

District Accountability Handbook

Version 6.0

October 2016



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), additional relevant state statutes, as well as federal requirements and responsibilities under the Elementary and Secondary Education Act.

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Overview of Accountability System

The Colorado Achievement Plan for Kids Act of 2008 (CAP4K) aligns the public education system from preschool through postsecondary and workforce readiness. The intent of this alignment is to ensure that all students graduate high school ready for postsecondary and workforce success. The Education Accountability Act of 2009 aligns the state's education accountability system to focus on the goals of CAP4K: hold the state, districts and schools accountable on a set of consistent, objective measures and report performance in a manner that is highly transparent and builds public understanding.

Additionally, there are federal accountability measures and requirements for Colorado schools and districts that accept Elementary and Secondary Education Act (ESEA) funds, such as Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Preparing, Training and Recruiting High Quality Teachers and Principals) and Title IIIA (Language Instruction for Limited English Proficient Students) programs. The ESEA Flexibility waiver, granted to Colorado by the U.S. Department of Education in February 2012, brought greater alignment of the state and federal accountability systems. Colorado applied for a renewal of the ESEA waiver in spring 2015, which was approved in November, 2015 and the 2016-2017 school year will be the final year of accountability under the No Child Left Behind (NCLB) Act and the ESEA Flexibility Waiver. On December 10, 2015, the ESEA was reauthorized as the Every Student Succeeds Act (ESSA), which will provide federal accountability requirements starting in the 2017-2018 school year. This handbook includes information related to Information is included in this handbook to discuss the transition from NCLB/ESEA Flexibility Waiver to ESSA and the requirements for this final year of accountability under NCLB/ESEA Flexibility.

As a reminder, due to the transition in assessments, some aspects of district accountability were placed on hold during the 2015-16 school year. CDE did not assign accreditation ratings for school districts and the Charter School Institute and the State Board of Education did not assign school plan types in the 2015-16 school year. Accordingly, the Accountability Clock was paused for the 2015-16 school year for those schools and districts with a 2014 plan type of Priority Improvement or Turnaround. For example, a school that received a Priority Improvement or Turnaround plan type in 2014 for the first time would have entered Year 1 on the Accountability Clock on July 1, 2015. With the pause on the clock during the past school year, that school would still be in Year 1 as of July 1, 2016. The Accountability Clock is resuming this year, and thus the school would be eligible to advance to Year 2 if it receives a Priority Improvement or Turnaround plan type in fall 2016. If such a rating were received, the school would enter Year 2 status on July 1, 2017. Refer to the Priority Improvement and Turnaround Supplement to this handbook for more details on the Accountability Clock (http://www.cde.state.co.us/accountability/accountability_clock).

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. The Department also accredits districts and supports and assists them in evaluating their own district and schools' performance results so that information can be used to inform improvement planning.
- 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 is also responsible for directing actions when districts and schools are identified with Turnaround or Priority Improvement plans for more than five consecutive years.
- **Local school boards** are responsible for accrediting their schools and for overseeing that the academic programs offered by their schools meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators (achievement, growth, closing gaps, and postsecondary/workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement the type of plan required by the State Board.
- **District leaders** are responsible for overseeing that the academic programs offered by district schools meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators. They play a key role in the creation, adoption, and implementation of their district's Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board, as well as in reviewing their schools' Performance, Improvement, Priority Improvement or Turnaround plans. They also have a key role in recommending to the local school board the accreditation category of each district school.
- **District Accountability Committees** are responsible for (1) making recommendations to their local school boards concerning budget priorities, (2) making recommendations concerning the preparation of the district's 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. District Accountability Committees are also 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 families' engagement with educators. Small rural school districts may waive out of 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 levels of attainment on the state's four key Performance Indicators. They also play a key role in the creation, adoption, and implementation of a school's Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board.
- **School Accountability Committees** are responsible for (1) making recommendations to their principal concerning priorities for spending school funds, (2) making recommendations concerning the preparation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to District Accountability Committees 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. School Accountability Committees should also publicize opportunities to serve on the School Accountability Committee and solicit families to do so, assist in implementing the district's family engagement policy at the school, and assist school personnel to increase families' engagement with teachers. Small rural school districts may waive out of some family engagement requirements.

District Accreditation Contracts

Contract Contents

The Department is responsible for annually accrediting all of the school districts in the state. Accreditation contracts have a term of one year and are automatically renewed each July so long as the district remains in the accreditation category of “Accredited with Distinction” or “Accredited.” A district that is “Accredited with Improvement Plan,” “Accredited with Priority Improvement Plan” or “Accredited with Turnaround Plan” will have its contract reviewed and agreed upon annually. The Department will send districts individualized accreditation contract templates annually, if the contract needs to be renewed. Signed contracts (by the superintendent and local board president) are due back to CDE at the beginning of June, in order to be signed by the commissioner and state board president.

The 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 the three key Performance Indicators— Student Achievement on Statewide Assessments, Student Longitudinal Academic Growth, and Postsecondary and Workforce Readiness,
- The district’s adoption and implementation of its Performance, Improvement, Priority Improvement or Turnaround plan (whichever appropriate based on the district’s accreditation category);
- The district’s implementation of its system for accrediting its schools, which must emphasize school attainment on the three key Performance Indicators and may, in the local school board’s discretion, include additional accreditation indicators and measures adopted by the district; 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.

Compliance with Contract Terms

To monitor substantial good-faith compliance with the provisions of Title 22 and other statutory and regulatory requirements applicable to districts, each contract will include the following assurances: (1) an assurance that the district is in compliance with the budgeting, accounting, and reporting requirements set forth in Articles 44 and 45 of Title 22, (2) an assurance that the district is in compliance with the provisions of section 22-32-109.1, C.R.S., concerning school safety, and the Gun Free School Act, 20 U.S.C. 7151, and (3) an assurance that the district is in substantial good-faith compliance with all other statutory and regulatory requirements that apply to the district. For purposes of monitoring a district's compliance with its accreditation contract, the Department may require information or conduct site visits as needed.

If the Department has reason to believe that a district is not in substantial compliance with one or more of the 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, meaning that 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 to the interventions specified in section 22-11-209, 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 is already accredited with Priority Improvement, then a Turnaround plan.

Accreditation Contract Template

For the Model District Accreditation Contracts, see Appendix B.

District Accreditation Reviews

District Performance Framework

Typically, the Department will review each district's performance annually, no later than August 15th of each school year. With the transition to PARCC, the performance frameworks will be delayed this year for new growth calculations with an anticipated release date to districts at the end of September or early October.

The fall 2016 frameworks reflect a number of changes from previous versions of the report. The [Accountability Work Group](#) and the [Technical Advisory Panel](#) for Longitudinal Growth collaborated with the Colorado Department of Education in 2015 to propose recommendations to the Commissioner for enhancements to the District Performance Framework for release in fall 2016. The feedback from these groups along with other stakeholder feedback has led to the adoption of the reflected changes. A report detailing the process and summary of the Accountability Work Group recommendations can be found here: <http://www.cde.state.co.us/accountability/recommendations-from-the-awg-for-the-revised-colorado-dpfs-and-spfs>. A summary of the final changes, with the recommendations from the state board of education, can be found here: http://www.cde.state.co.us/accountability/2016_spf_dpf_changes.

The Department will consider the district's results on the District Performance Framework reviewing the 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 a district's students are doing at meeting the state's proficiency goal based on the mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS PARCC in English language arts, mathematics Colorado Spanish Language Arts assessment, CMAS science, and the alternate assessments, DLM/CoAlt. The performance is determined at the overall level by content area, as well as by disaggregated student groups. The 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 (CMAS PARCC) 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. In the past, adequate growth measures were included in the frameworks. With just two years of CMAS PARCC results, adequate growth measures will not be included this year, as they can be calculated more reliably with multiple years of data on the same assessment.

- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (i.e., students eligible for Free/Reduced Lunch, minority students, students with disabilities, English learners), dropout rates, average Colorado ACT composite scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or four year institutions.

Based on State identified measures and metrics, districts receive a rating on each of these Performance Indicators 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, Science, and ACT), then the district's plan type will be lowered by one level. Parents who chose to excuse their students from state assessments are not factored into participation calculations, per state board ruling. *See Appendix D for a sample District Performance Framework (DPF).* For more information about the DPF, see:

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

Annual Accreditation Process

Step One: On August 15th of each school year, based on an objective analysis of each district's attainment on the key Performance Indicators, the Department will determine whether each district exceeds, meets, approaches, or does not meet state expectations for attainment on the Performance Indicators. At that time, the Department will also 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 make an initial assignment for 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; and

- **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.

Additionally, districts with low participation rates (regardless of the reason) will be noted in their district accreditation. For example, a district with a participation rate of 65% may be given an accreditation rating of “Accredited - Low Participation.”

On August 15th of each school year, the Department will provide to each district a District Performance Framework Report with the data used by the Department to conduct its analysis of the District’s performance and the Department’s initial accreditation assignment. *See Appendix D for a sample District Performance Framework Report, with an initial accreditation assignment.*

Step Two: Districts are highly encouraged to notify CDE (accountability@cde.state.co.us) of their intent to submit a request to reconsider by October 7, 2016* for CDE staff to provide adequate technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after November 1, 2016*.

Step Three: No later than November 1, 2016*, if a district disagrees with the Department’s initial assignment of an accreditation category for the district, the district may submit additional information for the Department’s consideration. The Department will only consider requests that would result in a different district accreditation category than the one initially assigned by the Department. Districts should not submit a request unless they believe that they can make a compelling case to change a district’s accreditation category based on information that the Department does not already have or has not considered. The Department will consider the full body of evidence presented in the request and in the district’s performance framework report, and review it on a case-by-case basis. For more information about how to submit additional information for consideration, see the guidance document titled “Submitting School Accreditation and Requests to Reconsider” posted online at: <http://www.cde.state.co.us/Accountability/RequestToReconsider.asp>.

SB 13-217 authorized the state board to consider the unique circumstances of Alternative Education Campuses (schools) in the annual accreditation process for districts. [State Board of Education rules passed in March 2014](#) specify the criteria for this allowance. Details are included in the request to reconsider guidance.

Step Four: No later than December 15, 2016*, 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.

A district may not remain in the accreditation categories of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan for longer than a total of five consecutive school years before having its accreditation removed. The calculation of the total of five consecutive school years will commence July 1, during the summer immediately following the fall in which the district is notified that it has been placed in the category of Accredited with Priority Improvement Plan or Accredited with

Turnaround Plan. More details around the process for districts Accredited with Priority Improvement Plans or Turnaround Plans can be found in the Priority Improvement and Turnaround Supplement. An updated version will be posted here (<http://www.cde.state.co.us/Accountability/>) in fall 2016.

ESEA District Accountability Measures

Title IA Accountability

In recent years the Elementary and Secondary Education Act (ESEA) flexibility waiver replaced the previous district Title IA Accountability measure, Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB), with Colorado's District Performance Frameworks. This means that districts could then consult one accountability dataset for both Title IA and state accountability. With the passage of Every Student Succeeds Act (ESSA), the District Accountability measures expired as of August 2016. However, to promote a smooth transition to ESSA, CDE will continue to allow a district that accepts Title IA funds and is accredited with a Turnaround or Priority Improvement plan type the option to set aside up to 10% of its Title IA funds (Priority Performance Challenge set-aside). Districts may use these funds to support professional development tied directly to the areas in which the district has not met expectations. In addition, CDE Federal Programs staff will engage with districts accredited with Priority Improvement and Turnaround plan types to improve the effectiveness of programs supported with federal Title IA funds.

Title IIA Accountability

With the passage of ESSA, Colorado's ESEA waiver expired in August 2016. To promote a smooth transition, the state will not identify districts for Title IIA (ESEA § 2141c) accountability for the 2016-17 school year. Colorado no longer uses Highly Qualified Teachers and AYP data to identify districts in need of improvement.

Additionally, as states transition to ESSA, the "highly qualified teacher" requirements from No Child Left Behind have been eliminated and replaced with Colorado teacher licensure requirements. This transition becomes effective immediately and will be implemented for the 2016-17 school year.

Districts will continue to be required to report data on the professional qualifications of teachers regarding whether low income and minority students are being served at disproportionate rates by "*ineffective, out-of-field, or inexperienced teachers.*"

Title IIIA Accountability: Annual Measureable Achievement Objectives

ESEA required states to set and calculate Annual Measurable Achievement Objectives (AMAOs) for Title III subgrantees. AMAOs are performance objectives or targets that Title III grantees must meet each year. There are three AMAOs, which are based on the WIDA ACCESS English language proficiency assessment, state content assessment as well as participation and academic growth and graduation rate data. All three AMAO targets must be met for the grantee to be considered to have met its AMAOs.

- **AMAO 1** –progress moving English learners towards English proficiency. When the district is the grantee, AMAO 1 performance is reflected on the Academic Growth English language proficiency growth sub-indicator on the District Performance Framework report. The expectation is that the grantee receives a rating of *meets* or *exceeds*. However, if the district is

part of a consortium for Title III accountability purposes, the District Performance Framework does not reflect AMAO 1 results, only the individual district's results.

- **AMAO 2** – the percent of students attaining English proficiency by scoring level 5+ overall and level 5+ for literacy on the ACCESS assessment. The 2015 target is 13%.
- **AMAO 3** – the district's progress in moving English learners towards state content expectations, as measured by the grantee's performance on the District Performance Framework report in: 1) Academic Growth Gaps sub-indicator ratings in reading, mathematics, and writing for English learners, 2) Disaggregated graduation rate sub-indicator for English learners, and 3) participation rates for English learners. In prior years, the grantee was expected to receive a rating of *meets* or *exceeds* on these sub-indicators for English learners, and *meets* or *exceeds* 95 percent participation for at least three of the four content areas (reading, writing, math and science).
 - Colorado is part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and administered PARCC English language arts and mathematics assessments for the first time in spring 2015. This transition to new assessments clearly has implications for Colorado's Title III accountability, specifically AMAO 3. A proposal was submitted to U.S. Department of Education (USDE) in July 2015 requesting a waiver from calculating AMAO 3 using data from the first PARCC administration. CDE will update the field and this Accountability Handbook when the USDE responds to the AMAO 3 waiver request.

Title IIIA Accountability Identification for Improvement. Until 2015-16, a district/consortium (LEA) that accepted ESEA Title III funds was identified for Title III Improvement if it did not make AMAOs for two consecutive years and required an improvement plan that addressed the specific factors that prevented it from meeting AMAOs. Identified LEAs completed and submitted the Title III addendum as part of its UIP submission.

On December 10, 2015, the President signed the Every Student Succeeds Act (ESSA) into law. The passage of ESSA provides a much anticipated opportunity to improve achievement outcomes for all students.

Given the transition to a new content assessment, the US Department of Education did not require states to hold LEAs to meeting Annual Measurable Achievement Objectives (AMAOs) for 2014-15 and 2015-16 school years. However, Colorado will be required to publish and make public results of the ACCESS for ELLs assessment by district, including number of students at each proficiency level, as well as students attaining proficiency based on the English Language Proficiency assessment cut-point established by Colorado. In addition, Title III grantees on Improvement based on 2013-14 AMAOs must continue to implement their improvement plan, submitted to and approved by CDE, through 2016-17. Visit the February 26, 2016 ESSA transition guidance from the United States Department of Education <http://www2.ed.gov/policy/elsec/leg/essa/fag/essa-fags.pdf>

ESSA requires states to develop a state plan that will include indicators and targets for English learners (ELs) developing English, as well as attaining English proficiency. The CDE ESSA website and blog provides additional information related to transition from NCLB to ESSA.

<http://www.cde.state.co.us/fedprograms/ESSABlog>.

More information about AMAOs can be found here: www.cde.state.co.us/FedPrograms/tiii/amaos.asp.

District Accountability Committees

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). These committees must consist of the following:

- At least three parents of students enrolled in the district¹;
- At least one teacher employed by the district;
- At least one school administrator employed by the district; and
- At least one person involved in business in the community within the 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 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 who are appointed reflect the student populations that are significantly represented within the district. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

If a local school board *appoints* the members of a DAC, the board should, to the extent practicable, ensure that at least one of the parents appointed to the committee is the parent of 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 of the persons 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 of the committee. Local school boards will establish the length of the term for the committee chair or co-chairs.

If a vacancy arises on a DAC because of a member's resignation or for any other reason, the remaining members of the DAC will fill the vacancy by majority action.

¹ Note: Generally, a parent who is an employee of the district or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the district 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.

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, the areas and issues, in addition to budget issues, that 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 ESEA 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 (per HB 15-1321, small rural districts may waive out of this requirement);
- Assisting the district in implementing the district's family engagement policy (per HB 15-1321, small rural districts may waive out of 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 families' engagement with educators, including families' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive out of this requirement).

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 the SACs in the district and must submit to the local school board the *school* performance, improvement, priority improvement and turnaround plans submitted by the SACs.

To be consistent with SAC responsibilities, CDE recommends that DACs meet at least quarterly to discuss whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan (whichever is applicable).

The Educator Evaluation and Support Act (S.B. 10-191) added the authority for DACs to make recommendations concerning the 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.

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.² Regardless of accreditation category, schools and districts must use the Department’s District Unified Improvement Plan template which is now located in the online UIP system.

In 2008, Colorado introduced the Unified Improvement Plan (UIP) to streamline the improvement planning components of state and federal accountability requirements. Accountability for some grant programs has also been woven into the UIP process. Adopting 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 total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. With continued implementation, the UIP process has taken on multiple functions, including the following:

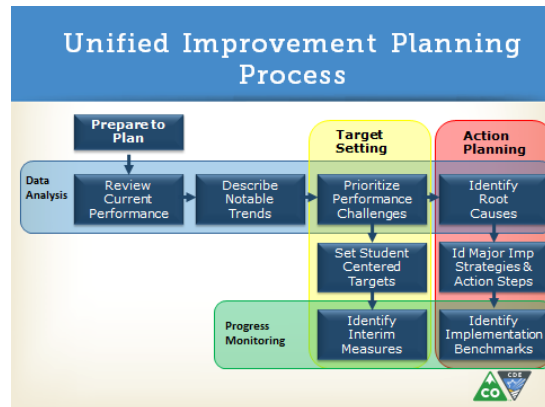
Alignment	Aligns improvement planning requirements for state and federal accountability into a “single” plan to improve results for students.
Documentation	Provides a common format for schools and for districts to document improvement planning efforts. Schools/districts on accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. CDE and the State Review Panel review the plans.
Transparency	Offers a process for including multiple voices in school and district planning, including staff, families and community representatives. All plans are posted publicly on SchoolView.org.
Best Practice	Promotes improvement planning based on best-practice, including using state and local data, engaging in a continuous improvement cycle and prioritizing a limited number of strategies.
Supports	Triggers additional supports through CDE, especially for schools/districts on the accountability clock (i.e., Priority Improvement, Turnaround).

Considering the requirements of state and federal accountability, the department created a process that relies on a thorough data analysis that informs the action plan. A pre-populated report (accessible in the UIP Online System) is provided to lay out the state and federal requirements, how the school or

² Pursuant to HB16-1440, eligible school districts may submit improvement plans on a biennial (every other year) basis. Eligibility for biennial submission is available only to schools with a Performance plan type assignment and districts that are Accredited or Accredited with Distinction. Additional information is available at: http://www.cde.state.co.us/uiip/uiip_trainingandsupport_resources.

district performed on those expectations and any required components in the UIP as a result. Finally, addenda forms are available (some required, some optional) to ensure that program specific requirements are met.

The steps of the UIP process include: (1) prepare to plan, (2) review current performance, (3) describe notable trends, (4) prioritize performance challenges, (5) identify root causes, (6) set student centered targets, (7) identify major improvement strategies and action steps. Progress monitoring is built into the process (i.e., interim measures, implementation benchmarks) to ensure that the plan is on track and to help guide adjustments, as needed. This process map helps to show the flow of the UIP process.



Appropriate Strategies

Plans for all schools and districts are expected to portray actions at the appropriate level in scope and intensity depending on the plan type assigned. In particular, schools and districts with a plan type of Priority Improvement or Turnaround must select major improvement strategies that will result in dramatic outcomes for students. Furthermore, schools and districts with a Turnaround plan type must, at a minimum, include one or more required turnaround strategies, as defined by law.

Appendix I provides additional information on the differences in the UIP process for those with Priority Improvement or Turnaround Plans compared to those with Improvement or Performance Plans. For more detailed information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer to the [Priority Improvement and Turnaround Accountability Handbook](#) supplement. 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/index.asp>.

Timelines for Submitting a District Plan

For a visual describing the timelines for district accreditation and submission of district plan, see Appendix E.

Review of District Unified Improvement Plans

Upon notification of the district's accreditation category, the District Accountability Committee should advise the local school board concerning the preparation and contents of the type of plan required by the district's accreditation category (i.e., a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable). As improvement planning is on a continuous cycle, districts should be reviewing and adjusting the existing improvement plan on an ongoing basis 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 in the fall, schools and districts can validate conclusions drawn from local data or make broader revisions. The plan must cover at least two years (the current school year and the next school year).

Certain district level UIPs may be reviewed at the state level for program requirements. These programs include: Gifted Education, and Titles I, II and III.

For additional information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer Appendix I for an overview and to the [Priority Improvement and Turnaround Supplement](#) for more detailed information.

Accrediting Schools and Assigning School Plan Types

Accreditation of Public Schools

Districts are responsible for accrediting their schools in a manner that emphasizes attainment on the statewide Performance Indicators and may, at the local school board's discretion, include additional accreditation indicators and measures adopted by the district. In addition, the Department will annually review the performance of each public school and the State Board will assign to each school the type of plan that the school will be responsible for implementing.

Each year, the following process will take place:

Step One: Each school year, based on an objective analysis of each school's 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 three Performance Indicators, as well as whether the school meets the participation requirements and assessment administration requirements. The Department will formulate an initial recommendation for each school as to whether the 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 by the Department to conduct its analysis of the school's performance and the Department's initial recommendation concerning the type of plan the school should implement. *See Appendix F for sample School Performance Framework Reports, with initial plan assignments.*

Step Two: Districts are highly encouraged to notify CDE (accountability@cde.state.co.us) of their intent to submit a request to reconsider by October 7, 2016*, in order for CDE staff to provide adequate technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after November 1, 2016*.

Step Three: No later than November 1, 2016*, if a district disagrees with the Department's initial assignments of a school plan type for any of the district's schools, the district may submit additional information for the Department's consideration. The Department will only consider requests that would result in a school plan type different from the one initially assigned by the Department. Districts should not submit a request unless they believe that they can make a compelling case to change a school's plan type based on information that the Department does not already have or has not considered. The Department will consider the full body of evidence presented in the request and in the school's performance framework report, and review it on a case-by-case basis. For more information about how to submit accreditation categories and additional information for consideration, see the guidance document titled "Submitting School Accreditation and Requests to Reconsider" posted online at: <http://www.cde.state.co.us/Accountability/RequestToReconsider.asp>.

Step Four: No later than January 15, 2017*, the Department will formulate a final recommendation as to which type of plan each school should implement. This recommendation will take into account 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*.

A school will not be permitted to implement a Priority Improvement and/or Turnaround Plan for longer than a total of five consecutive school years before the district is required to restructure or close the school. The calculation of the total of five consecutive school years will commence July 1, during the summer immediately following the fall in which the school is first notified that it is required to implement a Priority Improvement or Turnaround Plan. For more information about this process, see the Priority Improvement and Turnaround Supplement 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 a school's students are doing at meeting the state's performance expectations goal: the mean scale score and percentile ranking of schools on Colorado's standardized assessments. This Indicator includes results from CMAS and CoAlt in English language arts (and Spanish language arts), mathematics, and science. The performance is determined at the overall level by content area, as well as by disaggregated student groups. The 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 (CMAS PARCC) score history or a similar English language proficiency (ACCESS) score history. As is the case with academic achievement, growth is calculated at the overall level and by subgroups. The subgroups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities. In the past, adequate growth measures were included in the frameworks. With just two years of CMAS PARCC results, adequate growth measures will not be included this year, as they can be calculated more reliably with multiple years of data on the same assessment.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for

historically disadvantaged students (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), dropout rates, average Colorado ACT composite scores, and matriculation rates that reflect the percentage of graduating high school students that enroll in a CTE program, community college, or four year higher education institution during the summer or fall term following graduation.

Based on state identified measures and metrics, schools receive a rating on each of these Performance Indicators that evaluates 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 a school's performance. Additionally, schools are accountable for meeting minimum participation rates in the state assessments. If a school does not make the 95% participation rate requirement in two or more content areas (reading, writing, math, science, social studies, and ACT), then the school's plan type will be lowered by 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) will be noted in their plan type assignment (e.g., Performance, Improvement, Priority Improvement, or Turnaround). For example, a school with a participation rate of 65% may be given a plan type of "Performance Plan- Low Participation."

Note: A school'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 determining which type of plan a school must implement, and may result in a Priority Improvement plan, or if the school otherwise would have been required to implement a Priority Improvement plan, a Turnaround plan.

See *Appendix F for a sample School Performance Framework (SPF)*. For more information about the SPF, see: <http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp>.

ESEA School Accountability Measures

The ESEA flexibility waiver replaced the previous Title IA school accountability measure -- Adequate Yearly Progress (AYP) -- with Colorado's School Performance Frameworks (SPF). Under the waiver, three categories of schools are identified for federal accountability: Title I schools assigned a Priority Improvement or Turnaround plan type, Title I focus schools, and Title I priority schools. Title I Priority Improvement and Turnaround schools are identified using only the SPF results, whereas Title I focus and priority school identification supplement the SPF results with additional criteria. With the passage of ESSA, the ESEA flexibility waiver expired in August 2016. However, guidance from the US Department of Education (USDE) requires that states with an approved flexibility waiver require districts with Title I Priority and Focus Schools to continue to implement the interventions for these schools in the 2016-17 school year.

Additionally, as a condition of the waiver, CDE was required to identify a subset of Title IA schools with a Turnaround or Priority Improvement plan type as priority or focus schools to receive additional supports and services to increase the academic achievement of students in those schools. In response to guidance from USDE, Colorado has chosen to "freeze" the list of Title I Priority and Focus schools for the 2016-17 school year. Colorado will use the list of schools that were identified in the 2015-16 year. No new schools will be identified.

Priority schools are Title I schools that are among the lowest five percent in student achievement and/or are Title I (or Title I eligible) high schools with a graduation rate less than 60 percent over a number of years. Priority schools are eligible to receive a Title I 1003(g) Tiered Intervention Grant (TIG) and implement one of the evidence-based turnaround reform models approved by the USDE.

A minimum of ten percent of Colorado's Title I schools are identified as focus schools which are:

- (1) Title I schools that have a subgroup or subgroups with low achievement over a number of years; and/or,
- (2) Title I (or Title I eligible) high schools with a subgroup or subgroups with graduation rates less than 60 percent over a number of years.

As part of the UIP process, priority schools awarded a Tiered Intervention Grant (TIG) must complete and submit the TIG addendum in the school's UIP based on the reform model being implemented. Title I focus schools must address the low achievement and/or low graduation rates of disaggregated groups in the data narrative of the school's UIP. CDE Turnaround Support Managers and other CDE staff assist districts with:

- A comprehensive needs assessment for focus and priority schools.
- Planning, plan implementation and progress monitoring.
- Access to services, resources and information to help the school address its needs.

In addition, CDE will engage with districts that have focus and/or priority schools, to improve the effectiveness of programs supported with federal funds. In 2016-17, CDE staff will continue to work with districts to identify the needs of schools and districts with Turnaround or Priority Improvement plan types and how federal funds can be more effectively leveraged in support of student achievement.

Title I Focus schools must continue to offer Supplemental Education Services (SES) and Choice for the 2016-17 school year.

Following the 2016-17 school year, the Colorado ESSA state plan will describe a statewide ESSA accountability system for identifying schools for comprehensive and targeted support and intervention. Districts with identified schools will be required to develop plans to address the challenges at these schools. The state will review plans for schools identified for Comprehensive Support and Improvement. Districts will review and approve the plans for schools identified for Targeted Support and Improvement. More information regarding the identification process will be provided once the ESSA state plan is submitted to and approved by the USDE.

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;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school³;
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least 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 that are 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 that are significantly represented within the school to seek election. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

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 because of a member's resignation or for any other reason, the remaining members of the SAC will fill the vacancy by majority action.

³ Note: Generally, a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the school 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 who are 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.

The members of the governing board of a charter school may serve as members of 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 of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- 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 principal 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.); and
- Publicizing opportunities to serve and soliciting parents to serve on the SAC (per HB 15-1321, small rural districts may waive out of this requirement);
- Assisting the district in implementing at the school level the district’s family engagement policy (per HB 15-1321, small rural districts may waive out of this requirement); and
- Assisting school personnel to increase families’ engagement with teachers, including families’ engagement in creating students’ READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive out of this requirement).

School Accountability Committees for Charter Schools

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

Developing and Submitting School Improvement Plans

School Improvement Plan Requirements

All schools must submit a plan that addresses how the school will improve its performance.⁴ All districts and schools, regardless of their plan assignment, are required to use CDE's School Unified Improvement Plan Online System (<http://www.cde.state.co.us/uip/uip-online-system>). The UIP process described in the district section applies to schools as well.

For more information about how to use the template and prepare a plan, see:
<http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp>.

Timelines for Submitting a School Plan

For a visual describing the timelines for school accreditation and submission of school plans, see Appendix G.

⁴ Pursuant to HB16-1440, eligible school districts may submit improvement plans on a biennial (every other year) basis. Eligibility for biennial submission is available only to schools with a Performance plan type assignment and districts that are Accredited or Accredited with Distinction. However, certain programs require annual updates (e.g., ESEA, Gifted Education, READ Act). Additional information is available at:
http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

Review of School Plans

With the availability of local data and/or state data, the principal and superintendent and/or local school board will begin to collaborate with the School Accountability Committee 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.

Priority Improvement and Turnaround Plans

For schools that are required to submit a Priority Improvement or Turnaround plan, local school boards must adopt a plan no later than January 15th of the school year in which the school is directed to adopt such a plan. Schools that are required to submit a Priority Improvement or Turnaround plan have different timelines and review requirements.

For additional information on the unique requirements for schools with a Priority Improvement or Turnaround plan type, refer to Appendix I and the [Priority Improvement and Turnaround Supplement](#).

Performance and Improvement Plans

For schools that are required to submit a Performance or Improvement plan, school principals and the district superintendent, or his or her designee, must submit an adopted plan for publication no later than April 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 all final plans no later than April 15th to the Department for publication on SchoolView. Pursuant to HB16-1440, schools with a Performance plan type assignment and districts that are Accredited or Accredited with Distinction are eligible to submit plans on a biennial basis.

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, parents and other members of the public.

SchoolView includes the following information:

- Performance reports for schools, districts and the state (see below for more detail);
- For each district, the accreditation category assigned by the Department;
- For each public school, the school's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is appropriate based on the State Board's direction); and
- For each district, the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is appropriate based on the district's accreditation category).

District & School Dashboards (DISH)

The DISH is a visualization tool that graphs out currently available district/school data over time, such as demographics, achievement, growth and performance framework data. In addition, it has a like-district locator and comparison tool to allow for comparisons between districts on salient variables. The data dashboard allows for the printing or saving of snapshot data in a readily accessible format.

The DISH can be accessed at these links:

District, www.schoolview.org/dish/dashboard.asp and

School, www.schoolview.org/dish/schooldashboard.asp

Performance Reports



The Department no longer issues the paper report cards that were once referred to as School Accountability Reports (SARs). In place of the SAR, the Department publishes on SchoolView, a school performance report for each public school, a district performance report for each school district and a performance report for the state as a whole. This information can be accessed on the SchoolView Data Center at: www.schoolview.org.

The Department continuously updates the data included in the school and district performance reports, which includes assessment, accountability, enrollment, demographics, staff, finance, course offerings and health information. Prior to publication of the performance reports, each district has a reasonable

period of time to review the information as it will appear on the district's performance report, and to notify the Department of any needed corrections.

Finally, each public school is responsible for notifying parents of the availability of these reports on SchoolView. Schools must ask parents whether they want a printed copy of these reports and provide those copies, upon request.

District Performance Reports

At a minimum, each district's performance report will include the following:

- The District Performance Framework Report (*see Appendix D for sample*);
- A comparison of the district's levels of attainment on the Performance Indicators with other districts in the state;
- Information concerning comparisons of student performance over time and among student groups;
- The district's rates of completion, mobility and truancy;
- Financial data, as required in 1 CCR 301-1; and
- Any additional information required to be reported by state or federal law.

School Performance Reports

At a minimum, each public school's performance report will include the following:

- The School Performance Framework Report (*see Appendix F for sample*);
- A comparison of the school's levels of attainment on the Performance Indicators with the levels of attainment of other public schools of the school district and in the state;
- Information concerning comparisons of student performance over time and among student groups;
- The school's rates of completion, mobility and truancy;
- The name of the school, type of school program provided and school directory information;
- Information concerning the percentages of students who are not tested or whose scores are not included in determining attainment of the Performance Indicators;

- The occurrences of student conduct and discipline code violations reported (i.e., incidences involving drugs, alcohol, violence, etc.);
- Information concerning student enrollment, the number and percentage of students eligible for free or reduced-cost lunch, student enrollment stability, average daily attendance, and the availability of a preschool program, fully-day kindergarten program and before- and after-school program at the school;
- Information concerning staff employed at the school, including the students-per-classroom-teacher ratios for each grade level, the average years of teaching experience among the teachers employed at the school, the number of teachers at the school who hold master's or doctoral degrees, the number of teachers at each junior high, middle, and high school who are teaching in the subject areas in which they received their bachelor's or graduate degrees, the number of teachers at the school who have three or more years of teaching experience, and the number of professional development days included in the school year;
- Information concerning whether the school offers the following: visual art, drama or theater, music, dance, comprehensive health education, P.E., economics, world languages, history, geography, civics, career and technical education, concurrent enrollment courses, opportunities for civic or community engagement, Internet safety programs, school library programs, A.P., I.B. or honors courses, Montessori curricula, extra-curricular activities and athletics, credit recovery programs and assistance for out-of-school youth to re-enroll; and
- Information concerning programs and services that are available at the public school to support student health and wellness, including links to district and school wellness policies and information about whether all students in grades K-6 have access to recess, whether a school health team or school wellness committee exists, whether students have access to a school-based or school-linked health center, whether comprehensive health education and P.E. are required for all students, whether the school participates in the federal school breakfast program, and whether a registered school nurse who is licensed with the Department and DORA is available on school premises or for consultation.

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 score (or “scale score”), or it may be described using an achievement level. Academic Achievement is a performance indicator used to evaluate schools and districts in Colorado
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 one of three statewide performance indicators 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 language proficiency assessment for kindergarten through 12th graders who have been identified as English language learners (ELLs). The assessment measures student achievement in reading, writing, speaking and listening comprehension standards.
Achievement Level	Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the CMAS PARCC assessments, for example, the five achievement levels include: Level 1: Did not meet expectations, Level 2: Partially met expectations, Level 3: Approached Expectations, Level 4: Met expectations, and Level 5: Exceeded expectations.
Accountability Clock	Also referred to as the 5-year clock, the Accountability Clock refers to the number of consecutive years a school or district is permitted to remain in the two lowest accountability categories (Priority Improvement and Turnaround). The Education Accountability Act of 2009 states that a district or the Charter School Institute may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before the State Board removes the district’s or Institute’s accreditation. The calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The Education Accountability Act of 2009 outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. The processes associated with each year of the clock, from the notification/planning Year 0 to the final Year 5, 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 .

Term	Definition
Action Step	Something that is done to make progress towards goals. Action steps are created for each strategy and identify resources (people, time, and money) that will be brought to bear so that goals and targets can be reached. This is a component of the Unified Improvement Planning (UIP) process.
Adequate Growth	A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area (English Language Arts and math), within a given timeframe. For English language proficiency growth, adequate growth is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS at the beginning of that year. Students beginning the year at level 4 are expected to make enough growth to reach level 5 in two years.
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, Median
Baseline	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.
CoAlt: DLM	Colorado Alternate Assessment: Dynamic Learning Maps is the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities.
Colorado ACT Composite Score Or Average Colorado ACT Composite Score	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science. The average Colorado ACT composite score is the average composite score for all of the students in a district or school. Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator. It is anticipated that future performance frameworks (i.e., after 2016) will include the SAT assessment results in place of the ACT.
The Colorado Growth Model	The Colorado Growth Model is both: (a) a statistical model to calculate each student's progress on state assessments. (b) a computer-based data visualization tool for displaying student, school, and district results over the internet. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in language arts, mathematics and English language 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)	The Colorado Measures of Academic Success (CMAS) are the state's new assessments created to measure the Colorado Academic Standards. They include the Colorado developed Science and Social Studies assessments and the PARCC developed English Language Arts and Math assessments.
Consolidated Application [ESEA]	Colorado's grant application process for LEAs to apply for ESEA (also known as) funds.

Term	Definition
Cut Score Or Cut Point	The number required for a school or district to earn 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 subset of students. Colorado reports student academic growth, on the performance framework reports, for four historically disadvantaged student groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners,.
Disaggregated Group Median Adequate Growth	The student growth percentile sufficient for the median student in a subgroup to reach or maintain a level of proficient or advanced in a subject area within some defined time frame. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are making enough growth to catch up and keep up. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English language learners See also: <i>Median Student Growth Percentile</i>
Disaggregated Graduation Rate	Graduation rates are disaggregated by student groups. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English language learners. See also: <i>Graduation Rate</i>
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. The district’s results on the district performance framework are summarized in the district performance framework report.
Drop-Out Rate	The drop-out rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year. 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. 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 school 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. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level, and use the rate for grades 9-12.
ELD Standards	English Language Development Standards
ELs	English learners

Term	Definition
Equitable Distribution of Teachers (EDT)	The requirement in ESEA that LEAs examine and address the issue that less experienced and less qualified teachers are more likely assigned to teach poor and minority students. EDT displays are available on SchoolView.org to assist with this analysis. The display enables users to examine the distribution of staff within a district by student (i.e., poverty, minority) and staff (i.e., teacher experience, Highly Qualified status) variables. The display also incorporates student growth ratings, recognizing that data on teacher qualifications and experience, without an examination of school performance, can have limited utility for understanding the impact of teacher equity gaps on student learning.
ESSA	Every Student Succeeds Act, the version of the Elementary and Secondary Education Act (ESEA) reauthorized in 2015.
FELL	<i>Former English Language Learner.</i> Students that have been formally exited from an English language development program.
Fluent English Proficient (FEP)	This is the highest of three English language proficiency designations for English language learners. 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
Focus School [ESEA]	In accordance with the ESEA Flexibility Waiver, 10 percent of Title I schools are identified as focus schools if the school has a Priority Improvement or Turnaround plan type and: <ul style="list-style-type: none"> (a) a subgroup or subgroups with lowest achievement on a composite score calculated using the achievement of all subgroups; and/or (b) Is a Title I (or Title I eligible) high school that has a subgroup or subgroups with graduation rates less than 60 percent over several years.
Framework Points	The point values schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, 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. For elementary and middle level schools only, the framework points possible are: 40 points for Academic Achievement and 60 for Academic Growth. For schools with high school levels and districts, the framework points possible are: 30 points for Academic Achievement, 40 for Academic Growth, and 30 for Postsecondary and Workforce Readiness. When a school or district does not have sufficient data to allow the calculation of a score on a particular performance indicator, the remaining indicators are still used, but their weighted contributions change.

Term	Definition
Framework Score	The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school's plan type or a district's accreditation category.
Graduation Rate	<p>Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.</p> <p>This current formula is a change from how graduation rates were reported prior to 2010 rates. On the 1-year District and School Performance Framework report, districts/schools earn points based on the highest value among the following: 4-year graduation rate, 5-year graduation rate, 6-year graduation rate and 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For the District and School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.</p>
Growth Percentile	See Student Growth Percentile.
Improvement Plan	<p>The Educational Accountability Act of 2009 requires all schools and districts, in Colorado, to implement one of four types of plans: a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan.</p> <p>Elementary and middle schools that earn at least 47% but less than 59% of their framework points, on the school performance framework, will be assigned to the "Improvement Plan" category.</p> <p>High schools that earn at least 47% but less than 60% of their framework points, on the school performance framework report, are assigned to the "Improvement Plan" category.</p> <p>Improvement plans are also required for Title I schools identified as in need of improvement under ESEA. These include schools assigned a plan type of Priority Improvement or Turnaround as well as schools identified as "Focus " or "Priority" under the State's ESEA Flexibility Waiver.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements the accountability act, ESEA, and the numerous programs.</p>
Implementation Benchmark	<p>A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the Unified Improvement Planning (UIP) process.</p> <p>See also: <i>Measure</i> and <i>Metric</i></p>
Interim Measure	A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year. This is a component of the Unified Improvement Planning (UIP) process.
LEA	Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi-school district consortium.

Term	Definition
Limited English Proficient (LEP)	<p>This is the middle of the three English proficiency designations for English language 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.</p> <p>Compare to: NEP, FEP</p>
Major Improvement Strategy	<p>An overall approach that describes a series of related maneuvers or actions intended to result in improvements in performance. This is a component of the Unified Improvement Planning (UIP) process.</p>
Matriculation Rate	<p>Is a measure of students that enroll in higher education opportunities following high school.</p> <p>The matriculation rate is a Postsecondary workforce readiness sub-indicator in the District and School performance frameworks. It reflects all high school graduates that enroll in a career and technical education program, 2-year higher education institution, or 4-year higher education institution during the summer or fall term following high school graduation.</p>
Mean	<p>A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average).</p> <p>See also: Average.</p>
Measure	<p>Instruments or means to assess performance in an area identified by an indicator.</p>
Median	<p>A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list 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 are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.</p>
Median Adequate Growth Or Median Adequate Growth Percentile	<p>The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area, within an identified time span or by a particular grade level.</p> <p>For English language proficiency growth as measured by the ACCESS for ELLs assessment, the expectations are a set based on language development. Specifically, students at level 1, 2 and 3 are expected to gain one performance level in one year. Students at level 4 are expected to reach level 5 in two years.</p>
Median Growth	<p>Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.</p>
Median Student Growth Percentile Or Median Growth Percentile (MGP)	<p>Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median.</p>

Term	Definition
	See also: <i>Median</i>
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)	This is the lowest of the three English proficiency designations, for English language 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: <i>LEP, FEP</i>
Normative Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as defined by how each student's progress compares to other students with a similar achievement history - his/her academic peers.
Participation Rate	Percentage of students, in a school or district, taking required state assessment; including: English Language Arts, Math, Science, and COACT. On the performance framework, schools or districts that do not meet a minimum of 95% on the accountability participation rate in two or more subject areas, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.
Percentage/Percent	A way of expressing a fraction in a single number. For example, one out of 17 is 5.9%.
Percentile	A percentile is a way of showing how a particular score compares with all the 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. 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 other people – in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you. 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 score was at the 50 th percentile, you know that your score is right in the middle of all the other scores, an average score.
Performance	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.
Performance Indicator	A specific component of school or district quality. Colorado has identified three performance indicators that are used to evaluate all schools and districts in the state: student achievement, student academic growth, and postsecondary/workforce readiness.

Term	Definition
Performance Plan	<p>The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance indicators. Elementary and middle schools that earn at least 59%, of their framework points, on the school performance framework report are assigned to the Performance plan category.</p> <p>High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.</p>
PHLOTE	<p>A data element that is used to represent students that have a <i>primary or home language other than English</i>.</p>
Postsecondary and Workforce Readiness (PWR)	<p>The preparedness of students for college or a job after completing high school.</p> <p>This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator includes graduation rates, the dropout rate, matriculation rates and Colorado ACT 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.</p> <p>Elementary and middle schools that earn at least 37% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p> <p>High schools that earn at least 33% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p>
Priority Performance Challenges (PPC)	<p>Specific statements about the school or district’s student performance challenges, which have been prioritized. (This does not include statements about budgeting, staffing, curriculum, instruction, etc.). This is a component of the Unified Improvement Planning (UIP) process.</p>
Priority School [ESEA]	<p>In accordance with the ESEA Flexibility Waiver, 5 percent of Title I schools are identified as priority if the school has a Priority Improvement or Turnaround plan type and is:</p> <ul style="list-style-type: none"> (a) A Title I school in the lowest 5% on achievement; and/or (b) A Title I or Title I eligible high school with graduation rates less than 60 percent over several years.
Rating	<p>On the performance framework reports, CDE’s evaluation of the extent to which the school or 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 out of one’s ability to control. This is a component of the Unified Improvement Planning (UIP) process.</p>

Term	Definition
SASID	State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.
Scale Score	Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On the CMAS PARCC, students receive a scale score in English language arts and math. CMAS also provides a scale score in 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 four key performance indicators: student achievement, student academic growth, achievement and growth gaps, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.
School Plan Type	The type of plan to which a school is assigned, by the state, on the school performance framework 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 and turnaround) or the principal and the superintendent (performance and improvement).
Schoolwide Plan [Title I ESEA]	A comprehensive plan required of Title I schools that operate Schoolwide Programs. This plan has 10 required components, including the need for a comprehensive needs assessment and analysis, as well as a yearly evaluation. The plan must be developed and evaluated in collaboration with parents.
SEA	State Education Agency (Colorado Department of Education)
State Review Panel	The State Review Panel is 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 must review Turnaround Plans for schools and districts. The State Review Panel must review all schools and districts at the end of the Accountability Clock, and site visits may be included in addition to the document review.
Strategic Plan or Comprehensive Plan	An organization's documented definition of its overall direction and intention to allocate its resources to follow this direction. This is distinct from an Improvement Plan which is a focused plan aimed at prioritizing actions based upon identified student and school needs.
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 Unified Improvement Planning (UIP) process.

Term	Definition
Student Growth Percentile (SGP)	A way of understanding a student’s current TCAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e., relative position change) where students who have similar academic score histories provide a baseline for understanding each student’s progress. For example, a growth percentile of 60 in mathematics means the student’s growth exceeds that of 60 percent of his/her academic peers. In other words, the student’s latest score was somewhat higher than we would have expected based on past score history. Also referred to as a “growth percentile.”
Subgroup	See Disaggregated group .
Subgroup Median Adequate Growth	See Disaggregated group Median Adequate Growth
Subgroup Median Growth	See Disaggregated group Median Growth
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 Unified Improvement Planning (UIP) process.
Targeted Assistance Plan [Title I ESEA]	This is required for Title I schools that operate Targeted Assistance programs. The plan has eight components that focus on how students most at risk of not meeting state standards in reading/ math will be served.
Test Participation Test Participation Rate	See participation rate
Turnaround Plan	<p>One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 37% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. High schools that earn less than 33%, of their framework points, on the school performance framework report are assigned to a Turnaround plan category.</p> <p>In Colorado’s state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> • Employ a lead turnaround partner that uses research-based strategies and has a proven record of success 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; • Reorganize the oversight and management structure within the school to provide greater, more effective support; • Seek recognition as an innovation school or clustering 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

Term	Definition
	<p>similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;</p> <ul style="list-style-type: none"> • 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; and/or • Closing a school. • Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model,” “restart model,” “school closure,” “transformation model”).

Appendix B: Model District Accreditation Contract for District Accredited with Improvement, Performance or Distinction

1. Parties

This Contract is between the local school board for [District] (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 and may be automatically renewed each year if the District is assigned to the accreditation category of “Accredited with Distinction” or “Accredited” as described in 1 CCR 301-1.

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 four statewide performance indicators, and specified in 1 CCR 301-1.

This will be updated to reflect the three performance indicators in the new performance frameworks.

5. Adoption and Implementation of District Plan

The District shall create, adopt and implement a Performance Plan or Improvement Plan, whichever is 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. The system shall include accreditation categories that are comparable to the accreditation categories for school districts specified in section 22-11-207, C.R.S., meaning that the District’s accreditation system shall emphasize school attainment of the four statewide performance indicators, as described in 1 CCR 301-1, and may, in the District’s discretion, include additional accreditation indicators and measures adopted by the District. District accreditation systems also may include additional 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.

The District shall not permit a school to implement a Priority Improvement Plan and/or Turnaround Plan for longer than a total of five (5) consecutive school years before the District is required to restructure or close the school. Pursuant to section 22-11-210(1)(d)(II), C.R.S., for purposes of calculating whether a public school is required to implement a Priority Improvement or Turnaround Plan for longer than a combined total of five consecutive years, the Department will exclude the 2015-16 school year, during which the Department will not recommend school plans, from the calculation and will count the 2016-17 school year as if it were consecutive to the 2014-15 school year.

7. Accreditation of On-line Programs

The District will implement a system of accrediting its certified full-time multi-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S., and to which the Department has assigned a school code and/or its full-time single-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S., and to which the Department has assigned a school code. This system shall emphasize school attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as the extent to which the school has met the quality standards outlined in section 22-30.7-105, C.R.S., and made progress in implementing any corrective actions required pursuant to section 22-30.7-103(3)(m) C.R.S., and may, in the District's discretion, include additional accreditation indicators and measures adopted by the District.

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

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

- the provisions of article 44 of title 22 concerning budget and financial policies and procedures;
- the provisions of article 45 of title 22 concerning accounting and financial reporting; and
- the provisions of section 22-32-109.1, C.R.S., concerning school safety.

9. 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 shall meet 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 and the District has not remedied the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of student 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 change the District’s accreditation category prior to conclusion of the annual performance review. When the Department conducts its annual performance evaluation of the District’s performance, the Department will take into consideration the District’s compliance with the requirements specified in this accreditation contract before assigning the District to an accreditation category.

10. 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: District Accreditation Contract for District Accredited with Priority Improvement or Turnaround

1. Parties

This Contract is between the local school board for [District], (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 four statewide performance indicators, and specified in 1 CCR 301-1.

This will be updated to reflect the three performance indicators in the new performance frameworks.

5. Adoption and Implementation of District Plan

The District shall create, adopt and implement a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan, whichever is 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. Pursuant to 22-11-208(1.5), C.R.S., for the 2015-16 school year the District continued to implement the plan type that was assigned by the Department for the preceding school year. Once the Department resumes issuing accreditation ratings for school districts for the 2016-17 school year, the District will be provided with an opportunity to appeal placement in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround plan, as specified in 1 CCR 301-1.

6. Consequences of Continued Low-Performance

The District was accredited with _____ in the fall of 2014. Pursuant to 22-11-208(1.5), C.R.S., the Department did not issue accreditation ratings for school districts in fall 2015 for the 2015-16 school year. As such, the district retains the accreditation status issued in fall 2014 for the purposes of

this contract. The Department will resume assigning accreditation ratings for school districts in fall 2016 for the 2016-17 school year and each school year thereafter.

Pursuant to 22-11-207(4)(a), C.R.S., the State Board may not allow a District to remain in the category of either Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than a total of five (5) consecutive school years before removing the District's accreditation. However, in accordance with 22-11-207(4)(b), C.R.S., for the purposes of calculating whether a District is accredited with Priority Improvement Plan or below for longer than a total of five consecutive school years, the Department is excluding the 2015-16 school year, during which the Department did not assign accreditation ratings. Instead, the Department will count the 2016-17 school year as if it were consecutive to the 2014-15 school year. Accordingly, the District will remain in Year ___ of Priority Improvement or Turnaround status on July 1, 2016.

If the State Board removes the District's accreditation, the State Board will then notify the District of which actions the District is required to take in order to have its accreditation reinstated. After the District takes the required actions, the State Board will reinstate the District's accreditation at the accreditation category deemed appropriate by the State Board.

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

The District will implement a system of accrediting all of its schools. The system shall include accreditation categories that are comparable to the accreditation categories for school districts specified in section 22-11-207, C.R.S, meaning that the District's accreditation system shall emphasize school attainment of the four statewide performance indicators, as described in 1 CCR 301-1, and may, in the District's discretion, include additional accreditation indicators and measures adopted by the District. District accreditation systems also may include additional measures specifically for those schools that have been designated as Alternative Education Campuses, in accordance with the provisions of 1 CCR 301-57.

As specified in 22-11-210 (2.5), C.R.S., for the 2015-16 year the Department did not recommend to the State Board school plan types. For the 2015-16 school year, each public school continued to implement the school plan type that was assigned for the preceding school year. The Department will recommend to the State Board school plan types for the 2016-17 school year and each school year thereafter.

The District shall not permit a school to implement a Priority Improvement Plan and/or Turnaround Plan for longer than a total of five (5) consecutive school years before the District is required to restructure or close the school. However, pursuant to 22-11-210(1)(d)(II), C.R.S., for purposes of calculating whether a public school is required to implement a Priority Improvement or Turnaround Plan for longer than a combined total of five consecutive years, the Department is excluding the 2015-16 school year, during which the Department did not recommend school plans. As such, the Department will count the 2016-17 school year as if it were consecutive to the 2014-15 school year.

8. Accreditation of On-line Programs

The District will implement a system of accrediting its certified full-time multi-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S., and to which the Department has assigned a school code and/or its full-time single-district online programs that are authorized pursuant to article 30.7 of title 22, C.R.S., and to which the Department has assigned a school code. This system shall emphasize school attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as the extent to which the school has met the quality standards outlined in section 22-30.7-105, C.R.S., and made progress in implementing any corrective actions required pursuant to section 22-30.7-103(3)(m) C.R.S., and may, in the District's discretion, include additional accreditation indicators and measures adopted by the District.

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

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

- the provisions of article 44 of title 22 concerning budget and financial policies and procedures;
- the provisions of article 45 of title 22 concerning accounting and financial reporting; and
- the provisions of section 22-32-109.1, C.R.S., concerning school safety.

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 shall meet 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 and the District has not remedied the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of student 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 change the District's accreditation category prior to conclusion of the annual performance review. When the Department conducts its annual performance evaluation of the District's performance, the Department

will take into consideration the District’s compliance with the requirements specified in this accreditation contract before assigning the District to an 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.

12. 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 D: Sample District Performance Framework Report

The accreditation category the state has assigned to the district based on the data presented in the official report.

The data set on which this report is based (see scoring guide).

1234-District
Preliminary Accreditation Rating
Accredited

District of reference.

64.2 / 100

Total points earned and total points eligible on the district framework.

The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the district (i.e. ELPA Excellence Award).

This is the district's official accreditation rating, which is based on the data associated with the upper right-hand corner of this report. Please see the scoring guide at the end of the report for more information. Districts are designated an accreditation category based on the overall percent of points earned and meeting assurances. Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. A district must have a participation rate of 95% on more than one subject area.

The three key performance indicators for which districts are held accountable including corresponding points, percent of points earned and ratings.

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	64.6%	19.4 / 30	Meets
Academic Growth	61.0%	24.4 / 40	Approaching
Postsecondary & Workforce Readiness	68.1%	20.4 / 30	Meets

The Accreditation category presented above is based on the total percent of Framework Points earned out of 100 Points.

This bar chart displays the percentage of points earned. Also presented is the associated scoring rubric.

Assurances	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Test Administration	Meets 95%

The participation rate reflects the percent of students represented in the achievement results. This rate is not factored into accountability determinations but is helpful for interpretation.

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating	
						Meets	Approaching
English Language Arts	44,142	41,811	94.7%	1,871	98.9%	Meets	Meets
Math	44,139	41,790	94.7%	1,911	99.0%	Meets	Meets
Science	18,578	16,885	86.6%	1,876	96.3%	Meets	Approaching
COA CT	6,018	5,871	97.6%	29	98.0%	Meets 95%	Meets

The accountability participation rate is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excuses) are reduced one accreditation category.

Insufficient data: no reportable data or only PWR data.

Summary of Ratings by EMH Level

Ratings by EMH level are presented in this section.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	64.6%	25.8 / 40	Meets	66.5%	Accredited
	Academic Growth	67.5%	40.7 / 60	Meets		
Middle	Academic Achievement	64.6%	25.8 / 40	Meets	55.8%	Improvement Plan
	Academic Growth	50.0%	30 / 60	Approaching		
High	Academic Achievement	64.6%	19.4 / 30	Meets	64.2%	Accredited
	Academic Growth	65.2%	26.1 / 40	Meets		
	Postsecondary & Workforce R.	68.1%	20.4 / 30	Meets		

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall school ratings due to different inclusion rules.

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of the report.

(*) A rating with Low Participation indicates that the Participation Rate or Accountability Participation Rate for the district falls below 95% in more than one content area.

(**) Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.

(***) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

A dash ("-") indicates no data is available for the presented metric.

1234-District
 Level: Elementary (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Rating
English Language Arts	All Students	22,418	97.8%	740.0	64	Meets
	Previously Identified for READ Plan	2,089	96.1%	704.9	1	Does Not Meet
	English Learners	2,562	98.7%	751.4	81	Approaching
	Free/Reduced-Price Lunch Eligible	7,251	98.5%	751.1	81	Approaching
	Minority Students	2,157	98.5%	751.1	81	Approaching
Math	All Students	22,418	97.8%	740.0	64	Meets
	English Learners	2,562	98.7%	751.4	81	Approaching
	Free/Reduced-Price Lunch Eligible	7,699	99.9%	729.9	24	Approaching
	Minority Students	7,620	98.5%	729.6	38	Approaching
	Students with Disabilities	3,951	94.8%	707.9	3	Does Not Meet
Science	All Students	5,898	97.3%	618.8	62	Meets
	English Learners	629	99.1%	559.9	26	Approaching
	Free/Reduced-Price Lunch Eligible	1,891	97.9%	554.1	24	Approaching
	Minority Students	1,956	98.2%	575.7	35	Approaching
	Students with Disabilities	670	96.7%	513.9	8	Does Not Meet
TOTAL					23.25 / 36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	15,356	54.0	6 / 8	Meets
	English Learners	1,713	54.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	5,265	48.0	.5 / 1	Approaching
	Minority Students	5,204	51.0	.75 / 1	Meets
	Students with Disabilities	1,513	42.0	.5 / 1	Approaching
Math	All Students	15,362	54.0	6 / 8	Meets
	English Learners	1,765	51.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	5,244	47.0	.5 / 1	Approaching
	Minority Students	5,243	50.0	.75 / 1	Meets
	Students with Disabilities	1,530	44.0	.5 / 1	Approaching
ELP (2015)	English Language Proficiency (ELP)	2,767	47.0	2 / 4	Approaching
TOTAL				19 / 28	Meets

ELP growth reflects 2015 ACCESS growth only.

Total performance across all grade levels including points earned and points eligible along with final indicator rating.

The Participation Rate includes percent scores in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2015 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2015 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2005-16, unless otherwise noted. For additional information, refer to the scoring guide on the last page of this report.

(* Not Applicable; (-) No Reportable Data

1234-District Level: Middle (1 Year) - VERSION A

ACADEMIC ACHIEVEMENT

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Grade Level	Rating
English	All Students	13,056	94.4%	740.6	65	5/1	Approaching
Language Arts	English Learners	1,895	97.2%	731.6	80	5/1	Approaching
	Free/Reduced-Price Lunch Eligible	3,619	94.2%	728.6	23	5/1	Does Not Meet
	Minority Students	4,125	95.8%	727.9	41	5/1	Approaching
	Students with Disabilities	1,239	93.7%	703.8	1	25/1	Does Not Meet
Math	All Students	13,056	94.4%	740.6	65	6/8	Meets
	English Learners	1,895	97.2%	731.6	80	5/1	Approaching
	Free/Reduced-Price Lunch Eligible	3,619	94.2%	728.6	23	5/1	Approaching
	Minority Students	4,125	95.8%	727.9	41	5/1	Approaching
Science	All Students	5,555	91.9%	610.4	62	6/8	Meets
	English Learners	630	96.6%	557.7	29	5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,725	91.6%	547.2	23	5/1	Approaching
	Minority Students	1,624	93.0%	567.6	36	5/1	Approaching
	Students with Disabilities	525	91.3%	487.7	5	25/1	Does Not Meet
TOTAL		*	*	*	*	23.25 / 36	Meets

ACADEMIC GROWTH A dash (-) indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English	All Students	12,037	44.0	4/8	Approaching
Language Arts	English Learners	1,307	42.0	5/1	Approaching
	Free/Reduced-Price Lunch Eligible	3,526	39.0	5/1	Approaching
	Minority Students	3,806	42.0	5/1	Approaching
	Students with Disabilities	1,006	35.0	5/1	Approaching
Math	All Students	11,554	49.0	4/8	Approaching
	English Learners	1,272	46.0	5/1	Approaching
	Minority Students	3,724	46.0	5/1	Approaching
	Students with Disabilities	1,009	41.0	5/1	Approaching
ELP (2015)	English Language Proficiency (ELP)	622	49.0	2/4	Approaching
TOTAL		*	*	14 / 20	Approaching

ELP growth reflects 2015 ACCESS growth only.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes percent excused in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2005-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable, (-) No Reportable Data

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Level: High (1 Year) - VERSION A

1234-District

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Indicator	
English	All Students	5,308	84.1%	742.2	58	Approaching	
Language Arts	English Learners	668	91.0%	731.8	82	Meets	
	Free/Reduced-Price Lunch Eligible	1,651	88.6%	727.2	21	Approaching	
	Minority Students	1,409	85.1%	735.1	57	Approaching	
	Students with Disabilities	979	85.1%	735.1	21	Does Not Meet	
Math	All Students	5,308	84.1%	704.3	1	Meets	
	English Learners	668	91.0%	704.3	1	Approaching	
	Free/Reduced-Price Lunch Eligible	1,651	88.6%	704.3	1	Approaching	
	Minority Students	1,409	85.1%	726.9	41	Approaching	
Science	All Students	4,178	70.5%	620.7	61	Meets	
	English Learners	480	80.1%	576.8	21	Approaching	
	Free/Reduced-Price Lunch Eligible	1,343	72.5%	569.7	17	Approaching	
	Minority Students	1,398	74.3%	585.7	27	Approaching	
	Students with Disabilities	340	70.9%	530.7	2	Does Not Meet	
TOTAL						18.25 / 28	Meets

ACADEMIC GROWTH A dash (-) indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating	
English	All Students	4,698	48.0	4 / 8	Approaching	
Language Arts	English Learners	617	56.0	75 / 1	Meets	
	Free/Reduced-Price Lunch Eligible	1,473	49.0	.5 / 1	Approaching	
	Minority Students	1,627	51.0	75 / 1	Meets	
	Students with Disabilities	980	50.0	75 / 1	Meets	
Math	All Students	3,975	53.0	6 / 8	Meets	
	English Learners	564	52.0	75 / 1	Meets	
	Free/Reduced-Price Lunch Eligible	1,343	48.0	.5 / 1	Approaching	
	Minority Students	1,462	50.0	75 / 1	Meets	
	Students with Disabilities	578	41.0	.5 / 1	Approaching	
ELP (2015)	English Language Proficiency (ELP)	822	53.0	3 / 4	Meets	
TOTAL					18.25 / 28	Meets

Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLs instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.
Academic Growth: reflects the median student growth percentile for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

This indicator is applicable to the district and high school frameworks only.

The data set on which this report is based (see scoring guide).



Preliminary 2016 District Performance Framework

1234-District

Level: High (1 YEAR) - VERSION A

POSTSECONDARY AND WORKFORCE READINESS						
PWR Indicator	Student Group	Count	Best Rate	Rate /Score	Pts Earned/Eligible	Rating
Dropout	All Students	42,528	*	1.7%	3 / 4	Meets
COACT	All Students	5,859	*	21.6	3 / 4	Meets
Matriculation	All Students	5,861	*	65.2%	15 / 23	Meets
	2-Year Higher Education Institution	*	*	12.6%	*	-
	4-Year Higher Education Institution	*	*	-	-	-
Career & Technical Education	All Students	6,744	7yr	87.0%	3 / 4	Meets
	English Learners	390	5yr	71.0%	25 / 35	Does Not Meet
	Free/Reduced-Price Lunch Eligible	2,056	6yr	75.5%	15 / 20	Approaching
Minority Students	Minority Students	2,061	5yr	81.2%	5 / 6	Approaching
	Students with Disabilities	591	7yr	77.8%	5 / 6	Approaching
TOTAL		*	*	*	12.25 / 18	Meets

All PWR sub indicators are defined at the bottom of the page.

Points are not assigned for the three individual pathways. The presented rates are for information only.

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

Student Group	4-Year (AYG 2016)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)	Best Rate
All Students	82.9%	86.4%	86.3%	87.0%	7yr
English Learners	82.6%	71.0%	69.1%	82.6%	5yr
Free/Reduced-Price Lunch Eligible	69.7%	74.1%	75.5%	74.7%	6yr
Minority Students	78.0%	81.2%	80.7%	79.9%	5yr
Students with Disabilities	84.6%	72.7%	71.8%	77.8%	7yr

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on 2015 end of year state submission reporting.

COACT: reflects the mean composite ACT score for the identified district. COACT was administered to all 11th grade students in Colorado. Per recent state decision, this assessment will be replaced by the Scholastic Achievement Test (SAT) for the 2016-17 school year.

Matriculation Rates: reflects all 2015 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2015 graduates.

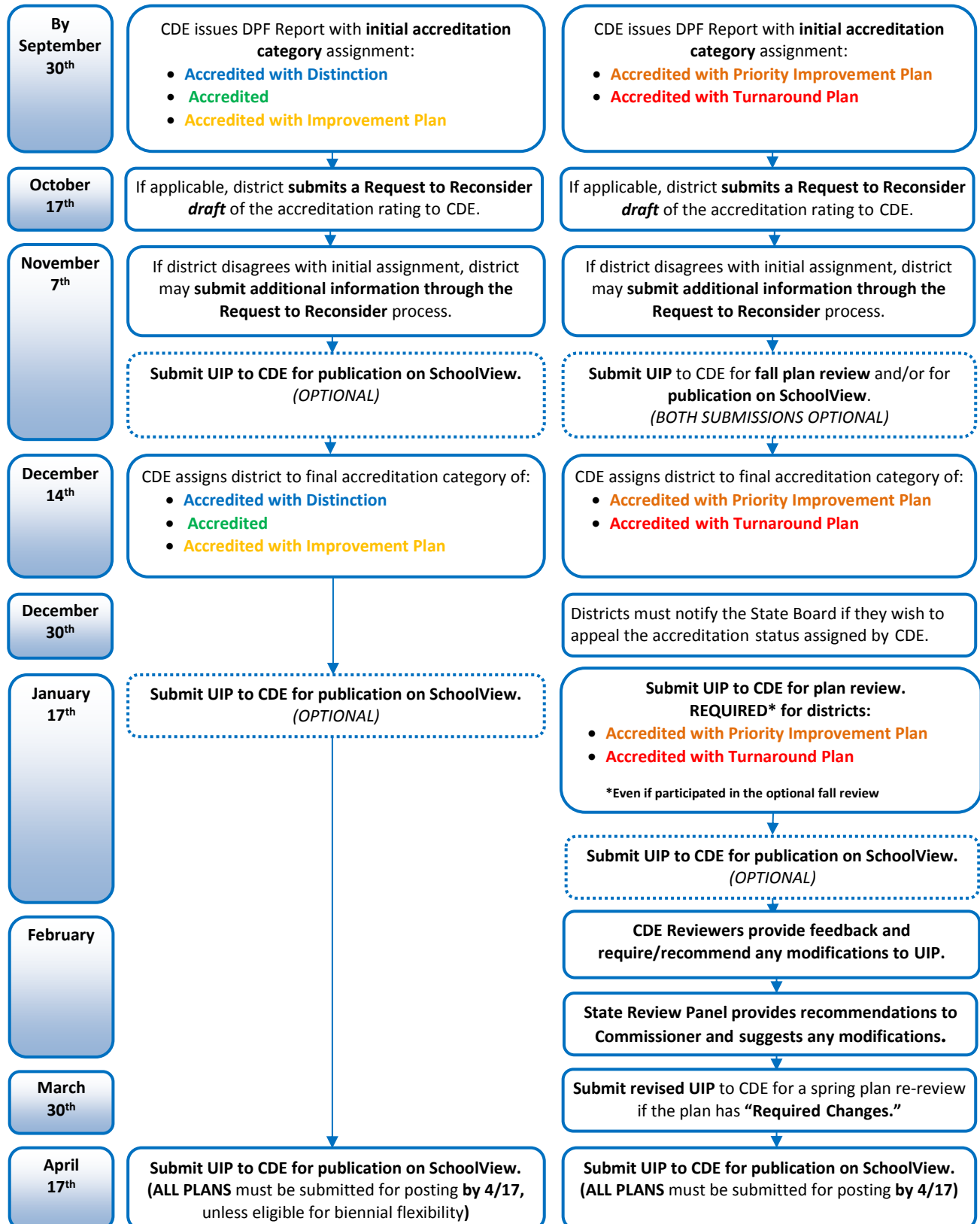
Anticipated Year of Graduation (AYG): when a student initially enters the ninth grade in the Colorado End of Year data collection system, an anticipated year of graduation is assigned for four years later.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Trend data available in the district dashboard;
<http://www.schoolview.org/dish/dashboard.asp>

Appendix E: Timelines for District Accreditation and Plan Submission



Appendix F: Sample School Performance Framework Reports

The plan type the state has assigned to the school based on the data presented in the official report.

The data set on which this report is based (see scoring guide).

Preliminary 2016 School Performance Framework

1234-SCHOOL | 1234: DISTRICT Level: EMH (1 YEAR) - VERSION A

Preliminary Plan Type

School of reference. **Performance Plan** **53.3 / 100** Total points earned and total points eligible on the school framework.

The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the school (i.e. John Irwin School of Excellence, Governor's Distinguished Improvement Award, Centers of Excellence Award, or High School Academic Growth Award).

This is the plan type the school is required to adopt and implement. The plan type indicated on the upper right-hand corner of this report is the plan type indicated on the upper right-hand corner of this report. Information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned on the data included with each version.

The three key performance indicators for which schools are held accountable including corresponding points, percent of points earned and ratings.

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	30.1%	9 / 30	Does Not Meet
Academic Growth	65.4%	26.2 / 40	Meets
Postsecondary & Workforce Readiness	60.3%	18.1 / 30	Approaching

Performance: **53.3%**

Improvement: [Bar Chart]

Priority Imp. [Bar Chart]

Turnaround [Bar Chart]

The plan type based on the School Performance Framework Points Eligible. Performance: [Bar Chart]

Improvement: at or above 42.0% below 53.0%

The participation rate reflects the percent of students represented in the achievement results. This rate is not factored into accountability determinations but is helpful for interpretation.

Subject	Records	Scores	Rate	Excuses	Rate**	Rating
English Language Arts	309	305	98.7%	0	98.7%	Meets
Math	311	306	98.4%	0	98.4%	Meets
Science	124	124	100.0%	0	100.0%	Meets
COACT	37	37	100.0%	0	100.0%	Meets

This rate is used for accountability determinations. Schools that do not meet the 95% test participation rate for more than one subject area (while removing parent excuses) are reduced one accreditation category.

Summary of Plan Types by EMH Level

This table shows the plan types by performance indicator and grade level, the number of points earned relative to the total number of points eligible, the percent of points earned, and the rating.

Grade Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Overall Rating	Plan Type
Middle	Academic Growth	33.3%	13.3 / 40	Does Not Meet	40.5%	Improvement Plan
	Academic Achievement	58.7%	35.2 / 60	Approaching		
High	Academic Achievement	25.0%	10 / 40	Does Not Meet	49.2%	Improvement Plan
	Academic Growth	65.4%	39.2 / 60	Meets		
High	Academic Achievement	31.8%	9.5 / 30	Does Not Meet	56.4%	Performance Plan
	Academic Growth	72.1%	28.8 / 40	Meets		
	Postsecondary & Workforce Readiness	60.3%	18.1 / 30	Approaching		

School level ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH levels are presented here as applicable. These ratings are informational only. The official school rating is displayed at the top of the report.

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(**) A rating with Low Participation indicates that the Participation Rate or Accountability Participation Rate for the school falls below 95% in more than one content area.

(***) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(****) The Accountability Participation Rate differs from the Participation Rate in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

1234-SCHOOL | 1234: DISTRICT
 Level: Elementary (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Grade	Points	Rating
English Language Arts	All Students	94	99.0%	711.5	9			
	Previously Identified for READ Plan	52	100.0%	700.4	1			
Math	English Learners	74	98.7%	711.2	8	.25 / 1		Does Not Meet
	Free/Reduced-Price Lunch Eligible	80	100.0%	711.2	8	.25 / 1		Does Not Meet
	Minority Students	80	100.0%	711.2	8	.25 / 1		Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0		-
Science	All Students	94	100.0%	524.7	12	2 / 8		Approaching
	English Learners	74	100.0%	524.7	12	.5 / 1		Approaching
	Free/Reduced-Price Lunch Eligible	88	100.0%	524.8	18	.5 / 1		Approaching
	Minority Students	89	100.0%	524.0	17	.5 / 1		Approaching
TOTAL	Students with Disabilities	n < 16	-	-	-	0 / 0		-
	All Students	90	100.0%	524.7	12	2 / 8		Does Not Meet
	English Learners	27	100.0%	514.0	9	.25 / 1		Does Not Meet
	Free/Reduced-Price Lunch Eligible	28	100.0%	524.4	11	.25 / 1		Does Not Meet
TOTAL	Minority Students	29	100.0%	526.5	12	.25 / 1		Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0		-
	All Students	94	100.0%	524.7	12	11 / 38		Does Not Meet
	English Learners	74	98.7%	711.2	8	.25 / 1		Does Not Meet

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

A dash ("-") indicates no data is available for the presented metric.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	49	48.0	4 / 8	Approaching
	English Learners	41	56.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	46	46.0	.5 / 1	Approaching
	Minority Students	47	56.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	50	52.5	6 / 8	Meets
	English Learners	42	58.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	47	55.0	.75 / 1	Meets
	Minority Students	48	55.0	.75 / 1	Meets
TOTAL	Students with Disabilities	n < 20	-	0 / 0	-
	English Language Proficiency (ELP)	78	35.0	1 / 4	Does Not Meet
TOTAL		*	*	15.25 / 26	Approaching

ELP growth reflects 2015 ACCESS growth only.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLs instead of the PARCC/ELA assessment in the numerator and denominator.

Academic Achievement reflects the mean scale score for the identified subject and student group based on 2016 assessment results. Academic Growth reflects the median student growth percentile for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*): Not Applicable, (-): No Reportable Data

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

1234-SCHOOL | 1234: DISTRICT

Level: Middle (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT						
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	
English	All Students	129	98.6%	720.3	9	
Language Arts	English Learners	100	99.0%	711.4	6	
	Free/Reduced-Price Lunch Eligible	122	98.4%	720.6	9	.25 / 1 Does Not Meet
	Minority Students	117	99.2%	719.8	8	.25 / 1 Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0 -
Math	All Students	119	98.4%	711.5	6	.25 / 1 Does Not Meet
	English Learners	100	99.0%	711.4	6	.25 / 1 Does Not Meet
	Free/Reduced-Price Lunch Eligible	122	98.4%	720.6	9	.25 / 1 Does Not Meet
	Minority Students	117	98.4%	711.5	6	.25 / 1 Does Not Meet
Students with Disabilities	n < 16	-	-	-	0 / 0 -	
Science	All Students	56	100.0%	492.9	4	2 / 8 Does Not Meet
	English Learners	47	100.0%	487.3	3	.25 / 1 Does Not Meet
	Free/Reduced-Price Lunch Eligible	55	100.0%	491.1	4	.25 / 1 Does Not Meet
	Minority Students	53	100.0%	489.7	3	.25 / 1 Does Not Meet
Students with Disabilities	n < 16	-	-	-	0 / 0 -	
TOTAL		*	*	*	*	8.25 / 33 Does Not Meet

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English	All Students	119	53.0	6 / 8	Meets
Language Arts	English Learners	92	54.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	115	53.0	.75 / 1	Meets
	Minority Students	108	52.5	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	107	49.0	4 / 8	Approaching
	English Learners	83	47.0	.5 / 1	Approaching
	Minority Students	97	50.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP (2015)	English Language Proficiency (ELP)	72	51.5	3 / 4	Meets
TOTAL		*	*	17 / 26	Meets

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points,

Total performance by middle school level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.
Academic Growth: reflects the median student growth percentile for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(* Not Applicable; (-) No Reportable Data

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

A dash (-) indicates no data is available for the presented metric.

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Grade Level	Indicator
English Language Arts	All Students	70	98.6%	713.5	7	25/1	Does Not Meet
	English Learners	41	97.7%	713.7	8	25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	64	98.5%	713.2	7	25/1	Does Not Meet
	Minority Students	60	99.4%	713.7	6	25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
Math	All Students	70	98.6%	570.1	18	5/1	Does Not Meet
	English Learners	41	97.7%	550.8	8	25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	64	98.5%	567.1	17	5/1	Does Not Meet
	Minority Students	60	96.6%	571.4	10	25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
Science	All Students	37	100.0%	570.1	18	4/8	Approaching
	English Learners	29	100.0%	550.8	8	25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	33	100.0%	567.1	17	5/1	Approaching
	Minority Students	34	100.0%	563.9	14	25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	10.5/33	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	57	60.0	6/8	Meets
	English Learners	34	61.0	75/1	Meets
	Free/Reduced-Price Lunch Eligible	53	60.0	75/1	Meets
	Minority Students	50	59.0	75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
Math	All Students	50	50.0	6/8	Meets
	English Learners	28	46.5	5/1	Approaching
	Free/Reduced-Price Lunch Eligible	46	49.5	5/1	Approaching
	Minority Students	44	49.5	5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP (2015)	English Language Proficiency (ELP)	62	52.5	3/4	Meets
TOTAL		*	*	18.75/26	Meets

ELP growth reflects 2015 ACCESS growth only.

Total performance by high school level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLs instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth reflects the median student growth percentile for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

This indicator is applicable to the high school and district frameworks only.

The data set on which this report is based (see scoring guide).



Preliminary 2016 School Performance Framework

1234-SCHOOL | 1234: DISTRICT

Level: High (1 YEAR) - VERSION A

POSTSECONDARY AND WORKFORCE READINESS

PWR Indicator	Student Group	Count	Best Rate	Rate /Score	Pts Earned /Eligible	Rating
Dropout	All Students	253	*	1.6%	3 / 4	Meets
COACT	All Students	87	*	18.0	2 / 4	Approaching
Matriculation	All Students	17	*	64.7%	1.5 / 2	Meets
	2-Year Higher Education Institution	*	*	17.6%	*	-
	4-Year Higher Education Institution	*	*	-	-	-
	Matriculation	*	*	-	-	-
Graduation	All Students	17	7yr	82.4%	2 / 4	Approaching
	English Learners	20	6yr	85.0%	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	30	6yr	80.0%	.5 / 1	Approaching
	Minority Students	17	7yr	82.4%	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	0 / 0	-
TOTAL		*	*	*	10.25 / 17	Approaching

All PWR sub indicators are defined at the bottom of the page.

Points are not assigned for these three individual pathways. The presented rates are for information only.

REFERENCE TABLE: DISAGGREGATED GRADUATION

For historical graduation data: <http://www2.cde.state.co.us/>

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

Student Group	Best Rate	4-Year (AYG 2015)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)
All Students	7yr	64.0%	58.3%	77.1%	82.4%
English Learners	6yr	-	56.3%	85.0%	-
Free/Reduced-Price Lunch Eligible	6yr	63.6%	56.3%	80.0%	-
Minority Students	7yr	66.7%	66.7%	77.4%	82.4%
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 9-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on 2015 data.

Trend data available in the school dashboard;
<http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

COACT: reflects the mean composite ACT score for the cohort of students who took the assessment. In 2016, this assessment will be replaced by the Scholastic Achievement Test (SAT) for the 2016-17 school year.

Matriculation Rates: reflects all 2015 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accr/university/matriculation_guidance_and_form_7_25_16

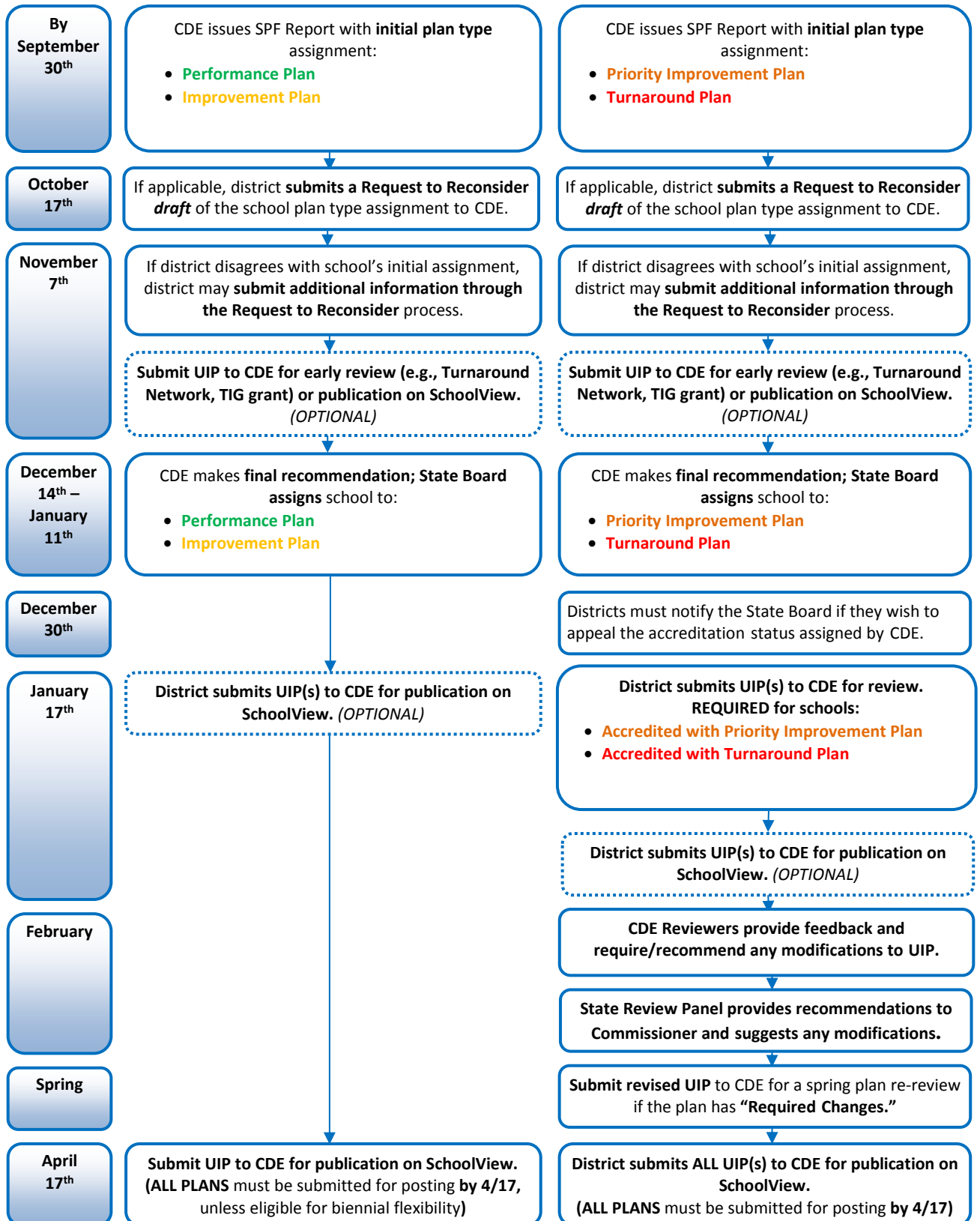
Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2015 graduates.

Anticipated Year of Graduation (AYG): when a student initially enters the ninth grade in the Colorado End of Year data collection system, an anticipated year of graduation is assigned for four years later.

For additional information, reference the scoring guide on the last page of this report.

[*] Not Applicable; [-] No Reportable Data

Appendix G: Timelines for School Plan Type Assignments and Plan Submission



Appendix H: 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.

Charter schools may choose to have members of their governing body serve on the School Accountability Committee in order 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 Institute 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 the Institute 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.

Appendix I: Overview of Different Requirements for Priority Improvement and Turnaround Plans Compared to Improvement or Performance Plans

In addition to being accountable for the same requirements as all districts and schools, Priority Improvement and Turnaround districts and schools are accountable to requirements associated with the accountability clock. They also have access to additional supports as a way to promote even more powerful school and district improvements. The table below highlights the additional requirements, sanctions, and supports that are different for Priority Improvement and Turnaround districts and schools than from other schools and districts. For more information, see the Priority Improvement and Turnaround Supplement.

State Required Elements	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
District Accreditation Contracts	<p>Contracts renewed each year, so long as the district remains “Accredited with Distinction” or “Accredited.”</p> <p>A district that is “Accredited with Improvement Plan” will have its contract reviewed and agreed upon annually.</p>	Contracts reviewed and agreed upon annually.
Development of Unified Improvement Plan (UIP) – Improvement Strategies	Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type.	Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type. For schools and districts with a Turnaround plan type, improvement strategies must, at a minimum, include one or more of the strategies outlined in 1 CCR 301-1 as a turnaround strategy (e.g., lead turnaround partner, conversion to a charter).
Adoption of UIP – Responsible Party	School principal and district superintendent, or his or her designee, must adopt the Performance or Improvement plan. The local school board is encouraged to review and approve the plan “and to consider in its local policies whether it would like to require the school principal and district superintendent or designee to submit the plan to the local school board for approval.”	Local school board must adopt the Priority Improvement or Turnaround plan.

State Required Elements	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
Adoption of UIP – Deadline	<p>The plan must be adopted by April 17th. Exception: Districts and Schools with a Performance plan type may submit UIPs biennially (every other year). For more information on this flexibility, go to the fact sheet at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources</p>	<p>The plan must be adopted by January 17th.</p>
Submission of UIP to CDE	<p>The plan must be submitted to CDE on or before April 17th for posting on SchoolView.</p> <p>Exception: Districts and Schools with a Performance plan type may submit UIPs biennially (every other year). For more information on this flexibility, go to the fact sheet at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources</p>	<p>The plan must be submitted to CDE for review by January 17th.</p> <p>Following CDE feedback, districts must revise and re-submit plans by March 30th.</p> <p>CDE may choose to may require changes before approving the plan. Timeline for the changes may vary. Schools further along on the Accountability Clock will most likely need to make adjustments by the summer; whereas schools earlier on the clock may get until the next review cycle to make adjustments.</p> <p>The final plan (districts and schools) must be submitted to CDE on or before April 17th for posting on SchoolView.</p>
Review of UIP by CDE	<p>CDE does not review Performance and Improvement plans. Exceptions: CDE may review district and school UIPs for program specific requirements (e.g., Gifted Education). Details are spelled out in the pre-populated report of the UIP.</p>	<p>CDE reviews Priority Improvement and Turnaround Plans annually. CDE also reviews for other program purposes (e.g., Title I, Title IIA, Title III, Gifted Education, READ Act). Details are spelled out in the pre-populated report of the UIP.</p>
Review of UIP by State Review Panel	<p>The State Review Panel does not review Performance or Improvement Plans.</p>	<p>The State Review Panel may review Priority Improvement Plans and must review Turnaround Plans for schools and districts. The State Review Panel review all schools and districts plans that at the end of the Accountability Clock. Site visits are included, as well. For more information about the panel, go to: http://www.cde.state.co.us/uip/statereviewpanel.</p>
Accountability Clock -- State Board Action	<p>Districts and schools on Performance or Improvement Plans are not subject to action directed by the State Board in relation to plan types.</p>	<p>Districts and schools are not permitted to implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before facing action directed by the State Board, as specified in 1 CCR 301-1 (e.g., innovation, district re-organization).</p> <p>Note: HB15-1323 paused the accountability clock during the 2015-16 school year, during which accreditation ratings and school plan types were not assigned.</p>

State Required Elements	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
Parent Notification, Public Hearing and Family Involvement	These requirements do not apply.	<p>For schools on Priority Improvement or Turnaround Plans, the district must notify parents of the students enrolled in the school of the type of plan that is required within 30 days, including the timeline for plan development and adoption. There are additional parent notification requirements for Title I schools with those plan types. For additional information, refer to the Priority Improvement Turnaround Supplement or to the fact sheet at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources. These resources include a sample letter.</p> <p>The local board must hold a public hearing at least 30 days after families have been notified to solicit input from parents on the contents of the plan.</p> <p>Family involvement strategies must be specified in the action plan of the UIP. For promising practices, go to: http://www.cde.state.co.us/uip/promising</p>