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Subject: 2022 Accountability Update and TLCC Survey Reminder

Hello Accountability Contacts: Hopefully the winter break provided some time to recharge as it seems like 2022 is determined to start with a bang. This communication is intended to provide you with an update on the 2022 accountability system (state and federal) and the upcoming TLCC survey.

2022 State Accountability

As we are finishing up our second year with an accountability framework pause, it is time to consider what our accountability system will look like in 2022. The department has been studying the impacts of missing data (e.g., implications for the Colorado growth model due to the adjusted 2021 state assessment schedule) for calculating performance frameworks. At a special meeting in December, the State Board of Education voted unanimously on three different resolutions to return state testing to its pre-pandemic scope in spring 2022 and to pursue a “transitional year” for school and district accountability in fall 2022. These resolutions are not current policy, but rather signals from the state board on their stance for the next school year. Some of the resolutions have implications for the state legislature to consider during the 2022 legislative session (begins January 12).

Details of the state board’s actions are described in a press [release](#). You can also see the resolution language of the board’s [resolutions](#), a [deck](#) presenting information on state studies, and a [memo](#) describing the studies.

In summary, the state board supports resuming the typical state assessment schedule for all grades and tests (e.g., CMAS, PSAT/SAT, CoAlt, and ACCESS). The details of a “transitional year” for the state accountability system would involve a mix of practices allowed under current law, changes requiring legislative action, and changes in board rule. The state board’s proposed transitional accountability system would:

- Resume calculating and reporting performance frameworks for schools and districts;
- Assign school and district plan type ratings of Turnaround, Priority Improvement, Improvement, Performance, as well as the Distinction rating available to districts;
- Direct school improvement resources, including the School Transformation Grant, based on 2022 results;
- Not automatically advance any school or district on the accountability clock and allow schools and districts to request reconsideration of their rating to move off the

clock;

- Enable the board to use 2022 frameworks to evaluate possible new or different directed action for any school or district with current state board orders;
- Require a 90% total participation rate (meaning that parent excusals will not be considered to meet this threshold) on both 2022 state and local assessments for those requesting the state to reconsider their plan type rating; and
- Maintain 2019 cut scores for the performance frameworks (meaning that cut scores for overall plan types will not change from 2019).

To help inform the state board's discussion, the department conducted two studies (see memo and deck linked above) to investigate the impact of missing data on calculating 2022 school and district performance frameworks. The main findings from these analyses are:

- ***Most schools and districts will have enough data to calculate a performance framework. More than usual will not.*** An initial study by CDE indicates that there will be an increase in the number of smaller schools and districts that will not have enough data to calculate frameworks (at least 392 schools).
- ***Available data stands in for missing data fairly well.*** When re-calculating historical 2019 data by removing the same data elements that are anticipated to be missing in 2022, the department found that the available data does a fairly good job of standing in for the missing data.
- ***The missing data introduces some differences in calculations.*** The same performance rating was assigned 90% of the time when comparing 2019 with the revised calculations. This means that one in ten schools received a different rating - - sometimes higher, sometimes lower -- because of the missing data.
- ***Low student participation may impact accuracy and representativeness of plan type assignments.*** When less than 75% of students participated, the study found that schools were 10% more likely to receive a lower rating. Statewide participation in 2021 ranged from 58% to 76% on CMAS. Participation in 2022 is not yet known.
- ***The cumulative effect of these findings should be considered when examining options for 2022 accountability.*** CDE provides the state board with a range of options to consider ranging from pausing frameworks to exploring a transitional framework to restarting frameworks.

2022 Federal Accountability

Under the Every Student Succeeds Act (ESSA), every state that accepts funds must have a methodology for identifying schools for support and improvement. ESSA identification of schools has also been paused for the past two years and will resume in fall 2022. The U.S. Department of Education (ED) recently released [guidance](#) allowing states to request temporary changes to the methodology for ESSA identification. CDE is in the process of considering options and flexibilities offered under the new guidance and hopes to have a proposal to submit to ED by March 7, 2022, after making the proposal available for public comment. Additional information is forthcoming regarding the proposal and how to submit comments.

Teaching and Learning Conditions (TLCC) Survey

The 2022 TLCC survey of all educators, special service providers, education support professionals and school leaders launches Wednesday, January 19th at www.TLCCsurvey.org. Unique survey codes are being mailed and emailed to either Association Representatives or School Leaders this week. Schools must have 50% participation and 5 responses to receive results. New for 2022, education support professionals have the opportunity to participate in the survey, and new questions have been added on staff and student wellbeing and pandemic impacts. Please help encourage your educators to participate!

For your questions on:

- Who received codes in each building (Association Representative or School Leader)
- Headcount modifications
- How to get sets of codes via PDF if mailing doesn't arrive

Contact uiphelp@cde.state.co.us or Lisa Steffen steffen_1@cde.state.co.us. Social Media kit resources have been shared with COSPRA, and promotional fliers and videos are on www.TLCCsurvey.org

Thanks all for your ongoing work. We will continue to keep you updated as things develop with our 2022 accountability system. In the meantime, do not hesitate to reach out to me or anyone on the Accountability & Continuous Improvement team with questions. Thanks, Lisa Medler