

# Insight from the Education Accountability Task Force 1241



# Who is Harrison School District 2?

- 13,000 students
  - 80% free and reduced lunch
  - All Title I schools
- Schools
  - 12 Elementary
  - 4 K-8
  - 5 Middle
  - 5 High
  - 1 6-12 Alternative campus
  - 1 Homeschool Academy
  - 1 Online School
- Ethnicity
  - 52% Hispanic, 22% White, 15% Black
- Services
  - 22% CLDE, 20% SPED

# Opportunity We Were Given

Beginning in August 2023, stakeholders appointed by the Colorado General Assembly through H.B. 23-1241 formed the Accountability, Accreditation, Student Performance, and Resource Inequity Task Force “to study academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.”

# Diverse Stakeholders

Teachers

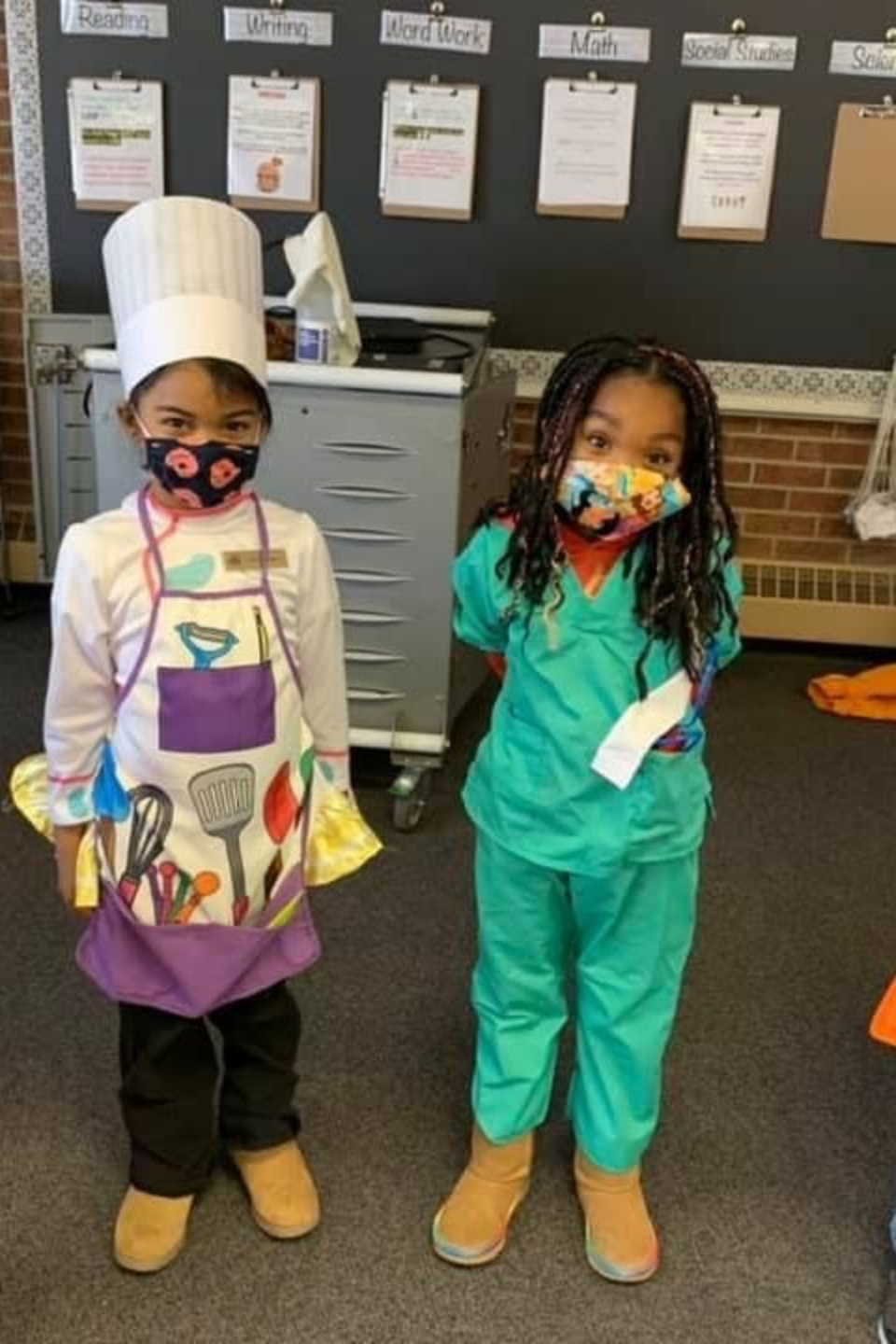
Superintendents

State Board of  
Education

Charter School  
representatives

Local School  
Board Members

Education  
Advocates



# Shared Vision and Agreement

Shared Vision – Ensuring equitable measures for all students in Colorado

Shared Agreement – Poverty impacts how we currently measure student learning

# Facilitation Techniques

- **Active listening and inclusive facilitation**
- **Conflict resolution in the moment**
- **Structured decision-making processes**
- **Multiple opportunities for input and feedback**

# What Worked



- Focus on shared values
- Creating diverse subcommittees for further study
- Ongoing communication with all members



# Accomplishments

- **30 recommendations sent forth with full consensus**
- **An appreciation of public education**
- **Partnership in the importance of diverse voices in decisions**



# Key Areas for Recommendations

District and School Performance Frameworks

Assessments for Accountability

Public Reporting and Engagement

Continuous Improvement

Additional Areas to Study

Accountability  
Task Force

# District and School Performance Frameworks

1. Lower student count thresholds for accountability calculations and reporting
2. Combine student groups for ratings while disaggregating student groups for state reporting
3. Expand the students with disability group for calculating results
4. Explore best practices and monitor the accountability system to identify and reduce issues of volatility that impact schools and districts with small student populations
5. Move SAT reading/writing and math out of PWR indicator to the Achievement indicator
6. Create “Postsecondary and Workforce Readiness Before Graduation” sub-indicator to PWR
7. Rename the PWR matriculation rate indicator and thus expand it to be more inclusive of high-quality postsecondary options
8. Re-evaluate weighting of frameworks in light of changes the task force is recommending

# Assessments for Accountability

- 9 Develop content area assessments in languages other than English and Spanish
- 10 Improve the accommodations for students by dividing the CMAS into smaller sections
- 11 Clarify how schools can encourage or not discourage test participation
- 12 Make the CMAS assessment adaptive
- 13 Improve the timeliness of assessment results

# Public Reporting and Engagement

14 Create one, coherent statewide dashboard that includes local and statewide data aligned with statewide instructional and PWR priorities

15 Enhance the user experience with reporting functionality and support that offers all stakeholders a comprehensive, accessible, and user-friendly way to utilize data

16 Clarify which students count for participation so that there is more transparency in reporting

17 Revise summative rating labels to improve differentiation and understandability

# Continuous Improvement

- 18 Provide guidance to local boards on monitoring the improvement planning process
- 19 Implement a system of early identification and intervention
- 20 Provide more support to schools starting in year 2
- 21 Support schools and districts pursuing bold solutions to turn around
- 22 Require schools and districts in year 4 and 5 to bring a CDE vetted plan that the state board approves and monitors the effectiveness of the plan
- 23 Require schools and districts with insufficient data: low participation, to create a corrective action plan
- 24 Provide more professional learning according to school and district plans
- 25 Conduct an evaluation of external managers and CDE's management of the external management process
- 26 Require schools and districts with State Board Action to convene and learn from their peers regularly
- 27 Provide additional benefits for those receiving awards
- 28 Focus awards on state priorities and values
- 29 Conduct and share research on best practices in CO schools
- 30 Change the rules on how districts can receive a Distinction designation

# Where are we now?

- **CDE**
- **State Board of Education**
- **Legislation**


# House Bill

- **Representative Bird**
- **First draft**
- **All 30 recommendations**
- **Gather feedback from various stakeholders**



**Questions**





# CCSD 2024 Graduation and Dropout Rates

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District Accountability Community Forum

February 5, 2025

The background is a vibrant, abstract composition. It features large, organic shapes in shades of pink, red, and cyan. These shapes are filled with various patterns: some are solid, some have a fine dot pattern, some have a grid of small crosses, and others have wavy white lines. The overall aesthetic is modern and celebratory.


# Graduation in Colorado

# Graduation Guideline Competency Requirements

Beginning with the Class of 2022, Graduates are required to demonstrate College and career readiness competencies in the areas of Reading/Writing/Communication & Math.

Students who met course credit requirements but not graduation guideline requirements are included in the completer rate but not graduation rate

Graduation Guidelines			
<i>Note: Numbers below reflect selections from above</i>			
<b>87.3%</b> Met Both RWC and Math 3,966 Students	<b>5.2%</b> Met Only RWC 234 Students	<b>1.5%</b> Met Only Math 68 Students	<b>6.0%</b> Not Yet Met RWC or Math 273 Students
<b>4,268</b> Students Met Either a RWC or Math Criteria			
Actual 2021 Metrics			
	RWC	MATH	
ACCUPLACER NEXT GEN	95	93	
ACT	302	299	
AP	1,765	787	
ASVAB	24	24	
CCSD LOCAL MEASURE (SY 2021 ONLY)	2	2	
CONCURRENT ENROLLMENT	1,471	342	
DISTRICT CAPSTONE	3,789	3,557	
EXTERNAL DISTRICT CAPSTONE	2	1	
IB	15	36	
INDUSTRY CERTIFICATE	580	580	
SAT	2,791	2,278	
WORKKEYS	245	245	
<b>Total Students Meeting</b>	<b>4,200</b>	<b>4,034</b>	



# On-Time Graduation and Anticipated Year of Graduation (AYG)

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When a student enters the ninth grade in Colorado, the CDE assumes they will graduate within four years and assigns an *Anticipated Year of Graduation (AYG)*.

Students who graduate within four years of their AYG are typically referred to as ***On-Time graduates***

# Anticipated Year of Graduation (AYG) and 4-Year (On-Time), 5-Year, 6-Year, 7-Year Rates

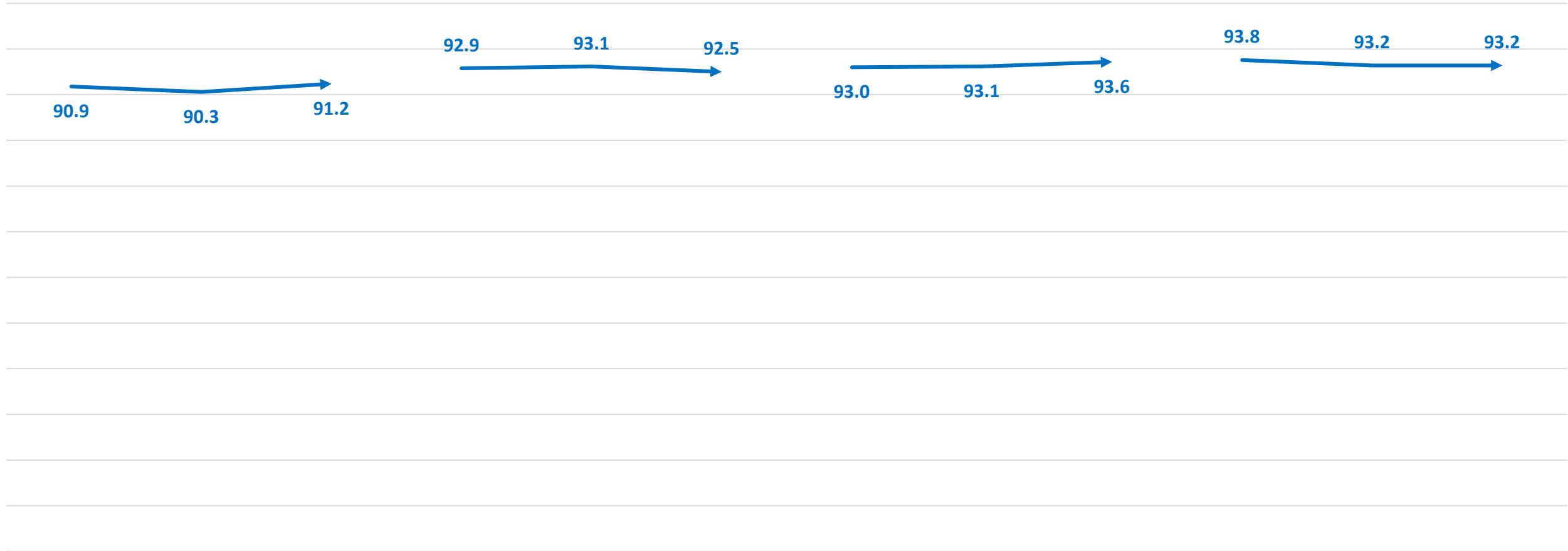
The AYG is used to determine the 4-Year, 5-Year, 6-Year, and 7-Year Graduation and Completer rates for the 2024 school year.

AYG Student cohorts included in the 2024 Graduation Rates:

- On-Time rate **AYG 2024**
- 5-year rate **AYG 2024 + AYG 2023**
- 6-year rate **AYG 2024 + AYG 2023 + AYG 2022**
- 7-year rate **AYG 2024 + AYG 2023 + AYG 2022 + AYG 2021**

# Graduation Rate – On-Time, 5-, 6-, and 7-Year Rate

On-Time			5-Year			6-Year			7-Year		
22	23	24	22	23	24	22	23	24	22	23	24



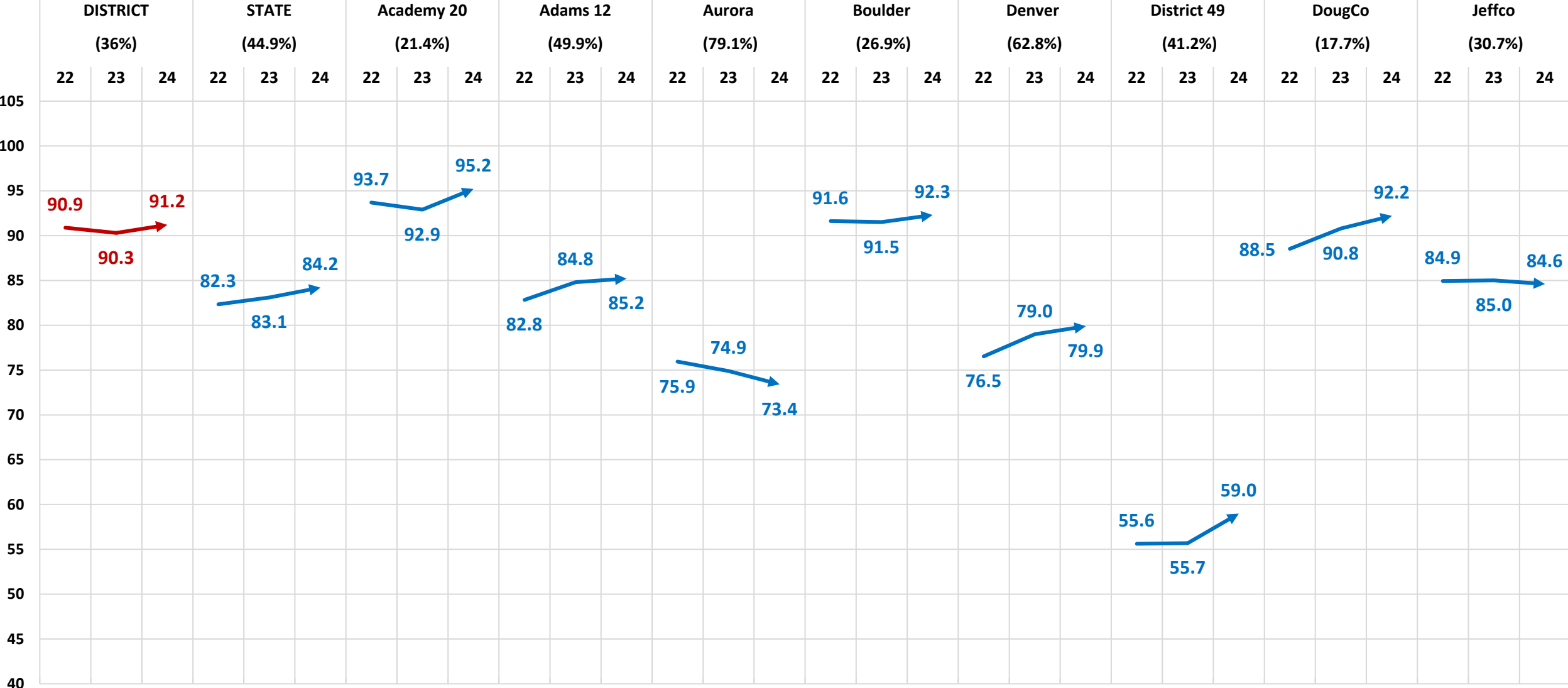
The background features a vibrant, abstract composition. It includes large, organic shapes in shades of teal, magenta, and red. These shapes are filled with various patterns: some have a fine dot pattern, others have larger white dots, and some feature wavy white lines. The background itself is a dark purple with a subtle grid of small white dots. Scattered throughout are small, white, squiggly lines. The overall aesthetic is modern and celebratory.

# CCSD On-Time Graduation Rates

## Class of 2024

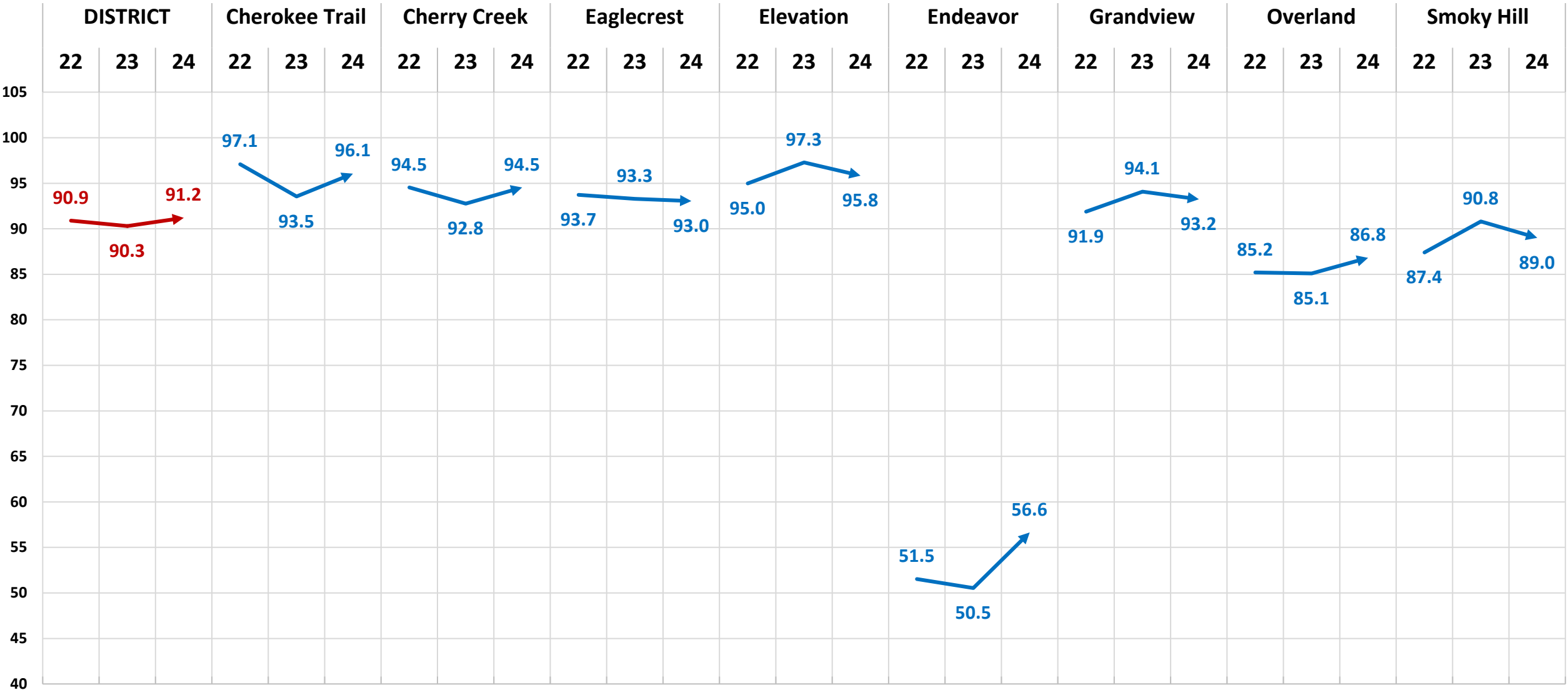
# On-Time Graduation Rates – District, State, Other Districts

(District Percent Free/Reduced Lunch Eligibility in Parentheses)



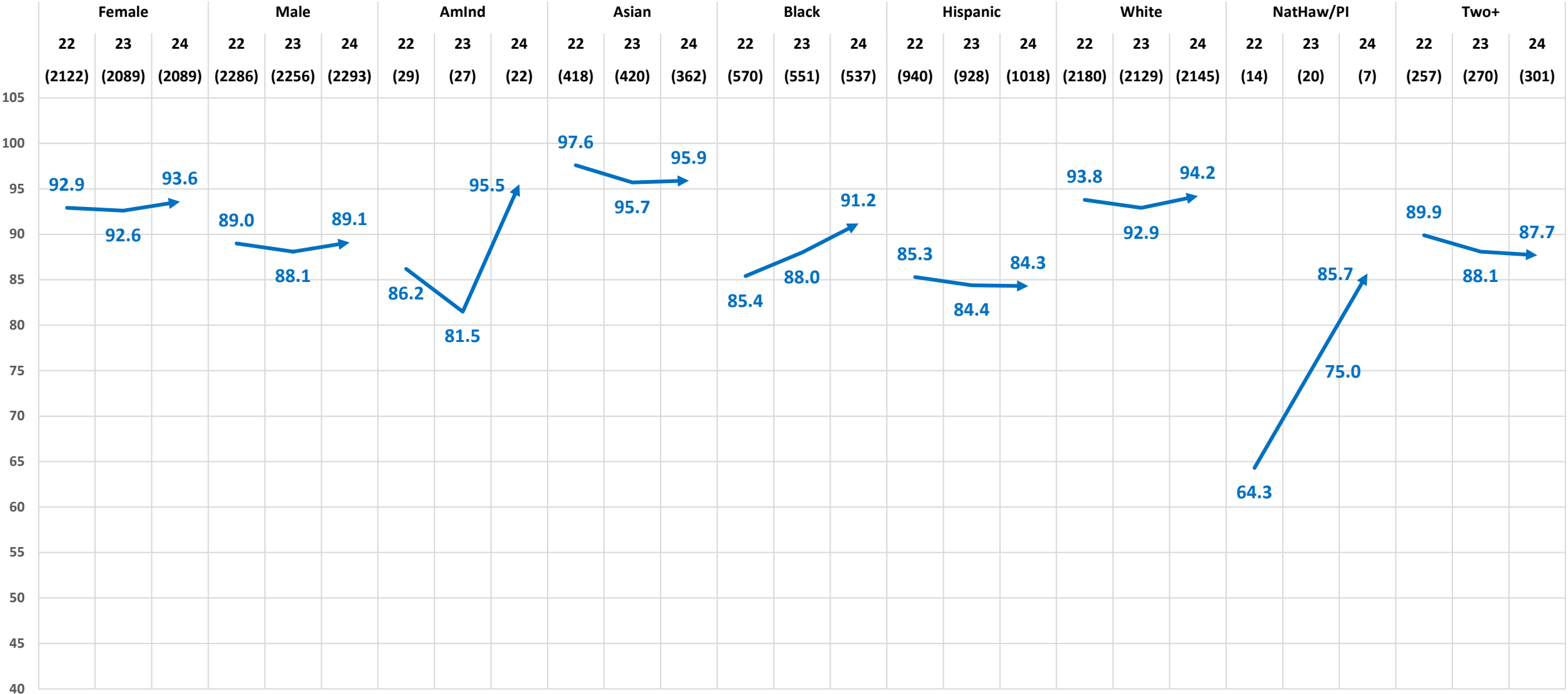


# On-Time Graduation Rates – District and Schools

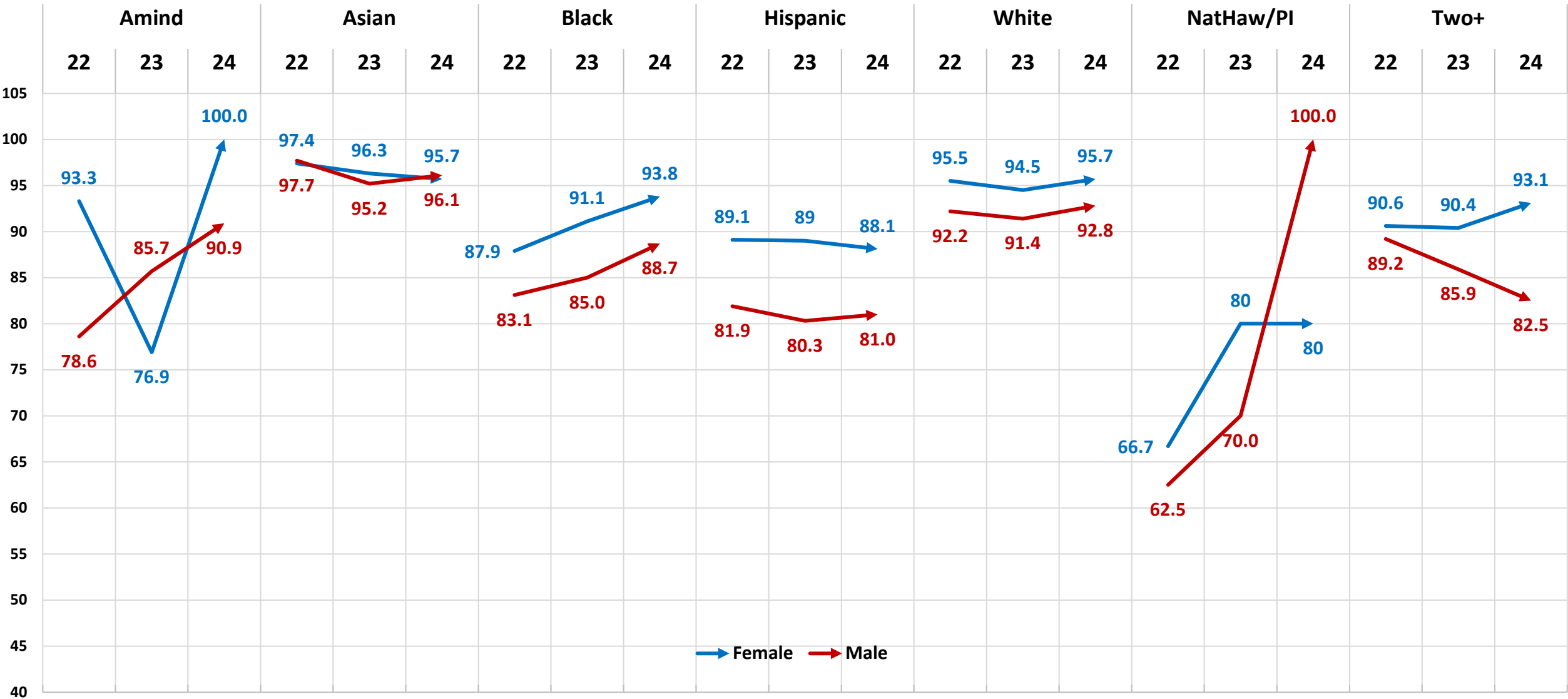


# On-Time Graduation Rates – Gender, Race/Ethnicity

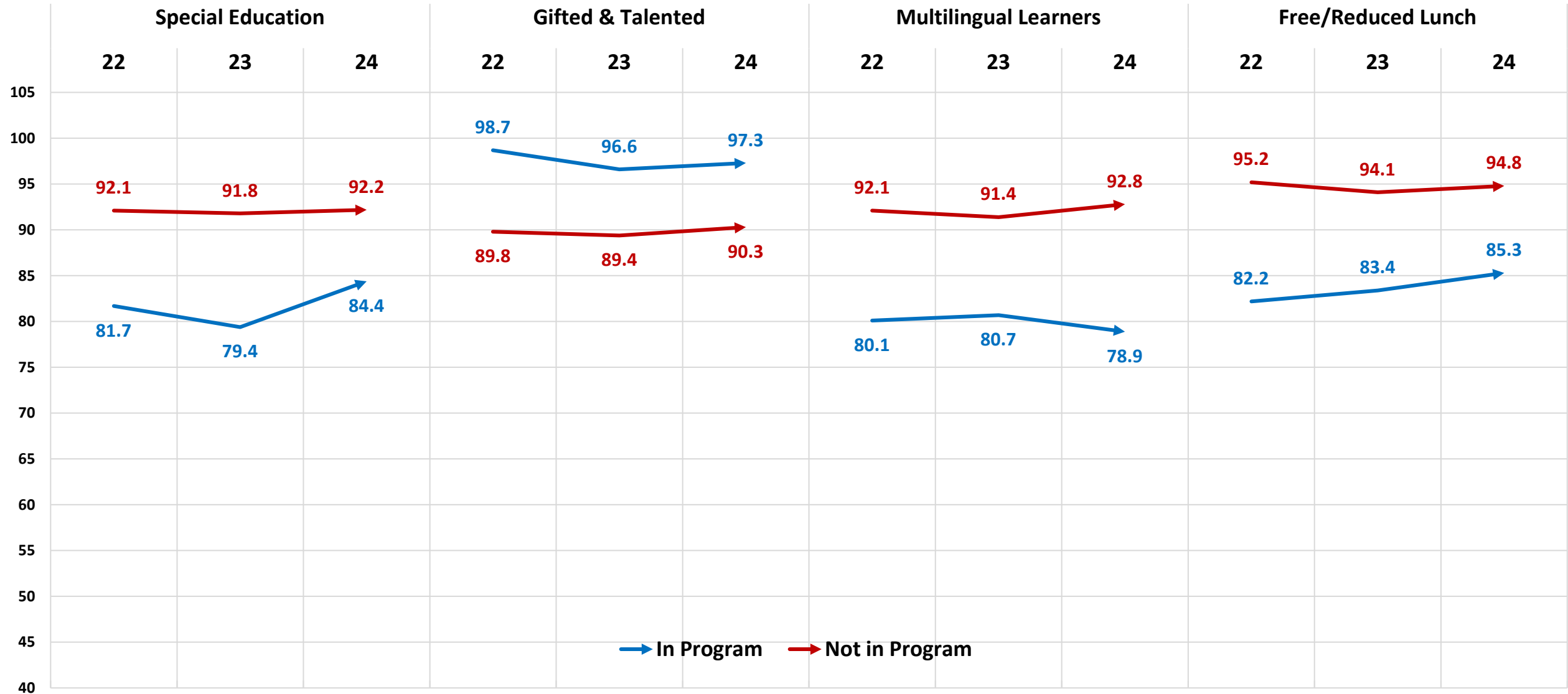
(Student N Count in Parentheses)



# On-Time Graduation Rates – Gender by Race/Ethnicity



# On-Time Graduation Rates – Student Programming



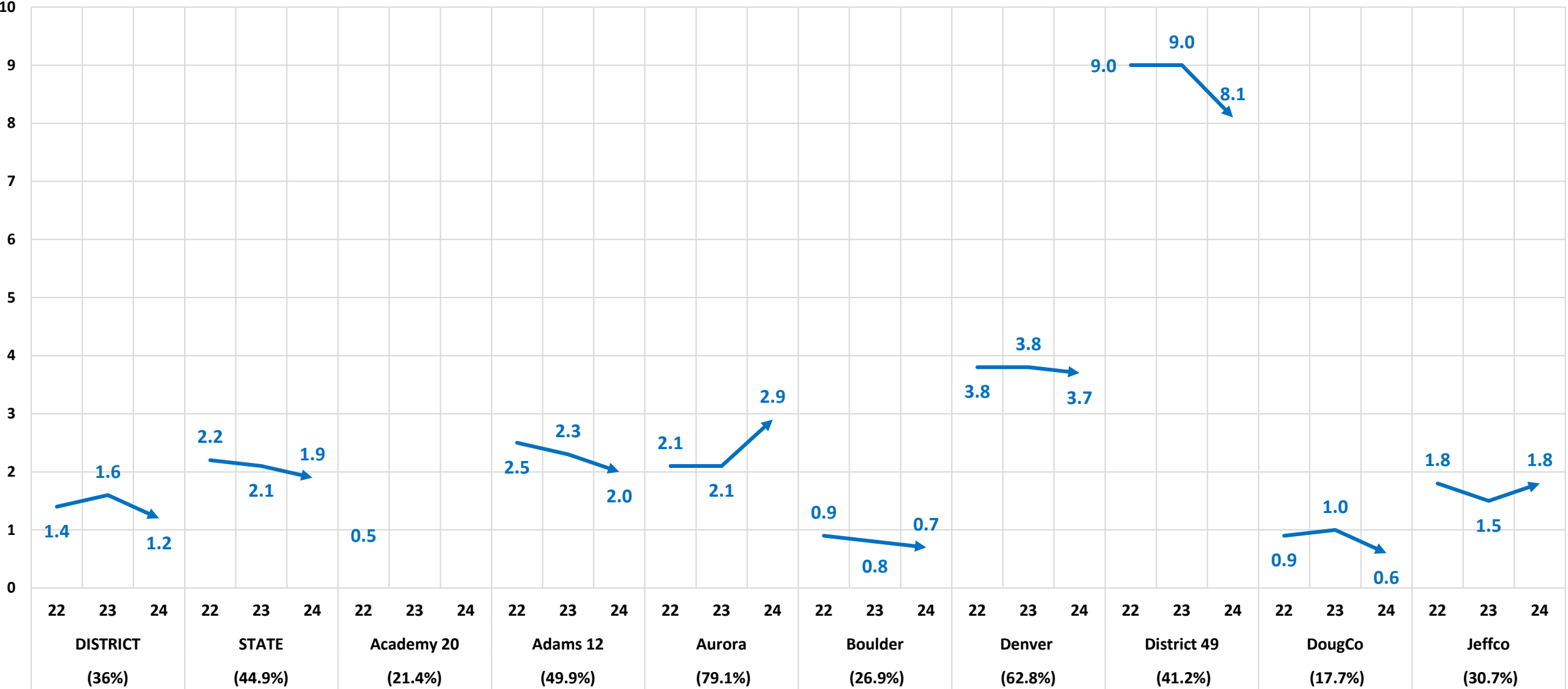
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# CCSD Dropout Rates

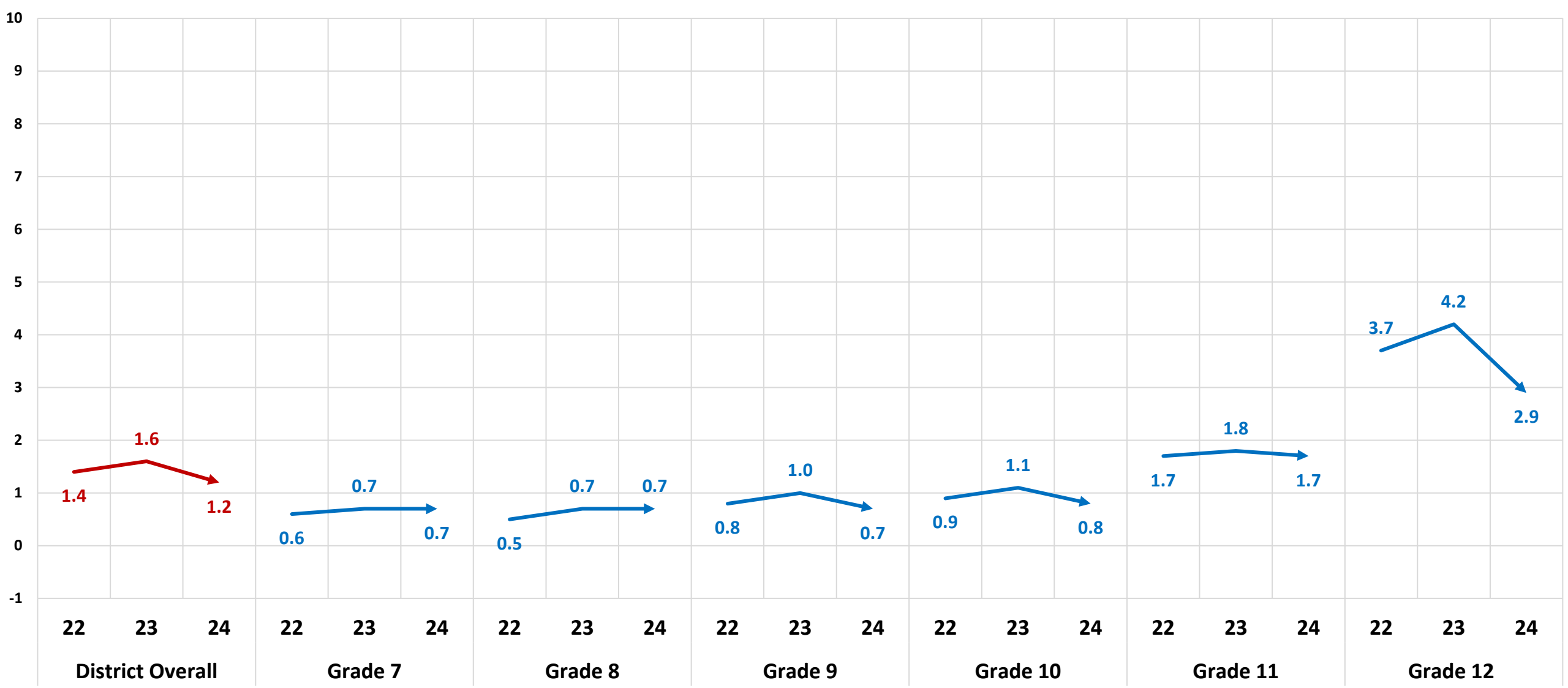
## 2023-24 School Year

# Dropout Rates – District, State, Other Districts

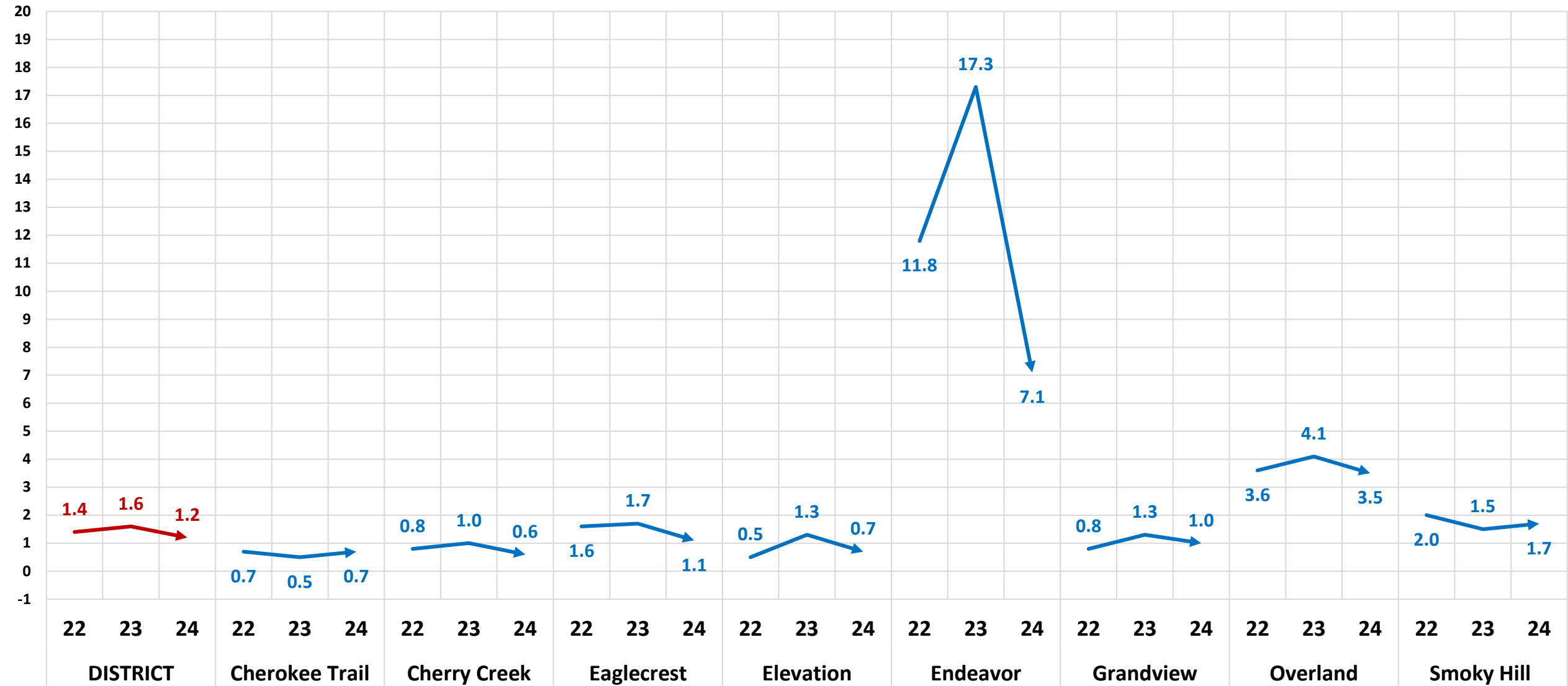
(District Percent Free/Reduced Lunch Eligibility in Parentheses)



# Dropout Rates – Overall and by Grade Level

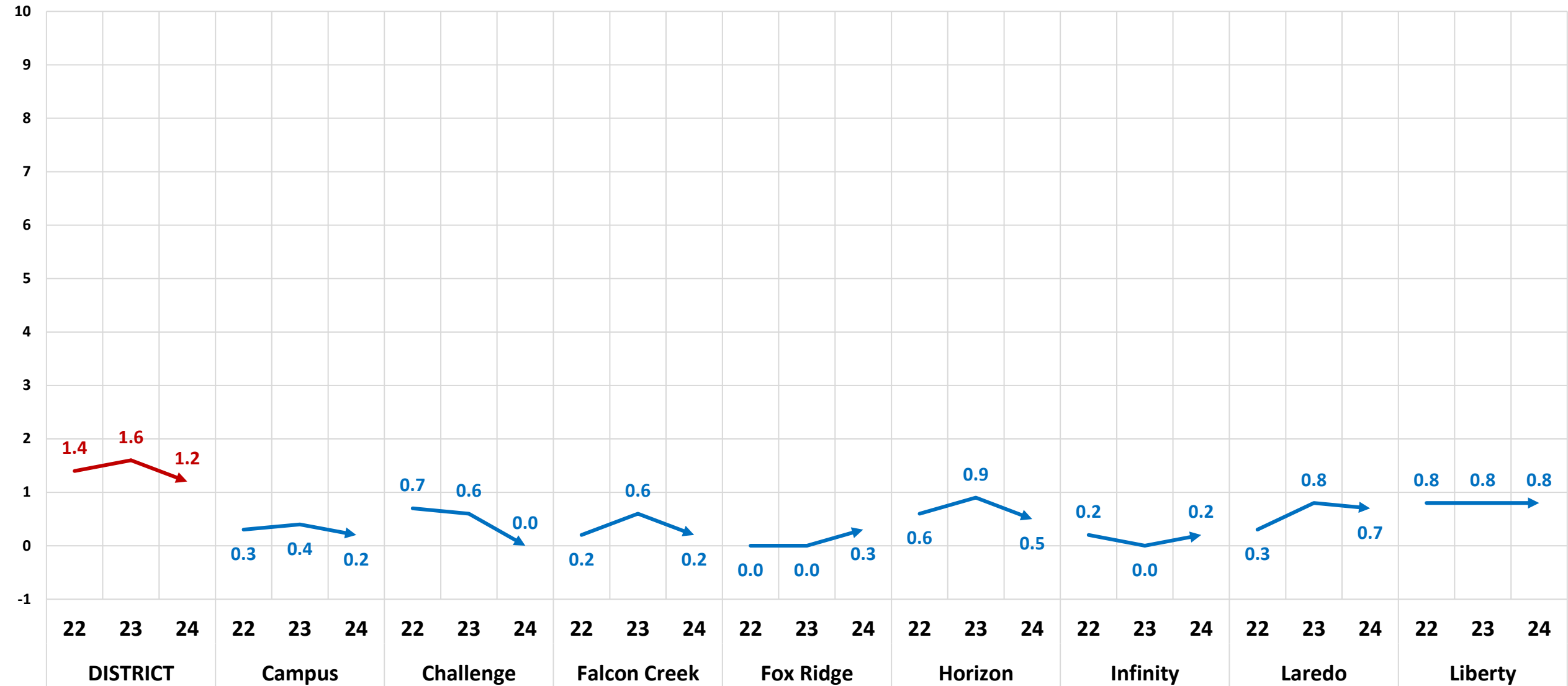


# Dropout Rates – District and High Schools

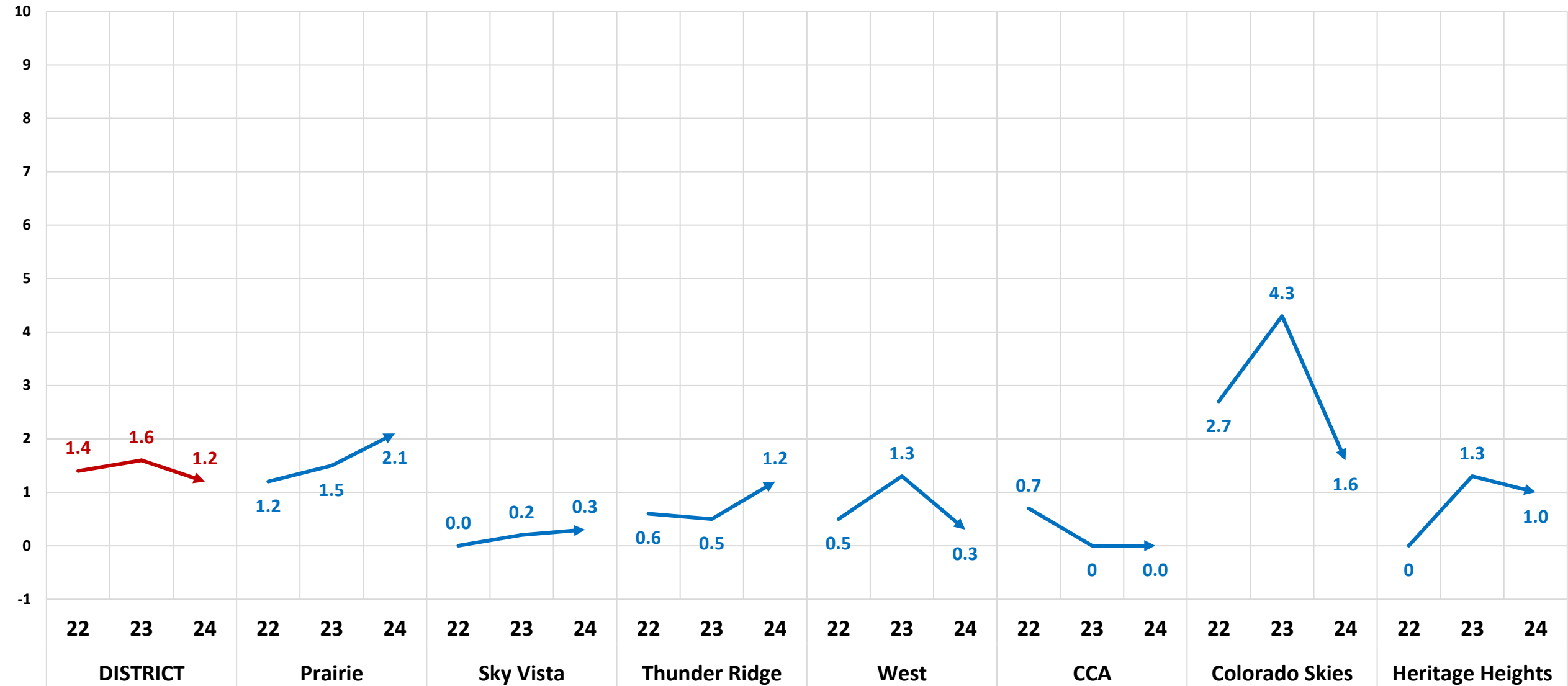




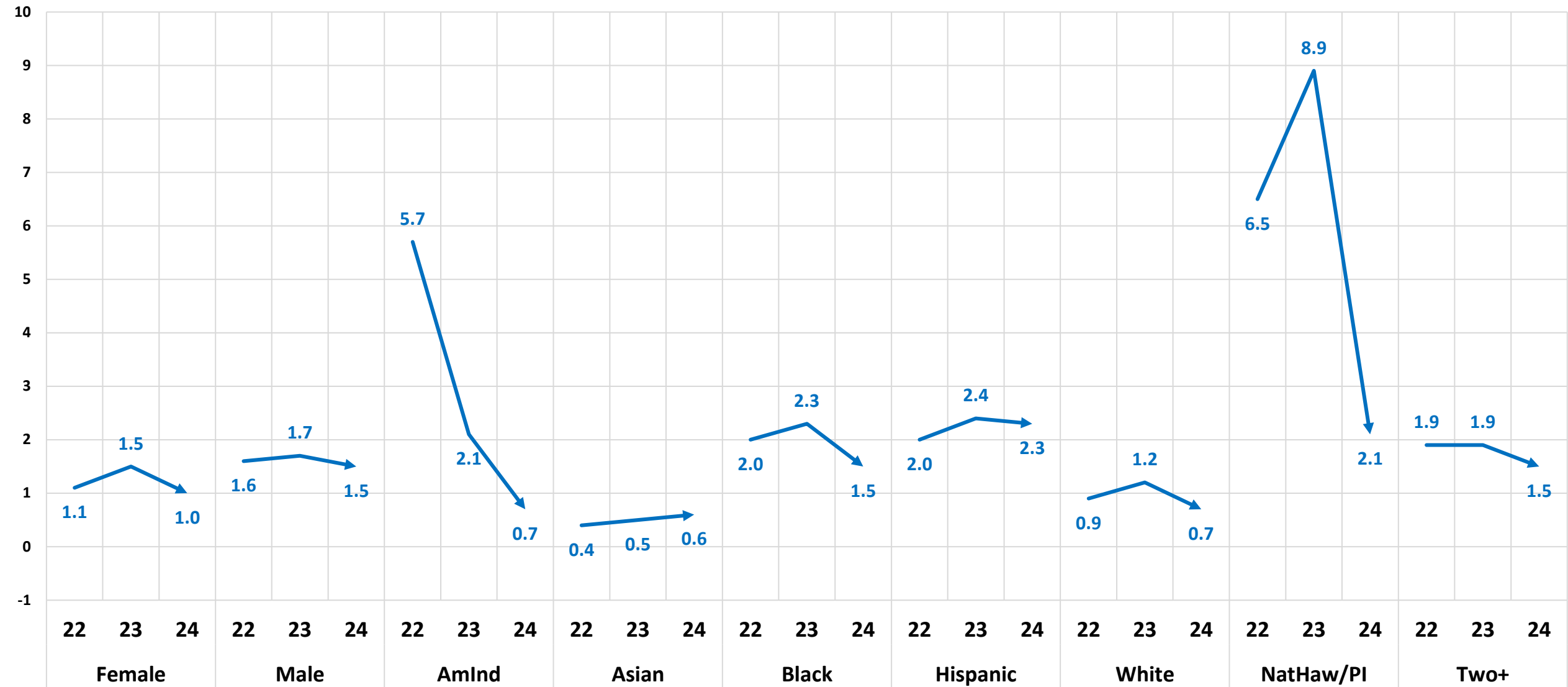
# Dropout Rates – District and Middle Schools



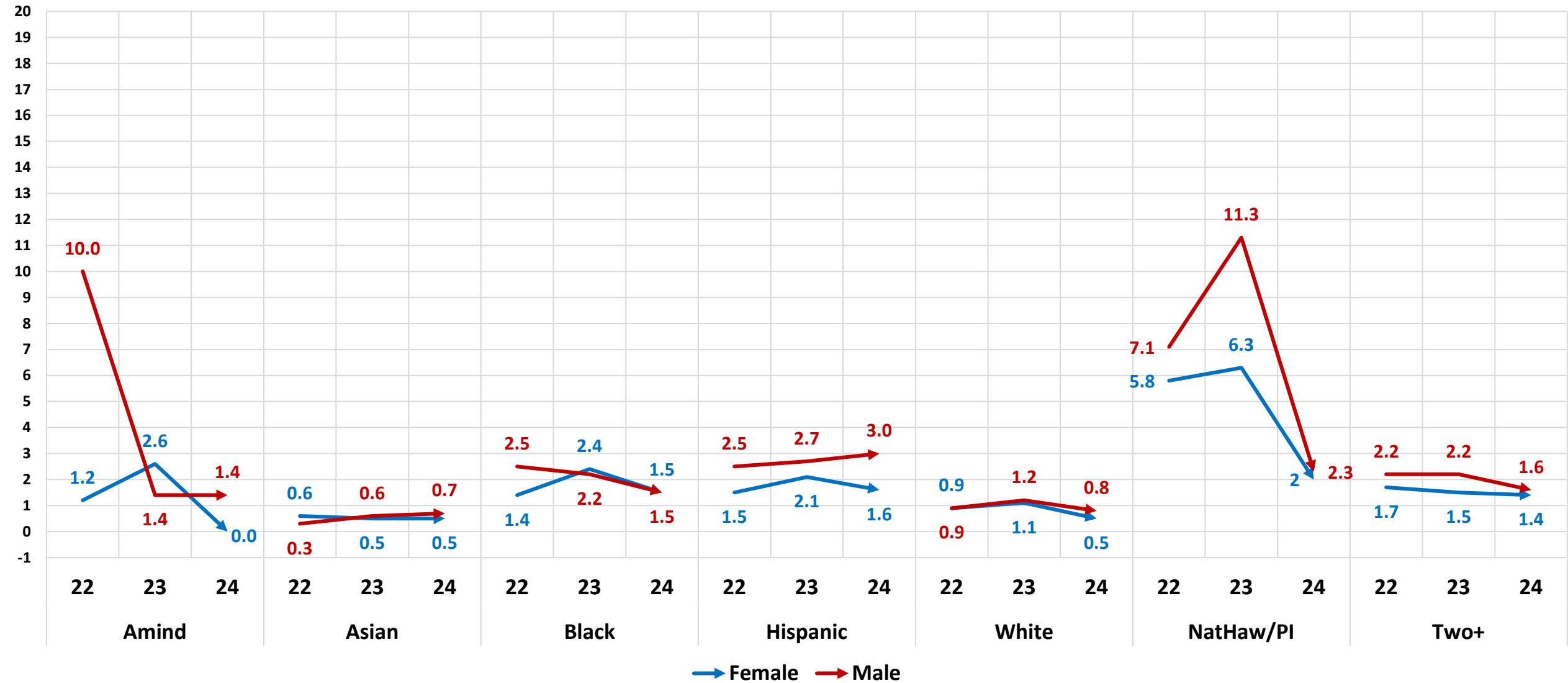
# Dropout Rates – District and Middle Schools (Cont.)



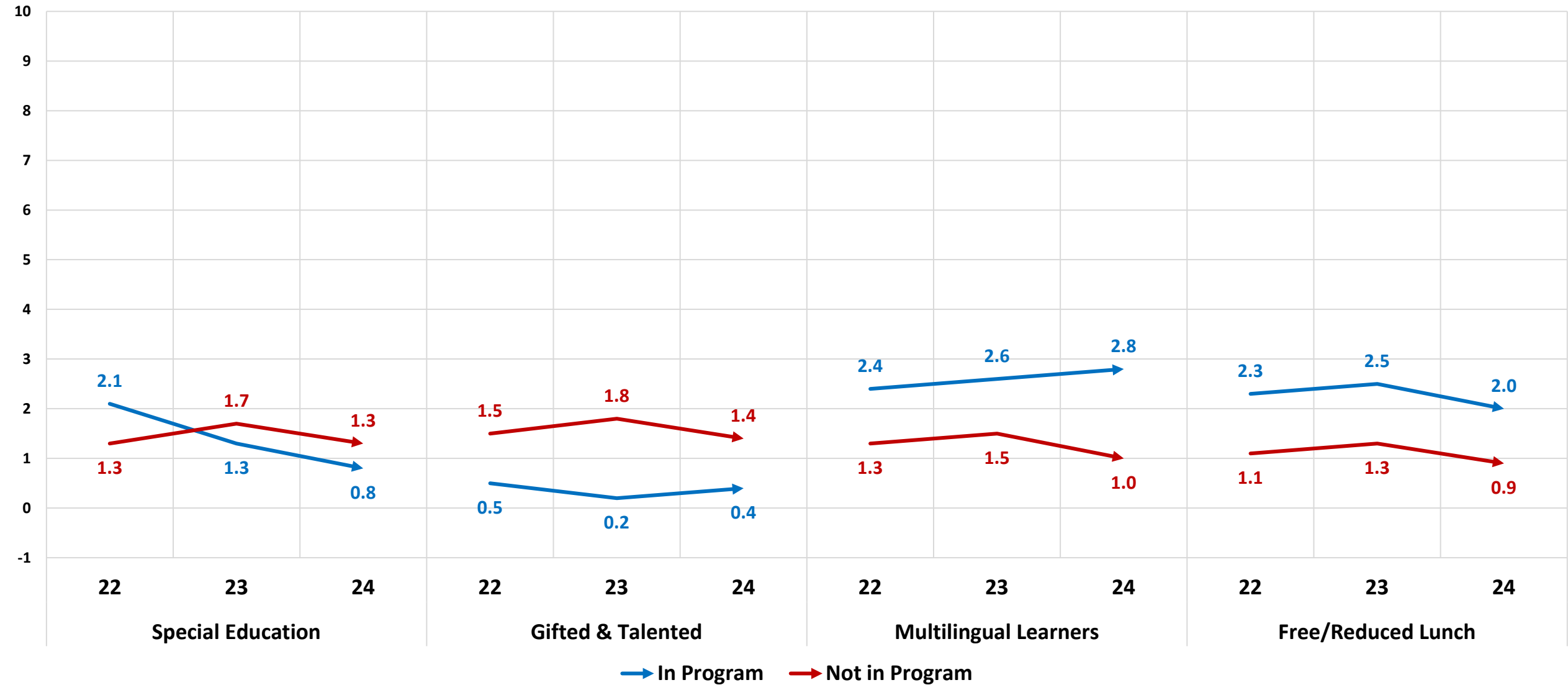
# Dropout Rates – Gender, Race/Ethnicity



# Dropout Rates – Gender by Race/Ethnicity



# Dropout Rates – Student Programming





Questions?

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