

Education Accountability System H.B. 25-1278: *Implementation Fact Sheet Summer 2026*

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 [1241 Task Force recommendations](#). However, some activities that the task force recommended were not included or limited because of budget considerations. This resource is organized by major themes of the bill and provides updates on implementation status and timelines, including state assessments, performance frameworks, public reporting, sites with Insufficient State Data: Low Participation, continuous improvement, accountability clock, and areas for further study. Additionally, high level opportunities for stakeholder involvement and influence, specifically through the Accountability Work Group and Technical Advisory Panel are provided.

The following icons will flag implementation status



Complete



In Progress



Not Started



Significant Change

BILL THEMES

State Assessments



Implemented in Spring 2026 paper-pencil format eliminated for state assessments (except for accommodations) and the optional writing portion of the SAT.



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.



In response to the new statutory requirement for state assessment results to be provided by June 1st (or as soon as practicable), CDE released **CMAS (all content areas) and CoAlt science and social studies** results Local Education Agencies (LEAs), schools, and parents **May 27, 2026**. 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](#).



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.

Performance Frameworks



Changes to the performance frameworks initially anticipated to impact the **2027 performance frameworks for points have been delayed to no earlier than 2028**. The 2026 frameworks will continue with the current approach. CDE will be updating data and reporting systems to align with changes to the performance frameworks. 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.

The changes to performance frameworks listed below will be delayed to no earlier than 2028. Progress indicators are used to denote the implementation status to meet this new timeline.



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.



Expands how students with **an IEP are counted** in the combined student group for two additional years after exiting their IEP.



Adds criteria for districts to earn a **Distinction rating**, expanding requirements around participation (i.e., at least 85% total participation) and performance criteria for student groups in achievement and growth.



Refines the **postsecondary and workforce readiness indicator** to have four subindicators: (1) graduation, (2) dropout rate, (3) **college and career readiness (CCR) before graduation** and (4) **postsecondary progression**. The new CCR before graduation subindicator will be organized around the “Big Three” (i.e., post-secondary credit, industry credentials, and work-based learning). The postsecondary progression subindicator is a renaming of the matriculation measure and will continue to include matriculation and military enlistment. In addition to aligning with the 1241 Task Force, these recommendations align with the [1215 Task Force](#) report, which was focused on secondary, postsecondary and work-based learning integration.



Moves **college entrance exams** (i.e., SAT) from the postsecondary and workforce readiness indicator into the achievement indicator.

Public Reporting



Adds a **study to investigate the creation of a single coherent state dashboard** for state and local data, including stakeholder engagement and cost estimates. A report summarizing stakeholder feedback is due November 2026.



Expands **existing reports to include new postsecondary and workforce readiness data and participation** for accountability purposes.



Recommends enhancing the **user experience and functionality** of existing reports. CDE will continue to gather feedback from a variety of stakeholder groups.

Insufficient State Data (ISD): Low Participation



Adds a **rating descriptor of Insufficient State Data: Low Participation**. The State Board of Education approved a less than 25% total participation threshold for Insufficient State Data: Low Participation as a part of the Spring 2026 rulemaking process. This identification will be included in the 2026 release of performance frameworks. ISD assignment for other reasons (e.g., small tested population) will not be impacted by this identification. Online schools have a one year implementation delay.



Adds a **corrective action plan through the Unified Improvement Plan** when ISD ratings are assigned due to low participation on state assessments. The corrective action requirements will be integrated into the improvement planning process and Unified Improvement Plan Quality Criteria.



Requires **engagement with the State Board of Education after three years** of identification. The counting of years will start with the 2026 **frameworks** and will not be counted retroactively.

Continuous Improvement (Includes the Accountability Clock)



Universal Support: Directs CDE to provide guidance to local boards on how to review and monitor improvement plans.



Proactive Support: Directs CDE to offer a process to identify and support schools prior to entering performance watch or early on the clock.



Early on the Clock: Directs CDE to offer ongoing support and feedback in Years 1 and 2.



Late on the Clock: Adds clarity and flexibility on a pathway plan for sites proposing a plan to the State Board of Education hearing (e.g., Year 5 on the accountability clock, sites with a currently directed action). Adds another state board directed action that is comparable to or of comparable effect as existing options. Includes an evaluation of external managers.

Areas for Further Study



Small Systems: Examine (1) lowering student count thresholds for calculations and reporting and (2) volatility of framework assignments for small systems. Studies have been conducted, and final reports will be submitted to the legislature by November 1, 2026.



State Assessments: Provide recommendations on shortening assessments and implementing adaptive assessment technology. Studies have been conducted, and final reports will be submitted to the legislature by November 1, 2026.

ADMINISTRATION

State Board Rules



The first set of State Board Rules related to 1278 implementation: The Board approved updated rules to 1 CCR 301-1, Rules for the Administration of Statewide Accountability Measures, which includes changes to **Insufficient State Data: Low Participation**; End-of-clock pathways (district proposed pathway & Pathway Plans); and Calculations and Definitions Changes (which do not impact Frameworks).



The second set of State Board Rules related to 1278 implementation: This set, anticipated for spring 2027, will include rules to update performance frameworks, including the elements described under the Performance Frameworks section above. The process for rules development includes a structure open to public comment before the State Board of Education vote.

Board Vote Delaying Framework Implementation



Delay of performance frameworks At its April 2026 meeting, the State Board of Education voted to delay implementation of all performance framework changes to **no earlier than fall 2028** and to pursue any necessary legislative changes in the next legislative session. Current frameworks will be produced for points in fall 2026 and fall 2027.

Legislative Reports



November 1, 2026- Recommendation on addressing the studies described in the “Areas for Further Study” section above, small systems and state assessments.



November 1 2027- The department will report on: the metrics of the Postsecondary and workforce readiness indicator.

STAKEHOLDER ENGAGEMENT

Accountability Work Group (AWG)



This legislation formalized the [Accountability Work Group](#) in statute, including specifying roles to be filled by commissioner appointment. The [membership roster](#) provides members for designated groups.



Within this legislation, the AWG is charged with consulting on small systems, state assessments. Proceedings are shared on the AWG website.

Technical Advisory Panel (TAP)



The [Technical Advisory Panel](#) (TAP) is a stakeholder group of state and national experts on longitudinal measurement of academic growth for state accountability purposes. The TAP provides feedback on technical changes to accountability measures that CDE is considering. In regards to changes to performance frameworks required by 1278, the TAP is a consulted group on changes to the postsecondary and workforce readiness measures, small systems studies, and state assessment studies. Members who serve on that group can be found in the [member roster](#).