



COLORADO

Department of Education

District Accountability Handbook

August 2022

The purpose of this handbook is to provide an outline of the requirements and responsibilities for state, district, and school stakeholders in the state’s accountability process established by the Education Accountability Act of 2009 (S.B. 09-163). Federal requirements and responsibilities under the Every Student Succeeds Act (ESSA) pertaining to accountability have also been integrated into this document.

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Transition Back to Accountability: 2022-2023

Introductory Note

In response to the evolving conditions under COVID-19, Colorado previously paused the state accountability system for two school years (2020-2021 and 2021-22). During the 2022 legislative session SB22-137 was signed into law which called for the state to transition back to standard K-12 state accountability. The statute will restart framework calculations for fall 2022 using 2019 performance indicator targets. In 2022, the performance frameworks are being referenced to as the **2022 School and District Transitional Frameworks**.

Due to resuming calculation of frameworks in 2022-2023, this accountability handbook should be used differently than in a typical year. To ensure access to a reference of the accountability system in Colorado as it was originally intended, this document remains mostly unaltered; the major differences in 2022 due to SB22-137 and state board actions are summarized below. Additionally, throughout the document, there will be a blue text box in the beginning of each section highlighting what accountability elements have been paused or altered for the 2022-23 school year, if applicable. See below for an example of the text box.

Description of the Transition Back to Accountability

NOTE ON CHANGES FOR 2022-23 SCHOOL YEAR

During the pandemic over the past two years, portions of the state's accountability system were on hold. For 2022-23, the system will transition back to previous activities with the differences noted below.

- Districts and schools (including alternative education campuses) will receive a 2022 performance framework. Preliminary and final reports will be made available publicly. The 2022 frameworks will be referred to as School and District Transitional Frameworks. They will include a cover page that provides context about the two-year pause and the impact on the calculation of the frameworks.
- Frameworks will use 2019 statewide performance indicator targets.
- A growth participation rate has been added to framework reports for informational purposes.
- Accreditation and plan type ratings will be assigned, but clock status (i.e., years on clock) will not automatically advance (on or off).
- A request to reconsider process will be available for all schools and districts with an eligibility requirement of 90% total participation on state assessments.
- Change in clock status may be approved through request to reconsider process for eligible schools (i.e., move to "On Watch" or fully exit clock if meets request to reconsider conditions).
- State Board of Education may take into consideration the 2022-2023 plan type for schools and districts with directed action. This clarification only applies to schools and districts with current state board directed action.
- Eligibility for the School Transformation grant (currently embedded with EASI grant) has been expanded to districts with Improvement plan type.
- Improvement plans are due to CDE by Oct.17, 2022 for review (if applicable) and public posting unless eligible for biennial flexibility. Districts with newly identified schools (i.e., Priority Improvement or Turnaround, ESEA Comprehensive Support) or participating in request to reconsider may ask for an extension until January 16, 2023 for submission.
- CDE has been granted a one-year waiver to modify the methodology for identifying schools for ESSA support and improvement using only one year of data (instead of three years), and to exit schools identified in Fall 2022 from the Comprehensive Support and Improvement category after only two years of meeting the State's exit criteria (instead of three years).

Overview of Accountability System

Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Success is determined by goals outlined in the Colorado Achievement Plan for Kids Act of 2008 (CAP4K), which aligned the public education system from preschool through postsecondary and workforce readiness. The intent is to ensure that all students graduate high school ready for postsecondary and workforce success.

The accountability system is designed to describe performance of schools and districts and direct attention to areas of promise and areas of need. Colorado's system is informed by both state and federal legislation and highlights overall student performance, graduation rates, and performance of historically underserved students. The Education Accountability Act of 2009 repositioned the state's education accountability system to focus on the goals of CAP4K by holding the state, districts and schools accountable through consistent, objective measures and reporting performance in a manner that is highly transparent and builds public understanding. Additionally, on December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA), and added federal accountability requirements that began with the 2017-18 school year. Colorado's ESSA state plan builds upon the state accountability system to focus even more keenly on ensuring historically disadvantaged populations (e.g., poverty, minority, English language learners, students with disabilities) are meeting performance expectations and graduating ready for postsecondary and workforce pathways.

Through Colorado's accountability system – integrating both state and federal expectations -- successful schools and districts are recognized and serve as models, while those that are struggling receive additional support and increased monitoring. Colorado identifies those schools and districts for support and monitoring based on their overall performance, their graduation rates, and/or the performance of historically underserved students. During more recent years, the Department has built an infrastructure to unify its system of supports. For example, the state offers a single application for state and federal school improvement funds (known as the Empowering Action for School Improvement or EASI grant) and a common improvement planning process (known as the Unified Improvement Plan or UIP).

Districts and schools in Priority Improvement or Turnaround should refer to the "Priority Improvement and Turnaround Supplement" to this handbook for more details on their specific requirements (http://www.cde.state.co.us/accountability/accountability_clock). A wide array of services and supports are available, including additional funds through the grant program EASI. For more information on the EASI grant, go to: <http://www.cde.state.co.us/fedprograms/easiapplication>.

Stakeholder Roles

Colorado's system of accountability and support requires the coordinated efforts of several key stakeholder groups:

- The **Colorado Department of Education** (Department) is responsible for providing high-quality information to a variety of stakeholders about school and district performance. The Department evaluates the performance of all public schools, all districts, and the state using a set of common Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). The Department accredits districts and supports them in evaluating their district's and schools' performance results so that information can be used to inform improvement planning. The Department reviews and approves all improvement plans for schools and districts on performance watch (i.e., Priority Improvement, Turnaround, On Watch). The Department is also responsible for implementing federal education legislation, including identifying schools for support and improvement (i.e., Comprehensive, Targeted and Additional Targeted Support and Improvement), notifying the districts of identified schools and approving and monitoring the implementation of improvement plans for Comprehensive Support and Improvement schools (CS).
- The **Colorado State Board of Education** (state board) is responsible for entering into accreditation contracts with local school boards and directing local school boards regarding the types of plans the district's schools implement. The state board directs actions when districts and schools are identified with Turnaround or Priority Improvement plans for more than five consecutive years. The state board also reviews and directs the Department on the contents of the ESSA state plan.
- **Local school boards** are responsible for accrediting their schools and ensuring that the academic programs offered by their schools meet or exceed state and local performance expectations for attainment on the state's key Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround district plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement their assigned plan type.
- **District leaders** are responsible for overseeing that the academic programs offered by district schools meet or exceed state and local performance expectations on the state's key Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). Leaders play a key role in creating, adopting, implementing, and monitoring their district Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the Department. Districts also play a key role in recommending school accreditation categories to the local school board. Related, districts are also expected to ensure school complete their assigned plans and submit them to the Department for review (if applicable) and public posting. Under ESSA, districts with CS schools must support them in developing, in consultation with stakeholders, improvement plans that address the reason(s) the schools were identified.

The district, school, and CDE must approve the CS plan. Further, districts have the responsibility to review, approve, and monitor Targeted Support and Improvement (TS) school improvement plans and establish the time limit for improving academic performance by the student group(s) that triggered TS identification before the district takes additional action. Districts with CS or ATS schools must also assess, identify, and address any resource inequities to ensure that CS and ATS schools have access to resources equitable to other schools.

- **District Accountability Committees (DACs)** are responsible for (1) making recommendations to their local school boards concerning budget priorities, (2) making recommendations concerning the preparation of the district Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations, and (4) cooperatively determining other areas and issues to address and make recommendations upon. DACs also are expected to publicize opportunities to serve on District and School Accountability Committees and solicit families to do so, assist the district in implementing its family engagement policy, and assist school personnel in increasing family engagement with educators. Small rural school districts may waive some family engagement requirements. A more comprehensive description of the composition of DAC and its responsibilities is available later in this handbook.
- **School leaders** are responsible for overseeing that the academic programs offered by their school meet or exceed state and local performance expectations for of attainment on the state's three key Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). They also play a key role in the creation, adoption, implementation, and monitoring of a school Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the state board. If identified, school leaders also play a role in the development, approval, and implementation of CS, TS, and ATS plans as required under ESSA.
- **School Accountability Committees (SACs)** are responsible for (1) making recommendations to their principal concerning priorities for spending school funds, (2) making recommendations concerning the preparation of the school Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to the DAC and district administration concerning principal development plans and principal evaluations, and (4) meeting at least quarterly to discuss implementation of the school's plan and other progress pertinent to the school's accreditation contract with the local school board. SACs also should publicize opportunities to serve on the SAC and solicit families to do so, assist in implementing the district family engagement policy at the school, and assist school personnel to increase family engagement with teachers. Small rural school districts may waive some family engagement requirements.

District Accreditation Contracts

Contract Contents

The Department is responsible for annually accrediting all school districts in the state. Accreditation contracts have a term of one year. The Department will send districts individualized accreditation contract templates annually if the contract needs to be renewed or upon request. Signed contracts (by the superintendent and local board president) are due back to CDE, and then are signed by the commissioner and state board chair. Additional information on completing the accreditation process is available [here](#).

- A districts Accredited with a Performance or Distinction plan are automatically renewed each December, so long as the district remains Accredited with Distinction or Accredited. CDE encourages districts with new superintendent and/or board presidents to consider renewing their contracts the year of the transition. At a minimum, districts must renew their contracts every five (5) years.
- A district Accredited with an Improvement Plan, Priority Improvement Plan or Turnaround Plan will have its contract reviewed and agreed upon annually.
- A district Accredited with Insufficient State Data will have its contract reviewed and agreed upon annually. If the district was previously Accredited with Priority Improvement plan or Turnaround plan, the district will remain On Hold and will continue to meet requirements of a district Accredited with Priority Improvement or Turnaround plan. If the district was previously Accredited with a Distinction, Performance, or Improvement plan will implement the equivalent of an Improvement plan.

Parties to the contract may renegotiate the contract at any time during the term of the contract, based upon appropriate and reasonable changes in circumstances. Each contract, at a minimum, must address the following elements:

- The district's level of attainment on key Performance Indicators— Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness;
- The district's adoption and implementation of its Performance, Improvement, Priority Improvement or Turnaround plan (whichever is appropriate based on the district's accreditation category). It is possible for a district to receive an Insufficient State Data rating, if there is not enough reportable data to calculate a plan type. The district's implementation of its system for accrediting schools, which must emphasize school attainment on the key Performance Indicators and may, at the local school board's discretion, include additional accreditation indicators and measures adopted by the district (in consultation with the Department) while exceeding minimum state expectations; and
- The district's substantial, good-faith compliance with the provisions of Title 22 and other statutory and regulatory requirements applicable to districts and all Department policies and procedures applicable to the district, including the following provisions of:
 - Article 44 of title 22 concerning budget and financial policies and procedures;
 - Article 45 of title 22 concerning accounting and financial reporting; and

- §22-32-109.1, C.R.S., concerning school safety, and the Gun Free Schools Act, 20 U.S.C. 7151.
- Provisions of section 22-7-1013(8), C.R.S., concerning statewide assessments, including that:
 - The District and District’s public schools will not impose negative consequences—including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities—on a student or parent if the parent excuses his or her student from participating in a statewide assessment. If a parent excuses his or her student from participating in a statewide assessment, the District and the District’s public schools will not prohibit the student from participating in an activity, or receiving any other form of reward the District or District’s public schools provide to students for participating in the statewide assessment; and
 - The District and District’s public schools will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a statewide assessment or encourage the student’s parent to excuse the student from taking the statewide assessment.

Compliance with Contract Terms

If the Department has reason to believe that a district is not in substantial compliance with one or more statutory or regulatory requirements applicable to districts, it will notify the local school board and the board will have 90 days after the date of the notice to come into compliance. If, at the end of the 90-day period, the Department finds that the district is not substantially in compliance with the application requirements (e.g., the district has not yet taken the necessary measures to ensure that it will meet all legal requirements as soon as practicable), the district may be subject to loss of accreditation and the interventions specified in sections 22-11-207 through 22-11-210, C.R.S.

A district’s failure to administer statewide assessments in a standardized and secure manner so that resulting assessment scores are reflective of independent student performance will be considered by the Department in assigning the district to an accreditation category. It may result in the district being assigned to a Priority Improvement plan, or if the district already is accredited with Priority Improvement, a Turnaround plan.

Accreditation Contract Template

For the Model District Accreditation Contracts, see Appendix B.

District Accreditation Reviews

District Performance Framework

The Department will review each district's performance annually and release performance frameworks by mid- to late-August.

All adjustments to this year's frameworks are reflective of state assessment and statutory requirement changes. The Accountability Work Group and the Technical Advisory Panel for Longitudinal Growth collaborate with the Colorado Department of Education each year to inform how adjustments are incorporated into performance frameworks. A summary of the final changes, along with information about anticipated future changes resulting from legislative action can be found here:

<http://www.cde.state.co.us/accountability/performanceframeworksresources>.

NOTE ON ACCOUNTABILITY STAKEHOLDER GROUPS

Two key Stakeholder groups were consulted in policy development and practices for 2022 transitional accountability:

Technical Advisory Panel

<http://www.cde.state.co.us/accountability/tap>

Accountability Work Group

<http://www.cde.state.co.us/accountability/accountabilityworkgroup>

The Department generates the District Performance Framework by reviewing each district's performance, along with safety and finance assurances to determine the district's accreditation rating. The District Performance Framework measures a district's attainment on key Performance Indicators identified in Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement:** The Academic Achievement Indicator reflects how district students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS English language arts; CMAS mathematics; Colorado Spanish language arts (ACCESS); CMAS science (not available for 2022); PSAT 9 & 10 and the alternate DLM/CoAlt assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the district compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups. For 2022, growth participation rates have also been included to support understanding and use of the data.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with

disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, industry credentials, as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations. Lastly, students that have earned a college degree during high school will also be included in the overall, 2-yr, and/or 4-yr rates.

- **CMAS On-Track Growth (*Forthcoming*):** While not currently included in the performance framework reports, it is a required performance indicator for inclusion in annually-determined school and district rating calculations: “Student academic growth to standards, based on students’ progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III). This statutory requirement has led to the development of an On-Track Growth metric that measures whether a student is making enough growth to move towards grade level expectations. In fall 2019, the State Board of Education voted to include On-Track Growth as a separate performance indicator for elementary and middle schools no sooner than the 2021 performance framework report release for information and 2022 for points. Due to the two-year pause, the inclusion of on-track CMAS growth has been delayed and will be included in frameworks no sooner than the 2022-2023 school year for informational purposes and 2023-24 for points. Investigation of On-Track Growth metric at the high school and district levels will also resume but would be available for use in frameworks no sooner than 2023-24 for informational purposes and 2024-25 for points.

Based on State identified measures and metrics, districts receive a rating on each Performance Indicator that evaluates if they exceeded, met, approached, or did not meet the state’s expectations. These Performance Indicators are then combined for an overall evaluation of a district’s performance. Additionally, districts are accountable for meeting minimum participation rates in the state assessments. If a district does not make the 95% participation rate requirement in two or more content areas (English language arts, Math, and Science), then the district’s plan type will be lowered by one level. During 2022, Science participation will not be included in these calculations. Parents who chose to excuse their students from state assessments are not factored into participation calculations, per state board ruling. For more information about the DPF, see:

<http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp>.

Annual Accreditation Process

By late- August of each school year, based on objective analysis, the Department will determine whether each district exceeds, meets, approaches, or does not meet state expectations for attainment on the key Performance Indicators ((i.e., achievement, growth, and postsecondary/workforce readiness). At that time, the Department also will consider each district’s compliance with the requirements specified in that district’s accreditation contract. Taking into account information concerning attainment on the Performance Indicators and compliance with the accreditation contract, the Department will initially

assign each district to one of the following accreditation categories:

- **Accredited with Distinction** - the district meets or exceeds state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited** - the district meets state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited with Improvement Plan** - the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement plan;
- **Accredited with Priority Improvement Plan** - the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement plan;
- **Accredited with Turnaround Plan**- the district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the commissioner’s approval, and implement a Turnaround plan.
- **Insufficient State Data: Low Participation** – the Department does not have enough information to determine if the district has met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement plan.

Additionally, districts with low total participation rates of less than 95% will be noted in their district accreditation—as “Low Participation.” Similarly, districts that have total participation rates above 95% in two or more content areas will receive a descriptor of “Meets Participation” along with their accreditation rating.

By late- August of each school year, the Department will provide each district with a District Performance Framework Report with a preliminary accreditation assignment.

No later than the December State Board of Education meeting, the Department shall determine a final accreditation category for each district and shall notify the district of the accreditation category to which it has been assigned.

Districts Accredited with Priority Improvement Plans or Turnaround Plans can find additional details concerning the accountability process and requirements in the Priority Improvement and Turnaround Supplement available at:http://www.cde.state.co.us/accountability/accountability_clock.

Submission of the District and School Accreditation and Request to Reconsider Form

Each year, the Colorado Department of Education (CDE) calculates and publishes District Performance Framework reports (DPFs), which determine district accreditation ratings. The Department also produces School Performance Framework reports (SPFs) for schools, which determine school plan types. In Colorado, districts are responsible for accrediting their schools.

Form Submission. The School Accreditation and Request to Reconsider form (within [the UIP online system](#)) is the district's way of indicating whether it agrees with the state's preliminary plan types for schools and the district. The form guides users to select the accreditation options available for their district (either agree or disagree) and assure these selections have been verified by the superintendent and local board chair. The form is pre-populated with the preliminary plan types/clock status for schools based on the 2022 School Transitional Performance Frameworks and the preliminary accreditation rating/clock status for the district based on the 2022 District Transitional Performance Frameworks (it does not reflect any request to reconsider decisions). If assigned staff are having issues accessing the form, contact your district's Local Access Manager (LAM) and ensure the individual is assigned an "Accountability Contact" role, as described in [this guide](#).

Once the form is submitted, districts do not need to provide any additional materials until ratings are finalized by the State Board of Education in November, unless they are participating in a request to reconsider. Note that districts participating in request to reconsider have additional requirements and timelines for submission based on their request conditions. Ratings for those schools and districts will also not be finalized until the December State Board of Education meeting. See the section below for more information. Once your district's rating and all school plan types are finalized by the state board, districts that are rated Improvement or below will need to sign the district's accreditation contract.

All districts must submit the School Accreditation and Request to Reconsider form by **September 15, 2022**.

If your district does not submit the form by the September 15, 2022 deadline or indicate to the department the need for an extension, the department will consider your district accreditation rating and school plan types final and will submit them to the state board for approval.

Eligibility to Participate in the 2022 Request to Reconsider Process

The state board approved rules on 2022 state accountability and the request to reconsider process in June 2022. Based on state board rule, districts and schools must meet the following eligibility requirements to participate in the 2022 request to reconsider:

Accountability Pause and 2022-23 Accountability

In response to disruptions created by COVID-19, Colorado paused the performance frameworks for two school years (2020-21 and 2021-22). For 2021-22, district and school plan types were rolled over from the 2020-21 school year (which were rolled over from 2019-20). During this pause, the performance watch status (i.e., years on clock) of schools and districts on the accountability clock was not adjusted in 2020-21 or 2021-22. In 2021-22, a modified request to reconsider process was made available to schools and districts on the accountability clock (i.e., Priority Improvement, Turnaround). While eligible schools and districts could request a new plan type, their status on the accountability clock was not adjusted.

2022 Request to Reconsider

Districts should review the state identified district or school rating from the District Transitional Performance Framework or School Transitional Performance Framework. If, in reviewing the performance of the district overall or of an individual school, a district determines that a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process. Districts and schools may use the 2022 request to reconsider process to request a:

1. Change in district rating or school plan type (for example, request a change in rating from Improvement to Performance),
2. Clock adjustment - unique for 2022-23 - (for example, request to exit the accountability clock if the school was previously considered "On Watch"), or
3. Change in both a rating or plan type and clock status (for example, request a change in rating from Priority Improvement - Year 2 On Clock to Improvement - Year 2 On Watch).

Request to Reconsider Submission Process

The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined below, in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report.

Districts must follow the process on how to submit a request to reconsider, which includes:

1. 90% total participation on state assessments in 2022 (see [State Board rules](#)).
2. A complete Accreditation and Request to Reconsider form, available to district accountability contacts within [the UIP online system](#).
3. If participating in a Body of Evidence, Accountability Participation Impact, Calculation Error, or Districts with a Closed School request, the district must provide a district narrative that presents the district's rationale for why the district disagrees with the state's District or School Transitional Framework, and why the district would propose a different accreditation rating or school plan type. This statement should:
 1. Include the condition of the request per the next section;

2. Include a description of any relevant data analysis or rationale associated with the request.

If participating in Body of Evidence request, include submission of local data through the [2022 Local Assessment Tool](#) excel template. Attach the completed template on the request tab in the Accreditation Portal. **Request to reconsider submissions that do not include all applicable criteria by the deadline of October 17, 2022 will not be accepted. All documentation received by October 17, 2022 will be considered final and part of public record.**

Conditions for a Request

To participate in any condition for a request to reconsider, all districts and schools must have 90% total participation in both English Language Arts **and** Math. Districts and schools that meet this eligibility requirement have the following avenues for participation in the 2022 request to reconsider process (for additional information and detail on these conditions see the [guidance document](#) posted [online](#)):

R2R Condition/ Pathway	Description <i>To participate in 2022 R2R, schools/districts are required to have 90% total participation on state assessments</i>
Expedited Clock Adjustment*	For schools and districts on the clock or on watch, if state data demonstrates 90% total participation and a rating of Improvement or higher, the district will be notified of their eligibility for an expedited recommendation to change the school or district’s clock status. Additional evidence not needed. The district will need to confirm clock adjustments using the accreditation form.
Impact of AEC*	Districts may request the removal of Alternative Education Campus (AEC) results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year. Districts with only AECs may elect to use the AEC framework rating as the district rating.
Districts with a single school*	Districts with a single school may elect to use the calculated SPF rating as the district accreditation rating.
Body of Evidence	School/district may provide supplemental evidence of different performance than preliminary state assignment. Need 95% total participation on local assessments (nationally normed).
Extenuating Circumstances	School/district with extenuating circumstances (i.e., “Act of God”) may submit a request based on conditions that impacted the state assessment administration window. This is part of the Body of Evidence condition.

R2R Condition/ Pathway	Description <i>To participate in 2022 R2R, schools/districts are required to have 90% total participation on state assessments</i>
Accountability Participation Impact	Districts and schools that had their rating “decreased due to participation” by not meeting the 95% accountability participation rate in two or more content areas may make a request if the requirement was not met due to reasons other than parent refusals (e.g., test misadministrations) or due to issues with N counts for smaller systems.
Districts with a closed school	Districts with Priority Improvement or Turnaround Plan types that have closed a school due to low performance may request a recalculated DPF with the results of the closed school removed.

*CDE will inform districts regarding their eligibility for this condition.

For more information about how to submit information for reconsideration, including dates and opportunities for support, see the guidance document posted online at:

<https://www.cde.state.co.us/accountability/requesttoreconsider>

ESSA District Accountability Measures

Title IA Accountability

In addition to state statute that governs accountability, there is also federal legislation --the Elementary and Secondary Education Act (ESEA) – that contributes to the overall accountability system. ESEA has undergone several reauthorizations, the most recent being the Every Student Succeeds Act (ESSA). Under ESSA, the Department is required to identify schools for improvement and support as Comprehensive Support and Improvement (CS), Targeted (TS), or Additional Targeted (ATS) Support and Improvement¹. Districts are not identified under ESSA; however, they are accountable for their schools identified as CS and TS/ATS.

Each CS school within the district must develop, in consultation with stakeholders, the district, and the department, an improvement plan as part of the UIP process that meets ESSA requirements, as defined in the [ESSA Improvement Plan Requirements Rubric](#). The requirements are also integrated into the [School Quality Criteria](#) along with other state and federal planning requirements. Broadly stated, the plan must be developed in partnership with stakeholders, include at least one evidence-based intervention that meets the ESSA tiers I, II, or III criteria, be informed by student performance that resulted in the schools identified for support and improvement under ESSA, and be based on a school-level needs assessment. The plan must be reviewed and approved by the school, district, and state. For CS and ATS schools, the district must also have a process for assessing, identifying, and addressing any inequities between resources allocated to CS or ATS schools and other schools in the district. The state is also required to monitor implementation of approved plans.

Districts must review, approve, and monitor TS school improvement plans and determine the duration of TS identification, exit criteria, and any additional action necessary if performance does not improve for the student group(s) that triggered the school's identification for support and improvement. Schools may use the UIP to document TS requirements. The district UIP must describe the district's process for reviewing, approving, and monitoring UIPs of identified schools.

Under ESSA, all districts are required to prepare and disseminate annual report cards to inform families and the community about school performance, particularly those identified as CS or TS/ATS. LEA report cards must include performance on long-term and interim accountability indicators, including academic achievement and growth, the progress of English learners toward English proficiency, and graduation and dropout rates. District and school information must be presented for all students and disaggregated groups, and compared to state-level data. The report card must name and include the reasons why schools were identified for federal support and improvement. Districts may link to [CDE's ESSA Local Reports webpage](#) to meet this requirement.

¹ See the school accountability section for the process used to identify schools for improvement under ESSA.

Under ESSA, districts are required to provide state- and locally-funded services in schools receiving support under Title I, Part A that, taken as a whole, are at least comparable to services provided in schools that do not receive support under Title I, Part A. This requirement must be met for schools in the same grade spans – elementary, middle, and high school (EMH). Title I, Part A funds are intended to provide additional resources for low-performing students from high-poverty neighborhoods, beyond what is provided with State and local funds. The comparability requirement within ESSA seeks to ensure that Title I, Part A funds are not used to provide services that would otherwise be paid for with State and local funds, thus undermining the supplemental nature of Title I, Part A funds. Districts must submit demonstration of compliance with the comparability requirements if the district has at least one Title I school, with at least 100 students, in a grade span that has two or more schools.

Title IIA Accountability

Districts are no longer required to report information on highly qualified teachers; the federal definition of “highly qualified” has been replaced with Colorado teacher licensure requirements. Under ESSA, the focus shifted from holding districts accountable for having highly qualified teachers to ensuring low-income and minority students are provided equitable access to effective, experienced, and in-field teachers, principals, and other school leaders. CDE calculates the rates at which teachers in schools with the highest proportions of poor and minority students are designated ineffective, out-of-field, or inexperienced, compared to schools with the lowest proportions of poor and minority students, and identifies districts that must implement plans to reduce the identified gap(s). Plans must directly address the root causes of the identified gaps and provide for a more equitable distribution of effective, experienced, and in-field teachers. More detailed information regarding expectations for these plans, as well as relevant data, can be found on [CDE’s Equitable Distribution of Teachers webpage](#).

Although accountability sanctions under Title IIA were discontinued, Title IA requires districts to report the professional qualifications of teachers (i.e., number and percentage of inexperienced teachers, principals, and other school leaders; teachers with emergency or provisional credentials; and those teaching in a subject or field for which they are not certified or licensed) to CDE and in their LEA report cards.

Title IIIA Accountability

While ESSA calls for equitable supports and opportunities for English learners (ELs), it has shifted state- and district-level accountability requirements from Title IIIA to Title IA. Colorado's ESSA plan includes indicators and targets for the English language development and proficiency of ELS as well as indicators and targets for meeting academic growth and proficiency.

Districts report the numbers and percentages of ELs served by Title III programs and activities, how many are making progress toward English proficiency, attaining English proficiency, exiting EL services based on attaining English proficiency, and meeting academic standards for four years (Monitored Years 1 and 2, Exited Years 1 and 2) after exiting Title III services. Districts report the number and percentage of ELs who attain English proficiency within five years of initial classification, as well as the number and percentage of ELs who do not. Districts are also required to report the language instruction educational programs being offered by the district. For training resources, please visit:

<http://www.cde.state.co.us/uip/trainingmaterials>

District Accountability Committees

Both state and federal accountability place great emphasis on including families in the accountability process. While state statute requires the formation of accountability committees, these committees can be activated to help meet many of the ESSA expectations as well (e.g., stakeholder engagement in the planning and implementation process under school improvement). Regardless of the structure, parents are expected to be engaged in meaningful consultation in accountability and improvement planning. Furthermore, schools and districts are expected to report school data and document plans in a transparent manner.

Composition of Committees

Each local school board is responsible for either appointing or creating a process for electing the members of a District Accountability Committee (DAC). DACs must consist of the following, at a minimum:

- Three parents of students enrolled in the district²;
- One teacher employed by the district;
- One school administrator employed by the district; and
- One person involved in business in the community within district boundaries.

A person may not be appointed or elected to fill more than one of these required member positions in a single term. If the local school board chooses to increase the number of persons on the DAC, it must

² Note: Generally, a parent who is an employee of the district or spouse, son, daughter, sister, brother, mother or father of an employee is not eligible to serve on a DAC. However, such an individual may serve as a parent on the DAC if the district makes a good faith effort but is unable to identify a sufficient number of eligible parents who are willing to serve on the DAC.

ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the local school board must ensure that the parents appointed reflect the student populations significantly represented within the district. Such student populations might include, for example, members of non-white races, students eligible for free or reduced-cost lunch, students whose dominant language is not English, migrant children, children with disabilities and students identified as gifted.

A local school board that appoints DAC members should, to the extent practicable, ensure that at least one of the parents has a student enrolled in a charter school authorized by the board (if the board has authorized any charter schools) and ensure that at least one person appointed to the committee has demonstrated knowledge of charter schools.

DACs must select one of their parent representatives to serve as chair or co-chair. Local school boards will establish the length of the term for DAC chair/co-chairs.

If a DAC vacancy arises, the remaining members of the DAC will fill the vacancy by majority action.

District Accountability Committee Responsibilities

Each DAC is responsible for the following:

- Recommending to its local school board priorities for spending school district moneys;
- Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable);
- Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board;
- At least annually, cooperatively determining, with the local school board, areas and issues, in addition to budget issues, the DAC shall study and make recommendations upon;
- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESSA funds, consulting with all required stakeholders with regard to federally funded activities; and
- Publicizing opportunities to serve and soliciting parents to serve on the DAC (small rural districts may waive this requirement);
- Assisting the district in implementing the district's family engagement policy (small rural districts may waive this state requirement); it should be noted that districts accepting Title I funds must still meet the Title I requirement in adopting a districtwide parent involvement policy); and
- Assisting school personnel to increase family engagement with educators, including families' engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (small rural districts may waive this requirement).

- Meet at least quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding implementation of the school district’s performance, improvement, priority improvement or turnaround plan, whichever is applicable, or other progress pertinent to the school district’s accreditation contract.

Whenever the DAC recommends spending priorities, it must make reasonable efforts to consult, in a substantive manner, with the School Accountability Committees (SACs) in the district. Likewise, in preparing recommendations for and advising on the district plan, the DAC must make reasonable efforts to consult in a substantive manner with SACs.

The Educator Evaluation and Support Act authorized DACs to recommend assessment tools used in the district to measure and evaluate academic growth, as they relate to teacher evaluations. This should not in any way interfere with a district’s compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act. Additional resources concerning School/District Accountability committees are available at: https://www.cde.state.co.us/uip/sac_dac.

Developing and Submitting District Improvement Plans

Requirements for District Plans

All districts must submit a plan that addresses how the district will improve its performance through the UIP Online System unless flexibility has been granted through participation of the Local Accountability System Grant.

In 2008, Colorado introduced the Unified Improvement Plan to streamline the improvement planning components of state and federal accountability requirements. This approach has enabled the state to shift from planning as an “event” to planning as a frame for “continuous improvement.” Most importantly, this process reduces the number of separate improvement plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for stakeholders. With continued implementation, the UIP process has taken on multiple functions, including those that are listed below.

NOTE ON SUBMITTING IMPROVEMENT PLANS FOR 2022-23

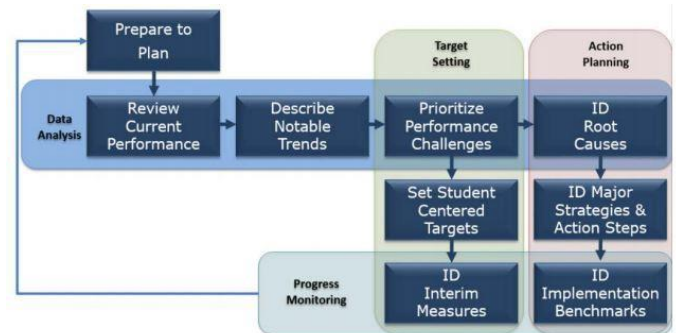
- The public posting deadline for Unified Improvement Plans (UIPs) for all districts and schools will be October 17. Some sites (e.g., newly identified, participation in request to reconsider) may be eligible for an extension.
- With variability in state level data, improvement planning may need to continue to leverage data sources and processes (e.g., local data, non-assessment data, root cause analysis, action planning, progress monitoring).
- Updated resources and trainings will be posted here: <http://www.cde.state.co.us/uip>.

Purposes of the Unified Improvement Planning Process	
Alignment	A system to align improvement planning requirements for state and federal accountability into a single plan.
Documentation	A common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic changed and adjustments over time. Reviews conducted by CDE and the State Review Panel.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	A statewide strategy to promote improvement planning based on best practice, including use of state and local data and engagement in a continuous improvement cycle.
Supports	A mechanism for triggering additional supports through CDE (especially for schools/districts on the accountability clock).

Considering the requirements of state and federal accountability, CDE created a process that relies on thorough data analyses to inform the action plan. The online UIP system contains a pre-populated report that includes the district’s state and federal expectations; how the district performed on those expectations; and any required components based on those expectations.

The Big Five

The “Big Five” are guiding questions that outline the major concepts of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan. To create coherence and enforce the importance of aligning all elements of the improvement plan, CDE has organized most major guidance documents by the Big Five:



Does the plan:

- 1 Investigate the most critical performance areas and prioritize the most urgent performance challenges?
- 2 Identify root causes that explain the magnitude of the performance challenges?
- 3 Identify evidence-based major improvement strategies that have likelihood to eliminate the root causes?
- 4 Present a well-designed action plan for implementing the major improvement strategies to bring about dramatic improvement?
- 5 Include elements that effectively monitor the impact and progress of the action plan?

Appropriate Strategies

District UIPs are expected to portray actions at the appropriate level of scope and intensity depending on the specific district’s accreditation category. In particular, districts Accredited with a Priority Improvement or Turnaround Plan must select major improvement strategies that will result in dramatic

outcomes for students. Furthermore, districts Accredited with a Turnaround Plan must, at a minimum, include one or more required turnaround strategies, as defined by law.

For more detailed information on the unique requirements for districts Accredited with a Priority Improvement or Turnaround Plan, refer to the Priority Improvement and Turnaround Supplement available on the Accountability Clock website

http://www.cde.state.co.us/accountability/accountability_clock. For additional information about how to develop plans that will meet state and federal requirements, visit the UIP website:

<http://www.cde.state.co.us/uiip>.

Review of District Unified Improvement Plans

Upon notification of the district's accreditation category, the DAC should advise the local school board concerning the preparation and contents of the type of plan required by the district's accreditation category (Performance, Improvement, Priority Improvement, or Turnaround plan, as applicable). As improvement planning is on a continuous cycle, districts should be reviewing and adjusting the existing improvement plan continually throughout the year. Typically, districts begin revising the UIP in late spring or summer based upon local assessment data. As state-level data is made available each fall, schools and districts can validate conclusions drawn from local data or make broader revisions. If submitting biennially the plan must cover at least two academic years (the current school year and the next).

Certain district-level UIPs may be reviewed at the state level for program requirements. These programs include: Gifted Education, READ Act and Title I.

For additional information on the unique requirements and review for districts with a Priority Improvement or Turnaround plan type, refer to the Priority Improvement and Turnaround Supplement at <https://www.cde.state.co.us/accountability/stateaccountability> for more detailed information.

Accrediting Schools and Assigning School Plan Types

NOTE ON SCHOOL ACCREDITATION IN 2022

For 2022:

- *Districts will continue to accredit their schools in 2022 and must report this information through the Accreditation Form through the UIP Online System.*
- *District and schools (including alternative education campuses) will receive a 2022 performance framework. Preliminary and final reports will be made available.*
- *A request to reconsider process is available in 2022-23. For 2022-23, SB 22-137 requires the department to calculate frameworks for 2022-23 and suspends automatic advancement or exit from the accountability clock. Any adjustments for schools on performance watch (i.e., move to “on watch,” exit the clock fully) will occur through the 2022 request to reconsider process. Based on State Board rule, districts and schools must meet the following eligibility requirements to participate in the 2022 request to reconsider:*
 - *Only those districts and schools with a 90% total participation rate on 2022 statewide assessments can participate in the request to reconsider process.*
 - *A district or school may use request to reconsider to move to “On Watch” or fully exit the accountability clock if they meet certain conditions (e.g., Improvement plan type or higher, meet 90% total participation on state assessments).*
 - *Certain historical practices (e.g., ability to request Insufficient State Data with less than 85% participation rate if the district or school is able to demonstrate that data are not representative) is not available in 2022-23.*

All adjustments to this year’s frameworks are reflective of state assessment and statutory requirement changes. The [Accountability Work Group](#) and the [Technical Advisory Panel](#) for Longitudinal Growth collaborate with the Colorado Department of Education each year to inform how adjustments are incorporated into performance frameworks. A summary of the final changes, along with information about anticipated future changes resulting from legislative action can be found here: <http://www.cde.state.co.us/accountability/performanceframeworksresources>.

Accreditation of Public Schools

Districts are responsible for accrediting their schools in a manner that emphasizes attainment on the statewide Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness) and may, at the local school board’s discretion, include additional accreditation indicators and measures adopted by the district. In addition, the Department will review the performance of each public school annually and the state board will assign to each school the type of plan it will be responsible for implementing.

Each year, the following process takes place:

Based on an objective analysis of attainment on the key Performance Indicators, the Department will determine whether each school exceeds, meets, approaches, or does not meet state expectations on each of the Performance Indicators, as well as whether the school meets the assessment participation and administration requirements. The Department will formulate an initial recommendation as to whether each school should implement a Performance Plan, an Improvement Plan, a Priority Improvement Plan or a Turnaround Plan. At that time, the

Department will provide to each district the data used to analyze the school's performance and the Department's initial recommended plan type the school should implement.

Submission of the District and School Accreditation and Request to Reconsider Form

If the district disagrees with the initial rating, then additional performance data may be submitted to CDE through the Request to Reconsider process. If, in reviewing the performance of the district overall or of an individual school, a district determines that a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process.

Request to Reconsider Submission Process

The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined below, in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Districts must follow the process outlined below on how to submit a request to reconsider, which includes:

1. 90% total participation on state assessments in 2022 (see [state board rules](#)).
2. A complete Accreditation and Request to Reconsider form (available in the Accreditation Portal tab within [the UIP online system](#)). This form includes an assurance by the accountability contact that the district's or CSI's selections have been verified by the district superintendent or CSI executive director, as well as the local board chair and for charter schools not authorized by CSI, the charter school's board chair, if applicable. The completed form and assurance are due **September 15, 2022**.
3. A district narrative addressed to the Commissioner that presents the district's rationale for why the district disagrees with the state's District or School Performance Framework, and why the district would propose a different accreditation rating or school plan type is due **October 17, 2022**. This statement should:
 - a. Include the condition of the request;
 - b. Include a description of any relevant data analysis or rationale associated with the request.
4. Submission of local data through the [2022 Local Assessment Tool excel template](#) (only required if submitting local assessment data for a [Body of Evidence](#) request). Please attach the completed template in the Accreditation Portal within [the UIP online system](#) by **October 17, 2022**.

Request to reconsider submissions that do not include all applicable criteria by the deadline of October 17, 2022 will not be accepted. All documentation received by October 17, 2022 will be considered final and part of public record.

Conditions for a Request

In order to participate in any condition for a request to reconsider, all districts and schools must have 90% total participation in both English Language Arts **and** Math. Districts and schools that meet this eligibility requirement have the following avenues for participation in the 2022 request to reconsider process (for additional information and detail on these conditions see the [guidance document](#) posted [online](#)):

R2R Condition/ Pathway	Description <i>To participate in 2022 R2R, schools/districts are required to have 90% total participation on state assessments</i>
Expedited Clock Adjustment*	For schools and districts on the clock or on watch, if state data demonstrates 90% total participation and a rating of Improvement or higher, the district will be notified of their eligibility for an expedited recommendation to change the school or district’s clock status. Additional evidence not needed. The district will need to confirm clock adjustments using the accreditation form.
Impact of Alternative Education Campuses*	Districts may request the removal of AEC results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year. Districts with only AECs may elect to use the AEC framework rating as the district rating.
Districts with a single school*	Districts with a single school may elect to use the calculated SPF rating as the district accreditation rating.
Body of Evidence	School/district may provide supplemental evidence of different performance than preliminary state assignment. Need 95% total participation on local assessments (nationally normed).
Extenuating Circumstances	School/district with extenuating circumstances (i.e., “Act of God”) may submit a request based on conditions that impacted the state assessment administration window. This is part of the Body of Evidence condition.
Accountability Participation Impact	Districts and schools that had their rating “decreased due to participation” by not meeting the 95% accountability participation rate in two or more content areas may make a request if the requirement was not met due to reasons other than parent refusals (e.g., test misadministrations) or due to issues with N counts for smaller systems.
Districts with a closed school	Districts with Priority Improvement or Turnaround Plan types that have closed a school due to low performance may request a recalculated DPF with the results of the closed school removed.

*CDE will inform districts on their eligibility for this condition.

For more information about how to submit information for reconsideration, including dates and opportunities for support, see the guidance document posted online at:

<https://www.cde.state.co.us/accountability/requeststoreconsider>.

Final School Plan Type Determinations

No later than the December State Board of Education Meeting, the Department will formulate a final recommendation as to which type of plan each school should implement. This recommendation will consider both the results reported on the School Performance Framework report and additional information submitted by the district. The Department will submit its final recommendation to the state board along with any conflicting recommendation provided by the district. By December, the state board will make a final determination regarding the type of plan each school shall implement, and each school's plan assignment will be published on SchoolView.

Priority Improvement and Turnaround schools can find additional details concerning their accountability requirements and opportunities for support in the Priority Improvement and Turnaround Supplement, available at: http://www.cde.state.co.us/accountability/accountability_clock.

School Performance Framework

In conducting its annual review of each school's performance, the Department will consider the school's results on the School Performance Framework. In a typical year, the School Performance Framework measures a school's attainment on the key Performance Indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement:** The Academic Achievement Indicator reflects how students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS English language arts; CMAS mathematics; Colorado Spanish language arts (ACCESS); CMAS science; PSAT 9 & 10 and the alternate DLM/CoAlt assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, industry credentials were provided by school districts as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations. Similarly, college degrees earned during high school count towards matriculation rates.

- **On-Track Growth (Forthcoming):** While not currently included in the performance framework reports, it is a required performance indicator for inclusion in annually-determined school and district rating calculations: “Student academic growth to standards, based on students’ progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III). This statutory requirement has led to the development of an On-Track Growth metric that measures whether a student is making enough growth to move towards grade level expectations. In fall 2019, the State Board of Education voted to include On-Track Growth as a separate performance indicator for elementary and middle schools no sooner than the 2021 performance framework report release for information and 2022 for points. Due to the COVID pandemic along with corresponding limitations in the availability of data; the initial timeline has been delayed. Additional information will be forthcoming.

Based on state-identified measures and metrics, schools receive a rating on each of these Performance Indicators that reflects if they exceeded, met, approached, or did not meet the state’s expectations. These performance indicators are then combined to arrive at an overall evaluation of school performance. Additionally, schools are accountable for meeting minimum participation rates on the state assessments. If a school does not make the 95 percent participation rate requirement in two or more content areas (English language arts, math, and science) the plan type will be lowered one level. Parents who chose to excuse their students from state assessments are not factored into participation calculations, per state board ruling.

Additionally, schools with low participation rates (regardless of the reason) of less than 95% will be noted in their district accreditation– as “Low Participation.” Similarly, districts that have participation rates above 95% in two or more content areas will receive a descriptor of “Meets Participation” along with their accreditation rating.

For more information about the SPF, see:

<http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp>.

ESSA School Accountability Measures

NOTE ON ESSA SCHOOL ACCOUNTABILITY MEASURES FOR THE 2022-23 SCHOOL YEAR

In a typical year, the SEA is required to use the methodology described after this box to identify schools for support and improvement under ESSA. CDE was approved to amend its ESSA State Plan to account for short-term changes in the 2021-22 school year due to extraordinary circumstances related to the COVID-19 pandemic, and in response to the waivers received from accountability requirements for the 2019-20 and 2020-21 school years.

In accordance with the state's approved ESSA waiver, for the 2022-23 school year, CDE will modify the methodology for identifying schools for ESSA support and improvement, using only one year of data (instead of 3 years). In addition, schools identified in Fall 2022 will exit from Comprehensive Support and Improvement after only two years of meeting the State's exit criteria (instead of 3 years).

CDE will modify the Academic Progress Indicator to include mathematics growth for grades 5, 7, and 11, and English language arts growth for grades 4, 6, 8, and 11. CDE will also modify the School Quality or Student Success (SQSS) Indicator to exclude science achievement and alter the State's definition of chronic absenteeism based on unexcused absences only.

ESSA Identification for Support and Improvement. Under ESSA, state accountability systems must incorporate the following five indicators, calculated for all students and separately for English learners (ELs), students with disabilities (SWDs), economically disadvantaged students (in Colorado, qualifying for free or reduced meals, FRM), and major racial and ethnic groups:

- **Academic achievement:** Based on CMAS and CoAlt mean scale scores for English language arts (and Spanish language arts for eligible 3rd and 4th graders) and math, and SAT mean scale scores for math and evidence-based reading and writing. Under ESSA, schools are required to assess at least 95 percent of students on the state assessments. Non- participants (including parent excusals) in excess of 5 percent must be counted as non- proficient and assigned the lowest possible scale score on the missed assessment. Colorado identifies schools for support and improvement based on actual mean scale scores first, then runs a second round of identifications based on participation-adjusted mean scale scores.
- **Academic progress:** Based on median growth percentiles for CMAS English language arts and math, and SAT math and evidence-based reading and writing.
- **Graduation rates:** Based on the 4-year and 7-year adjusted cohort rates.
- **Progress in achieving English language proficiency:** Based on WiDA ACCESS for ELLs median growth percentiles and the percent of students on-track to attain fluency within the state-determined timeline.
- **Indicators of school quality or student success (SQSS):** Based on CMAS/CoAlt science mean scale scores, reduction in chronic absenteeism rates (elementary and middle schools), and dropout rates (high schools). Reduction in chronic absenteeism data will be used beginning in the 2022-23 school year.

States must have a method for identifying schools for Comprehensive (CS), Targeted (TS), and Additional Targeted (ATS) support and improvement based on these indicators and establish long-term goals and measures of interim progress for academic achievement, graduation rates, and progress toward English proficiency. States are also required to identify schools for these categories based on the academic achievement scores being adjusted for non-participants. Therefore, it is possible for a school to be identified for CS or TS, due to participation only.

Although stakeholder input in CDE's process to develop Colorado's ESSA plan favored criteria and methodology that aligned with its state accountability system as much as possible, ESSA statutory specifications for identification have resulted in schools identified for support and improvement under ESSA that have not been identified under state accountability and vice versa.

For updates and additional information about ESSA identification, visit http://www.cde.state.co.us/fedprograms/essa_csi_tsi.

Comprehensive Support and Improvement School Identification

Three CS school categories are identified annually based on the following criteria:

- ***Lowest Performing 5% of Title I Schools.*** All Title I schools are ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using aggregated data from the three preceding years. Title I schools performing in the lowest 5% are identified for improvement. One Alternative Education Campus (AEC) will be identified in this category, reflecting the relative percent (5%) of Title I schools that are AECs. If the summative index score does not adequately differentiate the lowest-performing AEC, attendance and truancy data will be included for identification purposes.
- ***Low Graduation Rates.*** Colorado identifies all public high schools with 4-year and 7-year graduation rates that are below 67% for three consecutive years for improvement. If the 7-year graduation rate is not available, then only the 4-year graduation rate is used (or vice versa).
- ***Additional Targeted.*** Title I schools previously identified for Additional Targeted Support and Improvement (ATS, see below) that have continued to be low performing for the same disaggregated group(s) for three consecutive³ years after identification will be moved to this category in their fourth year of identification. Colorado will identify schools in this category for the first time in 2022-23.

Schools identified as CS will remain in that category for three years, regardless of higher performance, to ensure adequate time to implement improvement strategies and sustain performance before supports are reduced or terminated. Schools that no longer meet identification criteria from the year they were identified will exit CS after the third year. However, a school will not exit CS if it is re-identified as CS while implementing improvement strategies (in years two and three after original identification). For

³ Due to the accountability hold, 2020 and 2021 will not be included when counting the consecutive years.

example, a school in the lowest 5% that improves in its second year but then falls back into the lowest 5% in its third year will retain CS identification. See table below for examples.

School	2017-2018 Identification Year	2018-2019 Status	2019-2020 Status	2020-2021 Status	2021-2022 Status	2021-2022 Status
CS-Lowest 5% cut score in 17-18 = 38%						
A	Summative rating = 33% Identified as CS - lowest 5%	Summative rating = 39% Not re-identified but holds CS status.	Summative rating = 39% Not re-identified but holds CS status.	Accountability Hold – does not impact or count towards the consecutive years of identification	Accountability Hold – does not impact or count towards the consecutive years of identification	Summative rating = 40% Not re-identified. Exits status and no longer CS.
B	Summative rating = 33% Identified as CS - lowest 5%	Summative rating = 33% Re-identified as CS based on cut score for 18-19.	Summative rating = 39% Not re-identified but holds CS status.	Accountability Hold – does not impact or count towards the consecutive years of identification	Accountability Hold – does not impact or count towards the consecutive years of identification	Summative rating = 40% Not re-identified but holds CS status.

Targeted Support and Improvement School Identification

TS schools are identified annually, with a subset meeting criterion for Additional Targeted Support and Improvement.

Targeted Support and Improvement (TS). Any school with at least one consistently underperforming disaggregated group (i.e., students receiving free and reduced meals, students from major racial and ethnic groups, students with disabilities, and English learners). Colorado uses all ESSA indicators, based on three years of aggregate data, to evaluate the performance of all disaggregated groups. Additionally, progress toward English proficiency is used as an indicator to evaluate the performance of English learners. Schools are identified, separately for each grade span (elementary, middle, high) if they have at least three indicators for a given student group(s) and earned the lowest rating (does not meet expectations) on all available indicators for that group(s).

Districts are responsible for determining how long a school will remain TS, what criteria will be required to exit TS status, and take district-determined action if the school does not meet the exit criteria within the district-determined timeline.

Additional Targeted Support and Improvement (ATS). Colorado identifies any TS schools with at least one disaggregated group that, on its own, meets the criteria for the lowest 5% of Title I schools as ATS. Schools that have enough students in a disaggregated group to earn a rating on **all** sub-indicators, for all grade-spans served by that school (elementary, middle, high), and earned the lowest rating (does not meet expectations) on all sub-indicators at all grade spans, are identified as ATS.

Any Title I schools that are identified as ATS for three consecutive years for the same student group(s) will move to CS in their fourth year of identification. Due to the accountability hold, Colorado will identify former A-TS schools as CS for the first time in 2022-2023.

ESSA School Improvement Plan Requirements

ESSA requires that schools identified for improvement develop and implement improvement plans in collaboration with stakeholders including, but not limited to, principals, other school leaders, teachers, and parents. CS school plans must be approved by the school, Local Education Agency and CDE. The federal requirements have been integrated into the [School Quality Criteria](#) along with other state and federal planning requirements in the School UIP. Upon approval and implementation, CDE is responsible for monitoring and periodically reviewing CS plans. LEAs will be responsible for reviewing, approving, and monitoring TS plans.

CS plans must be developed within the UIP and must:

- Be developed in consultation with stakeholders
- Be informed by student performance against state-determined long-term goals and address the reasons for identification
- Include evidence-based interventions (EBIs)
- Include school-level needs assessment

TS Plans may be developed within the UIP and must:

- Be developed in consultation with stakeholders
- Be informed by student performance for identified disaggregated group(s) against state-determined long-term goals
- Include evidence-based interventions (EBIs)

For updates and additional information about ESSA improvement planning, visit <http://www.cde.state.co.us/fedprograms/essaplanningrequirements>.

Summary of CS and TS Improvement Plan Requirements and their Relationship to the UIP

ESSA Planning Requirements	UIP Connection	CS	TS	ATS
LEA ensures a plan is developed with stakeholders (including school leaders, teachers, and parents).	Data Narrative – Brief Description	◆	◆	◆
Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).	Data Narrative – Current Performance	◆	◆	◆
Plan includes evidence-based interventions.	Major Improvement Strategy or Action Step	◆	◆	◆
Plan is based on a school-level needs assessment.	Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis	◆		
School, LEA and SEA must approve plan.	ESSA requirements are documented within the UIP template	◆		
Only LEA approves plan prior to implementation.	LEA may choose the format, including the UIP, to document ESSA requirements		◆	◆
Upon approval and implementation, SEA monitors and periodically reviews plan.	Plans must be submitted by October 15.	◆		
LEA monitors and review plan, upon submission and implementation.	LEA sets timeline		◆	◆

ESSA Grants and Technical Assistance

As a part of Colorado’s aligned school improvement efforts, districts with CS or TS/ATS schools have access to a wide array of services and supports, including additional grant dollars through the EASI application. More details can be found at: <http://www.cde.state.co.us/fedprograms/easiapplication>. CDE staff will continue to work with districts to identify the needs of schools identified for improvement and how federal funds can be more effectively leveraged in support of student achievement.

School Accountability Committees

Composition of Committees

Each school is responsible for establishing a School Accountability Committee (SAC), which should consist of at least the following seven members:

- The principal of the school or the principal's designee;
- One teacher who provides instruction in the school;
- Three parents of students enrolled in the school⁴;
- One adult member of an organization of parents, teachers, and students recognized by the school; and
- One person from the community.

The local school board will determine the actual number of persons on the SAC and the method for selecting members. If the local school board chooses to increase the number of persons on the SAC, it must ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation. A person may not be appointed or elected to fill more than one of these required member positions in a single term.

If the local school board determines that members are to be appointed, the appointing authority must, to the extent practicable, ensure that the parents who are appointed reflect the student populations significantly represented within the school. If the local school board determines that the members are to be elected, the school principal must encourage persons who reflect the student populations significantly represented within the school to seek election. Such populations might include, for example, students who are not Caucasian, eligible for free or reduced-cost lunch, whose dominant language is not English, migrant, identified as having disabilities or being gifted.

SACs must select one of their parent representatives to serve as chair or co-chair of the committee. If a vacancy arises on a SAC for any reason, the remaining members will fill the vacancy by majority action.

The members of the governing board of a charter school may serve on the SAC. In a district with 500 or fewer enrolled students, members of the local school board may serve on a SAC, and the DAC may serve as a SAC.

Committee Responsibilities

Each SAC is responsible for the following:

- Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- Making recommendations to the principal and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;

⁴ Note: Generally, a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of an employee is not eligible to serve on a SAC. However, if, after making good-faith efforts, a principal or organization of parents, teachers and students is unable to find a sufficient number of persons willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC that reflects the membership specified above as much as possible.

- Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written;
- Publicizing the district’s public hearing to review a written school Priority Improvement or Turnaround plan;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school’s Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school’s accreditation contract;
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and evaluations. (Note that this should not in any way interfere with a district’s compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.);
- Publicizing opportunities to serve and soliciting parents to serve on the SAC (small rural districts may waive this requirement);
- Assisting the district in implementing at the school level the district’s family engagement policy (small rural districts may waive this requirement); and
- Assisting school personnel to increase family engagement with teachers, including family engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (small rural districts may waive this requirement).

Additional information concerning District/School Accountability committees is available at:

https://www.cde.state.co.us/uip/sac_dac.

School Accountability Committees for Charter Schools

For information about School Accountability Committees in the charter school context, see Appendix C.

Review of School Improvement Plans

With the availability of local/state data, the principal and superintendent or local school board should collaborate with the SAC to develop the Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable. The district will determine how to review the plan before it is adopted.

Performance and Improvement Plans (including Performance or Improvement Plans “On Watch”). For schools required to submit a Performance or Improvement plan, principals and the superintendent, or his/her designee, must submit an adopted plan for public posting no later than October 15th. Local school boards are encouraged to review and approve such plans and to consider in their local policies whether they would like to require school principals and superintendents to submit the plan to the local school board for approval.

Districts will submit final plans no later than October 15th to CDE for public posting on SchoolView.org. For newly identified schools (Priority Improvement, Turnaround, ESSA Comprehensive Support), there is some flexibility for a January 15th submission. Schools with a Performance plan type assignment are eligible to submit plans biennially at the discretion of the district.

Priority Improvement or Turnaround Plans. There are additional requirements for submission and review for schools with these plan types. Additional information of processes and requirements can be found in the Priority Improvement and Turnaround Supplement at <https://www.cde.state.co.us/accountability/stateaccountability> for more detailed information

Performance Reporting

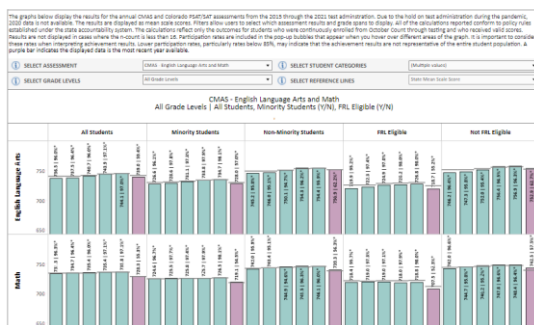
SchoolView

The Colorado Department of Education is responsible for developing and maintaining a web portal, SchoolView, to provide high-quality information about school, district and state performance to public schools, school districts, the Charter School Institute, to parents and other members of the public. SchoolView can be accessed at this link: <http://www.cde.state.co.us/schoolview>. Please recognize that some typically available data may be unavailable during the current year due to the impact of the COVID pandemic on both state assessment administration and data reporting.

The following tools and reports are available at the school view website at

School and District Dashboards

The Dashboards are made up of a suite of reports that have been designed to support improvement planning efforts by districts and schools. The dashboards allow users to interact with graphs and tables showing demographic information along with performance data and ratings generated under the state accountability system.



Performance Frameworks Reports and UIPs

District and School Performance Frameworks are used to determine performance ratings under the state accountability system. Unified Improvement Plans (UIPs) document the strategies that districts and schools implement as part of the continuous improvement cycle.

Appendix A: Colorado Educational Accountability System Terminology

Term	Definition
Academic Achievement Or Achievement	A proficiency score on an assessment. Achievement for an individual is expressed as a test (scale) score or as an achievement level. Academic achievement is a performance indicator used to evaluate schools and districts in Colorado. Colorado uses the average score, or mean scale score, to measure achievement.
Academic Growth	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. Academic growth is a performance indicator used to evaluate schools and districts in Colorado.
Academic Peers	Students currently in the same grade, being tested in the same subject, with a similar achievement score history in that subject. For the Colorado Growth Model, these are a particular student’s comparison group when interpreting his/her student growth percentile.
ACCESS for ELLs	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English proficiency assessment for K-12 th graders identified as English learners (ELs). The assessment measures student achievement in reading, writing, speaking, and listening comprehension standards in English.
Achievement Level	Descriptions of score levels on an assessment, using ranges of scores, separated by cut-points. On the CMAS assessments, for example, the five achievement levels are: 1-did not yet meet expectations, 2-partially met expectations, 3-approached expectations, 4-met expectations, and 5-exceeded expectations.
Accountability Clock/Performance Watch	Refers to the number of consecutive years a school/district is permitted to remain in the two lowest accountability categories (Priority Improvement and Turnaround). Also referred to as the 5-year-clock. Note: In 2019, the term “Performance Watch” replaced the term Accountability Clock. A school or district in Priority improvement or Turnaround (PI/T) is on performance watch. After receiving two consecutive PI/T ratings, a school or district must receive an Improvement rating or higher for two consecutive years to exit performance watch. After five years of consecutive or nonconsecutive PI/T ratings while on performance watch, the state board must direct the school, district or Institute to take one of the actions, or pathways, outlined in statute. More details, including actions directed by the State Board of Education at the end of the Accountability Clock, are detailed in the Priority Improvement and Turnaround Supplement to the Accountability Handbook .
Action Step	Something done to make progress toward goals. Action steps are created for each strategy and identify resources (people, time, money) that will be brought to bear so that goals and targets can be reached. This is a component of the UIP process.
Additional Targeted Support (ATS)	School identified for support and improvement under the Every Student Succeeds Act (ESSA) based on having at least one student group performing in the lowest 5% for that student group. If the school does not exit this category within 3 years of identification and is supported with Title IA funds, the school would become comprehensive support and improvement under ESSA.

Term	Definition
Average	A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean. See also: Mean
Baseline Growth	Is a normative measure of student progress based on comparison to historical pre-pandemic academic peer groups. This approach provides a comparison to past performance to detect statewide shifts.
CoAlt: ELA and Math (DLM)	Colorado Alternate Assessment: ELA and Math Dynamic Learning Maps (DLM) is the standards-based assessment used to measure academic content knowledge in English Language Arts and Mathematics for students with significant cognitive disabilities.
The Colorado Growth Model	The Colorado Growth Model is a statistical model to calculate each student's progress on state assessments. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in language arts, mathematics and English proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.
Colorado Measures of Academic Success (CMAS)	Colorado's assessments created to measure the Colorado Academic Standards. They include assessments in ELA, math, science and social studies.
Colorado SAT, PSAT10, PSAT09	Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. All Colorado 9 th graders are administered the PSAT09; 10 th graders are administered the PSAT10; and all 11 th graders have the opportunity to take the SAT. These assessment results are used in the accountability system.
Comprehensive Support and Improvement (CS)	Schools that are identified for support and improvement under the Every Student Succeeds Act (ESSA), based on one of the 3 following categories: <ul style="list-style-type: none"> ● Performing in the lowest 5% of Title I schools; ● Having a graduation rate below 67%; or ● Having at least one chronically underperforming student group.
Consolidated Application [ESEA]	Colorado's grant application process for LEAs to apply for ESEA (also known as ESSA) funds.
Cut-Score Or Cut-Point	The number required for a school or district to attain a particular level of performance on the performance framework reports. The cut-point for each performance indicator level is defined on the performance framework scoring guide.
Disaggregated Group	A demographic group of students. Colorado reports student academic growth, on the performance framework reports, for four historically disadvantaged student groups: students eligible for free/reduced cost meals, minority students, students with disabilities, and English learners. Additional information is reported by race, ethnicity, gender, and gifted.
Disaggregated Graduation Rate	Graduation rates are disaggregated by student groups. On the performance framework reports, disaggregated groups include students eligible for free/reduced cost lunch, minority students, students with disabilities, and English language learners. See also: Graduation Rate
District Performance Framework (DPF)	The framework with which the state evaluates the level to which districts meet the state's expectations for attainment on the performance indicators, and makes an accreditation level determination. It is called the District Transitional Framework in 2022

Term	Definition
Drop-Out Rate	The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level (grades 9-12).
ELs	English learners – includes FEP, NEP, and LEP students.
Equitable Distribution of Teachers (EDT)	The requirement in ESSA that LEAs examine and address the degree to which inexperienced, ineffective, and out-of-field teachers are more likely assigned to teach low-income and minority students. EDT analyses are conducted and posted on the <u>CDE website</u> .
ESSA	Every Student Succeeds Act, the version of the Elementary and Secondary Education Act (ESEA) reauthorized in 2015.
ESSA Indicators	<p>The performance of all students, English learners (ELs), students with disabilities, students of poverty, and students from major races and ethnic groups are evaluated on the following indicators as a part of the ESSA identification process:</p> <ul style="list-style-type: none"> ● English language arts (ELA) achievement and growth ● Math achievement and growth ● English language proficiency (of ELs only) ● Graduation rates (of high school students only) ● School Quality and Student Success Indicator, in Colorado defined as <ul style="list-style-type: none"> ○ Science achievement, ○ Reduction in Chronic Absenteeism for elementary and middle school (data will be used beginning in the 2020-2021 school year), and <p>Drop-out rates for high schools.</p>
FELL (Former English Language Learner)	Students that have been formally exited from an English language development program for more than two years.
Fluent English Proficient (FEP)	This is the highest level of English proficiency designations for English learners, and split into four sub-designations: FEP, Monitor Year 1; FEP Monitor Year 2; FEP Exited Year 1; FEP, Exited Year 2. Students at this level are able to understand and communicate effectively with various audiences, on a wide range of familiar and new topics, to meet social and academic demands in English. They are able to score comparably, in content areas, to native speakers, but may still need some linguistic support. Compare to: NEP, LEP
Framework Points	<p>The point values schools/districts can earn on each performance indicator included in the SPFs/DPFs. Framework points define the relative weighting of each performance indicator within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all three indicators.</p> <p>For elementary and middle level schools only, framework points possible are: 40 for Academic Achievement and 60 for Academic Growth.</p> <p>For high schools and districts with high school levels, framework points possible are: 30 for Academic Achievement, 40 for Academic Growth, and 30 for Postsecondary and Workforce Readiness.</p> <p>When a school/district does not have sufficient data to calculate a score on a particular performance indicator, the remaining indicators are used, and their weighted contributions change.</p>

Term	Definition
Framework Score	The sum of the framework points a school or district earns on all performance indicators on the school/district performance framework. The framework score determines a school plan type or a district accreditation category.
Graduation Rate	Colorado calculates "on-time" graduation as the percent of students who graduate from high school within 4 years of entering 9 th grade. A student is assigned a graduating class when they enter 9 th grade, and the graduating class is assigned by adding 4 years to the year the student enters 9 th grade. The formula anticipates that a student entering 9 th grade in fall 2016 will graduate with the Class of 2020. On the 1-year District/School Performance Framework reports, districts/schools earn points based on the highest value among the following graduation rates: 4-year, 5-year, 6-year, and 7-year. For District/School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.
Growth Percentile	See Student Growth Percentile.
Improvement Plan	The Educational Accountability Act of 2009 requires all schools and districts in Colorado to implement one of four plan types: Performance, Improvement, Priority Improvement, or Turnaround. Districts that earn 44% - 55.9% of their DPF points or schools that earn 42% - 52.9% of their SPF points will be assigned to the "Improvement Plan" category.
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the UIP process. See also: Measure and Metric
Interim Measure	A measure (and associated metric) used to assess student performance at various times during a school year. This is a component of the UIP process.
LEA	Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi-school district consortium.
Limited English Proficient (LEP)	This is the middle English proficiency designation for English learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. Compare to: NEP, FEP
Major Improvement Strategy	An overall approach that describes a series of related maneuvers or actions intended to result in performance improvements. This is a component of the UIP process.
Matriculation Rate	A measure of students that enroll in higher education opportunities following high school. The matriculation rate is a postsecondary workforce readiness sub-indicator in the DPFs/SPFs. It reflects all high school graduates that enroll in a career and technical education program, or 2- or 4-year higher education institution during the summer or fall term following high school graduation. The calculated rates also include graduates that earned a college degree or CWDC approved credential during high school.

Term	Definition
Mean	A summary measure of a collection of numbers, calculated by adding all the numbers together and dividing by how many numbers were in the collection (commonly known as the average). See also: Average .
Measure	Instrument(s) to assess performance in an area identified by an indicator.
Median	A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians may be more appropriate than averages in particular situations, such as when percentiles are grouped.
Median Student Growth Percentile Or Median Growth Percentile (MGP)	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by ordering the individual Student Growth Percentiles of the students in the group of interest and determining the middle score. See also: Median
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
Non-English Proficient (NEP)	The lowest English proficiency designation, for English learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: LEP, FEP
Normative (Cohort) Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as how each student's progress compares to other students with a similar achievement history—his/her academic peers.
Participation Rate – Accountability	Percentage of students, in a school/district, taking required state assessments; excluding Parent Excuses and counting NEP EL newcomers not testing in English Language Arts as participants. On the performance frameworks, schools/districts that do not meet the minimum 95% accountability participation rate in two or more subject areas are assigned a plan type one category lower than their framework points indicate.
Participation Rate – Total	Percentage of students, in a school/district, taking required state assessments; including: English Language Arts, Math, Science, PSAT, and SAT.
Percentage/Percent	A way of expressing a fraction in a single number. For example, 1 out of 17 is 5.9%.

Term	Definition
Percentile	<p>A percentile is a way of showing how a particular score compares with all other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p> <p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of people – in other words, you know more words than 60% of your peers. Conversely, 40% know more words than you do. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your percentile was the 50th, you know that your score is right in the middle of all the other scores, an average score.</p>
Performance	<p>General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.</p>
Performance Indicator	<p>A specific component of school or district quality. Colorado has identified three performance indicators to evaluate all schools and districts in the state: student achievement, student academic growth, and postsecondary/workforce readiness.</p>
Performance Plan	<p>The type of plan required for schools that already meet the state’s expectations for attainment on the performance indicators. Districts that earn at least 65% of their DPF points or schools that earn at least 53% of their SPF points are assigned to the Performance plan category.</p>
PHLOTE	<p>A data element used to represent students that have a Primary or Home Language Other than English.</p>
Postsecondary and Workforce Readiness (PWR)	<p>The preparedness of students for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of schools and districts in Colorado. This indicator includes graduation, dropout, and matriculation rates and Colorado SAT scores.</p>
Priority Improvement Plan	<p>One of the types of plans required for those schools that do not meet the state’s performance standards. Districts that earn 34% - 44%, of their DPF points are assigned to a Priority Improvement Plan category. Schools that earn 34% - 42%, of their SPF points are assigned to a Priority Improvement Plan category.</p>
Priority Performance Challenges (PPC)	<p>Specific statements about the school’s or district’s student performance challenges, which have been prioritized. (Does not include statements about budgeting, staffing, curriculum, instruction, etc.). This is a component of the Unified Improvement Planning (UIP) process.</p>
Rating	<p>On the performance framework reports, CDE’s evaluation of the extent to which the school/district has met the state’s standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.</p>
Root Cause	<p>The deepest underlying cause(s) of a problem or situation that, if resolved, would result in elimination or substantial reduction, of the symptom. If action is required, the cause should be within one’s ability to control, and not a purely external factor such as poverty that is beyond one’s ability to control. This is a component of the UIP process.</p>
SASID	<p>State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.</p>

Term	Definition
Scale Score	Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On CMAS, students receive a scale score in English language arts, math, science and social studies. See also: Achievement
School Performance Framework (SPF)	The framework used by the state to provide information to stakeholders about each school's performance based on the key performance indicators: student achievement, student academic growth, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all indicators. They are called School Transitional Frameworks in 2022.
School Plan Type	The type of plan to which a school is assigned by the state on the SPF report. The school plan types are: Performance, Improvement, Priority Improvement, and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (Priority Improvement or Turnaround) or the principal and superintendent (Performance or Improvement).
SEA	State Education Agency (Colorado Department of Education)
State Review Panel	A panel of education experts appointed by the commissioner to assist the Department and the state board in implementing the Education Accountability Act of 2009. The State Review Panel may review Priority Improvement Plans and Turnaround Plans for schools and districts, which may include a site visit. The State Review Panel must review all schools and districts nearing the end of the Accountability Clock.
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based. This is a component of the UIP process.
Student Growth Percentile (SGP)	A way of understanding a student's current growth in achievement based on his/her prior scores and relative to other students with similar prior scores. A growth percentile of 60 in math means the student's growth exceeds that of 60% of his/her academic peers. Also referred to as a "growth percentile."
Target	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time. This is a component of the UIP process.
Targeted Support and Improvement (TSI)	Schools identified for support and improvement under the Every Student Succeeds Act (ESSA), based on having at least one student group that is consistently underperforming on at least 3 of the ESSA indicators.
Test Participation Rate	See participation rate .
Turnaround Plan	One of the types of plans required for schools that do not meet state expectations for attainment on the performance indicators. Schools and districts that earn less than 34% of their DPF or SPF points are assigned to a Turnaround plan category. In Colorado's state accountability system, schools assigned to the turnaround plan category must engage in one of the following strategies: <ul style="list-style-type: none"> ● Employ a lead turnaround partner that uses research-based strategies and has proven successful working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners.

Term	Definition
	<ul style="list-style-type: none"> ● Reorganize the oversight and management structure within the school to provide greater, more effective support. ● Seek recognition as an innovation school or cluster with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. ● Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute. ● For a school that is not a charter school, convert to a charter school; ● For a charter school, renegotiate and significantly restructure the charter school’s charter contract. ● Closing a school. ● Investing in research-based strategies focused on early learning and development to address any deficiencies identified in the early childhood learning needs assessment. This may be done in combination with at least one other research-based strategy named in this list. ● Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the ESEA of 1965 and accompanying guidance (turnaround model, restart model, school closure, or transformation model).

Appendix B: Model District Accreditation Contract

Colorado State Board of Education School District Accreditation Contract

District Name

District Accreditation Rating	Final Rating Year on Accountability Clock
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1. Parties

This contract is between the local school board for «District_Name», hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

2. Length of Contract

This accreditation contract shall have a term of one year.

3. Renegotiation

The contract may be renegotiated at any time by the parties, based upon appropriate and reasonable changes in circumstances upon which the original terms of the contract were based.

4. Attainment on Performance Indicators

The District will be responsible for overseeing the academic programs offered in its schools and ensuring that those programs meet or exceed state and local expectations for levels of attainment on the statewide performance indicators, as specified in 1 CCR 301-1.

5. Adoption and Implementation of District Plan

The District shall create, adopt and implement «article» «Plan_Type», as required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1.

6. Accreditation of Public Schools and Adoption and Implementation of School Plans

The District will implement a system of accrediting all of its schools, as described in section 22-11-307, C.R.S., which may include measures specifically for those schools that have been designated as Alternative Education Campuses, in accordance with the provisions of 1 CCR 301-57. The District will ensure that plans are implemented for each school in compliance with the requirements of the State Board pursuant to 1 CCR 301-1.

7. Accreditation of Online Schools

The District will implement a system of accrediting its online schools, as defined in section 22-30.7-102(9.5), C.R.S. This system shall adhere to section 22-11-307, C.R.S., including a review of the online school's alignment to the quality standards outlined in section 22-30.7-105(3)(b), C.R.S., and compliance with statutory or regulatory requirements, in accordance with section 22-30.7-103(3)(m), C.R.S.

8. Consequences of Continued Low Performance

[B1: If District is on clock or on watch] If a District continues to perform at a level that results in being Accredited with a Priority Improvement Plan or Turnaround Plan, the State Board must direct the District to take significant action, in accordance with section 22-11-209, C.R.S. For purposes of calculating whether a district has been Accredited with Priority Improvement or Accredited with Turnaround Plan for a number of years, as described in section 22-11-207(4), C.R.S., the Department will exclude the 2020 and 2021 accreditation ratings, as required by subsection 22-11-207(4)(c), C.R.S. The Department will treat the 2022 accreditation ratings as if they were consecutive to the 2019 accreditation ratings.

[B2: If any schools are on clock or watch] Schools that continue to perform at a level that results in being required to adopt a Priority Improvement or Turnaround Plan will be subject to restructuring or closure, in accordance with the provisions of section 22-11-210, C.R.S. For purposes of calculating whether a public school has been required to implement a Priority Improvement or Turnaround Plan for a number of years, as described in section 22-11-210(1)(d)(II), C.R.S., the Department will exclude the 2020 and 2021 school plan type assignments, which will not be calculated pursuant to section 22-11-210(2.6)(a), C.R.S. The Department will treat the 2022 school plan type assignments as if they were consecutive to the 2019 school plan type assignments.

[B3: If district or school has active directed action from SBE]. The district is expected to continue implementation of the State Board directed action for [district, school names], in accordance with section 22-11-209 and/or section 22-11-210, C.R.S. The specifics of the order(s) can be viewed at www.cde.state.co.us/xxx.

9. Substantial and Good-Faith Compliance with Applicable Statutes, Regulations, and Department Policies and Procedures

The District and the District's public schools will substantially comply with all statutory and regulatory requirements applicable to the District and District's public schools and all Department policies and procedures applicable to the District and District's public schools, including, but not limited to, the following:

- Provisions of article 44 of title 22 concerning budget and financial policies and procedures;
- Provisions of article 45 of title 22 concerning accounting and financial reporting;
- Provisions of section 22-32-109.1, C.R.S., concerning school safety and the Gun-Free Schools Act, 20 U.S.C. 7961;
- Provisions of section 22-7-1013(8), C.R.S., concerning statewide assessments, including that:
 - The District and District's public schools will not impose negative consequences— including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities—on a student or parent if the parent excuses his or her student from participating in a statewide assessment. If a parent excuses his or her student from participating in a statewide assessment, the District and the District's public schools will not prohibit the student from participating in an activity, or receiving any other form of reward the District or District's public schools provide to students for participating in the statewide assessment; and
 - The District and District's public schools will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a statewide assessment or encourage the student's parent to excuse the student from taking the statewide assessment.

10. Consequences for Non-Compliance

If the Department has reason to believe that the District is not in substantial compliance with one or more of the statutory or regulatory requirements applicable to the District, the Department shall notify the District that it has ninety (90) days after the date of notice to come into compliance. If, at the end of the ninety-day period, the Department finds the District is not substantially in compliance with the applicable statutory or regulatory requirements, meaning that the District has not yet taken the necessary measures to ensure that it meets the applicable legal requirements as soon as practicable, the District may be subject to the interventions specified in sections 22-11-207 through 22-11-210, C.R.S. If the District has failed to comply with the provisions of article 44 of title 22 or article 45 of title 22, the District does not remedy the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of students enrolled in the District public schools, the Department may recommend to the State Board that the State Board remove the District’s accreditation.

If the Department determines that the District has substantially failed to meet requirements specified in this accreditation contract and that immediate action is required to protect the interests of the students and parents of students enrolled in the District’s public schools, the Department may lower the District’s accreditation category.

11. Monitoring Compliance with Contract

For purposes of monitoring the District’s compliance with this contract, the Department may require the District to provide information or may conduct site visits as needed.**11. Signatures**

Local School Board President

Signature

Date

District Superintendent

Signature

Date

Commissioner of the Colorado Department of Education

Signature

Date

Colorado State Board of Education Chairman

Signature

Date

Appendix C: Understanding the Role of School Accountability Committees in Charter Schools

Are charter schools required to have School Accountability Committees?

Yes, the requirements of the Education Accountability Act of 2009 apply to *all* Colorado public schools, including charter schools. For more information about the role of School Accountability Committees as related to accreditation, see the state board of Education's Rules for the Administration of Statewide Accountability Measures, available on the web page for the Education Accountability Act: <http://www.cde.state.co.us/Accountability/StateAccountabilityRegulations.asp>.

What is the relationship between a charter school's governing board and its School Accountability Committee?

Charter schools are administered and governed by a governing body in a manner agreed to and set forth in the charter contract. The duties and function of the SAC are set forth in statute (CRS 22-11-401), and these duties cannot be waived by the state board (CRS 22-30.5-104(6)(c)(I)).

Charter schools may choose to have members of their governing body serve on the School Accountability Committee to complete any of the required duties of the School Accountability Committee. In the alternative, governing boards may establish a School Accountability Committee that report to the governing board on all tasks that are delegated to them, including making recommendations for the school's improvement plan and making recommendations on school spending priorities.

How are members of the School Accountability Committee selected?

The Education Accountability Act of 2009 indicates that local school boards and the Colorado Charter School Institute (CSI) must determine the actual number of persons on School Accountability Committees and the method for selecting the members of the committees. (See section 22-11-401, C.R.S.) For charter schools, local school boards or CSI may delegate these responsibilities to the charter school governing board or negotiate an arrangement in the charter contract. Ultimately, it is the charter school's authorizer that determines how a school implements its School Accountability Committee.