

# **COLORADO ACCREDITATION PROGRAM**

## **IMPLEMENTATION GUIDELINES**

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# COLORADO ACCREDITATION PROGRAM IMPLEMENTATION GUIDELINES

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# COLORADO'S HISTORICAL EDUCATIONAL REFORM MOVEMENT

## LEGISLATURE

- H.B. 93-1313 Content Standards: Anchor for educational reform
- H.B. 96-1139 The Colorado Basic Literacy Act
- 1997 Colorado Student Assessment Program – 4<sup>th</sup> grade reading and writing
- H.B. 98-1267 Colorado Accreditation Act – accredit school districts by contract
- S.B. 99-154 Performance-Based Teacher Education Programs
- S.B. 00-133 School Safety Issues
- S.B. 00-186 School Report Cards, CSAP grades 5 through 10<sup>th</sup>/11<sup>th</sup> ACT
- S.B. 01-80 Bullying Policies requires for schools
- S.B. 01-98 Modifies 00-186 (School Accountability Reports – Formally the School Report Cards)
- S.B. 01-129 Data Collection/Grant \$ for preschool-summer school-unsatisfactory schools-BOCES \$ (17 to 22) and revisions to S.B. 00-186 included Value-Added Longitudinal Growth
- 01-1014 House Joint Resolution-Closing the Learning Gap
- 01-Amendment 23 (S.B. 204 & S.B. implement) (H.B. 1262 - \$ textbooks - \$ categorical programs - \$ at risk)
- H.B. 01-1303 School Improvement Grant Program
- S.B. 01-222 Capitol Construction
- H.B. 01-1292 Encouraged Character Education
- H.B. 01-1348 CSAP-A (Severe Special Needs)
- H.B. 01-1365 Science & Technology Ed. Center Grant Program
- S.B. 03-248 School Finance Accreditation Indicator
- S.B. 03-254 Closing the Achievement Gap Program and Commission
- H.B. 04-1124 SAR – Adds AYP Indicator
- H.B. 04-1217 SAR – Parental Questions
- H.B. 04-1433 Longitudinal Student Academic Growth

**Federal Legislation-ESEA**  
"No Child Left Behind Act"  
Bipartisan Majorities 2001

## COLORADO STATE BOARD OF EDUCATION

- 1999 Adopted Accreditation Rules based on H.B. 98-1267 – Accredit School Districts
- 1-00 Adopted Performance-Based Licensure Standards for Colorado Teachers beginning 7-1-00 requires the Commission on Higher Education, in conjunction with the State Board of Education, to review each teacher preparation program and ensure that it meets the statutory requirements.
- 00-SBE Resolution Concerning Character Education
- 6-01 Adopted Revised Accreditation Rules aligned with S.B. 00-186
- 01-Amendment 23 SBE support position for – Closing the Learning Gap – the Central Element of Educational Accountability in Colorado – Categorical Funding, etc.
- 11-13-03 Adopted Amended Accreditation Rules to include the School Finance Indicator (K) S.B. 03-248
- May 2004 SB Adopted Rules for the Administration of Colorado Cyber Schools

## COLORADO DEPARTMENT OF EDUCATION

Office of Educational Services and Service Teams implement rules and regulations adopted by Colorado State Board of Education. Provide technical assistance and general services to assist school districts and schools to be successful in advancing academic achievement for all students and closing the achievement gap.

## SCHOOL DISTRICTS

July 2001-2007 – Accreditation Contract (Educational Plan to improve student achievement)  
Colorado Accreditation Program Indicators – Districts accredit schools and focus on learning and results  
Reasonable Progress over Reasonable Time (Value-Added Longitudinal Growth)

## **ACCREDITATION IMPLEMENTATION**

The purpose of this Implementation Guide is to assist school districts in implementing S.B. 186 and State Board of Education adopted Rules and districts' accreditation contracts which are consistent with S.B.186 and S.B. 98.

The accreditation process is a driving force in creating a new vision of the potential for Colorado school reform. Goals such as the following can deepen insight and stimulate meaningful educational advancement.

The accreditation process focuses on the following:

- Improving achievement for all students
- Achieving goals that have already been demonstrated as being possible
- Considering a district's or school's progress in relation to higher expectations for all students
- Using data to improve achievement and to emphasize educators' and communities' thinking about the potential of all students
- Determining to become the best among like or similar districts and schools
- Focusing on the teaching and learning variables that research and best practices have demonstrated to be the most effective
- Demonstrating that what educators expect, students tend to achieve

Standards-based accreditation closes the circle of standards-based curriculum, standards-based instruction, standards-based assessment, and standards-based accountability.

These implementation guidelines are designed to: (1) assure equitable and fair judgments about districts' accreditation status; (2) be used by all regional managers and their teams; (3) be shared with district leaders to provide an accurate picture of what is required for accreditation.

The Colorado Department of Education is dedicated to assisting districts and schools in their commitment to greater achievement for all students through the use of the new accreditation rules.

## COLORADO ACCREDITATION INDICATORS

		ACCREDITATION CATEGORIES			
Accreditation Report Indicators		Accredited	Accreditation Watch	Accreditation Probation	Non-Accredited
<b>A.</b>	<p><b><u>Educational Improvement Plan 4.01 (1) (A)</u></b></p> <ul style="list-style-type: none"> <li>• High &amp; attainable student achievement goals</li> <li>• Research-based instructional strategies</li> <li>• Standards-based instruction</li> <li>• State &amp; local assessments of student achievement</li> <li>• Parent &amp; community participation</li> <li>• Other accreditation contract requirements</li> </ul> <p>Go to Page 10</p>	Meets 2.01 (4) Accreditation Contract requirements	*	**	After one year on probation, failure to meet state accreditation indicators or show adequate growth on Colorado Department of Education approved improvement plan.
<b>B.</b>	<p><b><u>CSAP Goals 4.01 (1) (B)</u></b></p> <p>District established CSAP goals of longitudinal growth on district weighted score indices</p> <p>Go to Page 10 &amp; 11</p>	Show progress toward achievement of goals in reading, writing, and math	*	**	
<b>C.</b>	<p><b><u>Closing Achievement Gaps 4.01 (1) (C)</u></b></p> <p>District established goals for closing learning gaps and advancing high achieving groups as measured by disaggregated student performance data</p> <p>Go to Page 10 &amp; 11</p>	Show that student groups below grade level have increased <u>more than one year</u> for each year in school	*	**	
<b>D.</b>	<p><b><u>Value-Added Growth 4.01 (1) (D)</u></b></p> <ul style="list-style-type: none"> <li>• Show students' growth in district weighted score indices over time</li> <li>• NWEA, Terra Nova, or other CDE approved assessments, and Sanders and other analyses</li> </ul> <p>Go to Page 12</p>	Show <u>one year's growth</u> in a year's time	*	**	
<b>E.</b>	<p><b><u>Data regarding Achievement in Other Curriculum Standards Areas 4.01 (1) (E)</u></b></p> <p>Go to Page 13 &amp; 14</p>	Standards are in place and being implemented and that performance is being assessed	*	**	
<b>F.</b>	<p><b><u>Compliance with School Accountability Report 4.01 (1) (F)</u></b></p> <p>Go to Page 15</p>	Evidence of Compliance	*	**	
<b>G.</b>	<p><b><u>Compliance with Educational Accreditation Act 4.01 (1) (G)</u></b></p> <p>Go to Page 16 &amp; 17</p>	Evidence of compliance	*	**	
<b>H.</b>	<p><b><u>Compliance with Safe Schools Act 4.01 (1) (H)</u></b></p> <p>Go to Page 19</p>	Evidence of compliance	*	**	
<b>I.</b>	<p><b><u>Compliance with Colorado Basic Literacy Act 4.01 (1) (I)</u></b></p> <p>Implement ILP (Individual Learning Plan) process and increase proficiency in reading, as assessed by CSAP results and other grades 1-3 reading tests</p> <p>Go to Page 20</p>	Evidence of compliance	*	**	
<b>J.</b>	<p><b><u>The Annual Assessment Review will include CDE written report (2.02) to the district, available to other interested parties.</u></b></p> <p>Go to Page 21</p>	Show evidence of planning and progress	*	**	
<b>K.</b>	<p><b><u>Compliance with the Budgeting, Accounting, and Reporting Requirements 4.01 (1) (K)</u></b></p> <p>Go to Page 21</p>	Evidence of compliance	*	**	

\*4.01 (2) Accredited: Accreditation Watch = A school or district is placed on Accreditation Watch if it does not meet one of the accreditation indicators described in 4.01 (1) (a) through (i). A district that is placed on accreditation watch shall provide an improvement plan to the Department within 90 days of receiving written notice of its lack of compliance. The Department shall approve or deny the plan within 30 days of receiving it.

\*\*Accreditation Probation = After one year of Accreditation Watch, if progress continues to be insignificant after one year on accreditation watch.

## **EVALUATING SUCCESS USING THE COLORADO ACCREDITATION PROGRAM INDICATORS**

The accreditation indicators cover all the major parts of the accreditation process required by the accreditation rules (1 CCR-301-1). These rules can be found on the CDE web site at [www.cde.state.co.us](http://www.cde.state.co.us).

In evaluating a district's progress, the concept of **Reasonable Progress over Reasonable Time** applies in the following ways:

1. A district must show evidence of progress/compliance in each of the ten areas listed in A through J on page 5 of these guidelines.
2. Progress will be measured using 2001-2002 as the baseline year. Significant progress prior to 2001 will be considered if a district presents such evidence.
3. Progress will be based on growth in student achievement from year to year, and in terms of the district's goals. District goals should be high, attainable and specific for all students.
4. In making a judgment about a district's accreditation status, the concept of "preponderance of the evidence" is used in each of the ten "Accreditation Indicators." "Preponderance of the evidence" means that the weight of the evidence falls heaviest in demonstrating growth and progress.
5. The concept of "good faith effort" also shall be used in making a judgment about accreditation status. This concept is particularly useful in areas requiring compliance rather than growth.

The summary judgment about a district's accreditation status shall be made annually by the CDE regional managers, based on evidence of progress submitted by the district and gathered by the regional manager and regional team.

## **CDE PROCESS FOR ASSESSING DISTRICT COMPLIANCE WITH ACCREDITATION INDICATORS**

The basic steps for district accreditation are as follows:

- CDE regional managers and regional service teams will review evidence of compliance with the Colorado Accreditation Indicators.
- Each school district board of education has approved an accreditation plan to improve the educational achievement in the school district and to administer the accreditation process for each school in its district. The Colorado Department of Education administers the accreditation process of the district.
- CDE regional team managers prepare annual written assessment reviews of school district accomplishments and areas of need. The review includes:
  - The progress of the district's educational improvement plan;
  - The district's achievements in reading, writing, and math and evidence of a minimum of one year's increase in student achievement for each year;
  - The district's achievement data showing reductions in learning gaps in reading, writing and math as measured by disaggregated CSAP data; and
  - Compliance with State Board of Education rules and Colorado Revised Statutes.
- During the academic year a collaborative, on-going dialogue will take place between the school district and CDE. Strategies for gathering and reviewing information and documentation will include, but are not limited to, ongoing communication and interaction with appropriate district personnel, and review of data the Colorado Department of Education collects.
- After completing the preliminary Annual Assessment Review, the regional team manager will discuss with the superintendent prior to July, the results of all information gathered for the final report.
- A district that shows adequate growth and meets state accreditation indicators will maintain its accreditation status.
- The summary judgment about a district's accreditation status shall be made annually by the CDE regional managers, based on evidence of progress submitted by the district and gathered by the regional manager and regional team.
- CDE regional managers and regional service teams working with the managers will provide assistance to schools and school districts to implement the accreditation rules.
- Regional managers and regional service teams will share best practices and successes in other districts as part of the review process.



# **APPENDIX SECTION**

# **REGIONAL MANAGER AND REGIONAL SERVICE TEAMS** **ACCREDITATION REVIEW PROCESS**

## Information Gathering/Body of Evidence

### 1. DISTRICT AND SCHOOL PROFILE

- School and district improvement plans
- CSAP data and local assessment data
- Other Indicators of student growth
- Individual school and district demographic data and other local circumstances
- Review of district accreditation contract goals

## Review of School and District Information: On-going Review and Monitoring

### 2. REGIONAL MANAGER AND SERVICE TEAM

- School and district on-site visits with district administration and other staff
- Review of student achievement data
- "Closing the learning gap" discussions
- Accreditation contract content discussions

## **Communication/Interaction** **Reasonable Progress over Reasonable Time**

### CDE: Technical Assistance

- ### 3. Regional manager and service team members will be a support system for assistance to schools and districts in accordance with Colorado State Board of Education rules and/or school and district requests for technical assistance.

### Written Annual Review/Accreditation

- ### 4. The CDE "Annual Assessment Review" will summarize: (1) achievement pursuant to the accreditation contract goals; (2) Colorado Accreditation Program requirements; (3) evidence of compliance; (4) best practices/what works; and (5) accreditation status determined.

## Accreditation Status Hearing/Appeal Process

- ### 5. First, appeal to Assistant Commissioner, Office of Educational Services; second, appeal to Commissioner or designee.

## Identify Best Practices/What Works

- ### 6. - Comprehensive school reform models - Professional development models/practices - Technology as instructional tool - Library/media collaboration - Contextual learning programs

### **Accreditation categories:**

1. Accredited
2. Accredited: Accreditation Watch
3. Accredited: Accreditation Probation
4. Nonaccredited

## **DISAGGREGATED GROUPS**

Districts will be asked to identify differences in performance of the groups listed below when 15 or more students exist in a category.

Further, districts will be asked to set their own goals for closing existing learning gaps and increasing overall proficiency, including advancement of high achieving students.

<b>Ethnicity/Program/Gender</b>	<b>Number</b>	<b>Sub-Group Population</b>
Race	5 categories	White Non-Hispanic, Hispanic, African American, American Indian & Asian/Pacific Islander
Exceptional Child	1 category	GT
ELL	1 category	Grade 4 Spanish
Gender	2 categories	Male/Female
Disability	3 categories	For Students with IEPs: CSAP performance scores CSAPA performance scores No Scores

# **CDE ACCREDITATION REVIEW QUESTIONS**

## **State Board of Education Rule 2202-R**

### 2.00 **The Accreditation Contract**

Accreditation Contract is the Educational Improvement Plan.

The following questions will be reviewed in each district contract. Upon review it shall be noted that each question has been addressed and that the district is in compliance with the requirements in sections 2.00 and 2.01 of the accreditation rules.

CDE regional managers may ask for further information and documentation from districts on these issues if necessary.

### 2.01 (1) **Process to accredit schools in the district**

&

2.01 (4) (g) What is the process?

Questions Who will be involved?

What is the timeline?

When would you report results for all schools?

**Colorado Accreditation Indicators A, B & C** (See Implementation Guidelines, page 5.)

### 2.01 (4) (a) **District content standards and performance levels**

Provide evidence

### 2.01 (4) (b) **District standards, goals & requirements**

Provide evidence

### 2.01 (4) (c) **Assessments to measure achievement and specification of acceptable performance levels**

Provide evidence

### 2.01 (4) (d) **Evidence that district standards meet or exceed state model content standards**

Provide evidence

- 2.01 (4) (e) **Evidence that the district assessments are comparable to CSAP**  
 What districts assessments are used and how do they compare to CSAP?
- 2.01 (4) (f) **Goals and strategies to improve graduation and attendance rates**  
 and  
**Identify and reduce consistent patterns of low academic achievement**  
 What are the goals?  
 What are the strategies?
- 2.01 (4) (g) **Periodic reviews of each school on a cycle**  
 What is your review cycle?
- 2.01 (4) (h) **Recognition of high performing schools**  
 What are the recognition strategies?  
 and  
**Intervention for unsatisfactory performance**  
 What are the intervention strategies?
- 2.01 (4) (i) **Procedures for corrective action cycles**  
 When initiated?  
 What procedures?
- 2.01 (4) (j) **Goals and processes for informing and involving parents and families**  
 What are the goals and processes?
- 2.01 (4) (k) **Assurance that schools will participate in assessments**  
 Provide assurance statement
- 2.01 (4) (l) **Assurance Statement – Assurances that policies are in place and being implemented**  
 Provide evidence

## **VALUE ADDED GROWTH**

**Colorado Accreditation Indicator D** (See Implementation Guidelines, page 5.)

### **CCR 2202-401 (1) (d)**

Question – How may a district demonstrate one year’s growth per one year in school for all student groups?

First, longitudinal growth evidenced on a district’s weighted CSAP score indices in reading, math and writing will meet this requirement as sequenced scale scores data becomes available.

Second, other methodologies, such as nationally developed testing programs with vertical scale scoring, may be used by districts. These include, but are not limited to:

- Northwest Evaluation Association Assessment Systems
- Terra Nova Assessment Systems
- Iowa Test Assessment Systems
- Stanford Test Assessment Systems
- California Achievement Test Assessment Systems

Analysis of data can be provided by Sanders’ EVAAS (Educational Value-Added Assessment System) or other systems.

Third, specialized tests may be used to measure growth over time for certain populations. These tests include the CSAP Alternate for those students with IEPs who are not participating in the general CSAP because it is not an appropriate measure of their progress (generally 1% of the general population), other measures for English Language Learners, and primary grades reading tests.

Lastly, the area of assessment is in a state of development and will change over time as more sophisticated systems of assessment become available. We encourage districts to develop their own customized systems that use multiple sources of data.

## **ACHIEVEMENT IN OTHER CURRICULUM STANDARDS AREAS**

**Colorado Accreditation Indicator E** (See Implementation Guidelines, page 5.)

### **CCR 2202-4.01 (1) (e)**

- A. **Area of Focus:** Achievement in other curriculum standards areas
  
- B. **Key Question:**  
What assessments is the district using to assess achievement in the other curriculum standards areas of art, civics, economics, foreign language, geography, history, music, physical education and science?
  
- C. **What Data Is Needed? Examples:**
  - 1. District assessment scores and grade level tests
  - 2. Teacher judgment based on a body of evidence
  - 3. Percentage of students earning A, B, C, D, and F grades in these areas
  - 4. Common exit exams for each district class
  
- D. **Format:** See Assessments and Results -- Report of Achievement in Other Curriculum Standards Areas, 2001-2007.

**Assessments and Results -- Report of Achievement in Other Curriculum Standards Areas, 2001-2007**

(To be completed by CDE staff)

**CCR 2202-4.01 (1) (e)**

Narrative summary of assessments that are in place and being implemented:

<p><b><u>Art</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Civics</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Economics</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Foreign Language</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Geography</u></b> Assessment(s) Used  Results</p>	
<p><b><u>History</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Music</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Physical Education</u></b> Assessment(s) Used  Results</p>	
<p><b><u>Science</u></b> Assessment(s) Used  Results</p>	



# **SCHOOL ACCOUNTABILITY REPORT**

**Colorado Accreditation Indicator F** (See Implementation Guidelines, page 5.)

## **CCR 2202-4.01 (1) (f)**

Evidence of compliance with all requirements of the school accountability report, C.R.S. 22-7-601 through 610 (school report cards).

**A. Area of focus:** Individual school accountability reports to be prepared, printed and distributed to parents and citizens, in compliance with C.R.S. 22-7-601 through 610, and any related amendments.

**B. Question:**

Were these requirements met?

**C. What data/evidence is needed?**

Availability of accurate school accountability reports and documentation of distribution.

# **ACCREDITATION INDICATOR ANNUAL REPORT**

**Colorado Accreditation Indicator G** (See Implementation Guidelines, page 5.)

## **CCR 2202-4.01 (1) (g)**

### **3.00 ACCREDITATION INDICATOR REPORTING**

Annually by December 1 the local board of education shall report in writing its progress on district and school accreditation indicators. Progress shall be reported in a way that does not identify individual students and shall contain all elements required by the Educational Accountability Act, C.R.S. 22-7-205 (2). These reports shall be disseminated to each school's local community and the district's tax payers and shall be available to the State Board of Education, the General Assembly, the governor, and the public at large.

This report shall meet the reporting requirements for both accountability and accreditation.

A copy of both shall be submitted to the regional managers to meet accreditation requirements.

3.01 District accreditation summary.

The accreditation summary shall contain the following:

3.01 (1) Results of statewide assessments administered as part of the Colorado Student Assessment Program (CSAP):

3.01 (1) (a) CSAP scores aggregated,

3.01 (1) (b) CSAP scores by grade and subject area, and

3.01 (1) (c) CSAP scores disaggregated by all student groups defined in 1.01 (9).

3.01 (2) Results of third grade (CSAP) literacy assessments;

3.01 (3) The number of students taking one or more advanced placement examinations; the total number of students enrolled in advanced placement classes; the percentage of those students obtaining a passing grade on an advanced placement examination as defined in the accreditation contract; and/or equivalent indicators of high academic performance as defined in the local district/State Board of Education accreditation contract.

3.01 (4) Results of district assessments administered for district standards that meet or exceed state model content standards. These standards and assessments must include but are not limited to the following areas:

Art	Mathematics
Civics	Music
Economics	Physical Education
Foreign Language	Reading
Geography	Science
History	Writing

3.01 (5) Trend data for CSAP and for the Third Grade (CSAP) Literacy Assessment.

3.02 Other State Accreditation Indicators

The prime determiner of accreditation status will be performance on CSAP assessments.

3.02 (1) The following indicators will be reported using procedures and definitions provided by the Department:

3.02 (1) (a) Numbers of expelled and suspended students;

3.02 (1) (b) Graduation rates;

3.02 (1) (c) Dropout rates; and

3.02 (1) (d) Percentage of students not taking CSAP.

3.02 (2) The following indicators will be reported using locally developed procedures and definitions:

3.02 (2) (a) Attendance rates;

3.02 (2) (b) Graduation requirements;

3.02 (2) (c) Evidence of a safe, civil learning environment; and

3.02 (2) (d) Number and identity of schools in each accreditation category.

3.03 Local Indicators. School districts may develop additional indicators which assess progress on local district goals and objectives. These indicators would be described in the accreditation contract and reported using locally developed procedures and definitions.

# SCHOOL DISTRICT REPORTING REQUIREMENTS

## COLORADO ACCREDITATION PROGRAM

### **Accreditation Rule 3.00 (Accreditation Indicator Reporting)**

Combine reporting requirements of 22-7-205 (2) Accountability report (“report district’s high achievable goals and plan to improve achievement, graduation rates and increase ratings of schools accreditation category pursuant to 22-11-202”) which is due October 1<sup>st</sup> combined with the Accreditation Indicator Reporting requirements into **ONE REPORT** which is due December 1<sup>st</sup> each year to the school district’s public and made available to the Colorado Department of Education and others upon request.

### **The Elements of the ONE REPORT due December 1<sup>st</sup> includes:**

ONE REPORT

- **Accreditation Indicator Reporting includes:**

- (1) Results of state assessments (CSAP); CSAP scores aggregated; CSAP scores by grade and subject area; CSAP scores disaggregated by all student groups: Defined as: (at-risk, racial, ethnic, or cultural background, exceptional ability, disability, or limited English proficiency)
- (2) Results of 3<sup>rd</sup> grade (CSAP) and other district assessments
- (3) Advanced Placement information
- (4) District assessment for state model content standards
- (5) Trend data for CSAP and for the 3<sup>rd</sup> grade literacy assessment

- **Other State Accreditation Indicators:**

- (1) a) Numbers of expelled and suspended students  
b) Graduation Rates  
c) Dropout Rates  
d) Percentage of students not taking CSAP
- (2) Local district information regarding:
  - a) Attendance Rates
  - b) Graduation Requirements
  - c) Evidence of a safe, civil learning environment
  - d) Number and identity of schools in each accreditation category; i.e. Accreditation Watch, Probation, etc.

- **Local Accreditation Indicators:**

School districts may develop additional indicators which assess progress on local district goals and objectives. These additional indicators would be described in the district’s accreditation contract.

### **Additional HR-1 Requirements**

- Comparison between the actual achievement of each group of students and the State’s annual measurable objectives for each group of students on each of the academic assessments requirements.
- Information regarding how the LEA students performed on the statewide assessment in comparison with the State as a whole.
- The percentage of students not tested.
- Progress towards making AYP.
- Aggregated information on any other indicators used by the State to determine the AYP of students in achieving State academic achievement standards.
- And in the case of a school -
  - Whether the school has been identified for school improvement; and
  - Information that shows how the school’s students achievement on the statewide academic assessments and other indicators of AYP compared to students in the LEA and the State as a whole.
- The professional qualifications of teachers such as percentage of teachers with emergency or provisional credentials.
- The number and percentage of schools identified for school improvement and how long they have been identified.

## **SAFE, CIVIL LEARNING ENVIRONMENT**

**Colorado Accreditation Indicator H** (See Implementation Guidelines, page 5.)

### **C.R.S. 22-32-109.1**

The following information is needed in order to review compliance with S.B. 00-133 concerning safe schools and S.B. 01-080 concerning the prevention of bullying:

- Does each school in the district have a Safe School Plan and is it implemented?
- Does the district have policies for conduct and discipline codes, and are they implemented in each of the district's schools?
- Has the local board of education adopted general policies and procedures for dealing with students who cause a disruption in the classroom, on school grounds, in a school vehicle, or at school activities?
- Do school policies and administrative procedures specify that school officials will continue to work with students in order to overcome the "code of silence" dimension of the current student culture?
- Does the district have a mechanism for students to report anonymously on conduct that worries them?
- Have all schools in the district adopted some form of bullying-prevention program?
- Do all schools in the district have a threat assessment team to evaluate threats of violence reported by students, teachers, school staff or law enforcement personnel? (All such threats should be taken seriously and evaluated by a team.)
- Does each school in the district have an effective violence prevention program that meets the needs of that school?
- Does the district have an emergency crisis plan tailored to meet the particular safety concerns at each of the district's schools?
- Is the district in compliance with the Gun-Free Act, the public law 017-110 section 4141?

# **THE COLORADO BASIC LITERACY ACT**

**Colorado Accreditation Indicator I** (See Implementation Guidelines, page 5.)

## **C.R.S. 22-7-501**

CDE receives the following types of information, as part of districts' required reporting process. These data will be consulted as part of the Annual Assessment Review.

- The number and percentage of pupils enrolled in the third grade who read at or are above their grade level?
- The number and percentage of pupils enrolled in the district who are on ILPs?
- The number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction?
- The number and percentage of students taken off ILPs in the past year?
- The district's goals and data trends?

## **ADDITIONAL ASSESSMENT REVIEW QUESTIONS**

**Colorado Accreditation Indicator J** (See Implementation Guidelines, page 5.)

### **CCR-2202-2.02 (1)**

In preparation for the Annual Assessment Review, the following questions should be discussed:

1. The district's plan for technology and information literacy as it impacts standards-based education?
2. The district's approach to preventing student access to inappropriate Internet sites?
3. The district's plan to recruit, develop and retain quality, licensed teachers?
4. The district's plan for contextual learning?
5. Changes the district wishes to make in existing standards, goals or requirements?

## **COMPLIANCE WITH BUDGETING, ACCOUNTING, AND REPORTING REQUIREMENTS**

**Colorado Accreditation Indicator K**

### **(SB 03-248)**

In preparation for the Annual Assessment Review, the following question should be discussed:

1. Does the district provide an assurance statement in their accreditation contract that the district is in compliance with the budgeting, accounting, and reporting requirements of SB 03-248?

## **QUESTIONS AND ANSWERS ABOUT COLORADO ACCREDITATION PROGRAM IMPLEMENTATION**

**1) What is the purpose of the Annual Assessment Review?**

The purpose of the Annual Assessment Review is to produce a report on a district's progress relating to the accreditation indicators. Specifically, the review will evaluate the district's progress in relation to the goal of a year's growth over a year's time (more than a year's growth over a year's time for those students who are behind).

**2) Where will the review be held?**

The review will not be a formal meeting or gathering of people. Information and data will be collected throughout the year by CDE staff and through school district visitations and meetings held with district officials.

**3) When will the review be held?**

The review will occur throughout the year, beginning August 2001 and each year thereafter, culminating with a written report.

**4) Who does the review?**

Your regional manager will complete the review report. Regional service teams will assist in gathering information to complete the review.

**5) Which district staff will meet with which CDE staff?**

Department officials will meet primarily with district administrators and other appropriate personnel. Information gathered from individual schools may also be used to determine accreditation status.

**6) What kinds of reports, plans, etc., will the district need to have available?**

The district will need to have available the district Accreditation Indicator Report to the citizens and any other information or bodies of evidence that may be helpful in determining accreditation status.

**7) How will the results of the review be communicated to the district?**

The results of the culminating review will be reported to each district in a formal written Annual Assessment Review completed by the regional manager.



**8) What is required of a district that has been identified to have significant deficiencies relating to the accreditation indicators?**

The district will be placed on accreditation watch, still maintaining accreditation. The district will be required to present to the department of education a plan for improvement to remediate accreditation deficiencies.

**9) How should my district best prepare for the review? How can I receive assistance to prepare properly for this review?**

No formal preparation is needed. Districts should plan to submit their regular required data to the Department of Education along with the required Accreditation Indicator Report to the citizens. A district can receive assistance by contacting its regional manager. The regional manager will connect the district with appropriate team members who can provide the needed assistance.

**10) What happens if I disagree with the review report?**

When a district disagrees with the Annual Assessment Review Report, the district can appeal first to the assistant commissioner, Office of Educational Services, then to the commissioner of education. Finally, the district can appeal to the state board of education.

**11) How many school districts will receive a review each year?**

All school districts will be reviewed annually.

**12) What common types of problems might districts have?**

Each district is unique, and potential problems cannot be generalized across the state. The department will work with each district individually to address its unique district circumstances.

**13) What happens during a review? Will there be an on-site visit?**

The review will consist of a study of the data supplied to the department of education, along with a review of other information provided by each district that may be useful in preparing the report. Visits will occur throughout the year.

**14) Who prepares the agenda for the review?**

As there is no formal on-site visit, there is no need for an agenda.

**15) Can a district be rated exemplary as a result of the review?**

2202-4.01 (2) (3) (4) The accreditation rules provide for only four categories, as follows: Accredited; Accredited-Accreditation Watch; Accredited-Accreditation Probation; and Non-accredited.

**16) Will the results of the review be communicated to the state board and the commissioner?**

The results of the review will be made available to the commissioner of education and the state board of education, as well as others who have an interest.

**17) Who will pay the cost of the review?**

There is no cost to the district for CDE's participation in the review process.

**18) Will the review be held each year?**

The review will be reported annually.

**19) What effect will there be on my district accreditation if one or more of my schools is not accredited?**

The Annual Assessment Review results will be determined by analyzing district data only. A district with many poor performing schools may have poor district results that will affect the review report. The district is primarily responsible for accrediting schools within the district.

**20) What things should be included in the accreditation contract?**

The items that are included in the contract and accreditation review are outlined in the accreditation rules.

**21) What happens if we fail to meet goals?**

Procedures for dealing with failure to meet goals start with a district's improvement plan developed with the support of the department of education.

**22) How will the contract interface with the governor's report card system? How will the grade effect our accreditation?**

The governor's accountability report (report card) will provide additional data for the Annual Assessment Review. The accreditation rules and indicators determine the accreditation status of a district.

**23) As a small district, our CSAP scores may vary according to the capability of a particular class. How will reduced scores be viewed? Will those reviewing the district look for long-term or short-term progress?**

Regional service team members understand the difficulty that small districts have in relation to the varying sizes of classes. The teams will be looking for reasonable progress over reasonable time and a good faith effort.

**24) How does the district accredit its schools?**

The accrediting of schools in a district is the responsibility of the district. In some small districts, the district accreditation status will be the same as that for its school(s).