



# 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 [1241 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.

- Moves **college entrance exams** (i.e., SAT) from the postsecondary and workforce readiness indicator into the achievement indicator.
- Expands how students with an **IEP are counted** in the combined student group for two additional years after exiting their IEP.
- Adds criteria for districts to earn a **Distinction rating**, expanding requirements around participation (i.e., at least 85% total participation) and performance criteria for student groups in achievement and growth.
- Refines the **postsecondary and workforce readiness indicator** to have four subindicators: (1) graduation, (2) dropout rate, (3) college and career readiness (**CCR**) **before graduation** and (4) **postsecondary progression**. The new CCR before graduation subindicator will be organized around the “big three” (i.e., post-secondary credit, industry credentials, and work-based learning). The postsecondary progression subindicator is a renaming of the matriculation measure and will continue to include matriculation and military enlistment. In addition to aligning with the 1241 Task Force, these recommendations align with the [1215 Task Force](#) report, which was focused on secondary, postsecondary and work-based learning integration.

## Public Reporting

- Adds a **study to investigate the creation of a single coherent state dashboard** for state and local data, including stakeholder engagement and cost estimates.
- Expands **existing reports to include new postsecondary and workforce readiness data and participation** for accountability purposes.
- Recommends enhancing the **user experience and functionality** of existing reports. CDE will continue to gather feedback from a variety of stakeholder groups.

## Insufficient State Data (ISD): Low Participation

- Adds a **corrective action plan through the Unified Improvement Plan** when ISD ratings are assigned due to low participation on state assessments. ISD assignment for other reasons (e.g., small tested population) will not be impacted by this identification. The corrective action requirements will be integrated into the improvement planning process and will take time to plan out. CDE does not expect improvement plans due by October 2025 to address these requirements.
- Requires **engagement with the State Board of Education after three years** of identification. The counting of years will start with the 2025 frameworks and will not be counted retroactively.

## Continuous Improvement (Includes the Accountability Clock)

- Continuous improvement changes focus on the following areas:
  - **Universal Support:** Directs CDE to provide guidance to local boards on how to review and monitor improvement plans.
  - **Proactive Support:** Directs CDE to offer a process to identify and support schools prior to entering performance watch or early on the clock.
  - **Early on the Clock:** Directs CDE to offer ongoing support and feedback in Years 1 and 2.
  - **Late on the Clock:** Adds clarity and flexibility on a pathway plan for sites proposing a plan to the State Board of Education hearing (e.g., Year 5 on the accountability clock, sites with a currently directed action). Adds another state board directed action that is comparable to or of comparable effect as existing options. Includes an evaluation of external managers.
  - Note: New resources (including grants) were not added to implement the continuous improvement activities. The department is reviewing current resources to determine where it can incorporate some of these activities using existing funding streams or efforts.

## Areas for Further Study

- Adds studies related to:
  - **Small Systems:** Examine (1) lowering student count thresholds for calculations and reporting and (2) volatility of framework assignments for small systems.
  - **State Assessments:** Provide recommendations on shortening assessments and implementing adaptive assessment technology.
- Formalizes the [Accountability Work Group](#) (AWG), including adding three superintendent members, and directs both the AWG and the [Technical Advisory Panel](#) (TAP) to advise CDE and state board on accountability-related work.

***For more information about this topic, contact the Accountability & Continuous Improvement team ([accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)).***