



COLORADO
Department of Education

Accountability Work Group

October 24, 2025



Agenda

- **Welcome and Introductions- AWG Membership**
- **Recap Background and 1278**
- **Operational Procedures**
 - **Voting Procedure**
 - **AWG Leadership**
- **2026 Performance Framework Targets**
- **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





AWG Membership

Hello
my name is

Get to know your fellow
AWG members!

You will be placed in a room with another
AWG member.

Introduce yourself, role, representation.

What are one thing you have in common
(not your love for education!) hobbies,
food aversions, hometown, etc.


Be prepared to share your commonality!

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.

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

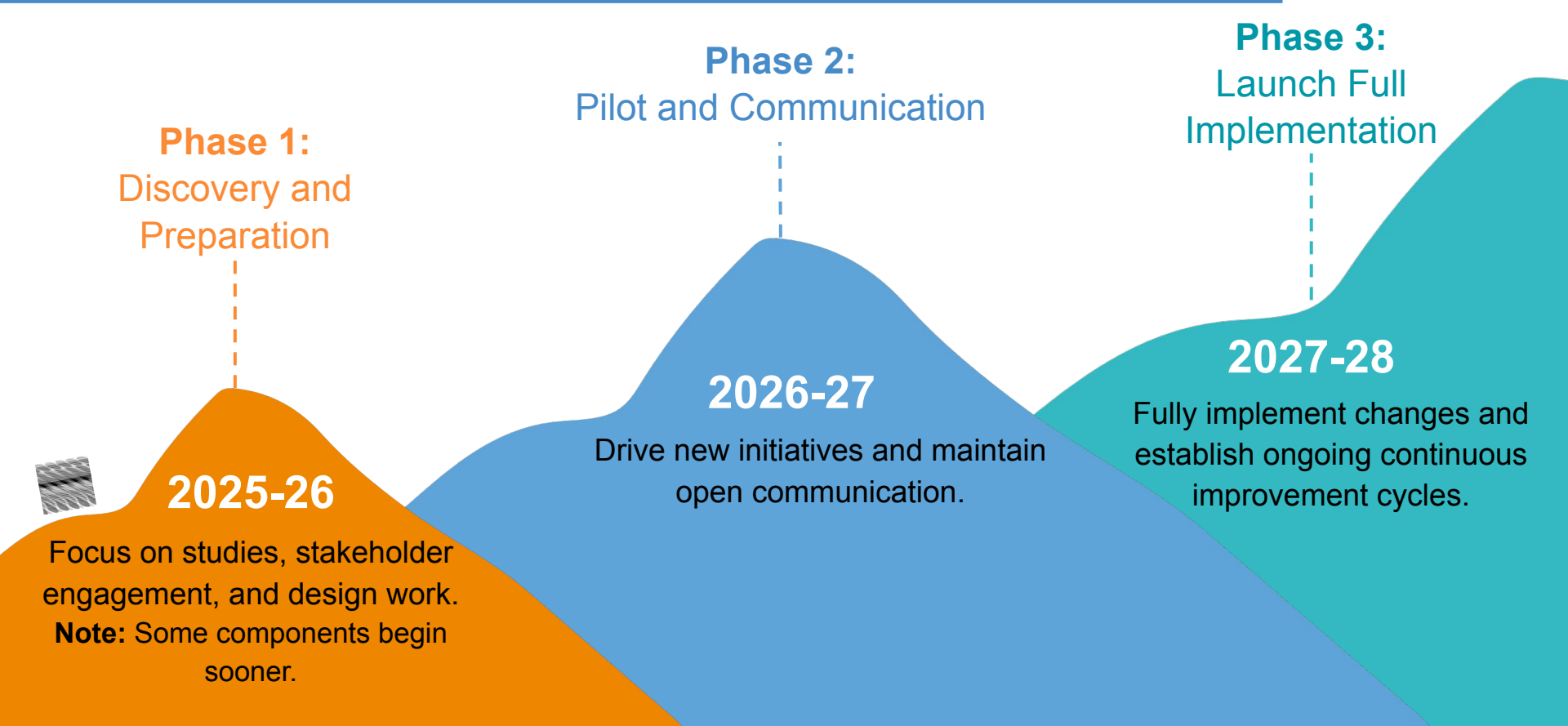
- Eliminates paper-pencil format for state assessments (except for accommodations) and the optional writing portion of the SAT. CDE anticipates this will be implemented by spring 2026.
- CDE will provide Local Education Agencies (LEAs), which include districts, the Charter School Institute, and BOCES 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 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

Implementation Phases of the Accountability Bill



Phase 1:
Discovery and
Preparation

2025-26

Focus on studies, stakeholder engagement, and design work.
Note: Some components begin sooner.

Phase 2:
Pilot and Communication

2026-27

Drive new initiatives and maintain open communication.

Phase 3:
Launch Full
Implementation

2027-28

Fully implement changes and establish ongoing continuous improvement cycles.

AWG - Anticipated Topics and Timeframe

Fall

Insufficient State Data

- Identification
- Corrective Action Plan

End of Clock

- New Pathway

Studies

- Small systems
- Assessment

Winter

Public Reporting

- Dashboard
- New reports

Improvement Planning

- Evaluation (HB 25-1210)
- Local Board Training

Spring

Frameworks (Spring)

- Combined Student Group
- IEP Definition
- PWR
- Distinction Rating

Supports

- Proactive Supports
- Early on Clock

1278/AWG Overview Recap

Intro email included a link for a recorded [meeting](#) and background [slides](#) on the Accountability Work Group

What questions or clarifications do you have?



Operating Procedures

Approach for Operating Procedures

With formalization of AWG, there is a need to develop more formalized and transparent practices for the group. Include areas of:

- Purpose
- Leadership
- Voting procedures
- Membership
- Terms

Timeline:

Procedures wrapped up by the end of the January 2026
AWG meeting

Today we will start to address:

Voting procedures



Leadership structure





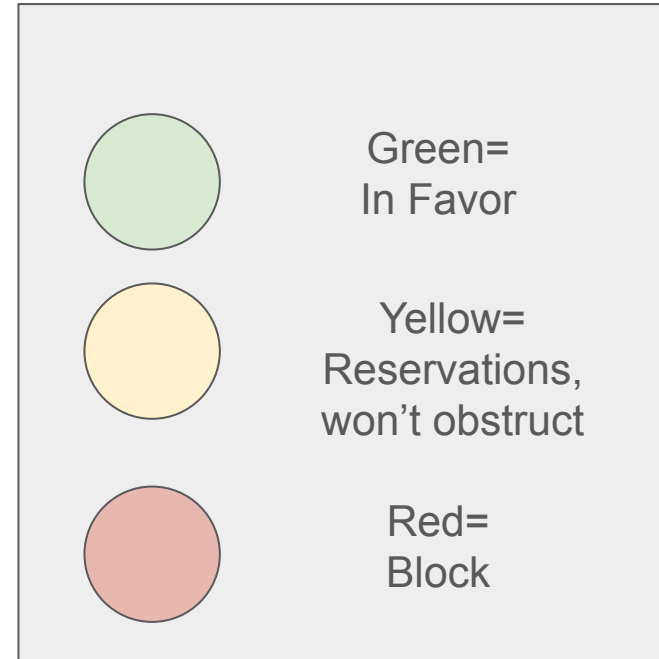
Voting Procedure

Category	Voting	Consensus
Description	Majority determines decisions. Every member voices a position. All team members agree to support the ultimate decision even when it's not everyone's favorite choice.	Every member voices a position. All team members agree to support the ultimate decision even when it's not everyone's favorite choice.
Pros	<ul style="list-style-type: none"> ● Familiar, conventional, efficient ● Considered 'fair' by most ● Useful when time constraints make reaching consensus difficult 	<ul style="list-style-type: none"> ● Ensures buy-in of all members, thus increasing the likelihood of success ● Members strive to make the best decision for the group rather than competing for personal preference ● All perspectives are considered
Cons	<ul style="list-style-type: none"> ● Does not allow for discussion of minority opinions ● May not encourage full-group interaction ● Creates winners and losers 	<ul style="list-style-type: none"> ● Time-consuming ● The larger the group, the more difficult to execute ● Can be contentious ● Sometimes tedious



Suggested Process

1. Introduce topic/options for decision
2. Clarify questions and elevate considerations for decision through discussion
3. Engage in a rank choice vote to narrow options
4. Conduct consensus process with stoplight vote
5. If after two rounds, if consensus cannot be achieved, conduct a simple majority vote.
6. Record and include both a majority and minority position in record/subsequent use (e.g. SBE presentations, etc.)



Practice !

The AWG is going to have an in person meeting. We need to decide what to order for lunch (it's going to be a long meeting). We've narrowed it down to three options:

1. Salad Bar
2. Sandwiches
3. Pizza

[Record considerations](#) for decision making

[Record you choice](#)

AWG Leadership

Suggestion for leadership structure:
Chair and Vice Chair (voting members only)

Feedback on Roles for Leadership of AWG. Which should be included?

- Public representation of AWG
- Meeting facilitation
- Membership review/recommendation
- Agenda review/input
- Other?

[Provide recommendation](#)

Rational for structure suggestion:

- Shared ownership
- Collaborative decision making
- Leadership opportunity
- Balance to CDE staff
- Voice of field representing AWG recommendations



2026 Performance Framework Targets

Lisa Medler

Context| Timeline for 2026 Performance Frameworks

Date	Activity
October 2025	SBE Meeting: Presentation on proposed 2026 targets
November 2025	SBE Meeting: Vote on 2026 statewide targets
August 2026	2026 Preliminary frameworks released
November/December 2026	SBE Meeting: 2026 Plan types finalized

Considerations for 2026 Target Setting

Substantial increases in 2025 SAT mean scale scores, call into question what Achievement targets (i.e., sub-indicator cut-scores) should be used for 2026.

In theory, now that we have three years of digital PSAT/SAT data, the 1 and 3-year results should be similar enough to use the same targets

- However, early years of a new assessment often see an implementation dip, so we can't be sure the 3-year results won't be slightly lower (at least for PSAT)
- Given the score fluctuations we saw in 2025, no way to predict what will happen for 2026

PSAT/SAT | Accountability Cut Scores for 2025 and Potential Revisions for 2026

			Calculated Scale Score Cut-Points		Difference	2026 1 & 3yr
			2024 1yr	2025 1 yr	2024 to 2025	
Achievement: PSAT & CoAlt DLM Grades 9 & 10	Reading & Writing	15th	415.1	414.4	-0.7	
		50th	458.9	454.9	-4.0	
		85th	505.0	508.4	3.4	
	Math	15	387.4	387.8	0.4	
		50	430.2	431.0	0.8	
		85	480.4	482.4	2.0	
PWR: SAT & CoAlt DLM Grade 11	Reading & Writing	15	448.1	456.9	8.8	
		50	494.6	504.3	9.7	
		85	553.1	558.0	4.9	
	Math	15	423.3	423.2	-0.1	
		50	465.8	470.0	4.2	
		85	527.0	531.7	4.7	

Differences between 2024 and 2025 results are significant in places. Re-norm targets based on 2025 digital results? Or wait for 2026 data when we have 3 years of digital results?

CoAlt DLM = Alternate Assessment program designed for students with significant cognitive disabilities
PWR = Postsecondary and Workforce Readiness

Sub-Indicator Targets | Options for State Board

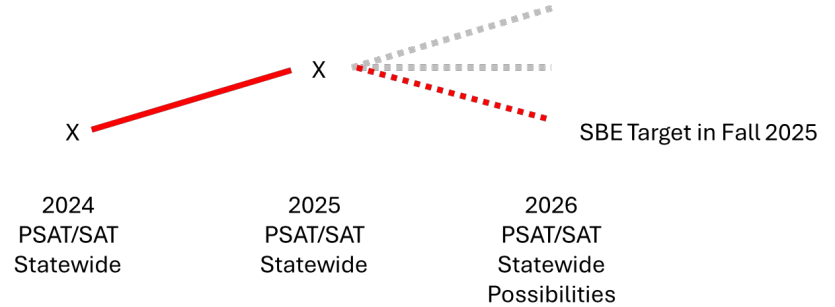
#	Option	Description
1	Hold: Hold existing targets	Keep 2026 sub-indicator targets consistent with 2024 baseline .
2	Wait to Review/Revise: Hold existing targets but plan to update PSAT/SAT based on 2026 results (if needed)	Keep 2026 sub-indicator targets consistent with 2024 baseline . Review PSAT/SAT 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.*



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

Sub-Indicator Targets | Potential Approaches to 2026

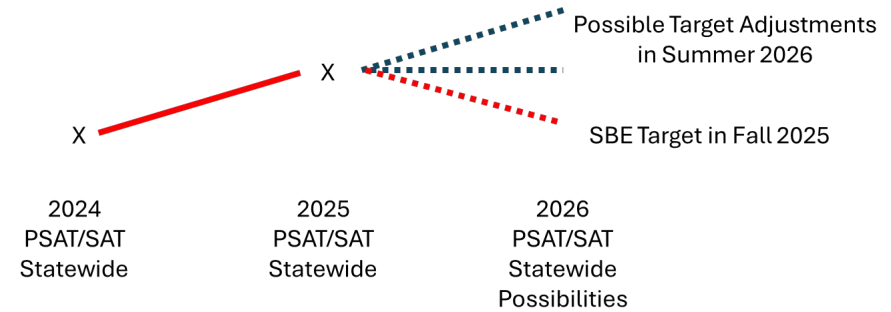
Option 1: Hold. Keep 2026 sub-indicator targets consistent with 2024 baseline.



Pros	Cons	Considerations
<ul style="list-style-type: none"> - Districts/schools are familiar with the 2024 baseline PSAT/SAT cut-scores and may already have developed approaches aimed at those targets. - Assurance that the 2026 targets will not move, regardless of the 2026 results. 	<ul style="list-style-type: none"> - If the 2026 PSAT/SAT results are considerably different from 2024 baseline, the Achievement and PWR measures will likely not differentiate between sites well using the 15th-50th-85th percentiles. - Sites may see artificially inflated SAT ratings if 2026 results align with 2025. This has implications for plan type assignments. 	<p>Cut-score changes could be implemented in the 2027 frameworks based on 2026 outcomes.</p>

Sub-Indicator Targets | Potential Approaches to 2026

Option 2: Wait to Review/Revise. 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.



Pros	Cons	Considerations
<ul style="list-style-type: none"> - Districts/schools are familiar with the 2024 baseline PSAT/SAT cut-scores and may already have developed approaches aimed at those targets. - Minimizes changes to target setting if results are similar to 2024. 	<ul style="list-style-type: none"> - If 2026 results are similar to 2025 results or higher, then targets are reset in summer 2026. Does not align with typical state practice. - If adjusted, increased cut-scores may frustrate districts without time to prepare. Adds to concerns that goal posts are changed at the last minute. - Adjusted cut-scores could result in lower framework ratings than districts were expecting. 	<p>TAP recommended this option to ensure the most accurate data are being used for accountability reporting while reducing the number of times the targets are revised.</p>



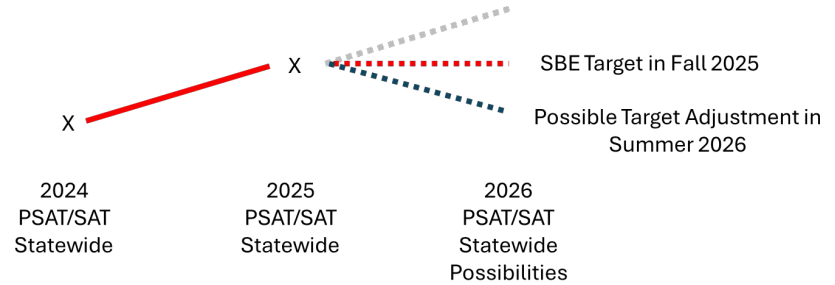
- CDE discussed the PSAT/SAT target issue with TAP on September 23.
- Overall, the TAP **Option 2** (Wait to review/revise). It was not unanimous, but a majority of members agreed on this recommendation.
- Rationale: Minimize the frequency of changes to the framework targets while also prioritizing accurate targets that align with the most recent year of data.

What is TAP?

- CDE's Technical Advisory Panel on the Colorado Growth Model and Accountability System
- State and national experts appointed by the Commissioner
- Authorized by state statute. State board must consider TAP recommendations when considering framework calculations.
- Website: <https://www.cde.state.co.us/accountability/tap>

Sub-Indicator Targets | Potential Approaches to 2026

Option 3: Increase and Review/Revise. 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.



Pros	Cons	Considerations
<ul style="list-style-type: none"> - CDE estimates future year PSAT/SAT achievement results are more likely to align with 2025. If so, this re-baselines the measure and is less likely to require future adjustments. - If 2026 results are lower than anticipated, the state can reduce the 2026 cut-scores on the 2026 frameworks. Much easier to communicate to the field and aligns with past practice of only adjusting cut-scores in summer if they favor districts. 	<ul style="list-style-type: none"> - Two potential cut-score changes in a single year, including summer 2026 right before framework release. - May cause confusion and add to perception that the goal post is changing if adjustments are made. 	<p>May need to wait until next year to reconcile 1- and 3-year cut-scores, if 2024's lower results are not aligned with subsequent years.</p>

AWG RECOMMENDATION

[Additional rationale](#) for decision making

[Vote on options:](#)

1. Hold: Hold existing targets
2. Wait to Review/Revise: Hold existing targets but plan to update PSAT/SAT based on 2026 results (if needed)
3. Increase and Review/Revise: Hold existing targets but update PSAT/SAT to 2025 baseline and update based on 2026 results (if needed)





Public Comments & Meeting Close

Wrap Up and Next Steps

- **Meeting Summary**

- Voting Procedure
- AWG Leadership
- Recommendation on target setting
- Will be sent out
- Recording will be shared and posted

- **Public Comment**

- **Close Meeting**

- Next Scheduled Meeting: November 21, 2025
- Agenda will be shared in advance of meeting