

# Performance Frameworks

## Fact Sheet



**COLORADO**  
Department of Education

### HOW SCHOOL AND DISTRICT PERFORMANCE FRAMEWORKS ARE USED

Colorado's education accountability system is based on the notion that every student should have an opportunity to receive an excellent education and graduate ready to succeed. Successful schools and districts are recognized while those whose students struggle are identified for support. Those that don't meet expectations on all the indicators are assigned a rating of "Priority Improvement" or "Turnaround." Schools and districts, if identified for Priority Improvement or Turnaround, must work with their communities to develop an improvement plan. If progress has not been made after five consecutive years, the schools or districts face significant action.

### WHAT HAPPENS WHEN SCHOOLS/DISTRICTS RECEIVE PERSISTENT LOW RATINGS?

Schools and districts with persistent low ratings should be implementing research-based strategies to improve student outcomes. Schools and districts with the lowest two ratings for five or more years will receive specific direction from the Colorado State Board of Education for a pathway to pursue. Possible actions the board can take include school closure, turning a district-run school into a charter school, working with an external management partner, district reorganization (for the district only) and seeking "innovation status" for a school or network of schools that could provide waivers from certain state and local rules. CDE seeks to work with districts to determine the pathway that has the greatest likelihood of increasing student performance.

### WHO MAKES THE FINAL DETERMINATION?

Preliminary ratings are given to schools and districts in the late fall. They can revise their ratings through a request to reconsider process. For districts, the education commissioner makes the final determination of accreditation ratings. For schools, the commissioner makes recommendations to the State Board of Education that makes the final determination.

### HOW ACCOUNTABILITY IS DETERMINED

A Performance Framework is created for each Colorado public school and district based on a variety of measures factored together:

- **Academic performance:** Achievement and growth on statewide assessments for third through ninth grade.
- **Postsecondary readiness** (high schools and districts only): This includes graduation rates, dropout rates, matriculation rates and college entrance exam scores.
- **English language acquisition:** This measures the growth of English language learners on English language proficiency tests.

### HOW DOES THE ACCOUNTABILITY SYSTEM WORK?

Every year districts receive a District Performance Framework (DPF) report, which determines their accreditation rating. Schools receive School Performance Frameworks (SPF), which determine their school plan types. Districts may submit additional performance data to CDE through the Request to Reconsider process to best describe the performance of the school or district.





## **WHAT DOES THE STATE ACCOUNTABILITY SYSTEM MEAN FOR MY CHILD?**

The state of Colorado's accountability system was created to provide specific, detailed information about academic performance of schools and districts with data that can be compared to other schools and districts around the state. The system provides a consistent review every year at how schools and districts are doing, based on the assessment data available (both achievement and growth), and the post-secondary workforce readiness indicators (such as graduation rates, dropout rates, matriculation rates and college entrance exam scores). The system also is about accountability. We celebrate and learn from successful schools, and struggling schools are identified for extra resources and support.

## **HOW PARENTS CAN FIND THEIR CHILD'S SCHOOL RATINGS**

The information is available on the Colorado Department of Education's SchoolView website.

## **HOW DOES LOW PARTICIPATION ON ASSESSMENTS AFFECT THE FRAMEWORKS?**

In order to help users interpret the reports, the descriptor of "Low Participation" was added to school plan types and district ratings this year for those schools and districts that had 95 percent or lower participation rates on assessments in two or more content areas. This includes students formally excused from tests by their parents. Because low participation can impact the overall results, it is important to consider the participation rates on state assessments when reviewing the results on the framework.

Some schools and districts had their ratings decreased due to low participation by students who did not receive formal excusals by their parents. This is also noted on the framework report. According to a State Board of Education motion, schools and districts cannot be held liable for low participation from students who received formal parental excusals.

Some schools and districts also received a rating of "insufficient state data" because the number of students was too small or not representative of the entire population to use to describe the schools' or districts' performance. For more information on performance indicators and descriptors, an explainer is available here.

## **Where can I learn more?**

- <http://www.cde.state.co.us/accountability/performanceframeworksresources>
- <http://www.cde.state.co.us/accountability/performanceframeworks>
- View all CDE fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfaqs>