
Appendix A- Summary of Standards and Requirements

Note: Highlighted portions reflect any revisions or additions since 2011 work.

Minimum # of Days of Instruction

Every child who has attained the age of six years and is under the age of seventeen years shall attend public school for at least one thousand fifty-six hours if a secondary school pupil or nine hundred sixty-eight hours if an elementary school pupil during each school year; except that in no case shall a school or schools be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education.

Additional Requirements for Special Needs Students

Requirements for Special Education Students

Under the Individuals with Disabilities Education Act (IDEA), school districts are required to “provide a free appropriate public education (FAPE) to each eligible child [ages three to twenty-one years old] with a disability.”⁴ Each child with have an Individualized Education Plan (IEP) created to address their educational and related services needs.

Preschool for Special Education Students

Districts are required to provide preschool services for three and four year olds who “meet state eligibility criteria of developmental delay or disability and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more areas of development, such as learning, speaking or playing.”⁵

Participation of Students with Disabilities in State Assessment System

The state “must ensure that all children with disabilities are included in all general State and district-wide assessment programs with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective individual education plans (IEPs).”⁶

Requirements for Gifted Students

Under the Exceptional Children’s Education Act (ECEA) districts are required to provide education services for gifted students who are” between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.”⁷

⁴ Individuals with Disabilities Education Act (IDEA)

⁵ CDE, Preschool Special Education Services

⁶ Colorado Department of Education, Unit of Student Assessment

⁷ Exceptional Children’s Education Act (ECEA)

Advanced Learning Plans (ALPs)

Starting in kindergarten through high school, students identified as gifted will have an Advanced Learning Plan (ALP). The ALP is an annual collaborative review process involving teachers, parents and students which “monitors student success, makes recommendations for pacing, selection of courses, extension options, social-emotional growth and extracurricular activities to maximize potential.”⁸ Further the process will aide students in “understanding academic, affective and behavioral strengths and needs; making decisions about goals and content extensions; becoming a self-directed learner; and using self-advocacy skills.”⁹

Requirements for Limited English Proficiency(LEP) Students

Districts are required to provide language services to students identified as English language learners, whether through a Bilingual or an English as a Second Language (ESL) program, and have flexibility to choose their own method of instruction. Teachers in the program must be fluent in both English and any language the program is offering. Children who have attended school in the United States for at least three consecutive years are required to be tested in English for reading and language arts; waivers may be granted for an additional two years on a case-by-case basis.¹⁰

CAP4K

School Readiness

In December 2008, the State Board of Education adopted the following description of school readiness as part of CAP4K:

School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Using this description, school districts are required to assess incoming kindergartener and/or first grade children on the following indicators of school readiness:

- Social and Emotional Development
- Communication and Language Development
- Approaches to Learning
- Content Knowledge
- Physical Well-Being and Motor Development

⁸ CDE, Gifted and Talented Education

⁹ CDE, Gifted and Talented Education

¹⁰ CDE, “Title III Abstract and Guidance.”

Districts will create and implement individualized readiness plans (IRPs) for each child to address any areas where improvement is needed. IRPs are intended to inform teacher practice and help students progress towards school readiness.

In addition to evaluating the preparedness of children entering elementary school, the CAP4K School Readiness Component also addresses the ability of a school to meet the needs of kindergarten students by working collaboratively with families and community service providers. Schools will need to demonstrate capacity in the following areas:

- Professional proficiency for teachers and leadership about child development
- Coordination with local community service agencies (like health, parent education, social service, and family support) and family engagement practices
- School structure and resources (such as, developmentally appropriate materials and resources, small class size, availability of full-day kindergarten, appropriate facilities).

New Content Standards

As part of CAP4K, the state updated Colorado's state content standards. Previously, Colorado Model Content Standards existed in the areas of civics, dance, economics, foreign language, geography, history, mathematics, music, physical education, reading and writing, science, theater, and the visual arts for grades K-12. CAP4K required CDE to revise the standards in three ways: (1) to expand the standards to preschool through grade twelve; (2) to align the standards with the new expectations of school readiness and postsecondary and workforce readiness; and (3) to meet the highest national and international standards that have been implemented successfully and that incorporate other statutory requirements. School districts must revise their standards to meet or exceed the new state standards, at a minimum, in those subject matter areas that are included in the state preschool through elementary and secondary education standards, including but not limited to English language competency.

New content standards and depth of knowledge indicators, by grade level, were created in the following areas:

- Dance
- Drama and Theatre Arts
- Comprehensive Health & Physical Education
- English Language Proficiency
- Mathematics
- Music
- Reading, Writing and Communicating
- Science

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- Social Studies
 - Visual Arts
 - World Languages

Standards in the areas of Reading and Math are based upon the common core standards developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers that have currently been adopted in 33 states.

Additionally, districts are expected to incorporate Postsecondary Readiness and 21st Century Skills- critical thinking and reasoning; information literacy; collaboration; self-direction; innovation; and analysis and interpretation skills- into all areas where appropriate.

Postsecondary and Workforce Readiness

The definition of postsecondary and workforce readiness (PWR) jointly adopted on June 30, 2009 by the Colorado State Board of Education and the Colorado Commission on Higher Education is as follows:

“Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent.

Postsecondary education and workforce readiness means that before graduating high school students are ready and able to demonstrate the following without the need for remediation:

1. Content knowledge in the areas of (1) literacy; (2) math; (3) science; (4) social sciences; and (5) the arts and humanities.
2. Learning and life skills in the areas of (1) critical thinking and problem-solving; (2) finding and using information/information technology; (3) creativity and innovation; (4) global and cultural awareness; (5) civic responsibility; (6) work ethic; (7) personal responsibility; (8) communication; and (9) collaboration.

Students will be assessed in these areas and the state is currently determining what this assessment or these assessments will be. Once the assessment system has been identified, CAP4K calls for the State Board and Colorado Commission on Higher Education to review and consider the state’s graduation guidelines, criteria for endorsed diplomas and alignment with the higher education admission placement tests.

Additionally, schools will also need to provide additional services and supports for 11th and 12th grade English language learners if they are unable to meet English language competency standards or demonstrate Postsecondary and Workforce Readiness.

Assessments

New assessments are currently being created to measure student mastery of the new content standards, as well as their postsecondary and workforce readiness. The Assessment Subcommittee charged with redesigning the assessment system will make its recommendations to the board in November 2010. Their intent is to create “a balanced system combining formative and summative components that measure both growth and status.”¹¹ Further, “Colorado’s P-12 Assessment System must be relevant for students and teachers in that it is tied directly to students’ learning and preparation for PWR, and it provides data/information on growth and status that informs instruction and is easily understandable by students, teachers, and parents.”¹² Specifications for a system will also include that it must “measure mastery of the Colorado Academic Standards for all students [including] the application of content through the demonstration of 21st century skills and readiness competencies, at appropriate grade levels” and be “easy to use, meaningful, and timely.”¹³

The current assessment schedule requires TCAP testing in 3rd through 10th grade in the subject areas of Reading, Writing and Math, with testing in Science also being required in grades 5, 8, and 10. Eleventh grade students are also required to take the Colorado ACT. A number of recent changes will impact the assessment system in future years.

First, Colorado is part of the PARCC consortium which will provide an online assessment for Language Arts and Mathematics, to be available in 2015. These tests will align with the Common Core Standards and will be administered in grades 3-11. The Colorado Department of Education is currently designing new assessments for Social Studies and Science to be available in 2014; these will be administered once in elementary school, once in middle school and once in high school. Second, with the passage of the READ Act, additional assessments will be given to students upon entering kindergarten and for every year until 3rd grade to track the progress and improvement towards literacy goals established under the legislation. Third, under CAP4K, the assessment schedule is expanded to include School Readiness assessments in kindergarten and 1st grade, as well as early number in grades K-3.

READ Act

The READ Act was passed in May of 2012 by the state legislature. This legislation will require school districts to create policies and assessments focusing on student’s ability by 3rd grade to be at “grade” level. The school district must initially evaluate the student as they enter their system (Pre School – First Grade) to create a plan so the parents or guardians are aware of the expectations, needs and responsibilities for the student to be successfully at 3rd grade reading level. Various interventions, meetings and expectations will outlined in the plan, so that parents and teachers can provide supports necessary for the student. If the student has not reached the expected reading level they may be asked to be held back or not advance to the next grade level. The superintendent or their designee will have

¹¹ July 17, 2010 Assessment Subcommittee meeting presentation

¹² July 17, 2010 Assessment Subcommittee meeting presentation

¹³ July 17, 2010 Assessment Subcommittee meeting presentation

the final say, in these decisions. The school district may apply for limited state grant dollars, which were allocated for one year, in anticipation of students needing, full day kindergarten, tutoring, or extension of time.

Individual Career and Academic Plan (ICAP)

All students are required to develop an ICAP starting no later than 9th grade in collaboration with their school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers that is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce school. “Each ICAP shall include a career planning, guidance and tracking component and a portfolio that reflects, at a minimum: (1) Documentation of the student’s efforts in exploring careers including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes; and anticipated postsecondary studies; (2) The student’s academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned; (3) An intentional sequence of courses reflecting progress toward accomplishment of the student’s postsecondary and workforce objectives; (4) Relevant assessment scores; (5) The student’s plans for and experiences in Contextual and Service Learning, if applicable; (6) A record of the student’s college applications or alternative applications as they are prepared and submitted; (7) The student’s postsecondary studies as the student progresses through high school; (8) The student’s progress toward securing scholarships, work-study, student loans and grants; and (9) Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education.”¹⁴ ICAPs should be easily accessible to students, guardians and educators and be transferable in print or electronic form for internal and external district use. The ICAP’s will be one of the criteria utilized in determining Postsecondary Work Force Readiness, as well as entrance into Higher Education.

Higher Education Admission Requirements

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado’s public four-year colleges or universities.¹⁵

¹⁴ State Board of Education, Department of Education, 1 CCR 301-81 “Rules governing standards for Individual Career and Academic Plans.”

¹⁵ Colorado Department of Higher Education

Academic Area*	2010+ Graduates
English**	4 years
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)***	4 years
Natural/Physical Sciences (two units must be lab-based)***	3 years
Social Sciences (at least one unit of U.S. or world history)	3 years
Foreign Language	1 year
Academic Electives****	2 years

* CCHE, CDE, and School Districts are developing standards for alternative demonstration of proficiency to be accepted in lieu of course completion. For course guidelines see paragraph 4.01 of the [Admissions Standards Policy](#).

**Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English.

***College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.

****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

The current draft for implementation utilizes a diploma from the school district in addition to an additional diploma by the state which may include guaranteed entry into a Colorado Institution of Higher Education. This duo system reflecting the seamless requirement being the last phase for implementation of CAP4K. The assessment for completion to obtain an additional diploma from the state will, reflect the PARCC multi state alignment of the common core assessment. These tests will be used for entry into numerous institutions of Higher Education across the country.

Concurrent Enrollment

In May 2009, the Colorado State Legislature passed HB09-1319 and SB09-285 (“Concurrent Enrollment Programs Act”). “The collective intent is to broaden access to and improve the quality of concurrent enrollment programs, improve coordination between institutions of secondary education and

institutions of higher education, and ensure financial transparency and accountability.”¹⁶ Additionally, the legislation created the Accelerating Students through Concurrent Enrollment (ASCENT) program which would allow eligible students to be retained for a “5th year” in high school during which they can take classes at a qualified postsecondary institution.

In order to comply with this legislation, districts are required to:

- Enter into a cooperative agreement with a qualified institution of higher education to operate a concurrent enrollment program.
- Reimburse concurrent courses at the in-state (“resident”) community college tuition rate and all concurrently enrolled students will be classified as Colorado residents for tuition setting purposes.
- Allow students to concurrently enroll into any career and technical education course, certificate program, community college course and traditional college course, at a qualifying institution.
- Ensure that all college credit hours earned concurrently apply toward the students’ high school graduation requirements as defined in the students’ academic plan.¹⁷

In order to be eligible for the ASCENT program, students must meet the following requirements: have an ICAP in place, have completed or are on schedule to complete at least 12 credit hours (semester hours or equivalent) of postsecondary course work prior to the completion of twelfth-grade year; is not in need of basic skills coursework as defined by the Colorado Commission on Higher Education’s remedial education policy; has been selected for participation in the ASCENT program by a high school principal or equivalent school administrator; has satisfied the minimum prerequisites for the course before enrollment in the course; and has not previously participated in ASCENT.¹⁸

SB191

SB191 codifies the Governor’s Council for Educator Effectiveness and tasks the Council with studying and making recommendations on the implementation and details of the evaluation system, ensuring meaningful opportunities for educators to improve their effectiveness, and providing a means for educators to share effective practices across the state. The bill applies to educators employed by Colorado school districts, boards of cooperative educational services (BOCES), and charter schools.

Implications of this legislation include:

- Development of new educator evaluations
Teachers and principals should be evaluated using multiple fair, transparent, timely, rigorous, and valid measures. At least 50% of each teacher’s evaluation will be determined by the academic growth of their students using multiple achievement measures, not just the CSAP. The bill also requires principals to be evaluated annually with at least 50% of their evaluation based

¹⁶ Colorado Department of Education, “Concurrent Enrollment Fact Sheet.”

¹⁷ Colorado Department of Education, “Concurrent Enrollment Fact Sheet.”

¹⁸ Colorado Department of Education, “Concurrent Enrollment Fact Sheet.”

on the academic growth of students in their school using the Colorado growth model. Another factor that will be considered in the evaluations of principals is the effectiveness of teachers in their school.

The state will provide a “list” of resources or assessments for subject areas that are not part of the PARCC or state provided assessments. Districts will have the latitude to design and implement assessments in addition to determine the “weighting” of the different assessments. The state will provide a sample matrix for school districts, as they may utilize this for their administrator or teacher evaluations.

Teachers who receive an evaluation rating of ‘ineffective’ shall receive a written district-developed remediation plan that includes professional development opportunities designed to improve teacher performance, along with an outline of steps to take to improve effectiveness. The plans may also include other opportunities such as induction/mentorship programs and access to instructional leaders or coaches. Development plans for principals receiving ‘ineffective’ ratings on their evaluations should include opportunities for professional development and a list of steps to take for improvement.

- Organization of classrooms, schools, districts

District boards of education, charter school boards, and BOCES have some flexibility in designing their own performance evaluation systems, but are required to meet or exceed the guidelines established by the State Board. The minimum standards for evaluating principals will be provided by the State.

The bill defines a probationary teacher as a teacher who has not completed 3 consecutive years of demonstrated effectiveness based on teacher evaluations OR one who has established non-probationary status but has had 2 consecutive years of demonstrated ineffectiveness. The bill also allows evaluations to be used as factors in layoffs, thus allowing teachers to be suspended or to have their contracts cancelled based on their performance evaluations.

Teachers may only be assigned to a school with the consent of the receiving school, after a review of teachers’ previous effectiveness and qualifications. Active non-probationary teachers who were deemed effective or satisfactory the prior year will be members of a priority hiring pool and have the first opportunities to interview for available positions for which they are qualified. Teachers who are not assigned to a school after 2 hiring cycles will be placed on unpaid leave until they secure a position, at which time their salary and benefits will be reinstated.

- Integration of staff development, technology, new standards, assessments, and accountability into teacher evaluation

SB191 defines ‘performance standards’ as the levels of effectiveness that educators are expected to meet. District-developed performance standards must define ‘highly effective’,

‘effective’ and ‘ineffective’ standards, and districts may elect to include other levels as well. The Council is responsible for developing guidelines for the performance standards, as well as defining principal and teacher effectiveness. ‘Quality standards’ are the elements and criteria used to measure success. The quality standards must include measures of student growth (see data reporting systems for necessary quality standard components). Both performance and quality standards must be integrated into each district’s performance evaluation plan.

- **Data reporting**

For the purpose of teacher evaluations, a comprehensive system needs to be in place to measure student academic growth annually. The measures of student growth should include statewide summative assessments (such as CSAP) and interim assessments or evidence of student work that is aligned with state content and performance standards. In addition, data systems need to include information on special education, student mobility, and high risk students. It will be necessary for the state to provide adequate training and collaborative time to ensure educators understand the data used in their evaluations. This system must be easily accessible to teachers for classroom use.

Accreditation

The Colorado Department of Education originally established a system of accountability through educational accreditation in 1998 to comply with House Bill 98-1267. The State Board revised the accreditation rules in May 2009 under the directive of SB 09-163 to emphasize student results, particularly focusing on student growth and postsecondary-readiness, and to improve and streamline the accreditation process for schools and districts across the state. The purposes of accreditation are numerous and include aligning conflicting accountability systems, improving the reporting of performance data, creating a clear, fair, and effective support and intervention system, and enhancing oversight of improvement efforts. New rules created by CDE are further designed to make explicit links between school accreditation and improvement planning.

District Accreditation

CDE accredits districts based upon the following Performance Framework Indicators:¹⁹

1. **Achievement-** Percent of students scoring proficient or advanced in Reading (on CSAP, Lectura, CSAPA), Writing (on CSAP, Escritura, CSAPA), Math (on CSAP and CSAPA), and Science (on CSAP and CSAPA).
2. **Growth-** Normative and criterion-referenced growth using CSAP (Reading, Writing and Math), median student growth percentiles and adequate median student growth percentiles using the Colorado Growth Model²⁰.

¹⁹ Colorado Department of Education presentation

²⁰ The Colorado Growth Model is intended to measure student growth from year to year by measuring how much progress should be expected of a student based upon where they are starting from and how likely they are to reach state standards within three years.

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3. Gaps- Looking at median student growth percentiles for disaggregated groups: poverty, race/ethnicity, disabilities, English proficiency, and below proficient.
 4. Postsecondary and Workforce Readiness-Measures include student performance on the Colorado ACT, graduation rate and dropout rate.

Based upon these indicators, districts are assigned into the following categories using set distribution percentages:²¹

- Accredited with Distinction (10% of districts)
- Accredited (50% of districts)
- Accredited with Improvement Plan (25% of districts)
- Accredited with Priority Improvement Plan (10% of districts)
- Accredited with Turnaround Plan (5% of districts)

Districts not meeting their Safety or Financial assurances will automatically drop into Accredited with Priority Improvement Plan (or remain in Accredited with Turnaround Plan if already there) until requirements are met.

After CDE has made their initial accreditation assignment, districts will be given the opportunity to appeal. Finalized accreditation levels will result in districts receiving varying degrees of support from the state. Districts that are accredited but require an improvement plan must develop and implement a correction plan with specific goals, actions, timelines, and resources for improvement. Districts in the lowest two categories will also receive targeted resources from the state including: focused technical assistance, grants, periodic reviews, planning support, implementation follow-up and evaluation (process and outcomes).²²

School Accreditation

Districts are required to accredit their schools using a performance framework that is more exhaustive or stringent than the one used by CDE based upon the same Performance Framework Indicators (Achievement, Growth, Gaps and Postsecondary and Workforce Readiness) as used for district accreditation. Schools will be similarly categorized and have to develop improvement plans as needed. Districts are responsible for reviewing school improvement plans and providing support for school improvement efforts.

Numerous districts and schools within the state have or are considered in “Turnaround” status. This has requirements for change that a district must utilize, inclusive of leadership, teachers, charters, private providers and district changes. A district or a school must show measureable positive improvement in

²¹ Colorado Department of Education presentation

²² Colorado Department of Education presentation

order to remove themselves from the timeline for state control to be in effect. It is unclear what the state will do if taking over a school or a district becomes necessary.

No Child Left Behind Federal Requirements

Colorado has received a waiver from the previous NCLB requirements and now the Federal and State requirements are the same.

Highly Qualified Teachers

Under NCLB, all K-12 core content teachers, which include regular and special education teachers, must be “highly qualified.” The core content areas this applies to are: English, reading or language arts; mathematics; science; foreign languages; social studies; and the arts. To be highly qualified these teachers must hold a degree, be fully licensed and demonstrate subject area competency, which may be through content testing or an endorsement, certification or degree in the subject matter field depending on whether the teacher is in elementary or secondary education.

Appendix B- Updated Salaries

School Site	Salary	Salary + benefits
Teacher	\$53,098	\$71,151
Instructional Facilitator/Coach	\$53,098	\$71,151
Teacher Tutor	\$53,098	\$71,151
Librarians/Media Specialist	\$61,621	\$82,572
Technology Specialist	\$53,098	\$71,151
Counselor	\$55,864	\$74,857
Nurse	\$55,656	\$74,579
Psychologist	\$62,763	\$84,102
Social Worker	\$60,525	\$81,104
Family Liaison	\$22,836	\$30,600
Instructional Aide	\$16,885	\$22,626
Clerical/Data Entry	\$29,204	\$39,133
Principal	\$83,812	\$112,308
Assistant Principal	\$73,863	\$98,976
Duty Aides	\$17,521	\$23,478
Speech Therapist	\$62,993	\$84,410
OT/PT Therapist	\$59,107	\$79,204
Health Aide	\$17,032	\$22,823
Athletic Director	\$73,863	\$98,976
Dean	\$53,967	\$72,316
School Resource Officer (SRO)	\$53,098	\$71,151
Library Aide	\$19,895	\$26,660
Campus Monitor	\$17,521	\$23,478

District		
	Salary	Salary + benefits
Superintendent	\$108,718	\$145,683
Assistant Superintendent	\$109,347	\$146,525
Director	\$83,395	\$111,749
Coordinator/Supervisor	\$66,324	\$88,874
Clerical/Data Entry	\$29,204	\$39,133
Business Manager	\$83,395	\$111,749
IT Technician	\$40,355	\$54,075
Special Education Therapist	\$59,107	\$79,204
Bookkeeper	\$40,355	\$54,075
Interpreter	\$16,885	\$22,626
Legal Counsel	\$120,000	\$160,800
Data Manager	\$66,324	\$88,874
Data Tech	\$40,355	\$54,075