Accountability Work Group | Agenda

Group Purpose: *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.*

Date: Friday, January 23, 2026 and Time: 9:00-11:00 am
Materials: Slide Deck, Meeting Notecatcher

Agenda Items

1. Welcome and Introductions

-Welcome and Introductions

2. Review of Agenda

- Confirm agenda items and timing
-Meeting Logistics

3. Bylaws Documents

Objective: Vote on proposed bylaws- Passed

4. Leadership Selection

Objective: Select chair and vice chair role for the group

Summary:
Vote on Chair: Jamie Ball, St. Vrain School District, vote 10 yes, 0 no. Passed
Vote on Vice Chair: Liz Waddick, CEA Vote 9 yes, 5 no. Passed

5. Insufficient State Data: Low Participation

Objectives: Recap approach to Insufficient State Data: Low Participation
Share feedback from State Board of Education
Become familiar with planning expectations for Insufficient State Data

Summary:
Recap and feedback from State Board of Education. Initial recommendations from stakeholder groups were shared with the State Board of Education as a part of a work session 1.16.2026. The materials and recording (3:03) are available for reference. The initial feedback from advisory groups, including the AWG include:

- **Define** Insufficient State Data: Low Participation as 25% or less total participation to **provide clarity** to the field and to **limit the number of sites** needing technical assistance
- Add another "clock" to performance frameworks using language that **cannot be confused with the accountability clock**
- **Integrate** the corrective action plan requirements within the Unified Improvement Planning process
- Connect with sites experiencing low participation and **identify statewide root causes**
- **Leverage the requirement** to provide guidance and assistance to update and provide useful tools that will address the identified root causes

The department shared a proposed approach to the planning requirements for this process, including:

- Integrate within Unified Improvement Plan Quality Criteria and existing plan elements, create ISD icon within quality criteria
- Treat similarly to other "identifications," such as ESSA Comprehensive Support: Low Graduation

- Develop specific resource to meet plan expectations aligned with ISD: Low participation identification

Within breakout groups, the following questions were discussed:

Expectations

What works well about approach of embedding requirements within the UIP/quality criteria?
What concerns do you have?
What additional recommendations do you have to support sites in meeting expectations for this identification?

Supports

What other resources would be helpful?

Key themes from this discussion:

General agreement UIP is a good vehicle for meeting plan expectations.
Named additional supports will be needed and clarity of additional expectation ex. CDE review?
Managing messaging with the community- how to support
Acknowledge these requirements exist within the larger state policy tension

6. End of Clock Pathway

Objective: Identify supports, guardrails, or resources should CDE to develop and propose as part of the rulemaking process for end-of-clock

Summary: background information on the end of the accountability clock process was shared. See slides/recording for detail. With new flexibility, CDE is looking for feedback on proposed approach to H.B. 25-1278 expanded directed-action pathways to include a new pathway, outlined as: "other actions that are comparable to or that have a more significant effect than [the other pathways] and that are aligned with the pathway plan and designed to support the implementation of the pathway plan actions may include, but are not limited to, comprehensive school redesign, contracting with external partners, or using contractors or resources provided by the department."

- Comprehensive School Redesign: Undergo a significant shift in school structure
- Contracting with External Partners: Identify an external partner to support implementation of key identified priorities
- Using Contractors or Resources Provided by CDE: Utilize CDE provided professional learning, providers, and/or programs

Breakout groups were focused on two areas: 1) deeper experience/interest in end of clock process 2) early on the clock focus, with an emphasis on supports leading to end of clock actions.

Summary themes from Clock progression:

Sequencing of timing for community engagement and interventions is nuanced, ensure clear messaging to community and within district

Supports available beyond funding, acknowledging the limitations of grant funds, such as training for boards/accountability committees, data support for "how we got here", ensure focus stays on student needs, and partnering with district leaders, provide successful case studies for different scenarios .

Summary themes End of Clock

Mix of pathways, ensuring urgency and scale for improvement with clear success indicators. Case studies and research aligned to pathways.

Trajectory of support to sites over time, including board training and stakeholder buy in with plan.

7. Next Steps and Next Meeting

Summary of next steps- Rulemaking process which is inclusive of both the Insufficient State Data identification and the End of Clock Pathways. Anticipated agenda items include Dashboard Study, participation supports, UIP supports, 1278 rules noticing

Next meeting time and date: 9 am February 27, 2026