measures that assess the impact of district initiatives**
- **Post-Secondary Readiness– College, Career and Workforce**

Next Steps

- **DCSD Participation in CASE Accountability Task Force Integration Team**
- **Gathering data and input from all stakeholders**
- **Potential legislative action**

A photograph of three graduates in black caps and gowns. The graduate on the right is adjusting his white stole, which has 'HONOR' visible on it. The graduate in the middle is wearing sunglasses. The graduate on the left is wearing glasses. The background is a blurred outdoor setting.

Questions?