

# **District Accountability Handbook**

**Version 7.0**

**October 2017**



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

## Contents

Overview of Accountability System .....	4
Stakeholder Roles .....	4
District Accreditation Contracts.....	7
Contract Contents.....	7
Compliance with Contract Terms.....	8
Accreditation Contract Template.....	8
District Accreditation Reviews .....	9
District Performance Framework.....	9
Annual Accreditation Process .....	10
ESSA District Accountability Measures .....	13
Title IA Accountability .....	13
Title IIA Accountability .....	13
Title IIIA Accountability .....	14
District Accountability Committees .....	15
Composition of Committees .....	15
District Accountability Committee Responsibilities.....	16
Developing and Submitting District Improvement Plans.....	18
Requirements for District Plans .....	18
Timelines for Submitting a District Plan.....	19
Review of District Unified Improvement Plans.....	20
Accrediting Schools and Assigning School Plan Types .....	21
Accreditation of Public Schools.....	21
School Performance Framework .....	22
ESSA School Accountability Measures .....	24
School Accountability Committees .....	27
Composition of Committees .....	27

Committee Responsibilities .....	28
School Accountability Committees for Charter Schools .....	28
Review of School Plans .....	29
Priority Improvement and Turnaround Plans .....	29
Performance and Improvement Plans .....	29
Performance Reporting.....	30
SchoolView.....	30
District & School Dashboards (DISH) .....	30
The DISH can be accessed at these links:.....	30
Performance Reports .....	30
District Performance Reports .....	31
School Performance Reports .....	31
Appendix A: Colorado Educational Accountability System Terminology .....	33
Appendix B: Model District Accreditation Contract for District Accredited with Improvement, Performance or Distinction.....	42
Appendix C: District Accreditation Contract for District Accredited with Priority Improvement or Turnaround .....	45
Appendix D: Sample District Performance Framework Report .....	48
Appendix E: Timelines for District Accreditation and Plan Submission .....	54
Appendix F: Sample School Performance Framework Reports .....	55
Appendix G: Timelines for School Plan Type Assignments and Plan Submission .....	58
Appendix H: Understanding the Role of School Accountability Committees in Charter Schools.....	59
Appendix I: Overview of Different Requirements for Priority Improvement and Turnaround Plans Compared to Improvement or Performance Plans .....	60

## 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, on December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA), which adds new federal accountability requirements for Colorado schools and districts starting in the 2017-18 school year. This federal legislation includes Title IA (improving the Academic Achievement of the Disadvantaged), Title IIA (Preparing, Training and Recruiting High Quality Teachers, Principals, and Other School Leaders), Title IIIA (Language Instruction for English Learners and Immigrant Students), Title IV (21<sup>st</sup> Century Schools), and Title VI (Indian, Native Hawaiian and Alaska Native Education) programs and the School Improvement Process that identifies schools for comprehensive (CS) or targeted (TS) support and improvement under federal accountability. This handbook provides information related to the state's transition from implementing federal accountability under the No Child Left Behind (NCLB) Act to the Elementary and Secondary Education Act (ESEA) flexibility waiver to the Every Student Succeeds Act (ESSA), including changes to the identification of schools for improvement.

As a reminder, due to the prior transition in assessments from TCAP to CMAS PARCC, some aspects of district accountability were placed on hold for 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. Accordingly, the Accountability Clock was paused for the 2015-16 school year for schools and districts with a 2014 Priority Improvement or Turnaround plan type. The Accountability Clock resumed when ratings were released in fall 2016, and the clock continues to progress during the 2017-18 school year for those schools and districts receiving consecutive ratings of Priority Improvement or Turnaround. For more information about the state assessment for 2017-18 visit <http://www.cde.state.co.us/communications/20170814whattoexpect>. 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](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 district's and schools' performance results so that information can be used to inform improvement planning. The Department is also responsible for implementing federal education legislation, including identifying schools for improvement, notifying the districts of identified schools and approving and monitoring improvement plans for Comprehensive Support and Improvement schools. The Department also reviews and approves all improvement plans for schools and districts on the accountability clock (i.e., Priority Improvement, Turnaround).

- 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 also directs actions when districts and schools are identified with Turnaround or Priority Improvement plans for more than five consecutive years. The State Board also reviews and directs the Department about the contents of the ESSA state plan.
- **Local school boards** are responsible for accrediting their schools and overseeing that the academic programs offered by their schools meet or exceed state and local performance expectations for attainment on the state's key Performance Indicators (achievement, growth, 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 plan type 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 attainment on the state's key Performance Indicators. They play a key role in the creation, adoption, and implementation of their district Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the Department, as well as in reviewing their schools' Performance, Improvement, Priority Improvement or Turnaround plans. Further, districts have the responsibility to review, approve and monitor improvement plans for schools identified for Targeted Support and Improvement under ESSA. They also have a key role in recommending to the local school board the accreditation category of each district school.
- **District Accountability Committees (DACs)** are responsible for (1) making recommendations to their local school boards concerning budget priorities, (2) making recommendations concerning the preparation of the district Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations, and (4) cooperatively determining other areas and issues to address and make recommendations upon. DACs also are expected to publicize opportunities to serve on District and School Accountability Committees and solicit families to do so, assist

the district in implementing its family engagement policy, and assist school personnel in increasing family engagement with educators. Small rural school districts may waive some family engagement requirements. A more comprehensive description of the composition of DAC and its responsibilities is available later in this handbook.

- **School leaders** are responsible for overseeing that the academic programs offered by their school meet or exceed state and local performance expectations for of attainment on the state’s four key Performance Indicators. They also play a key role in the creation, adoption, and implementation of a school Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board.
- **School Accountability Committees (SACs)** are responsible for (1) making recommendations to their principal concerning priorities for spending school funds, (2) making recommendations concerning the preparation of the school Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to the DAC and district administration concerning principal development plans and principal evaluations, and (4) meeting at least quarterly to discuss implementation of the school’s plan and other progress pertinent to the school’s accreditation contract with the local school board. SACs also should publicize opportunities to serve on the SAC and solicit families to do so, assist in implementing the district family engagement policy at the school, and assist school personnel to increase family engagement with teachers. Small rural school districts may waive some family engagement requirements.

## District Accreditation Contracts

### Contract Contents

The Department is responsible for annually accrediting all school districts in the state. Accreditation contracts have a term of one year and are automatically renewed each July, so long as the district remains 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 chair.

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

- The district’s level of attainment on key Performance Indicators— 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 schools, which must emphasize school attainment on the key Performance Indicators and may, at the local school board’s discretion, include additional accreditation indicators and measures adopted by the district; 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

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

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

## Accreditation Contract Template

*For the Model District Accreditation Contracts, see Appendix B.*



## District Accreditation Reviews

### District Performance Framework

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

Fall 2017 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 2017 to propose recommendations to the Commissioner for enhancements to the District Performance Framework for release in fall 2017. Feedback from these groups, along with other stakeholders, has led to the adoption of the reflected changes. A report detailing the process and summary of the 2016 Accountability Work Group recommendations can be found at <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 recommendations from the state board of education, visit <http://www.cde.state.co.us/accountability/performanceframeworksresources>.

The Department will consider results on the District Performance Framework by 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 district students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS PARCC in English language arts, mathematics, Colorado Spanish language arts, CMAS science, PSAT10 and the alternate DLM/CoAlt assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the district compared to that of other students statewide with a similar content proficiency (CMAS PARCC) score history or similar English language proficiency (ACCESS) score history. English language proficiency growth calculations from 2016 to 2017 will not be included in the frameworks. Also, 9<sup>th</sup> grade CMAS PARCC to PSAT10 growth was not calculated or included. However, growth percentiles from PSAT10 to SAT will be included. 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 were not included in the 2017 frameworks. It is expected that adequate growth will once again be included within the 2018 performance frameworks based on statutory requirement.

- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions.

Based on State identified measures and metrics, districts receive a rating on each Performance Indicator that evaluates if they exceeded, met, approached or did not meet the state's expectations. These Performance Indicators are then combined for an overall evaluation of a district's performance. Additionally, districts are accountable for meeting minimum participation rates in the state assessments. If a district does not make the 95% participation rate requirement in two or more content areas (English language arts, Math, and Science), then the district's plan type will be lowered by one level. 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 or around August 15<sup>th</sup> of each school year, based on objective analysis, the Department will determine whether each district exceeds, meets, approaches, or does not meet state expectations for attainment on the key Performance Indicators. At that time, the Department also will consider each district's compliance with the requirements specified in that district's accreditation contract. Taking into account information concerning attainment on the Performance Indicators and compliance with the accreditation contract, the Department will initially assign each district to one of the following accreditation categories:

- **Accredited with Distinction** - the district meets or exceeds state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited** - the district meets state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited with Improvement Plan** - the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement plan;
- **Accredited with Priority Improvement Plan** - the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement plan;

- **Accredited with Turnaround Plan-** the district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the commissioner’s approval, and implement a Turnaround plan.

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.” Similarly, districts that have participation rates above 95 percent in two or more content areas will receive a descriptor of “Meets Participation” along with their accreditation rating.

By mid- to late- August 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 submit a draft request to reconsider submission by September 15, 2017 for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 16, 2017.

**Step Three:** No later than October 16, 2017, if a district disagrees with the Department’s initial assignment of a district accreditation category, 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. Districts should not submit a request unless they believe that they can make a compelling case to change an 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 November 15, 2017, 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.

If a district remains Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than a total of five consecutive school years, the State Board must direct an action to the local board of education. The calculation of the total of five consecutive school years begins on the July 1<sup>st</sup> 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. Districts Accredited with Priority Improvement Plans or Turnaround Plans can find additional details concerning the accountability process in the Priority Improvement and Turnaround Supplement available at [http://www.cde.state.co.us/accountability/accountability\\_clock](http://www.cde.state.co.us/accountability/accountability_clock).

## ESSA District Accountability Measures

### Title IA Accountability

The primary federal education legislation governing school and district accountability is the Elementary and Secondary Education Act (ESEA), which has undergone several reauthorizations, the latest of which is the ESSA. Under the No Child Left Behind (NCLB) Act, ESSA's precursor, Title IA district accountability was based on measures of Adequate Yearly Progress (AYP). Prior to ESEA's reauthorization as ESSA, Colorado was operating under an ESEA flexibility waiver, wherein the state had received approval to use the state accountability system (District Performance Frameworks) as the basis for Title IA district accountability, resulting in a better aligned system for state and federal accountability. Under ESSA, schools are identified for either Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS)<sup>1</sup>. Districts are accountable for the schools identified for either category.

Districts with schools identified for Comprehensive Support must develop, in consultation with stakeholders, an improvement plan as part of the UIP process. The plan must be approved by the school, district, and state. The state must review, approve and monitor improvement plans from CS schools. Districts with schools identified for Targeted Support must review, approve and monitor each school's improvement plan, and determine the duration of school identification, as well as the exit criteria. In this case, schools may use the UIP to document TS requirements.

Under ESSA, districts are also required to prepare and disseminate an annual report card to inform families and communities about the performance of schools, particularly those identified for improvement and support. The LEA report card must include information on progress toward meeting the long-term goals and measures of interim progress for all students and students from each disaggregated group on accountability indicators, including academic achievement and growth graduation rates, progress in achieving English language proficiency (for English learners), and performance on a state-selected indicator of school quality or student success. Districts must include the names of schools identified for school improvement and the reasons for their identification under federal accountability.

### Title IIA Accountability

Under ESSA, the focus of Title IIA has shifted from holding districts accountable for having highly qualified teachers to ensuring low-income and minority students are provided greater access to effective teachers, principals, and other school leaders. The Department calculates the rates at which low-income and minority students are taught by ineffective, out-of-field, and inexperienced teachers, compared to non-low-income and non-minority students and identifies districts that must take further action. Districts are no longer required to report information on highly qualified teachers, and the federal definition of "highly qualified" has been replaced with Colorado teacher licensure requirements.

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<sup>1</sup> See the school accountability section for details of how schools are identified for improvement under ESSA.

Although accountability sanctions under Title IIA have been discontinued, Title IA still requires districts to report information on the professional qualifications of teachers (i.e., number and percentage of inexperienced teachers, principals, and other school leaders, teachers teaching with emergency or provisional credentials, teachers who are not teaching in the subject or field for which the teacher is certified or licensed). The Department identifies districts that have low-income and/or minority students being taught at disproportionate rates by inexperienced, out-of-field, or ineffective teachers. If identified, the district must implement a plan for reducing the identified gap(s). The plan must be documented in the District UIP and directly address the root causes of the identified gaps and resulting actions. More detailed information regarding expectations for these plans, as well as relevant data, can be found on CDE's Equitable Distribution of Teachers webpage <http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>.

### **Title IIIA Accountability**

Under NCLB, states were required to establish Annual Measurable Achievement Objective (AMAOs), performance and progress objectives or targets that Title III grantees had to meet each year. These provisions remained the same under the ESEA flexibility waiver. While ESSA still emphasizes the need for equitable supports and opportunities for English learners (ELs), it has shifted the state and district level accountability requirements from Title III to Title I.

States are required to develop plans that include indicators and targets for English learners developing English and attaining English proficiency, in addition to meeting academic growth and proficiency targets.

Districts are expected to report the number and percentage of ELs served by Title III programs and activities making progress toward achieving English proficiency, attaining English proficiency, exiting based on attainment of English proficiency, meeting challenging State academic standards each year (up to four) after they are no longer receiving services under Title III, attaining English proficiency within five years of initial classification, and not attaining proficiency within five years of initial classification.

## District Accountability Committees

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

## Composition of Committees

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

- Three parents of students enrolled in the district<sup>2</sup>;
- One teacher employed by the district;
- One school administrator employed by the district; and
- One person involved in business in the community within district boundaries.

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

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

A local school board that *appoints* DAC members should, to the extent practicable, ensure that at least one of the parents has a student enrolled in a charter school authorized by the board (if the board has

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

authorized any charter schools) and ensure that at least one person appointed to the committee has demonstrated knowledge of charter schools.

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

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

## District Accountability Committee Responsibilities

Each DAC is responsible for the following:

- Recommending to its local school board priorities for spending school district moneys;
- Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable);
- Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board;
- At least annually, cooperatively determining, with the local school board, areas and issues, in addition to budget issues, the DAC shall study and make recommendations upon;
- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESSA funds, consulting with all required stakeholders with regard to federally funded activities; and
- Publicizing opportunities to serve and soliciting parents to serve on the DAC (per HB 15-1321, small rural districts may waive this requirement);
- Assisting the district in implementing the district's family engagement policy (per HB 15-1321, small rural districts may waive this state requirement; it should be noted that districts accepting Title I funds must still meet the Title I requirement in adopting a districtwide parent involvement policy); and
- Assisting school personnel to increase family engagement with educators, including families' engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive this requirement).



Whenever the DAC recommends spending priorities, it must make reasonable efforts to consult, in a substantive manner, the 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 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) authorized DACs to recommend assessment tools used in the district to measure and evaluate academic growth, as they relate to teacher evaluations. This should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.

## 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.<sup>3</sup> Regardless of accreditation category, schools and districts must use the online Unified Improvement Plan (UIP) system that houses the District Unified Improvement Plan template.

In 2008, Colorado introduced the Unified Improvement Plan 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. 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 improvement plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for stakeholders. With continued implementation, the UIP process has taken on multiple functions, including the following:

<b>Alignment</b>	Aligns improvement planning requirements for state and federal accountability into a “single” plan to improve results for students.
<b>Documentation</b>	Provides a common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. CDE and the State Review Panel review the plans.
<b>Transparency</b>	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.
<b>Best Practice</b>	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.
<b>Supports</b>	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, CDE created a process that relies on thorough data analyses that inform the action plan. The online UIP system contains a pre-populated report that includes the district’s state and federal expectations; how the district performed on those expectations; and any required components based on those expectations.

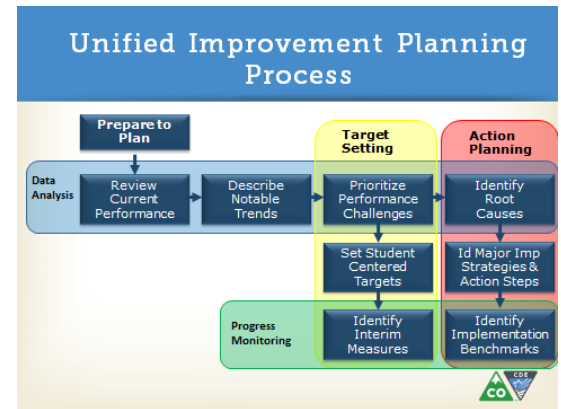
<sup>3</sup> In 2016, Colorado legislature expanded biennial (every other year) UIP submission to districts that are Accredited or Accredited with Distinction. Visit [https://www.cde.state.co.us/accountability/hb\\_16\\_1440\\_flexibility\\_in\\_uip\\_submission](https://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission) for more information.

## The Big Five

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

Does the plan:

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



## Appropriate Strategies

District UIPs are expected to portray actions at the appropriate level of scope and intensity depending on the specific district’s accreditation category. In particular, districts Accredited with a Priority Improvement or Turnaround Plan must select major improvement strategies that will result in dramatic outcomes for students. Furthermore, districts Accredited with a Turnaround Plan must, at a minimum, include one or more required turnaround strategies, as defined by law.

*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 Accredited with a Priority Improvement or Turnaround Plan, refer to the Priority Improvement and Turnaround Supplement available on the accountability clock website [http://www.cde.state.co.us/accountability/accountability\\_clock](http://www.cde.state.co.us/accountability/accountability_clock). For additional information about how to develop plans that will meet state and federal requirements, visit the UIP website: <http://www.cde.state.co.us/uip/uip-online-system>.*

## 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 DAC should advise the local school board concerning the preparation and contents of the type of plan required by the district's accreditation category (Performance, Improvement, Priority Improvement, or Turnaround plan, as applicable). As improvement planning is on a continuous cycle, districts should be reviewing and adjusting the existing improvement plan continually throughout the year. Typically, districts begin revising the UIP in late spring or summer based upon local assessment data. As state-level data is made available 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).

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

*For additional information on the unique requirements for districts with a Priority Improvement or Turnaround plan type, refer to Appendix I for an overview and to the Priority Improvement and Turnaround Supplement at <http://www.cde.state.co.us/Accountability/> 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 review the performance of each public school annually and the State Board will assign to each school the type of plan it will be responsible for implementing.

Each year, the following process will take place:

**Step One:** Based on an objective analysis of attainment on the key Performance Indicators, the Department will determine whether each school exceeds, meets, approaches, or does not meet state expectations on each of the Performance Indicators, as well as whether the school meets the assessment participation and administration requirements. The Department will formulate an initial recommendation as to whether the each school should implement a Performance Plan, an Improvement Plan, a Priority Improvement Plan or a Turnaround Plan. At that time, the Department will provide to each district the data used to analyze the school's performance and the Department's initial recommended plan type the school should implement. *See Appendix F for sample School Performance Framework Reports, with initial plan assignments.*

**Step Two:** Districts are highly encouraged to submit a draft request to reconsider by September 15, 2017, in order for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 16, 2017.

**Step Three:** No later than October 16, 2017, a district that disagrees with the Department's initial school plan type assignment for any of its schools, may submit additional information for the Department's consideration. The Department only will consider requests that would result in a school plan type different from the one initially assigned. 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 December 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 or Turnaround Plan for longer than five consecutive school years before the State Board of Education must direct action. 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](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, science, and PSAT10 mean scale scores. Performance is determined overall by content area, as well as by disaggregated student groups, including 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 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. English Language Proficiency growth calculations from 2016 to 2017 will not be included in the frameworks. However, growth percentiles from PSAT10 to SAT will be included. As is the case with academic achievement, growth is calculated at the overall level and by subgroups. In the past, adequate growth measures were included in the frameworks. With just two years of CMAS PARCC results, adequate growth measures were not included in the 2017 frameworks. It is expected that adequate growth will once again be included within the 2018 performance frameworks based on statutory requirement.
- **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 (free/reduced price lunch eligible, minority students, students with disabilities, and English learners), dropout rates, average Colorado SAT mean scale scores, and matriculation rates that reflect the percentage of graduating high school students that enroll in a CTE program, community college, or 4-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 reflects if they exceeded, met, approached, or did not meet the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of school performance. Additionally, schools are accountable for meeting minimum participation rates on the state assessments. If a school does not make the 95 percent participation rate requirement in two or more content areas (English language arts, math, and science) the plan type will be lowered one level. Parents who chose to excuse their students from state assessments are not factored into participation calculations, per state board ruling.

Additionally, schools with low participation rates (regardless of the reason) will be noted in their plan type assignment (Performance, Improvement, Priority Improvement, or Turnaround). For example, a school with a participation rate of 65 percent may be given a plan type of "Performance Plan- Low Participation." Similarly, schools that have participation rates above 95 percent in two or more content areas will receive a descriptor of "Meets Participation" along with their plan type rating.

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>.

## ESSA School Accountability Measures

Under NCLB, federal accountability for Title IA was based on measures of Adequate Yearly Progress (AYP), which included annual measurable objectives (AMOs) for reading and mathematics. Under the ESEA flexibility waiver, Colorado attempted to better align state and federal accountability by identifying schools for federal improvement, if they were Title I schools assigned a Priority Improvement or Turnaround plan type, and/or met supplemental criteria including if the school performed in the lowest five percent of Title I schools, had low graduation rates for all students or disaggregated groups, or had low performing disaggregated groups.

Under ESSA, states are required to have a single accountability system, with long-term goals and interim progress measures based on five indicators: academic achievement, academic growth, English language proficiency, graduation rates, and an indicator of school quality or student success. The state is also required to have a method for identifying schools for comprehensive or targeted support.

*ESSA Identification Process.* Based on stakeholder input in the Hub and Spoke process used by the Department to develop the ESSA state plan, Colorado will identify schools for either Comprehensive (CS) or Targeted Support (TS) and improvement using criteria and methodology that relies upon and aligns with the state accountability system as much as possible. However, statutory specifications regarding identification of schools for improvement will result in some misalignment between schools identified for improvement under state and federal accountability. As a result, some schools will be identified for state accountability only, others for federal accountability only, and some schools for both.

Three categories of CS schools will be identified annually based on the following criteria:

- *Lowest Performing Five Percent of Title I Schools.* All schools will be ranked on the total percentage of points earned on the State's accountability system, using data from the three preceding years. Any Title I school performing in the lowest 5% of all Title I schools will be identified for improvement.
- *Low Graduation/Completion Rates.* Colorado will identify all public high schools with a 4-year plus extended year graduation rate below 67% based on three years of graduation data for improvement. Alternative Education Campuses (AECs) will be identified based on three years 4-year plus extended year completion rates below 67%.
- *Additional Targeted.* Schools identified for Additional TS (A-TS, see below) will be moved to CS if they are Title I-funded and the same disaggregated group(s) have been chronically underperforming, by having earned a Does Not Meet expectations on all indicators in the accountability system for that disaggregated group(s), for four consecutive years.

Schools identified for CS will remain as such for three years, regardless of performance, to ensure adequate time to implement improvement strategies and sustain performance before supports are reduced or terminated. Schools will exit CS if they no longer meet the identification criteria from the year they were identified for improvement after the third year. Furthermore, a school will not exit CS if



it continues to be identified in the annual identification process while implementing improvement strategies (in years 2 and 3 after original identification).

Schools will be identified for targeted support and improvement annually using one of these two criteria:

- *Targeted (TS)*. Any school with at least one consistently underperforming disaggregated group will be identified as TS; student groups considered for identification are: students who are economically disadvantaged, students from major racial and ethnic groups, students with disabilities, and English learners. Colorado will use the following indicators from the state accountability system to evaluate the performance of disaggregated groups: English language arts and math achievement, English language arts and math growth, an indicator of school quality and student success (i.e., science in 2017-2018), graduation rates (high school), and English language proficiency growth on ACCESS for ELLs 2.0 (for schools with 20+ ELs tested for two consecutive years). Schools with a student group(s) earning the lowest rating (does not meet) on three or more indicators, based on aggregated 3-year performance (assuming minimum n requirements are met) will be identified for TS for that student group.

Districts are responsible for determining how long a school will remain in the TS category and what criteria will be used to exit schools from this status.

- *Additional Targeted (A-TS)*. Colorado will identify any TS schools with at least one disaggregated group, that on its own, meets the criteria as the lowest 5% of Title I schools for A-TS. Using the same methodology as identifying the lowest performing 5% of Title I schools for CS, a summative score will be calculated for each disaggregated group, using all state accountability system indicators. Three years of data will be used for identification. Schools will be ranked based on the performance of each student group, and will be identified for A-TS if they have not been identified as CS but have at least one student group that meets the criteria for the lowest 5% of schools.

Consistent with the methodology for exiting schools from CS, schools that no longer meet the identification criteria from the year of identification, after the 3<sup>rd</sup> year will exit from improvement status. Title I schools identified for A-TS that do not meet the state-defined exit criteria for four consecutive years for the same student group will be moved to CS on the fourth year.

*ESSA School Improvement Plan Requirements.* ESSA requires that schools identified for improvement develop and implement improvement plans in collaboration with stakeholders including, but not limited to, the principal, other school leaders, teachers, and parents. CS school plans will be approved by the school, LEA and CDE; and upon approval and implementation, CDE is responsible for monitoring and periodically reviewing CS plans. The LEA will be responsible for reviewing, approving and monitoring TS school plans.

Comprehensive Support plan should be documented within the UIP and must:

- Be informed by student performance against state-determined long-term goals
- Include evidence based interventions
- Include school-level needs assessment
- Address resource inequities

Targeted Support Plan may use the UIP for documentation and must:

- Be informed by student performance for identified disaggregated student group(s) against state-determined long-term goals
- Include evidence based interventions
- If Additional Target Support, must also address resource inequities

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

ESSA Planning Requirements	UIP Connection	CS	TS	Additional TS
LEA ensures a plan is developed with stakeholders (including school leaders, teachers and parents).	Data Narrative – Brief Description	◆	◆	◆
Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).	Data Narrative – Current Performance	◆	◆	◆
Plan includes evidence based interventions.	Major Improvement Strategy or Action Step	◆	◆	◆
Plan includes a school-level needs assessment.	Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis	◆		
Plan addresses resource inequities.	Data Narrative – Root Cause Analysis and Action Plan	◆		◆
School, LEA and SEA must approve plan.	ESSA requirements are documented within the UIP template	◆		
Only LEA approves plan prior to implementation.	LEA may choose the format, including the UIP, to document ESSA requirements		◆	◆
Upon approval and implementation, SEA monitors and periodically reviews plan.	CS schools on accountability clock submit Jan 15. CS schools not on accountability clock submit April 15 for CDE review	◆		
LEA monitors and review plan, upon submission and implementation.	LEA sets timeline		◆	◆

*Grants and Technical Assistance.* CDE will engage with districts that have schools identified for CS or TS to improve the effectiveness of programs supported with federal funds. CDE staff will continue to work with districts to identify the needs of schools identified for improvement, and how federal funds can be more effectively leveraged in support of student achievement.

## School Accountability Committees

### Composition of Committees

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

- The principal of the school or the principal's designee;
- One teacher who provides instruction in the school;
- Three parents of students enrolled in the school<sup>4</sup>;
- One adult member of an organization of parents, teachers, and students recognized by the school; and
- One person from the community.

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

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

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

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

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

## Committee Responsibilities

Each SAC is responsible for the following:

- Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- Making recommendations to the principal and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written;
- Publicizing the district’s public hearing to review a written school Priority Improvement or Turnaround plan;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school’s Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school’s accreditation contract;
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and evaluations. (Note that this should not in any way interfere with a district’s compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.);
- Publicizing opportunities to serve and soliciting parents to serve on the SAC (per HB 15-1321, small rural districts may waive 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 this requirement); and
- Assisting school personnel to increase family engagement with teachers, including family engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive this requirement).

## School Accountability Committees for Charter Schools

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

## Review of School Plans

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

## Priority Improvement and Turnaround Plans

For schools required to submit a Priority Improvement or Turnaround plan, local school boards must adopt a plan no later than January 15<sup>th</sup> of the year in which the school is directed to adopt such a plan. Schools 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.*  
<http://www.cde.state.co.us/accountability>

## Performance and Improvement Plans

For schools required to submit a Performance or Improvement plan, principals and the superintendent, or his/her designee, must submit an adopted plan for public posting no later than April 15<sup>th</sup>. 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 15<sup>th</sup> to CDE for public posting on SchoolView.org. Schools with a Performance plan type assignment are eligible to submit plans biennially.

## Performance Reporting

### SchoolView

The Colorado Department of Education is responsible for developing and maintaining a web portal, SchoolView, to provide high-quality information about school, district and state performance to public schools, school districts, the Charter School Institute, to parents and other members of the public.

SchoolView 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. 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](http://www.schoolview.org/dish/dashboard.asp) and

School, [www.schoolview.org/dish/schooldashboard.asp](http://www.schoolview.org/dish/schooldashboard.asp)

### Performance Reports



The Department publishes, on SchoolView, a performance report for each public school, each school district and the state as a whole. This information can be accessed on the SchoolView Data Center at: [www.schoolview.org](http://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 its information as it will appear on the district's performance report, and 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 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 reporting required 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 attainment on the Performance Indicators with attainment of other public schools in district and the state;
- Information concerning comparisons of student performance over time and among student groups;
- The school's rates of completion, mobility and truancy;
- School name, type of program provided and 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 (e.g., incidences involving drugs, alcohol, violence);

- Information concerning student enrollment, the number and percentage of students eligible for free/reduced-cost lunch, student enrollment stability, average daily attendance, and availability of a preschool, full-day kindergarten, 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 experience among teachers employed at the school, the number of teachers 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 who have three or more years of teaching experience, and the number of professional development days per 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 available to support student health and wellness, including links to district and school wellness policies and information about whether all K-6 students have access to recess, a school health team or school wellness committee exists, students have access to a school-based or school-linked health center, comprehensive health education and P.E. are required for all students, the school participates in the federal school breakfast program, and a registered nurse licensed with the Department and DORA is available on school premises or for consultation.



## Appendix A: Colorado Educational Accountability System Terminology

Term	Definition
<b>Academic Achievement</b> Or <b>Achievement</b>	A proficiency score on an assessment. Achievement for an individual is expressed as a test (scale) score or as an achievement level. Academic achievement is a performance indicator used to evaluate schools and districts in Colorado.
<b>Academic Growth</b>	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. Academic growth is a performance indicator used to evaluate schools and districts in Colorado.
<b>Academic Peers</b>	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.
<b>ACCESS for ELLs</b>	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English proficiency assessment for K-12 <sup>th</sup> graders identified as English learners (ELs). The assessment measures student achievement in reading, writing, speaking, and listening comprehension standards.
<b>Achievement Level</b>	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 are: 1-did not meet expectations, 2-partially met expectations, 3-approached expectations, 4-met expectations, and 5-exceeded expectations.
<b>Accountability Clock</b>	Refers to the number of consecutive years a school/district is permitted to remain in the two lowest accountability categories (Priority Improvement and Turnaround). Also referred to as the 5-year-clock.  More details, including actions directed by the State Board of Education at the end of the Accountability Clock, are detailed in the <a href="#">Priority Improvement and Turnaround Supplement to the Accountability Handbook</a> .
<b>Action Step</b>	Something done to make progress toward goals. Action steps are created for each strategy and identify resources (people, time, money) that will be brought to bear so that goals and targets can be reached. This is a component of the UIP process.
<b>Adequate Growth</b>	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.
<b>Average</b>	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: <b>Mean</b>

Term	Definition
<b>Baseline</b>	The initial value of a metric against which future values are compared to determine if progress is being made toward goals.
<b>CoAlt: DLM</b>	Colorado Alternate Assessment: Dynamic Learning Maps (DLM) is the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities.
<b>The Colorado Growth Model</b>	<p>The Colorado Growth Model is both a:</p> <p>(a) Statistical model to calculate each student’s progress on state assessments.</p> <p>(b) Computer-based data visualization tool for displaying student, school, and district results over the internet.</p> <p>The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in language arts, mathematics and English proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p>
<b>Colorado Measures of Academic Success (CMAS)</b>	Colorado’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.
<b>Colorado SAT and PSAT10</b>	Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. In 2015 the Colorado legislature passed House Bill 15-1323, requiring the state to competitively bid for a new 10th grade exam that is aligned to both the Colorado Academic Standards and an 11th grade college entrance exam. The legislation also added the opportunity for students to take an additional, optional essay as part of their college entrance exam at no cost to the student. The selection committee chose the PSAT for 10th graders and the SAT for the 11th grade college entrance exam because of their alignment to the high school Colorado Academic Standards and because the College Board’s reports and free test preparation services could be used by all students.
<b>Consolidated Application [ESEA]</b>	Colorado’s grant application process for LEAs to apply for ESEA (also known as ESSA) funds.
<b>Cut-Score Or Cut-Point</b>	The number required for a school or district to attain a particular level of performance on the performance framework reports. The cut-point for each performance indicator level is defined on the performance framework scoring guide.
<b>Disaggregated Group</b>	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 cost meals, minority students, students with disabilities, and English learners.

Term	Definition
<b>Disaggregated Group Median Adequate Growth</b>	<p>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.</p> <p>On the performance framework reports, disaggregated groups include students eligible for free/reduced cost lunch, minority students, students with disabilities, and English language learners</p> <p>See also: <b><i>Median Student Growth Percentile</i></b></p>
<b>Disaggregated Graduation Rate</b>	<p>Graduation rates are disaggregated by student groups. On the performance framework reports, disaggregated groups include students eligible for free/reduced cost lunch, minority students, students with disabilities, and English language learners.</p> <p>See also: <b><i>Graduation Rate</i></b></p>
<b>District Performance Framework (DPF)</b>	<p>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.</p>
<b>Drop-Out Rate</b>	<p>The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p> <p>District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level (grades 9-12).</p>
<b>ELs</b>	English learners
<b>Equitable Distribution of Teachers (EDT)</b>	<p>The requirement in ESSA 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 (poverty, minority) and staff (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.</p>
<b>ESSA</b>	Every Student Succeeds Act, the version of the Elementary and Secondary Education Act (ESEA) reauthorized in 2015.
<b>FELL (Former English Language Learner)</b>	Students that have been formally exited from an English language development program.

Term	Definition
<b>Fluent English Proficient (FEP)</b>	This is the highest of three English proficiency designations for English 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: <b>NEP, LEP</b>
<b>Focus School [ESEA]</b>	In accordance with the ESEA Flexibility Waiver, 10% 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"> <li>(a) subgroup(s) with lowest achievement on a composite score calculated using the achievement of all subgroups; or</li> <li>(b) Is a Title I (Title I-eligible) high school that has subgroup(s) with graduation rates less than 60 percent for several years.</li> </ul>
<b>Framework Points</b>	The point values schools/districts can earn on each performance indicator included in the SPFs/DPFs. Framework points define the relative weighting of each performance indicator within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all three indicators. For elementary and middle level schools only, framework points possible are: 40 for Academic Achievement and 60 for Academic Growth. For high schools and districts with high school levels, framework points possible are: 30 for Academic Achievement, 40 for Academic Growth, and 30 for Postsecondary and Workforce Readiness. When a school/district does not have sufficient data to calculate a score on a particular performance indicator, the remaining indicators are used, and their weighted contributions change.
<b>Framework Score</b>	The sum of the framework points a school or district earns on all performance indicators on the school/district performance framework. The framework score determines a school plan type or a district accreditation category.
<b>Graduation Rate</b>	Colorado calculates "on-time" graduation as the percent of students who graduate from high school within 4 years of entering 9 <sup>th</sup> grade. A student is assigned a graduating class when they enter 9 <sup>th</sup> grade, and the graduating class is assigned by adding 4 years to the year the student enters 9 <sup>th</sup> grade. The formula anticipates that a student entering 9 <sup>th</sup> grade in fall 2006 will graduate with the Class of 2010. The formula was changed in 2010. On the 1-year District/School Performance Framework reports, districts/schools earn points based on the highest value among the following graduation rates: 4-year, 5-year, 6-year, and 7-year. For 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 District/School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Term	Definition
<b>Growth Percentile</b>	See Student Growth Percentile.
<b>Improvement Plan</b>	The Educational Accountability Act of 2009 requires all schools and districts in Colorado to implement one of four plan types: Performance, Improvement, Priority Improvement, or Turnaround. Schools that earn 42% - 53% of their SPF points will be assigned to the “Improvement Plan” category.
<b>Implementation Benchmark</b>	A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the UIP process. See also: <b>Measure</b> and <b>Metric</b>
<b>Interim Measure</b>	A measure (and associated metric) used to assess student performance at various times during a school year. This is a component of the UIP process.
<b>LEA</b>	Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi-school district consortium.
<b>Limited English Proficient (LEP)</b>	This is the middle of three English proficiency designations for English learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. Compare to: <b>NEP, FEP</b>
<b>Major Improvement Strategy</b>	An overall approach that describes a series of related maneuvers or actions intended to result in performance improvements. This is a component of the UIP process.
<b>Matriculation Rate</b>	A measure of students that enroll in higher education opportunities following high school. The matriculation rate is a postsecondary workforce readiness sub-indicator in the DPFs/SPFs. It reflects all high school graduates that enroll in a career and technical education program, or 2- or 4-year higher education institution during the summer or fall term following high school graduation.
<b>Mean</b>	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). See also: <b>Average</b> .
<b>Measure</b>	Instrument(s) to assess performance in an area identified by an indicator.
<b>Median</b>	A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians may be more appropriate than averages in particular situations, such as when percentiles are grouped.

Term	Definition
<b>Median Adequate Growth</b> Or <b>Median Adequate Growth Percentile</b>	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.
<b>Median Growth</b>	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 ordering the individual student growth percentiles in the group of interest, and determining the middle score.
<b>Median Student Growth Percentile</b> Or <b>Median Growth Percentile (MGP)</b>	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by ordering the individual Student Growth Percentiles of the students in the group of interest and determining the middle score. See also: <b>Median</b>
<b>Metric</b>	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.
<b>Non-English Proficient (NEP)</b>	The lowest of the three English proficiency designations, for English learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: <b>LEP, FEP</b>
<b>Normative Growth</b>	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as how each student's progress compares to other students with a similar achievement history—his/her academic peers.
<b>Participation Rate</b>	Percentage of students, in a school/district, taking required state assessments; including: English Language Arts, Math, Science, and SAT. On the performance frameworks, schools/districts that do not meet the minimum of 95% 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.
<b>Percentage/Percent</b>	A way of expressing a fraction in a single number. For example, 1 out of 17 is 5.9%.
<b>Percentile</b>	A percentile is a way of showing how a particular score compares with all other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores. For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of people – in other words, you know more words than 60% of your peers. Conversely, 40% know more words than you do. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your percentile was the 50 <sup>th</sup> , you know that your score is right in the middle of all the other scores, an average score.
<b>Performance</b>	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.

Term	Definition
<b>Performance Indicator</b>	A specific component of school or district quality. Colorado has identified three performance indicators to evaluate all schools and districts in the state: student achievement, student academic growth, and postsecondary/workforce readiness.
<b>Performance Plan</b>	The type of plan required for schools that already meet the state’s expectations for attainment on the performance indicators. Schools that earn at least 53% of their SPF points are assigned to the Performance plan category.
<b>PHLOTE</b>	A data element used to represent students that have a <i>primary or home language other than English</i> .
<b>Postsecondary and Workforce Readiness (PWR)</b>	The preparedness of students for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of schools and districts in Colorado. This indicator includes graduation, dropout, and matriculation rates and Colorado ACT scores.
<b>Priority Improvement Plan</b>	One of the types of plans required for those schools that do not meet the state’s performance standards. Schools that earn 34% - 42%, of their SPF points are assigned to a Priority Improvement Plan category.
<b>Priority Performance Challenges (PPC)</b>	Specific statements about the school’s or district’s student performance challenges, which have been prioritized. (Does not include statements about budgeting, staffing, curriculum, instruction, etc.). This is a component of the UIP process. This is a component of the Unified Improvement Planning (UIP) process.
<b>Rating</b>	On the performance framework reports, CDE’s evaluation of the extent to which the school/district has met the state’s standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.
<b>Root Cause</b>	The deepest underlying cause(s) of a problem or situation that, if resolved, would result in elimination or substantial reduction, of the symptom. If action is required, the cause should be within one’s ability to control, and not a purely external factor such as poverty that is beyond one’s ability to control. This is a component of the UIP process.
<b>SASID</b>	State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.
<b>Scale Score</b>	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: <b><i>Achievement</i></b>
<b>School Performance Framework (SPF)</b>	The framework used by the state to provide information to stakeholders about each school’s performance based on the key performance indicators: student achievement, student academic growth, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all indicators.

Term	Definition
<b>School Plan Type</b>	The type of plan to which a school is assigned by the state on the SPF report. The school plan types are: Performance, Improvement, Priority Improvement, and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (Priority Improvement or Turnaround) or the principal and superintendent (Performance or Improvement).
<b>Schoolwide Plan</b>	A comprehensive plan required of Title I schools that operate Schoolwide Programs. This plan has 10 required components, including a comprehensive needs assessment and analysis and yearly evaluation. The plan must be developed and evaluated in collaboration with parents.
<b>SEA</b>	State Education Agency (Colorado Department of Education)
<b>State Review Panel</b>	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; site visits may be included in addition.
<b>Strategy</b>	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based. This is a component of the UIP process.
<b>Student Growth Percentile (SGP)</b>	A way of understanding a student’s current assessment 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 (relative position change), where students with similar academic score histories provide a baseline for understanding each student’s progress. A growth percentile of 60 in math means the student’s growth exceeds that of 60% of his/her academic peers; 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.”
<b>Subgroup</b>	See <b>Disaggregated group</b> .
<b>Subgroup Median Adequate Growth</b>	See <b>Disaggregated group Median Adequate Growth</b>
<b>Subgroup Median Growth</b>	See <b>Disaggregated group Median Growth</b>
<b>Target</b>	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time. This is a component of the UIP process.
<b>Targeted Assistance Plan [Title I ESEA]</b>	This is required for Title I schools that operate Targeted Assistance programs. The plan has 8 components that focus on how students most at-risk of not meeting state standards in reading/ math will be served.
<b>Test Participation Test Participation Rate</b>	See <b>participation rate</b> .



Term	Definition
<b>Turnaround Plan</b>	<p>One of the types of plans required for schools that do not meet state expectations for attainment on the performance indicators. Schools that earn 34% or less of their SPF points are assigned to a Turnaround plan category. In Colorado’s state accountability system, schools assigned to the turnaround plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> <li>• Employ a lead turnaround partner that uses research-based strategies and has proven successful working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners;</li> <li>• Reorganize the oversight and management structure within the school to provide greater, more effective support;</li> <li>• Seek recognition as an innovation school or cluster with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act;</li> <li>• Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;</li> <li>• For a school that is not a charter school, convert to a charter school;</li> <li>• For a charter school, renegotiate and significantly restructure the charter school’s charter contract; or</li> <li>• Closing a school.</li> <li>• Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the ESEA of 1965 and accompanying guidance (turnaround model, restart model, school closure, or transformation model).</li> </ul>

## 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 [School District Name], hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

### 2. Length of Contract

This accreditation contract shall have a term of one year 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, as specified in 1 CCR 301-1.

### 5. Adoption and Implementation of District Plan

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

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

The District will implement a system of accrediting all of its schools. 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. The District’s accreditation system 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. However, pursuant to section 22-11-210(1)(d)(II), C.R.S., for purposes of calculating whether a public school has been 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 did not recommend school plan types). As such, the Department will count the 2016-17 school year as if it were consecutive to the 2014-15 school year.

### 7. Accreditation of On-line Programs and Online Schools

As required by section 22-11-307(2.5), C.R.S., the District will implement a system of accrediting its online programs and online schools, as defined in sections 22-30.7-102(9) and 22-30.7-102(9.5), C.R.S. This system shall emphasize the online program’s or online school’s attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as alignment to the quality standards referenced in section 22-30.7-105(3)(b), C.R.S., and compliance with statutory or regulatory requirements, in accordance with section 22-30.7-103(3)(m)

C.R.S. This system 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 meets the applicable legal requirements as soon as practicable, the District may be subject to the interventions specified in sections 22-11-207 through 22-11-210, C.R.S. If the District has failed to comply with the provisions of article 44 of title 22 or article 45 of title 22, the District does not remedy the noncompliance within ninety (90) days, and loss of accreditation is required to protect the interests of the students and parents of students enrolled in the District public schools, the Department may recommend to the State Board that the State Board remove the District’s accreditation.

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

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Signature

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Date

Colorado State Board of Education Chairman

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Signature

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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 [School District Name], hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

### 2. Length of Contract

This accreditation contract shall have a term of one year.

### 3. Renegotiation

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

### 4. Attainment on Performance Indicators

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

### 5. Adoption and Implementation of District Plan

The District shall create, adopt and implement a Priority Improvement or Turnaround Plan, as required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1.

### 6. Consequences of Continued Low-Performance

The District was accredited with Priority Improvement or Turnaround in fall 2016. Pursuant to section 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. 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. The District's accreditation system 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. 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 (5) consecutive years, the Department will exclude the 2015-16 school year (during which the Department did not recommend school plan types). 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 and Online Schools

The District will implement a system of accrediting its online programs and online schools, as defined in sections 22-30.7-102(9) and 22-30.7-102(9.5), C.R.S. This system shall emphasize the online program’s or online school’s attainment on the four statewide performance indicators, as described in 1 CCR 301-1, as well as alignment to the quality standards outlined in section 22-30.7-105(3)(b), C.R.S., and compliance with statutory or regulatory requirements, in accordance with section 22-30.7-103(3)(m) C.R.S. This system 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 meets the applicable legal requirements as soon as practicable, the District may be subject to the interventions specified in sections 22-11-207 through 22-11-210, C.R.S. If the District has failed to comply with the provisions of article 44 of title 22 or article 45 of title 22, the District does not remedy the noncompliance within ninety (90) days and loss of accreditation is required to protect the interests of the students and parents of students enrolled in the District public schools, the Department may recommend to the State Board that the State Board remove the District’s accreditation.

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

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Signature

\_\_\_\_\_

Date

District Superintendent

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Signature

Commissioner of the Colorado Department of Education

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Date

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Signature

Colorado State Board of Education Chairman

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Date

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Signature

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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 (one-year or multi-year).

### Preliminary 2017 District Performance Framework

2410 | Sample District Level: EMH - (1-Year)

**Accreditation Rating** **Official rating based on: 1-Year DPF report**

District of reference: **Accredited: Meets 95% Participation** **73.6 / 100**

Total points earned out of 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).

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

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).

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

1-Year participation counts are used for both 1-Year and Multi-Year frameworks.

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.

Ratings by EMH level are presented in this section.

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.

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	75.4%	22.6 / 30	Meets
Academic Growth	71.3%	28.5 / 40	Meets
Postsecondary & Workforce Readiness	75.0%	22.5 / 30	Meets

Assurances	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Accountability	Meets Requirements

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	827	816	98.7%	8	99.6%	Meets 95%
Math	828	817	98.7%	8	99.6%	Meets 95%
Science	253	244	96.4%	7	99.2%	Meets 95%

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	71.0%	28.4 / 40	Meets	73.4%	Accredited
	Academic Growth	75.0%	45 / 60	Meets		
Middle	Academic Achievement	81.7%	32.7 / 40	Meets	78.5%	Distinction
	Academic Growth	76.3%	45.8 / 60	Meets		
High	Academic Achievement	73.7%	22.1 / 30	Meets	75.0%	Accredited
	Academic Growth	61.4%	24.6 / 40	Approaching		
	Postsecondary & Workforce R..	75.0%	22.5 / 30	Meets		

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

[†] 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 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 (one-year or multi-year).

Achievement calculations include relevant alternate assessment and CSLA results.

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

Points earned and eligible for each measure have been doubled in some instances to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Level: Elementary - (1-Year)

### 2410 | Sample District

#### Academic Achievement

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	331	99.2%	740.8	67	12 / 16	Meets
	Previously Identified for READ Plan	34	100.0%	711.5	*	0 / 0	-
	English Learners	n < 15	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	131	99.3%	737.1	56	1.5 / 2	Meets
	Students with Disabilities	63	100.0%	737.7	57	1.5 / 2	Meets
CMAS - Math	All Students	331	99.2%	740.8	67	12 / 16	Meets
	Previously Identified for READ Plan	34	100.0%	711.5	*	0 / 0	-
	English Learners	n < 15	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	131	99.3%	737.1	56	1.5 / 2	Meets
	Students with Disabilities	63	100.0%	737.7	57	1.5 / 2	Meets
CMAS - Science	All Students	331	99.2%	740.8	67	12 / 16	Meets
	Previously Identified for READ Plan	34	100.0%	711.5	*	0 / 0	-
	English Learners	n < 15	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	131	99.3%	737.1	56	1.5 / 2	Meets
	Students with Disabilities	63	100.0%	737.7	57	1.5 / 2	Meets
<b>TOTAL</b>		*	*	*	*	44 / 62	Meets

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

#### ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	235	58.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	101	52.0	1.5 / 2	Meets
	Minority Students	45	52.0	1.5 / 2	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	235	64.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	101	52.0	1.5 / 2	Meets
	Minority Students	45	50.0	1.5 / 2	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	30 / 40	Meets

Total performance by elementary level including points earned and points eligible along with final indicator rating. For growth points, sub-points, and ratings see the scoring guide at the end of this document.

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 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, 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.

## Preliminary 2017 District Performance Framework

2410 | Sample District Level: Middle - (1-Year)

### Academic Achievement

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	167	100.0%	751.2	87	-	-
	English Learners	n < 16	-	-	-	-	-
	Free/Reduced-Price Lunch Eligible	67	100.0%	741.5	62	1.5 / 2	Meets
CMAS - Math	All Students	161	100.0%	732.9	88	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	67	100.0%	732.9	88	1.5 / 2	Meets
	Minority Students	96	100.0%	738.9	70	1.5 / 2	Meets
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	161	100.0%	732.9	88	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	67	100.0%	732.9	88	1.5 / 2	Meets
	Minority Students	96	100.0%	738.9	70	1.5 / 2	Meets
Students with Disabilities	n < 16	-	-	-	0 / 0	-	
<b>TOTAL</b>		*	*	*	*	49 / 60	Meets

Achievement calculations include relevant alternate assessment results.

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

Points earned and eligible for each measure have been doubled to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

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

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
CMAS - English Language Arts	All Students	161	53.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	66	56.0	1.5 / 2	Meets
	Minority Students	94	65.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	159	62.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	66	59.0	1.5 / 2	Meets
	Minority Students	93	63.5	1.5 / 2	Meets
Students with Disabilities	n < 20	-	0 / 0	-	
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	30.5 / 40	Meets

ELP growth is not included within the 2017 frameworks.

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 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, 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 (one-year or multi-year).

Achievement calculations include relevant alternate assessment results.

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

Points earned and eligible have only doubled for Science at the high school level to maintain proportional weighting across EMH levels within achievement with the addition of PSAT at the high school level.

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

CO PSAT calculations include relevant alternate assessment results.

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

**Preliminary 2017 District Performance Framework**

Level: High - (1-Year)

**2410 | Sample District**

**Academic Achievement**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned / Points Eligible	Indicator Rating
CMAS - English Language Arts	All Students	92	98.0%	74.4	60	-	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	100.0%	72.2	27	5/1	Approaching
CMAS - Math	All Students	9	-	-	-	5/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	3	-	-	-	5/1	Meets
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	-	-	-	-	12/16	Meets
	English Learners	-	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	-	-	-	-	1.5/2	Meets
	Minority Students	-	-	-	-	0/0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	-	-	-	-	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	-	-	-	-	-	Meets
	Minority Students	21	93.7%	451.0	83	7.5/1	Meets
CO PSAT - MATH	All Students	105	97.3%	483.8	74	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	3	97.2%	447.9	39	5/1	Approaching
	Minority Students	21	95.7%	452.4	43	5/1	Approaching
Students with Disabilities	n < 16	-	-	-	-	0/0	-
<b>TOTAL</b>	*	*	*	*	41.25/56	Meets	

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

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 2017 assessment results.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

## Preliminary 2017 District Performance Framework

**410 | Sample District**

Level: High - (1-Year)

**ACADEMIC GROWTH**

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	55	38.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	22	47.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
CMAS - Math	All Students	51	80.0	8 / 8	Exceeds
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	22	47.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	71	46.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	22	47.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	71	38.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	22	43.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	21.5 / 35	Approaching

Points earned and eligible for growth have remained the same at the high school level.

CMAS growth includes only grades 8 to 9. CO PSAT to SAT growth includes only grades 10 to 11. There is no growth metric for grades 9 to 10.

ELP growth is not included within the 2017 frameworks.

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

This page displays performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

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 Growth:** reflects the median student growth percentiles for the identified student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

The Postsecondary and Workforce Readiness indicator is applicable to the district and high school frameworks only.

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



## Preliminary 2017 District Performance Framework

2410-District

Level: High - (1-Year)

Subject	Student Group	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating		
CO SAT - EBRW	All Students			1.5 / 2	Meets		
CO SAT - MATH	All Students			1.5 / 2	Meets		
Dropout	All Students			3 / 4	Meets		
	Students			1.5 / 2	Meets		
	2-Year Higher Education Institution						
	4-Year Higher Education Institution						
	Career & Technical Education						
	Students	73	6yr	94.5%	*	3 / 4	Meets
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	6yr	91.4%	*	.75 / 1	Meets
	Minority Students	n < 16	-	-	*	0 / 0	-
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
<b>TOTAL</b>		*	*	*	*	11.25 / 15	Meets

CO PSAT calculations include relevant alternate assessment results.

Points earned and points eligible for CO SAT have been split between Math and EBRW content areas. Together they maintain the same proportional weight within the indicator as the 2016 CO ACT results.

All Postsecondary and Workforce Readiness 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.

### REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	75.6%	76.8%	94.5%	93.5%	6yr
English Learners	-	-	-	-	-
Free/Reduced Price Lunch Eligible	62.8%	62.8%	91.1%	91.2%	6yr
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

**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 the 2016 Colorado End of Year (EOY) data collection.

**SAT:** reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

**Matriculation Rates:** reflects all 2016 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](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 2016 graduates.

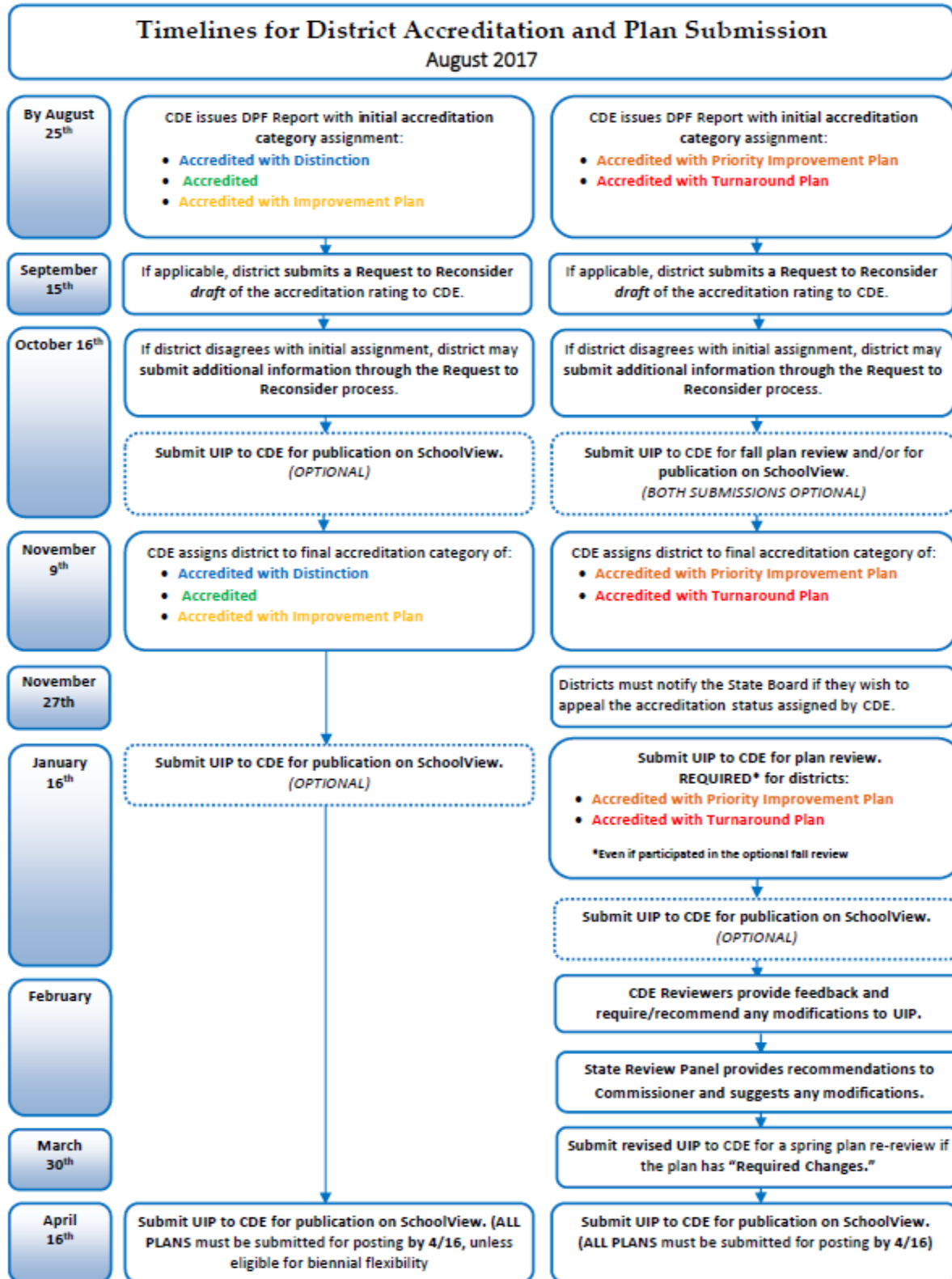
**Anticipated Year of Graduation (AYG):** is the expected year of graduation officially assigned at the end of a student's first year of 9-12th grade in Colorado, typically set based on the student enrollment of their 9th grade year. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

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

(\*) Not Applicable; (-) No Reportable Data  
 (\*\*) Evidence-Based Reading and Writing

Related performance frameworks resources are available at:  
<http://www.cde.state.co.us/accountability/performanceframeworksresources>

## Appendix E: Timelines for District Accreditation and Plan Submission



## Appendix F: Sample School Performance Framework Reports

The plan type the state has determined for the school based on the data presented in the official report.

The data set on which this report is based (one-year or multi-year) and the grade levels represented.

**Preliminary 2017 School Performance Framework**

1234-SCHOOL | 1234: DISTRICT Level: EM - (1-Year)

**Plan Type** Official plan type based on: 1-Year SPF report

School and district of reference.

**Performance Plan: Meets 95% Participation** 53.1 / 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).

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

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

1-Year participation counts are used for both 1-Year and Multi-Year frameworks.

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 excusals from the total records count) are reduced one accreditation category.

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

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.

**Indicator Rating Totals**

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	29.5%	11.8 / 40	Does Not Meet
Academic Growth	68.8%	41.3 / 60	Meets

**Assessment Participation Rate**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	251	250	99.6%	0	99.6%	Meets 95%
Math	251	250	99.6%	0	99.6%	Meets 95%

**EMH Level**

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Turnaround
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet	32.5% Turnaround
	Academic Growth	37.5%	22.5 / 60	Approaching	
Middle	Academic Achievement	34.4%	13.8 / 40	Does Not Meet	73.8% Performance
	Academic Growth	100.0%	60 / 60	Exceeds	

**Performance Bar Chart**

Performance: 53.1%  
 Improvement: at or above 42.0% below 53.0%  
 Priority Imp.:  
 Turnaround:  
 The plan type based on the framework points eligible

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

(†) 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 these 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)

### ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	131	99.3%	705.6	1	0 / 0	-
	Previously Identified for READ Plan	52	100.0%	694.4	*	0 / 0	-
	English Learners	99	99.1%	705.1	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	131	99.3%	706.6	2	5 / 16	Does Not Meet
	English Learners	99	99.1%	705.1	1	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
	Students with Disabilities	131	99.3%	706.6	2	.5 / 2	Does Not Meet
CMAS - Science	All Students	131	99.3%	706.6	2	4 / 16	Does Not Meet
	English Learners	99	99.1%	705.1	1	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	17.5 / 70	Does Not Meet

Achievement calculations include relevant alternate assessment and CSLA results.

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

Points earned and eligible for each measure have been doubled from last year to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

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

### ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	82	36.5	8 / 16	Approaching
	English Learners	65	40.0	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	79	40.0	1 / 2	Approaching
	Minority Students	81	36.0	1 / 2	Approaching
CMAS - Math	All Students	84	31.5	4 / 16	Does Not Meet
	English Learners	65	31.0	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	83	32.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	16.5 / 44	Approaching

ELP growth is not included within the 2017 frameworks.

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 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, 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)

### ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	99	100.0%	731.8	31	1 / 2	Approaching
	English Learners	75	100.0%	731.9	30	2 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	93	100.0%	731.2	31	1 / 2	Approaching
CMAS - Math	All Students	101	100.0%	715.2	12	4 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	101	100.0%	715.2	12	4 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	0 / 0	-
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
TOTAL		*	*	*	*	22 / 64	Does Not Meet

Achievement calculations include relevant alternate assessment results.

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

Points earned and eligible for each measure have been doubled to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

### ACADEMIC GROWTH

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

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	101	79.0	16 / 16	Exceeds
	English Learners	77	79.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	78.5	2 / 2	Exceeds
	Minority Students	100	78.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	101	68.0	16 / 16	Exceeds
	English Learners	77	67.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	66.0	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	44 / 44	Exceeds

ELP growth is not included within the 2017 frameworks.

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.

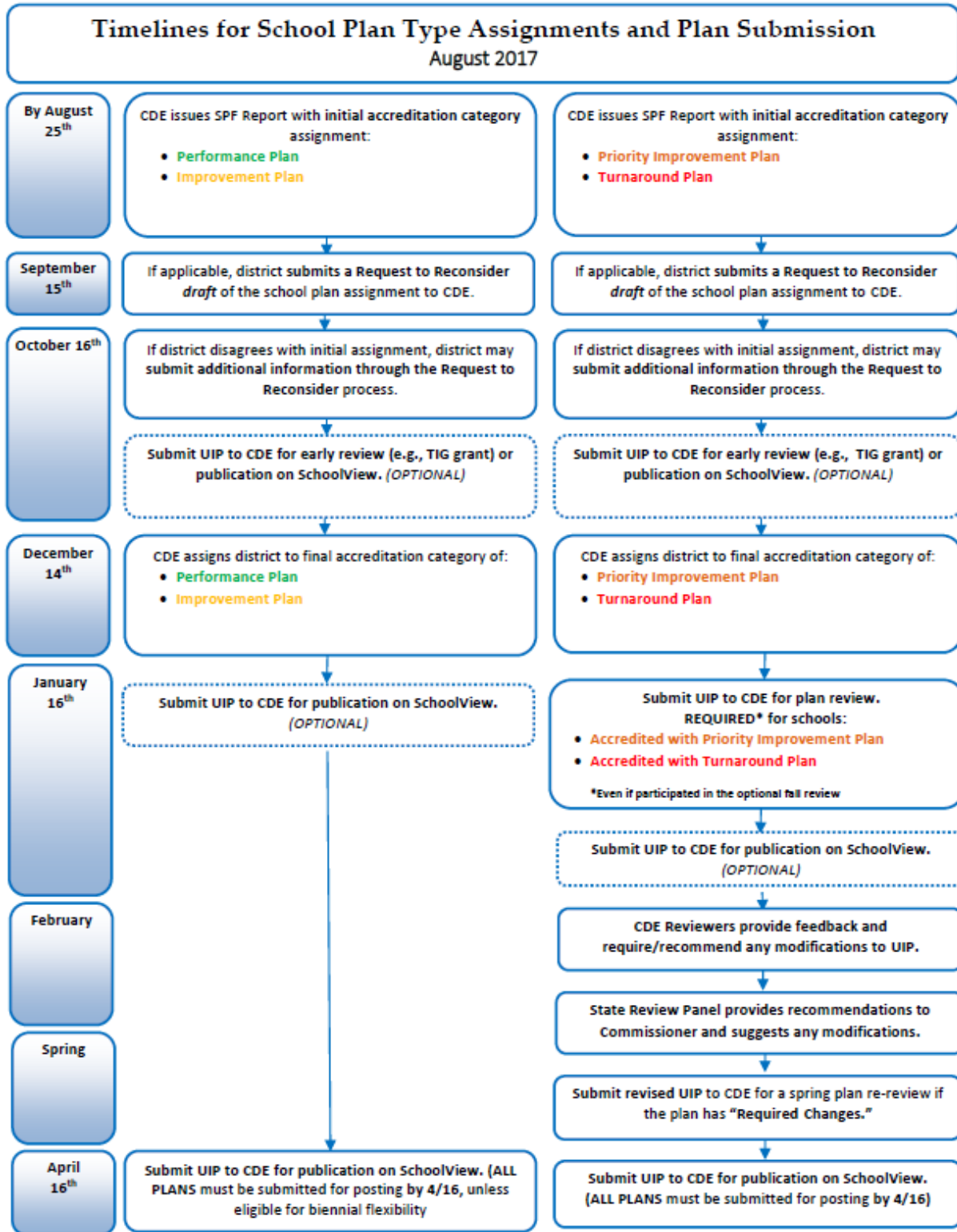
The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2017 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 2016-17, unless otherwise noted. 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

Priority Improvement and Turnaround districts and schools are accountable for additional requirements, associated with Colorado’s Accountability Clock, above and beyond requirements for Improvement and Performance schools and districts. Simultaneously, they may access additional supports that promote powerful school and district improvements. The table below distinguishes the additional requirements, sanctions, and supports for Priority Improvement and Turnaround districts and schools. 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 <b>April 17<sup>th</sup></b>. Exception: Districts and Schools with a Performance plan type may submit UIPs biennially (every other year). For more information on this flexibility, see this <a href="#">Fact Sheet</a>.</p>	<p>The plan must be adopted by <b>January 17<sup>th</sup></b>.</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, see this <a href="#">Fact Sheet</a>.</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>Upon review, CDE may require changes. Timeline for the changes may vary. Schools further along on the Accountability Clock will most likely need to make adjustments by Summer; whereas schools earlier on the clock may get until the next review cycle to make adjustments.</p> <p>Districts and schools must submit their final plan 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.</p> <p>Exceptions: CDE may review district and school UIPs for program specific requirements (e.g., Gifted Education). Details are specified 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 reviews 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, see <a href="#">here</a>.</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. For additional information (and a sample notification letter), refer to the <a href="#">Priority Improvement Turnaround Supplement</a>.</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, see <a href="#">here</a>.</p>