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Introduction

This Resource Guide was compiled to provide School Accountability Committee (SAC) and District Accountability Committee (DAC) members with simple and easily accessible resources. This Guide integrates relevant resources from the Colorado Department of Education (CDE) website, the Boulder Valley School District (BVSD) website, the DAC website, and starting in the fall of 2020, each SAC will have a dedicated webpage with additional school-specific information.

This Resource Guide is organized by topic and within each topic hyperlinks will take you directly to the source documents.

In many cases, we have taken language directly from the CDE website in order to convey as accurate a description as possible. Quotations or "credit" for the source have been omitted because links to the actual webpages have been included.

Table of Contents

Each of the listed topics contains an active link to the page of interest. Press the **CTRL** Key on your keyboard and then mouse click the title or the page number and you will be taken directly to the page containing the topic of interest.

Colorado Department of Education Site Index

In the event that you are looking for information not covered in this Resource Guide, The Colorado Department of Education has a complete index that lists each web resource by its title / topic. You can access this index directly at: [CDE Site Index](#).

User Levels Defined

The following symbols indicate resources that have been tailored to meet the specific needs of a specific user group. There are three user group communities defined;



Beginner Resource

User/reader is new to content

Typical audiences: Parents, Public



Intermediate Resource

User/reader has mid-level familiarity

Typical audiences: School and District Staff



Expert Resource

User/reader is a subject matter expert

Typical audiences: Analysts/Researchers

SAC/DAC Resource Guide



1. School Accountability Committee

The School Accountability Committee (SAC) is a [state mandated committee](#) that allows community members to be involved in educational improvement at a school. It is through the cooperative efforts of teachers, parents, staff, administrators, students, and community members that foundations for school improvement are built.

This School Accountability Committee manual is a resource to support the success of accountability programs and school improvement processes within the Boulder Valley School District (BVSD). This manual conforms to guidelines, policies, and statutes from the state of Colorado and the Boulder Valley Board of Education. Practices required by state law and local policy are noted as such. Recommended practices may be tailored to fit individual school needs and circumstances.



Beginner SAC Information / Orientation

State and federal governments emphasize the inclusion of families in the educational accountability process. The School Accountability Committee (SAC) is a legally-constituted accountability and advisory committee of parent representatives that report to the school principal.

In general, the SAC is a representative advisory team that reviews school budgets, drives school improvements and supports parent engagement. In accordance with BVSD policy, a SAC member from each school shall serve on, and communicate with, the District Accountability Committee (DAC).

The BVSD SAC Handbook can be found on the BVSD Resource at [SAC Manual](#);

The District SAC Web page is found [HERE](#)

Starting in the Fall of 2020, each BVSD school will have a SAC web page, with school-specific SAC information, on their school website.

Useful Training Materials can be found by going to the BVSD Meeting Document page found at the following [web page](#);

2. District Accountability Committee

The District Accountability Committee (DAC) is a [state mandated committee](#) that allows parents, community members and staff to be involved in educational improvement at the school district level. It is through the cooperative partnerships of teachers, parents, staff, administrators, students, and community members that foundations for school improvement are built.

This District Accountability Committee Handbook is a resource to support the success of accountability programs and school improvement processes within the Boulder Valley School District (BVSD). This handbook conforms to guidelines, policies, and statutes from the state of Colorado and the Boulder Valley Board of Education. Practices required by state law and local policy are noted as such.



Beginner DAC Information / Orientation

The BVSD DAC Handbook can be found by going to the [SAC Manual](#);

According to BVSD policy AE, all DAC meetings are open to the public. Meeting notices for DAC meetings are posted in the same manner as notices of Board of Education meetings. The BVSD DAC meets between September and May on the first Tuesday of each month. It is recommended that SAC meetings be scheduled to follow the monthly DAC in order to effectively communicate the information at these district level meetings to SAC.

The DAC Website, meeting minutes and other information can be accessed the [DAC WebPage](#).

The Board Approved School Calendar for 2020 – 2021 can be found on the BVSD Web site at; [Approved Calendar](#)

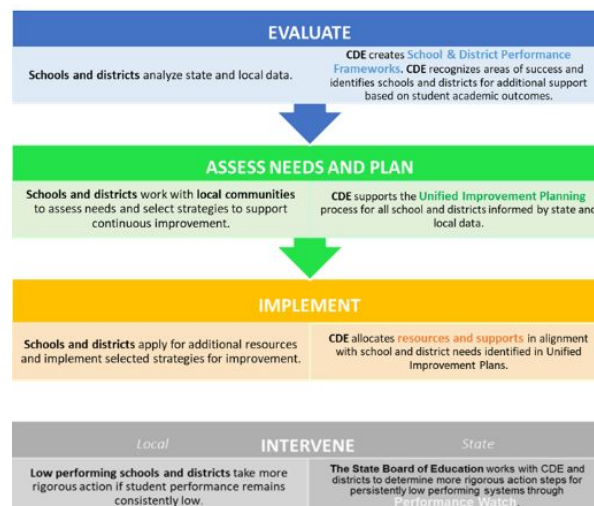
3. Measures of Academic Accountability



Beginner Overview

Colorado's system of school and district accountability is primarily designed to provide accurate and actionable information regarding the progress of all students toward meeting the state academic standards and prioritize support for schools and districts identified for academic improvements.

The CDE Division of School Quality and Support (formerly Accountability, Performance, and Support) is comprised of the offices of Accountability & Data Analysis, Unified Improvement Planning, School and District Support and Schools of Choice. Combined, these offices support Colorado's schools and school districts utilizing a cycle of continuous improvement. Click on the image below for an in-depth explanation of the process.



Helpful Links to the four primary CDE websites are provided with hyperlinks below;

- For information on EVALUATE (school and district ratings), see [State Accountability](#) webpage.
- For information on ASSESS NEEDS AND PLAN, see [Unified Improvement Plan](#) webpage.
- For information on IMPLEMENT (support), see [District and School Support](#) webpage.
- For information on INTERVENE (Accountability Clock) see [Accountability Clock](#) webpage.
- For more information see [Elementary & Middle School Performance Framework Updates \(Nov 2019\)](#)
- For more information see the [2019 District Accountability Handbook](#)
- For more information on statutes and legislative mandated processes see;
 - [Education Statutes, Rules & Policy: Comparing Powers and Processes](#)
 - [HB 18-1355: Overview Fact Sheet](#)

3•.1 Colorado's School and District Accountability

Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. As required by state and federal laws, Colorado evaluates school and district systems based on their overall student performance, graduation rates and performance of historically underserved students. Successful schools and districts are recognized and serve as models, while those that are struggling receive support and have additional requirements. Struggling schools and districts are offered a variety of customized supports and resources to meet their unique context and needs.

The unified improvement plan (UIP) provides a process that combines all requirements into one plan and includes staff and family input to shape improvement efforts. A summary of the UIP can be found at [Assigning Ratings](#).

3•.2 Colorado's Accountability System

Overview of Colorado's Accountability System

The power of Colorado's education improvement efforts lies in having a comprehensive educational system consisting of relevant and rigorous standards, meaningful assessments, excellent teachers and administrators, and high-performing schools and districts. The State Accountability web page explains how the state conducts its annual review of the performance of public schools and districts in the state. It also includes information regarding the type of school improvement plan and the state accreditation of each district.

The State Accountability web page provides additional explanations and links to the various assessment criteria. [Overview of State Accountability](#) or [FactSheet](#)

All aspects of the accountability system are grounded in continuous improvement cycles; with performance frameworks aligned to improvement planning and schools and districts focused on improving student learning and workforce readiness.

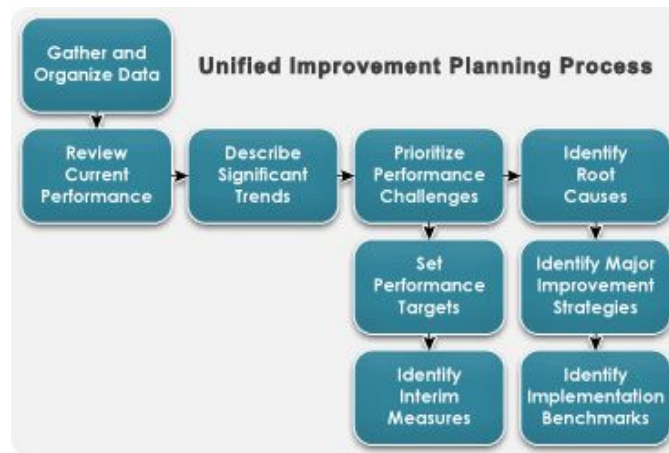
Senate Bill 09-163: The Education Accountability Act

The Education Accountability Act of 2009 (S.B. 09-163) and [HB 18-1355](#) holds the state, districts, and individual public schools accountable for performance on the same set of indicators and related measures. The explanation of the process and its criteria can be found on the [Accountability Fact Sheet](#)

3•3 Unified Improvement Planning Process

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan.

The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The UIP template has been designed to meet state, federal, and program accountability requirements. The process is outlined in the following chart;



For more detailed information regarding the UIP process consult the following [Unified Improvement Planning Webpage](#) or the [UIP Timelines and Guidance](#) page.



Intermediate Quality Criteria Rubric

As part of the UIP Process, the Colorado Department of Education has adopted a Rubric for assessing the adequacy the quality of student education.

The Quality Criteria have been created to offer guidance on creating improvement plans that incorporate state and federal accountability requirements. The QC Rubric is used by CDE to evaluate Unified Improvement Plans. The CDE Rubric follows with hyperlinks to the various topics defined within the rubric.

	District	School
Quality Criteria	<ul style="list-style-type: none"> UIP District Quality Criteria- (PDF) UIP District Quality Criteria- (DOC) 	<ul style="list-style-type: none"> UIP School Quality Criteria- (PDF) UIP School Quality Criteria- (DOC)

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QC Review w Rubric	<ul style="list-style-type: none">• UIP District QC Rubric -(PDF)• UIP District QC Rubric-(DOC)	<ul style="list-style-type: none">• UIP School QC Rubric- (PDF)• UIP School QC Rubric- (DOC)
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UIP Template

The Colorado Department of Education has developed a unified improvement planning *template and processes* to support schools and districts in their performance management efforts. The UIP template has been designed to meet state, federal, and program accountability requirements. The template consists of the follow segments with hyperlinks to the detailed description of the processes within each aspect of the template.

1. [Assessing the Data](#)
2. [Assessing Performance Challenges](#) -
3. [Determining Root Cause](#)
4. [Target Setting and Progress Monitoring](#) -
5. [Action Planning](#)

Additional descriptions of the processes and administration of UIP objectives are covered in the [UIP Handbook](#)

Both the DAC and SAC Handbooks contain sample calendars to assist each committee with planning its UIP review activities. These are found in the appendix section of the handbooks.



Beginner Appendix C: Monthly DAC Responsibilities Sample Calendar

The following is a list of monthly agenda items. Please keep in mind that this schedule may change to address unique items as they arise. The DAC Executive Team, Superintendent and Board of Education should work together to develop a plan that meets the needs of BVSD.

Fall	<ul style="list-style-type: none"> • Orientation • Establish Subcommittees • SAC Budget Survey • Charter School Applications • Data Orientation • Unified Improvement Plan (UIP) 	<ul style="list-style-type: none"> • August - Orientation/Training, Charter Review • September - Charter Recs, Q1 UIP Check, State Assessment Data, Budget Survey • October - Budget Presentation, Policy Review, New Member Check-in • November - Q2 UIP Check, Strategic Plan, Draft Budget Recs
Winter	<ul style="list-style-type: none"> • Mid-year Data Review • Unified Improvement Plan (UIP) • Budget • BoE Policies 	<ul style="list-style-type: none"> • December - Finalize Budget Recs for BoE, Policy Review • January - Strategic Plan, Q3 UIP Check-in • February - SEL/Climate Survey, TBD
Spring	<ul style="list-style-type: none"> • Final UIP Recommendations • End-of-Year Data Review • Exec Team Elections 	<ul style="list-style-type: none"> • March - Q4 UIP Recommendations • April - TBD • May - End of Year Data, Elections & Wrap-up

3.4 Accountability Clock

In 2009, Colorado's legislature passed the Education Accountability Act that created a system to hold the state, school districts and schools accountable for student academic performance on specific indicators and measures, including performance and growth on state tests and graduation rates. Every year, schools and districts receive performance ratings. Those that don't meet expectations are assigned a rating of "Priority Improvement" or "Turnaround." The state's "Accountability Clock" only allows schools and districts to receive these low ratings for five years in a row. After that, they must come before the State Board of Education, which is required to direct a course of action designed to dramatically increase student achievement.

[Accountability Clock](#)

For a school that is required to implement a Priority Improvement or Turnaround plan (not On Watch), there are specific expectations and timelines laid out in state accountability law about family engagement. In summary, parents must be notified about the plan type and have the opportunity to provide input into the planning process. Furthermore, schools on the accountability clock must have parent involvement strategies listed in their action plans. Through [HB 18-1355](#), districts and schools in Year 3 must host a community meeting with stakeholders (e.g., local board, parents, school staff, community members) in collaboration with the

department. The requirements of the hearing may be coordinated with the community meeting. See the following [Parent Notification Fact Sheet](#) for More Information.

New Performance Watch Labels

House Bill [HB 18-1355](#) made several modifications to Colorado's accountability law, in particular to the [Accountability Clock](#). The majority of these changes went into effect with the 2019 Performance Frameworks. For a summary of adjustments in the performance watch process (e.g., language, progression through clock), refer to the [Performance Watch Summary](#).

3•.5 Additional Resources on Accountability



Beginner Resources

Colorado's School and District Accountability (PDF) - 2018 This fact sheet provides a one-page overview of accountability in Colorado.

Supporting Great Schools and Districts for All Students: Overview of Colorado's Accountability System (PDF) - November 2016 This fact sheet provides an overview of Colorado's Accountability System.

Colorado's System for Identifying Schools for Support and Improvement (PDF) - July 2018 The purpose of this resource is to summarize what measures and metrics are evaluated in identifying schools for support and improvement.

Accountability Clock (PDF) - October 2018 This fact sheet summarizes the implications if a school or district are identified as Priority Improvement or Turnaround for consecutive years.

Scale Scores and Mean Scale Scores (PDF) - July 2017 This resource provides guidance on interpreting various performance levels and accountability metrics, most notably mean scale scores and the percent at benchmark metric.



Intermediate Resources

District Accountability Handbook, Version 9.0 (PDF) - August 2019 This handbook provides an outline of the requirements and responsibilities for the state, district, and school stakeholders in the state's accountability process.

Priority Improvement and Turnaround Districts and Schools: A Supplement to the CDE District Accountability Handbook (PDF) - August 2018 This supplement provides further details on the requirements and responsibilities for the state, district, and school stakeholders for those identified as Priority Improvement and Turnaround.

Accountability Contact Appointment Form (Word Template) - June 2018 This form allows superintendents to ensure CDE's district contact information remains up-to-date and delegates access to state accountability files to a district staff member.

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Drop-in Article to Parents about School/District Ratings (Word Template) -

October 2018 School/district leadership may customize this basic article with details about their school/district's rating, kudos or encouragement to staff, and information about plans to ask for reconsideration of the rating, as desired or applicable.



Expert Resources

Participation and Accountability FAQs (PDF) - May 2017 This fact sheet provides the answers to frequently asked questions about the impact of assessment participation on state accountability.

4. District and School Performance Frameworks



Beginner Orientation

Late in 2019, the Colorado State Board of Education approved adjustments to the elementary and middle school accountability framework reports. The board's decision followed a year-long process of exploring various options, reviewing impact data and gathering feedback from education stakeholders. The changes will be incorporated into the performance frameworks for informational purposes in fall 2020 and for points beginning in fall 2021. A complete explanation of the changes made to the [Elementary and Middle School Frameworks](#) is found at the CDE website.

For those looking for more insight on the framework model, there is a very good [Performance Framework Tutorial](#) available for parents who would like to understand how schools are measured and rated.

4.1 Mean Scale and Mean Scores

Students earn a scale score on each Colorado Measures of Academic Success assessment they take. For English language arts, the scale scores range between 650 and 850 and for science the range is 300 to 900. Performance levels will show whether a student's score is meeting expectations. (See sidebar). Here is an example of scale scores from an English language assessment:

650	700	725	750	790	850
Level 1	Level 2	Level 3	Level 4	Level 5	
May need additional support to be ready for the next grade level.			On track for next grade level.		

For additional information consult the [FactSheet](#).

4.2 Colorado's Education Accountability Process and Systems

Colorado's education accountability system is based on the belief that **every student should receive an excellent education and graduate ready to succeed**.

Successful schools and districts are recognized and serve as models, while those that are struggling receive support.

To support this goal, the Accountability and Data Analysis (ADA) Unit at CDE:

- Calculates Growth on CMAS, PSAT and English language proficiency
- Creates the School and District Performance Frameworks
- Accredits school districts and assigns school plan type assignments
- Reports student outcome data to the public and educators
- Assists districts and CDE staff in using student performance data to drive decision making

Additional Resources and explanations can be found on the [CDE Website](#).

4.3 District and School Performance Frameworks

The State of Colorado relies upon a “performance template” or a framework to report on the overall performance and growth of each District and each school within a District. These framework reports are a valuable resource for parents and teachers to use in understanding how each school is performing in a number of areas.

As part of this reporting process, Colorado schools and districts receive performance ratings each year to let them and their communities know how well they are doing. These reports are called the District Performance Frameworks (DPFs) and School Performance Frameworks (SPFs). The overall ratings assigned are based on achievement and growth on state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The ratings help the Colorado Department of Education (CDE) and State Board of Education (SBE) make decisions about how to help struggling schools

The Performance framework for each District and School is available on line for the academic years 2010 through the last year tested (no testing in 2019/2020).



Intermediate Performance Frameworks

District and school Performance Frameworks can be viewed at the following website;



Performance Framework Reports and Improvement Plans

Below is a screenshot of the CDE webpage (linked above) for performance frameworks and improvement plans at school or district level. In this example, we are looking at the District Level Report. To see a school report, we would simply select one of the schools listed in the “pull-down” menu.



Performance Framework Reports and Improvement Plans

Performance Snapshot

Access a report that summarizes performance framework results and improvement plans for your school or district along with additional contextual information.

[View Data](#)

Performance Framework Reports and Improvement Plans

The district and school performance frameworks provide a snapshot of the district or school's level of attainment on academic achievement, growth, growth gaps and postsecondary readiness.

Improvement plans provide information on the district or school's data trends, root causes and targets, and identify strategies and resources the district or school will use to improve student academic outcomes. Plans are submitted to the Department for publication each year on April 15. As planning is an ongoing process, these documents reflect a “point in time” plan submission.”

Click on a district or school name to view its performance framework reports and improvement plans:

District:	School:	Reports:
<ul style="list-style-type: none"> 1040 - Academy 20 0020 - Adams 12 Five Star Schools 0030 - Adams County 14 9120 - Adams County BOCES 0180 - Adams-Arapahoe 28J 0960 - Agate 300 1620 - Agular Reorganized 6 3030 - Akron R-1 0100 - Alamosa RE-11J 0220 - Archuleta County 50 JT 3040 - Aricaire R-2 9020 - Arkansas Valley BOCES 1450 - Arriba-Flagler C-20 2640 - Aspen 1 3145 - Ault-Highland RE-9 1530 - Bayfield 10 JT-R 0050 - Bennett 25J 1490 - Bethune R-5 0940 - Big Sandy 100J 0480 - Boulder Valley RE 2 	<ul style="list-style-type: none"> 7592 - Alicia Sanchez International School 4878 - Angevine Middle School 0125 - Arapahoe Ridge High School 0441 - Aspen Creek K-8 School 0652 - Bear Creek Elementary School 0872 - Birch Elementary School 0919 - Boulder Community School/Integrated Studies 0924 - Boulder High School 0934 - Boulder Prep Charter High School 0930 - Boulder Universal School 1066 - Broomfield Heights Middle School 1070 - Broomfield High School 1352 - Casey Middle School 1380 - Centaurus High School 	<ul style="list-style-type: none"> 0480 - Boulder Valley RE 2 District Report Improvement Plan 2019 - 1 Year DPF Report - Official 2019 - Multi-Year DPF Report View Previous Year DPFs School Report No School Selected

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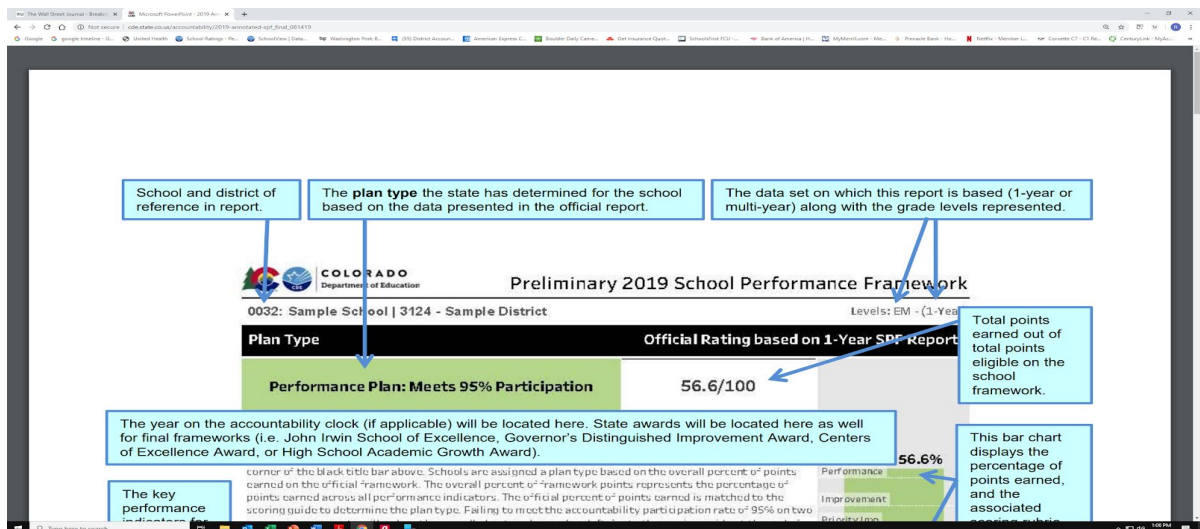
Improvement plans provide information on the district or school's data trends, root causes and targets, and identify strategies and resources the district or school will use to improve student academic outcomes. Plans are submitted to the Department for publication each year on April 15. As planning is an ongoing process, these documents reflect a "point in time" plan submission."

Scoring Guide for Performance Framework

The link above provides a scoring summary and explanation guide for how the individual school framework is scored, and a sample is shown below

Performance Indicator	Measure/Metric	Rating	Point Value
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students
	• at or above the 85th percentile	Exceeds	8
	• at or above the 50th percentile but below the 85th percentile	Meets	6
	• at or above the 15th percentile but below the 50th percentile	Approaching	4
	• below the 15th percentile	Does Not Meet	2
Academic Growth	Students Previously Identified for a READ Plan (bonus point)		Each Disaggregated Group
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point
	Median Growth Percentile was:		Each Disaggregated Group
	• at or above 65	Exceeds	8
	• at or above 50 but below 65	Meets	6
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**		Each Disaggregated Group
	• at or above 554.7	Exceeds	4
	• at or above 501.3 but below 554.7	Meets	3
	• at or above 458.0 but below 501.3	Approaching	2
	• below 458.0	Does Not Meet	1
Postsecondary and Workforce Readiness	Mean CO SAT Math scale score was**		Each Disaggregated Group
	• at or above 544.6	Exceeds	4
	• at or above 488.0 but below 544.6	Meets	3
	• at or above 439.9 but below 488.0	Approaching	2
	• below 439.9	Does Not Meet	1
Postsecondary and Workforce Readiness	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8
	• at or below 2.0% but above 0.5%	Meets	6
	• at or below 5.0% but above 2.0%	Approaching	4
	• above 5.0%	Does Not Meet	2
Postsecondary and Workforce Readiness	Matriculation Rate (of all schools in 2018):		All Students
	• at or above the 75.8%	Exceeds	4
	• at or above 61.1% but below 75.8%	Meets	3
	• at or above 46.8% but below 61.1%	Approaching	2
	• below 46.8%	Does Not Meet	1

The following link provides an annotated explanation of how to read the performance framework. [Annotated Framework](#). A sample of the annotated document follows;



Together these two documents explain all aspects of the Performance Framework and how to interpret the results for each school and district.

4.4 Simple Performance Snapshot

In addition to the detailed Performance Framework, a new report was recently prepared to present a high-level summary of the performance and improvement efforts for each individual school and district across the state. The [Snapshot](#) includes a summary of student demographic information, this report combines key elements of the District or School Performance Framework results and Unified Improvement Plans and makes both easier to read and understand. The contextual information in this report is designed to communicate a deeper understanding of performance and greater engagement in improvement planning efforts.

4.5 Additional Resources on Performance and Information

Here are some additional Performance Framework Resources that you can access. They are available at the Intermediate or Expert User Level. Access the information at the level that best suits your needs.



Intermediate Resources

2019 Performance Framework: Changes Document (PDF) –

July 2019

This fact sheet summarizes changes to the framework reports from the prior year.

A Look Back: History of Performance Frameworks in Colorado (PDF) –

June 19, 2019

The purpose of this resource is to provide educational stakeholders in Colorado with a large-scale view of the factors that have impacted the performance frameworks since their origin, in order to support decision making about future changes.

Performance Indicator Summary Fact Sheet (PDF) –

May 15, 2019

This document summarizes the metrics that comprise Colorado's state accountability system as reflected in the school and district performance framework reports.

Colorado Educational Accountability Overview (Recording) –

August 30, 2019

This webinar includes an overview of the accountability system, performance frameworks, framework changes from the prior year, and accountability timelines.

Annotated School Performance Framework (PDF) –

August 2019

This document adds call-out comment boxes to a sample school framework explaining each component.

Annotated District Performance Framework (PDF) –

August 2019

This document adds call-out comment boxes to a sample district framework explaining each component.

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2018 Performance Indicator Summary (PDF) –

May 14, 2019

The purpose of this resource is to summarize the metrics that comprise Colorado's state accountability system as reflected in the school and district performance framework reports. A summary table is provided that defines the metrics that are included within each of the three performance indicators (growth, achievement, and postsecondary and workforce readiness).

Scoring Guide for 2019 District/School Performance Frameworks (PDF) –

August 14, 2019

This guide provides the cut-scores and associated point values for school and district performance on each of the sub-indicator metrics included on the frameworks (e.g., exceeds expectations, meets expectations, approaching expectations, does not meet expectations), as well as the cut-points for assigning performance indicator ratings and overall ratings based on the total percentage of points earned.



Expert Resources

[New!] 2018 District and School Performance Framework: Calculation Guidebook (PDF) –

May 9, 2019

The purpose of this document is to provide clarity and transparency in all calculation steps required for determining both District Performance Framework (DPF) and School Performance Framework (SPF) results.

Framework Participation Rate Calculations: Fact Sheet (PDF) –

August 28, 2018

This fact sheet explains how school and district total participation rates and accountability participation rates are calculated, including inclusion and exclusion rules for student records.

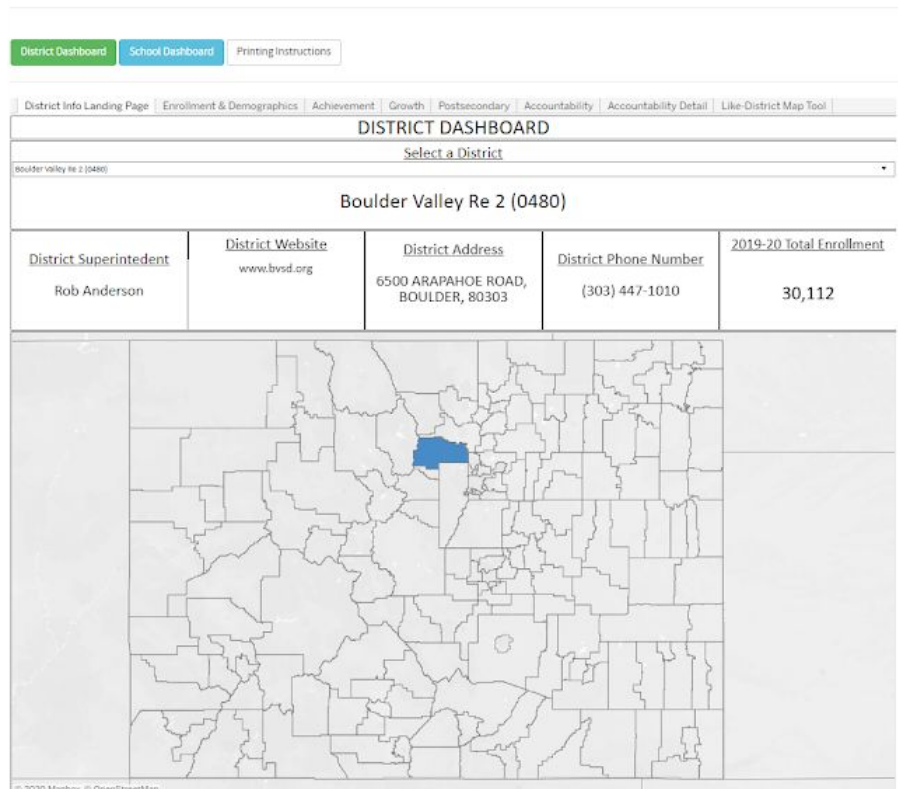
5. Accountability Data Tools & Reporting



Intermediate Data Analytics

The Colorado Department of Education has created District and School specific dashboards that are intended to provide parents with an overview of key information related to academic performance. Here is what the Boulder Valley District Dashboard looks like. Click on the image to go to the Dashboard.

District Dashboard



5.1 School and District Dashboards

The Dashboards are made up of a suite of reports designed to support the improvement planning efforts by districts and schools. The dashboards allow users to interact with graphs and tables showing demographic information along with performance data and ratings generated under the state accountability system. Use this online tool to view current information for individual schools and districts along with several years of historical data.

Release/Refresh Timeline: Dashboards are refreshed with achievement and growth performance data each summer when state assessment results become available, and with framework information each December when ratings are finalized.

SAC/DAC Resource Guide



The following example shows the Boulder Valley School District Achievement Report for All Grades.



The menu tabs across the top provide different views of a selected school or district dashboard report. Reporting can be viewed for a specific grade level, student category for each type of report.

School and District Data

Home

School Dashboard

[District Dashboard](#) |
 [School Dashboard](#) |
 [Printing Instructions](#)

[School Info Landing Page](#) |
 [Enrollment & Demographics](#) |
 [Achievement](#) |
 [Growth](#) |
 [Postsecondary](#) |
 [Accountability](#) |
 [Accountability Detail](#)

Performance Framework Ratings

A district or school's official accreditation rating or plan type is based on either the single year or multi-year framework as indicated in the table that appears below. Ratings and plan types are assigned based on the overall percentage of points earned on the official framework. Failing to meet the accountability requirement for 95% participation on two or more assessments will reduce the overall rating by one level.

Select a School	Report Type
Boulder Valley #2 (0480) - Monarch High School (\$60)	1-Year

Official Accreditation Rating	Official Report Type	Official Years on Clock	Official Participation
2016 Performance Plan: Low Participation: (83.1%)	2016 1-Year	-	Meets 92% Participation
2017 Performance Plan: Low Participation: (80.2%)	2017 1-Year	-	Meets 95% Participation
2018 Performance Plan: Low Participation: (88.7%)	2018 1-Year	-	Meets 95% Participation
2019 Performance Plan: Low Participation: (87.1%)	2019 1-Year	-	Meets 95% Participation

Overall Performance Ratings

TJF calculates overall performance ratings for both the single-year and multi-year versions of the Performance Framework. For multi-level schools and districts, TJF also calculates overall performance ratings for elementary, middle, and high school grade ranges. These ratings do not correspond to the official ratings and plan types and are provided for informational purposes only.

Year	Grade Range	Performance Rating
2016	All Grades	Performance Plan: Low Participation: (83.1%)
2017	All Grades	Performance Plan: Low Participation: (80.2%)
2018	All Grades	Performance Plan: Low Participation: (88.7%)
2019	All Grades	Performance Plan: Low Participation: (87.1%)

Performance Indicator Ratings: Achievement

This section of the report shows the performance ratings associated with each performance indicator for the school or district overall and for each distinct grade range.

Year	Grade Range	Performance Rating
2016	All Grades	Meets: (71.3%)
2017	All Grades	Meets: (86.6%)
2018	All Grades	Meets: (94.8%)
2019	All Grades	Meets: (85.6%)

[Select an Indicator](#)
 Achievement

SAC/DAC Resource Guide



Intermediate Colorado Growth Model Reports

Growth model reports provide access to Academic Growth metrics related to the CMAS English Language Arts & Math and Colorado PSAT/SAT assessments. The reports present metrics for a variety of grade levels and student groups and enable comparisons between schools and districts across the state. Users can access reports for individual schools and districts in PDF format, or explore results through an interactive reporting interface.

Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. The following link provides access to school and district level growth reports. Click on the image to go to the School View Webpage.

The screenshot shows the SCHOOLview website interface. At the top, there's a header with the SCHOOLview logo and a navigation bar. Below the header, there's a section titled 'School and District Data'. A navigation breadcrumb shows 'Home / State Accountability Data Tools and Reports'. A 'Troubleshooting' section provides a link to the growth model reports. The main content area is titled 'The Colorado Growth Model'. It features an 'Interactive Growth Summary Report' button and a 'View Data' button. Below this, there's a 'Growth Summary Reports' section with a note about PDF rendering. Three columns of dropdown menus are visible: 'District', 'School', and 'Reports'. The 'Reports' dropdown is circled in red, showing '0480 - Boulder Valley RE 2' and '0662 - Bear Creek Elementary School' selected. Other options include 'District Growth Report', '2015 District Growth Summary CMAS', '2015 District Growth Summary SAT', '2015 All Schools Growth Summary', 'View Previous Year Reports', 'School Growth Report', and '2015 School Growth Summary CMAS'.

In this example, we have selected
Boulder Valley School District
And Bear Creek Elementary School

If you are interested in learning more about growth reporting, the following link provides a [tutorial video](#) on how to read and interpret growth reports.

SAC/DAC Resource Guide



The following additional resources provide additional levels of in-depth understanding of how growth models are developed and used throughout the Colorado Department of Education.

For state accountability purposes, growth is the most heavily weighted of three performance indicators used for determining accreditation and school plan type ratings. For elementary schools and middle schools, growth results account for 60% of their final ratings. For high schools and districts, 40% of their final ratings are based on growth.



Beginner Resources

Growth Fact Sheet (PDF) - August 2018

The purpose of this fact sheet is to provide a parent friendly overview of how Colorado Growth model results are calculated and what they mean.

Colorado Growth Model Webinar (Slide Deck) - August 15, 2019

The purpose of this webinar was to provide a brief conceptual overview of the Colorado Growth Model, including student growth percentiles, median growth percentiles, and an overview of changes in reports and measures associated with the 2019 release.

Understanding the 2019 CMAS Growth and Achievement Report (PDF) - August 15, 2019

This individual student growth report cover page explains the content of the reports to parents and guardians.

How to Understand Individual Student Growth & Achievement Reports (PDF) - August 2019

The purpose of this fact sheet is to provide an annotated version of the annually produced individual student growth reports to improve use and understanding by stakeholders.



Intermediate Resources

Top Ten Myths about Growth & Accountability (PDF) - April 11, 2019

The purpose of this fact sheet is to address the most common misunderstandings that CDE staff have encountered from education stakeholders in regards to the Colorado Growth Model and the state educational accountability system.

UIP Target Setting with Colorado Growth Model Data (PDF) - May 15, 2019

The purpose of this fact sheet is to provide a brief orientation concerning how Colorado Growth Model data may be used to support target setting within an improvement planning process.

WIDA ACCESS On-Track Growth to Standard: Fact Sheet (PDF) - June 2018

The purpose of this resource is to provide background information concerning how WIDA ACCESS On-Track growth to standard results are calculated and included within the 2018 performance framework reports.

SAC/DAC Resource Guide



CMAS Growth to Standard Fact Sheet - 2018

A fact sheet that explains the development process for the new CMAS Growth to Standard measure along with its statutory basis and how it will be incorporated into future performance framework reports.

Growth Data: It Matters and It's Complicated, by the Data Quality Campaign (webpage) - 2019

This is an external report that summarizes how growth data is considered in accountability systems across the nation.

2019 CMAS Growth Flat File Layout (XLS) - August 15, 2019

This file explains the fields in the annually produced growth data files.

2019 PSAT/SAT Growth Flat File Layout (XLS) - August 15, 2019

This file explains the fields in the annually produced growth data files.

2019 Annotated CMAS Growth Summary Report (PDF) - 2019

This documents adds call-out comment boxes to a sample CMAS growth summary report explaining each component.

2019 Annotated PSAT/SAT Growth Summary Report (PDF) - August 15, 2019

This document adds call-out comment boxes to a sample PSAT/SAT growth summary report explaining each component.



Expert Resources

Colorado Growth Model (PDF) - January 3, 2019

The purpose of this fact sheet is to provide a brief technical orientation to the Colorado Growth Model (CGM). This includes background information related to model development, an overview of its analytic methodology, and the current CDE applications of the model for accreditation.

6. Statutes, Regulations and Policies

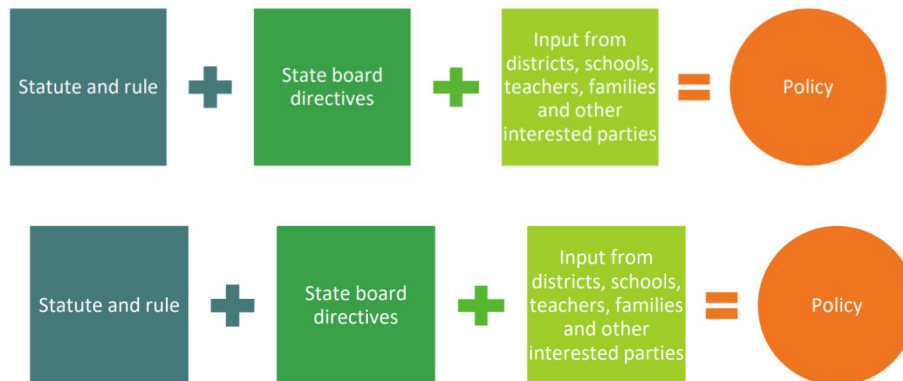


Beginner Orientation

Many of the State Department of Education processes, policies and regulations originate from legislative action at the Federal or State level. This section provides an overview of these requirements and references explaining their implementation.

There are several entities responsible for and processes used in creating state-level statute, rules and policy. The Education Accountability Act of 2009 (SB 09-163) as amended by HB18-1355 authorize the Colorado Department of Education to conduct an annual review of the performance of public schools and districts in the state and to make recommendations to the State Board of Education concerning the type of school improvement plan to be implemented in each school and the accreditation category for each district.

The diagram highlights the processes that apply to the Colorado General Assembly Statutes. Click on the image to go to a webpage with more information.



The Education Accountability Act includes:

- SB09-163 - The major purposes of the 2009 law include: (1) Aligning conflicting accountability systems into a single system that passes federal muster, (2) Modernizing and aligning reporting of state, district and school performance information (3) Creating a fairer, clearer and more effective cycle of support and intervention, (4) Enhancing state, district and school oversight of improvement efforts.
- HB18-1355- The key changes in this 2018 update are related to (1) the Accountability Clock/Performance Watch process and (2) adjustments to delegation of authority over performance indicator calculations and the Request to Reconsider process.

6•.1 State Board of Education (SBE) Rules / Code of Colorado Regulations (CCR)

The State Board of Education (SBE) is composed of seven elected officials representing Colorado's congressional districts. The Colorado Constitution vests in

the SBE general supervision of the public schools of the state. Included in this authority is the power to promulgate rules with the force of law. However, before the SBE initiates any rulemaking, the Colorado General Assembly must first pass legislation authorizing the SBE to implement the legislation through rule.



Intermediate Resources

Colorado State Board of Education Rules can be found on the Colorado Secretary of State website, available [here](#).

Education Accountability Rules include:

- **Education Accountability Rules, Table of Contents**
 - o Identifies the topic, details, and page/section covered by the rules.
- **1 CCR 301-1 Rules for the Administration of the Accreditation of School Districts**
 - o *These are the broadest set of accountability rules.*
- **1 CCR 301-51 Rules for the Administration of the Colorado School Awards Program**
 - o *These rules establish criteria for various award programs.*
- **1 CCR 301-57 Rules for the Administration of Accountability for Alternative Campuses**
 - o *These rules establish accountability requirements for AECs.*
- **1 CCR 301-71 Rules for the Administration, Certification and Oversight of Colorado Online Programs**
 - o *These rules outline quality standards for online programs and requirements for certification of online schools.*
- **1 CCR 301-72 Rules for the Longitudinal Analysis of Student Assessments**
 - o *These rules establish general requirements for a statewide longitudinal growth model.*

6•.2 Additional Resources and References



Beginner Resources

- **Education Statutes, Rules & Policy: Comparing Powers and Processes –**

Dec 3, 2018

This document provides a high-level comparison of the entities responsible for and processes used in creating state-level education statute, rules and policy.



Intermediate Resources

SAC/DAC Resource Guide



HB 18-1355: Overview –

July 2018

Overview to explain the components of HB18-1355 which modifies Colorado's accountability law.

Crosswalk of 2018 State and Federal School Identifications –

Aug 2018

This document provides a crosswalk detailing identification in state and federal accountability systems.

District Accountability Handbook, Version 8.0 (PDF) -

August 2018

This handbook provides an outline of the requirements and responsibilities for the state, district, and school stakeholders in the state's accountability process.

Priority Improvement and Turnaround Districts and Schools: A Supplement to the CDE District Accountability Handbook (PDF) –

August 2018

This supplement provides further details on the requirements and responsibilities for the state, district, and school stakeholders for those identified as Priority Improvement and Turnaround.

State Board of Education Areas of Interest: School Performance Framework Ratings (PowerPoint) –

September 2019. This slide deck provides an overview of proposed changes to the performance frameworks that are under consideration by the State Board of Education.



Expert Resources

Documents are in work and are not yet available on line.

6•.3 Federal Statutes and Accountability



Beginner Orientation

The Elementary and Secondary Education Act (ESEA) of 1965 is the primary federal education legislation and has undergone several reauthorizations, the latest of which is the Every Student Succeeds Act (ESSA) of 2015.

ESSA requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups, based on five indicators: academic achievement and growth in English language arts (ELA) and mathematics, English language proficiency for English learners, graduation rates, and school quality or student success. Colorado's state plan under ESSA was approved by the U.S. Department of Education in May 2018. An explanation of the implementation of ESSA within the State of Colorado can be found at; [ESSA](#)

[1] ESSA requires that states have identified schools for improvement and support in two categories: **Comprehensive (CS)** and **Targeted (TS) Support and Improvement**. Colorado's accountability system already included these indicators. Therefore, Colorado's identification of schools for support and improvement under ESSA relies upon the data from the multi-year School Performance Frameworks (SPFs) where applicable and feasible.

The schools identified as CS or TS under ESSA are eligible for supports through the [EASI application](#). The list of CS/TS schools (linked below) differs from the list in the EASI application because that list also includes schools identified for support and improvement using the [SPF results](#) and those schools identified as TS or ATS in 2017-2018 (see the 2017-2018 CS/TS school list, linked below) and 2018-2019 (see the 2018-2019 list of schools below).

Please use the links below to access a list of schools identified for CS and TS:

- [2017-2018 CS and TS Schools \(Excel\)](#)
- [2018-2019 CS and TS Schools \(Excel\)](#)
- [2019-2020 CS and TS Schools \(Excel\)](#)

Colorado's Methodology for Identifying Schools as CS and TS

Colorado uses the methodology and criteria in its ESSA Plan that was approved by the USDE in May, 2018, to identify schools for support and improvement under ESSA. Specific details and examples of identification can be viewed in the [ESSA Methods and Criteria Document](#). Under ESSA, identification of schools for support and improvement is based on the following five indicators:

- **Academic Achievement:** based on CMAS and CoAlt mean scale scores for math and English language arts (and Spanish language arts for eligible 3rd and 4th graders), and math and evidence-based reading and writing SAT performance.

In a separate identification methodology for identifying schools due to participation, non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score.

- **Schools that only serve kindergarten through second grade:** based on percent of student with a significant reading deficiency (SRD)
- **Academic Growth:** based on median growth percentiles for CMAS English language arts and math, and SAT math and evidence-based reading and writing.
- **Schools that only serve kindergarten through second grade:** based on change in percentage of students with SRDs.
- **Graduation Rates:** based on the 4-year and 7-year adjusted cohort rates.
- **Progress in achieving English language proficiency:** based on WIDA ACCESS for ELLs median growth percentiles and the percent of students on-track to fluency within the state-determined timeline.
- **Schools that only serve kindergarten through second grade:** based on change in SRD and English language proficiency growth.

SAC/DAC Resource Guide



-
- **Indicators of school quality or student success (SQSS):** based on CMAS/CoAlt science mean scale scores, and reduction in chronic absenteeism *when available* (elementary and middle schools) and dropout rates (high schools).

Additional explanation and links may be found at; [Federal Accountability](#).

6•.4 Parent and Family Engagement



Beginner Orientation

Family and community engagement is an integral part of the Every Student Succeeds Act (ESSA). Title I, Part A helps to provide local educational agencies (LEAs) with high numbers or high percentages of children from low-income families with funds to help ensure that all students are receiving a high-quality education. ESSA funds assist schools in providing supports and programs to students that help them to meet challenging state academic standards.

Schools and LEAs must actively engage parents, families and community members in the development of state and local education plans for the use of ESEA funds including Title I, Part A, Title I, Part C, Title II, Title III, Title IV and Title V. Schools must partner with stakeholders in the development of [school improvement plans](#) for any schools identified for [support and improvement under ESSA](#).

Information about the CDE Programs for Parent, Family and Community Engagement can be found at [Parent and Family](#).

6•.5 The CDE Office of Every Student Succeeds Act (ESSA)



Expert Information

The ESSA Improvement Plan Rubric located at [ESSA Improvement Plan Rubric - Updated September 2019](#) is used to approve Unified Improvement Plans (UIPs) submitted by schools identified for Comprehensive Support and Improvement.

The Office of ESSA Programs hosted a webinar on October 17, 2019 to share lessons learned from the prior year and to provide information on ESSA requirements for school improvement planning requirements for the 2019-20 Unified Improvement Plans (UIPs) review cycle. The PowerPoint and recording are now available!

[Improvement Planning for Schools Identified for Comprehensive and Targeted Support PowerPoint](#)

[Improvement Planning for Schools Identified for Comprehensive and Targeted Support Webinar Recording](#)

Additional information and resources for ESSA may be found by going to either of the following two CDE websites; [Federal Programs](#) or [ESSA Planning](#).



6•.6 Title I Programs

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title I, Part A is the largest federal program supporting both elementary and secondary education. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.

Title I, Part C - Education of Migratory Children

The Migrant Education Program (MEP) supports students to reach high standards of academic achievement and is the level of interstate cooperation through the transfer of migrant students' education and health records. This high priority activity helps assure that migrant students are placed appropriately when they enroll in a new school. Their teachers are able to meet their needs and valuable time is not wasted. In addition, secondary students benefit significantly since the transfer of credits and/or partial credits assists them in meeting graduation requirements. The legislations can be viewed at: [View Legislation](#)

Title I, Part D - Neglected and Delinquent

Title I, Part D provides funds for youth in state-operated institutions or community day programs. It also provides assistance to school districts who work with local correctional facilities. Colorado receives formula funds based on the number of students in state institutions and costs per pupil.

Additional information is available at [ESSA Methods and Criteria](#).

7. Data

A series of on-line data tools are available to extract, analyze and view detailed information about school, district, and state education trends and patterns. These are summarized below with links to the respective analytics and tools.

All school, district and data tools can be found at



7•.1 Data Center

School, district and state-level education data including student enrollment, student attendance, student conduct, educator effectiveness, public finance, course offerings, health and wellness programs. Also provides performance data prior to 2015.

7•.2 Financial Transparency

Financial information on each school, district and BOCES in Colorado, including per pupil funding.



7•.3 Accountability Data Tools and Reports

Find student academic progress and supports for schools and districts through accountability-related data tools including:

[Performance Framework Reports \(SPF / DPF\)](#)

[Unified Improvement Plans \(UIP\)](#)

[Colorado Growth Model Reports](#)

[School and District Dashboards.](#)



7•.4 Data Lab

Query the state's achievement and growth data to analyze results by school, district, state, and demographics.

See also: [Historical achievement and growth data from 2013-14 and prior](#)



7•.5 Colorado Education Statistics

Download annual education statistics including graduation, dropout, suspension/expulsion and enrollment rates.



7●.6 Data, Accountability, Reporting and Evaluation (DARE)

The Data, Accountability, Reporting and Evaluation (DARE) team under the Office of ESEA Programs within the Federal Programs Unit is responsible for evaluating the effectiveness of ESEA programs, as reauthorized under ESSA, and fulfilling federal accountability and data reporting requirements. Our team collects, manages, and analyzes data to inform the development of applications for funding and standards for program quality, by going beyond accountability measures and evaluating the impact of programs and identifying best practices in program implementation.

For DARE contact information please view our [contact us page](#).

Program Evaluation

The Elementary and Secondary Education Act (ESEA) calls for the use of evidence-based interventions which demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes. The DARE team is responsible for evaluating the impact of various ESEA programs, in order to identify best practices in program implementation and ensure that program goals and objectives are being met. In addition, the ESEA Program Office has partnered with the Regional Educational Laboratory (REL Central) to develop and deliver a series of Program Evaluation Trainings to support schools and districts with evaluating the impact of programs supported with ESEA (or ESSA) funds.

Reports summarizing data analysis and program evaluation results for various programs, and recorded webinars from the Program Evaluation Trainings series can be found on the [Program Evaluation Page](#).

8. Colorado Preschool Program



Beginner Orientation

The Colorado Preschool Program (CPP) is a state-funded early childhood education program administered by the Colorado Department of Education. Each year the General Assembly provides funding for up to 29,360 children considered to be at-risk for later school failure to attend half- or full-day preschool. CPP is managed by local school districts and their preschool advisory councils. Each participating school district is given a predetermined number of half-day positions to serve eligible children. These positions are used to serve preschoolers in either half- or full-day programs in school district settings, local childcare centers, community preschools or Head Start programs.

CPP is a state-funded, district-run, preschool program. CPP is intended to serve preschool-aged children in Colorado who are at risk for starting elementary school unprepared due to individual or family factors.

CPP allows eligible children to attend a half-day of high-quality preschool at no cost to families.

CPP provides support services for families. Families are a large part of a child's learning experience. CPP helps support you in your role as a parent or guardian.

To find out about CPP options in your community, [use the Family Contact Directory](#).

More information can be found at; [CPP](#)

8•.1 2020 CPP Legislative Report Released

In this year's report, you can read about the positive impact the Colorado Preschool Program has had on our youngest students throughout the state during the 2018-19 school year.

[2020 Legislative Report \(PDF\)](#)

[2020 CPP Fact Sheet \(PDF\)](#)



Intermediate

8•.2 School District Child Care and Licensing Monitoring

The Colorado Department of Human Services (CDHS) and the Colorado Department of Education (CDE) worked collaboratively with school district representatives to simplify the licensing process and identify areas where onsite monitoring by CDHS licensing staff could be expedited. As a result, school districts have the opportunity to submit district-wide documentation to CDHS regarding compliance with specific health and safety requirements in order to streamline the individual site inspection process conducted by licensing. More information is located at; [CDE Monitoring](#).

9. Promising Partnership Practices



Intermediate Information

CDE, in collaboration with the State Advisory Council for Parent Involvement in Education (SACPIE), collected practices from schools and districts about working with families for student learning. The following Promising Partnership Practices align with the National Standards for Family-School Partnerships, adopted in Colorado legislation in 2009. For questions, contact Darcy Hutchins at hutchins_d@cde.state.co.us or 303-866-5921. The

Promising Partnership Practices



9•.1 Essential Element 1

Create an inclusive culture

[View Element 1 Promising Practices](#)

9•.2 Essential Element 2

Build trusting relationships

[View Element 2 Promising Practices](#)



9•.3 Essential Element 3

Design capacity-building opportunities

[View Element 3 Promising Practices](#)



9•.4 Essential Element 4

Dedicate necessary resources

[View Element 4 Promising Practices](#)



9•.5 Colorado's Stories of Promising Practices




Beginner Information



COLORADO'S STORIES OF PROMISING PRACTICES

FIVE KEY INITIATIVE AREAS

-  Strong Foundations
-  All Means All
-  Quality Schools
-  More Options
-  Educators Matter

Colorado's Stories of Promising Practices is a series of videos and stories that highlight schools and districts that have implemented new strategies to improve student outcomes, developed exemplary practices and validated their results through data and other verifiable demonstrations of student performance. Featuring work in five key areas, these stories highlight the innovative practices in schools and districts across the state to meet four goals in [CDE's strategic plan](#):

Third graders will meet or exceed expectations in English Language Arts

Schools needing support and academic improvement will raise and maintain their performance

Students will earn a postsecondary credential, degree or certificate after high school

Underserved students will achieve academic expectations

For more information see <http://www.cde.state.co.us/promisingpractices> or email [CDE Communications](#).

10. Academic Standards for All Subjects and Students



Beginner Orientation

During the Spring of 2018, the State Board of Education approved revisions to the Colorado Academic Standards (CAS), as required by statute. This approval completed the first four phases of the standards review and revision timeline, moving Colorado into the final two phases ending in full implementation of the CAS. CDE's Office of Standards and Instructional Support is committed to supporting districts to take full advantage of the two-year transition period to the revised CAS, with appropriate and meaningful attention given to curriculum, instruction, assessment, professional learning, communications, and alignment of local policies and practices. CDE's support will include both online and in-person components with materials designed specifically for local school and district leaders to use with their teachers and staff.



10.1 The Application of Academic Standards

Standards literacy is a **critical skill** when reading, writing and communicating about standards. In these learning modules:

Classroom educators and specialists use standards literacy to ensure a strong foundation for curricular and instructional decision-making,

The school building learning leaders are the primary facilitators of the learning modules and need standards literacy to support professional discourse, and

District curriculum leaders and content specialists ensure that multiple sites use the learning modules in a way that balances building a common language and understanding with local contexts and needs.

An overview of the State's Academic Standards entail can be found at;

[Academic Standards](#)

The [State Board of Education](#) approved revisions to the Colorado Academic Standards. For more information, see the [Colorado Academic Standards Review and Revision page](#).

SAC/DAC Resource Guide



Intermediate Resources

10•.2 Academic Standards Tools and Resources

Access to the CDE Standards

Browse the standards, family and community guides, vertical progressions, and more. CMAS assessments are based on 2009/2010 standards through the Spring of 2020.



Plan for 2020 Standards Implementation

Take advantage of the two-year (2018-2019, 2019-2020) transition period to implement the 2020 Standards with materials and support from CDE.



Interact with the 2020 Standards Online

Use *Standards Online*, a new tool from CDE, to browse, compare, customize, and bookmark views of the 2020 Standards. (customized PDF downloads coming soon)



Browse the 2020 Standards Downloads

Download the 2020 Colorado Academic Standards by content area and grade, access alternative formats, and read supporting material for all content areas.



Explore Standards Resources for Families and Communities

Learn about the Colorado Academic Standards with these resources written especially for parents, families, and community members.



Read Colorado's Extended Evidence Outcomes

Find out how Colorado's EEOs extend the Colorado Academic Standards to students with significant cognitive disabilities.



Browse Sample Curriculum and Instructional Resources

See and use example standards-based curriculum and instructional resources from Colorado's *District Sample Curriculum Project*.



Ask Questions and Contact SIS

Enlist our help! If you have a question about the standards or need assistance for your school or district, our content area



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specialists are here to help. Contact the [Office of Standards and Instructional Support](#) [here](#); [SIS Virtual Office Hours](#)



Expert Resources

10●.3 Revised Standards for 2020

To read more about the review and revision of the Colorado Academic Standards, along with previous drafts, committee meeting summaries, and public feedback, see a complete listing of resources for all the content areas. Districts will have two years to review and revise their local standards as needed with implementation scheduled for the 2020-21 school year, which is the first year the Colorado Measures of Academic Success (CMAS) assessments will reflect the content of the 2020 standards.

All Standards Content Areas

2020 Colorado Academic Standards: [Standards Online](#)

Colorado Essential Skills: [HTML](#) | [PDF](#) |

Standards Revision Process: [Revision Cycle](#) | [Review Criteria](#) | [Committee Decision-Making](#)



Expert Resources

10●.4 Visual and Performing Arts

Dance Standards Downloads

P-12 Standards

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - Dance \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

Review and Revision: [Summary of Changes](#) | [Detailed Changes](#) | [Dance Committee Page](#)





Drama and Theatre Arts Standards Downloads

P-12 Standards:

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - Drama and Theatre Arts \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

Review and Revision: [Summary of Changes](#) | [Detailed Changes](#) | [Drama and Theatre Arts Committee Page](#)

Music Standards Downloads

P-12 Standards

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - Music \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

Review and Revision: [Summary of Changes](#) | [Detailed Changes](#) | [Music Committee Page](#)

Appendix

Visual Arts Standards Downloads

P-12 Standards

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - Visual Arts \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

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Comprehensive Health Standards Downloads

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

Standards Documents (PDF): [All Grades](#) | [P-2](#) | [3-5](#) | [6-8](#) | [HS](#)

Standards by Prepared Graduate Statements (PDF) [Healthy Eating](#) | [Healthy Relationships-Sexual Health](#) | [Health Promotion](#) | [Social Emotional Wellness](#) | [Drug Prevention](#) | [Violence Prevention](#) | [Safety](#)

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Family and Community

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Physical Education Standards Downloads

P-12 Standards

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

[2020 Colorado Academic Standards - Physical Education \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

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Computer Science Standards Downloads

9-12 Standards

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

[2020 Colorado Academic Standards - Computer Science \(PDF\)](#)

Alternative Formats: [Spreadsheet CSV](#) | [Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community Guides: [High School](#)

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SAC/DAC Resource Guide



Mathematics Standards Downloads

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

Standards Documents (PDF): [All Grades](#) | [P-2](#) | [3-5](#) | [6-8](#) | [HS](#)

Alternative Formats: [Spreadsheet CSV](#) | [Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

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Reading, Writing, and Communicating Standards Downloads

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

Standards Documents (PDF): [All Grades](#) | [P-2](#) | [3-5](#) | [6-8](#) | [HS](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

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Science Standards Downloads

Introduction: [Purpose](#), [Prepared Graduate Statements](#), [Standards Category Definitions](#)

Standards Documents (PDF): [All Grades](#) | [P-2](#) | [3-5](#) | [MS](#) | [HS](#)

Alternative Formats: [Spreadsheet CSV](#) | [Microsoft Excel](#) | [Markdown/Plain Text](#) | [Simplified Word](#)

Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [Middle School](#) | [High School](#)

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Social Studies Standards Downloads

P-12 Standards

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - Social Studies \(PDF\)](#)

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Family and Community

Guides: [Preschool](#) | [Kindergarten](#) | [1st](#) | [2nd](#) | [3rd](#) | [4th](#) | [5th](#) | [6th](#) | [7th](#) | [8th](#) | [High School](#)

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World Languages Standards Downloads

P-12 Standards

[Introduction: Purpose, Prepared Graduate Statements, Standards Category Definitions](#)

[2020 Colorado Academic Standards - World Languages \(PDF\)](#)

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Family and Community Guides: [Preschool](#) | [Elementary School](#) | [Middle School](#) | [High School](#)

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