



COLORADO
Department of Education

District Accountability Handbook

Version 9.0

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

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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). 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 support and improvement (i.e., Comprehensive, Targeted and Additional Targeted Support and Improvement), notifying the districts of identified schools and approving and monitoring the implementation of improvement plans for Comprehensive Support and Improvement schools (CS).
- The **Colorado State Board of Education** (State Board) is responsible for entering into accreditation contracts with local school boards and directing local school boards regarding the types of plans the district's schools implement. The State Board directs actions when districts and schools are identified with Turnaround or Priority Improvement plans for more than five consecutive years. The State Board also reviews and directs the Department on the contents of the ESSA state plan.
- **Local school boards** are responsible for accrediting their schools and ensuring that the academic programs offered by their schools meet or exceed state and local performance expectations for attainment on the state's key Performance Indicators (i.e., achievement, growth, and postsecondary/workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround district plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement their assigned plan type.
- **District leaders** are responsible for overseeing that the academic programs offered by district schools meet or exceed state and local performance expectations on the state's key Performance Indicators. 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. Districts with CS or ATS schools must also assess, identify, and address any resource inequities to ensure that CS and ATS schools have access to resources equitable to other schools.

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

District Accreditation Contracts

Contract Contents

The Department is responsible for annually accrediting all school districts in the state. Accreditation contracts have a term of one year 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 2019 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 a second year, industry credentials, as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations.

- **On-Track Growth (*Forthcoming*):** while not currently included in the performance framework reports it is a required performance indicator for inclusion in annually-determined school and district rating calculations: “Student academic growth to standards, based on students’ progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III). This statutory requirement has led to the development of an On Track Growth metric that measures whether a student is making enough growth to move towards grade level expectations. It is expected that these results will be included as a separate performance indicator no sooner than the 2021 performance framework report release.

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 mid- to late- August of each school year, based on objective analysis, the Department will determine whether each district exceeds, meets, approaches, or does not meet state expectations for attainment on the key Performance Indicators. 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 18, 2019 for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 16, 2019.

Step Three: If a district disagrees with the Department’s initial assignment of a district accreditation category, a district may submit additional information for the Department’s consideration. The district must submit the District and School Accreditation and Request to Reconsider Form no later than September 18, 2019 indicating this intent to submit a request to reconsider with final submissions for a request for reconsideration due no later than October 16, 2019. 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 December 12, 2019, 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. 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 these changes 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 ESSA, the SEA is required to identify schools for improvement and support as Comprehensive Support and Improvement (CS), Targeted (TS), or Additional Targeted (ATS) Support and Improvement¹. Districts are not identified under ESSA; however, they are accountable for their schools identified as CS and TS/ATS.

Each CS school within the district must develop, in consultation with stakeholders, the district, and the SEA, an improvement plan as part of the UIP process. The plan must be reviewed and approved by the school, district, and state. The state is also required to monitor implementation of approved plans. Districts must review, approve, and monitor TS school improvement plans and determine the duration of TS identification, exit criteria, and any additional action necessary if performance does not improve for the student group(s) that triggered the school's identification for support and improvement. Schools may use the UIP to document TS requirements. The district UIP must describe the district's process for reviewing, approving, and monitoring UIPs of identified schools. For CS and ATS schools, the district must also have a process for assessing, identifying, and addressing any inequities between resources allocated to CS or ATS schools and other schools in the district.

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

Title IIA Accountability

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

¹ 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](#).

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

Title IIIA Accountability

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

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

District Accountability Committees

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

Composition of Committees

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

- Three parents of students enrolled in the district²;

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

- 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.

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 through the UIP Online System.³

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

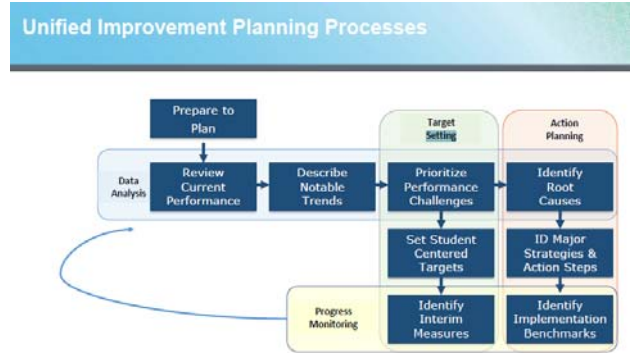
Alignment	A system to align improvement planning requirements for state and federal accountability into a single plan.
Documentation	A common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic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

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

³ 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 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. 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 each fall, schools and districts can validate conclusions drawn from local data or make broader revisions. The plan must cover at least two academic years (the current school year and the next).

Certain district-level UIPs may be reviewed at the state level for program requirements. These programs include: Gifted Education 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 18, 2019, for CDE staff to provide technical assistance. CDE is unable to provide any follow-up or clarification to requests received on or after October 16, 2019.

Step Three: If a district disagrees with the Department's initial school plan type assignment for any of its schools, a district may submit additional information for the Department's consideration. The district must submit the District and School Accreditation and Request to Reconsider Form no later than September 18, 2019 indicating this intent to submit a request to reconsider with final submissions for a request for reconsideration due no later than October 16, 2019.

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 12, 2019, 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. 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 a second year, industry credentials where provided by school districts as recognized by the Colorado Workforce Development Council, will be included in CTE and overall matriculation rates calculations.

- **On-Track Growth (*Forthcoming*):** while not currently included in the performance framework reports it is a required performance indicator for inclusion in annually-determined school rating calculations: “Student academic growth to standards, based on students’ progress toward meeting the state standards... or for students who meet grade-level expectations on the state standards, progress toward higher levels of achievement, if available, as measured by the statewide assessments.” 22-11-204(1)(a)(III). This statutory requirement has led to the development of an On Track Growth metric that measures whether a student is making enough growth to move towards grade level expectations. It is expected that these results will be included as a separate performance indicator no sooner than the 2021 performance framework report release.

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

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 3rd and 4th graders) and math, and math and evidence-based reading and writing PSAT/SAT performance. For the CS participation analyses, non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score on the missed assessment.
- **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), Targeted (TS), and Additional Targeted (ATS) support and improvement based on these indicators and establish long-term goals and measures of interim progress for academic achievement, graduation rates, and progress toward English proficiency.

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

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

Comprehensive Support and Improvement School Identification

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

- *Lowest Performing 5% of Title I Schools.* All Title I schools are ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using 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
CS-Lowest 5% cut score in 17-18 = 38%					
A	Summative rating = 33% Identified as CS - lowest 5%	Summative rating = 39% Not re-identified but holds CS status.	Summative rating = 39% Not re-identified but holds CS status.	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	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 with a subset meeting criteria for 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, what criteria will be required to exit TS status, and take district-determined action if the school does not meet the exit criteria within the district-determined timeline.

Additional Targeted Support and Improvement (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.

CDE identifies TS and ATS schools annually. Any Title I schools that are identified as A-TS for three consecutive years for the same student group(s) 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 must be developed within the UIP and must:

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

TS Plans may be developed within the UIP and must:

- Be developed in consultation with stakeholders
- Be informed by student performance for identified disaggregated group(s) against state-determined long-term goals
- Include evidence-based interventions (EBIs)
- 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	ATS
LEA ensures a plan is developed with stakeholders (including school leaders, teachers and parents).	Data Narrative – Brief Description	◆	◆	◆
Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).	Data Narrative – Current Performance	◆	◆	◆
Plan includes evidence based interventions.	Major Improvement Strategy or Action Step	◆	◆	◆
Plan is based on a school-level needs assessment.	Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis	◆		
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/ATS schools have access to a wide array of services and supports, including additional grant dollars through the EASI application. More details can be found at: <http://www.cde.state.co.us/fedprograms/easiapplication>. CDE staff will continue to work with districts to identify the needs of schools identified for improvement and how federal funds can be more effectively leveraged in support of student achievement.

School Accountability Committees

Composition of Committees

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

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

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

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

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

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

Committee Responsibilities

Each SAC is responsible for the following:

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

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

- Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written;
- Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract;
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.);
- Publicizing opportunities to serve and soliciting parents to serve on the SAC (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 15th 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 can be accessed at this link: <http://www.cde.state.co.us/schoolview>

The following tools and reports are available at the school view web-site including:



Performance Snapshot

The Performance Snapshot provides an overview of key elements from the most recent District and School Performance Framework Reports and Unified Improvement Plans. This report is primarily designed for users with existing knowledge of the performance frameworks and improvement planning process, but provides a significant amount of explanatory information that may make it accessible to broader audiences.



School and District Dashboards

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



Performance Frameworks Reports and UIPs

District and School Performance Frameworks are used to determine performance ratings under the state accountability system. Unified Improvement Plans (UIPs) document the strategies that districts and schools implement as part of the continuous improvement cycle. Go here to access reports for individual districts and schools in PDF format.

Appendix A: Colorado Educational Accountability System Terminology

Term	Definition
Academic Achievement Or Achievement	<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>
Academic Growth	<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>
Academic Peers	<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>
ACCESS for ELLs	<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-12th graders identified as English learners (ELs). The assessment measures student achievement in reading, writing, speaking, and listening comprehension standards in English.</p>
Achievement Level	<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>
Accountability Clock/Performance Watch	<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 Priority Improvement and Turnaround Supplement to the Accountability Handbook.</p>
Action Step	<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>
Additional Targeted Support (A-TS)	<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>

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

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

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

Measure	Instrument(s) to assess performance in an area identified by an indicator.
Median	<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>
Median Student Growth Percentile Or Median Growth Percentile (MGP)	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by ordering the individual Student Growth Percentiles of the students in the group of interest and determining the middle score. See also: Median
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
Non-English Proficient (NEP)	The lowest English proficiency designation, for English learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: LEP, FEP
Normative Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as how each student's progress compares to other students with a similar achievement history—his/her academic peers.
Participation Rate – Accountability Determination	Percentage of students, in a school/district, taking required state assessments; excluding Parent Excuses and counting NEP EL newcomers not testing in English Language Arts as participants. On the performance frameworks, schools/districts that do not meet the minimum 95% accountability participation rate in two or more subject areas are assigned a plan type one category lower than their framework points indicate.
Participation Rate – Population Representativeness	Percentage of students, in a school/district, taking required state assessments; including: English Language Arts, Math, Science, PSAT, and SAT.
Percentage/Percent	A way of expressing a fraction in a single number. For example, 1 out of 17 is 5.9%.
Percentile	<p>A percentile is a way of showing how a particular score compares with all other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p> <p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of people – in other words, you know more words than 60% of your peers. Conversely, 40% know more words than you do. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your percentile was the 50th, you know that your score is right in the middle of all the other scores, an average score.</p>
Performance	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.

Performance Indicator	A specific component of school or district quality. Colorado has identified three performance indicators to evaluate all schools and districts in the state: student achievement, student academic growth, and postsecondary/workforce readiness.
Performance Plan	The type of plan required for schools that already meet the state’s expectations for attainment on the performance indicators. Districts that earn at least 65% of their DPF points or schools that earn at least 53% of their SPF points are assigned to the Performance plan category.
PHLOTE	A data element used to represent students that have a primary or home language other than English.
Postsecondary and Workforce Readiness (PWR)	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.
Priority Improvement Plan	One of the types of plans required for those schools that do not meet the state’s performance standards. Districts that earn 34% - 44%, of their DPF points are assigned to a Priority Improvement Plan category. Schools that earn 34% - 42%, of their SPF points are assigned to a Priority Improvement Plan category.
Priority Performance Challenges (PPC)	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.
Rating	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.
Root Cause	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.
SASID	State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.
Scale Score	Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On CMAS, students receive a scale score in English language arts, math, science and social studies. See also: Achievement
School Performance Framework (SPF)	The framework used by the state to provide information to stakeholders about each school’s performance based on the key performance indicators: student achievement, student academic growth, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all indicators.
School Plan Type	The type of plan to which a school is assigned by the state on the SPF report. The school plan types are: Performance, Improvement, Priority Improvement, and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (Priority Improvement or Turnaround) or the principal and superintendent (Performance or Improvement).

SEA	State Education Agency (Colorado Department of Education)
State Review Panel	A panel of education experts appointed by the commissioner to assist the Department and the state board in implementing the Education Accountability Act of 2009. The State Review Panel may review Priority Improvement Plans and Turnaround Plans for schools and districts, which may include a site visit. The State Review Panel must review all schools and districts nearing the end of the Accountability Clock.
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based. This is a component of the UIP process.
Student Growth Percentile (SGP)	A way of understanding a student’s current growth in achievement based on his/her prior scores and relative to other students with similar prior scores. A growth percentile of 60 in math means the student’s growth exceeds that of 60% of his/her academic peers. Also referred to as a “growth percentile.”
Target	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time. This is a component of the UIP process.
Targeted Support and Improvement (TSI)	Schools identified for support and improvement under the Every Student Succeeds Act (ESSA), based on having at least one student group that is consistently underperforming on at least 3 of the ESSA indicators.
Test Participation Test Participation Rate	See participation rate .
Turnaround Plan	<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 less than 34% of their DPF or SPF points are assigned to a Turnaround plan category. In Colorado’s state accountability system, schools assigned to the turnaround plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> ● Employ a lead turnaround partner that uses research-based strategies and has proven successful working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners. ● Reorganize the oversight and management structure within the school to provide greater, more effective support. ● Seek recognition as an innovation school or cluster with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. ● Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute. ● For a school that is not a charter school, convert to a charter school; ● For a charter school, renegotiate and significantly restructure the charter school’s charter contract. ● Closing a school. ● Investing in research-based strategies focused on early learning and development to address any deficiencies identified in the early childhood

	<p>learning needs assessment. This may be done in combination with at least one other research-based strategy named in this list.</p> <ul style="list-style-type: none">• 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).
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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
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District Superintendent

Signature	Date
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Commissioner of the Colorado Department of Education

Signature	Date
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Colorado State Board of Education Chairman


Signature	Date
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Appendix D: Sample District Performance Framework Report

District of reference.

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

The data set on which this report is based (one-year or multi-year).



Preliminary 2019 District Performance Framework

3124 | Sample District Levels: EMH - (1-Year)

Accreditation Rating
Accredited: Meets 95% Participation

Official Rating based on 1-Year DPF Report
59.6/100

Distinction

Performance 59.6%

Improvement

Priority Imp

Turnaround

Accreditation categories are based on the total percentage of points earned.

The year on the accountability clock (if applicable) will be located here.

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right-hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Refer to the scoring guide at the end of this report for additional information.

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

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

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

Indicator Rating Totals				Assurances		Test Participation Rates**	
Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Assurance	Rating	Subject	Accountability Participation Rate**
Academic Achievement	53.0%	15.9/30	Approaching	Accountability Participation Rate	Meets 95%	English Language Arts	98.7%
Academic Growth	61.0%	24.4/40	Approaching	Finance	Meets Requirements	Math	98.7%
Postsecondary & Workforce Readiness	64.4%	19.3/30	Meets	Safety	Meets Requirements	Science	98.8%

Summary of Ratings by EMH Level						
EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	59.7%	23.9/40	Approaching	62.0%	Accredited
	Academic Growth	73.2%	43.9/60	Meets		
Middle	Academic Achievement	53.5%	21.4/40	Approaching	54.3%	Improvement
	Academic Growth	55.4%	33.2/60	Approaching		
High	Academic Achievement	45.8%	13.7/30	Approaching	54.3%	Improvement
	Academic Growth	54.5%	21.8/40	Approaching		
	Postsecondary & Workforce ...	64.4%	19.3/30	Meets		

(*) Not Applicable; (†) No Reportable Data. For additional information, refer to the scoring guide on the last page of this report.

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH level are presented here. These ratings are **informational only** and may not coincide with overall district/school ratings due to different inclusion rules. The official district rating is displayed at the top of the report.

Preliminary 2019 District Performance Framework

3124 | Sample District Elementary - (1-Year)

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

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

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,789	98.9%	741.9	55	6/8	Meets
	Previously Identified for READ Plan	469	99.6%	704.5	*	0/0	-
	English Learners	773	98.4%	732.4	34	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,234	99.2%	738.0	47	0.5/1	Approaching
	Minority Students	2,181	98.9%	738.9	48	0.5/1	Approaching
CMAS - Math	All Students	2,814	99.1%	737.0	56	6/8	Meets
	English Learners	800	99.6%	729.8	38	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,256	99.4%	734.1	49	0.5/1	Approaching
	Minority Students	2,207	99.3%	734.6	50	0.75/1	Meets
	Students with Disabilities	350	96.4%	708.9	3	0.25/1	Does Not Meet
CMAS - Science	All Students	908	98.9%	601.1	49	4/8	Approaching
	Previously Identified for READ Plan	133	99.2%	598.9	44	0.5/1	Approaching
	English Learners	733	98.7%	592.7	44	0.5/1	Approaching
	Minority Students	733	98.7%	592.7	44	0.5/1	Approaching
	Students with Disabilities	128	95.0%	509.6	6	0.25/1	Does Not Meet
TOTAL		*	*	*	*	21.5/36	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		
CMAS - English Language Arts	All Students	1,783	52.0	6/8	Meets		
	English Learners	559	52.0	0.75/1	Meets		
	Free/Reduced-Price Lunch Eligible	1,444	52.0	0.75/1	Meets		
	Minority Students	1,437	52.0	0.75/1	Meets		
	Students with Disabilities	196	37.5	0.5/1	Approaching		
CMAS - Math	All Students	1,787	54.0	6/8	Meets		
	English Learners	564	55.0	0.75/1	Meets		
	Free/Reduced-Price Lunch Eligible	1,447	54.0	0.75/1	Meets		
	Minority Students	1,439	55.0	0.75/1	Meets		
	Students with Disabilities	198	46.0	0.5/1	Approaching		
ELP	English Language Proficiency (ELP)	681	60.0	1.5/2	Meets		
	On Track to Proficiency	695	77.0%	1.5/2	Meets		
TOTAL		*	*	20.5/28	Meets		

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

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

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

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

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Includes relevant alternate assessment results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

Student with Disabilities: includes students with IEP only (not 504s).

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

Preliminary 2019 District Performance Framework

3124 | Sample District Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,407	97.5%	740.3	50	6/8	Meets
	English Learners	601	94.6%	734.8	36	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,818	98.1%	737.6	44	0.5/1	Approaching
	Minority Students	1,870	97.2%	738.6	46	0.5/1	Approaching
CMAS - Math	All Students	2,431	98.6%	728.3	42	4/8	Approaching
	English Learners	630	99.4%	723.9	31	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,835	98.6%	724.8	32	0.5/1	Approaching
	Minority Students	1,893	98.6%	726.1	35	0.5/1	Approaching
CMAS - Science	All Students	816	99.0%	573.3	39	4/8	Approaching
	English Learners	203	99.5%	537.5	19	0.5/1	Approaching
	Minority Students	633	98.8%	574.8	39	0.5/1	Approaching
	Students with Disabilities	90	100.0%	480.2	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	19.25/36	Approaching

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,268	46.0	4/8	Approaching
	English Learners	599	50.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,721	47.0	0.5/1	Approaching
	Minority Students	1,777	45.0	0.5/1	Approaching
CMAS - Math	All Students	2,266	48.0	4/8	Approaching
	English Learners	600	54.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,720	48.0	0.5/1	Approaching
	Minority Students	1,773	48.0	0.5/1	Approaching
ELP	Students with Disabilities	237	43.0	0.5/1	Approaching
	English Language Proficiency (ELP)	193	57.0	1.5/2	Meets
	On Track to Proficiency	195	48.7%	1.5/2	Meets
TOTAL		*	*	15.5/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

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

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

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

CO PSAT calculations include relevant alternate assessment results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting with 2018, this group also includes FELL students.

High school EBRW growth includes PSAT9 to PSAT10, and PSAT10 to SAT.

High school growth for math includes CMAS Gr 8 to PSAT9, PSAT9 to PSAT10, and PSAT10 to SAT.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Student with Disabilities: includes students with IEP only (not 504s).

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

Preliminary 2019 District Performance Framework

3124 | Sample District High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	1,273	95.3%	436.8	23	4/8	Approaching
	English Learners	280	90.9%	400.1	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	930	95.1%	429.3	18	0.5/1	Approaching
	Minority Students	1,019	95.1%	432.2	20	0.5/1	Approaching
	Students with Disabilities	142	95.6%	368.7	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	1,275	95.3%	427.7	29	4/8	Approaching
	English Learners	282	90.9%	403.0	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	932	95.1%	421.0	22	0.5/1	Approaching
	Minority Students	1,021	95.1%	424.3	24	0.5/1	Approaching
CMAS - Science	All Students	569	95.3%	572.5	19	4/8	Approaching
	English Learners	98	97.1%	518.8	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	383	96.0%	567.7	17	0.5/1	Approaching
	Minority Students	474	96.3%	566.9	17	0.5/1	Approaching
TOTAL						16.5/36	Approaching

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	1,073	46.0	4/8	Approaching
	English Learners	206	45.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	739	45.0	0.5/1	Approaching
	Minority Students	888	46.0	0.5/1	Approaching
	Students with Disabilities	108	29.5	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	1,647	46.0	4/8	Approaching
	English Learners	363	49.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,175	45.0	0.5/1	Approaching
	Minority Students	1,345	47.0	0.5/1	Approaching
	Students with Disabilities	175	36.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	197	68.0	2/2	Exceeds
	On Track to Proficiency	201	59.2%	1.5/2	Meets
TOTAL		*	*	15.25/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

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

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

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



Preliminary 2019 District Performance Framework

3124 | Sample District High School -- (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Disaggregated SAT and dropout rates are awarded points for the first time in the 2019 frameworks.

SAT participation rates reflects the actual percentage of all eligible students that received a valid score.

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
SAT - Evidence	All Students	569	*	478.4	95.6%	2/4	Approaching
	English Learners	97	*	420.9	95.2%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	377	*	472.1	94.7%	0.5/1	Approaching
	Minority Students	468	*	472.0	95.5%	0.5/1	Approaching
SAT - Writing	All Students	569	*	374.5	90.8%	0.25/1	Does Not Meet
	English Learners	97	*	415.0	95.2%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	377	*	451.3	94.7%	0.5/1	Approaching
	Minority Students	468	*	454.3	95.5%	0.5/1	Approaching
SAT - Math	All Students	569	*	365.7	90.8%	0.25/1	Does Not Meet
	English Learners	97	*	415.0	95.2%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	377	*	451.3	94.7%	0.5/1	Approaching
	Minority Students	468	*	454.3	95.5%	0.5/1	Approaching
Dropout	All Students	5,692	*	0.8%	*	6/8	Meets
	English Learners	906	*	1.1%	*	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	3,664	*	0.5%	*	2/2	Exceeds
	Minority Students	4,349	*	0.8%	*	1.5/2	Meets
Matriculation	All Students	640	*	0.3%	*	2/2	Exceeds
	2-Year Higher Education Institution	529	*	51.8%	*	2/4	Approaching
	4-Year Higher Education Institution	*	*	19.1%	*	*	-
	Career & Technical Education	*	*	30.4%	*	*	-
Graduation	All Students	405	7yr	90.9%	*	6/8	Meets
	English Learners	47	7yr	91.5%	*	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	301	7yr	90.4%	*	1.5/2	Meets
	Minority Students	308	7yr	92.2%	*	1.5/2	Meets
TOTAL	All Students	39	7yr	84.6%	*	1/2	Approaching
	All Students	*	*	*	*	33.5/52	Meets

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only.

ASCENT students are included within the on-time (4-year) grad rate.

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	79.8%	87.0%	89.6%	90.5%	7yr
English Learners	72.6%	87.4%	91.0%	91.5%	7yr
Free/Reduced-Price Lunch Eligible	80.6%	88.1%	89.6%	90.4%	7yr
Minority Students	81.3%	87.4%	91.0%	92.2%	7yr
Students with Disabilities	52.9%	81.6%	70.8%	84.6%	7yr

The 'best of' graduation rate is used for point determinations.

PWR sub indicator definitions are located here.

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

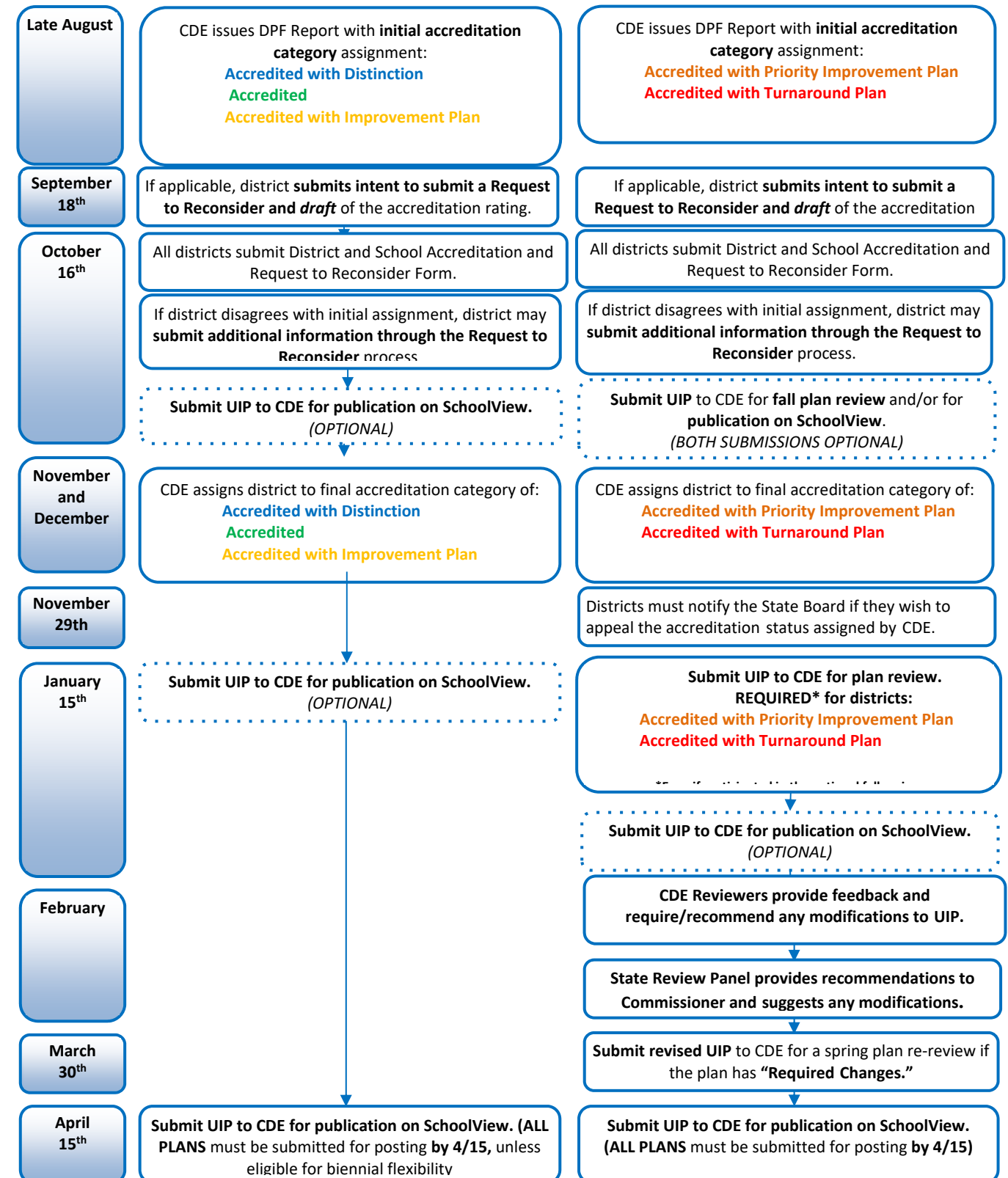
Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

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

Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>

Appendix E: Timelines for District Accreditation and Plan Submission - 2019




Appendix F: Sample School Performance Framework Report

School and district of reference in report.

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

The data set on which this report is based (1-year or multi-year) along with the grade levels represented.



Preliminary 2019 School Performance Framework
 0032: Sample School | 3124 - Sample District Levels: EM - (1-Year)

The year on the accountability clock (if applicable) will be located here as well for final frameworks (i.e. John Irwin School of Excellence, Governor's Distinguished Improvement Award, Centers of Excellence Award, or High School Academic Growth Award).

Total points earned out of total points eligible on the school framework.

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

This bar chart displays the percentage of points earned, and the associated scoring rubric.

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

The **accountability participation rate** is used for accountability determinations. Schools that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals) are reduced one plan type category.

Ratings by EMH level are presented in this section.

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

Indicator Rating Totals		Weighted Pts Earned/Pts Eligible		Rating	Performance
Performance Indicator	% Pts Earned				
Academic Achievement	28.9%	11.6/40		Does Not Meet	<div style="display: flex; align-items: center;"> <div style="width: 50px; height: 20px; background-color: #90EE90; margin-right: 5px;"></div> 56.6% </div>
Academic Growth	75.0%	45.0/60		Meets	

Assurances		Rating
Accountability Participation Rate		Meets 95%

Test Participation Rates**						
Subject	Total Records	Valid Responses	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	263	263	100.0%	0	100.0%	Meets 95%
Math	262	262	100.0%	0	100.0%	Meets 95%
Science	77	76	98.7%	0	98.7%	Meets 95%

Summary of Ratings by EMH Level						
EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	25.0%	10.0/40	Does Not Meet	46.4%	Improvement
	Academic Growth	60.6%	36.4/60	Approaching		
Middle	Academic Achievement	32.9%	13.2/40	Does Not Meet	66.8%	Performance
	Academic Growth	89.4%	53.6/60	Exceeds		

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

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide. The presented CMAS percentiles are based on the 2016 school-level distribution.

032: Sample School | 3124: Sample District Elementary - (1-Year)

Includes relevant alternate assessment and CSLA results.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS-English Language Arts	All Students	133	100.0%	709.9	1	2/8	Does Not Meet
	Previously Identified for READ Plan	52	100.0%	691.2	*	0/0	-
	English Learners	105	100.0%	705.7	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	126	100.0%	709.4	1	0.25/1	Does Not Meet
	Minority Students	129	100.0%	708.6	1	0.25/1	Does Not Meet
CMAS-Math	All Students	133	100.0%	710.9	5	2/8	Does Not Meet
	English Learners	105	100.0%	707.8	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	126	100.0%	710.5	4	0.25/1	Does Not Meet
	Minority Students	129	100.0%	709.9	3	0.25/1	Does Not Meet
	Students with Disabilities	16	100.0%	681.9	1	0.25/1	Does Not Meet
CMAS-Science	All Students	37	97.6%	489.9	2	2/8	Does Not Meet
	English Learners	36	97.6%	490.5	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	36	97.6%	482.9	1	0.25/1	Does Not Meet
	Minority Students	36	97.6%	482.9	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	8.75/35	Does Not Meet

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PILOT) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

One additional bonus point may be assigned for students previously identified for a READ plan when their mean score meets or exceeds the approaching expectations cut-score.

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS-English Language Arts	All Students	86	50.0	6/8	Meets
	English Learners	68	41.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	83	50.0	0.75/1	Meets
	Minority Students	84	50.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS-Math	All Students	88	37.0	4/8	Approaching
	English Learners	70	34.5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	85	37.0	0.5/1	Approaching
	Minority Students	86	37.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	158	52.5	1.5/2	Meets
	On Track to Proficiency	159	69.8%	1/2	Approaching
TOTAL		*	*	15.75/26	Approaching

Mean scale score represents the average of valid scores across grades for the identified group.

Student with Disabilities: includes students with IEP only (not 504s).

ELP On-track points are awarded for the first time within the 2019 reports.

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

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

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

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Includes relevant alternate assessment and results.

English Learners: Include NEP, LEP, and FEP students.

Non-English Learners: Include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2010, this group also includes FELL students.

Student with Disabilities: includes students with IEP only (not 504s).

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded for the first time within the 2019 reports.

Preliminary 2019 School Performance Framework
 0032: Sample School | 3124: Sample District | Middle School - (1-Year)

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS- English Language Arts	All Students	109	100.0%	734.9	36	4/8	Approaching
	English Learners	80	100.0%	730.0	26	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	101	100.0%	734.7	36	0.5/1	Approaching
	Minority Students	105	100.0%	734.8	36	0.5/1	Approaching
	Students with Disabilities	19	100.0%	709.3	1	0.25/1	Does Not Meet
CMAS- Math	All Students	113	100.0%	716.2	14	2/8	Does Not Meet
	English Learners	84	100.0%	713.3	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	105	100.0%	715.9	13	0.25/1	Does Not Meet
	Minority Students	109	100.0%	715.7	13	0.25/1	Does Not Meet
	Students with Disabilities	19	100.0%	699.9	1	0.25/1	Does Not Meet
CMAS- Science	All Students	34	100.0%	492.1	4	2/8	Does Not Meet
	English Learners	-	-	-	-	-	Does Not Meet
	Free/Reduced-Price Lunch Eligible	-	-	-	-	-	Does Not Meet
	Minority Students	33	100.0%	489.6	3	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	11.5/35	Does Not Meet

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

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS- English Language Arts	All Students	111	72.0	8/8	Exceeds
	English Learners	82	74.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	103	71.0	1/1	Exceeds
	Minority Students	107	72.0	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
CMAS- Math	All Students	111	58.0	6/8	Meets
	English Learners	82	61.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	103	61.0	0.75/1	Meets
	Minority Students	107	58.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	49	79.0	2/2	Exceeds
	On Track to Proficiency	49	63.3%	2/2	Exceeds
TOTAL		*	*	23.25/26	Exceeds

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

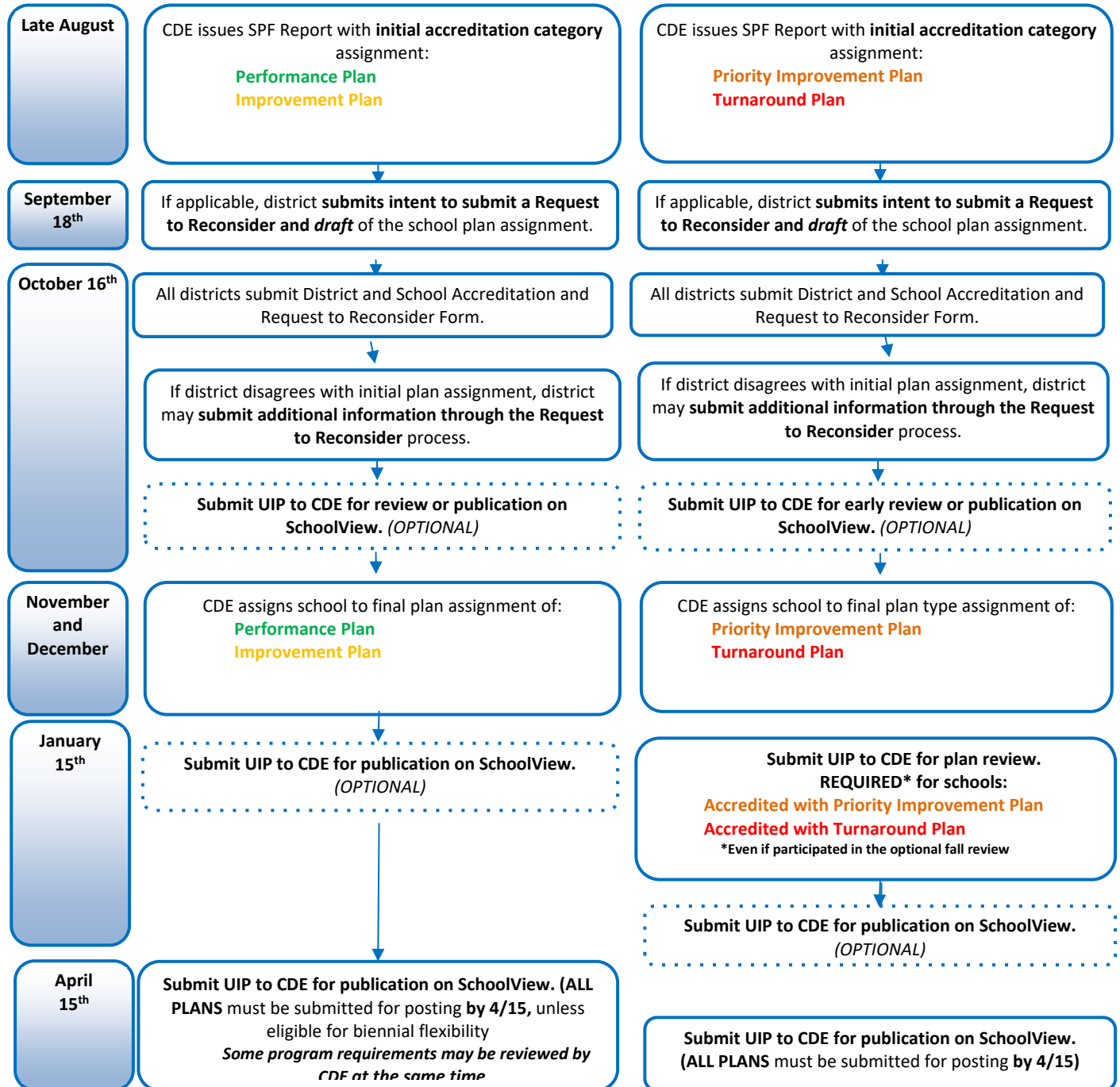
Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at <http://www.cde.state.co.us/accountability/performanceframeworksresources>

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.