

Priority Improvement and Turnaround Districts and Schools:

A Supplement to the
CDE District Accountability Handbook

Updated September 2012

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Purposes

The Colorado State Board of Education and the Colorado Department of Education are required to hold all districts and schools accountable for performance. The state annually evaluates the performance of districts and schools on a set of consistent, objective measures, and then uses this information to inform rewards, sanctions, and supports. In addition, the state holds districts and schools accountable through various program accountability requirements, including those under the federal Elementary and Secondary Education Act (ESEA). The Colorado Accountability Handbook describes state and federal accountability requirements for all districts and schools, detailing stakeholder roles; accountability measures; plan development, submission, and review; and other accountability and reporting requirements for all districts and schools.

For the state's lowest-performing districts and schools (i.e., those on Priority Improvement or Turnaround Plans), however, there are unique requirements, sanctions, and supports in addition to those for all districts and schools. As a result, CDE recognizes the need for an additional resource for districts and schools on Priority Improvement and Turnaround Plans. The Department has developed this supplement to the Accountability Handbook to detail the critical information for a Priority Improvement or Turnaround district or school. This includes listing state statutory and regulatory consequences, timelines for actions on each year of Priority Improvement or Turnaround, implications for improvement planning and federal programs, and available supports. The supplement is intended to build upon the information included in the Accountability Handbook. Specifically, the supplement will include the sections outlined in the Table of Contents.

Overview and Summary of Implications

Districts and schools assigned to a Priority Improvement or Turnaround Plan are the lowest-performing districts and schools in Colorado according to the state’s primary accountability tool, the District and School Performance Framework (DPF/SPF) report. The DPF and SPF reports are based on the four key performance indicators that the state has determined to be most indicative of how a district or school is doing in preparing all of its students for college or a career: achievement, growth, growth gaps, and postsecondary and workforce readiness. Districts and schools on Priority Improvement or Turnaround Plans tend to be falling short of state expectations in each of these areas; they make up approximately the lowest 15 percent of districts and schools (separately) in the state based on their overall academic performance outcomes.

Consequently, in addition to being accountable for the same requirements as all districts and schools, Priority Improvement and Turnaround districts and schools are accountable to unique requirements and sanctions and have access to additional supports as a way to promote even more powerful school and district improvements. The table below highlights the additional requirements, sanctions, and supports that are different for Priority Improvement and Turnaround districts and schools than from other schools and districts on Performance or Improvement plan types. These components are detailed throughout this Priority Improvement and Turnaround Supplement.

| Requirement/Sanction/Support | Performance and Improvement Plans | Priority Improvement or Turnaround Plans |
|---|---|--|
| District Accreditation Contracts | Contracts automatically renewed each year, so long as the district remains on a Performance or Improvement Plan. | Contracts annually reviewed and agreed upon, until the district moves off of a Priority Improvement or Turnaround Plan. |
| Development of Unified Improvement Plan (UIP) – Improvement Strategies | Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type. | Plan must include the components outlined in 1 CCR 301-1 (e.g., trends, root causes, targets, improvement strategies) and improvement strategies should be appropriate in scope, intensity, and type. To meet state expectations, turnaround improvement strategies must, at a minimum, include one or more of the strategies outlined in 1 CCR 301-1 as a turnaround strategy (e.g., lead turnaround partner, conversion to a charter). |

| Requirement/Sanction/Support | Performance and Improvement Plans | Priority Improvement or Turnaround Plans |
|--|--|--|
| Adoption of UIP – Responsible Party | School principal and district superintendent, or his or her designee, must adopt the Performance or Improvement plan. The local school board is encouraged to review and approve the plan “and to consider in its local policies whether it would like to require the school principal and district superintendent or designee to submit the plan to the local school board for approval.” | Local school board must adopt the Priority Improvement or Turnaround plan. |
| Adoption of UIP – Deadline | <p>The plan must be adopted by April 15th.</p> <p>Exceptions:</p> <ul style="list-style-type: none"> - <i>Districts</i>: For Designated Graduation Districts, the plan must be adopted by January 15th. <i>Districts</i>: Title III improvement, TDIP, other grants (e.g., Title I ISP grant) by January 15th - <i>Schools</i>: For Performance or Improvement Plan schools that are identified as Title I focus schools or Tiered Intervention Grant recipient schools, the plan must be adopted by January 15th | The plan must be adopted by January 15 th . |

| Requirement/Sanction/Support | Performance and Improvement Plans | Priority Improvement or Turnaround Plans |
|--|---|--|
| Submission of UIP to CDE | <p>The plan must be submitted to CDE on or before April 15th for posting on SchoolView.</p> <p>Exceptions:</p> <ul style="list-style-type: none"> - <i>Districts:</i> For Designated Graduation Districts, the plan must be submitted to CDE by January 15th. <i>Districts:</i> Title III improvement, TDIP, other grants (e.g., Title I ISP grant) by January 15th - <i>Schools:</i> For Performance or Improvement Plan schools that are identified as Title I focus schools or Tiered Intervention Grant recipients, the plan must be submitted to CDE by January 15th. | <p>The plan must be submitted to CDE for review by January 15th.</p> <p>Following CDE feedback, districts must revise and re-submit plans by March 30th.</p> <p>The final plan (districts and schools) must be submitted to CDE on or before April 15th for posting on SchoolView.</p> |
| Review of UIP by CDE | <p>CDE does not review Performance and Improvement plans.</p> <p>Exceptions:</p> <ul style="list-style-type: none"> - <i>Districts:</i> For Designated Graduation Districts, CDE reviews plans. <i>Districts:</i> Title III improvement, TDIP, other grants (e.g., Title I ISP competitive grant) - <i>Schools:</i> For Performance or Improvement Plan schools that are identified as Title I Focus schools or Tiered Intervention Grant (TIG)recipient schools, CDE may review the plans. | <p>CDE reviews Priority Improvement and Turnaround Plans. For districts, CDE also reviews for other program purposes, including Title I, Title IIA, Title III (if identified as in need of improvement), Student Graduation and Completion Plan (if identified as Designated Graduation District), TDIP grants and other competitive grants (e.g., ISP). For schools, Title I may also review if identified as a Title I Focus school or receives a Tiered Intervention Grant (TIG).</p> |
| Review of UIP by State Review Panel | <p>The State Review Panel does not review Performance or Improvement Plans.</p> | <p>The State Review Panel may review Priority Improvement Plans and must review Turnaround Plans.</p> |

| Requirement/Sanction/Support | Performance and Improvement Plans | Priority Improvement or Turnaround Plans |
|---|---|--|
| State Board Action / 5-Year Timeline | Districts and schools on Performance or Improvement Plans are not subject to significant action directed by the State Board after any set period of time. | <p>Districts and schools are not permitted to implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before facing action directed by the State Board, as specified in 1 CCR 301-1 (e.g., school closure, district re-organization).</p> <p>Districts on Turnaround Plans may face action directed by the State Board prior to the end of the five consecutive years, as specified in 1 CCR 301-1.</p> |
| Parent Notification and Involvement | For schools on Improvement Plans, the district must notify parents of the students enrolled in the school of the type of plan that is required, including the timeline for plan development and adoption. | For schools on Priority Improvement or Turnaround Plans, the district must notify parents of the students enrolled in the school of the type of plan that is required, including the timeline for plan development and adoption. There are additional parent notification requirements for Title I schools. Refer to the parent notification requirements section of this document. |

Theory of Change

The differentiated requirements, sanctions and supports for Performance and Improvement districts and schools versus those for Priority Improvement and Turnaround districts and schools reflect Colorado’s differentiated approach to accountability, improvement, and support. The Colorado Department of Education bases its supports and interventions on performance and need, whereby demonstration of high performance results in greater autonomy and demonstration of high needs results in greater support and intervention. Those districts and schools that are identified as higher-performing (i.e., those on Performance or Improvement Plans on the DPF/SPF reports) receive the greatest autonomy from the state, whereas those districts and schools that are identified as lower-performing (i.e., those on Priority Improvement or Turnaround Plans on the DPF/SPF reports) receive the most scrutiny and also the most support from the state.

Driven by data, this differentiated approach is built on the theory that in a state of diverse districts and schools, different levels and types of support and intervention from the state will result in improved student outcomes. Colorado’s Tiered System of Support grows out of this theory, as outlined in the table below and detailed under “[Tiered System of Supports](#).” Additionally, this theory shapes the actions required for districts and schools on Priority Improvement and Turnaround, as outlined in this Supplement.

| District | Schools | Supports |
|---|---------------------------|---|
| Accredited with Distinction | Not assigned by state | Universal |
| Accredited | Performance Plan | <ul style="list-style-type: none"> • CDE Field Service Manager support • Variety of universal services and supports • Greater Autonomy |
| Accredited with Improvement Plan | Improvement Plan | |
| Accredited with Priority Improvement Plan | Priority Improvement Plan | <ul style="list-style-type: none"> • CDE Performance Manager support • Targeted intervention and supports • Reduced program autonomy and flexibility |
| Accredited with Turnaround Plan | Turnaround Plan | <ul style="list-style-type: none"> • CDE Performance Manager support • Intensive intervention and supports • Least program autonomy and flexibility |

District Accreditation Contracts

The Department must annually accredit all districts, and does so through an accreditation contract between the state and the district. For districts “Accredited with Distinction,” “Accredited,” or “Accredited with Improvement Plan,” accreditation contracts have a term of one year and are automatically renewed each July so long as the district remains in one of these accreditation categories.

A district that is “Accredited with Priority Improvement Plan” or “Accredited with Turnaround Plan” will have its contract annually reviewed and agreed upon. The parties to the contract may renegotiate the contract at any time during the term of the contract, based upon appropriate and reasonable changes in circumstances.

In some cases, a district may be assigned a Priority Improvement or Turnaround Plan for factors other than academic performance outcomes. Districts must provide assurances that they are in substantial good-faith compliance with (1) the budgeting, accounting, and reporting requirements set forth in Articles 44 and 45 of Title 22, (2) the provisions of section 22-32-109.1, C.R.S., concerning school safety, and the Gun Free School Act, 20 U.S.C. 7151, and (3) all other statutory and regulatory requirements that apply to the district. Districts that do not meet these compliance requirements will be assigned a Priority Improvement Plan or, if they are already on a Turnaround Plan based on academic performance outcomes, will remain assigned a Turnaround Plan.

Please refer to the [Accountability Handbook](#) for more information on (1) the components required within a district accreditation contract, (2) compliance with contract terms, and (3) model accreditation contracts.

Timelines: The 5-Year Clock

The 5-Year Timeline under SB-163

Pursuant to the Education Act of 2009, Article 11 of Title 22, C.R.S., a district or the Charter School Institute (Institute) may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before the State Board removes the district’s/Institute’s accreditation. In State Board of Education rules, 1 CCR 301-1, section 5.07, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The rules also specify that, for those districts that were placed by CDE in “Accreditation Notice with Support” or “Probation” status during the 2009-10 academic school year, the State Board will not allow the district to remain in Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for a total of four consecutive school years before accreditation is removed.

The Education Act of 2009, Article 11 of Title 22, C.R.S., outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. According to State Board of Education rules, 1 CCR 301-1, section 10.05, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the school is notified that it must implement a Priority Improvement or Turnaround Plan.

Sample Timeline for a District

**Note that the district in this sample begins with a Turnaround Plan, but the clock applies to either Priority Improvement or Turnaround Plans.*

| | Date | Event |
|-------------------------------------|------------------|--|
| Year 0 (Notification/Planning Year) | August 15, 2010 | CDE sends District ABC a draft 2010 District Performance Framework (DPF) report. According to the preliminary DPF results, District ABC is Accredited with Turnaround Plan. |
| | December, 2010 | CDE finalizes and notifies the State Board of Education of final 2010 District Performance Framework results. According to the final DPF results, District ABC is Accredited with Turnaround Plan. |
| | January 15, 2011 | The local board for District ABC develops and adopts a district Turnaround Plan and submits it to CDE on the Unified Improvement Plan template. The Turnaround Plan lays out actions for the remainder of the 2010-11 school year, as well as actions for the 2011-12 school year. |
| | April 15, 2011 | The local board for District ABC revises and adopts the final district Turnaround Plan and submits it to CDE on the UIP template for publication on SchoolView.org. |
| Year 1 | July 1, 2011 | The five-year clock begins. District ABC enters Year 1 of Turnaround Plan. |
| | August 15, 2011 | CDE sends District ABC a draft 2011 DPF report. According to the preliminary DPF results, District ABC is Accredited with Turnaround Plan. |
| | December, 2011 | CDE finalizes and notifies the State Board of Education of final 2011 District Performance Framework results. According to the final DPF results, District ABC is Accredited with Turnaround Plan. |
| | January 15, 2012 | The local board for District ABC develops and adopts a district Turnaround Plan and submits it to CDE on the Unified Improvement Plan template. The Turnaround Plan lays out actions for the remainder of the 2011-12 school year, as well as actions for the 2012-13 school year. |
| | April 15, 2012 | The local board for District ABC revises and adopts the final district Turnaround Plan and submits it to CDE on the UIP template for publication on SchoolView.org. |
| Year 2 | July 1, 2012 | District ABC enters Year 2 of Turnaround Plan. |
| | August 15, 2012 | Same actions as in prior years. According to the final 2012 DPF results, District ABC is Accredited with Turnaround Plan. |
| | December, 2012 | |
| | January 15, 2013 | |
| April 15, 2013 | | |
| Year 3 | July 1, 2013 | District ABC enters Year 3 of Turnaround Plan. |
| | August 15, 2013 | Same actions as in prior years. According to the final 2013 DPF results, District ABC is Accredited with Priority Improvement Plan. (Note that Priority Improvement status keeps the district on the clock.) |
| | December, 2013 | |
| | January 15, 2014 | |
| April 15, 2014 | | |

| | Date | Event |
|----------------|------------------|--|
| Year 4 | July 1, 2014 | District ABC enters Year 4 of Priority Improvement/Turnaround Plan. |
| | August 15, 2014 | Same actions as in prior years. According to the final 2014 DPF results, District ABC is Accredited with Priority Improvement Plan. |
| | December, 2014 | |
| | January 15, 2015 | |
| April 15, 2015 | | |
| Year 5 | July 1, 2015 | District ABC enters Year 5 of Priority Improvement/Turnaround Plan. |
| | August 15, 2015 | Same actions as in prior years. According to the final 2015 DPF results, District ABC is Accredited with Priority Improvement Plan. |
| | December, 2015 | |
| | January 15, 2016 | |
| April 15, 2016 | | |
| End Year 5 | June 30, 2016 | District ABC ends Year 5 of Priority Improvement/Turnaround Plan. After five consecutive years on Priority Improvement/Turnaround Plan, the State Board must remove District ABC's accreditation and notify the district of the required actions it must take to re-earn accreditation. |

The specific statutory and regulatory references are included in the appendix. In addition, the processes associated with each year of the clock, from the notification/planning Year 0 to the final Year 6, including actions directed by the State Board of Education at the end of the 5-year clock, are detailed in the subsequent sections. The State Board of Education has discretion to take action prior to the end of the 5-year clock. If a district or school is on Turnaround and moves to Priority Improvement the 5-year clock continues and is not reset.

Exiting the 5-Year Clock

The 5-year clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. The 5-year clock stops for a district or school once it is assigned a Performance or Improvement Plan; the district or school would be considered to have exited Priority Improvement or Turnaround status.

If a district or school were to improve to a Performance or Improvement Plan assignment, then drop back down to a Priority Improvement or Turnaround Plan, the clock would restart at Year 1 on July 1 of the summer following the year in which it was notified of its Priority Improvement or Turnaround Plan assignment on the DPF/SPF report. The 5-year clock, and associated year-by-year actions and consequences would begin again.

Note that different implementation timelines apply for federal programs, including Title I Focus Schools, Title I SES, and Title II. See "Implications for Federal Programs [Title I](#) and [Title II](#)."

The Process: Year 0 through Year 6 – Districts

For districts accredited with a Priority Improvement or Turnaround plan, the table that follows describes the year-by-year actions within the 5-year clock process.

** = Added or new activity in comparison to previous year.*

Blue rows = Activities for districts to complete

NOTIFICATION AND PLANNING YEAR

| Timeline (approximates) | Event | Description |
|---|--|---|
| August 15 | Release of preliminary District Performance Framework (DPF) report | CDE releases preliminary District Performance Framework (DPF) report to districts by August 15. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| October 15 | Deadline for Requests to Reconsider Submission of data narrative for review (optional) Submission of plan for reposting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support. Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional. |

NOTIFICATION AND PLANNING YEAR (cont.)

| Timeline (approximates) | Event | Description |
|--------------------------------|--|--|
| November – December | Release of final DPF report and final UIP pre-populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on their plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. CDE and the State Review Panel may invite the district to attend an in-person interview to discuss the district’s progress. |
| January – March | CDE visits | Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |
| February-March | CDE organizes for support of Priority Improvement and Turnaround districts | Internal CDE staff meeting with key program representation to identify supports for Priority Improvement and Turnaround districts. |
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |

YEAR 1

| Timeline | Event | Description |
|-----------------|-----------------------------------|--|
| July 1 | 5-Year clock begins | District enters Year 1 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary DPF report | CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type for the current school year. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |

YEAR 1 (cont.)

| Timeline | Event | Description |
|---|---|--|
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| October 15 | Deadline for Requests to Reconsider Submission of data narrative for review (optional) Submission of plan for reposting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support. Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final DPF report and final UIP pre- populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| January – March | CDE visits* | If new superintendent, the Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |
| February- March | CDE organizes for support of Priority Improvement and Turnaround districts | Internal CDE staff meeting with key program representation to identify supports for Priority Improvement and Turnaround districts. |

YEAR 1 (cont.)

| Timeline | Event | Description |
|-----------------|--|--|
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |

YEAR 2

| Timeline | Event | Description |
|---|--|---|
| July 1 | 5-year clock | District enters Year 2 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary DPF report | CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type for the current school year. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| October 15 | Deadline for Requests to Reconsider Submission of data narrative for review (optional) Submission of plan for reposting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support. Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional. |

YEAR 2 (cont.)

| Timeline | Event | Description |
|---------------------|--|--|
| November – December | Release of final DPF report and final UIP pre-populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| January – March | CDE visits | If new superintendent, the Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |
| February-March | CDE organizes for support of Priority Improvement and Turnaround districts | Internal CDE staff meeting with key program representation to identify supports for Priority Improvement and Turnaround districts. |
| March | Schedule diagnostic review* | <i>For districts going into Year 3:</i> Pending available resources, CDE and the district will schedule diagnostic reviews (e.g., CADI, facilitated data analyses, program quality checks) for the Fall of Year 3 (or as schedules permit). Districts will be provided with the tools to self-assess in the areas that CDE staff will be assessing in Year 3. |
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |

YEAR 3

| Timeline | Event | Description |
|-----------------|--------------|--|
| July 1 | 5-year clock | District enters Year 3 of Priority Improvement/Turnaround. |

YEAR 3 (cont.)

| Timeline | Event | Description |
|---|--|--|
| August 15 | Release of preliminary DPF report | CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type for the current school year. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| Fall-Spring of Year 3 going into Year 4 | Diagnostic reviews | CADI, Facilitated Data Analyses, and Program Quality Reviews will be conducted based upon district need and availability of resources. CDE will provide other technical assistance as requested by the district, as feasible. |
| October 15 | Deadline for Requests to Reconsider Submission of data narrative for review (optional) Submission of plan for reposting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support. Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final DPF report and final UIP pre-populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |

YEAR 3 (cont.)

| Timeline | Event | Description |
|-----------------|--|--|
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| January – March | CDE visits | If new superintendent, the Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |
| January-May | Consideration of district 5-Year clock turnaround options* | <i>For districts on Turnaround and going into Year 4:</i> The Commissioner and/or CDE executive leadership will visit with the superintendent and local board of education to consider which of the 5-year options may be most appropriate for the district. The Commissioner will report to the State Board on the status of the district, including a discussion of the potential 5-year options for the district. |
| February-March | CDE organizes for support of Priority Improvement and Turnaround districts | Internal CDE staff meet with key program representation to identify supports for Priority Improvement and Turnaround districts. |
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |

YEAR 4

| Timeline | Event | Description |
|-----------------|-----------------------------------|--|
| July 1 | 5-year clock | District enters Year 4 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary DPF report | CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type for the current school year. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |

YEAR 4 (cont.)

| Timeline | Event | Description |
|---|---|--|
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| October 15 | Deadline for Requests to Reconsider Submission of data narrative for review (optional) Submission of plan for reposting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support. Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final DPF report and final UIP pre- populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may review Priority Improvement plans. |
| January – March | CDE visits | If a new superintendent, the Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |

YEAR 4 (cont.)

| Timeline | Event | Description |
|-----------------|--|--|
| January—May | Consideration of 5-year clock turnaround actions* | <i>For districts on Priority Improvement or Turnaround and going into Year 5:</i> The Commissioner and/or CDE executive leadership will visit with the superintendent and local board of education to consider which of the 5-year turnaround actions may be most appropriate for the district. The Commissioner will report to the State Board on the status of the district, including a discussion of the potential 5-year turnaround actions for the district. |
| February—March | CDE organizes for support of Priority Improvement and Turnaround districts | CDE staff meeting with key program representation to identify supports for Priority Improvement and Turnaround districts. |
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |

YEAR 5

| Timeline | Event | Description |
|---|---|---|
| July 1 | 5-year clock | District enters Year 5 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary DPF report | CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification to the district that it has been assigned a Priority Improvement or Turnaround plan type for the current school year. It will be accompanied by a communication to the Superintendent and Board to notify the district of its preliminary DPF accreditation status and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (two weeks after release of DPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the district's UIP (e.g., districts on a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |

| | | |
|---------------------|---|--|
| October 15 | <p>Deadline for Requests to Reconsider</p> <p>Submission of data narrative for review (optional)</p> <p>Submission of plan for reposting on SchoolView (optional)</p> | <p>District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools.</p> <p>Offered only to districts on Priority Improvement or Turnaround, district may submit their revised data narrative to CDE for early review. This is optional and intended as a support.</p> <p>Available to all districts, the revised UIP may be submitted to CDE to post online. This is optional.</p> |
| November – December | Release of final DPF report and final UIP pre-populated report | CDE finalizes the DPF accreditation ratings for districts. This is the final notification to the district that it has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final DPF accreditation rating and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the DPF release. |
| September-December | Finalization of 5-year clock turnaround options* | Follow-up visit from Performance Manager to make a final determination regarding the appropriate 5-year turnaround action. |
| November | Finalization of 5-year clock turnaround options* | <p>The superintendent and local board president will be notified of the 5-year turnaround actions CDE will recommend to the State Board at November meeting.</p> <p>CDE will make its recommendation to the State Board regarding which of the 5-year turnaround actions to direct.</p> |
| December | State Board directs district to take turnaround action* | State Board directs the district to implement one of the 5-year turnaround actions to be in effect by June 30. |
| December | Communication from CDE | The Commissioner will send a letter to the district notifying the superintendent and board president of the 5-year turnaround actions that have been directed by the State Board of Education |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the Unified Improvement Plan (UIP) and required addenda to CDE by January 15. The UIP includes the 5-year clock turnaround action the district will take as an improvement strategy. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |

YEAR 5 (cont.)

| Timeline | Event | Description |
|-----------------|--|--|
| January – March | CDE visits | If new superintendent, the Commissioner and/or CDE executive leadership will visit the district to provide information and discuss technical assistance options and how to leverage current resources. |
| February-March | CDE organizes for support of Priority Improvement and Turnaround districts | CDE staff meeting with key program representation to identify supports for Priority Improvement and Turnaround districts. |
| March-May | Finalization of 5-year clock turnaround actions* | <i>For districts on Priority Improvement or Turnaround and ending Year 5:</i> The Deputy Commissioner and key CDE staff will schedule a visit with the superintendent and local board of education to discuss implementation of the directed 5-year clock turnaround action. The Commissioner will report to the State Board on the status of the district, including a discussion of the implementation plan for the directed 5-year clock turnaround action. |
| March 30 | Submit revised UIP | District submits UIP with revisions based on feedback from CDE review. |
| April 15 | Submit final UIP | District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Ongoing | Schedule CDE visits and technical assistance | Performance Manager and districts schedule routine meetings and identify additional CDE assistance opportunities. |
| June 30 | 5-year clock | District takes the directed action or loses accreditation. |

YEAR 6

| Timeline | Event | Description |
|-----------------|--------------|--|
| July 1 | 5-year clock | District implements directed 5-year clock turnaround action. |

The Process: Year 0 through Year 6 – Schools

For schools assigned to a **Priority Improvement** or **Turnaround Plan**, the table that follows describes the year-by-year actions within the 5-year clock process.

One notable difference in the school process is that CDE will engage primarily with districts that have schools on Priority Improvement and Turnaround plans, rather than directly with schools. In addition, though CDE will replicate the awareness actions in the district process (e.g., communication to the superintendent, updates to the State Board), it will also consider differentiated approaches based on factors such as: the number of Priority Improvement and Turnaround schools within a district; districts that are on Priority Improvement and Turnaround and have schools on Priority Improvement and Turnaround vs. districts that are on Improvement/Performance and have schools on Priority Improvement and Turnaround; and large/urban vs. small/rural districts. To highlight the differences between the district and school process, a summary is provided below.

Year 0 through Year 2

- CDE performance manager (rather than Commissioner/executive leadership) will visit annually with the district (if schools on PI/TA).
 - Purpose of visits will be to provide information, raise awareness of consequences and identify possible supports. The visits are not intended as full, ongoing support as with the districts on PI/TA.
 - Principals will be invited to join the visits, but their specific involvement and attendance should be determined by the district.
- In the fall, CDE will offer an annual informational meeting to schools on PI/TA, and strongly recommend that school and district leadership attends at least once. These half-day sessions would be offered regionally, with information provided on: SB-163 statute/rule and consequences of the 5-year clock, School Performance Framework, Unified Improvement Planning, and available supports (e.g., grants and services, role of district and CDE).
- CDE will offer a diagnostic review (e.g., School Support Team visit, facilitated data analysis) or other available supports, as resources allow. The specific type of review will be prioritized based on CDE resources and capacity. The review will also depend on the district's/school's eligibility for funds (e.g., Title I), and may involve CDE brokering supports from an external contractor that the district/school would need to purchase.

Year 3

- CDE performance manager may invite other CDE program staff to join district visits as relevant (e.g., staff from the CDE Exceptional Student Services Unit if the school is struggling most with its students with disabilities).
 - Purpose of visits will be to provide support, including a more comprehensive review of the school's status and potential supports. The visits are not intended as full, ongoing support as with the districts on PI/TA.
- CDE will offer a diagnostic review or other available supports, as resources allow. See Year 0 through Year 2 notes.
- CDE will notify the State Board of Education of schools that will be entering Year 4, raising awareness of the potential consequences and available supports.

Year 4

- CDE executive leadership or designee will visit the district (with schools on PI/TA).
 - Purpose of visits will be to plan for potential 5-year clock actions to be taken by the district with the school.
- CDE will offer a diagnostic review or other available supports, as resources allow. See Year 0 through Year 2 notes.

Year 5

- CDE, with input from the State Review Panel and district, will make a recommendation to the State Board regarding the 5-year clock action to be directed.

Overall Summary of School Timeline (Notification through Year 6)

* = Added or new activity in comparison to previous year.

Blue rows = Activities for districts to complete

| NOTIFICATION/PLANNING YEAR, YEAR 1, YEAR 2 | | |
|---|---|--|
| Timeline | Event | Description |
| August 15 | Release of preliminary School Performance Framework (SPF) report | CDE releases preliminary School Performance Framework (DPF) report to districts by August 15. This is the initial notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a communication to the Superintendent and Board to notify the district of the school's preliminary plan type and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (Two weeks after release of SPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the school's UIP (e.g., schools on a Turnaround Plan type must select a required turnaround strategy). Each district with a school on a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| Fall-Spring | Diagnostic reviews | CDE offers diagnostic review (e.g., School Support Team visit, Facilitated Data Analysis) or other available supports, as resources allow. The specific type of review will be prioritized based on CDE resources and capacity, as well as the district/school's eligibility for funds (e.g., Title I). This may involve CDE brokering supports from an external contractor that the district/school would need to purchase. |
| October | Information session for Priority Improvement/ Turnaround schools | CDE hosts an annual informational meeting for Priority Improvement and Turnaround schools, and strongly recommends that school leadership attends at least once. These half-day sessions will be offered regionally, with information provided on: SB-163 statute and rule, consequences of the 5-year clock, the SPF, the UIP, and available supports. |

NOTIFICATION/PLANNING YEAR, YEAR 1, YEAR 2 (cont.)

| Timeline | Event | Description |
|---------------------|---|--|
| October 15 | Deadline for Requests to Reconsider Submission of plan for re-posting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Available to all schools, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final SPF report and final UIP pre-populated report | CDE finalizes its recommendation for SPF plan types to the State Board. The State Board adopts the plan type assignments. This is the final notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final SPF ratings and to outline the implications of a Priority Improvement or Turnaround plan. The final UIP pre-populated report is released within two weeks after the SPF is released. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the school’s Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on the school plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| April 15 | Submit final UIP | District submits final school UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Fall through Spring | Schedule CDE visits and technical assistance | Performance Manager and district schedule a meeting and identify additional CDE assistance opportunities. |

YEAR 3

| Timeline | Event | Description |
|-----------------|-----------------------------------|---|
| July 1 | 5-year clock | School enters Year 3 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary SPF report | CDE releases preliminary School Performance Framework (DPF) report to districts by August 15. This is the initial notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a communication to the Superintendent and Board to notify the district of the school’s preliminary plan type and to outline the implications of a Priority Improvement or Turnaround plan. |

YEAR 3 (cont.)

| Timeline | Event | Description |
|---|---|---|
| August 29 (Two weeks after release of SPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the school's UIP (e.g., schools on a Turnaround Plan type must specify a required turnaround strategy). Each district with a school on a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| Fall-Spring | Diagnostic reviews | CDE offers diagnostic review (e.g., School Support Team visit, Facilitated Data Analysis) or other available supports, as resources allow. The specific type of review will be prioritized based on CDE resources and capacity, as well as the district/school's eligibility for funds (e.g., Title I). This may involve CDE brokering supports from an external contractor that the district/school would need to purchase. |
| October | Information session for Priority Improvement/ Turnaround schools | CDE hosts an annual informational meeting for Priority Improvement and Turnaround schools, and strongly recommends that school leadership attends at least once. These half-day sessions will be offered regionally, with information provided on: SB-163 statute and rule, consequences of the 5-year clock, the SPF, the UIP, and available supports. |
| October 15 | Deadline for Requests to Reconsider Submission of plan for re-posting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Available to all schools, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final SPF report and final UIP pre-populated report | CDE finalizes its recommendation for SPF plan types to the State Board. The State Board adopts the plan type assignments. This is the final notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final SPF ratings and to outline the implications of a Priority Improvement or Turnaround plan. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the school's Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on the school plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |

YEAR 3 (cont.)

| Timeline | Event | Description |
|---------------------|---|---|
| January—May | Consideration of 5-year clock turnaround actions* | <i>For schools on Priority Improvement and Turnaround and going into Year 4:</i> The Commissioner will report to the State Board a list of schools on Priority Improvement/Turnaround, and the implications of this status. |
| April 15 | Submit final UIP | District submits final school UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Fall through Spring | Schedule CDE visits and technical assistance | Performance Manager and district schedule a meeting and identify additional CDE assistance opportunities. Performance Manager may invite other CDE program staff to join visits as relevant. |

YEAR 4

| Timeline | Event | Description |
|---|---|---|
| July 1 | 5-year clock | School enters Year 4 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary SPF report | CDE releases preliminary School Performance Framework (DPF) report to districts by August 15. This is the initial notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a communication to the Superintendent and Board to notify the district of the school's preliminary plan type and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (Two weeks after release of SPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the school's UIP (e.g., schools on a Turnaround Plan type must specify a required turnaround strategy). Each district with a school on a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| Fall-Spring | Diagnostic reviews | CDE offers diagnostic review (e.g., School Support Team visit, Facilitated Data Analysis) or other available supports, as resources allow. The specific type of review will be prioritized based on CDE resources and capacity, as well as the district/school's eligibility for funds (e.g., Title I). This may involve CDE brokering supports from an external contractor that the district/school would need to purchase. |

YEAR 4 (cont.)

| Timeline | Event | Description |
|---------------------|---|---|
| October | Information session for Priority Improvement/ Turnaround schools | CDE hosts an annual informational meeting for Priority Improvement and Turnaround schools, and strongly recommends that school leadership attends at least once. These half-day sessions will be offered regionally, with information provided on: SB-163 statute and rule, consequences of the 5-year clock, the SPF, the UIP, and available supports. |
| October 15 | Deadline for Requests to Reconsider Submission of plan for re-posting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Available to all schools, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final SPF report and final UIP pre-populated report | CDE finalizes its recommendation for SPF plan types to the State Board. The State Board adopts the plan type assignments. This is the final notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final SPF ratings and to outline the implications of a Priority Improvement or Turnaround plan. |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the school’s Unified Improvement Plan (UIP) and required addenda to CDE by January 15. CDE reviews UIP and provides feedback to the district on the school plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| January – March | CDE visits | Commissioner and/or CDE executive leadership will visit the district to provide information, discuss technical assistance options and how to leverage current resources, and potential actions under the 5-year clock. |
| January—May | Consideration of 5-year clock turnaround actions* | <i>For schools on Priority Improvement and Turnaround and going into Year 5:</i> The Commissioner will report to the State Board a list of schools on Priority Improvement/Turnaround, and the implications of this status. |
| April 15 | Submit final UIP | District submits final school UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Fall to Spring | Schedule CDE visits and technical assistance | Performance Manager and district schedule a meeting and identify additional CDE assistance opportunities. Performance Manager may invite other CDE program staff to join visits as relevant. Jointly, the group plans for potential 5-year clock actions to be taken by the district with the school. |

YEAR 5

| Timeline | Event | Description |
|---|---|---|
| July 1 | 5-year clock | School enters Year 5 of Priority Improvement/Turnaround. |
| August 15 | Release of preliminary SPF report | CDE releases preliminary School Performance Framework (DPF) report to districts by August 15. This is the initial notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a communication to the Superintendent and Board to notify the district of the school's preliminary plan type and to outline the implications of a Priority Improvement or Turnaround plan. |
| August 29 (Two weeks after release of SPF) | Release of preliminary UIP pre-populated report CDE Performance Manager assignment | CDE releases preliminary UIP pre-populated reports that specifies any accountability requirements that must be met in the school's UIP (e.g., schools on a Turnaround Plan type must specify a required turnaround strategy). Each district with a school on a Priority Improvement or Turnaround plan type is assigned a CDE performance manager. The performance manager becomes a point of contact and broker of technical assistance opportunities for the district. |
| October | Information session for Priority Improvement/Turnaround schools | CDE hosts an annual informational meeting for Priority Improvement and Turnaround schools, and strongly recommends that school leadership attends at least once. These half-day sessions will be offered regionally, with information provided on: SB-163 statute and rule, consequences of the 5-year clock, the SPF, the UIP, and available supports. |
| October 15 | Deadline for Requests to Reconsider Submission of plan for re-posting on SchoolView (optional) | District submits Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. Available to all schools, the revised UIP may be submitted to CDE to post online. This is optional. |
| November – December | Release of final SPF report and final UIP pre-populated report | CDE finalizes its recommendation for SPF plan types to the State Board. The State Board adopts the plan type assignments. This is the final notification to the district that the school has been assigned a Priority Improvement or Turnaround plan type. It will be accompanied by a follow-up communication to the Superintendent and Board President to confirm the final SPF ratings and to outline the implications of a Priority Improvement or Turnaround plan. |
| September-December | Finalization of 5-year clock turnaround options* | Follow-up visit from Performance Manager to make a final determination regarding the appropriate 5-year turnaround action. |

YEAR 5 (cont.)

| Timeline | Event | Description |
|-----------------|---|---|
| November | Finalization of 5-year clock turnaround options* | The superintendent and local board president will be notified of the 5-year turnaround actions CDE will recommend to the State Board at November meeting. CDE will make its recommendation to the State Board regarding which of the 5-year turnaround actions to direct. |
| December | State Board directs district to take turnaround action* | State Board directs the district to implement one of the 5-year turnaround actions in the school, to be in effect by June 30. |
| December | Communication from CDE | The Commissioner will send a letter to the district notifying the superintendent and board president of the 5 -year turnaround actions that have been directed by the State Board of Education |
| January 15 | Submit Unified Improvement Plan (UIP) | District submits current version of the school Unified Improvement Plan (UIP) and required addenda to CDE by January 15. The UIP includes the 5-year clock turnaround action the district will take with the school as an improvement strategy. CDE reviews UIP and provides feedback to the district on its plan. The State Review Panel reviews Turnaround plans and may also review Priority Improvement plans. |
| March-May | Finalization of 5-year clock turnaround actions* | <i>For districts on Priority Improvement or Turnaround and ending Year 5:</i> CDE executive leadership and key staff will schedule a visit with the superintendent and local board of education to discuss implementation of the directed 5-year clock turnaround action. The Commissioner will report to the State Board on the status of the school, including a discussion of the implementation plan for the directed 5-year clock turnaround action. |
| April 15 | Submit final UIP | District submits final school UIP for publication on SchoolView.org . CDE publishes the UIPs by June. |
| Fall to Spring | Schedule CDE visits and technical assistance | Performance Manager and district schedule a meeting and identify additional CDE assistance opportunities. Performance Manager may invite other CDE program staff to join visits as relevant. Jointly, the group plans for potential 5-year clock actions to be taken by the district with the school. |
| June 30 | 5-year clock | District takes the directed action for the school. |

YEAR 6

| Timeline | Event | Description |
|-----------------|--------------|--|
| July 1 | 5-year clock | School implements directed 5-year clock turnaround action. |

The End of the 5-Year Clock: Actions Directed by the State Board of Education

The table below outlines the currently available resources/supports for each of the 5-year clock turnaround actions. Additional resources/supports will be shared as they become available.

REQUIRED ACTIONS TO REMOVE & REINSTATE DISTRICT ACCREDITATION

If the department recommends removing accreditation, the commissioner must assign the State Review Panel to critically evaluate the district's or Institute's performance and to recommend one or more of the following actions. For **districts**:

| | | |
|-----|--|--|
| (a) | (a) that the district be reorganized pursuant to article 30 of title 22, which reorganization may include consolidation; | |
| | <p>Manual of Procedures for School Organization Act of 1992, amended http://www.cde.state.co.us/cdeedserv/download/pdf/SOA92man.pdf</p> | <p>The School Organization Act of 1965 was repealed by the School District Organization Act of 1992 during the 1992 legislative session. The statute, C.R.S. 22-30-101 now permits multiple school districts to be created from a single school district and was further amended by House Bill 96-1012 during the 1996 legislative session. In general it simplifies the organization planning process. The 1992 Act and its amendments outline one set of procedures for school districts to follow for any organizational change.</p> <p>This manual sets forth the steps and procedures for implementing the School District Organization Act of 1992 and its amendments. It is designed to assist school organization planning committees, boards of education, school district administrators, and other Colorado citizens in addressing school organization change.</p> <p>The Colorado Department of Education will provide guidance and consultation to school organization planning committees and other citizens.</p> <p>This manual sets forth only an outline of the steps and timelines with regard to school district reorganization. The full text of the law should be consulted and the assistance of a local attorney in school organization matters is advised.</p> |

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| (b) | (b) that a private or public entity, with the agreement of the district, take over management of the district or management of one or more of the district public schools; | |
| | <p>Resource Guide for Schools and Districts: Engaging External Service Providers to Support Effective Purchasing Practices and Improve School/District Performance http://www.cde.state.co.us/scripts/EdServiceProviders/CDE-ResourceGuide-EngagingExternalServiceProviders.pdf</p> <p>List of Education Service Providers http://www.cde.state.co.us/scripts/EdServiceProviders/</p> | <p>The Colorado Department of Education developed this resource guide to support schools and districts that engage external service providers as part of their school improvement process. Regardless of whether services are purchased with grant funds or per pupil revenue, spending public money requires the highest level of transparency and prudent decision-making when it comes to purchasing processes. This guide is designed to inform best practice when it comes to identifying potential providers, issuing a request for proposal based on identified needs, evaluating potential providers and their proposals, contracting with an external provider, and evaluating and monitoring the provider's ongoing performance.</p> <p>The list of education service providers is provided for information only. The Colorado Department of Education does not endorse, represent or warrant the accuracy or reliability of any of the information, content, services or other materials provided by these educational service providers. Any reliance upon any information, content, materials, products, services or vendors included on or found through this listing shall be at the user's sole risk.</p> |
| (c) | (c) that one or more of the district public schools be converted to a charter school ; | |
| | <p>The Colorado Charter School Handbook: A Guide for Starting and Operating a Charter School http://www.cde.state.co.us/cdechart/download/CSHandbook.pdf</p> <p>Starting a Charter School in Colorado http://startacoloradocharter.org/</p> | <p>In Colorado, a charter school is a public school operated by a group of parents, teachers, and/or community members as a semi-autonomous school of choice, operating under a contract or “charter” contract between the members of the charter school community and the authorizer. The school must be nonsectarian and non-home-based, but may be web based under certain circumstances. Applications may not be submitted to convert an existing private school or non-public home-based educational program into a charter school that is authorized by the local school district. In Colorado, charter schools may be authorized by either a local Board of Education or the state Charter School Institute, under certain circumstances.</p> <p>In a charter school, each student, parent and teacher chooses the school. The “charter,” as defined in the Charter Schools Act, Colorado Revised Statute (C.R.S.)</p> |

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| | | <p>22-30.5-101 et. seq., describes the school’s goals, standards, education design, governance and operations. The degree of autonomy to be exercised by the charter school on such issues as personnel, curriculum and facilities is negotiated between the charter applicants and the authorizer and reflected in the charter. School-centered governance, autonomy, and a clear design for how and what students will learn are the essential characteristics of a charter school. Under Colorado law, a charter school is not a separate legal entity independent of the authorizer, but rather is a public school defined uniquely by a charter, and partially autonomous, while remaining under the auspices of the authorizer. The approved charter application and accompanying attachments/amendments are the charter application, which serves as the basis for a contract (or charter), between the charter school and the authorizer.</p> |
| (d) | <p>(d) that one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104, C.R.S., or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104, C.R.S.; or</p> | |
| | <p>Guidance for Implementation of the Innovation Schools Act http://www.cde.state.co.us/cdegen/downloads/SB130/InnovationSchoolsActGuidance.pdf</p> <p>Innovation Guidance Appendix A Checklist: http://www.cde.state.co.us/cdegen/downloads/SB130/InnovationGuidanceAppendixAChecklist.pdf</p> <p>Innovation Guidance Appendix B Waivers: http://www.cde.state.co.us/cdegen/downloads/SB130/InnovationGuidanceAppendixBWaivers.pdf</p> | <p>The Innovation Schools Act provides a path for schools and districts to design and implement innovative ideas and practices and to obtain waivers from state and local policies and collective bargaining agreements that challenge their ability to execute their ideas. The stated purpose of the Act is to provide additional flexibility to schools and districts for the purpose of meeting student needs, and it is the intent of the Colorado Department of Education to interpret the provisions of the Act broadly so as to maximize this flexibility.</p> <p>Any public school may apply to its local school board to become an Innovation School. Groups of public schools within a district may apply to become Innovation Schools operating in an Innovation School Zone. The school’s head administrator has authority to represent the school in this process, as long as the provisions of the Act are followed.</p> <p>The Department encourages schools and districts to pursue innovation status and to seek waivers permitted under the Act if existing policies and procedures inhibit their ability to innovate and/or serve their students well.</p> |

| | | |
|-----|---|--|
| (e) | (e) that one or more of the district public schools be closed . | |
| | <p>CDE School Closure Form: https://cdeapps.cde.state.co.us/Requestcloseschool.doc</p> <p>Charter School: Sample Closure Framework http://www.cde.state.co.us/cdechart/download/BCSQClosure.docx</p> | <p>The “Colorado Charter School: Sample Closure Framework” is a Colorado-specific guide to charter school closure. Closing a charter school can present many challenges, given the data that must be compiled and analyzed, public meetings that must be held, and the political considerations that must be addressed before a charter school chooses to voluntarily close or before the authorizer votes to not renew or to revoke the charter school contract. This checklist of tasks in a template format was developed to assist authorizers and charter schools with the closure process.</p> |

REQUIRED ACTIONS TO REMOVE & REINSTATE INSTITUTE ACCREDITATION

| | | |
|--|--|---|
| <p>If the department recommends removing accreditation, the commissioner must assign the State Review Panel to critically evaluate the district’s or Institute’s performance and to recommend one or more of the following actions. For the Institute:</p> | | |
| (a) | <p>(a) that the Institute board be abolished and that the governor appoint a new Institute board pursuant to section 22-30.5-505, C.R.S.;</p> <p>(b) that a public or private entity take over management of the Institute or management of one or more of the Institute charter schools; or</p> <p>(c) that one or more of the Institute charter schools be closed.</p> | |
| | <p>District & Authorizer Info http://www.cde.state.co.us/cdechart/DistAuthInfo.htm</p> | <p>Colorado charter schools are public schools that operate by way of a contract (charter) that has been authorized by a local school district or the Colorado Charter School Institute (CSI). The following links provide more information about Colorado school districts and charter school authorizers.</p> |

REMOVAL OF ACCREDITATION & DISTRICT APPEALS

| | | |
|-----|---|--|
| (a) | <p>Based on the recommendations of the department, the commissioner, and the State Review Panel, the state board shall determine whether to remove a district’s or the Institute’s accreditation. If the state board removes the district’s or Institute’s accreditation, the state board shall notify the district or Institute of the actions the district or Institute is required to take. After the district or Institute takes the required actions, the state board shall reinstate the district’s or the Institute’s accreditation at the accreditation category deemed appropriate by the state board.</p> <p>The state board must adopt rules that ensure a district’s or the Institute’s right to a hearing before removal of accreditation.</p> | |
| | <p>1CCR 301-1 6.00 Appealing Placement in the Category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan</p> | <p>6.01 If the District or Institute wishes to appeal the Department’s final Accreditation determination placing the District or Institute in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan, the Local School Board or Institute may appeal the Department’s determination before the State Board. The District or Institute shall file with the State Board,</p> |

within ten (10) days of receipt of the Department's written recommendation, notice that the District or Institute wishes to appeal the recommendation.

6.02 The State Board Office shall notify the District or Institute in writing within ten (10) days of receipt of the notice of appeal. The scheduling notification shall provide the date of the next regularly scheduled State Board meeting. After conferring with the District or the Institute, the State Board Office shall include in the scheduling notification the filing deadlines for the appeal. The deadlines set forth below in this section 6.00 of the rules may be modified by agreement between the Department and the District or Institute with approval of the State Board Office.

6.03 Within fifteen (15) days of receipt of the scheduling notification, the District or Institute shall file a Position Statement setting forth the specific grounds for the assertion that the District or Institute should not be placed in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The District or the Institute shall provide a copy of the Position Statement to the Department.

6.04 Within fifteen (15) days of the date the Position Statement is filed with the State Board, the Department may file a Response to the Position Statement, and provide a copy of the Position Statement to the District or Institute.

6.05 The District or Institute shall file all relevant documents pertaining to the placement of the District or Institute in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan, which may include:

6.05 (A) written document issued by the Department placing the District or Institute in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan;

6.05 (B) written correspondence between the District or Institute and the Department concerning Accreditation; and

6.05 (C) any other documents, reports, correspondence and other written or electronic materials related to the matters at issue.

6.06 The Department shall have ten (10) days from the date of receipt of the documents filed with the State Board to file any objections or proposed additions

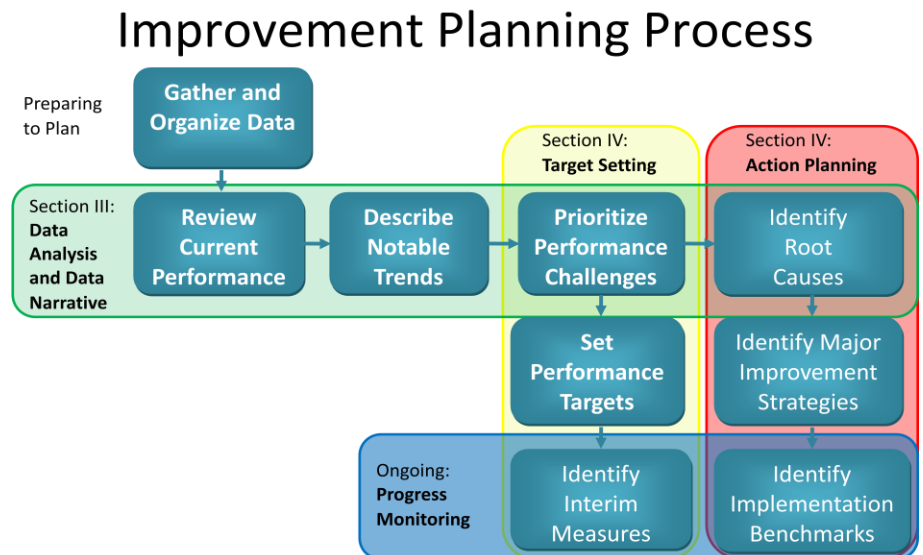
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| | | <p>to the record. The State Board shall rule forthwith on any such objections or proposed additions, and such ruling shall be final.</p> <p>6.07 The State Board shall hold a hearing on the matter at the earliest possible regularly scheduled board meeting.</p> <p>6.08 The State Board shall conduct the hearing in accordance with its administrative procedures.</p> <p>6.09 Following the hearing, the State Board shall issue a written final determination regarding the District's or Institute's placement in the category of Accredited with Priority Improvement Plan or Accredited with Turnaround Plan within thirty (30) days of the date of the hearing, and provide a copy to the Local School Board or Institute and the Department.</p> |
|--|--|--|

Improvement Planning

All schools and districts must submit a plan that addresses how the district will improve its performance using the Unified Improvement Plan template.¹ For more information about how to use the template and prepare a plan, please see: <http://www.cde.state.co.us/uip/index.asp>.

For purposes of accreditation, all district plans must include the following elements:

- **Targets:** Ambitious but attainable targets that the district will set on the four key statewide Performance Indicators (achievement, growth, growth gaps and postsecondary and workforce readiness). The local school board must ensure that the targets are aligned with the statewide targets set by the State Board.



- **Notable Trends:** Noteworthy positive and negative trends in the levels of attainment by the district on the Performance Indicators.
- **Priority Performance Challenges:** A prioritized list of challenges in each performance indicator area where the school did not at least meet state performance expectations.
- **Root Causes:** Root causes for each identified priority performance challenge for the district that must be addressed to raise the levels of attainment on the Performance Indicators and, if the district's schools serve students in preschool and Kindergarten, to improve school readiness.
- **Strategies:** Specific, research-based major improvement strategies that are appropriate in scope, intensity and type to address the district's root causes of any low-performance. Depending on the type of plan required, the strategies appropriate for each district will vary.
- **Resources:** Identification of local, state and federal resources that the district will use to implement the identified major improvement strategies with fidelity.
- **Interim Measures and Implementation Benchmarks:** Interim measures that will be used to assess whether the identified strategies are having the desired performance results and implementation benchmarks that will be used to assess whether or not the strategies are being carried out with fidelity.

¹ A district with 1,000 students or fewer has the option of submitting a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans. A district with more than 1,000 students but fewer than 1,200 students may, upon request and at the Department's discretion, submit a single plan for the district and school(s), so long as the plan meets all state and federal requirements for district and school plans.

As schools and districts with a Priority Improvement or Turnaround plan types create plans, it is expected that the plans demonstrate an understanding of the magnitude of the issues facing them. The data analysis should consider and respond to the performance indicators (i.e., academic achievement, growth, growth gaps, post-secondary workforce readiness) not met or approaching on the School or District Performance Frameworks. In some cases, this may mean that the school or district must address all four performance indicators and address that there are concerns across the system; rather than focusing on just one area. Furthermore, the action plan should be appropriate in scope, intensity and type. To exit the Priority Improvement or Turnaround status, dramatic change is necessary.

For schools and districts with a Turnaround plan type, at least one of the state required strategies must be identified and implemented. Schools and districts must also complete a Turnaround addendum with the UIP. State required strategies include:

- Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with districts under similar circumstances. The Turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other district partners
- Reorganizing the oversight and management structure within the district to provide greater, more effective support for district schools
- Recognizing individual district schools as innovation schools or clustering district schools with similar governance or management structures into one or more innovation school zones and seeking designation as a District of Innovation pursuant to Article 32.5 of Title 22
- Hiring an entity that uses research-based strategies and has a proven record of success working with districts under similar circumstances to operate one more district schools pursuant to a contract with the local school board or the Charter School Institute
- Converting one or more district schools to a charter school(s)
- Renegotiating and significantly restructuring a charter school's charter contract
- Other actions of comparable or greater significance or effect

Timelines for Submitting a Unified Improvement Plan for Schools and Districts with a Priority Improvement or Turnaround Plan Type

As improvement planning occurs on a continuous cycle, districts and schools should be reviewing and adjusting the existing improvement plan on an ongoing basis throughout the year. Typically, schools and districts begin revising the UIP in late spring or summer based upon local assessment data. As state level data is made available in the fall, schools and districts make another set of broader revisions. The plan must cover at least two years (the current school year and the next school year).

Local school boards that are required to submit a Priority Improvement or Turnaround plan must adopt a plan no later than January 15th of the school year in which it is directed to adopt such a plan. All districts must use the District Unified Improvement Plan template to address the requirements for a Priority Improvement or Turnaround plan and to address any other applicable federal planning requirements. The Department may provide technical assistance (including comprehensive needs assessment, such as through a School Support Team), evaluation and feedback to the local school board in preparing the plan.

No later than five business days after the local school board has adopted a Priority Improvement or Turnaround Plan, the local school board must submit the plan to the Department for review. The Department will evaluate the plan to ensure that it meets all state and federal requirements.

State Review Panel

The State Review Panel is comprised of experts in education systems. The main purpose of the panel is to provide advice to the Commissioner of Education in making decisions about schools and districts on the 5-year clock. The commissioner *shall* assign the State Review Panel to review Turnaround plans and *may* assign the State Review Panel to review Priority Improvement plans. In evaluating plans, the panel members are asked to reflect on the following questions:

- Whether the district's/school's leadership is adequate to implement change to improve results;
- Whether the district's/school's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
- The necessity that the district or school remain in operation to serve students.

The State Review Panel may make recommendations for modification to the plan to the Commissioner and the Commissioner may recommend modification to the local school board. Those districts required to make modifications to their Turnaround plans must submit their revised plans no later than March 30th.

Annual Submission of UIP for Public Posting

All districts must submit final plans no later than April 15th to the Department for publication on SchoolView. To accommodate schools and districts that would like to update the publicly posted plans sooner than April, CDE offers additional submission windows in the fall and winter. These windows additional windows are optional.

For a visual summarizing the UIP timeline for district Priority Improvement and Turnaround plans, refer to Appendix A (schools) and B (districts).

Additional Resources to Support Improvement Planning

Schools and districts may consider using the following resources to strengthen improvement planning efforts:

- Trainings: Regional trainings with CDE staff are offered throughout the year. Registration is available online.
- UIP Handbook: Provides detailed guidance on all aspects of the improvement planning process.
- UIP Quality Criteria: Provides criteria for a high quality improvement plan. This is the same criteria that CDE uses when reviewing plans.
- Annotated Examples: Highlights stronger improvement plans that represent different plan types and different school/district conditions (e.g., size, geographic location). CDE has annotated the plans to draw attention to positives and provides feedback on how to further strengthen the plans.

- Video Case Stories: Showcases a wide variety of interviews with school and district personnel discussing their approaches to the improvement planning process. Some local tools are available.
- Online UIP Tutorial: Offers a self-paced tutorial on the improvement planning process. Users may choose sections or participate in the entire course which is about 50-minutes long. This tutorial may be a useful tool as districts and schools identify stakeholders that need to be informed about the process.

These resources are accessible on the CDE website for improvement planning:

<http://www.cde.state.co.us/uiip/index.asp>.

Implications for Federal Programs: Title I

Districts

Priority Performance Challenges:

- For any Title IA district with a Priority Improvement or Turnaround plan, 10% of the Title IA allocation must be set aside for professional development activities to address the identified Priority Performance Challenges (PPC).
 - This would apply in July of the summer following when the district has been identified on the DPF.
- These activities must be described in the UIP.
 - This would need to be in the UIP submitted in January of the year after the district has been identified on the DPF.

Schools

SES and Choice

- LEA must make Supplemental Educational Services (SES) available for eligible students attending a Title IA school that has a status of Priority Improvement or Turnaround. Newly identified schools would not have to offer SES/Choice in first year of identification but must in the subsequent school year make SES/Choice available to eligible students. (this would apply in the summer after the year the school has been identified on the SPF)
- Choice is provided as an option for families. Parents can choose to send their child to a higher performing school that has not been identified as priority improvement or Turnaround or their child can remain in the school and he or she may be eligible for SES. (This pertains to districts where a choice school is available.)
- Letters informing parents of the requirement to provide SES and offer Choice must be received by parents at least 14 days before the first day of school. A good faith effort must be made to meet the requests of all parents in each grade span (as it relates to SES).
- A school must continue offering SES/Choice to its eligible students for one year after the school no longer has a status of Priority Improvement or Turnaround.
- For more information regarding SES and choice, see the CDE guidance at the following link: http://www.cde.state.co.us/FedPrograms/dl/imp_ses-ti_a_regsandguidance_sesguid.pdf

- In the Consolidated Application, the LEA must describe the additional Title I, Part A support that is being provided to the schools on Priority Improvement and/or Turnaround designation. This description must:
 - Identify the specific needs that will be addressed by this support.
 - Provide the Title I expenses associated with the aforementioned support.

Title I Priority Schools

- A priority school is a school that is implementing a Tiered Intervention Grant (TIG). The TIG is a competitive grant (funded from 1003g of ESEA) for schools identified as being among the lowest performing 5% of Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.
- Priority schools implement either a turnaround, transformation, re-start or closure model, as defined in the U.S. Department of Education guidance for this grant.

Title I Focus Schools

- CDE must identify the next lowest 10% of its Title I schools as "focus" schools. Colorado's "focus" school list will be run once the 2011-12 assessment and accountability data are available. Districts will be notified in August, 2012 of any focus schools within their district.
- Title I Focus School Definition: A Focus school is Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.
- Title I Focus Schools exit Focus School status if they can demonstrate
 - Two consecutive years of an Improvement or Performance school plan type on the School Performance Frameworks (either 1 or 3 year rating), or
 - Two consecutive years of disaggregated student achievement data equivalent to a *meets* rating (either 1 or 3 year rating) for schools identified by gap, or
 - Two consecutive years of the Graduation Rate indicator rating of *meets*, based on the School Performance Frameworks (either their 1 or 3 year rating) for schools identified for low graduation rates.
- Districts with Title I Focus schools will be assigned a CDE liaison who will assist with the development of the UIP, monitor the implementation of the UIP, and prioritize the schools for additional support.

Implications for Federal Programs: Title IIA

With approval of Colorado's ESEA waiver, the state has aligned the identification process for Title IIA accountability (2141c in ESEA) with the state accountability system. Colorado will no longer use Highly Qualified and AYP data to identify districts. Beginning with the release of the 2012-13 District Performance Frameworks, districts that (1) accept Title IIA funds and (2) have a Priority Improvement or Turnaround plan type will now be identified under Title IIA.

Identified districts will need to outline how their Title IIA allocation will be leveraged in the following school year to address priority performance challenges and root causes named in the Unified

Improvement Plan (UIP). UIPs must be reviewed by CDE during the January UIP submission window. Furthermore, identified districts must include the Title IIA addendum.

A district is no longer identified under Title IIA once the Priority Improvement or Turnaround designation has been removed. However, the district is still expected to implement the plan that was approved from the previous year. Federal programs will verify implementation during the Consolidated Application process and onsite reviews.

Example Timeline for Title IIA

| | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------------|---|---|--|
| Plan Type | Priority Improvement | Improvement | Improvement |
| Identification under Title IIA | Yes | No | No |
| UIP | Submit UIP in January 2013 for CDE review and include Title IIA addendum for activities in 2013-14. | Submit UIP in April 2013. No CDE review. Title IIA addendum not required. | Submit UIP in April 2014. No CDE review. Title IIA addendum not required. |
| Implementation | No – This is a planning year although swift action is recommended. | Yes, based on plan approved in 2012-13. | No -- Although it is recommended that all districts align Title IIA activities with other improvement activities |

Stakeholder Roles and Responsibilities

The [Colorado Accountability Handbook](#) outlines the roles and responsibilities of various stakeholders within Colorado’s accountability, improvement, and support system. This section of the Supplement describes the roles and responsibilities of various parties specific to the 5-year clock process for Priority Improvement or Turnaround districts.

- The **Colorado Department of Education** (Department) is responsible for issuing District Performance Framework reports, accompanied by communications to district superintendents and local school boards, to notify them of their district’s accreditation status and to outline the implications of the district’s accreditation rating. The Department’s executive leadership visits districts to provide information, discuss technical assistance options and discuss how to leverage current resources. Additionally, performance managers from the Department also provide assistance to districts in identifying and accessing available technical assistance. For districts entering Year 3 on a Priority Improvement or Turnaround plan, CDE may facilitate a diagnostic review to assist the district in identifying root causes of low performance and appropriate strategies for addressing those root causes. After a district has submitted its unified improvement plan, the Department reviews the plan and provides feedback to the district. For districts entering Year 4 on a Priority Improvement or Turnaround plan, the Department’s executive leadership works with the district’s superintendent

and local school board to consider potential restructuring options and reports to the State Board on the status of the district. For districts in their 5th year of implementing a Priority Improvement or Turnaround plan, the Department makes recommendations to the State Board regarding which restructuring option the district should implement.

- The **Colorado State Board of Education** (State Board) is responsible for directing districts that have implemented a Priority Improvement or Turnaround plan for 5 consecutive years about which restructuring option the district is required to implement.
- The **State Review Panel** reviews turnaround plans and may also review priority improvement plans. The State Review Panel is tasked with providing feedback to the Department and the State board concerning:
 - Whether the district's/school's leadership is adequate to implement change to improve results;
 - Whether the district's/school's infrastructure is adequate to support school improvement;
 - The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
 - The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
 - The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
 - The necessity that the district or school remain in operation to serve students.
- **Local school boards** are responsible for adopting and overseeing implementation of a Priority Improvement or Turnaround plan and for revising these plans, if necessary, based on feedback received from the Department. For districts entering Year 4 on a Priority Improvement or Turnaround plan, local school boards work with the Department to consider and identify an appropriate restructuring option.
- **District leaders** play a key role in the creation, adoption, and implementation of their district's Priority Improvement or Turnaround plan. They work with the Department to identify and facilitate diagnostic reviews, data analysis, and development of the unified improvement plan and then to lead efforts and monitor progress in implementation the plan.
- **District Accountability Committees** are responsible for making recommendations to their local school boards concerning priorities for spending district and federal funds and for making recommendations concerning the preparation of the district's Priority Improvement or Turnaround plan (whichever is applicable).

State Review Panel

The State Review Panel serves as a body of educational experts appointed by the Commissioner to carry out the duties specified in the Educational Accountability Act of 2009 (SB09-163). These duties include reviewing and providing recommendations on changes to district and school Priority Improvement and Turnaround plans, and advising the Commissioner on these districts'/schools' leadership, infrastructure, and capacity for improvement. Specifically, the State Review Panel must consider:

- Whether the district's/school's leadership is adequate to implement change to improve results;
- Whether the district's/school's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
- The necessity that the district or school remain in operation to serve students.

The State Review Panel *may* review Priority Improvement Plans and *shall* review Turnaround Plans.

The State Review Panel is also tasked with advising the Commissioner and State Board of Education on the actions a district/school should take if they are a district on Turnaround or a district or school on Priority Improvement or Turnaround for more than five consecutive years. In the event that the Department recommends removing a district's accreditation, the Commissioner shall assign the State Review Panel to critically evaluate the district's performance and to recommend one or more of the following actions:

- That the school district be *reorganized* pursuant to Article 30 of Title 22, which reorganization may include consolidation, or, if the Institute, that the Institute Board be abolished and that the Governor appoint a new Institute Board pursuant to Section 22.30.5-505);
- That a private or public entity, with the agreement of the district, *take over management* of the district, or management of one or more of the district's schools;
- That one or more of the district's schools be *converted to a charter school*;
- That one or more of the district's schools be *granted status as an innovation school* pursuant to Section 22-32.5-104 or that the local school board recognize a group of the district's schools as an innovation zone pursuant to Section 22-32.5-104; or
- That one or more of the district's schools be *closed*.

Based on the recommendations of the Department, the Commissioner, and the State Review Panel, the State Board shall determine whether to remove a district's accreditation. If the State Board removes a district's accreditation, the State Board shall notify the district of the actions the district is required to take. After the district takes the required actions, the State Board shall reinstate the district's accreditation at the accreditation category it deems appropriate.

At the school level, the State Review Panel plays a similar role, except that in addition to the district steps, the State Review Panel shall also present its recommendations to the Commissioner and to the State Board. Taking the recommendations into account, the State Board shall determine which of the actions the local school board for a school shall take regarding the school and direct the local school board accordingly.

For more information, refer to "[The End of the 5-Year Clock: Actions Directed by the State Board of Education.](#)"

Colorado's Tiered System of Supports (TSS)

As noted under "Theory of Change," Colorado represents a diverse landscape of school districts. Given the geographic and demographic differences among districts in the state, a one-size-fits-all approach to support is not ideal. With this in mind, CDE is developing a tiered system of supports (TSS) to respond to the range of needs and performance in Colorado schools and districts. The system is based on data analyses of the most struggling and most effective schools and districts in the state. Tiers of supports will be organized using results from the school (SPF) and district (DPF) performance frameworks. Increasing degrees of service, support and funding options are provided for schools and districts that are among the lowest performing (Turnaround and Priority Improvement). Conversely, districts with the highest accreditation categories (Accredited with Distinction, Accredited, or Improvement) and schools with the highest plan types (Performance or Improvement) are offered universal supports from CDE. In addition to the universal supports, districts with this level of performance are provided greater levels of autonomy. It is CDE's intent to build capacity within all districts to increase student achievement among all groups of children. While many of the supports and interventions are available to all districts, CDE prioritizes services to its lowest performing districts and schools. Low performing schools and districts are assigned performance managers who work with schools and districts through a process of diagnostic reviews and root cause analysis to identify needs. Once needs have been identified, the performance manager supports the school and district planning process and matches the school or district with the supports that are most likely to effectively address the needs resulting in improved school and district performance.

SB-163: The Education Accountability Act of 2009

Per the state's accountability system, CDE intends to employ a differentiated approach to state intervention based on performance and need, whereby demonstration of high performance results in greater autonomy and demonstration of high need results in greater support and intervention. The supports for identified districts/schools will be provided via their performance manager. Such service and support includes, but is not limited to:

1. Provide assistance to strengthen the district UIP and support the district's efforts with school UIP's, including support with data analysis, root cause analysis, action planning, and progress monitoring.
2. Monitor progress of the implementation of the district/school UIP through:
 - Onsite visits
 - Timelines
 - Targets – annual and interim
 - Implementation benchmarks (adjustments based on data)
 - Leading indicators (as specified by grant or program)
3. Broker CDE services and facilitate external services and assistance by:
 - Building capacity of the district to make strategic decisions in engaging with effective external providers
 - Connecting districts/schools to available services, such as School Support Teams (SST), CADI or Facilitated Data Analysis

4. Act as a point of contact/liaison at the department for any service or support to the district, ensuring that communication is two-way.
5. Facilitate communication among CDE units in efforts to identify the services and support available to these districts from the various CDE offices and coordinate this support for each district. Support decisions will be based on data (e.g., student performance, financial, demographics, human capital).
6. Provide information regarding the state accountability system (5 year clock) and what it means for individual districts.
7. Attend regular superintendent council meetings and administrator conferences.

Grant Eligibility

The Competitive Grants and Awards Unit at CDE is dedicated to enhancing school improvement through federal and state grant opportunities. Support is offered to students, teachers and administrators in the application and funding process. The following link indicates grant opportunities within the department: <http://www.cde.state.co.us/FedPrograms/cga/index.asp>.

Improvement Planning Support Grants

Improvement planning support grants are available annually through Title IA. These are competitive grants that CDE has prioritized for those schools and districts identified as Priority Improvement or Turnaround. As a part of these grants, diagnostic reviews may be conducted by consultants who have been trained to support schools in analyzing data (Facilitated Data Analysis) in order to identify key areas in need of improvement (School Support Team).

The purpose of the Improvement Planning Support Grant is to identify key leverage points that will enable the school to effectively plan the dramatic change necessary to move out of Turnaround and Priority Improvement status. The grant consists of three phases: Phase 1 is the Facilitated Data Analysis (FDA); Phase 2 is the School Support Team visit; and Phase 3 is Facilitated Action Planning. The sequencing of Phase 1 and Phase 2 will depend on the availability of school and review staff. Phase 3 occurs after the FDA and SST and can be scheduled as the school is ready.

Phase 1: Facilitated Data Analysis

The FDA provides support to the school in analyzing its data to identify trends, priority performance challenges, and root causes.

Phase 2: School Support Team

The SST process provides an in-depth analysis of all aspects of the school's system to identify areas of strength and to identify key areas where improvement is needed. The SST is conducted in four parts: school orientation; onsite review; SST report debrief with district and school leadership; and SST report roll-out with school staff.

Summary reports will provide a synopsis of priority areas of need, based on the Diagnostic Review (FDA and SST). The reports provide the starting point for the UIP Action Planning.

Phase 3: Facilitated Action Planning

The school will continue to work with the planning facilitator for the final phase of the process. The facilitator and school will work together to understand the implications of the data analysis and the recommendations of the SST. Specific actions will be identified that address prioritized performance challenges and root causes. The final result of the process will be a completed Unified Improvement Plan, including a data narrative, targets and action plan.

Parent Notification Requirements

For a school that is required to implement an Improvement, Priority Improvement, or Turnaround plan, the district must notify parents of the students enrolled in the school of the type of plan that is required and of the performance results that led to that plan assignment. This notice must be given within 30 days after the district has received the initial plan assignment or, if the district appeals the initial plan assignment, within 30 days after the district receives the State Board's final determination. The notice must include the timeline for developing and adopting the required plan and the date, time and location of a public hearing held by the school principal or the local board of education, whichever is responsible for adopting the plan, to review the plan prior to adoption. The date for the public hearing must be at least 30 days after the date on which the district provides the written notice. During these public hearings, the school principal or the local board of education also must review the school's progress in implementing its plan during the preceding year and in improving its performance.

Title I Parental Notification Requirements

If a Title I school has been accredited with Priority Improvement or Turnaround plan, the LEA must notify the parents of each child enrolled in the school. The notification must explain:

- What the identification accreditation status means, and how academic achievement levels at this school compare to those at other schools in the LEA.
- Why the school was identified accredited with the specific plan type and how parents can become involved in addressing the academic issues that led to the identification.
- The parents' option to transfer their child to another school in the LEA that has not been accredited with a Priority Improvement or Turnaround plan type.
- How parents of eligible children can obtain supplemental educational services for their students, if the parents choose to have their students remain in the home school.

For a sample parent notification letter, please see Appendix J of the [Accountability Handbook](#).

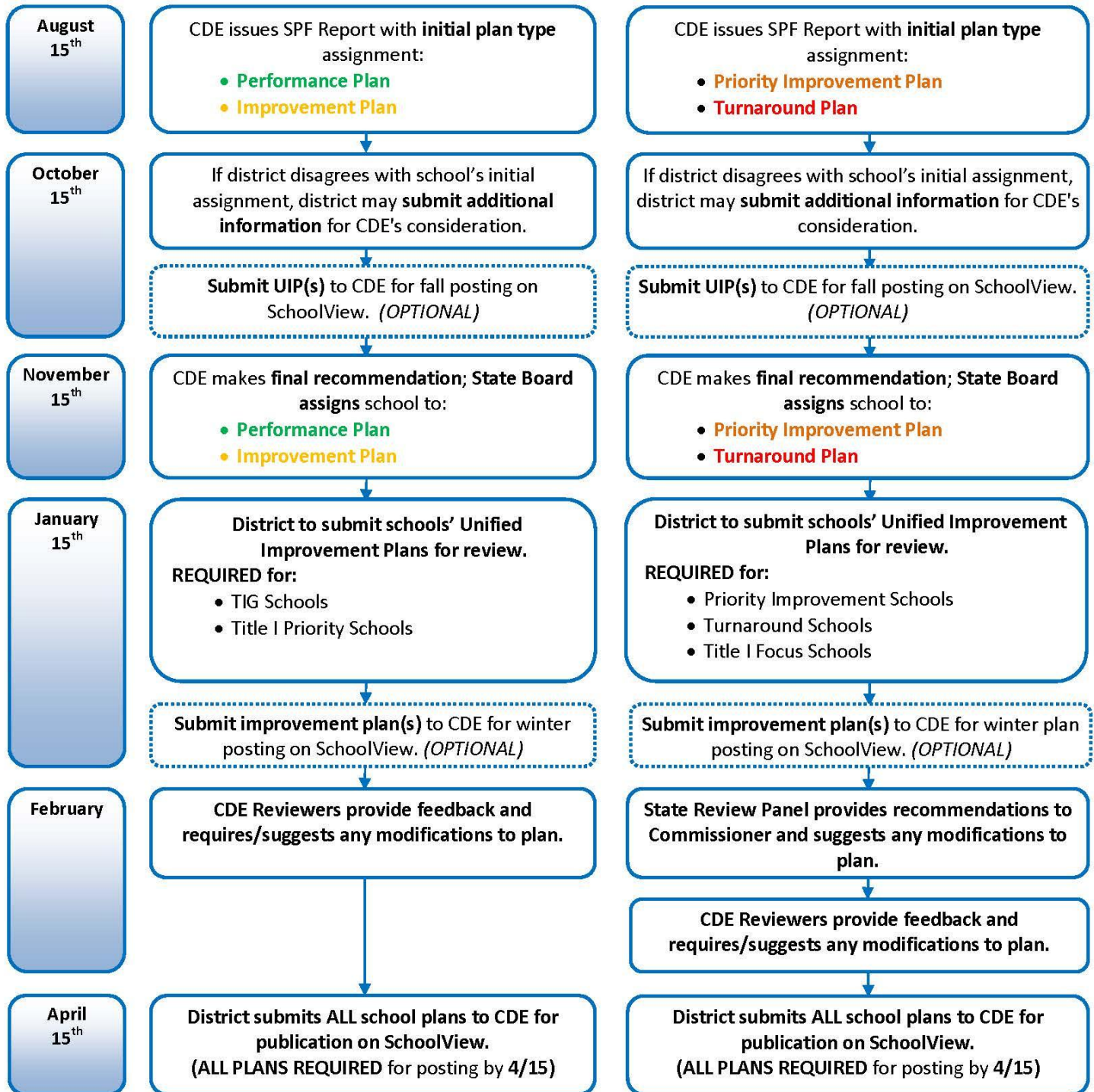
General CDE Resources for Colorado Districts and Schools

To access general CDE resources, please visit:

<http://www.cde.state.co.us/summersymposium/downloads/material/2012SummerSymposium/Additional/ResourcesDistrictsSchools.doc>

Timelines for School Plan Assignments and Plan Submission

Colorado Department of Education – August 2012



Appendix B: District Plan Assignments and Submission Timelines

Timelines for District Accreditation and Plan Submission

Colorado Department of Education – August 2012

