



Dear Superintendent, Board President, and District Staff (Accountability, Federal Programs, and Special Education Contacts),

Welcome back to a new school year. We appreciate your leadership and resilience and hope you were able to find some time to rest and rejuvenate. The purpose of this letter and the attached timeline addendum is to:

- Notify you that at least one school and/or your district have been identified for support through both of the **federal and state** accountability systems
- Provide you with clear guidance on any required steps that the district needs to take in response to this identification
- Provide you with an overview of the role CDE will play in supporting your district and schools, including links to our menu of supports and a variety of resources to help you with your school improvement efforts

Identifications Information

To view **identifications for all schools in your district**, CDE has put together a [data dashboard](#) that includes state and federal identifications (from 2009-2026). **Your schools' federal identification(s) are listed under "ESSA ID" in each school's row.** You can also sort the dashboard using "ESSA ID" to look at schools by the various ESSA ID types. *Note: Schools can be ESSA identified due to low participation and will be labeled as such when they are and the improvement planning requirements and eligibility for grants is the same for these schools.*

The dashboard can be filtered by district, school, identification type, performance watch status, or prior EASI support.

For a video walkthrough watch the [Identification Dashboard Walkthrough on Vimeo](#).

An explanation of how schools are identified for federal and state accountability is available in the [Colorado's Accountability Identification System for Districts and Schools fact sheet](#). Note: K-2 federal identifications are not included in this initial accountability identification information but are forthcoming. For a summary of important dates and activities (e.g., supports, grants, requirements) related to identification, see the attached accountability timeline addendum document.

Syncplicity Access

[Click here to log-in to Syncplicity](#)

State Accountability. Performance framework data is embedded within the "Accountability Contact" folder and "Growth" and "Performance Framework" subfolders. Permissions to view these folders are limited to District Accountability Contacts (assigned by your district's [Local Access Manager](#)). Permissions are updated in Syncplicity within 24-48 hours. For issues related to Syncplicity and/or file permissions, please contact accountability@cde.state.co.us.

Federal Accountability. Every Student Succeeds Act (ESSA) School Profiles for each federally-identified school are available in the district's Syncplicity Folder called "ESSA Identification" in the subfolder for the



current year and includes each identified school's performance on the ESSA indicators for all relevant years of identification. For questions, please email ESSAquestions@cde.state.co.us.

Required Actions for State and Federally Identified Schools

Schools identified for support and improvement under the State and/or Federal accountability systems must take additional actions.

Unified Improvement Planning and Parental Notification for State (Priority Improvement/Turnaround) and/or Federally Identified Schools (Comprehensive Support, Targeted Support, Additional Targeted Support)

All schools identified on the State and Federal identification system have additional planning requirements for the UIP (as of this year that includes those eligible for flexibility - e.g. biennial submission)

- [UIP online submission](#)
- [UIP quality criteria and planning requirements](#)

All State and Federally identified schools are also required to notify parents of the school's identification status.

- [Parent Notification](#)

See below for key fact sheets and additional resources for State Identification for schools who are more advanced in their years of identification (Years 3+)

State identified schools (Priority Improvement/Turnaround)

Years 1-2: If your district has one or more schools in Years 1-2 on the State Accountability Clock (i.e., Priority Improvement or Turnaround) here are some resource sheets. Note these resources include both recommended actions and requirements as well as CDE supports to help your school pursue recommended actions or meet requirements.

- o [Year 1 Resource Sheet](#)
- o [Year 2 Resource Sheet](#)

Years 3+: If your district has schools in Year 3+ on the State Accountability Clock (i.e., Priority Improvement or Turnaround), CDE will contact you about required next steps for and available support that may align with your improvement efforts. Please see below for resources related to required actions for Year 3+ schools. Note these resources include both recommended actions and requirements as well as CDE supports to help your school pursue recommended actions or meet requirements.

- o [Year 3 Resource Sheet](#)
- o [Year 4 Resource Sheet](#)
- o [Year 5 Resource Sheet](#)

Federally identified schools - Comprehensive Support (CS) Year 3+, Targeted Support (TS), Additional Targeted Support (ATS)

- If the district has schools identified as TS or ATS, the district is responsible for determining the exit criteria and timeline for this status or the district may defer to the State's process and timeline for exiting TS/ATS schools. The exit criteria and timeline must be noted in the next year's ESEA consolidated application.



- If your district has schools identified as federally identified CS under federal identification for 3 or more years, the identification label will have a "3+" next to the category. CDE is required to take more rigorous action for long-term identified CS schools (lowest 5% and low grad). CDE's approach is to work with the school and district in identifying the long-term action. If your LEA has a long-term federally identified school, your CDE contact will provide support for Rigorous Action planning requirements. See [CDE's UIP Criteria for ESSA Identified Schools](#) for details.

Overview of CDE Supports and Resources

CDE is committed to providing a menu of supports to districts with identified schools to improve school performance, student engagement, and learning outcomes. See below for a summary.

- [Vision for Quality Schools](#) - The Vision for Quality Schools provides an easy to use compilation of research-based best practices and essential actions in four key domains: Leadership for School Quality, Talent Management, Best First Instruction, and Climate and Culture.
- [Menu of Supports and EASI](#) – we have a full range of diagnostic, planning, funding, and implementation supports aligned to the Vision for Quality Schools and available to support your unique needs and goals
- [Annual Calendar of Professional Learning](#) – we have a robust menu of professional learning for district and school leaders aligned to our Vision for Quality Schools and designed to help you implement your improvement priorities

H.B. 25-1278 Implementation Update

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 pursue any necessary legislative changes in the next legislative session. The 2026 frameworks will continue with the current approach. Informational frameworks with 1278 updates will be produced in spring 2028 so that districts and schools can see how revisions impact ratings. ***Frameworks with 1278 updates will be produced for points in fall 2028.***

Additional information and guidance will be shared when available.

- o [Summary of H.B. 1278](#)
- o [Implementation Update of H.B. 25-1278 - June 2026](#)
- o Materials presented to the Board in March are available [here](#), and a recording of the presentation can be viewed [here](#).

We are grateful for the dedication you show to your students each day to meet the needs in your schools and communities. Please contact us or your support lead with any questions or feedback. This letter is being sent to superintendents, key district staff (i.e., accountability contacts, local ESEA directors, special education directors), and school board chairs.

Thank you,

Lindsey Jaeckel, Assistant Commissioner of School Quality & Support