Colorado
Department of Education

District Accountability Handbook

August 2023

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 (S.B. 09-163) repositioned the state's education accountability system to focus on the goals of CAP4K by holding the state, districts and schools accountable through consistent, objective measures and reporting performance in a manner that is highly transparent and builds public understanding. Additionally, on December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA), and added federal accountability requirements that began with the 2017-18 school year. Colorado's ESSA state plan builds upon the state accountability system to focus even more keenly on ensuring historically disadvantaged populations (e.g., poverty, minority, multilingual 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. The Department has built an infrastructure to unify its system of supports. For example, the state offers a single application for state and federal school improvement funds (known as the Empowering Action for School Improvement or EASI grant) and a common improvement planning process (known as the Unified Improvement Plan or UIP).
Districts and schools in Priority Improvement or Turnaround should refer to the "Priority Improvement and Turnaround Supplement" to this handbook for more details on their specific requirements (https://www.cde.state.co.us/accountability/accountability-resources). A wide array of services and supports are available, including additional funds through the grant program EASI. For more information on the EASI grant, go to: http://www.cde.state.co.us/fedprograms/easiapplication.

Stakeholder Roles

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

- The **Colorado Department of Education** (Department) is responsible for providing high-quality information to a variety of stakeholders about school and district performance. The Department evaluates the performance of all public schools, all districts, and the state using a set of common Performance Indicators (i.e., achievement, growth, and postsecondary and workforce readiness). The Department accredits districts and supports them in evaluating student performance at the district and school levels so that information can be used to inform improvement planning. The Department reviews and approves all improvement plans for schools and districts on performance watch (i.e., Priority Improvement, Turnaround, On Watch). The Department is also responsible for implementing federal education legislation, including identifying schools for support and improvement (i.e., Comprehensive, Targeted and Additional Targeted Support - ATS - 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 each 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 and workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround district plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement their assigned plan type.

- **District leaders** are responsible for overseeing that the academic programs offered by district schools meet or exceed state and local performance expectations on the state's key Performance Indicators (i.e., achievement, growth, and postsecondary and workforce readiness). Leaders play a key role in creating, adopting, implementing, and monitoring their district Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the Department. Districts also play a key role in recommending school accreditation categories to their local school board. Related, districts are also expected to ensure schools complete their assigned plans and submit them to the Department for review (if applicable) and public posting. Under ESSA, districts with CS schools must support them in developing improvement plans, in consultation with stakeholders that address the reason(s) schools were identified. Districts also have the responsibility to review, approve, and monitor Targeted Support and Improvement (TS) school improvement plans and establish the timeframe 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) and School Accountability Committees (SACs)** advise the local school board. They are responsible for (1) making recommendations to their local school boards/school principals concerning budget priorities, (2) making recommendations concerning the preparation of the district/school Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), (3) providing input and recommendations, on an advisory basis, concerning the principal development plans/principal evaluations and teacher evaluations, and (4) discuss implementation of the district/school plan and (5) cooperatively determining other areas and issues to address and make recommendations upon. DACs/SACs 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 accountability committees and their responsibilities is available later in this handbook (section: [District & School Accountability Committees](#)).

- **School leaders** are responsible for overseeing that the academic programs offered by their school meet or exceed state and local performance expectations for attainment on the state's three key Performance Indicators (i.e., achievement, growth, and postsecondary and workforce readiness). They also play a key role in the creation, adoption, implementation, and monitoring of a school Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the state board. If identified, school leaders also play a role in the development, approval, and implementation of CS, TS, and ATS plans as required under ESSA.

District and School Accreditation

Annual Accreditation Process

The State Board of Education is responsible for the annual accreditation of school districts. Accreditation ratings are based on the results of each district's performance framework and selected compliance indicators (e.g., safety and finance indicators, state assessment participation). Likewise, districts are responsible for accrediting their schools based upon the state's appraisal of the school's performance. After performance frameworks are released in the fall, all districts are responsible for verifying their district rating and school plan types in the Accreditation Form (within the ACI/UIP online system) and ensuring their accreditation contract is up-to-date. Under some conditions, districts may submit additional evidence to adjust a school or district's plan type through the request to reconsider process. Once school and district plan types are finalized, the accreditation contract is signed by state and local leadership. This documents that the district is in good standing with the state and remains in compliance as laid out by state statute and regulated by the state board. The image below describes the annual accreditation cycle at a high level.
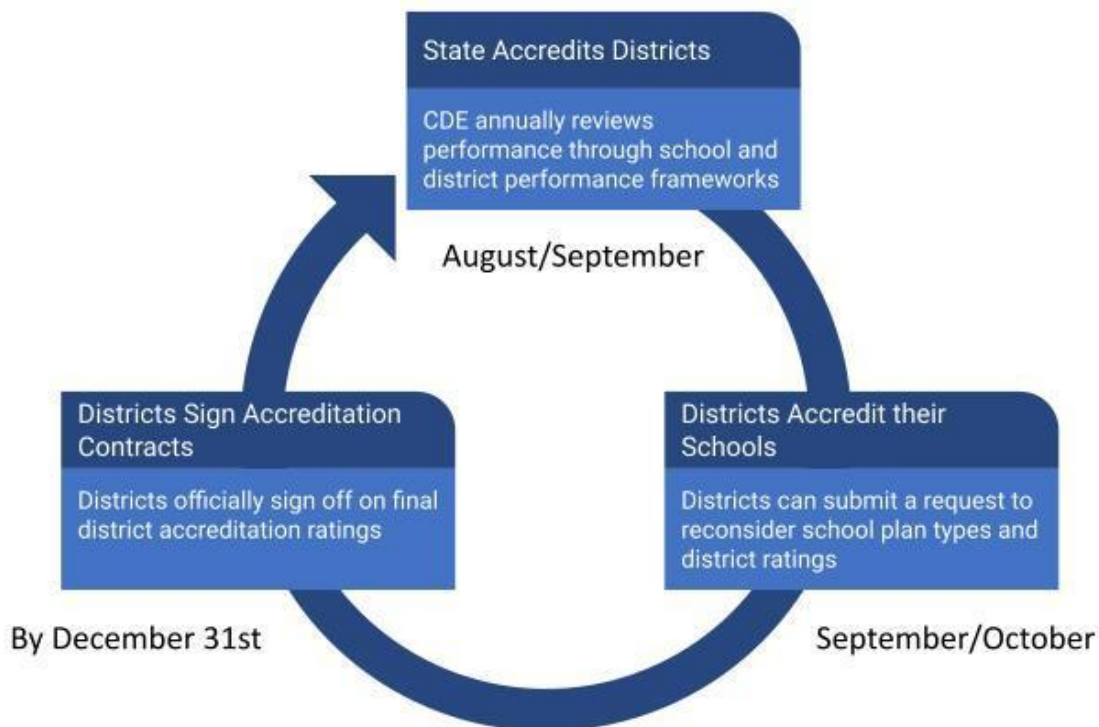
Accreditation Process for Districts

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

assessment participation), the Department will provide each district with a District Performance Framework (DPF) Report with a preliminary accreditation assignment according to one of the following accreditation categories:

- **Accredited with Distinction** - The district meets or exceeds state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited -** The district meets state expectations for attainment on the Performance Indicators and is required to adopt and implement a Performance plan;
- **Accredited with Improvement Plan -** The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement plan;
- **Accredited with Priority Improvement Plan -** The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement plan and is considered to be on performance watch;
- **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. The district is considered to be on performance watch.
- **Insufficient State Data -** the Department does not have enough information to determine if the district has met state expectations for attainment on the Performance Indicators. If the district was previously on performance watch, then the district will continue to implement a Priority Improvement or Turnaround plan. The clock, however, will not advance. Otherwise, the district is required to adopt and implement an Improvement plan.

No later than the December State Board of Education meeting, the Department shall determine a final accreditation category for each district and shall notify the district of their final accreditation category.

Accreditation Process for 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 and workforce readiness) and may, at the local school board's discretion, include additional accreditation indicators and measures adopted by the district. The Department reviews 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.

In late August, 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 provide each school with a School Performance Framework (SPF) Report with a preliminary plan type assignment. School plan types include:

- **Performance Plan**
- **Improvement Plan**
- **Priority Improvement Plan**
- **Turnaround Plan**

At that time, the Department will provide to each district the data used to analyze their schools' performance and the Department's initial recommended plan type the school should implement.

No later than the December State Board of Education Meeting, the Department will formulate a final

recommendation as to which type of plan each school should implement. This recommendation will consider both the results reported on the School Performance Framework report and additional information submitted by the district. The Department will submit its final recommendation to the state board along with any conflicting recommendation provided by the district. By December, the state board will make a final determination regarding the type of plan each school shall implement, and each school's plan assignment will be published on SchoolView.

Performance Frameworks

The Department will review each district's performance annually and release preliminary performance frameworks by late August. All adjustments to this year's frameworks are reflective of state assessment and statutory requirement changes. The Accountability Work Group and the Technical Advisory Panel for Longitudinal Growth provide recommendations to 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, is available at: https://www.cde.state.co.us/accountability/accountability-resources.

The Department generates the performance frameworks by reviewing each district and school's performance. This information is used along with assessment, safety and finance compliance indicators to determine the district's accreditation rating. Performance frameworks measure a district/school's attainment on key Performance Indicators identified in Education Accountability Act of 2009 (article 11 of title 22):

NOTE ON ACCOUNTABILITY STAKEHOLDER GROUPS

Two key Stakeholder groups were consulted in policy development and practices for 2023 accountability:

Technical Advisory Panel
http://www.cde.state.co.us/accountability/tap

Accountability Work Group
http://www.cde.state.co.us/accountability/accountabilityworkgroup

- **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; CMAS science (available for information purposes only in 2023); WIDA ACCESS (Colorado's English language proficiency assessment); 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 multilingual 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/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 (best out of 4-,5-, 6- or 7-years), disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible,

minority students, students with disabilities, multilingual 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, 4-year institutions, or the military. Additionally, industry credentials, as recognized by the Colorado Workforce Development Council, are included in CTE and overall matriculation rates calculations. Lastly, students that have earned a college degree during high school will also be included in the overall, 2-yr, and/or 4-yr rates.

- The state is gearing up to include a few new measures (e.g., On-Track Growth, two new additions to the Postsecondary and Workforce Readiness indicator, and science achievement) within the performance frameworks in alignment with state statute. The informational release of results is planned for January 2024. The new measures are anticipated to be included in the frameworks for points in fall 2024. For more information, refer to the 2023 Anticipated Framework Changes fact sheet.

Based on State identified measures and metrics, districts and schools 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/school's performance. For more information about the performance frameworks, see: https://www.cde.state.co.us/accountability/performanceframeworks.

Participation Ratings and Descriptors

Accountability Participation (Impacts for Ratings). Districts and schools are accountable for meeting minimum participation rates in the state assessments. If a district/school does not meet the 95% accountability participation rate (i.e., parent excusals are excluded in the calculation) requirement in two or more content areas (typically English language arts, Math, and Science), then the plan type will be lowered by one level. During 2023, Science participation will not be included in these calculations. Students that have a parent excusal from state assessments are not factored into accountability participation calculations, per state board rules (1 CCR 301-1 5.02).

Total Participation (Informational only). Total participation rates (i.e., parent excusals are included in the calculation) of less than 95% will be noted in the performance framework as "Low Total Participation" for informational purposes to assist with interpretation of data. Similarly, districts and schools that have total participation rates above 95% in two or more content areas will receive a descriptor of "Meets 95% Participation". In 2023, these descriptors are no longer attached to the plan type and are instead available on the front page of the performance framework for planning purposes. Additional information about participation ratings and descriptors is available in the 2023 Participation and Accountability Guide.

Priority Improvement or Turnaround Plan Types

Districts and schools with Priority Improvement Plans or Turnaround Plans are considered to be on the accountability clock. This means there are additional requirements and supports available. Additional details about the accountability clock process can be found in the Priority Improvement and Turnaround Supplement at:
https://www.cde.state.co.us/accountability/accountability-resources.

Submission of the Accreditation Form and Request to Reconsider

The Accreditation Form (within the UIP/ACI online system) is the district's way of verifying the state's preliminary plan types for schools and the district. The form's purpose is to:

- Begin the process of finalizing school plan types and district accreditation ratings,
- Provide district updates for unique circumstances (e.g., new schools), and
- Indicate intent to pursue a request to reconsider.

The form guides users to select the accreditation options available for their district (i.e., either "No Change Requested" or "Request Changed Rating") and assure these selections have been verified by the superintendent and local board chair. The form is pre-populated with the preliminary plan types based on the 2023 preliminary performance frameworks. If assigned staff are having issues accessing the form, contact your district's Local Access Manager (LAM) and ensure the individual is assigned an "Accountability Contact" role, as described in the online system user guide.

Once the form is submitted, districts do not need to provide any additional materials until ratings are finalized by the State Board of Education, unless they are participating in a request to reconsider. Note that districts participating in request to reconsider have additional requirements and timelines for submission based on their request conditions.

All districts must submit the Accreditation Form by **September 22, 2023**. If the district does not submit the form by the deadline, the department will consider the district accreditation rating and school plan types final and will submit them to the state board for approval. Guidance on the accreditation and request to reconsider process is available on the CDE website.

Requesting Changes to Preliminary District Accreditation Ratings and School Plan Types

Pathways for Changes to Preliminary Ratings

For districts that want to request plan type changes to preliminary performance framework ratings, there are three potential pathways:

1. **District update:** This category applies to or eligible schools that received the preliminary plan type of (1) "New School", (2) "Insufficient State Data: No Students at Grade Levels Tested for State Assessments", or (3) "Insufficient State Data: Small Tested Population" or if (4) the district wants to decrease a school's plan type. Additional information about this pathway is available in the Accreditation and Request to Reconsider Guidance.

2. **Request to reconsider:** For eligible schools and districts that meet one of the following conditions for a request: (1) Body of Evidence, (2) Accountability Participation Impact, (3) Calculation Error, (4) Impact of Alternative Education Campuses on the District Performance Framework, (5) Districts with a Single School, (6) Districts with a Closed School, (7) Change to Insufficient State Data, and (8) Grade Reconfiguration. Request to reconsider is limited to changes to overall ratings and/or plan types and will not result in changes to the underlying data available in the performance framework, including the sub-indicator ratings. Additional information about this pathway is available in the Accreditation and Request to Reconsider Guidance and in the section below.

3. **CDE administrative change:** Only occurs in very rare special circumstances and must be done in consultation with CDE. For these changes, CDE makes the final determination on whether a district is qualified to make a change through this pathway. Before discussing with CDE, the district should consult the accreditation guidance to determine whether the request (1) does not meet one of the

existing conditions for a district update or request to reconsider and (2) should have been resolved by an existing data collection process that has already occurred (e.g., Student Biographical Data collection). To consult with CDE on whether a request may meet a unique condition for consideration, email accountability@cde.state.co.us.

Request to Reconsider Submission Process

The Department will only consider requests that meet one or more of the conditions for a request to reconsider (R2R), as outlined below, in assigning a different district accreditation category or school plan type from the initial rating given through the DPF/SPF report. Districts must follow the process on how to submit a request to reconsider, which includes:

1. A complete Accreditation Form, available to district accountability contacts within the UIP/ACI online system.
2. If applicable, a district narrative that presents the district's rationale for why the district disagrees with the state's DPF/SPF, and why the district would propose a different accreditation rating or school plan type. This statement should:
    1. Include the condition of the request per the next section;
    2. Include a description of any relevant data analysis or rationale associated with the request.
3. If applicable, submission of supplemental data (e.g., Local Assessment Tool, matriculation data template) and any associated documentation (e.g., matriculation verification documents).

To meet the tight timeline for state board approval, R2R submissions that do not include all applicable criteria by the deadline of October 16, 2023 will not be accepted. All documentation received by October 16, 2023 will be considered final and part of public record.

Conditions for a Request

Districts and schools have the following avenues for participation in the 2023 R2R:

R2R Condition	Description
Body of Evidence	School/district may provide supplemental evidence (e.g., nationally normed local data, matriculation data, extenuating circumstances) that demonstrates different performance than the preliminary state assignment. To submit additional data, 95% total participation is needed.
Accountability Participation Impact	Districts and schools that had their rating "decreased due to participation" by not meeting the 95% accountability participation rate in two or more content areas may make a request if the requirement was not met due to reasons other than parent refusals (e.g., test misadministration) or due to issues with N counts for smaller systems.
Calculation Error	Districts and schools may submit a R2R based on a mathematical calculation error in the data presented in the performance frameworks. This generally excludes data issues that should have been addressed through the Student Biographical Data (SBD) collection.
Impact of AEC on the DPF*	Districts may request the removal of Alternative Education Campus (AEC) results from overall DPF rating calculation, as long as all AECs have earned Performance ratings in the current year. Districts with only AECs may elect to use the AEC framework rating as the district rating.

R2R Condition	Description
Districts with a Single School*	Districts with a single school may elect to use the calculated SPF rating as the district accreditation rating.
Districts with a Closed School	Districts with Priority Improvement or Turnaround accreditation ratings that have closed a school due to low performance may request a recalculated DPF with the results of the closed school removed.
Change to Insufficient State Data	For districts and schools with less than or equal to 85% total participation, a change in plan type to "Insufficient State Data" may be requested if the district can establish that the tested population is not representative of the overall student population.
Grade Reconfiguration	Schools that have changed the grade levels they serve for the 2023-24 school year (e.g., K-8 school that now serve only grades K-5) can request a changed rating based on their new grade configuration.

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

Request to Reconsider Review Process

Upon receipt of any final materials in the Accreditation Portal, the Department will review the request and formulate a recommendation as to the district's final accreditation rating or the school's plan type. The staff will then make a recommendation to the Commissioner as to the district's final accreditation rating and school plan types. The Commissioner will request the state board to approve the Department's recommendations on school plan types at the State Board of Education Meeting in December. All ratings will be considered final after the state board votes to approve in December. Note: If a site receives an approved request, this may impact the district or school's clock expectations (e.g., planning requirements, parent notification) and supports (e.g., EASI grant eligibility).

For more information about how to submit information for reconsideration, including dates and opportunities for support, see the guidance document posted at: https://www.cde.state.co.us/accountability/requesttoreconsider.

District Accreditation Contracts

Contract Contents

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

- A district Accredited with a Performance or Distinction plan will have its contract automatically renewed each December, so long as the district remains Accredited with Distinction or Accredited for up to four years.   CDE encourages districts with new superintendent and/or board presidents to consider renewing their contracts the year of the transition. At a minimum, districts must renew their contracts every five (5) years.
- A district Accredited with an Improvement Plan, Priority Improvement Plan or Turnaround Plan

will have its contract reviewed and agreed upon annually.

- A district Accredited with Insufficient State Data will have its contract reviewed and agreed upon annually. If the district was previously Accredited with Priority Improvement plan or Turnaround plan, the district will remain On Hold and will continue to meet requirements of a district Accredited with Priority Improvement or Turnaround plan. If the district was previously Accredited with a Distinction, Performance, or Improvement plan, the district will implement the equivalent of an Improvement plan.

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

- The district's level of attainment on key Performance Indicators— Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness;
- The district's adoption and implementation of its Performance, Improvement, Priority Improvement or Turnaround plan (whichever is appropriate based on the district's accreditation category). It is possible for a district to receive an Insufficient State Data rating, if there is not enough reportable data to calculate a plan type. The district's implementation of its system for accrediting schools, which must emphasize school attainment on the key Performance Indicators and may, at the local school board's discretion, include additional accreditation indicators and measures adopted by the district (in consultation with the Department) while exceeding minimum state expectations; and
- The district's substantial, good-faith compliance with the provisions of Title 22 and other statutory and regulatory requirements applicable to districts and all Department policies and procedures applicable to the district, including the following provisions of:
    - Article 44 of title 22 concerning budget and financial policies and procedures;
    - Article 45 of title 22 concerning accounting and financial reporting; and
    - §22-32-109.1, C.R.S., concerning school safety, and the Gun Free Schools Act, 20 U.S.C. 7961.
    - Provisions of section 22-7-1013, C.R.S., concerning the periodic review and adoption of standards that meet or exceed the state preschool through elementary and secondary education standards and concerning administration of statewide assessments, including that:
        - The District and District's public schools will not impose negative consequences—including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities—on a student or parent if the parent excuses his or her student from participating in a statewide assessment. If a parent excuses his or her student from participating in a statewide assessment, the District and the District's public schools will not prohibit the student from participating in an activity, or receiving any other form of reward the District or District's public schools provide to students for participating in the statewide assessment; and
        - The District and District's public schools will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a statewide assessment or encourage the student's parent to excuse the student from taking the statewide assessment.

Compliance with Contract Terms

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

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

Accreditation Contract Template

For the Model District Accreditation Contracts, see [Appendix B](#).

District and School Accountability Committees

Both state and federal accountability place great emphasis on engaging 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.

District Accountability Committees

Composition of District Accountability Committees

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

- Three parents of students enrolled in the district[1];
- 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.

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[1] 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.

To the extent practicable, the local school board must ensure that the parents appointed reflect the student populations significantly represented within the district. Such representation might include, for example, a variety of different races/ethnicities, families eligible for free or reduced-price lunch, families whose dominant language is not English, migrant families, families with children with disabilities and/or identified as gifted.

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

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

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

District Accountability Committee Responsibilities

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

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

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

Review of District 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 (e.g., Accredited, Improvement, Priority Improvement, or Turnaround plan, as applicable). As improvement planning is on a continuous cycle, districts should be reviewing and adjusting the existing improvement plan continually throughout the year. Typically, districts begin revising the UIP in late spring or summer based upon local assessment data. As state-level data is made available each fall, schools and districts can validate conclusions drawn from local data or make broader revisions. If submitting biennially the plan must cover at least two academic years (the current school year and the next).

Certain district-level UIPs may be reviewed at the state level for program requirements. These programs include: Gifted Education, READ Act, math bill (HB23-1231), Title I, and ESEA CS, TS, A-TS.

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

School Accountability Committees

Composition of School Accountability Committees

Each school is responsible for establishing a School Accountability Committee (SAC), which should consist of at least the following seven members:
- The principal of the school or the principal's designee;
- One teacher who provides instruction in the school;
- Three parents of students enrolled in the school[2];
- 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

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[2] 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.

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 representation might include, for example, a variety of different races/ethnicities, families eligible for free or reduced-price lunch, families whose dominant language is not English, migrant families, families with children with disabilities and/or identified as 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.

School Accountability Committee Responsibilities

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

Additional information concerning District/School Accountability committees is available at: http://www.cde.state.co.us/familyengagement/sac_dac.

School Accountability Committees for Charter Schools

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

Review of School Improvement Plans

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

Performance and Improvement Plans (including Performance or Improvement Plans "On Watch"). For schools required to submit a Performance or Improvement plan, principals and the superintendent, or his/her designee, must submit an adopted plan for public posting no later than October 16th. Local school boards are encouraged to review and approve such plans and to consider in their local policies whether they would like to require school principals and superintendents to submit the plan to the local school board for approval.

Districts will submit final plans no later than October 16th to CDE for public posting on SchoolView.org. For newly identified schools (Priority Improvement, Turnaround, ESSA Comprehensive Support), there is some flexibility for a January 16th submission. Schools with a Performance plan type assignment are eligible to submit plans biennially at the discretion of the district.

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

Developing and Submitting Improvement Plans

Plan Requirements

All districts and schools must submit an improvement plan that addresses how they will improve their performance through the UIP/ACI online system. Some flexibility for submission may be granted through participation of the Local Accountability System Grant.

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

Purposes of the Unified Improvement Planning Process	
Alignment	A system to align improvement planning requirements for state and federal accountability into a single plan.
Documentation	A common format for schools and districts to document improvement planning efforts. Schools/districts on the accountability clock must demonstrate a coherent plan for dramatic changes 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 identified for supports through the state and federal accountability systems).

Considering the requirements of state and federal accountability and grant requirements, 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, federal and grant expectations; how the district/school performed on those expectations; and any required components based on those expectations.

The Big Five

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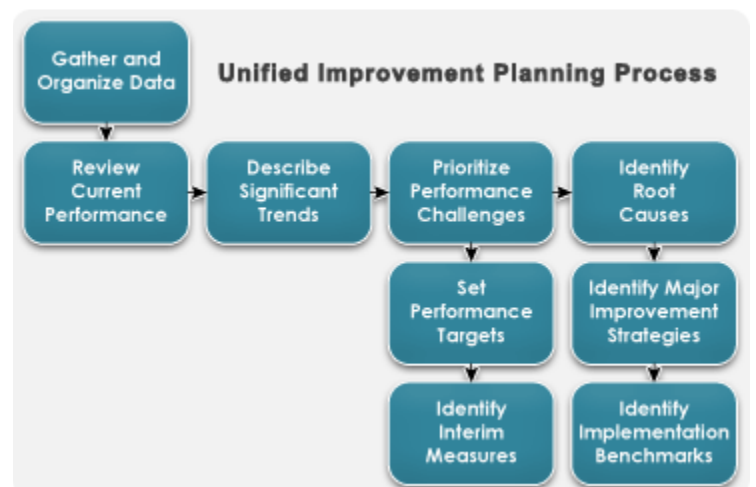
process. The questions build upon each other and facilitate alignment across the entire plan. To create coherence and enforce the importance of aligning all elements of the improvement plan, CDE has organized most major guidance documents by the Big Five:

Does the plan:

❶ Investigate the most critical performance areas and prioritize the most urgent performance challenges?

❷ Identify root causes that explain the magnitude of the performance challenges?

❸ Identify evidence-based major improvement strategies that have likelihood to eliminate the root causes?

❹ Present a well-designed action plan for implementing the major improvement strategies to bring about dramatic improvement?

❺ Include elements that effectively monitor the impact and progress of the action plan?

Appropriate Strategies

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

For more detailed information on the unique requirements for districts/schools with a Priority Improvement or Turnaround Plan, refer to the Priority Improvement and Turnaround Supplement available on the CDE 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.

ESSA Accountability Measures

Federal Accountability for Districts

In addition to state statute that governs accountability, there is also federal legislation --the Elementary and Secondary Education Act (ESEA) – that contributes to the overall accountability system. ESEA has undergone several reauthorizations, the most recent being the Every Student Succeeds Act (ESSA). Under ESSA, the Department is required to identify schools for improvement and support as Comprehensive Support and Improvement (CS), Targeted (TS), or Additional Targeted (ATS) Support and Improvement[3]. Districts are not identified under ESSA; however, they are accountable for their schools identified as CS and TS/ATS.

Title IA Accountability

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

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

ESSA identified schools have improvement planning requirements which are described below in the ESSA Improvement Planning Requirements.

Title IIA Accountability

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

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[3] See the school accountability section for the process used to identify schools for improvement under ESSA.

the identified gap(s). Plans must directly address the root causes of the identified gaps and provide for a more equitable distribution of effective, experienced, and in-field teachers. More detailed information regarding expectations for these plans, as well as relevant data, can be found on CDE's Equitable Distribution of Teachers webpage.

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

Title IIIA Accountability

While ESSA calls for equitable supports and opportunities for multilingual learners (MLs[4]), 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 MLs as well as indicators and targets for meeting academic growth and proficiency.

Districts report the numbers and percentages of MLs served by Title III programs and activities, how many are making progress toward English proficiency, attaining English proficiency, exiting ELD 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 MLs who attain English proficiency within five years of initial classification, as well as the number and percentage of MLs who do not. Districts are also required to report the language instruction educational programs being offered by the district. For training resources, visit: https://www.cde.state.co.us/accountability/accountabilitytrainingtechnicalassistance.

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[4] For the purpose of this document, the term Multilingual learner has the same meaning and meets the definition of English learner defined in §8101(20) of ESEA and §1111(b)(3)(B).

Federal Accountability for Schools

ESSA Identification for Support and Improvement. Under ESSA, state accountability systems must incorporate the following five indicators, calculated for all students and separately for multilingual learners (MLs[5]), students with disabilities (SWDs), economically disadvantaged students (in Colorado, qualifying for free or reduced meals, FRM), and major racial and ethnic groups:

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

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

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

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

Comprehensive Support and Improvement School Identification

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

- *Lowest Performing 5% of Title I Schools.* All Title I schools are ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using aggregated data from the three preceding years. Title I schools performing in the lowest 5% are identified for improvement. One Alternative Education Campus (AEC) will be identified in this category, reflecting the relative

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[5] For the purpose of this document, the term Multilingual learner has the same meaning and meets the definition of English learner defined in §8101(20) of ESEA and §1111(b)(3)(B).

percent (5%) of Title I schools that are AECs. If the summative index score does not adequately differentiate the lowest-performing AEC, attendance and truancy data will be included for identification purposes.

- *Low Graduation Rates.* Colorado identifies all public high schools with 4-year and 7-year graduation rates that are below 67% for three consecutive years for improvement. If the 7-year graduation rate is not available, then only the 4-year graduation rate is used (or vice versa).
- *Additional Targeted.* Title I schools previously identified for Additional Targeted Support and Improvement (ATS, see below) that have continued to be low performing for the same disaggregated group(s) for three consecutive[6] years after identification will be moved to this category in their fourth year of identification.

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.

Targeted Support and Improvement School Identification

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

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

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

Additional Targeted Support and Improvement (ATS). Colorado identifies any TS schools with at least one disaggregated group that, on its own, meets the criteria for the lowest 5% of Title I schools as ATS. Schools that have enough students in a disaggregated group to earn a rating on **all** sub-indicators, for all grade-spans served by that school (elementary, middle, high), and have a summative index score (total percentage points earned for the disaggregated group) below the cut score used for Comprehensive Support and Improvement - Lowest Performing 5%, are identified as ATS.

Any Title I schools that are identified as ATS for three consecutive years for the same student group(s) will move to CS in their fourth year of identification.

ESSA School Improvement Plan Requirements

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

CS plans must be developed within the UIP and must:
- Be developed in consultation with stakeholders
- Be informed by student performance against state-determined long-term goals and address the reasons for identification
- Include evidence-based interventions (EBIs)
- Include school-level needs assessment
- 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)
- Additionally, ATS schools must identify and address resource inequities (ATS only)

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 identifies and 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	◆		
School and LEA approve plan prior to implementation.	LEA may choose the format, including the UIP, to document ESSA requirements		◆	◆
Upon approval and implementation, SEA monitors and periodically reviews plan.	Plans must be submitted by October 16.	◆		

| LEA monitors and review plan, upon submission and implementation.	LEA sets timeline		◆	◆

ESSA Grants and Technical Assistance

As a part of Colorado's aligned school improvement efforts, districts with CS or TS/ATS schools have access to a wide array of services and supports, including additional grant dollars through the EASI application. More details can be found at: https://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.

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 the public. SchoolView can be accessed at this link: http://www.cde.state.co.us/schoolview. *Note: Some typically available data may be unavailable for previous years due to the impact of the COVID pandemic on both state assessment administration and data reporting.*

The following tools and reports are available on the CDE website at https://www.cde.state.co.us/accountability/schoolviewdataandresults.
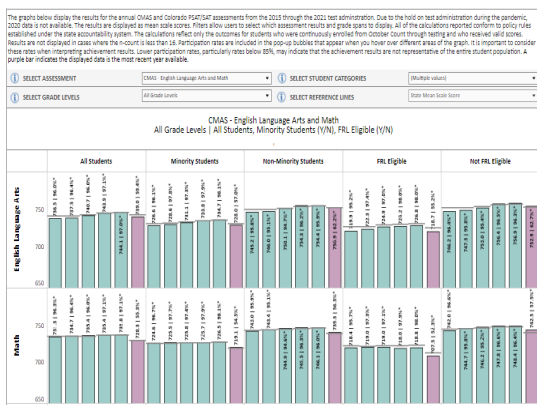

School and District Dashboards
The Dashboards are made up of a suite of reports that have been designed to support improvement planning efforts by districts and schools. The dashboards allow users to interact with graphs and tables showing demographic information along with performance data and ratings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

State Accountability Data Explorer
This online tool provides access to graphs and tables showing performance outcome measures calculated at the state, district, and school levels. Data tables can be exported to spreadsheets, and graphs can be downloaded in PDF format or as image files. **District users may access a secure version of this tool that displays data even in cases where there are not enough records to meet the minimum n-count thresholds for public reporting.**
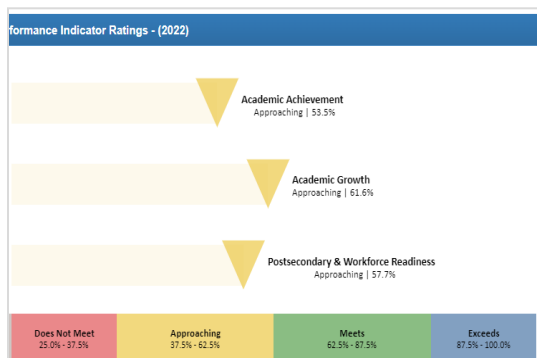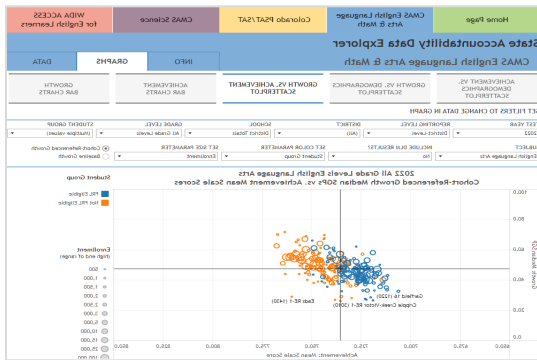
Online Frameworks
CDE has launched an interactive version of the frameworks aimed at the public. Users can see high level reports initially and then can dig into accountability data more deeply. There are links to SPF/DPF PDF reports, the site's UIP, and the district's accreditation contract. **Accreditation contracts are also available in the online accreditation contract portal.**

Appendices

Appendix A: Colorado Educational Accountability System Terminology

Term	Definition
Academic Achievement Or Achievement Or Status	A proficiency score on an assessment. Achievement for an individual is expressed as a test (scale) score or as an achievement level. Academic achievement is a performance indicator used to evaluate schools and districts in Colorado. Colorado uses the average score, or mean scale score, to measure achievement.
Academic Growth	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. Academic growth is a performance indicator used to evaluate schools and districts in Colorado.
Academic Peers	Students currently in the same grade, being tested in the same subject, with a similar achievement score history in that subject. For the Colorado Growth Model, these are a particular student's comparison group when interpreting his/her student growth percentile.
ACCESS for ELLs	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English proficiency assessment for K-12th graders identified as Multilingual Learners (ML). The assessment measures student achievement in reading, writing, speaking, and listening.
Achievement Level	Descriptions of score levels on an assessment, using ranges of scores, separated by cut-points. On the CMAS assessments, for example, the five achievement levels are: 1-did not yet meet expectations, 2-partially met expectations, 3-approached expectations, 4-met expectations, and 5-exceeded expectations.
Accountability Clock / Performance Watch	The accountability clock refers to the number of consecutive years a school/district remains in the two lowest accountability categories (Priority Improvement and Turnaround or PI/T). Also referred to as the 5-year-clock. Beginning in 2019, the term "Performance Watch" is used to describe (1) schools/districts on the Accountability Clock (e.g., a school or district in Priority improvement or Turnaround), (2) schools/districts that are considered "On Watch" (i.e., after receiving two consecutive PI/T ratings, a school or district must receive an Improvement rating or higher for two consecutive years to no longer be considered "On Watch"), and (3) schools/districts that are considered "On Hold" (i.e., a school or district that was on the accountability clock that then received an Insufficient State Data rating). After five years of consecutive or nonconsecutive PI/T ratings while on performance watch, the state board must direct the school, district or Institute to take one of the actions, or pathways, outlined in statute. More details, including actions directed by the State Board of Education at the end of the Accountability Clock, are detailed in the [Priority Improvement and Turnaround Supplement to the Accountability Handbook.](#)
Action Step	Something done to make progress toward goals. Action steps are created for each strategy and identify resources (people, time, money) that will be brought to bear so that goals and targets can be reached. This is a component of the UIP process.

Term	Definition
Additional Targeted Support (ATS)	School identified for support and improvement under the Every Student Succeeds Act (ESSA) based on having at least one student group performing in the lowest 5% for that student group. If the school does not exit this category within 3 years of identification and is supported with Title IA funds, the school would become comprehensive support and improvement under ESSA.
Average	A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean. See also: **Mean**
Baseline Growth	Is a normative measure of student progress based on comparison to historical pre-pandemic academic peer groups. This approach provides a comparison to past performance to detect statewide shifts.
CoAlt: ELA and Math (DLM)	Colorado Alternate Assessment: ELA and Math Dynamic Learning Maps (DLM) is the standards-based assessment used to measure academic content knowledge in English Language Arts and Mathematics for students with significant cognitive disabilities.
The Colorado Growth Model	The Colorado Growth Model is a statistical model to calculate each student's progress on state assessments. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in language arts, mathematics and English proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.
Colorado Measures of Academic Success (CMAS)	Colorado's assessments created to measure the Colorado Academic Standards. They include assessments in ELA, math, science and social studies.
Colorado SAT, PSAT10, PSAT09	Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. All Colorado 9th graders are administered the PSAT09; 10th graders are administered the PSAT10; and all 11th 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: ● 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 multilingual 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 multilingual learners. See also: **Graduation Rate**

Term	Definition
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).
Equitable Distribution of Teachers (EDT)	The requirement in ESSA that LEAs examine and address the degree to which inexperienced, ineffective, and out-of-field teachers are more likely assigned to teach low-income and minority students. EDT analyses are conducted and posted on the <u>CDE website</u>.
ESSA	Every Student Succeeds Act, the version of the Elementary and Secondary Education Act (ESEA) reauthorized in 2015.

ESSA Indicators	The performance of all students, Multilingual learners (MLs), 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:
	● English language arts (ELA) achievement and growth
	● Math achievement and growth
	● English language proficiency (of MLs only)
	● Graduation rates (of high school students only)
	● School Quality and Student Success Indicator, in Colorado defined as
	    o Chronic Absenteeism rates for elementary and middle school and
	    o Drop-out rates for high schools

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 multilingual 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	The point values schools/districts can earn on each performance indicator included in the SPFs/DPFs. Framework points define the relative weighting of each performance indicator within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all three indicators. For elementary and middle level schools only, framework points possible are: 40 for Academic Achievement and 60 for Academic Growth. For high schools and districts with high school levels, framework points possible are: 30 for Academic Achievement, 40 for Academic Growth, and 30 for Postsecondary and Workforce Readiness. When a school/district does not have sufficient data to calculate a score on a particular performance indicator, the remaining indicators are used, and their weighted contributions change.
Framework Score Or Overall Points Earned	The sum of the framework points a school or district earns on all performance indicators on the school/district performance framework. The framework score determines a school plan type or a district accreditation category.

Term	Definition
Graduation Rate	Colorado calculates "on-time" graduation as the percent of students who graduate from high school within 4 years of entering 9th grade. A student is assigned a graduating class when they enter 9th grade, and the graduating class is assigned by adding 4 years to the year the student enters 9th grade. The formula anticipates that a student entering 9th grade in fall 2016 will graduate with the Class of 2020. On the 1-year District/School Performance Framework reports, districts/schools earn points based on the highest value among the following graduation rates: 4-year, 5-year, 6-year, and 7-year. For District/School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.
Growth Percentile	See Student Growth Percentile.
Improvement Plan	The Educational Accountability Act of 2009 requires all schools and districts in Colorado to implement one of four plan types: Performance, Improvement, Priority Improvement, or Turnaround. Districts that earn 44% - 55.9% of their DPF points or schools that earn 42% - 52.9% of their SPF points will be assigned to the "Improvement Plan" category.
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the UIP process. See also: *Measure* and *Metric*
Insufficient State Data (ISD)	A district may be Accredited with Insufficient State Data or a school may receive a plan type of Insufficient State Data. Insufficient State Data (ISD) ratings are assigned when the state does not have enough data to assign a rating or plan type. There are multiple reasons an ISD rating can be assigned, including: (1) small tested populations, (2) no students at grade levels tested for state assessments, (3) no achievement, growth, or postsecondary workforce readiness data (for multilevel schools, this also applies if one or more elementary, middle, or high school levels do not have reportable data for achievement or growth), or (4) less than 25% total participation in English language arts and math (science participation is included for informational purposes only in 2023). The criteria to assign an ISD rating to Alternative Education Campus (AEC) schools is the same as non-AEC schools.
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, the Colorado Charter School Institute, or the lead school district in a multi-school district consortium.
Limited English Proficient (LEP)	This is the middle English proficiency designation for multilingual learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. Compare to: *NEP, FEP*
Major Improvement Strategy	An overall approach that describes a series of related maneuvers or actions intended to result in performance improvements. This is a component of the UIP process.
Matriculation Rate	A measure of students that enroll in higher education opportunities following high school. The matriculation rate is a postsecondary workforce readiness sub-indicator in the DPFs/SPFs. It reflects all high school graduates that enlist in the military, enroll in a career and technical education program, or 2- or 4-year higher education institution during the summer or fall term following high school graduation. The calculated rates also include graduates that earned a college degree or CWDC approved credential during high school.

Term	Definition
Mean	A summary measure of a collection of numbers, calculated by adding all the numbers together and dividing by how many numbers were in the collection (commonly known as the average). See also: **Average.**
Measure	Instrument(s) to assess performance in an area identified by an indicator.
Median	A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians may be more appropriate than averages in particular situations, such as when percentiles are grouped.
Median Student Growth Percentile Or Median Growth Percentile (MGP)	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by ordering the individual Student Growth Percentiles of the students in the group of interest and determining the middle score. See also: *Median*
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
Multilingual Learners (MLs)	For accountability purposes, multilingual learners include Not English Proficient (NEP), Limited English Proficient (LEP), and Fully English Proficient (FEP) – Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2 students. Formerly known as English Learners (ELs) on the frameworks.
Non-English Proficient (NEP)	The lowest English proficiency designation, for multilingual learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: *LEP, FEP*
Normative (Cohort) Growth	One student's growth is 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 (Total)	Total participation rates combine all the assessment records for each subject area (English, math and science) across all grade levels within a given school or district. For multi-level schools and districts that serve high school, the PSAT/SAT Evidence-based Reading and Writing results are combined with the English language arts results. Parent excusals are counted as non-participants (they are included in the denominator). Total participation rates best reflect the actual percentage of students enrolled that participated in testing.
Participation Rate (Accountability)	The rules for accountability participation rates are the same as those for the total participation rate except that parent excusals are removed from the numerator and denominator. Multilingual learners who have been in the U.S. for less than one year also count as participants (they are included in the numerator and denominator) for the ELA test regardless of whether they received a valid test score. 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.
Percentage/Percent	A way of expressing a fraction in a single number. For example, 1 out of 17 is 5.9%.

Term	Definition
Percentile	A percentile is a way of showing how a particular score compares with all other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores. For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of people – in other words, you know more words than 60% of your peers. Conversely, 40% know more words than you do. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your percentile was the 50th, you know that your score is right in the middle of all the other scores, an average score.
Performance	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.
Performance Indicator	A specific component of school or district quality. Colorado has identified three performance indicators 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**

Term	Definition
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 (i.e., 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 (TS)	Schools identified for support and improvement under the Every Student Succeeds Act (ESSA), based on having at least one student group that is consistently underperforming on at least 3 of the ESSA indicators.
Test Participation Rate	See *participation rate* for a description of total and accountability participation rates.

Term	Definition
Turnaround Plan	One of the types of plans required for schools that do not meet state expectations for attainment on the performance indicators. Schools and districts that earn less than 34% of their DPF or SPF points are assigned to a Turnaround plan category. In Colorado's state accountability system, schools assigned to the turnaround plan category must engage in one of the following strategies: • 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 learning needs assessment. This may be done in combination with at least one other research-based strategy named in this list. • Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the ESEA of 1965 and accompanying guidance (turnaround model, restart model, school closure, or transformation model).

Appendix B: Model District Accreditation Contract

Colorado State Board of Education
School District Accreditation Contract

District Name

District Accreditation Rating	Final Rating Year on Accountability Clock

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

2. Length of Contract
This accreditation contract shall have a term of one year.

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

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

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

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

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

8. Consequences of Continued Low Performance

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

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

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

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

The District and the District's public schools will substantially comply with all statutory and regulatory requirements applicable to the District and District's public schools and all Department policies and procedures applicable to the District and District's public schools, including, but not limited to, the following:
- Provisions of article 44 of title 22 concerning budget and financial policies and procedures;
- Provisions of article 45 of title 22 concerning accounting and financial reporting;
- Provisions of section 22-32-109.1, C.R.S., concerning school safety and the Gun-Free Schools Act, 20 U.S.C. 7961;
- Provisions of section 22-7-1013, C.R.S., concerning concerning the periodic review and adoption of standards that meet or exceed the state preschool through elementary and secondary education standards and concerning administration of statewide assessments, including that:
  - The District and District's public schools will not impose negative consequences—including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities—on a student or parent if the parent excuses his or her student from participating in a statewide assessment. If a parent excuses his or her student from participating in a statewide assessment, the District and the District's public schools will not prohibit the student from participating in an activity, or receiving any other form of reward the District or District's public schools provide to students for participating in the statewide assessment; and
  - The District and District's public schools will not impose an unreasonable burden or requirement on a student that would discourage the student from taking a statewide assessment or encourage the student's parent to excuse the student from taking the statewide assessment.

10. Consequences for Non-Compliance

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

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

11. Monitoring Compliance with Contract

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

12. Signatures

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

Are charter schools required to have School Accountability Committees?

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

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

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

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

How are members of the School Accountability Committee selected?

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

Appendix D: Annotated Performance Frameworks

Annotated Performance Frameworks

This resource is an annotated report with call out boxes that identify key information and changes to the performance framework report since the prior release.

Annotated AEC Performance Frameworks

This resource is an annotated report for AECs with call out boxes that identify key information and changes to the performance framework report since the prior release.