



COLORADO
Department of Education

Accountability Work Group

November 21, 2025



The Accountability Work Group (AWG) serves as an advisory group on policy implementation and CDE practice in support of federal and state accountability. This group will consider input from other stakeholders, when possible, in developing recommendations for policies and practices.



1.1 Welcome and Introductions

Warm Welcome

In breakout rooms:

- Share your name
- Your organization/role
- Your favorite holiday tradition





1.2 Review of Agenda



Agenda

- Welcome and Introductions
- Framework Target Setting-Update
- Operational Procedures
 - Roles and Responsibilities
 - Appointment Terms
- ISD: Low Participation
- Wrap-Up

Meeting Logistics

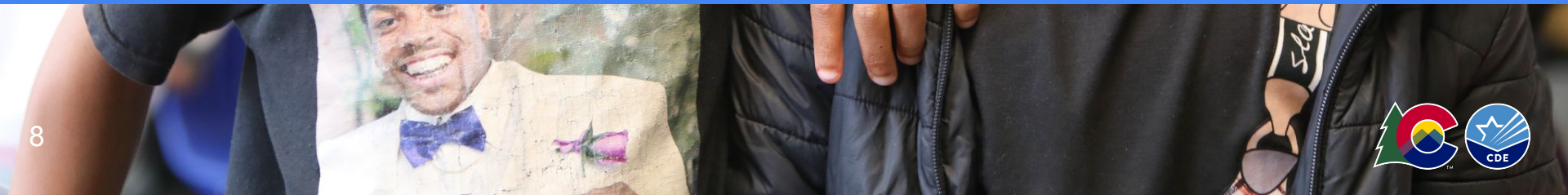
- This meeting will be recorded and publicly posted.
- Non-members, please add your Name/ Affiliation to the chat
- Everyone please mute your sound
- Non-AWG members are welcome to listen and hold any comments until the end of the meeting

Accountability Elements





1.3 Framework Target Setting: Update



Context | Statutory Reference

State statute 22-11-201(1)(a) requires that

*...the state board shall **set, reaffirm, or revise**, as appropriate, **ambitious but attainable statewide targets** for the measures used to determine the levels of attainment of the performance indicators [growth, achievement, growth-to-standard, and postsecondary & workforce readiness] for the coming academic year with the goal of raising the level of academic performance in the public schools throughout the state.*

Sub-Indicator Targets | Options for State Board



Other Groups

TAP

| # | Option | Description |
|---|--|--|
| 1 | Hold: Hold existing targets | Keep 2026 sub-indicator targets consistent with 2024 baseline . |
| 2 | Wait to Review/Revise: Hold existing targets but plan to update PSAT/SAT based on 2026 results (if needed) | Keep 2026 sub-indicator targets consistent with 2024 baseline . Review PSAT/SAT and potentially revise targets once 2026 data become available. If appropriate, reconcile 1- and 3-year targets.* |
| 3 | Increase and Review/Revise: Hold existing targets but update PSAT/SAT to 2025 baseline and update based on 2026 results (if needed) | Keep 2026 sub-indicator targets consistent with 2024 baseline, except for PSAT/SAT which will be updated to match 2025 . Review and potentially lower targets once 2026 data become available. If appropriate, reconcile 1- and 3-year targets.* |
| 4 | Other revision | CDE would need more guidance from the state board for a new methodology. |

* Targets will be revised (as necessary) using 15-50-85th percentile methodology



Additional Feedback from the Field



- Special thanks to all of the stakeholder groups for loaning CDE time on their agendas with such a quick turnaround request.
- All groups had a healthy and meaningful discussion - and they all could have used more time to discuss and come to consensus.
- These notes are approximations of the general sentiments and do not necessarily capture all of the individual contributions.

| Stakeholder Group | General Preference | Rationale/General Feedback |
|---|--|--|
| Accountability Work Group (AWG) | Varied with most leaning toward Option 1 | <ul style="list-style-type: none"> - Preference for keeping targets steady and predictable until there was at least 3 years of data. - Emphasis on clear communication and transparency, including building messaging around anticipated increases in cut scores with more time rather than rushing it. - Supports on communications will be helpful. |
| Association of Colorado Educational Evaluators (ACEE) | Option 1 | <ul style="list-style-type: none"> - Important to avoid too many changes to the targets - Raising expectations right before frameworks are calculated does not seem fair to districts. Nor does it promote trust in the accountability system. - They could use help in communicating to staff, families and community about the reasons for the PSAT/SAT adjustments and how that reflects on their performance. |
| Rural Education Council | Option 1 | <ul style="list-style-type: none"> - Frequent changes to the targets cause confusion and builds distrust in the frameworks - Request for support on their communications to their staff, families and community on the “why.” |
| Accountability Contacts | n/a | <ul style="list-style-type: none"> - Information about the state board’s request was sent to Accountability Contacts, but no direct feedback was received as a result. |

State Board Adopted Option 1 with Additions

I move to keep the 2026 overall framework rating targets consistent with 2024 and to keep the all sub-indicator targets consistent with 2024, including no adjustments to PSAT/SAT targets, in alignment with Option 1, as posted on BoardDocs, and also to direct the department to communicate to districts on the plan to re-evaluate PSAT/SAT sub-indicator targets in fall 2026 and explain the likelihood of targets increasing.

To watch the presentation, go [here](#) at just after the 15 min mark. To access materials, go [here](#).



1.4 Operating Procedures Action: Input

Approach for Operating Procedures

- With formalization of AWG, there is a need to develop more formalized and transparent practices for the group.
- Provide input on key elements of the guiding document for AWG.
- Timeline: Bylaws/Procedures wrapped up by the end of the January 2026 AWG meeting

Today we will address:



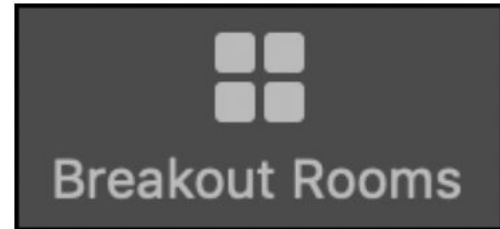
Member responsibilities



Terms

AWG Member Responsibilities

- Take 3 minutes to read through the [Draft Responsibilities](#)
- Consider these questions while reading:
 - What do you like?
 - What are additional considerations?
 - What questions do you have?
- Be ready to share your thoughts in breakout rooms



Appointment Terms

Draft AWG Appointment Terms

Factors to consider in the recommendation of terms:

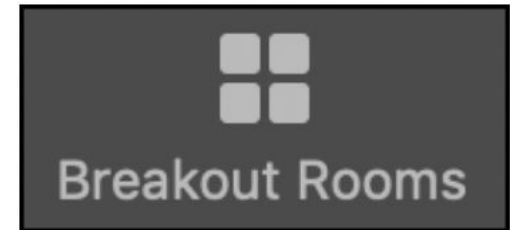
- Background building and continuity of discussion
- Stability for initial 1278 implementation
- Continuity of institutional knowledge
- Predictability for member recruitment/onboarding
- What else?

Language from appointment letter

Your appointment is for up to three years - the length of your term will be determined by the by-laws of the Accountability Work Group. Re-appointment is possible and should be spelled out in the by-laws, as well.

AWG Appointment Terms

- Take 1 minutes to read through the [Draft AWG Appointment Terms](#)
- Consider these questions while reading:
 - What do you like?
 - What are some additional considerations?
 - What questions do you have?
- Be ready to share your thoughts in breakout rooms



Next Steps

- Input from October and November meeting consolidated and integrated
- Draft of AWG Bylaws/Operating Procedures to be sent out in December.
- AWG Leadership interest - reach out out to CDE



Break!






1.5 Insufficient State Data: Low Participation Action: Information

Today's Purpose on ISD - Low Participation

- Build background knowledge on the ISD rating, specifically ISD - Low Participation.
- Become familiar with the new expectations laid out in HB 25-1278 and implications for State Board rules and timelines.
- Begin to define what successful implementation looks like and identify supports and conditions that will be needed.

Framing the Requirements

- Adds a corrective action plan when ISD ratings are assigned due to low participation on state assessments.
- The corrective action requirements will be integrated into the UIP improvement planning process.
- Requires presentation of the plan to the State Board of Education after three years of identification.
- Online schools have an additional year of time.



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 1st 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

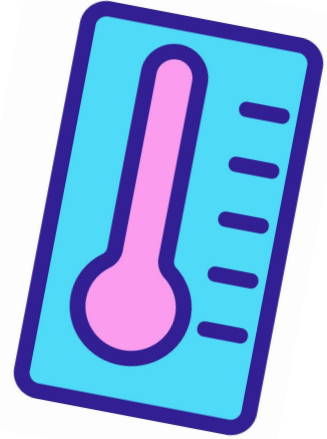
- Changes to the performance frameworks included in this section are anticipated to impact the 2027 performance frameworks for points. The 2025 and 2026 frameworks will continue with our current approach. Simultaneously, CDE will be updating data and reporting systems in preparation for 2027. This includes 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

Quick Temperature Check

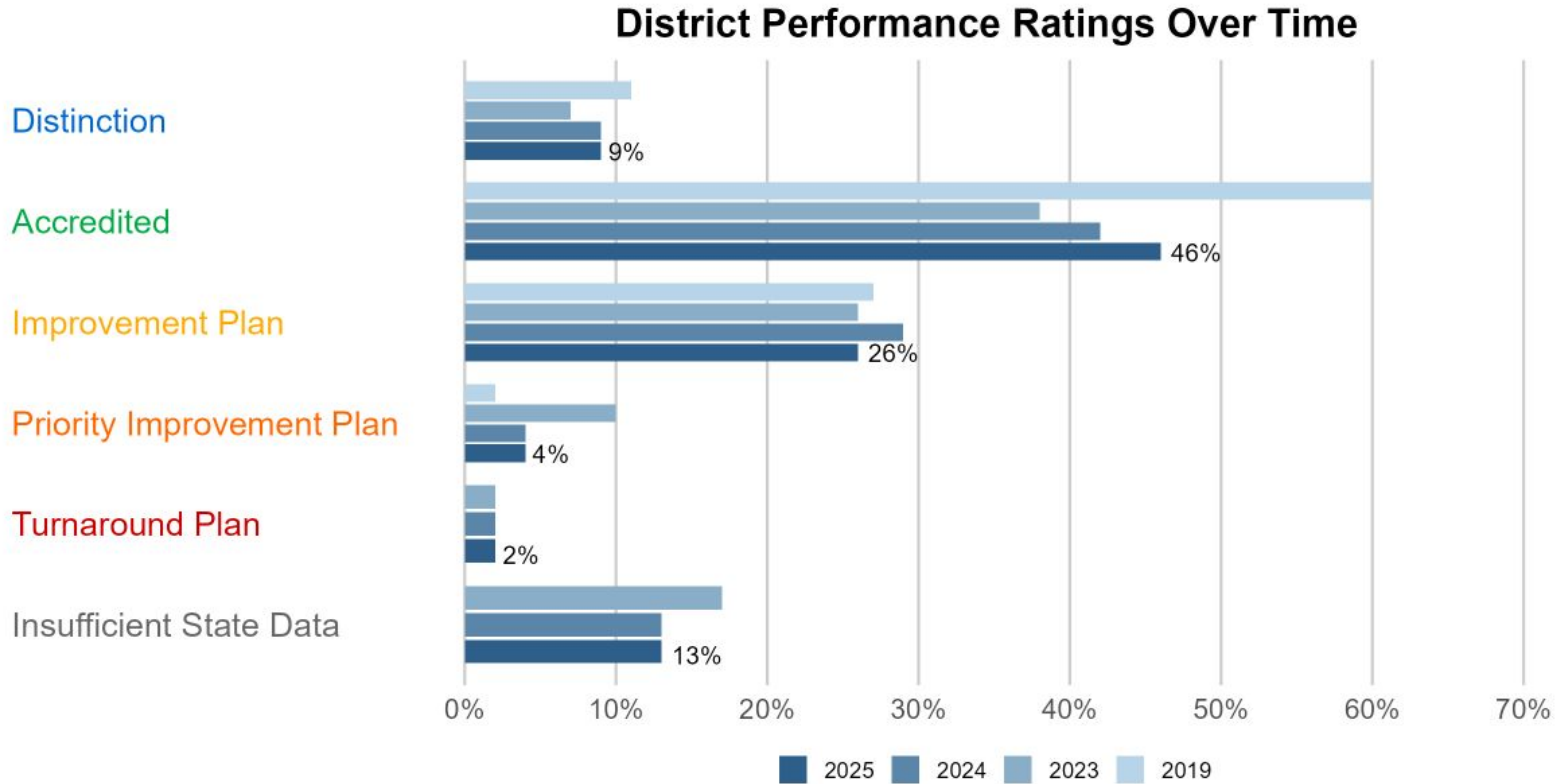
When thinking about these new expectations for ISD - Low Participation, which statement best describes where you are right now? Add your answer in the chat.

1. I'm excited about this direction and ready to go
2. I feel mixed. There are pros and cons.
3. I am hesitant and have concerns.
4. I don't know enough yet to even respond.



Stable District Results with More at the Accredited Level

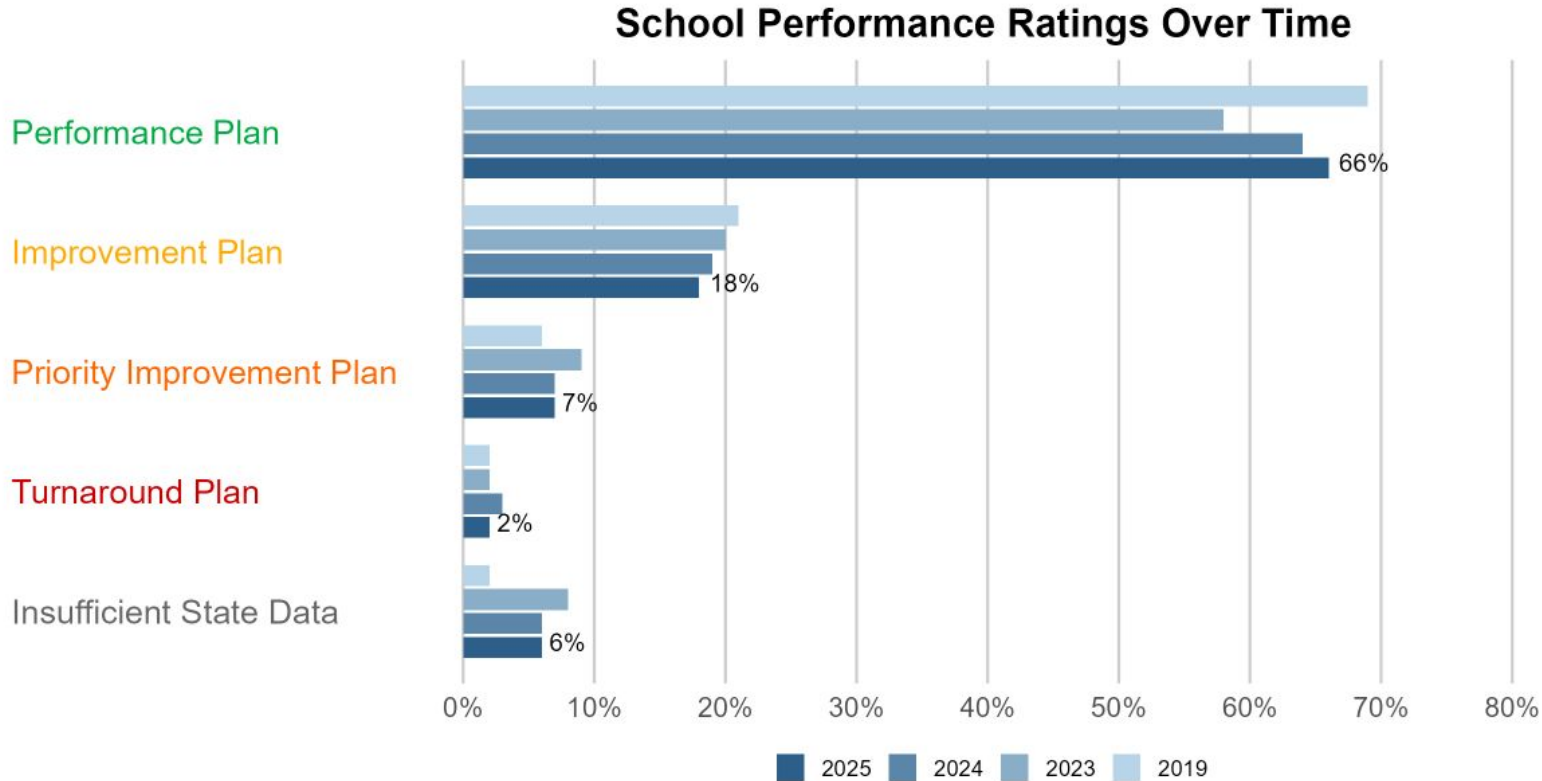
Summary: Similar results in 2025 as in 2024 with more Accredited ratings and fewer Improvement ratings. 2019 had higher ratings overall.



NOTE: Includes preliminary ratings for 2023, 2024 and 2025 and final ratings for earlier historical data.

More School Plan Types have Improved Since Last Year

Summary: Similar trends as with districts. There is an increase in Performance plan types and a decrease in Improvement and Turnaround plans.



NOTE: Includes preliminary ratings for 2023, 2024 and 2025 (excludes AECs) and final ratings for earlier historical data.

Assessment Participation in Accountability | Overview

Accountability Participation

Parent excusals removed from numerator and denominator.



What % of students without parent excusals participated?

Impact on Frameworks



Decreased rating if below 95% in two content areas

Total Participation

Parent excusals remain in numerator and denominator.



What % of all students participated?



Informational only. Low participation descriptor if below 95%

KEY



Student Participating in Assessments



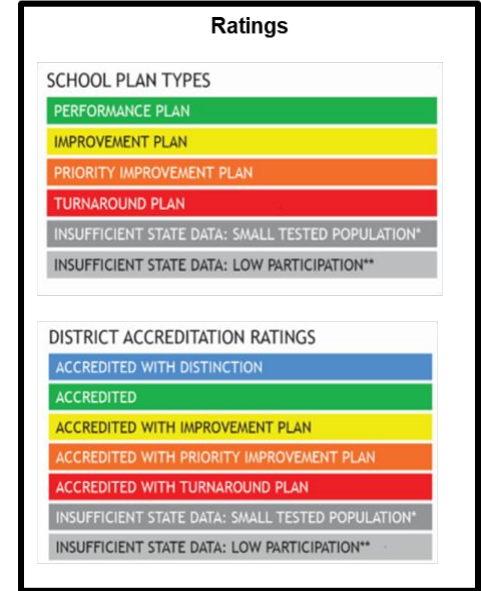
Student not Participating in Assessments with Parent Excusal



Student not Participating in Assessments without Parent Excusal

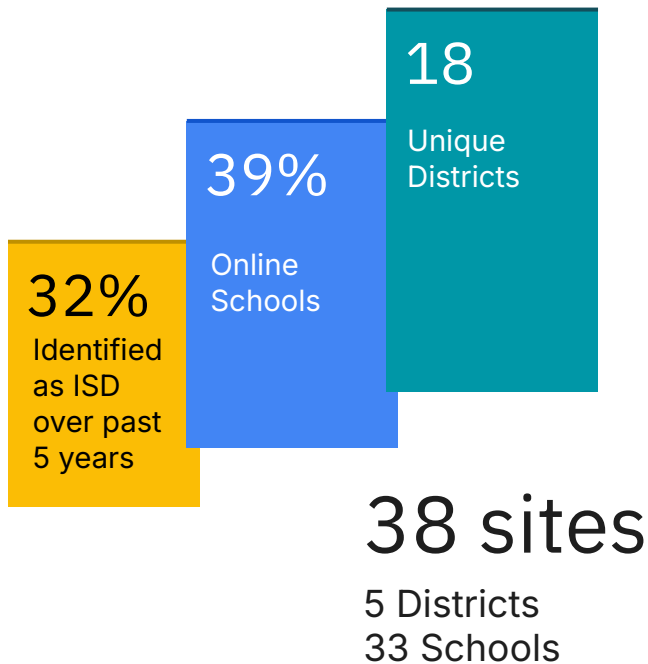
Types of Insufficient State Data

| Type of Assignment | Reason for Assignment |
|---|--|
| Insufficient State Data (Low Participation) | <ul style="list-style-type: none"> Total participation is at or below 25% Request to reconsider used to make case for ISD assignment (less than 85% total participation and not representative of student population) Schools that did not have enough reportable data due to low student participation |
| Insufficient State Data <ul style="list-style-type: none"> Small Tested Population No Students in Tested Grades | Small n-count (even with three years of data) or no students in grades tested means there is not enough publicly reportable data to calculate a plan type. |



Additional information about [Insufficient State Data Ratings](#)

Assigning ISD: Low Participation | Deeper Dive into ISD Sites with <25% Total Participation



Demographics Across the 38 Sites (2024-25 School Year)

| | By Schools | By Districts | State |
|--|------------|--------------|-------|
| Average Enrollment | 341 | 1650 | - |
| Average % Multilingual Learner* | 5.5% | 4.6% | 15.7% |
| Average % Free Reduced Lunch | 46.0% | 46.8% | 44.8% |
| Average % Minority | 31.6% | 30.1% | 50.8% |

*ML includes NEP, LEP, FEP Monitor Year 1, Monitor Year 2, Exited Year 1, Exited Year 2

1241 Task Force Recommendation on ISD - Low Participation

Findings

- Large-scale opt-outs can impact the process of moving along the clock or exiting the clock (p. 36)
- Various data points based on inconsistent variables hinder comparability in results, yet these data and others are important to include in statewide reporting (p. 40)
- Labels assigned to schools and districts are confusing to stakeholders [including ISD] (p. 42)

Recommendation

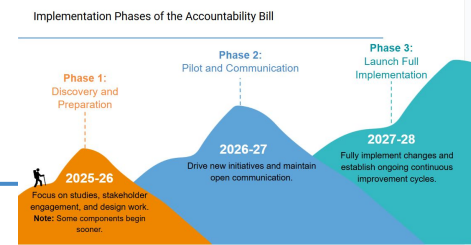
- #23: Require schools and districts with “Insufficient Data: Low Participation” to create a corrective action plan.

What is the 1241 Task Force?

26-Member representative group reviewed current accountability policies and practices and provided recommendations that provided the basis for H.B.25-1278.

[1241 TF Website](#)
[Final Report](#)

Highlights of H.B. 25-1278 Timeline



| Anticipated Timeline | Description |
|-------------------------------|--|
| Spring 2026 (March - June) | Part I of SBE Rulemaking (Insufficient State Data - Low Participation; Accountability Clock) |
| Fall 2026 (Sept - Dec) | Part II of SBE Rulemaking (Performance Frameworks) |
| Nov 2026 | Studies to the Legislature (Small Systems, Assessments, Public Reporting) |
| Late Winter/Early Spring 2027 | Performance Framework Information Reports to Districts with New Measures (no points) |
| August 2027 | Performance Frameworks with New Measures (for points) |

Getting Grounded in Statute for ISD - Low Participation (1 of 2)

| Summary and Reference | Statutory Language |
|--|---|
| <p data-bbox="142 380 442 441">Additional Requirements for Planning</p> <p data-bbox="142 478 411 539">C.R.S. 22-11-208(5)(a) and 210(10)(a)</p> | <p data-bbox="479 380 1715 539">IF A [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] HAS LOW STUDENT PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE [SCHOOL DISTRICT OR THE INSTITUTE/SCHOOL] SHALL CONSIDER:</p> <ul data-bbox="529 543 1707 827" style="list-style-type: none"><li data-bbox="529 543 1707 604">(I) EDUCATING PARENTS AND GUARDIANS ON THE IMPORTANCE OF STUDENT PARTICIPATION IN STATE ASSESSMENTS;<li data-bbox="529 609 1707 670">(II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF LOW RATES OF PARTICIPATION IN STATE ASSESSMENTS;<li data-bbox="529 674 1707 736">(III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE PARENTS AND STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND<li data-bbox="529 740 1707 827">(IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS. |

Getting Grounded in Statute for ISD - Low Participation (2 of 2)

| Summary and Reference | Statutory Language |
|---|---|
| State Board Role after 3 Years C.R.S. 22-11-208(5)(b) and 210(10)(b) | IF A SCHOOL DISTRICT OR INSTITUTE RECEIVES A CATEGORY OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR THREE CONSECUTIVE YEARS, THE SCHOOL DISTRICT OR INSTITUTE SHALL PRESENT ITS CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO THE STATE BOARD. |
| C.R.S. 22-11-208(5)(c) | FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS SUBSECTION (5). |



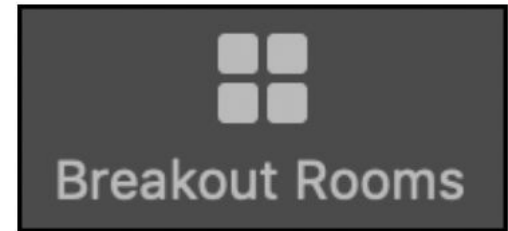
CDE Technical Assistance on State Assessment Participation

| Summary and Reference | Statutory Language |
|--|---|
| <p>CDE Technical Assistance on State Assessment Participation</p> <p>C.R.S. 22-7-1006.3(12)(a) and (b)</p> | <p>THE DEPARTMENT OF EDUCATION SHALL CREATE AND DISTRIBUTE INFORMATION TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE THAT COMMUNICATES TO PARENTS AND GUARDIANS THE IMPORTANCE OF STATE ASSESSMENTS IN SUPPORTING STUDENTS, EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.</p> <p>IN THE INFORMATION DESCRIBED IN SUBSECTION (12)(a) OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS ON HOW TO ENCOURAGE STUDENTS TO PARTICIPATE IN STATE ASSESSMENTS TO THE EXTENT ALLOWABLE UNDER STATE AND FEDERAL LAW. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO LOCAL EDUCATION PROVIDERS ON WHAT PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS CANNOT DO THAT WOULD DISCOURAGE STUDENT PARTICIPATION IN STATE ASSESSMENTS.</p> |



Prepping for Discussion

- Any questions that the entire group would benefit from?
- Take 2 minutes to brainstorm on the questions on Slide 35 on your own.
- Break out into small groups for joint processing on the discussion questions. CDE staff will be assigned to each room to answer questions, facilitate and take notes.
- Be ready to share out some highlights with the whole group.



Discussion Questions

Primary Question: What could success look like in 3 years for implementation of these expectations for ISD - Low Participation? Where do we want to head?

Follow-Up Questions:

| | |
|--|--|
| SBE Rule Making | <ul style="list-style-type: none">• What are other groups that CDE should reach out to for additional feedback? |
| Launch | <ul style="list-style-type: none">• How should we introduce another clock to track the 3 years of identification?• How to reference the “corrective action plan” without calling it a corrective action plan? |
| Supports | <ul style="list-style-type: none">• What resources and communication will be helpful?• What kind of technical assistance would feel responsive? |
| Presentation to the State Board | <ul style="list-style-type: none">• What are some approaches to addressing the expectation that LEAs/Schools present their “corrective action” to the State Board after 3 consecutive years of identification? |



Meeting Close

Wrap Up and Next Steps

- **Meeting Summary**

- Recap of target setting input
- AWG Operating Procedures- Responsibilities and Terms
- Insufficient State Data: Low Participation
- Summary of meeting will be sent out
- Recording will be shared and posted

- **Next Meeting- Anticipated Agenda Topics**

- Recommendation on ISD: Low Participation, End of Clock Pathways, Finalizing Operating Procedures/Bylaws, Leadership Selection

- **Close Meeting**

- Next Scheduled Meeting: January 23, 2026
- Agenda will be shared in advance of meeting

Before the next meeting

Interested in leadership? Reach out to CDE staff.

Draft of full bylaws/operating procedures will be sent out for review.