



COLORADO
Department of Education

Informational Meeting on the Accountability Work Group

September 26, 2025



Agenda for Today

- **Welcome**
- **AWG Overview**
- **Recap and Roadmap for HB25-1278**
- **Work that is ahead**
- **Wrap-Up**

What is different about this meeting? Informational Meeting

- Not an official meeting
- Facilitation for this informational meeting will be different from our typical meeting structure. In the future anticipate more interaction and discussion.
- Appointment process next steps

*Questions:
For this meeting you
can pose questions in
the chat OR submit
through [this form.](#)*



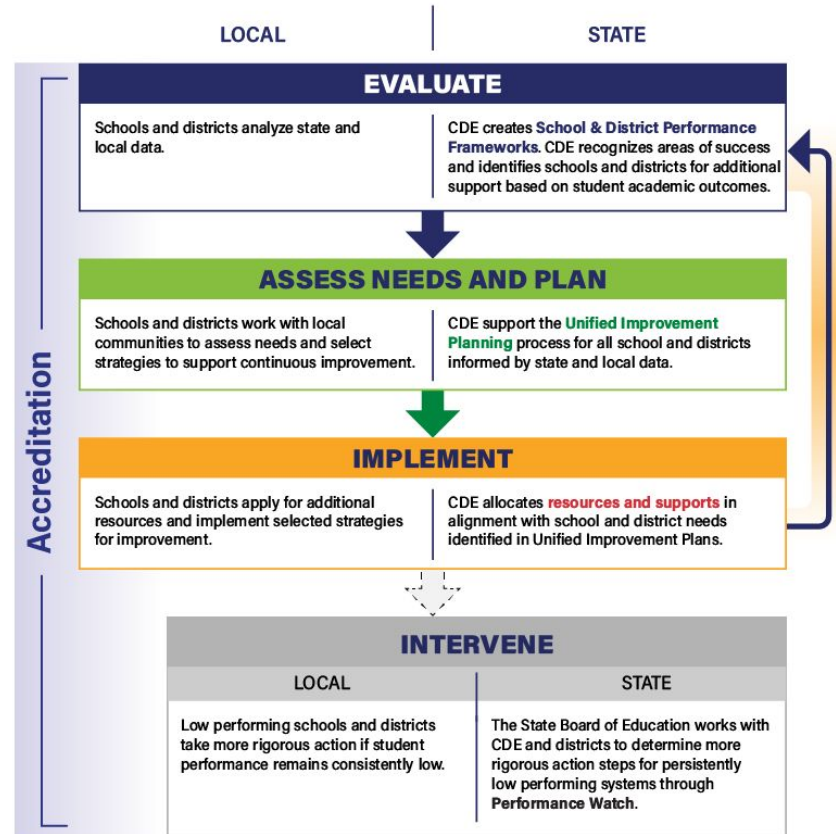
Accountability Work Group Overview

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.

State Accountability | Theory of Action

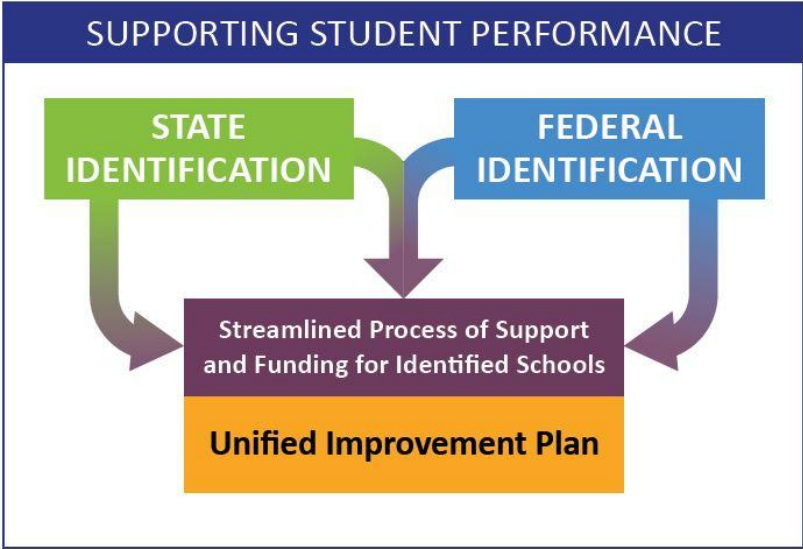
- **Evaluate** performance.
- Use data to **drive improvement**.
- Provide **support** and, if necessary, **intervention** to schools and districts.
- **Engage stakeholders** throughout.

These elements contribute to **district accreditation**.



Relationship of State Accountability to ESSA

COLORADO ACCOUNTABILITY SYSTEM



Accountability Elements



Levels of Policy Making

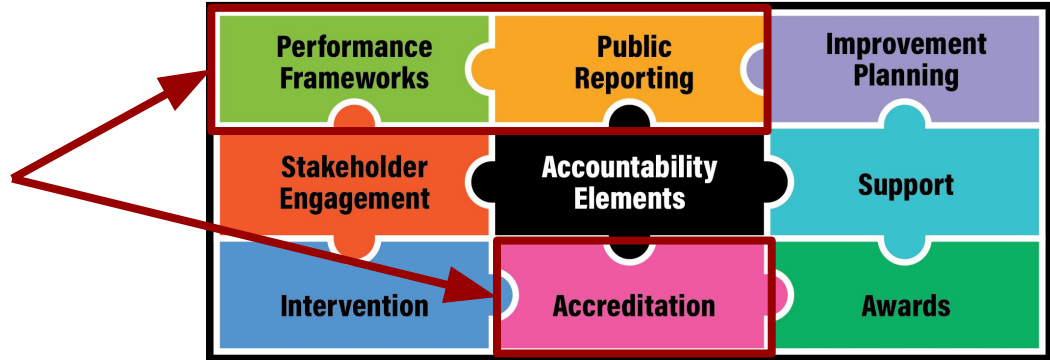


Policy Development Structures	General Description	Examples in 2022 Accountability Processes
State Legislature & Governor	Legislature passes statute and Governor signs into law.	SB 22-137: Provides broader overview for adjustments to accountability
State Board of Education	Board provides additional detail on statute through rule process.	State Board Rules: Framework cut scores, request to reconsider process
CDE Documentation and Guidance	Department provides documentation, logistics and parameters for implementation. Guidance includes requirements and recommendations.	Documentation: Frameworks Calculation Guidebook Guidance: Request to Reconsider Guidance, UIP Handbook

What is TAP and its role?

Since the passage of the Education Accountability Act of 2009, the Technical Advisory Panel for State Longitudinal Growth (TAP) has held a crucial role as **technical experts** for the department. HB 25-1278 mentions TAP several times in association with AWG as a key stakeholder group to support implementation. All TAP recommendations are **non-binding** (i.e., we cannot guarantee that TAP recommendations will result in changes).

Typically, TAP recommendations address these three elements.

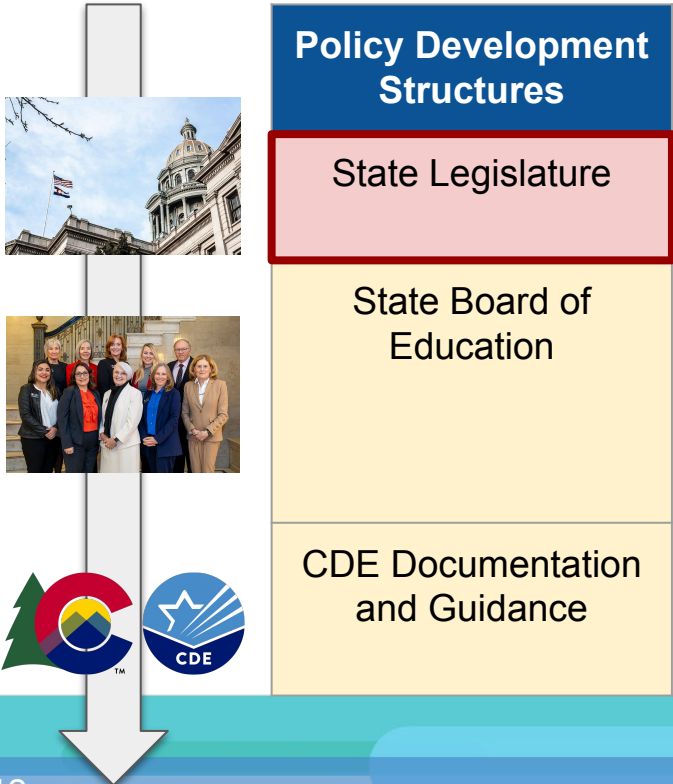




HB25-1278 Education Accountability System



Background | HB 25-1278: Education Accountability System




- Builds from the [1241 Task Force Recommendation Report](#). All recommendations were generally included in the final version of the bill, with the exception of some of the studies (e.g., new rating labels, accreditation system, awards, best practices).
- (May 23) [Signed bill](#)
- Several reports to policymakers
- Implications for State Board rules and CDE guidance

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

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.

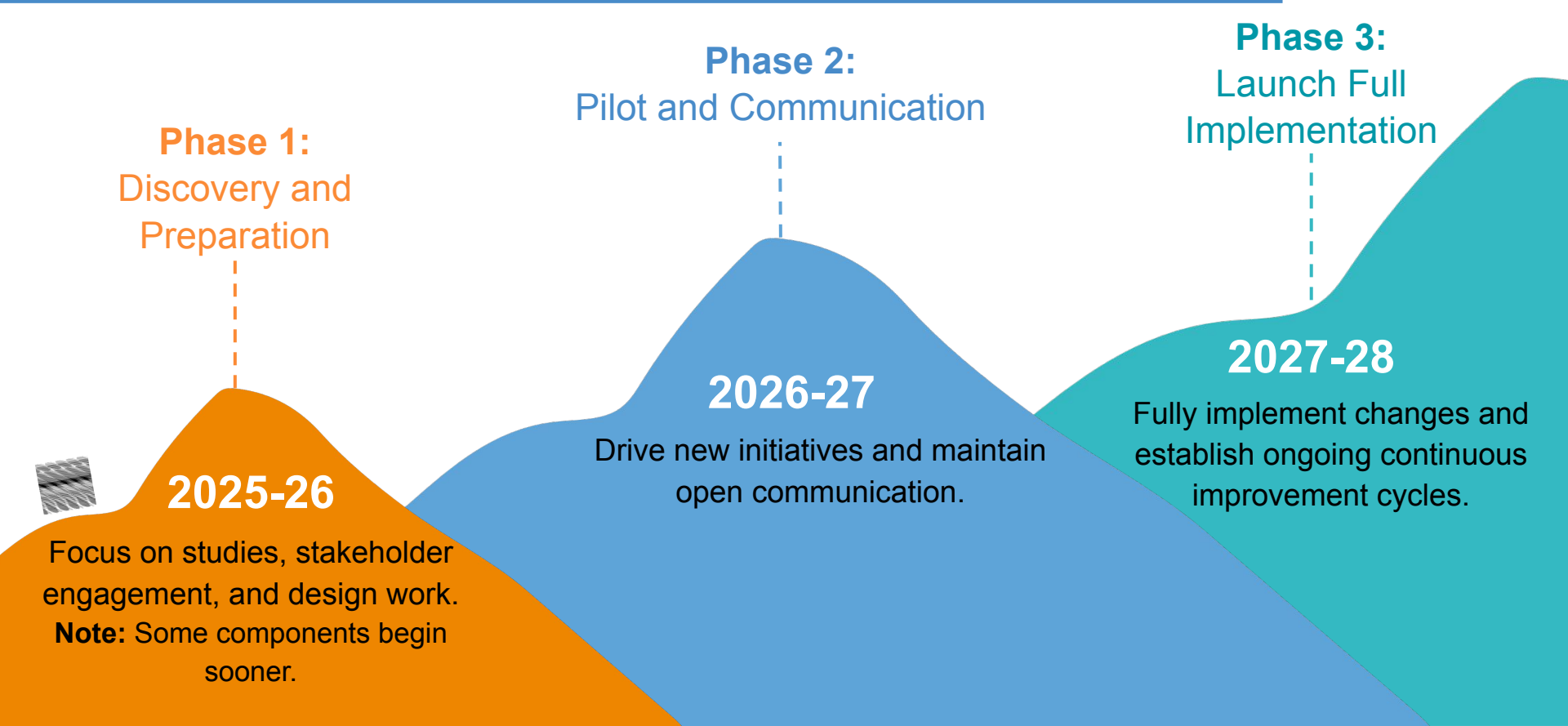
SUPPORT

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.

Implementation Phases of the Accountability Bill



State Board

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

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- ❖ 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



State Board

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

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- ❖ **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.

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



Meeting Close



Background and References

1241 Taskforce Final [Report](#) and [Website](#)- Driver for subsequent legislation

[25-1278 Final Bill](#)- Formally codified AWG, driver for significant work of the group

[AWG website](#)- meeting dates/links, membership

[TAP website](#)- Includes recordings and information presented to the TAP (for those that want to dive into technical details)

Closing

- **Meeting Summary**

- **Questions**

- Opportunity to pose questions about AWG role, work, or functioning

- **Close Meeting**

- First Official Meeting: October 24, 2025