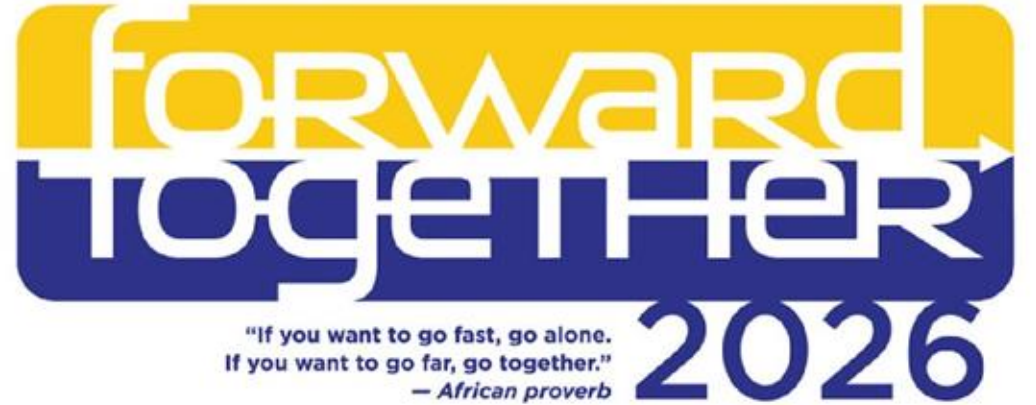




## Colorado Charter Schools Annual Conference

February 25-27, 2026  
Denver Marriott Tech Center



PRESENTED BY



# (43) Colorado's Evolving Accountability Landscape

Erin Loften, Colorado Dept. of Education

Primrose  
February 26, 2026 | 8:30 – 9:30 AM  
Hot Topics: Legal



“  
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We make it our priority to **advocate** for high-quality public charter schools across Colorado.



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# 2026 League of Charter Schools

**Colorado's Evolving Accountability Landscape**  
**February 26, 2026**  
**8:30 am**

# Session Description

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This session will provide an up-to-date overview of Colorado’s educational accountability policies, with a spotlight on HB25-1278 and its far-reaching implications for the future of state accountability. Attendees will gain clarity on how Colorado’s current accountability system functions, including school and district performance frameworks, timelines, and state intervention processes.

With HB25-1278 proposing significant updates to measures, timelines, and supports, this session will walk participants through the bill’s key components and explore how the proposed changes may reshape accountability expectations for charter schools and districts statewide. Discussion will include anticipated shifts in performance indicators, equity considerations, and requirements designed to improve transparency and support continuous improvement.

Participants will leave with a deeper understanding of the policy landscape, what to watch as implementation unfolds, and how schools can begin preparing for potential adjustments to reporting, evaluation, and improvement planning.



# Welcome to Accountability Policy Update: Pre-session Work

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- Grab a sticky note and pen
- Answer at least one of these questions:
  - What brought you to this session?
  - What would make this a successful session for you?
  - What specific questions do you have?

# Who is in the Room?



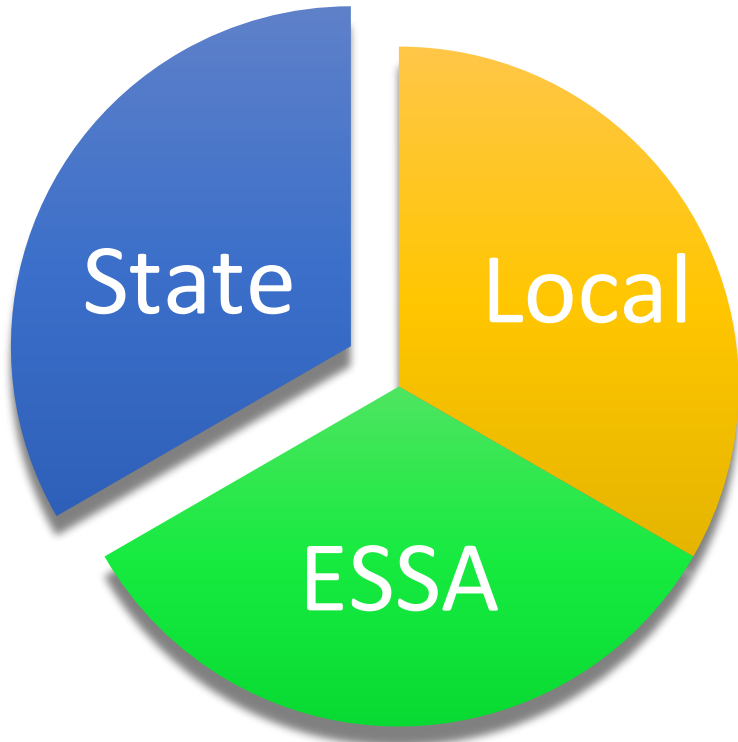
- Roles
- Location
- Familiarity with State Accountability System
  - 1 = Limited familiarity. You might say something like: *When you say SPF, you are talking about sunscreen, right?*
  - 5 = Very fluent. You might say something like: *Can I have the mic? I can sub in on this presentation.*

# Content for Today's Session

- Context Setting on the Accountability System
- Introduction to Changes to the Accountability System through HB25-1278
- Discussion
- References



# Colorado's Educational Accountability System



**State Accountability:** Colorado Educational Accountability Act, includes Performance Frameworks, Improvement Planning, Accountability Clock, Accreditation Contracts, Accountability Committees and Awards.

**Local Accountability:** Locally elected boards oversee superintendent and district policies; charter school boards.

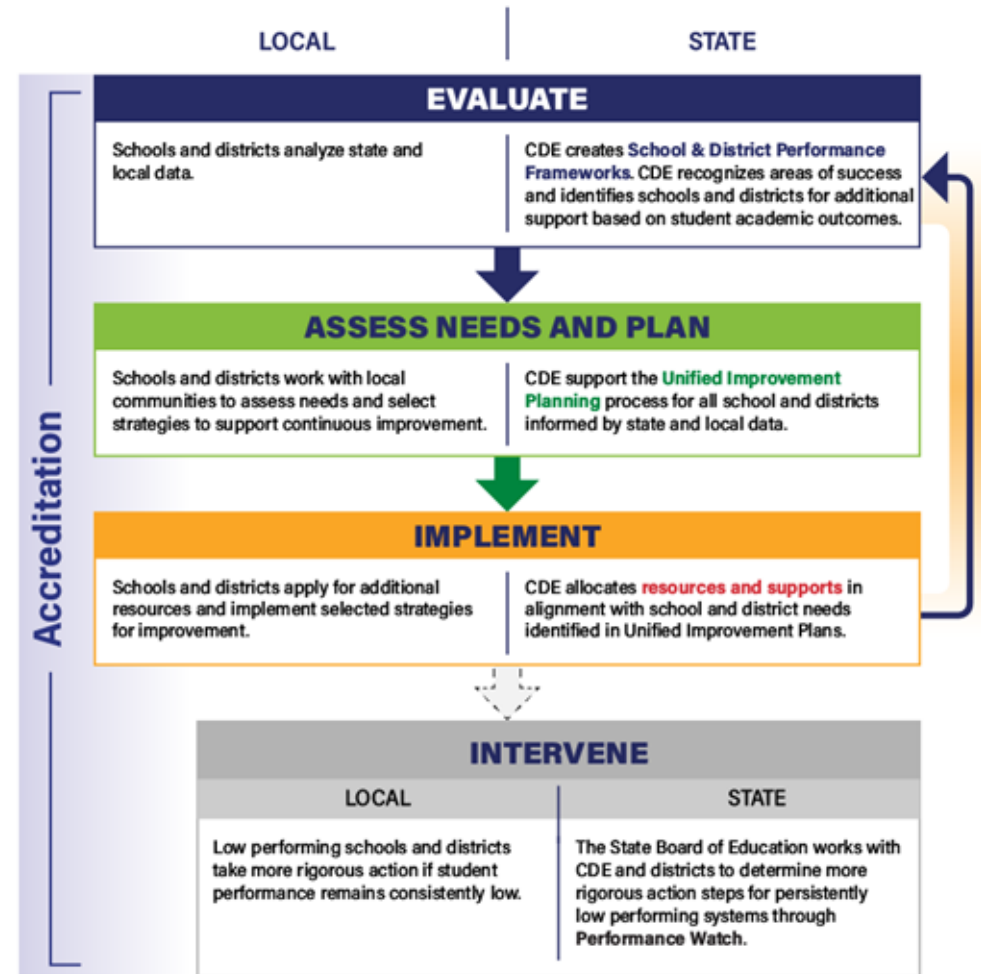
**Federal Accountability:** Every Student Succeeds Act – State plan approved with different measures than state accountability. Schools on improvement (e.g., Comprehensive Support, Targeted Support). Aligned state and federal improvement planning and supports.

# State Accountability | Elements of the Accountability System



# State Accountability | Theory of Action

- **Evaluate** performance.
- Use data to **drive improvement**.
- Provide **support** and, if necessary, **intervention** to schools and districts.
- **Engage stakeholders** throughout.
- **District accreditation** encompasses the overall process.



# Turn and Talk

---



- How do some of these responsibilities play out in your role?
- What is a strength in how your local system engages with the accountability process?
- What is something you would like to learn more about within the accountability process?

# Performance Frameworks | Purpose

- Provides a **statewide evaluation of student performance** that highlights areas of success and areas for improvement.
- Identify those districts and schools whose students are **lowest-performing** based on academic achievement, growth and postsecondary workforce readiness data, and direct state support and intervention appropriately.
- Identify those districts and schools whose students are the **highest-performing** based on academic achievement, growth and postsecondary and workforce readiness data, recognize them and learn from their practices.

0000: District Name		Grade Levels: EMH - (1 Year)				
<b>Accreditation Rating</b>		<b>Official Rating based on SINGLE-YEAR DPF Report</b>				
<b>Accredited</b>		<b>57.7/100 Points Earned</b>				
<p>The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary &amp; Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.</p>						
<b>Indicator Rating Totals</b>		<p>Accreditation categories are based on the total percentage of points earned.</p> <p><b>Accredited with Distinction:</b> 74.0% - 100%</p> <p><b>Accredited:</b> 56.0% - 73.9%</p> <p><b>Accredited with Improvement Plan:</b> 44.0% - 55.9%</p> <p><b>Accredited with Priority Improvement Plan:</b> 34.0% - 43.9%</p> <p><b>Accredited with Turnaround Plan:</b> 0.0% - 33.9%</p> <p><b>Insufficient State Data:</b> No reportable achievement and growth data.</p>				
Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating			
Academic Achievement	53.5%	16.1/30	Approaching			
Academic Growth	57.1%	22.8/40	Approaching			
Postsecondary & Workforce Readiness	62.5%	18.8/30	Meets			
<b>Assurances</b>						
Participation			Meets 95% Participation			
Finance			Meets Requirements			
Safety			Meets Requirements			
<b>Test Participation Rates and Total Participation Rate Descriptor*</b>						
Subject	Total Records	Valid Scores	Total Participation Rate	Parent Escalate	Accountability Participation Rate	Rating
English Language Arts	12,577	11,267	89.9%	1,189	98.3%	Meets 95% Participation
Math	12,679	11,301	89.1%	1,186	98.3%	Meets 95% Participation
<b>Total Participation Rate Descriptor for Planning Purposes:</b>						<b>Does Not Meet 95% Total Participation</b>
<b>Summary of Ratings by EMH Level</b>						
EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	46.5%	18.6/40	Approaching	48.8%	Improvement
	Academic Growth	50.0%	30.0/60	Approaching		
Middle	Academic Achievement	56.9%	22.8/40	Approaching	59.8%	Accredited
	Academic Growth	61.6%	37.0/60	Approaching		
High	Academic Achievement	56.9%	17.1/30	Approaching	59.8%	Accredited
	Academic Growth	59.8%	23.9/40	Approaching		
	Postsecondary & Workforce Readiness	62.5%	18.8/30	Meets		

(\*) No Reportable Data  
 \*State accountability policy requires 95% student participation in state assessments. Students excused from testing by a parent or guardian do not impact the Accountability Participation Rate that determines whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Does Not Meet 95% Total Participation" descriptor that is informational and does not impact framework calculations. The descriptor does not impact framework calculations. First year in the U.S. Multilingual Learners eligible to take the ELP assessment count as participants for ELA.

# Performance Frameworks | Indicators and Data



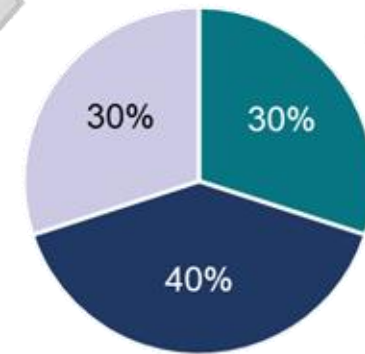
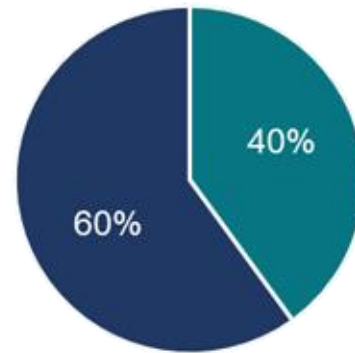
Performance Indicator	Performance Data
<b>Academic Achievement</b>	<ul style="list-style-type: none"><li>• Mean scale score</li><li>• English language arts, math, and science assessments</li><li>• Overall and for disaggregated groups</li></ul>
<b>Academic Growth</b>	<ul style="list-style-type: none"><li>• Median student growth percentile</li><li>• English language arts, mathematics and English language proficiency assessments</li><li>• English language proficiency On Track metric</li><li>• Overall and for disaggregated groups</li></ul>
<b>Postsecondary and Workforce Readiness</b>	<ul style="list-style-type: none"><li>• SAT – Evidence-Based Reading &amp; Writing and Mathematics</li><li>• Graduation Rate</li><li>• Dropout Rate</li><li>• Matriculation Rate (includes military enlistment)</li><li>• Industry credentials, included in Career and Technical Education and overall matriculation rates calculations</li><li>• Overall and for disaggregated groups (except for Matriculation rate)</li></ul>

# Performance Frameworks | Indicator Weightings and Ratings



Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools



High Schools & Districts

### Ratings

**SCHOOL PLAN TYPES**

- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

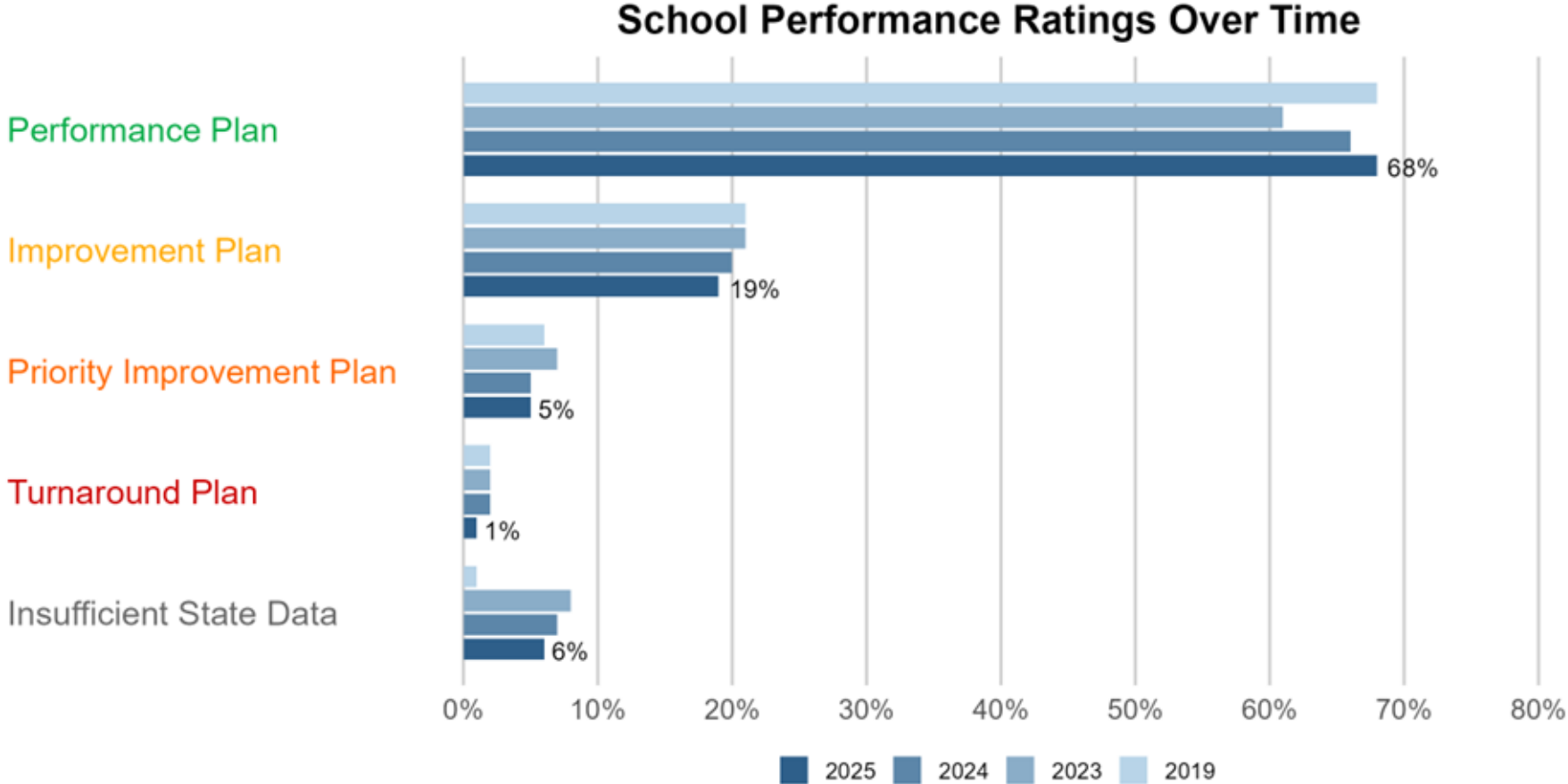
**DISTRICT ACCREDITATION RATINGS**

- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

Note: A Plan Type can be decreased due to participation if below 95% accountability participation in two content areas.

# School-Level Results | 2025 Final School Plan Types Over Time

**Summary:** A greater percent of schools earned Performance in 2025 compared to 2024; the percent matches 2019. Fewer schools are on the clock in 2025 than in any other year. There is a slight decrease in ISD in 2025 compared to 2024.



# School-Level Results | Charter School Outcomes

**Summary:** A higher percent of charter school earn performance compared to other schools. Slightly fewer are on the accountability clock, as well.

Plan Type	Non-Charter Schools		Charter Schools		All Schools	
	#	%	#	%	#	%
Performance	1,040	66.9%	208	80.6%	1,248	68.8%
Improvement	313	20.1%	33	12.8%	346	19.1%
Priority Improvement	80	5.1%	9	3.5%	89	4.9%
Turnaround	25	1.6%	1	0.4%	26	1.4%
Insufficient State Data	97	6.2%	7	2.7%	104	5.7%
Total	1,555		258		1,813	

*Note: Includes Alternative Education Campuses. Excludes closed schools.*

# Content for Today's Session

- Context Setting on the Accountability System
- Introduction to Changes to the Accountability System through HB25-1278
- Discussion
- References



# Background on Evolution of the State Accountability Refresh


---

- December 2022: State Accountability System Evaluation (Accountability Audit) [Report](#) released.
- Spring 2023: [H.B. 23-1241](#) created a representative task force of 26-members that studied academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- November 2024: The [1241 Task Force](#) released their [final report](#) with 30 recommendations for improvements to the accountability system.
- Spring 2025: [H.B. 25-1278](#) used the 1241 Task Force recommendations as the basis to update the state accountability system.

# Background | HB 25-1278 Resources

[HB 25-1278 Fact Sheet](#) - Provides a high level overview of the key themes of the accountability bill, which include:

- State Assessments
- Performance Frameworks
- Postsecondary & Workforce Readiness Indicator
- Public Reporting
- Insufficient State Data: Low Participation
- Continuous Improvement (including the Accountability Clock and various supports)
- Stakeholder Groups & Studies



## Summary of H.B. 25-1278: Education Accountability System Overview

Passed during the 2025 legislative session, the Education Accountability System bill ([H.B. 25-1278](#)) modifies the statewide education accountability system. The bill builds extensively from the [2024 Task Force recommendations](#). However, some activities that the task force recommended were not included or limited because of budget considerations. This resource highlights the major themes of the bill and some early implementation implications, including for state assessments, performance frameworks, public reporting, sites with insufficient State Data: Low Participation, continuous improvement, accountability clock, and areas for further study.

### State Assessments

- **Eliminates paper-pencil format** for state assessments (except for accommodations) and the optional writing portion of the SAT. CDE anticipates this will be implemented by spring 2026.
- CDE will provide Local Education Agencies (LEAs), which include districts, the Charter School Institute, and BOCES that operate schools, with guidance on how to **divide CMAS into smaller sections** for students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan.
- CDE will develop versions of **CMAS in languages beyond English and Spanish**, if at least 1,500 multilingual learners with a specific language background statewide per grade level receive instruction in that language.
- **State assessment results will be provided by June 1<sup>st</sup> or as soon as practicable.** For 2025, CDE anticipates that CMAS (all content areas) and CoAlt science and social studies results will be available to LEAs, schools, and parents by June 11. This also includes the launch of Pearson's [family portal](#) where parents can access their student's results as soon as they are available without waiting for schools or districts to distribute reports. The full targeted reporting timeline for state assessments is available on [CDE's website](#).

### Performance Frameworks

- Changes to the performance frameworks included in this section are anticipated to impact the **2027 performance frameworks for points**. The 2025 and 2026 frameworks will continue with our current approach. Simultaneously, CDE will be updating data and reporting systems in preparation for 2027. This includes working with our advisory groups (e.g., Technical Advisory Panel, Accountability Work Group), gathering feedback from the field and working with the State Board of Education on state board rules.
- **Combines student groups** for points within the performance framework, with disaggregated student groups shared in public reporting. This means frameworks will continue to consider the "all students" group and then a single combined group that includes students with an IEP, multilingual learners, students eligible for free/reduced price lunch and minority students. A single student will only be counted once in the combined group for points. For public reporting, however, student groups will be disaggregated for transparency and improvement planning purposes.

Updated Last by CDE: May 2025. 1

# Background Reading on Accountability System Updates



- Read through the resource on your own.
- Make notes on what strikes you (!) and what you still have questions (?) about.
- Chat with a couple of neighbors about your notes. Be ready to share out some insights with the whole group.



# Guiding Principles for Implementation (from State Board of Education at the December 2024 meeting on priorities for HB25-1278)

## COHERENCE

Ensure **coherence across changes to the system** by building upon areas of strength from the current system to maintain high expectations for all Colorado students. Changes should be intentionally sequenced, rather than taking a fragmented or a piecemealed approach. Align, where possible, with other task force recommendations (e.g., 1215 Task Force) and federal accountability expectations. Take efforts to balance the cost of implementing change with the potential long-term impacts.

## TRANSPARENCY

Enhance **transparency and trust of the accountability system**, including access to information for families, schools, and the general public.

## CONSISTENCY

Ensure **statewide consistency** using multiple measures that meaningfully differentiate sites to guide resources and supports.

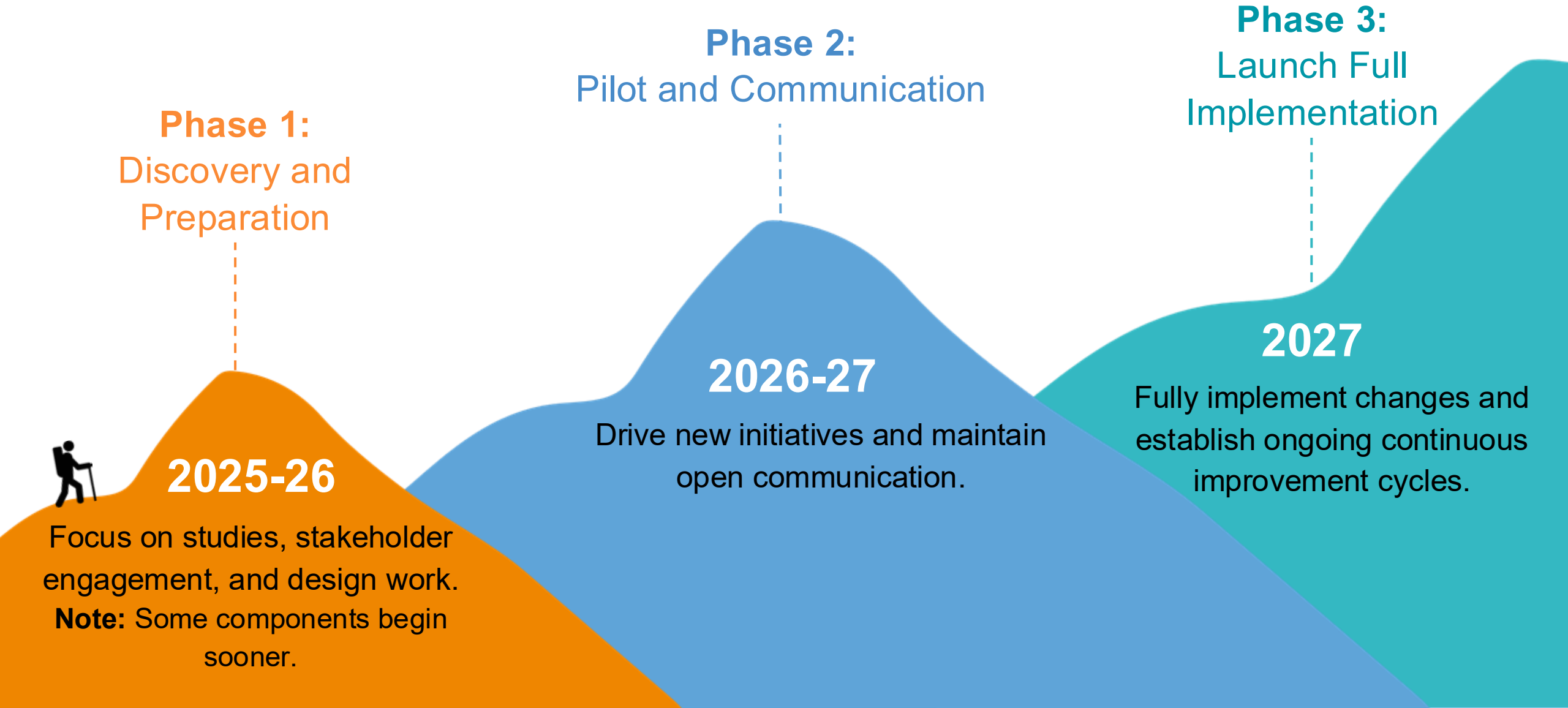
## SUPPORT

Strengthen the continuous improvement approach for all sites by ensuring a **continuum of resources and supports**. This includes recognizing performance and identifying bright spots to foster shared learning, proactively supporting schools to help them avoid entering the accountability clock, and expanding end-of-clock options.

## FLEXIBILITY

Ensure that **policies are flexible enough so that adjustments can be made over time**, based on stakeholder feedback and ongoing research.

# Timeline | Implementation Phases of the Accountability Bill



# Timeline | What will 2025-26 look like?

Phase 1:  
Discovery and  
Preparation



2025-26

## State Board

- ❖ Accountability Hearings for End of Clock sites
- ❖ **Spring 2026:** Rulemaking ISD, and end-of-clock
- ❖ Initial studies

## CDE

- ❖ Studies: small system, assessments, dashboard
- ❖ Launch refreshed AWG and create opportunities for stakeholder engagement
- ❖ Begin studying framework changes

## Districts/LEA

- ❖ Transition away from paper-based assessments (except for students with accommodations in their IEPs) for all LEAs
- ❖ Participate in feedback opportunities

# Timeline | What will 2026-27 look like?

## State Board

- ❖ **Fall 2026:** Rulemaking on PWR & frameworks
- ❖ **Winter 2026:** Incorporate recommended changes into 2027 target setting

## CDE

- ❖ **Fall 2026:** Small systems, Assessment and Dashboard Studies complete
- ❖ Recommendations to SBE on incorporating changes

## Districts/LEA

- ❖ **Fall 2026:** Insufficient State Data: Low Participation Year 1 begins
- ❖ **Spring 2027:** Informational frameworks

# Timeline | What will 2027-28 look like?

Phase 3:  
Launch Full  
Implementation



## State Board

- ❖ Full implementation (e.g., target setting, finalize frameworks)

## CDE

- ❖ **Fall 2027:** Evaluation of external managers
- ❖ Support for Insufficient State Data presentations
- ❖ Ongoing technical assistance and support

## Districts/LEA

- ❖ **Fall 2027:** Framework changes implemented
- ❖ **Spring 2028:** Begin preparation for presentations to the State Board of Education for Insufficient State Data: Low Participation.

# Content for Today's Session

- Context Setting on the Accountability System
- Introduction to Changes to the Accountability System through HB25-1278
- Discussion
- References



# Thank you for attending! Contact us for any follow up.

---

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## Session Slides



# Content for Today's Session

- Context Setting on the Accountability System
- Introduction to Changes to the Accountability System through HB25-1278
- Discussion
- References



# General Accountability Cycle

	Frameworks	Public Reporting	Improvement Planning	Accountability Committees	Support & Interventions	Accreditation	Awards
<b>Fall</b>	(Aug) CDE released prelim frameworks	Updated based upon available data	(Oct) Due for public posting	Locally decided timeline	Available	Local boards accredit schools	
<b>Winter</b>	(Nov/Dec) State board finalizes frameworks	Available	Implement and monitor plan	Locally decided timeline	Available	(Dec) State Board accredits districts	(Dec) Awards announced
<b>Spring</b>		Available	Major updates for next school year based on local data	Locally decided timeline	Available		Awards Ceremony
<b>Summer</b>		Available		Locally decided timeline	Available		

# State Accountability | Elements of the Accountability System



# Elements of the Current State Accountability System

Frameworks
Public Reporting
Improvement Planning
Public Engagement
Supports and Interventions
Accreditation
Awards



# Performance Frameworks | Purpose

- Provides a **statewide evaluation of student performance** that highlights areas of success and areas for improvement.
- Identify those districts and schools whose students are **lowest-performing** based on academic achievement, growth and postsecondary workforce readiness data, and direct state support and intervention appropriately.
- Identify those districts and schools whose students are the **highest-performing** based on academic achievement, growth and postsecondary and workforce readiness data, recognize them and learn from their practices.

**COLORADO** Department of Education | 2023 Preliminary District Performance Framework

(0000) District Framework Report | Grade Levels: EMH - (1 Year)

**Accreditation Rating** | Official Rating based on 1-Year DPF Report

**Accredited** | 58.8/100 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

**Indicator Rating Totals**

Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	51.4%	15.4/30	Approaching
Academic Growth	66.7%	26.7/40	Meets
Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching

**Assurances**

Assurance	Rating
Accountability Participation Rate	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

**Test Participation Rates and Total Participation Rate Descriptor\***

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	3,860	3,798	96.1%	100	99.4%	Meets 95% Participation
Math	3,857	3,724	96.6%	109	99.5%	Meets 95% Participation
Science	1,254	933	74.4%	313	99.1%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes: Meets 95% Participation

**Summary of Ratings by EMH Level**

EMH Level	Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	43.8%	17.5/40	Approaching	48.0%	Improvement
	Academic Growth	50.9%	30.5/60	Approaching		
Middle	Academic Achievement	54.9%	22.0/40	Approaching	63.4%	Accredited
	Academic Growth	74.1%	44.5/60	Meets		
High	Academic Achievement	55.7%	16.7/30	Approaching	66.5%	Accredited
	Academic Growth	75.0%	30.0/40	Meets		
	Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching		

(-) No Reportable Data  
 (\*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. English Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA/ESRW.

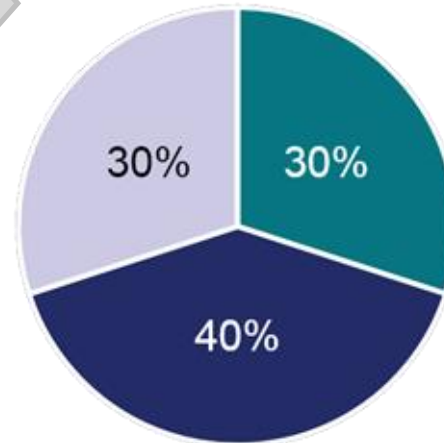
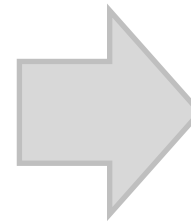
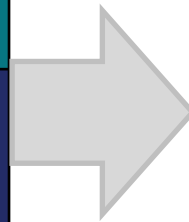
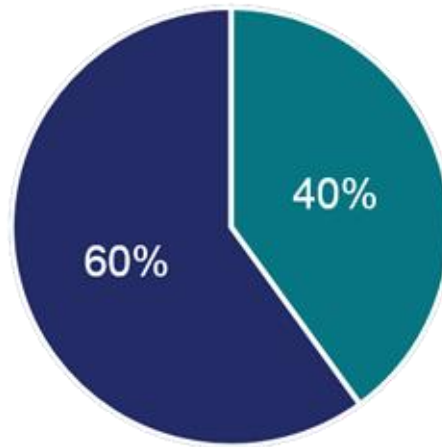


# School and District Performance Framework Ratings



Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools



High Schools & Districts

### Ratings

**SCHOOL PLAN TYPES**

- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

**DISTRICT ACCREDITATION RATINGS**

- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

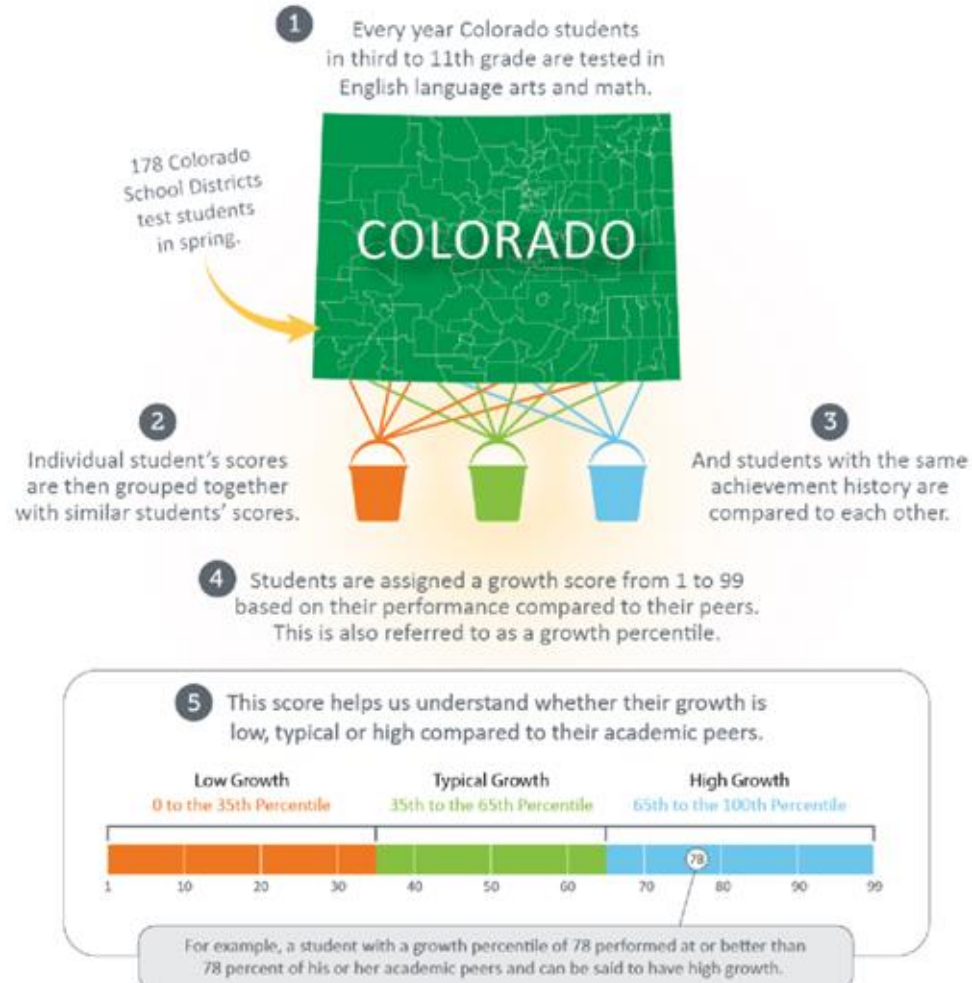


# Performance Frameworks | Performance Indicators



Performance Indicator	Performance Data
<b>Academic Achievement</b>	<ul style="list-style-type: none"><li>• Mean scale score</li><li>• English language arts, math, and science assessments</li><li>• Overall and for disaggregated groups</li></ul>
<b>Academic Growth</b>	<ul style="list-style-type: none"><li>• Median student growth percentile</li><li>• English language arts, mathematics and English language proficiency assessments</li><li>• English language proficiency On Track metric</li><li>• Overall and for disaggregated groups</li></ul>
<b>Postsecondary and Workforce Readiness</b>	<ul style="list-style-type: none"><li>• SAT – Evidence-Based Reading &amp; Writing and Mathematics</li><li>• Graduation Rate</li><li>• Dropout Rate</li><li>• Matriculation Rate (includes military enlistment)</li><li>• Industry credentials, included in Career and Technical Education and overall matriculation rates calculations</li><li>• Overall and for disaggregated groups (except for Matriculation rate)</li></ul>

# Overview of Colorado's Growth Model



- Visit our [Colorado Growth Model webpage](#)
  - View a pre-recorded walkthrough of the growth model
  - Parent friendly and technical user resources are available
  - Let us know what specific questions you have

## Current Practices

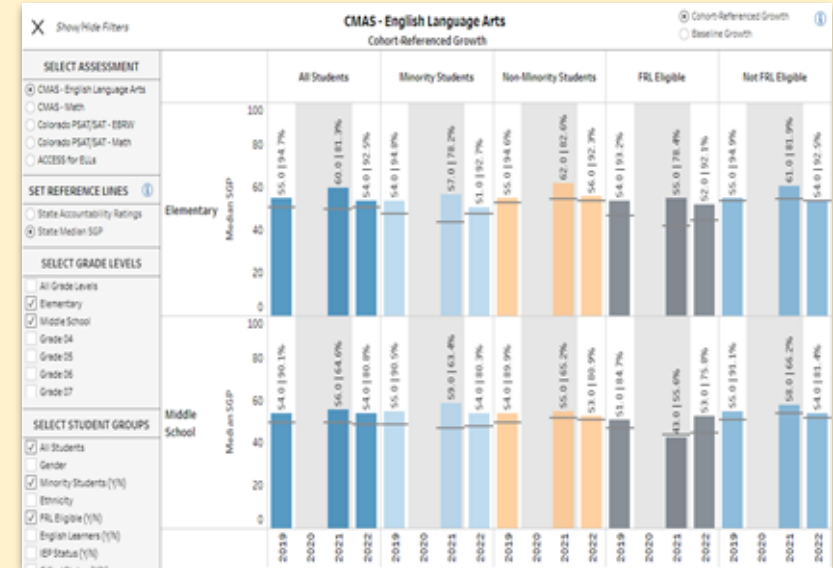
- For publicly reportable data
  - N of 16 for achievement has been the historical threshold for reporting achievement data.
  - N of 20 for Growth was based on observed data and what TAP determined to be minimum threshold for reliability with best balance for inclusion.
- Calculate a multi-year framework (typically 3 years) to aggregate data over time to generate reports for as many sites as possible.
- Created the Insufficient State Data assignment for sites that do not have reportable data for all performance indicators
  - No tested grades
  - Small tested population
  - Limited tested population (e.g., high % of parent excusals)

## Related Solutions in Other Parts of Accountability System

- Created [Secure Data Explorer Tool](#) for districts to analyze state data down to an N of 1.
- Created [improvement planning guidance](#) on how to still engage in continuous improvement without reporting Personally Identifiable Information.

# Elements of the Current State Accountability System

Frameworks
Public Reporting
Improvement Planning
Public Engagement
Supports and Interventions
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Awards



# Performance Tools and Visualizations

## Online Frameworks

CDE has launched an interactive version of the frameworks aimed at the public. Users see high levels reports initially and then can dig into accountability data more deeply. There are links to the framework PDF reports, the site's UIP and the district's accreditation contract.

**Performance Frameworks - Official Performance Ratings**

**Academy 20 (1040)**  
1110 CHAPEL HILLS DRIVE  
COLORADO SPRINGS, CO 80920  
County: EL PASO

Number of Schools: 39  
[View School List](#)

[Framework Report PDFs](#)  
[Unified Improvement Plan \(UIP\)](#)  
[Accreditation Contract PDF](#)  
[Accreditation Contract Plain Text](#)

**Official Performance Ratings - (2022)**

Accredited with Distinction, Low Participation  
76.7% of Public Schools Not on Performance Watch

Category	Percentage
Unsatisfactory	23.0% - 31.8%
Prior to Improvement	31.0% - 41.8%
Improvement	41.0% - 51.8%
Accredited	51.0% - 71.8%
Distinction	71.0% - 100.0%

[View Official Performance Ratings Data Table](#)

**2022 Academic Growth - Elementary School**

CMAS - English Language Arts - Elementary School - (2022)

Elementary ELA Growth Methodology

All Students: Meets | MSP: 54.8 | n = 1,121

Free/Reduced-Price Lunch Eligible: Meets | MSP: 82.0 | n = 232

Minority Students: Meets | MSP: 51.8 | n = 385

English Learners: Meets | MSP: 55.0 | n = 35

Students with Disabilities: Approaching | MSP: 66.2 | n = 97

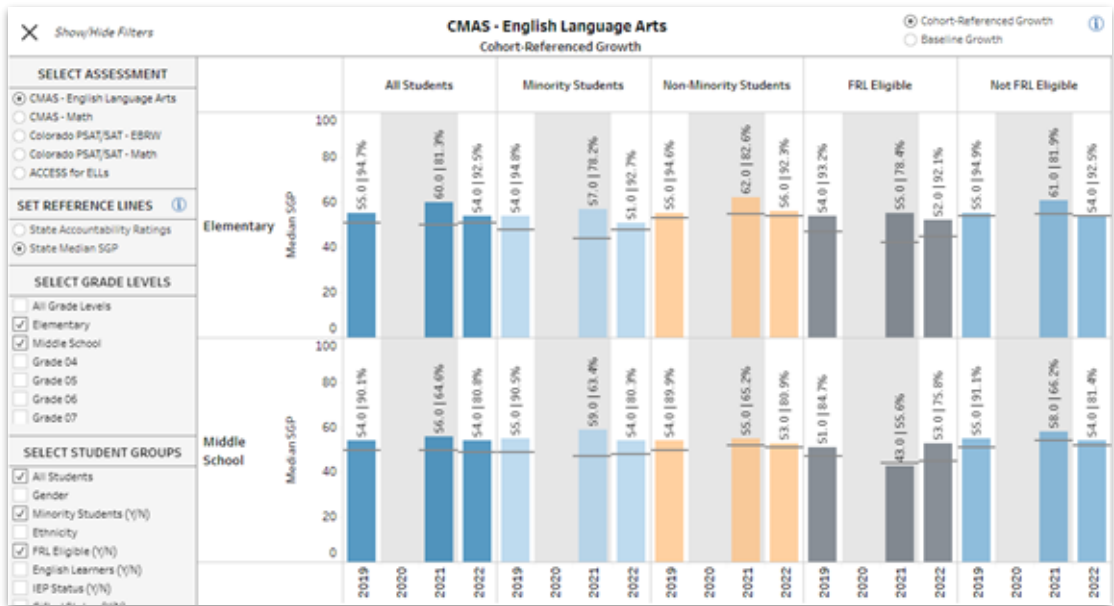
Category	Percentage
Does Not Meet	3.0 - 34.5%
Approaching	35.0 - 49.5%
Meets	50.0 - 64.5%
Exceeds	65.0 - 100.0%

[View CMAS - English Language Arts Data Table](#)

# Performance Tools and Visualizations

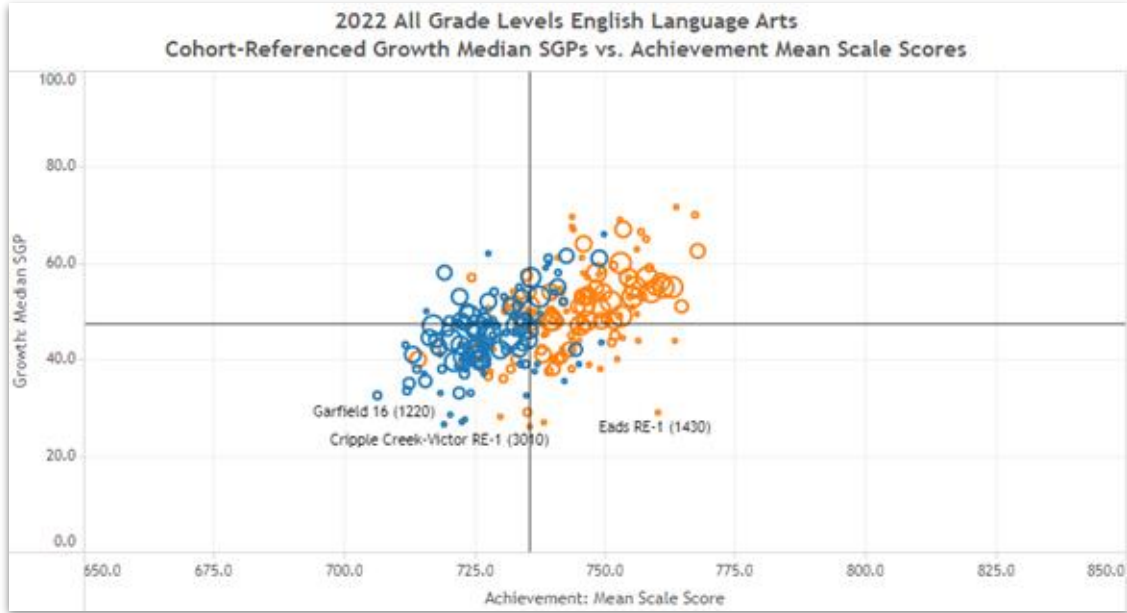
## District and School Dashboard

Includes updated enrollment, demographics, achievement, growth, and postsecondary visualizations to support improvement planning efforts.



## Data Explorer Tool

Includes updated achievement, growth, and postsecondary metrics that can also be downloaded into Excel files for additional analysis. Secure tool is available to district administrators.



# Elements of the Current State Accountability System

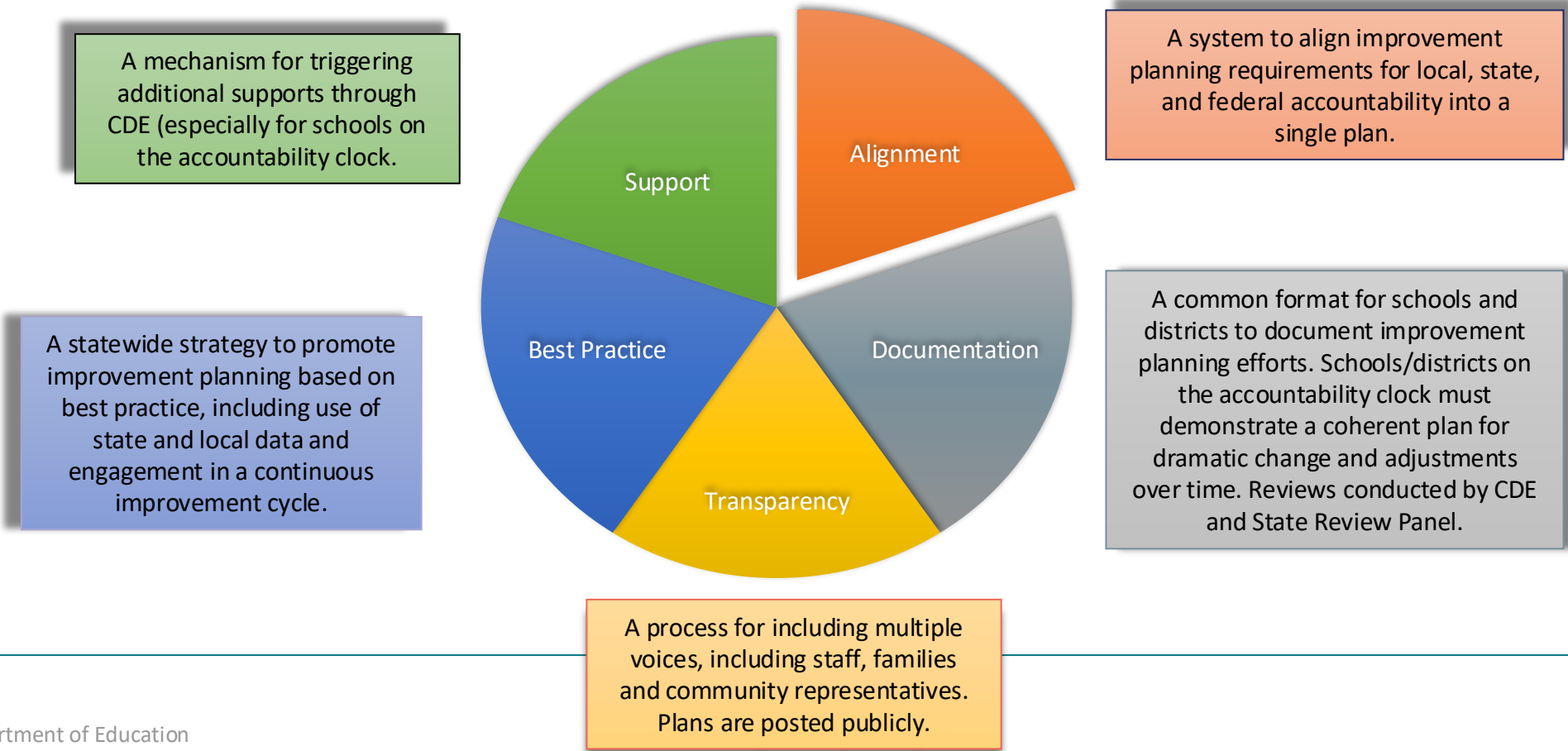
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The screenshot shows the Colorado Department of Education's website for a school's Unified Improvement Plan (UIP). The header includes the Colorado Department of Education logo and the title "Colorado's Unified Improvement Plan for Schools". Below the header, it specifies "PECK ELEMENTARY SCHOOL UIP 2022-25" and provides a "Download PDF" link. The main content area is titled "EXECUTIVE SUMMARY" and features a flowchart with three stages: "Priority Performance Challenges", "Root Cause", and "Major Improvement Strategies".

- Priority Performance Challenges:** Grade level reading proficiency.
- Root Cause:** Strengthen core literacy instruction and increase teachers' depth of knowledge.
- Major Improvement Strategies:** Multi-Themed System of Support and Strengthen core literacy instruction and increase teachers' depth of knowledge.

# Multiple Purposes for Improvement Planning

CDE has developed both a **process** and **template** to support schools and districts in their performance management efforts.





## Unified Improvement Planning (UIP)

- All schools and districts are expected to engage in improvement planning and submit plans in UIP Online System for public posting on [SchoolView](#).
- CDE has coordinated state, federal and some grant improvement planning requirements into one place.
- UIP process includes:
  - Identifying and prioritizing needs based upon data
  - Matching research-based strategies to meet needs
  - Progress monitoring and adjusting practices
  - Engaging stakeholders
- CDE focus on universal and targeted supports. Offer resources, virtual and field-based trainings and onsite technical assistance.

### Local Board Role...

- Engage with the District and Schools' Improvement Plans
- Adopt the District's Improvement Plan in accordance with the assigned accreditation plan
  - Adopt the Improvement Plans for schools assigned Priority Improvement or Turnaround
  - Consider the Improvement Plans of all schools in adopting the district's budget

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# Accountability Committees



- All schools and districts are required to have accountability committees. Small districts may combine requirements.
- Parents are expected to have the most representation.
- Accountability committees are advisory to principals and local boards. They provide recommendations.
- Activities include reviewing improvement plans and progress monitoring, reviewing budgets, providing input on various policies (e.g., parent engagement), and other jointly identified areas.

## Local Board Role...

Consult with the District's  
Accountability Committee

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# CDE Support Structure

- CDE Supports

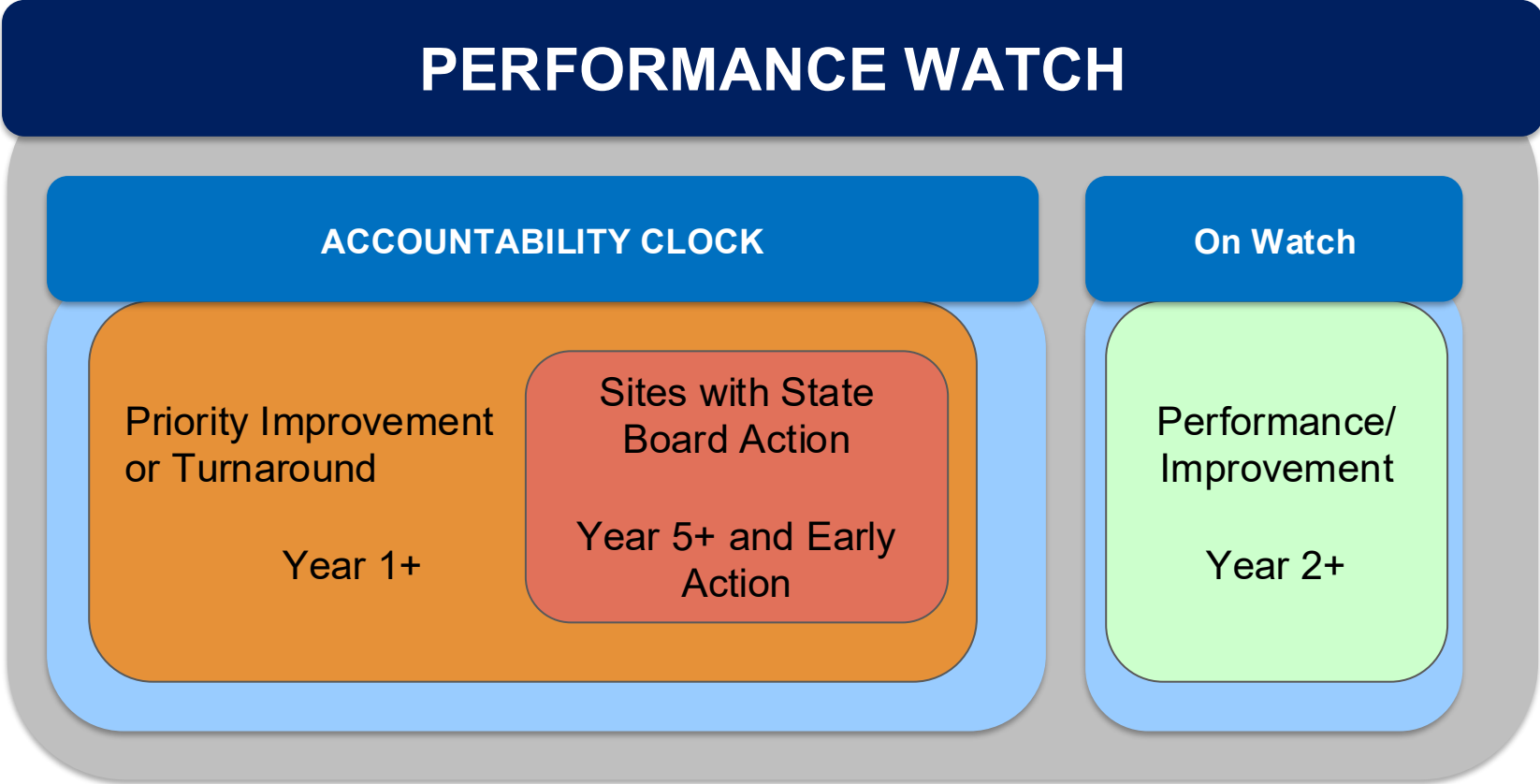
- Support Leads
- Transformation Support Managers
- UIP Contacts
- ESEA Regional Contacts

- EASI Grant

- Exploration Support (inc external diagnostic reviews, planning support and stakeholder engagement support)
- District Designed and Led
- Accountability Pathways Implementation
- Turnaround Leadership
- Transformation Network
- Tailored support for Alternative Education Campuses and Local School Boards that have identified schools

## Highlights of State Support System

- Driven by state needs assessment
- Use Four Domains as organizing structure
- District participation is encouraged but voluntary
- Distribute supports through tiers (universal, targeted, intensive)



# Performance Watch | Expectations by Category

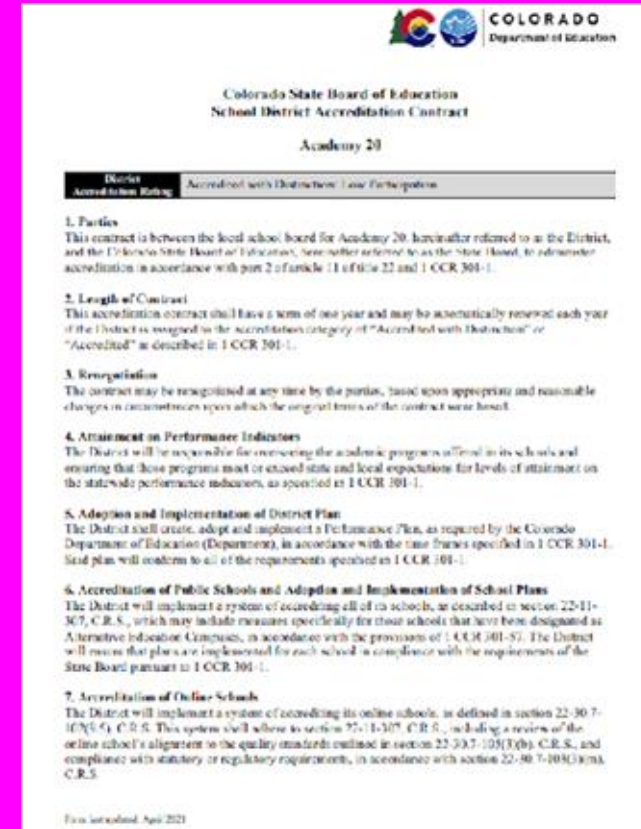


	Criteria	Implications
<b>On Clock</b>	<ul style="list-style-type: none"> <li>Earned a 2025 Priority Improvement or Turnaround plan type</li> </ul>	<ul style="list-style-type: none"> <li>Communication expectations</li> <li>Additional planning requirements and plan review by CDE</li> <li>Hearing with State Board after five years or progress monitoring if already received state board directed action</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>
<b>On Watch</b>	<ul style="list-style-type: none"> <li>Earned a 2025 Improvement or Performance plan type</li> <li>Previously on accountability clock for at least two consecutive years (e.g., 2024 and 2023)</li> </ul>	<ul style="list-style-type: none"> <li>Plan review by CDE</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>
<b>On Hold</b>	<ul style="list-style-type: none"> <li>Received an Insufficient State Data in 2025</li> <li>Last available plan type (i.e., 2024 or earlier) was on clock</li> </ul>	<ul style="list-style-type: none"> <li>Communication expectations</li> <li>Additional planning requirements and plan review by CDE</li> <li>Eligible for supports and school improvement funds (EASI)</li> </ul>

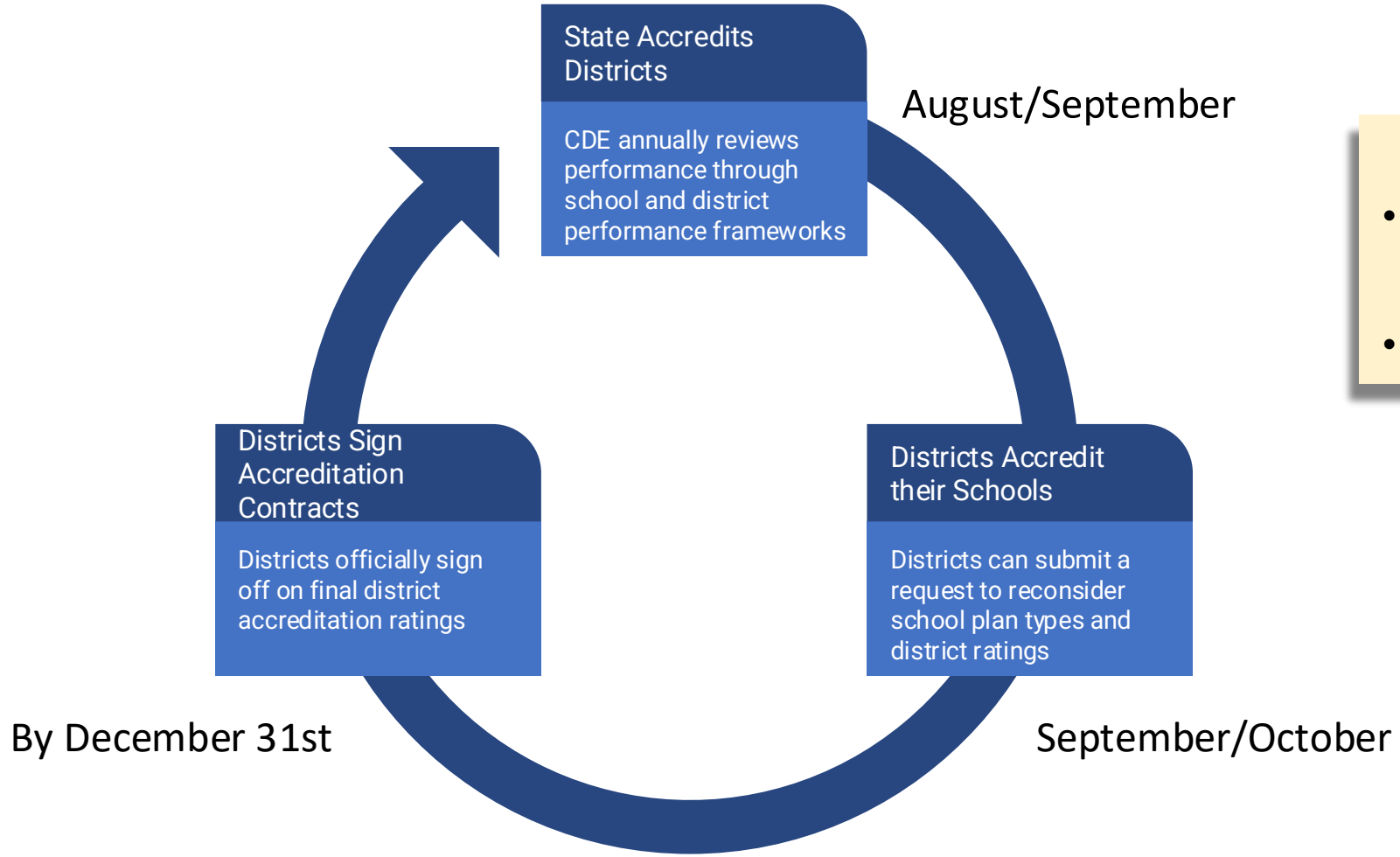


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# School & District Accreditation Process



**Local Board Role...**

- Enter into a District Accreditation Contract with the State
- Accredit the District's schools



# Accreditation Contract Process

- Highlights of current system:
  - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
  - District plan type and state board action determine timeline and additional expectations included in agreement
  - State Board accredits districts; Local boards accredit schools
  - Contract includes
    - Attainment on performance indicators
    - Adoption and implementation of the district plan
    - Accreditation and implementation of plans for schools, including online schools
    - Good faith effort on implementing statute, regulations and policy
    - Consequences for non-compliance and monitoring

All District Accreditation Contracts available at:  
<https://www.cde.state.co.us/accountability/districtaccreditation>

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# Summary of School and District Awards



- Blue Ribbon Schools
- Centers of Excellence
- Colorado School Awards program
- Governor's Distinguished Improvement Award
- Green Ribbon Schools
- High School Academic Growth Award
- John Irwin Schools of Excellence
- National ESEA Distinguished Schools

For Description of criteria and recent recipients:  
<https://www.cde.state.co.us/cdeawards/awards>

**“  
Your  
feedback  
helps us all  
move forward  
together**



**Colorado League of  
Charter Schools**



Each time you take the survey you can enter to win prizes