



**COLORADO**  
Department of Education

# District Accountability Handbook

**Version 8.0**

**August 2018**

**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.**

## Table of Contents

Overview of Accountability System .....	4
<i>Stakeholder Roles</i> .....	4
District Accreditation Contracts.....	7
<i>Contract Contents</i> .....	7
<i>Compliance with Contract Terms</i> .....	7
<i>Accreditation Contract Template</i> .....	8
District Accreditation Reviews .....	8
<i>District Performance Framework</i> .....	8
<i>Annual Accreditation Process</i> .....	9
ESSA District Accountability Measures .....	11
<i>Title IA Accountability</i> .....	11
<i>Title IIA Accountability</i> .....	11
<i>Title IIIA Accountability</i> .....	12
District Accountability Committees .....	13
<i>Composition of Committees</i> .....	13
<i>District Accountability Committee Responsibilities</i> .....	14
Developing and Submitting District Improvement Plans.....	16
<i>Requirements for District Plans</i> .....	16
<i>Timelines for Submitting a District Plan</i> .....	17
<i>Review of District Unified Improvement Plans</i> .....	18
Accrediting Schools and Assigning School Plan Types .....	19
<i>Accreditation of Public Schools</i> .....	19
<i>School Performance Framework</i> .....	20
ESSA School Accountability Measures .....	22
<i>Comprehensive Support and Improvement School Identification</i> .....	22

<i>Targeted Support and Improvement School Identification</i> .....	23
School Accountability Committees .....	26
<i>Composition of Committees</i> .....	26
<i>Committee Responsibilities</i> .....	26
<i>School Accountability Committees for Charter Schools</i> .....	27
<i>Review of School Improvement Plans</i> .....	27
<i>Performance and Improvement Plans</i> .....	28
Performance Reporting.....	29
<i>SchoolView</i> .....	29
<i>District &amp; School Dashboards (DISH)</i> .....	29
<i>DISH links:</i> .....	29
<i>Performance Reports</i> .....	29
<i>District Performance Reports</i> .....	30
<i>School Performance Reports</i> .....	30
Appendix A: Colorado Educational Accountability System Terminology .....	32
Appendix B: Model District Accreditation Contract for Districts Accredited with Improvement .....	40
Appendix C: District Accreditation Contract for District Accredited with Priority Improvement or Turnaround .....	42
Appendix E: Timelines for District Accreditation and Plan Submission - 2018.....	45
Appendix G: Timelines for School Plan Type Assignments and Plan Submission .....	47
Appendix H: Understanding the Role of School Accountability Committees in Charter Schools.....	48
Appendix I: Overview of Different Requirements for Priority Improvement and Turnaround Plans Compared to Improvement or Performance Plans .....	49

## Overview of Accountability System

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

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

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

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

### *Stakeholder Roles*

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

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

by the student group(s) that triggered TS identification before the district takes additional action.

- **District Accountability Committees (DACs)** are responsible for (1) making recommendations to their local school boards concerning budget priorities, (2) making recommendations concerning the preparation of the district Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations, and (4) cooperatively determining other areas and issues to address and make recommendations upon. DACs also are expected to publicize opportunities to serve on District and School Accountability Committees and solicit families to do so, assist the district in implementing its family engagement policy, and assist school personnel in increasing family engagement with educators. Small rural school districts may waive some family engagement requirements. A more comprehensive description of the composition of DAC and its responsibilities is available later in this handbook.
- **School leaders** are responsible for overseeing that the academic programs offered by their school meet or exceed state and local performance expectations for of attainment on the state’s three key Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). They also play a key role in the creation, adoption, 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, 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— Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness;
- The district’s adoption and implementation of its Performance, Improvement, Priority Improvement or Turnaround plan (whichever is appropriate based on the district’s accreditation category);
- 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.

There are no major changes planned for the Fall 2018 performance frameworks. All adjustments to this year's frameworks are reflective of state assessment and statutory requirement changes. The [Accountability Work Group](#) and the [Technical Advisory Panel](#) for Longitudinal Growth collaborate with the Colorado Department of Education each year to inform how adjustments are incorporated into performance frameworks. A summary of the final changes, along with information about anticipated future changes resulting from legislative action can be found here:

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

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

- **Academic Achievement:** The Academic Achievement Indicator reflects how district students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS English language arts; CMAS mathematics; Colorado Spanish language arts (ACCESS); CMAS science; PSAT 9 & 10 and the alternate DLM/CoAlt assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the district compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, for 2018, industry credentials, as



recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations.

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

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:** If interested in participating in the request to reconsider process, then districts are highly encouraged to submit a draft request to reconsider submission by September 14, 2018 for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 15, 2018.

**Step Three:** No later than October 15, 2018, 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>.

**Step Four:** No later than November 15, 2018, the Department shall determine a final accreditation category for each district and shall notify the district of the accreditation category to which it has been assigned.

Districts Accredited with Priority Improvement Plans or Turnaround Plans can find additional details concerning the accountability process and requirements in the Priority Improvement and Turnaround Supplement available at: [http://www.cde.state.co.us/accountability/accountability\\_clock](http://www.cde.state.co.us/accountability/accountability_clock). Note that HB18-1355 changes some of the requirements for Priority Improvement and Turnaround school districts, beginning with the 2019 performance frameworks. For a look at the changes that are coming go to: <http://www.cde.state.co.us/accountability/housebill1355-factsheet>.

## 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 most recent being the Every Student Succeeds Act (ESSA). Under No Child Left Behind (NCLB), ESSA's precursor, Title IA district accountability was based on Adequate Yearly Progress (AYP). Prior to ESSA, Colorado was approved under an ESEA flexibility waiver to use state accountability (District Performance Frameworks) as the basis for Title IA district accountability, resulting in closely aligned state and federal accountability. Unlike NCLB and the ESEA flexibility waiver, ESSA only requires the SEA to identify schools for improvement and support. Under ESSA, schools may be identified as Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS)<sup>1</sup>. Districts are not identified under ESSA, however, they are accountable for their schools identified as CS and TS.

Districts with CS schools must develop, in consultation with stakeholders, an improvement plan as part of the UIP process. The CS plan must be reviewed and approved by the school, district, and state. The state is also required to monitor implementation of the approved plans. Districts must review, approve, and monitor TS school improvement plans and determine the duration of TS identification, exit criteria, and any additional action necessary if performance does not improve for the student group(s) that triggered the school's identification for support and improvement. Schools may use the UIP to document TS requirements.

Under ESSA, all districts continue to be required to prepare and disseminate annual report cards that inform families and the community about school performance, particularly those identified as CS or TS. LEA report cards must include performance on long-term and interim accountability indicators, including academic achievement and growth, the progress of English learners toward English proficiency, and graduation and dropout rates. District and school information must be presented for all students and disaggregated groups, and compared to state-level data. The report card must name and include the reasons why schools were identified for federal support and improvement.

### *Title IIA Accountability*

Districts are no longer required to report information on highly qualified teachers; the federal definition of "highly qualified" has been replaced with Colorado teacher licensure requirements. Under ESSA, the focus of Title IIA shifted from holding districts accountable for having highly qualified teachers to ensuring low-income and minority students are provided equitable access to effective teachers, principals, and other school leaders. Colorado calculates the rates at which teachers in schools with the highest proportions of poor and minority students are designated ineffective, out-of-field, or inexperienced, compared to schools with the lowest proportions of poor and minority students, and identifies districts that must implement plans to reduce the identified gap(s). Plans must directly address the root causes of the identified gaps and provide for a more equitable distribution of effective,

---

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

experienced, and in-field teachers. More detailed information regarding expectations for these plans, as well as relevant data, can be found on CDE's Equitable Distribution of Teachers webpage <http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>.

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

### ***Title IIIA Accountability***

NCLB required states to establish Annual Measurable Achievement Objectives (AMAOs), performance and progress objectives/targets that Title III grantees had to meet each year. Colorado's provisions remained the same under the ESEA flexibility waiver. While ESSA calls for equitable supports and opportunities for English learners, it has shifted state- and district-level accountability requirements from Title IIIA to Title IA. Colorado's ESSA plan includes indicators and targets for ELs developing English and attaining proficiency, in addition to meeting academic growth and proficiency targets.

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

## 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 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.

---

<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.

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).
- Meet at least quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding implementation of the school district's performance, improvement, priority improvement or turnaround plan, whichever is applicable, or other progress pertinent to the school district's accreditation contract (per HB 18-1355).

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 both the Unified Improvement Plan template for both districts and schools.

In 2008, Colorado introduced the Unified Improvement Plan to streamline the improvement planning components of state and federal accountability requirements. This approach has enabled the state to shift from planning as an “event” to planning as a frame for “continuous improvement.” Most importantly, this process reduces the 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>	A system to align improvement planning requirements for state and federal accountability into a single plan.
<b>Documentation</b>	A common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic changed and adjustments over time. Reviews conducted by CDE and the State Review Panel.
<b>Transparency</b>	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
<b>Best Practice</b>	A statewide strategy to promote improvement planning based on best practice, including use of state and local data and engagement in a continuous improvement cycle.
<b>Supports</b>	A mechanism for triggering additional supports through CDE (especially for schools/districts on the accountability clock).

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

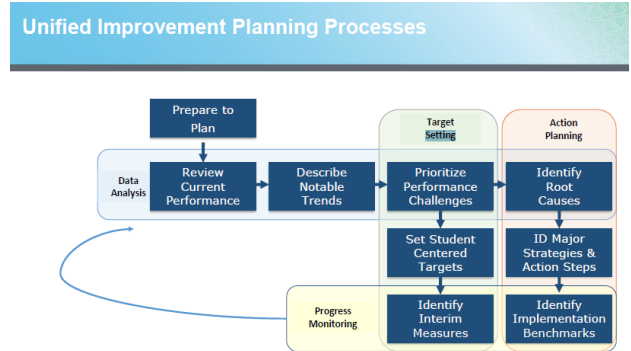
---

<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 (i.e., achievement, growth, and postsecondary/workforce readiness) and may, at the local school board's discretion, include additional accreditation indicators and measures adopted by the district. In addition, the Department will review the performance of each public school annually and the State Board will assign to each school the type of plan it will be responsible for implementing.

Each year, the following process takes place:

**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:** If the district chooses to participate in the request to reconsider process, they are highly encouraged to submit a draft request to reconsider by September 14, 2018, for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 15, 2018.

**Step Three:** No later than October 15, 2018, 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 will only 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, 2018, 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.

Priority Improvement and Turnaround schools can find additional details concerning their accountability requirements and opportunities for support in the Priority Improvement and Turnaround Supplement, available at: [http://www.cde.state.co.us/accountability/accountability\\_clock](http://www.cde.state.co.us/accountability/accountability_clock). Please note that HB18-1355 changes some of the requirements for Priority Improvement and Turnaround schools, beginning with the 2019 performance frameworks. For a look at the changes that are coming please see: <http://www.cde.state.co.us/accountability/housebill1355-factsheet>.

### *School Performance Framework*

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

- **Academic Achievement:** The Academic Achievement Indicator reflects how students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS English language arts; CMAS mathematics; Colorado Spanish language arts (ACCESS); CMAS science; PSAT 9 & 10 and the alternate DLM/CoAlt assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/reduced price lunch eligible, minority students, and students with disabilities.
- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups.
- **Postsecondary and Workforce Readiness:** The Postsecondary and Workforce Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, for 2018, industry credentials, as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations.

Based on state-identified measures and metrics, schools receive a rating on each of these Performance Indicators that reflects if they exceeded, met, approached, or did not meet the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of school

performance. Additionally, schools are accountable for meeting minimum participation rates on the state assessments. If a school does not make the 95 percent participation rate requirement in two or more content areas (English language arts, math, and science) the plan type will be lowered one level. Parents who chose to excuse their students from state assessments are not factored into participation calculations, per state board ruling.

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

*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

*History.* Under NCLB, Title IA accountability was based on Adequate Yearly Progress (AYP) measures, which included annual measurable objectives (AMOs) for reading and mathematics. Under the ESEA flexibility waiver, Colorado more closely aligned state and federal accountability; Title I schools assigned Priority Improvement or Turnaround plans and meeting supplemental criteria (school performance in lowest 5% of Title I schools, low graduation rate for all students or disaggregated groups, or low-performing disaggregated groups) were identified for improvement under the flexibility waiver.

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

- **Academic achievement:** Based on CMAS and CoAlt mean scale scores for English language arts (and Spanish language arts for eligible 3<sup>rd</sup> and 4<sup>th</sup> graders) and math, and math and evidence-based reading and writing PSAT/SAT performance. Non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score.
- **Academic progress:** Based on median growth percentiles for CMAS English language arts and math, and PSAT/SAT math and evidence-based reading and writing.
- **Graduation rates:** Based on the 4-year and 7-year adjusted cohort rates.
- **Progress in achieving English language proficiency:** Based on WiDA ACCESS for ELLs median growth percentiles and the percent of students on-track to fluency within the state-determined timeline.
- **Indicators of school quality or student success (SQSS):** Based on CMAS/CoAlt science mean scale scores and reduction in chronic absenteeism (elementary and middle schools) and dropout rates (high schools).

States must have a method for identifying schools for comprehensive (CS) and targeted (TS) support and improvement based on these indicators and establish long-term goals and measures of interim progress for academic achievement, graduation rates, and progress toward English proficiency.

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

For updates and additional information about ESSA identification, visit [http://www.cde.state.co.us/fedprograms/essa\\_csi\\_tsi](http://www.cde.state.co.us/fedprograms/essa_csi_tsi).

### *Comprehensive Support and Improvement School Identification*

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

- **Lowest Performing 5% of Title I Schools.** All Title I schools are ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using data from the three preceding years. Title I schools performing in the lowest 5% are identified for

improvement. One Alternative Education Campus (AEC) will be identified in this category, reflecting the relative percent (5%) of Title I schools that are AECs. If the summative index score does not adequately differentiate the lowest-performing AEC, attendance and truancy data will be included for identification purposes.

- *Low Graduation Rates.* Colorado identifies all public high schools with both 4-year and 7-year graduation rates below 67% (based on three years of data) for improvement. If a school does not yet have 7-year graduation rate, three years of 4-year graduation rates are used.
- *Additional Targeted.* Title I schools identified for Additional TS (A-TS, see below) will be moved to CS if any disaggregated group(s) earns Does Not Meet Expectations on all accountability indicators for that disaggregated group(s) for four consecutive years (i.e., chronically underperforming).

Schools identified as CS will remain in that category for three years, regardless of higher performance, to ensure adequate time to implement improvement strategies and sustain performance before supports are reduced or terminated. Schools that no longer meet identification criteria from the year they were identified will exit CS after the third year. However, a school will not exit CS if it is re-identified as CS while implementing improvement strategies (in years two and three after original identification). For example, a school in the lowest 5% that improves in its second year but then falls back into the lowest 5% in its third year will retain CS identification. See table below for examples.

School	2017-2018 Identification Year	2018-2019 Status	2019-2020 Status	2020-2021 Status	2021-2022 Status
<b>CS-Lowest 5% cut score in 17-18 = 38%</b>					
<b>A</b>	Summative rating = 33%  Identified as CS - lowest 5%	Summative rating = 39%  Not re-identified but holds CS status.	Summative rating = 39%  Not re-identified but holds CS status.	Summative rating = 40%  Not re-identified. Exits status and no longer CS.	Summative rating = 40%  Not re-identified and continues to be former CS.
<b>B</b>	Summative rating = 33%  Identified as CS - lowest 5%	Summative rating = 33%  Re-identified as CS based on cut score for 18-19.	Summative rating = 39%  Not re-identified but holds CS status.	Summative rating = 40%  Not re-identified but holds CS status.	Summative rating = 40%  Not re-identified. Exits status and no longer CS.

### ***Targeted Support and Improvement School Identification***

TS schools are identified annually using two types of criteria for identification: Targeted and Additional Targeted Support and Improvement.

*Targeted Support and Improvement (TS).* Any school with at least one consistently underperforming disaggregated group: students receiving free and reduced meals, students from major racial and ethnic groups, students with disabilities, and English learners. Colorado uses all ESSA indicators (progress toward English proficiency for ELs only) to evaluate the performance of all disaggregated groups. Schools with a student group(s) earning the lowest rating (does not meet expectations) on three or

more indicators, based on 3-year performance (assuming minimum n is met) will be identified as TS for that student group.

Districts are responsible for determining how long a school will remain TS and what criteria will be required to exit TS status.

*Additional Targeted Support and Improvement (A-TS).* Colorado identifies any TS schools with at least one disaggregated group that, on its own, meets the criteria for the lowest 5% of Title I schools as A-TS. Using the CS methodology for identifying the lowest performing 5% of Title I schools, a summative score is calculated for each disaggregated group using all ESSA indicators based on three years of data. Schools are ranked based on the performance of each student group and identified A-TS if they are not already identified CS but have at least one student group that performed within the lowest 5% for that group.

Consistent with the methodology for exiting CS, schools that score above the criteria of their identification year and do not fall into the lowest 5% category in any of the three years the school is A-TS will exit improvement status after the third year. Title I schools identified A-TS that fail to meet state-defined exit criteria for three consecutive years for the same student group will move to CS after 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, principals, other school leaders, teachers, and parents. Starting with the 2019 UIP cycle, CS school plans will be approved by the school, LEA, and CDE. Upon approval and implementation, CDE is responsible for monitoring and periodically reviewing CS plans. LEAs will be responsible for reviewing, approving, and monitoring TS plans.

CS plans should be documented within the UIP and must:

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

TS Plans may use the UIP for documentation and must:

- Be developed in consultation with stakeholders
- Be informed by student performance for identified disaggregated group(s) against state-determined long-term goals
- Include evidence-based interventions (EBIs)
- If A-TS, also address resource inequities

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



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

ESSA Planning Requirements	UIP Connection	CS	TS	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		◆	◆

### *ESSA Grants and Technical Assistance*

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

## School Accountability Committees

### *Composition of Committees*

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

- The principal of the school or the principal's designee;
- One teacher who provides instruction in the school;
- Three parents of students enrolled in the 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.

### *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;

---

<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.

- 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 Improvement 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 15th 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 15th. Local school boards are encouraged to review and approve such plans and to consider in their local policies whether they would like to require school principals and superintendents to submit the plan to the local school board for approval.

Districts will submit all final plans no later than April 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 Or Achievement</b>	<p>A proficiency score on an assessment. Achievement for an individual is expressed as a test (scale) score or as an achievement level.</p> <p>Academic achievement is a performance indicator used to evaluate schools and districts in Colorado. Colorado uses the average score, or mean scale score, to measure achievement.</p>
<b>Academic Growth</b>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>Academic growth is a performance indicator used to evaluate schools and districts in Colorado.</p>
<b>Academic Peers</b>	<p>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.</p>
<b>ACCESS for ELLs</b>	<p>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 in English.</p>
<b>Achievement Level</b>	<p>Descriptions of score levels on an assessment, using ranges of scores, separated by cut-points. On the CMAS assessments, for example, the five achievement levels are: 1-did not yet meet expectations, 2-partially met expectations, 3-approached expectations, 4-met expectations, and 5-exceeded expectations.</p>
<b>Accountability Clock/Performance Watch</b>	<p>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.</p> <p>Note: In 2019, the term “Performance Watch” will replace the term Accountability Clock. A school or district in Priority improvement or Turnaround (PI/T) is on performance watch. After receiving two consecutive PI/T ratings, a school or district must receive an Improvement rating or higher for two consecutive years to exit performance watch. After five years of consecutive or nonconsecutive PI/T ratings while on performance watch, the state board must direct the school, district or Institute to take one of the actions, or pathways, outlined in statute.</p> <p>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>.</p>
<b>Action Step</b>	<p>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.</p>
<b>Additional Targeted Support (A-TS)</b>	<p>School identified for support and improvement under the Every Student Succeeds Act (ESSA) based on having at least one student group performing in the lowest 5% for that student group.</p> <p>If the school does not exit this category within 3 years of identification and is supported with Title IA funds, the school would become comprehensive support and improvement under ESSA.</p>



Term	Definition
<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: <i>Mean</i>
<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: ELA and Math (DLM)</b>	Colorado Alternate Assessment: ELA and Math Dynamic Learning Maps (DLM) is the standards-based assessment used to measure academic content knowledge in English Language Arts and Mathematics for students with significant cognitive disabilities.
<b>The Colorado Growth Model</b>	The Colorado Growth Model is a statistical model to calculate each student's progress on state assessments. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in language arts, mathematics and English proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.
<b>Colorado Measures of Academic Success (CMAS)</b>	Colorado's assessments created to measure the Colorado Academic Standards. They include assessments in ELA, math, science and social studies.
<b>Colorado SAT, PSAT10, PSAT09</b>	Colorado has given a college entrance exam each spring to all 11 <sup>th</sup> graders enrolled in public schools since 2001. All Colorado 9 <sup>th</sup> graders are administered the PSAT09; 10 <sup>th</sup> graders are administered the PSAT10; and all 11 <sup>th</sup> graders have the opportunity to take the SAT. These assessment results are used in the accountability system.
<b>Comprehensive Support and Improvement (CS)</b>	Schools that are identified for support and improvement under the Every Student Succeeds Act (ESSA), based on one of the 3 following categories: <ul style="list-style-type: none"> <li>• Performing in the lowest 5% of Title I schools;</li> <li>• Having a graduation rate below 67%; or</li> <li>• Having at least one chronically underperforming student group.</li> </ul>
<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 group of students. Colorado reports student academic growth, on the performance framework reports, for four historically disadvantaged student groups: students eligible for free/reduced cost meals, minority students, students with disabilities, and English learners. Additional information is reported by race, ethnicity, gender, and gifted.
<b>Disaggregated Graduation Rate</b>	Graduation rates are disaggregated by student groups. On the performance framework reports, disaggregated groups include students eligible for free/reduced cost lunch, minority students, students with disabilities, and English language learners. See also: <i>Graduation Rate</i>
<b>District Performance Framework (DPF)</b>	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.

Term	Definition
<b>Drop-Out Rate</b>	The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level (grades 9-12).
<b>ELs</b>	English learners – includes FEP, NEP, and LEP students.
<b>Equitable Distribution of Teachers (EDT)</b>	The requirement in ESSA that LEAs examine and address the issue that inexperienced, ineffective, and out-of-field teachers are more likely assigned to teach low-income and minority students. EDT analyses are conducted and posted on the CDE website.
<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 for more than two years.
<b>Fluent English Proficient (FEP)</b>	This is the highest level of English proficiency designations for English learners, and split into four sub-designations: FEP, Monitor Year 1; FEP Monitor Year 2; FEP Exited Year 1; FEP, Exited Year 2. Students at this level are able to understand and communicate effectively with various audiences, on a wide range of familiar and new topics, to meet social and academic demands in English. They are able to score comparably, in content areas, to native speakers, but may still need some linguistic support. Compare to: <b>NEP, LEP</b>
<b>Framework Points</b>	<p>The point values schools/districts can earn on each performance indicator included in the SPFs/DPFs. Framework points define the relative weighting of each performance indicator within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all three indicators.</p> <p>For elementary and middle level schools only, framework points possible are: 40 for Academic Achievement and 60 for Academic Growth.</p> <p>For high schools and districts with high school levels, framework points possible are: 30 for Academic Achievement, 40 for Academic Growth, and 30 for Postsecondary and Workforce Readiness.</p> <p>When a school/district does not have sufficient data to calculate a score on a particular performance indicator, the remaining indicators are used, and their weighted contributions change.</p>
<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.

Term	Definition
<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 2016 will graduate with the Class of 2020. On the 1-year District/School Performance Framework reports, districts/schools earn points based on the highest value among the following graduation rates: 4-year, 5-year, 6-year, and 7-year. For District/School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.
<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 44% - 56% 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><i>Measure</i></b> and <b><i>Metric</i></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 English proficiency designation for English learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. Compare to: <b><i>NEP, FEP</i></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><i>Average</i></b> .
<b>Measure</b>	Instrument(s) to assess performance in an area identified by an indicator.

Term	Definition
<b>Median</b>	<p>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.</p> <p>Medians may be more appropriate than averages in particular situations, such as when percentiles are grouped.</p>
<b>Median Student Growth Percentile Or Median Growth Percentile (MGP)</b>	<p>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: <i>Median</i></p>
<b>Metric</b>	<p>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.</p>
<b>Non-English Proficient (NEP)</b>	<p>The lowest English proficiency designation, for English learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: <i>LEP, FEP</i></p>
<b>Normative Growth</b>	<p>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.</p>
<b>Participation Rate – Accountability Determination</b>	<p>Percentage of students, in a school/district, taking required state assessments; excluding Parent Excuses and counting NEP EL newcomers not testing in English Language Arts as participants. On the performance frameworks, schools/districts that do not meet the minimum 95% accountability participation rate in two or more subject areas are assigned a plan type one category lower than their framework points indicate.</p>
<b>Participation Rate – Population Representativeness</b>	<p>Percentage of students, in a school/district, taking required state assessments; including: English Language Arts, Math, Science, PSAT, and SAT.</p>
<b>Percentage/Percent</b>	<p>A way of expressing a fraction in a single number. For example, 1 out of 17 is 5.9%.</p>
<b>Percentile</b>	<p>A percentile is a way of showing how a particular score compares with all other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p> <p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of people – in other words, you know more words than 60% of your peers. Conversely, 40% know more words than you do. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your percentile was the 50<sup>th</sup>, you know that your score is right in the middle of all the other scores, an average score.</p>
<b>Performance</b>	<p>General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.</p>

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 56% of their SPF points are assigned to the Performance plan category.
<b>PHLOTE</b>	A data element used to represent students that have a primary or home language other than English.
<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 SAT 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% - 44%, 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 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 CMAS, students receive a scale score in English language arts, math, 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.
<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).

Term	Definition
<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 Turnaround Plans for schools and districts, which may include a site visit. The State Review Panel must review all schools and districts nearing the end of the Accountability Clock.
<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 growth in achievement based on his/her prior scores and relative to other students with similar prior scores. A growth percentile of 60 in math means the student’s growth exceeds that of 60% of his/her academic peers. Also referred to as a “growth percentile.”
<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 Support and Improvement (TS)</b>	Schools identified for support and improvement under the Every Student Succeeds Act (ESSA), based on having at least one student group that is consistently underperforming on at least 3 of the ESSA indicators.
<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> .
<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 and districts 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</li> </ul>

Term	Definition
	<p>manage the school pursuant to a contract with the local school board or the Charter School Institute.</p> <ul style="list-style-type: none"> <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.</li> <li>• Closing a school.</li> <li>• Investing in research-based strategies focused on early learning and development to address any deficiencies identified in the early childhood learning needs assessment. This may be done in combination with at least one other research-based strategy named in this list.</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 Districts Accredited with Improvement

### 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 an Improvement 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. Schools that continue to perform at a level that results in being required to adopt a Priority Improvement or Turnaround Plan will be subject to restructuring or closure, in accordance with the provisions of section 22-11-210, C.R.S.

### 7. Accreditation of Online Schools

The District will implement a system of accrediting its online schools, as defined in section 22-30.7-102(9.5), C.R.S. This system shall emphasize the 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.

### 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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Colorado State Board of Education Chairman

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix C: District Accreditation Contract for District Accredited with Priority Improvement or Turnaround

### 1. Parties

This contract is between the local school board for [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 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

Based on the 2017 District Performance Framework, the District will enter Year 1 of Accredited with Priority Improvement Plan. If the District continues to perform at a level that results in being Accredited with a Priority Improvement Plan or Turnaround Plan in following years, the State Board will direct the District to take significant action, in accordance with section 22-11-209, C.R.S.

### 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. Schools that continue to perform at a level that results in being required to adopt a Priority Improvement or Turnaround Plan will be subject to restructuring or closure, in accordance with the provisions of section 22-11-210, C.R.S.

### 8. Accreditation of Online Schools

The District will implement a system of accrediting its online schools, as defined in section 22-30.7-102(9.5), C.R.S. This system shall emphasize the 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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

District Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Commissioner of the Colorado Department of Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Colorado State Board of Education Chairman

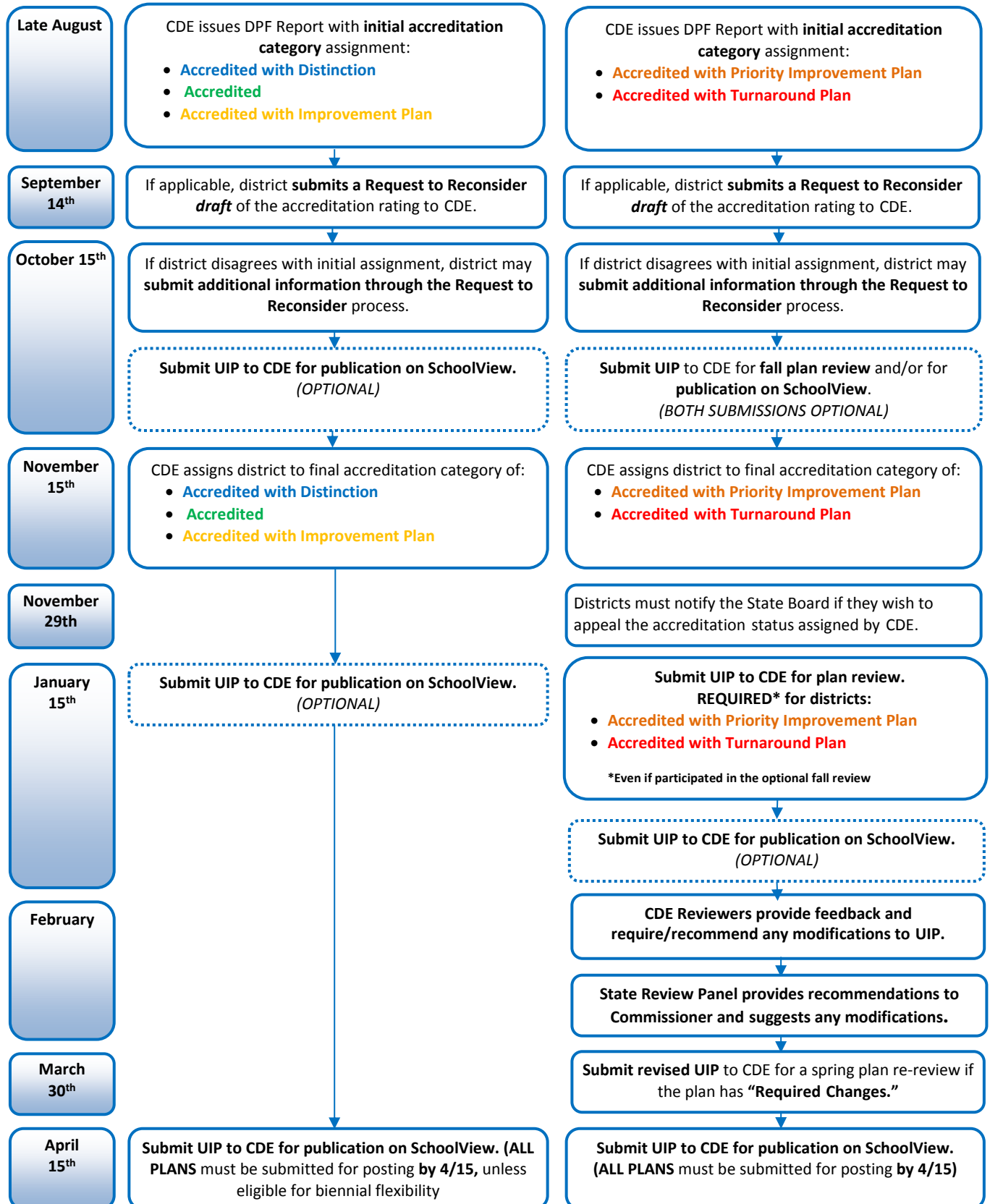
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix D: Sample District Performance Framework Report

*Coming soon*

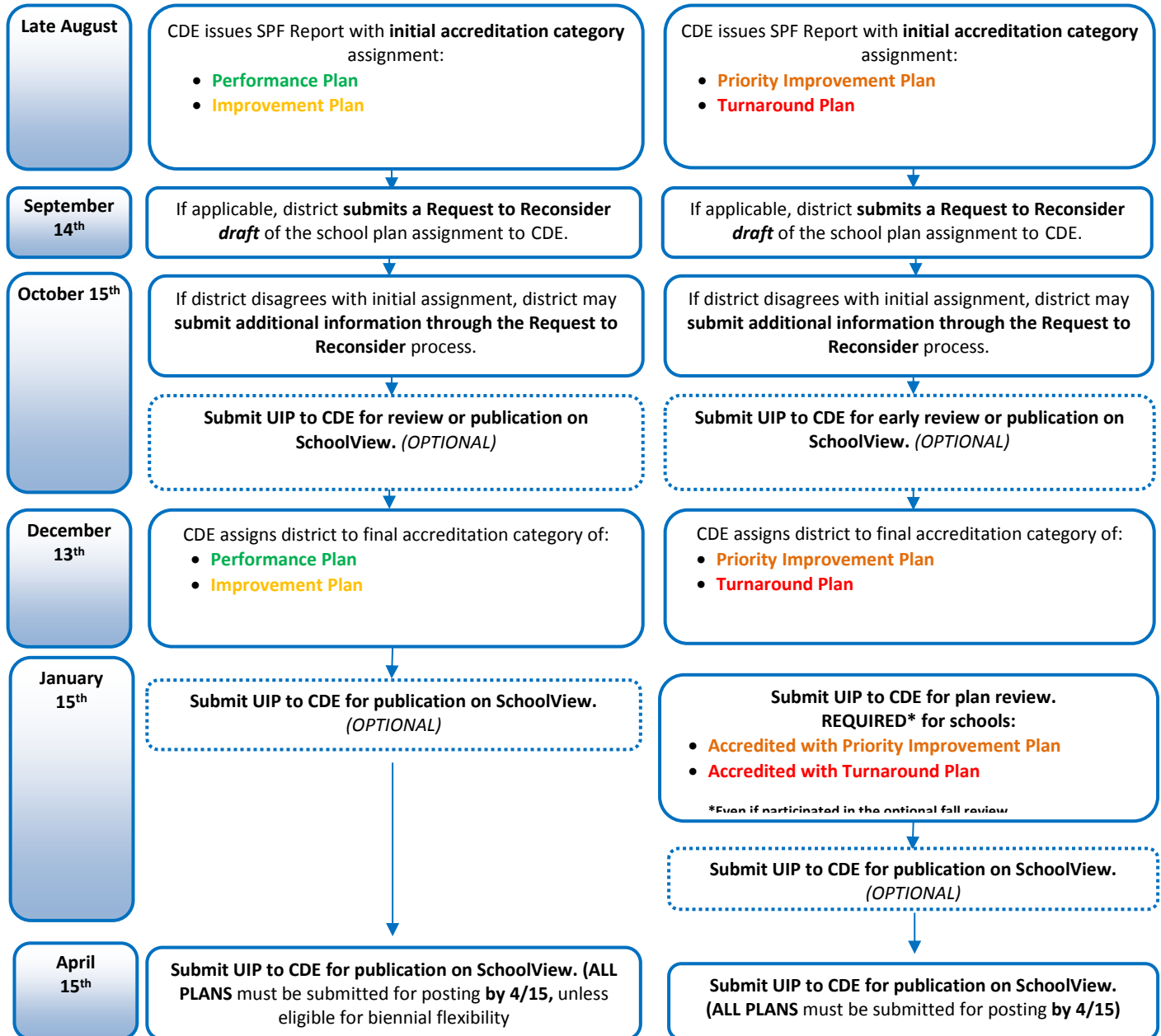
## Appendix E: Timelines for District Accreditation and Plan Submission - 2018



## Appendix F: Sample School Performance Framework Report

*Coming soon*

## 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 the 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 the accountability clock. 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>	<p>Contracts reviewed and agreed upon annually.</p>
Development of Unified Improvement Plan (UIP) – Improvement Strategies	<p>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.</p>	<p>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.</p> <p>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).</p>
Adoption of UIP – Responsible Party	<p>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.”</p>	<p>Local school board must adopt the Priority Improvement or Turnaround plan.</p>

State Required Elements	Performance and Improvement Plans	Priority Improvement or Turnaround Plans
<b>Adoption of UIP – Deadline</b>	<p>The plan must be adopted by <b>April 15<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="http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission">Fact Sheet</a>.            (<a href="http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission">http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission</a>)</p>	<p>The plan must be adopted by <b>January 15<sup>th</sup></b>.</p>
<b>Submission of UIP to CDE</b>	<p>The plan must be submitted to CDE on or before April 15th for public posting.</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="http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission">Fact Sheet</a>.            (<a href="http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission">http://www.cde.state.co.us/accountability/hb_16_1440_flexibility_in_uip_submission</a>)</p>	<p>The plan must be submitted to CDE for review by January 15th.</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 15th for public posting.</p>
<b>Review of UIP by CDE</b>	<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, READ Act, 21<sup>st</sup> Century Grant). 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., Gifted Education, READ Act, 21<sup>st</sup> Century Grant, EASI Grant). Details are spelled out in the pre-populated report of the UIP.</p>
<b>Review of UIP by State Review Panel</b>	<p>The State Review Panel does not review Performance or Improvement Plans.</p>	<p>The State Review Panel may review Priority Improvement and 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>
<b>Accountability Clock -- State Board Action</b>	<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>

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>