



COLORADO
Department of Education

**Priority Improvement and Turnaround
Districts and Schools:
A Supplement to the CDE District
Accountability Handbook**

Updated December 2016

Colorado Department of Education

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Background

State law requires that the Colorado State Board of Education and the Colorado Department of Education hold all districts and schools accountable for student performance. The state annually evaluates student performance in districts and schools through a set of consistent, objective measures, and then uses this information to inform rewards, sanctions, and supports. The state also holds districts and schools accountable through various program accountability requirements, including those under the federal Elementary and Secondary Education Act (ESEA). The District Accountability Handbook (http://www.cde.state.co.us/accountability/district_accountability_handbook2016) describes these 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 (those on Priority Improvement or Turnaround plans), 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 organized around:

- Background information;
- Timeline and process overview;
- Annual requirements;
- Federal program requirements;
- Considerations and actions as schools and districts near the end of the Accountability Clock; and
- Supports.

This document is intended to build upon the information included in the District Accountability Handbook.

Overview of the Accountability System during the 2015-16 School Year

The Colorado Legislature passed HB15-1323 in an effort to ease the transition to the Colorado Measures of Academic Success (CMAS) assessments, which include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. The legislation significantly alters school and district accountability for the 2015-16 school year. Below is a summary of the major changes. In addition, CDE has published a fact sheet with an overview of the accountability changes on its website (www.cde.state.co.us/accountability/hb_15-1323_accountability_guidance). Please note that HB15-1323 supersedes HB14-1182, which specified guidelines for assigning accreditation ratings during the assessment transition. The information below should be considered the most current and accurate.

- CDE did not assign accreditation ratings for school districts and the Charter School Institute in the 2015-16 school year. All districts continued to implement the plan type that they were accredited with in fall 2014.
- The State Board of Education did not assign school plan types in the 2015-16 school year. All schools continued to implement the plan type that they were assigned in fall 2014.

- As ratings were not assigned in 2015-16, there was not a request to reconsider process in fall 2015. The request to reconsider process resumed in fall 2016, and both 2014-15 and 2015-16 local assessment data may be submitted.
- The 2015-16 school year did not count toward the calculation of consecutive years on the state accountability clock. The accountability clock resumes in 2016-17, which will count as if it were consecutive to 2014-15.
- Schools and districts continued with the Unified Improvement Planning process and timeline (e.g., January 15 for review, April 15 for public posting) during the 2015-16 school year.
- CDE reported to the Joint Education Committees on the progress of using the new assessment data to calculate the performance of each school district, school, and the Institute.

How are schools and districts identified for Priority Improvement and Turnaround plans in a typical year?

It is important for districts, schools and local school boards to be aware of how the identification as Priority Improvement or Turnaround is made. Districts and schools assigned to a Priority Improvement or Turnaround plan have the lowest performing student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool: the District and School Performance Framework (DPF/SPF) reports. The DPF and SPF reports are based on the key Performance Indicators: academic achievement, growth, and post-secondary and workforce readiness. Districts and schools on Priority Improvement or Turnaround plans tend to be falling short of state expectations for students in each of these areas. Guidance on the 2016 School and District Performance Frameworks can be accessed at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>.

If a district disagrees with the Department's initial accreditation category for the district or disagrees with any of its school plan types, the district may submit additional information to the Department as part of the Request to Reconsider process by October 17th, 2016. More information and guidance can be found at: <http://www.cde.state.co.us/accountability/requesttoreconsider>.

The Accountability Clock

Entering the Accountability Clock

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.

These statutory timelines are referred to as the “Accountability Clock.” The processes associated with each typical 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 Accountability Clock, are detailed in the timeline below.

Following the passage of HB15-1323, accreditation ratings and school plan types were not assigned in Fall 2015. As a result, the 2015-16 school year was removed from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year will resume where the 2014-15 school year left off. The following table displays the progression of the Accountability Clock if districts were to remain in Priority Improvement or Turnaround status.

Accountability Clock Sequence for School Districts Based on the Accountability Pause in HB15-1323

If following 2014 ratings, on July 1, 2015, a district entered:	Then on July 1, 2016, district remained in:	If 2016 Final Rating is Priority Improvement or Turnaround, then on July 1, 2017, district enters:
Year 1	Year 1	Year 2
Year 2	Year 2	Year 3
Year 3	Year 3	Year 4
Year 4	Year 4	Year 5
Year 5	Year 5	Year 6 and faces directed action from State Board before July 1, 2017

Exiting the Accountability Clock

The Accountability Clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. The Accountability Clock stops for a district or school once the State Board adopts an SPF/DPF with a rating of Improvement or higher. At that point, the district or school would be considered to have exited Priority Improvement or Turnaround status. If a district or school is on Turnaround and moves to Priority Improvement the Accountability Clock continues and is not reset.

If a district or school were to improve to a Performance or Improvement Plan assignment one year, then drop back down to a Priority Improvement or Turnaround Plan the next, the clock would restart at Year 1 on the following July 1. The Accountability Clock and associated year-by-year actions and consequences would begin again.

Accountability Clock Annual Timeline – Districts

For districts accredited with a Priority Improvement or Turnaround plan, the table that follows describes the yearly actions within the Accountability Clock process.

Yellow rows = Activities for districts to complete

Green rows = Activities for Year 5 districts to complete

* Dates modified due to the assessment transition

Timeline	Event	Description
July 1	Accountability Clock	Accreditation contracts begin. 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 or Accredited with Turnaround.
Early October*	Release of preliminary DPF report	CDE releases preliminary District Performance Framework (DPF) report to districts. This is the initial notification a Superintendent will receive if the district has been Accredited with a Priority Improvement or Turnaround Plan. In the communication to the Superintendent, CDE will outline the implications of being Accredited with a Priority Improvement or Turnaround plan. Ratings will be final, unless the district submits a Request to Reconsider.
October (two weeks after release of DPF)	Release of preliminary UIP pre-populated report CDE Turnaround Support Manager assignment	CDE releases preliminary UIP pre-populated reports that specify any accountability requirements that must be met in the district's UIP (e.g., districts with a Turnaround plan type must specify a required turnaround strategy). Each district with a Priority Improvement or Turnaround plan type is assigned a CDE Turnaround Support Manager. The Turnaround Support Manager becomes a point of contact and broker of technical assistance opportunities for the district.
October-December	Accountability Clock options (Year 5 Only)	If a Year 5 district receives a preliminary rating of Priority Improvement or Turnaround, the Turnaround Support Manager will visit the district to plan for the Commissioner Recommendation to the State Board. The District is encouraged to develop a pathway proposal as well. If the district is submitting a Request to Reconsider, that process will happen concurrently.
October 17*	Deadline for Requests to Reconsider Drafts Submission of data narrative for review (optional)	District submits draft Request to Reconsider to CDE if it wishes to appeal its DPF accreditation rating or the SPF plan type for any of its schools. CDE will provide technical assistance on the draft submission.

Timeline	Event	Description
	Submission of plan for reposting on SchoolView (optional)	District may submit its 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.
Nov. 7th	Final Deadline for Requests to Reconsider	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.
December–January*	Release of final DPF report and final UIP pre-populated report	CDE finalizes the DPF accreditation ratings for districts based on Request to Reconsider decisions. Communication will be sent to the Superintendent and Board President to confirm the 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 final DPF release.
January - June	Release of Commissioner Recommendation for Accountability Clock actions (Year 5 only)	The Commissioner will notify the superintendent, local board president and State Board of Education of the Accountability Clock pathway the Commissioner recommends be pursued to improve student outcomes.
February - July	State Board of Education Accountability Hearings to be held State Board directs district to take Accountability Clock action (Year 5 only)	CDE and State Review Panel will send their recommendations regarding end-of-the-clock pathways to the State Board At the Accountability Hearing, the State Board will consider the State Review Panel and Commissioner recommendations, as well as the district’s own proposal (optional), and will direct the local board to implement one of the Accountability Clock pathways.
January 15 *If January 15 falls on a weekend or holiday, the deadline advances to the first business day of the week.	Submit Unified Improvement Plan (UIP)	For districts on the accountability clock, current version of the Unified Improvement Plan (UIP) and required addenda is submitted to CDE by January 15. The UIP includes the Accountability Clock 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 a selection of the Turnaround plans and may also review Priority Improvement plans.
January – April	CDE communication CDE and State Review Panel review of UIPs	If there is a new superintendent or a district has been Accredited with Priority Improvement or Turnaround for the first time, CDE will contact the district to provide information and discuss technical assistance options and how to leverage current resources. CDE and the State Review Panel review the UIPs for schools and districts on the clock, although with different criteria. Feedback from the CDE review is shared with districts.

Timeline	Event	Description
	State Review Panel visit	As funds are available, Panelists will visit each school and district in Year 5 of Priority Improvement/Turnaround before making final recommendations to the Commissioner and State Board of Education.
March 30	Submit revised UIP	District submits UIP with revisions based on feedback from CDE review.
April 15 *If April 15 falls on a weekend or holiday, the deadline advances to the first business day of the week.	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	Turnaround Support Managers schedule visits with districts to identify additional CDE assistance opportunities and strategize about improvement efforts.
July 1	Accountability Clock Progresses	The school's year on the Accountability Clock advances. For example, if the school was on year 2 of the clock in 2014 and receives a final 2016 plan type of Priority Improvement or Turnaround, the school will advance to year 3 of the clock on July 1, 2017.

YEAR 6

Timeline	Event	Description
Ongoing	Monitoring of Pathway Implementation	<p>CDE staff engage with the district periodically throughout the school year to ensure the State Board's directed action is being implemented with fidelity. The district will be asked to present an update on the implementation of the pathway on an annual basis to the State Board of Education until the district has earned its way off of the Accountability Clock. If the district does not implement the pathway(s) as directed, accreditation could be removed if it was not already.</p> <p>If district accreditation was removed, then the State Board of Education will reinstate the district's accreditation at the rating determined to be most appropriate once the district has implemented the required turnaround action.</p>

Accountability Clock Annual Timeline – Schools

For schools assigned to a Priority Improvement or Turnaround Plan (including AEC: Priority Improvement Plans and AEC: Turnaround Plans), the table that follows describes the yearly actions within the Accountability Clock process.

Yellow rows = Activities for districts/schools to complete

Green rows = Activities for Year 5 districts/schools to complete

* *Dates modified due to the assessment transition*

Timeline	Event	Description
July 1	Accountability Clock	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.
September/October 2016*	Release of preliminary School Performance Framework (SPF) report	CDE releases preliminary School Performance Framework (SPF) reports to districts. This is the initial notification a district will receive if one of its schools has been assigned a Priority Improvement or Turnaround plan type. In the communication to the Superintendent, CDE will outline the implications of a Priority Improvement or Turnaround plan.
October (two weeks after release of SPF)	Release of preliminary UIP pre-populated report	CDE releases preliminary UIP pre-populated reports that specify 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).
October through November (no more than 30 days after the release of the SPFs)	Parent Notification	The district must send notification to parents in any schools on the clock with information about the school's plan type, UIP process and about the upcoming public hearing.
October through December	Accountability Clock options (Year 5 Only)	If a Year 5 district receives a preliminary rating of Priority Improvement or Turnaround, the Turnaround Support Manager will visit the district to plan for the Commissioner Recommendation to the State Board. The District is encouraged to develop a pathway proposal for the Year 5 school as well. If the district is submitting a Request to Reconsider on behalf of a school on Year 5 of the Accountability Clock, that process will happen concurrently.
October	Information session for Priority Improvement/ Turnaround schools and districts	CDE hosts an informational meeting for Priority Improvement and Turnaround schools. CDE will provide information on the Accountability Clock process, the Performance Frameworks, the UIP, and available supports. If district/school leaders cannot attend in

		person, training can be provided via webinar or through a CDE staff visit to the district.
October 17*	Deadline for Requests to Reconsider Drafts Submission of plan for reposting on SchoolView	District submits draft of their Request to Reconsider to CDE if it wishes to appeal the SPF plan type(s) for any of its schools. CDE will provide technical assistance on the draft submission. The revised UIP may be submitted to CDE to post online. This is optional.
October through December (at least 30 days after parent notification)	Public hearing	The local school board must hold a public hearing prior to adoption of the school's UIP.
Nov. 7 th	Final deadline for Requests to Reconsider	District submits Request to Reconsider to CDE if it wishes to appeal the SPF plan type(s) for any of its schools.
December through February *	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.
January through June	Release of Commissioner Recommendation for Accountability Clock actions (Year 5 only)	The Commissioner will notify the superintendent, local board president and State Board of Education of the Accountability Clock pathway the Commissioner recommends be pursued to improve student outcomes.
January 15 *If January 15 falls on a weekend or holiday, the deadline advances to the first business day of the week.	Submit Unified Improvement Plan (UIP)	Districts with any schools on the accountability clock, current version of the school UIP and required addenda are submitted to CDE by January 15. The UIP includes the 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 a selection of Turnaround plans and may also review Priority Improvement plans.
January through April	CDE and State Review Panel review of UIPs	CDE and the State Review Panel review the UIPs for schools and districts on the clock, although with different criteria. Feedback from the CDE review is shared with districts. Districts must make a request to receive the Panel's review. As funds are available, Panelists will visit each school and district at the end of the Accountability Clock before making final recommendations to the Commissioner and State Board of Education.
February through July*	State Board of Education Accountability Hearings to be held State Board directs district to take Accountability Clock action	CDE and State Review Panel will send their recommendations regarding end-of-the-clock pathways to the State Board At the Accountability Hearing, the State Board will consider the State Review Panel and Commissioner recommendations, as well as the district's own proposal

	(Year 5 only)	(optional), and will direct the local board to implement one of the Accountability Clock pathways.
April 15 *If April 15 falls on a weekend or holiday, the deadline advances to the first business day of the week.	Submit final UIP	District submits final UIP for publication on SchoolView.org . CDE publishes the UIPs by June.
July 1	Accountability Clock Progresses	The school's year on the Accountability Clock advances. For example, if the school was on year 2 of the clock in 2014 and receives a final 2016 plan type of Priority Improvement or Turnaround, the school will advance to year 3 of the clock on July 1, 2017.

YEAR 6		
Timeline	Event	Description
Ongoing	Monitoring of Pathway Implementation	<p>CDE staff engage with the district periodically throughout the school year to ensure the State Board's directed action is being implemented with fidelity. The district will be asked to present an update on the implementation of the school pathway on an annual basis to the State Board of Education until the school has earned its way off of the Accountability Clock.</p> <p>If the district does not implement the school pathway(s) as directed by the State Board, the district's accreditation rating may be lowered.</p>

Annual Requirements

The following sections outline the annual requirements specific to Priority Improvement and Turnaround districts and schools. This includes annual improvement planning, parent notification requirements, accreditation contracts and implication for federal programs.

Parent Notification Requirements

For a school that is required to implement a Priority Improvement or Turnaround plan, there are some specific expectations and timelines laid out in state statute about family engagement in the process. In summary, the parents must be notified about the plan type and have the opportunity to provide input into the planning process. Furthermore, schools on the accountability clock must have family involvement strategies listed in their action plans.

The district must notify parents of the students enrolled in the school within 30 days of receiving the initial plan type assignment. This notification must include:

- Type of plan that is required
- Performance results that led to that plan assignment
- Timeline for developing and adopting the required plan
- Date, time and location of the public meeting of the School Accountability Committee (SAC) to draft the plan
- Date, time and location of the public hearing held by the local board of education to review the plan prior to adoption.

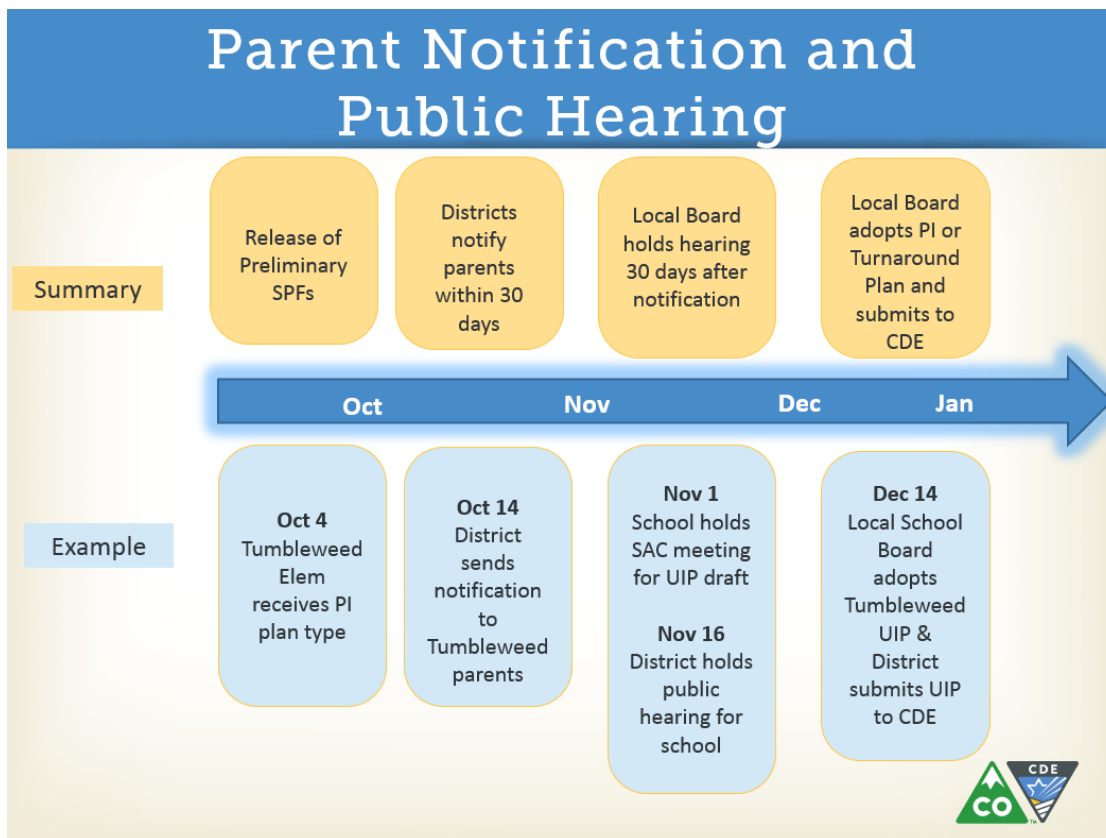
If the district applies for request to reconsider, then the notification process can wait until after the State Board's final determination.

While all SACs are expected to review a school's UIP and provide input, SACs for schools on the accountability clock need to take special care to reflect on whether the action plan addresses the magnitude of the school's performance challenges. The school principal shall review the school's progress in implementing its plan for the preceding year and in improving its performance. Finally, family involvement strategies must be included in the action plan. For evidenced based strategies and promising practices, go to: <http://www.cde.state.co.us/uip/promising>.

The date for the public hearing must be at least 30 days after the date on which the district provides the written notice. This will give families ample time to get the meeting on their calendars. During these public hearings, the local board of education should review the school's progress in implementing its plan during the preceding year and in improving its performance. A member of the School Accountability Committee is encouraged to attend the public hearing. Time needs to be built in before final adoption by the local school board, so that any feedback provided at the hearing can be incorporated.

The plan must be adopted by the local school board by January 17, which is the state's due date for UIP submission for Priority Improvement and Turnaround plans. If a district pursues a request to reconsider, but the State Board of Education does not approve the request, then the district may get an extension to meet the state UIP due date in 2016-17. These extensions must be negotiated on a case-by-case basis; contact the UIP office directly.

Sample timeline of Parent Notification and Public Hearing process



For a sample of a parent notification letter, please see Appendix A.

Improvement Planning

As schools and districts with Priority Improvement or Turnaround plan types create a Unified Improvement Plan, it is expected that the plan demonstrate an understanding of the magnitude of the issues facing them. The data analysis should consider and respond to the overall Performance Indicators (i.e., academic achievement, growth, post-secondary workforce readiness) and indicators by disaggregated groups 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 Performance Indicators and look for an analysis that works across the system; rather than focusing on just one area. Furthermore, the action plan should be appropriate in scope, intensity and type. This is an acknowledgement that for schools and districts to exit 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, described in the UIP 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 UIP 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). However, Priority Improvement and Turnaround schools are required, by law, to hold a public meeting prior to the adoption of the UIP to solicit community input, concerning the contents of the plan.

Local school boards that are required to submit a Priority Improvement or Turnaround plan must adopt a plan no later than mid-January of the school year in which it is identified for Priority Improvement or Turnaround. All schools and districts must use the online UIP system to address the requirements for a Priority Improvement or Turnaround plan and to address any other applicable program planning requirements (e.g., ESEA programs, Gifted Education, state and federal grants).

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 expectations for state and federal requirements.

Annual Submission of UIP for Public Posting

All districts must submit final Priority Improvement and Turnaround district and/or school plans no later than mid-April to the Department for publication on SchoolView. (Some flexibility has been provided for districts and schools with a Performance plan type. See the Accountability Handbook for additional details: http://www.cde.state.co.us/accountability/district_accountability_handbook2016.) Some

programs will also conduct program reviews of these UIPs. 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 are optional.

For a visual summary of the UIP timeline for Priority Improvement and Turnaround plans, please see Appendix B (schools) and Appendix C (districts). For additional resources and support on Improvement Planning, please visit: http://www.cde.state.co.us/uip/uip_trainingandsupport.

District Accreditation Contracts

The Department must annually accredit all districts and does so through an accreditation contract between the state and the district. A district that is “Accredited with Improvement Plan,” “Accredited with Priority Improvement Plan” or “Accredited with Turnaround Plan” will have its contract annually reviewed and agreed upon. (For districts “Accredited with Distinction” or “Accredited,” accreditation contracts have a term of one year and are renewed automatically each July so long as the district remains in one of these accreditation categories.) The Department will send districts individualized accreditation contract templates annually, if the contract needs to be renewed. Signed contracts, by the superintendent and local board president, are due back to CDE at the beginning of June, in order to be signed by the Commissioner and State Board President prior to July 1. 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. For purposes of monitoring a district’s compliance with its accreditation contract, the Department may require information or conduct site visits as needed.

If the Department has reason to believe that a district is not in substantial compliance with one or more of the statutory or regulatory requirements applicable to districts, it will notify the local school board and the board will have 90 days after the date of the notice to come into compliance. If, at the end of the 90 day period, the Department finds that the district is not substantially in compliance with the application requirements, meaning that the district has not yet taken the necessary measures to ensure that it will meet all legal requirements as soon as practicable, the district may be subject to loss of accreditation and to the interventions specified in section 22-11-209, C.R.S.

Refer to the District Accountability Handbook for more information:

http://www.cde.state.co.us/accountability/district_accountability_handbook2016.

Federal ESEA Program Accountability

The Elementary and Education Act of 1965 (ESEA) is the primary federal law affecting K-12 education. The ESEA has been reauthorized multiple times, most recently in December of 2015 as the Every Student Succeeds Act (ESSA) which will be implemented beginning with the 2017-2018 school year. Therefore, states are operating under either the former reauthorization of ESEA (the No Child Left Behind Act of 2001 (NCLB)) or their waiver if the state applied for and was awarded an ESEA flexibility waiver. On November 18, 2015, the U.S. Department of Education (USDE) approved Colorado's application to renew its 2012-approved ESEA flexibility waiver with some revisions to better align federal and state requirements. Colorado will continue to implement federal programs in accordance with its 2015 ESEA flexibility waiver until full implementation of the ESSA begins in 2017-2018.

Colorado's ESEA flexibility waiver enabled the state to more greatly align the identification process for federal accountability with the state accountability system. Colorado no longer uses Adequate Yearly Progress (AYP) data to identify districts for federal Title I accountability. To the extent possible, Colorado uses the state's accountability system to meet federal ESEA accountability requirements for districts and schools. During the 2016-2017 transition year, federal accountability has been paused, in that any schools or districts identified for improvement in 2015-2016 will continue to implement the plans, supports and services already in place.

The Federal Programs Unit administers funds under the ESEA, as well as a variety of other federal and state competitive grants and awards, including the following ESEA Titles. Colorado is in the process of developing its ESSA State Plan to be submitted for approval and implementation beginning in 2017-2018, which will impact some of the following accountability and program requirements.

ESEA, Title I, Part A

Title I, Part A is the largest federal program supporting both elementary and secondary education. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all students meet challenging state academic standards.

Title I, Part A District Accountability Measures

Under the ESEA flexibility waiver, the Title IA Accountability measure, AYP, has been replaced with Colorado's District Performance Frameworks. Districts now receive one set of accountability data for both Title IA and state accountability. Therefore, districts that accept Title IA funds and are accredited with a Turnaround or Priority Improvement plan type are held accountable for meeting the following federal requirements.

Requirements for Districts

- For any Title IA district accredited with a plan type of Priority Improvement or Turnaround, 10% of the Title IA allocation may be set aside in the following school year for professional learning activities to address the identified Priority Performance Challenges (PPC) from the unified improvement plan. These funds may only be used for district-wide professional learning or to provide professional learning to the lowest performing school(s) in the district, and the funds must be used to address the areas in which the district or the school(s) are not meeting performance expectations.

- These districts must complete the ESEA addendum in the UIP that will outline how the set aside funds will be used for professional learning activities to address the identified Priority Performance Challenges. UIPs will be reviewed by CDE during the January UIP submission window to identify how the LEA is addressing the identified PPCs through the use of these funds.
- The strategies in the UIP that are reviewed and approved by CDE must be reflected in the Consolidated Application for federal funds.
- CDE Federal Programs staff will engage with districts accredited with Priority Improvement and Turnaround plan types to improve the programs supported with federal Title IA funds.
- In the Consolidated Application, the LEA may describe the additional Title I, Part A support that is being provided to the schools with a Priority Improvement and/or Turnaround plan type within that LEA. This description must identify the specific needs that will be addressed by this support and provide the Title I expenses associated with the aforementioned.

Title I, Part A School Accountability Measures

The ESEA flexibility waiver replaced the previous Title IA school accountability measure, AYP, with Colorado's School Performance Frameworks (SPF). Under the waiver, three categories of schools are identified for federal accountability: Title I schools assigned a Priority Improvement or Turnaround plan type, Title I focus schools, and Title I priority schools. Title I Priority Improvement or Turnaround schools are identified using only the SPF results, whereas Title I focus and priority school identification includes additional criteria, as described below.

Due to transitions to new assessments, Colorado was not able to conduct the analyses necessary for developing 2015 SPFs. Therefore, for the 2016-2017 school year, 2014 SPFs were used to identify schools for a Priority Improvement or Turnaround Plan Type.

Pursuant to the December 18, 2015 [Dear Colleague Letter](#) from the USDE regarding the transition to ESSA, Colorado opted to maintain the list of priority and focus schools in effect on December 10, 2015 based on Colorado's flexibility renewal application. These schools will continue to implement their approved interventions through the 2015-2016 and 2016-2017 school years. Colorado will not exit schools from current lists until full implementation of the ESSA.

Title I Priority Schools

As previously stated, Colorado will not identify any new priority schools and the list of priority schools will remain the same until implementation under the ESSA begins. Schools identified under the 2015 ESEA flexibility waiver will continue to implement interventions and receive the same supports from CDE during the transition to the ESSA.

Under the flexibility waiver, CDE identified the lowest performing 5% of Title I schools as priority, based on achievement on the state assessment over a number of years or having a graduation rate below 60% for high schools. Priority schools must also have a Priority Improvement or Turnaround plan type assignment on the SPF. In Colorado, priority schools have been eligible for a Tiered Intervention Grant (TIG). The TIG is a competitive grant (funded from 1003g of ESEA; see the TIG section later in this document) offered only to Title I priority schools. TIG schools must implement one of the seven reform

models defined by the USDE: turnaround, transformation, restart, early learning, whole-school reform, state-determined (Secondary Success), or closure model. Current TIG grantees are awarded funds and supports for five years, as long as one of the TIG models is being implemented with fidelity. Previously, TIG was a three-year grant.

Earlier cohorts of priority (TIG) schools have now completed the three-year TIG grant. With the exception of a few schools, most have met the exit criteria and are no longer considered priority schools. In addition to the current TIG schools, former TIG schools that have not yet met the exit criteria and are still among the lowest performing 5% continue to be considered priority schools and will be supported by CDE during the transition to the ESSA.

Priority schools (or TIG schools) are held to the additional federal requirements delineated below (see the “Requirements for Schools” section).

Title I Focus Schools

As previously stated, Colorado will not identify any new focus schools and the list of focus schools will remain the same until implementation under the ESSA begins. Schools identified under the 2015 ESEA flexibility waiver will continue to implement interventions and receive the same supports from CDE during the transition to the ESSA.

Under the 2015 ESEA flexibility waiver, CDE identified at least 10% of Colorado’s Title I schools as focus schools to help ensure that low performance for student groups are addressed. Specifically, a Title I Focus school is a:

- (1) Title I high school with low graduation rate (regardless of plan type), and/or
- (2) Title I schools with a 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.

More information about priority and focus schools can be found at:

www.cde.state.co.us/fedprograms/ti/a.

Requirements for Schools

Supplemental Educational Services (SES) and Public School Choice

LEAs must offer Supplemental Educational Services (SES) for *eligible* students and Title I Public School Choice for *all* students attending a Title I school that has been identified as a Title I focus school or has earned a Priority Improvement or Turnaround plan type. Students in these schools may be eligible for SES if they performed below expectations on the state English language arts or math assessments, below grade level on the READ Act assessments, or are identified as Non-English Proficient (NEP) or Limited English Proficient (LEP) on the state English language proficiency assessment.

Choice is provided as an option for families in districts with multiple schools per grade span. After the district identifies a minimum of two higher performing schools (i.e., earned an Improvement or Performance Plan type and have not been identified as a Title I Focus School), parents can choose to

send their child to one of these higher performing schools, with district-provided transportation using Title I funds (or local or state funds used to support a program that meets these requirements). If parents decide to have their child remain in the home school, the child, if eligible, may receive SES services.

For more information regarding SES and Choice, please refer to the CDE guidance:

<http://www.cde.state.co.us/fedprograms/ti/ses>.

Additional Requirements for Title I Priority and Focus Schools

As part of the UIP process, priority schools awarded a Tiered Intervention Grant (TIG) must complete and submit the TIG addendum in the school's UIP based on the reform model being implemented. A Title I Focus schools must address the reasons behind the designation in its school level UIP. The school's UIP must address the low achievement of the disaggregated groups in the data narrative. The action planning section must include action steps indicating how the low achievement will be addressed.

CDE will assist districts with Title I priority and/or focus schools with UIP development, implementation monitoring and prioritize these schools for additional support. CDE Federal Programs staff, in collaboration with Turnaround Support Managers, will assist districts with:

- A comprehensive needs assessment for priority or focus schools;
- Planning, plan implementation and progress monitoring; and
- Access to services, resources and information to help the school address its needs.

In addition, CDE will engage with districts that have focus and/or priority schools, to improve the effectiveness of programs supported with federal funds.

ESEA, Title II, Part A

Title II, Part A is intended to increase student academic achievement by improving teacher and principal effectiveness. These funds can be used to prepare, train and recruit highly-effective teachers and principals capable of ensuring that all students will achieve to high standards.

The approval of Colorado's ESEA flexibility waiver enabled the state to align the identification process for Title IIA accountability (Section 2141c of ESEA) with the state accountability system. Colorado no longer uses Highly Qualified Teacher and AYP data to identify districts for Title IIA improvement. Districts that (1) accept Title IIA funds and (2) have been accredited with a plan type of Priority Improvement or Turnaround are identified for Title II Improvement under Title IIA accountability (Section 2141c of ESEA).

Identified districts must identify how their Title IIA funds will be used in the following school year to address Priority Performance Challenges, Root Causes and/or identified gaps in equitable access to qualified and experienced teachers in the UIP. Therefore, Title II funds should appear as a leveraged resource in the action plan. UIPs are reviewed by CDE during the January UIP submission window.

All districts are required to ensure that low-income and minority students are not taught at disproportionate rates by inexperienced or out-of-field teachers. An analysis of the equitable distribution of teachers and identification of any gaps should be included in the data narrative. CDE provides data to support this analysis at

www.cde.state.co.us/fedprograms/equitabledistributionofteachers. If a gap is identified, it must be addressed in one of the UIP Major Improvement Strategies. CDE reviewers of the UIP will provide feedback on the plan to address the identified gaps to ensure that the requirement is met.

A district is no longer identified for Title IIA Improvement 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. The Federal Programs Unit will provide support for implementation during the Consolidated Application process and onsite reviews. In addition, Title IIA funds must first be used to provide additional supports in schools assigned a Priority Improvement or Turnaround plan type, although a district's entire IIA allocation need not be budgeted in support of those schools. These supports must be above and beyond the supports provided to other schools in the district.

ESEA, Title III

The goal of the Title III program is to improve the education of English Learner (EL) students by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for identified ELs and immigrant students through supplemental Title III and Title III-Immigrant set-aside funding.

As a state recipient of Title III funding, NCLB required Colorado to develop State Annual Measurable Achievement Objectives (AMAOs). AMAOs are performance targets that all Title III grantees are expected to meet annually. There are three AMAOs. The first two consist of English language proficiency achievement and growth metrics as measured on the WIDA ACCESS for ELs assessment. The third AMAO is an academic achievement indicator based on academic growth on state reading, writing and math assessments, and graduation and assessment participation rates. In a typical year, all three AMAO targets must be met in order for the grantee to be considered to have met AMAO targets.

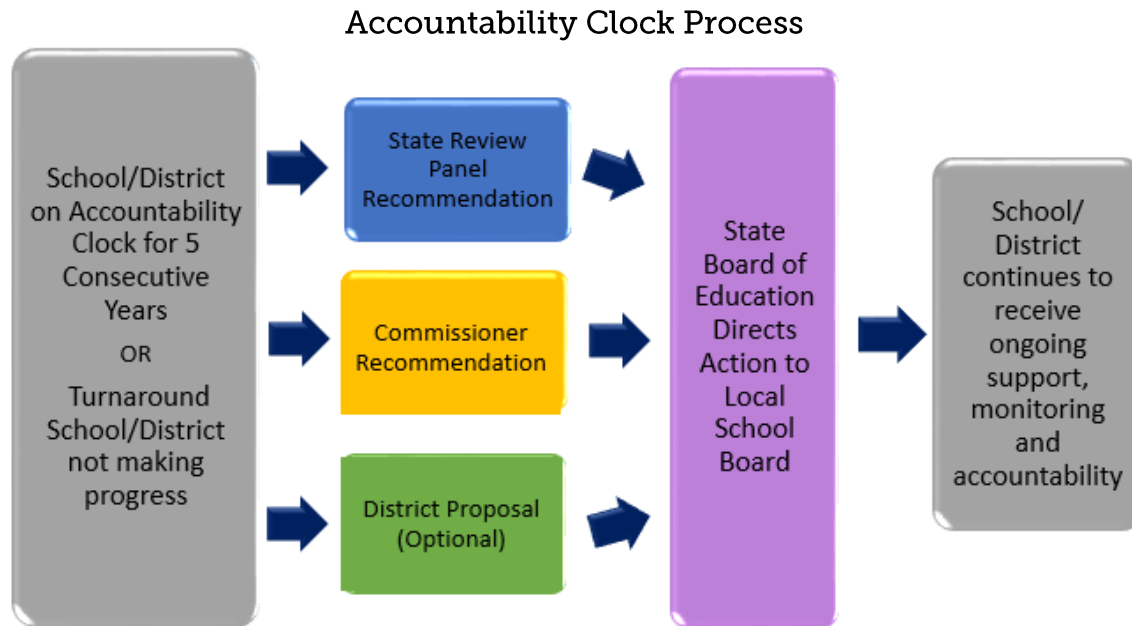
Pursuant to the December 18, 2015 [Dear Colleague Letter](#) from the USDE regarding the transition to ESSA, Colorado did not calculate AMAOs for the 2014-2015 and 2015-2016 school years.

Formerly, any district/consortium that accepted Title III funds was identified for Title III Improvement if it did not make AMAOs for two consecutive years. A Title III grantee that had previously been identified for Title III Improvement had to develop its UIP to specifically address the factors that prevented it from achieving these AMAOs, as well as a description of the scientifically research-based strategies that will be implemented to improve the district English Language Development (ELD) program, and how the district proposed to spend its Title III allocation for these purposes. Grantees formerly identified for Title III Improvement must continue to implement the specified strategies until full implementation of the ESSA begins.

Under ESSA, Title III AMAOs will no longer be calculated. Instead, the statewide accountability system will include long-term goals and interim measures of performance in English language arts and math for disaggregated groups, including ELs. The statewide accountability system will also include an indicator to measure the English language progress of ELs. Therefore, the measurable objectives and accountability for the performance of ELs will be under the statewide accountability system and no longer separately calculated for Title III grantees only.

Reaching the End of the Accountability Clock

Colorado law requires that the State Board of Education recommends specific action for any school, district or Institute remaining on a Priority Improvement or Turnaround plan for more than five consecutive years. The State Board has discretion to take action prior to the end of the Accountability Clock for schools and districts with Turnaround plans. In considering appropriate actions, the State Board will refer to recommendations from the State Review Panel and from the Commissioner of Education. School districts may also provide a proposal for their preferred pathway to the State Board. See below for a visual depiction of the process.



This section outlines the steps that will take place as a school, district or Institute reaches the end of the Accountability Clock. Through this process, CDE staff members will work with the district or Institute to select an action, also referred to as a “pathway,” that is best suited to create dramatic change. Additionally, the State Review Panel will critically evaluate the school, district or Institute’s capacity to engage in dramatic change, and make a recommendation to the Commissioner and State Board as to which pathway it believes will produce that change. The pathways include school closure, converting schools to a charter school, working with an external management partner, seeking innovation status for a school or group of schools, or district reorganization. Descriptions of these pathways are provided in the next two sections.

State Review Panel

Created through the Education Accountability Act, the State Review Panel is a body of experts in the field that provides recommendations to the Commissioner of Education and State Board of Education on steps to take with schools and districts on the Accountability Clock. Panelists have expertise in school and district leadership, curriculum, assessment, instructional data management, program evaluation, teacher leadership, and school and district governance. In addition, attention has been paid to ensuring panelists represent the state geographically and have specialized knowledge (e.g., online programs, charter schools, disaggregated groups of students).

The State Review Panel is tasked with:

- Providing a critical evaluation of the Unified Improvement Plan (UIP), including capacity of school/district to engage in dramatic change. The Panel shall review Turnaround plans and may review Priority Improvement plans.
- Providing recommendations to the Commissioner and State Board of Education on potential actions when a school or district remains on the Accountability Clock for more than five consecutive years or earlier upon request.

The State Review Panel does its work through document reviews (including an evaluation of the UIP) and site visits (including interviews with district and school leadership, local board members, staff and local community members). Panelists are expected to answer questions about the school's or district's leadership capacity to implement the needed change for rapid improvement, including:

- 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.

Based upon their document review and site visit, the Panel provides recommendations to the Commissioner and State Board of Education as they determine the required action(s) at the end of the Accountability Clock or early action. The following section describes the possible pathways for districts, the Institute and schools, per state statute, which the State Review Panel must select from in their recommendations.

Additional details on the State Review Panel are available on the CDE website at:

www.cde.state.co.us/uip/statereviewpanel.

Accountability Clock Pathways

Pathway	Statutory Language		What does this mean?
	Districts on the clock (C.R.S. 22-11-209)	Schools on the clock (C.R.S. 22-11-210)	
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools.	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district.	An external organization would be brought into the district or school to manage the entire school/district or to manage targeted operations (e.g., fiscal management, HR operations, or instructional approach). If partnering with an external organization only for targeted operations, the external partner must have contractual authority and accountability.
		With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board.	
Charter School Conversion	That one or more of the district public schools be converted to a charter school.	That the district public school be converted to a charter school if it is not already authorized as a charter school.	A school(s) would be converted to a public charter school. This means that they would have their own governing board. A management organization could be brought in to operate the school. There are automatic waivers available to charter schools.
Innovation Status	That one or more of the district public 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 district public schools as an innovation school zone.	That the district public school be granted status as an innovation school pursuant to section 22-32.5-104.	Innovation Status provides a way for a school, a group of schools or the district to develop innovative practices to better meet the needs of students. It allows more autonomy to make decisions at the school-level and includes getting approval on waivers from local and state policies that may be barriers to that innovative vision.
School Closure	That one or more of the district public schools be closed.	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked.	School closure can be done in a few different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system).
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which may include consolidation.	N/A	The district would consolidate with a neighboring district and alter its boundaries. This would involve a comprehensive negotiation and require that all involved districts desire this action.

Accountability Pathways Resources

As a school or district reaches the end of the accountability clock, CDE staff work with the district to select a pathway that is best suited to create dramatic change. CDE has developed resources to support this process, which are available at: www.cde.state.co.us/accountability/accountability_clock.

Guidance documents for each pathway provide an overview of what implementation entails, what the implications are for governance and funding, and what conditions are necessary for success.

Pathway Guidance Documents

- [Conversion to a Charter School](#)
- [Innovation School or Innovation Zone](#)
- [Management by a Public or Private Entity](#)
- [School Closure](#)
- [District Reorganization](#)

CDE has also developed rubrics for school districts submitting innovation or management plans on behalf of a school, set of schools, or the district. The rubrics are intended to guide planning for Priority Improvement and Turnaround schools and districts pursuing the innovation or management pathways as a turnaround strategy. The rubrics will also be used by CDE staff to inform the Commissioner's recommendation and assess whether the plan, if implemented, will have significant, rapid and positive impact on student learning.

Pathway Rubrics

- [Innovation School or Innovation Zone Plan Rubric](#)
- [Management Plan Rubric](#)

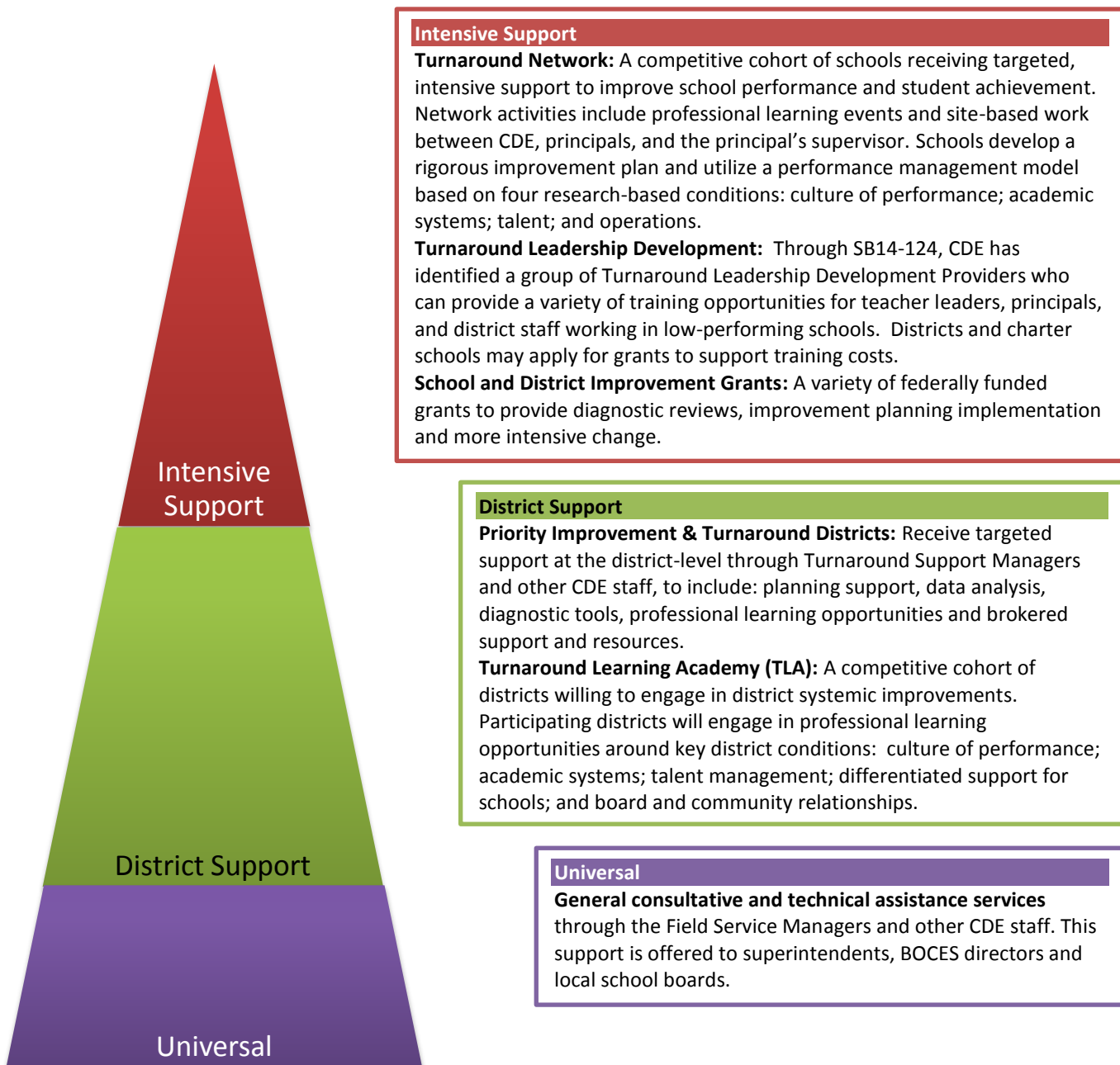
State Board of Education Accountability Hearings

If, after school and district ratings are made final, a school or district will be entering the sixth consecutive year of Priority Improvement or Turnaround, the Department will provide written notice to the District or Institute that the State Board will be considering a course of action for the district or Institute and/or for one or more of its schools at an accountability hearing. The State Board Office will notify the district or Institute in writing of the date on which the State Board of Education will hear the recommendations of the Commissioner and the State Review Panel. The district or Institute is also provided the opportunity to submit to the State Board a written report detailing the district or Institute's preferred course of action at least thirty days prior to the scheduled State Board of Education hearing. At the hearing, the district or Institute and the Department shall each have a maximum of thirty minutes to present. The district is encouraged to present an overview of the district's improvement strategies, a review of trends in student achievement data, and an explanation of what actions the district and/or school is taking or plans to take to improve student outcomes and attain improvement status or higher within the next two years. Following the presentations of both the Department and the district or institute, the State Board will ask questions. The accountability hearing is an opportunity to present recommendations and engage in discussion with the State Board. No votes will be taken at the initial hearing. The State Board will consider and adopt a written final determination of the actions the district will need to take at a subsequent State Board meeting.

Support for Dramatic Change

CDE offers a differentiated approach to support and intervention based on performance and need. This tiered approach focuses the most intensive support to the lowest-performing schools and districts and allows for greater autonomy for the highest-performing schools and districts. CDE believes this strategy and structure is necessary to provide high-quality support and maximize resources across the state.

The following graphic illustrates the levels of support offered by CDE.



Turnaround Network

CDE's School and District Performance Unit launched the Turnaround Network for schools, welcoming its first pilot cohort of schools in summer 2014. The Network is a commitment between CDE and local school districts to accelerate student achievement of some of the state's lowest performing schools through targeted diagnostic reviews and planning support; personalized professional learning opportunities; performance management; and supplemental grant funding. The goal of the Network is to show evidence of strategies that yield rapid turnaround results and from which other schools/districts can learn.

The Turnaround Network uses a framework to support schools in developing a rigorous improvement plan that pushes on four-research based conditions: culture of performance; academic systems; talent; and operations. Network schools will make targeted investments in these four areas to improve school performance and student achievement.

More information about the Turnaround Network can be found on the CDE website at:

<http://www.cde.state.co.us/accountability/turnaroundnetwork>.

District Support

CDE will continue to support districts with Priority Improvement or Turnaround accreditation ratings through the work of Turnaround Support Managers. These districts will receive targeted and customized support and personalized professional development opportunities. This support may include the analysis of performance data, coordination of diagnostic review support, design and/or updating of Unified Improvement Plans, and the brokering of resources and services. CDE will consider differentiated approaches based on the number of Priority Improvement and Turnaround schools within a district and districts that are on Priority Improvement and Turnaround plans. Districts will be assigned and notified of their Turnaround Support Manager after the release of the preliminary performance frameworks.

Turnaround Learning Academy

The Turnaround Learning Academy (TLA) will support improved academic achievement for Colorado students by working directly with central district personnel to explore challenges and best practices in district-level leadership of school turnaround. The Turnaround Learning Academy seeks to build capacity among district leaders while catalyzing systems-level change initiatives leading to differentiated support and oversight of turnaround schools by districts. The program will provide relevant, research-based professional development for district leaders who oversee key functions such as general academics, school supervision, curriculum, student services, accountability, student assessment, human capital management and community engagement. The intended outcome of Academy membership will be the redesign and alignment of key district level systems to support dramatic improvement of schools. Success will be measured through ongoing evaluation of systems using CDE's Conditions for Dramatic Improvement. More information about the Turnaround Learning Academy can be found on the CDE website at: <http://www.cde.state.co.us/accountability/tla>.

Bright Spot Visits

CDE holds several “bright spot” visits throughout the year to highlight promising practices at different schools. School and district staff are invited to join in these visits and discuss certain aspects of successful school improvement. Bright spots have limited space and are communicated through the Turnaround Support Managers.

Universal Support

Field Service Managers and other CDE staff will provide and/or broker general consultative and technical services to superintendents, BOCES directors and local school boards, as well as serve as liaisons between the Department and the field. Technical assistance may include: the analysis of performance data, the design and/or updating of Unified Improvement Plans, academic performance diagnostic reviews and training – to districts with academic performance challenges in their schools, as well as to higher performing districts. This is to ensure successful implementation of performance objectives toward improving academic growth, achievement, closing of achievement gaps and enhancing postsecondary/workforce readiness. Field Service Managers are assigned to districts based on regional representation. A list of Field Service Managers and regions can be found on the CDE website at: <http://www.cde.state.co.us/cdeedserv>.

Turnaround Leadership Development

Senate Bill 14-124, passed in 2014, established the School Turnaround Leaders Development Program. This program will offer grants to turnaround leadership development providers and to districts and charter organizations to fund participants in such programs. The program creates an opportunity to increase the options for school leaders, aspiring leaders, and district teams to become trained in serving in low-performing schools in order to see dramatic and accelerated gains in student learning. RFPs for potential providers are released in September and for participants (districts and charter schools) in December. More information about the grant program can be found at: www.cde.state.co.us/accountability/turnaroundleadership.

School and District Improvement Grant Eligibility

For districts and schools identified as Priority Improvement or Turnaround, there are specific grant opportunities to assist them in building capacity to increase student achievement. The grants have been created to lead schools and districts through an intensive, supported process of continuous improvement. They have been developed to address the most common challenges of low performing schools and in consideration of the practices of effective high-needs schools. Funds are awarded on a competitive basis. The following provides a description of some of the grant opportunities/intensive supports available to the lowest performing schools and districts.

Diagnostic Review and Planning Grant

Through a competitive process, CDE awards funds for appraisal and planning services to eligible Title I schools. These grant funds are used to support a Diagnostic Review and assistance with incorporating the recommendations from the review into the UIP. This grant is made available to Title I focus schools and Title I schools with a Priority Improvement or Turnaround plan type.

Pathways Early Action Grant

The Pathways Early Action Grant is intended to incentivize Local Educational Agencies (LEAs) and schools nearing the end of the Accountability Clock to explore pathway options, take thoughtful action, and increase readiness for discussions with the State Board of Education. The expected outcome of the grant is for the LEA to develop a formal plan identifying its preferred accountability pathway and implementation strategies, with the support of CDE staff. The LEA is expected to present its plan to the State Board of Education prior to the Accountability Clock statutory deadline. The Pathway Early Action Grants were awarded in summer 2016, through a competitive process, to 11 districts that either had schools in Year 4 or 5 of the Accountability Clock, or the district itself was in Year 4 or 5 of the clock (based on the 2014 school and district ratings). If another round of grants is made available in 2017, CDE will post the RFP on the Accountability Clock website:

http://www.cde.state.co.us/accountability/accountability_clock.

Connect for Success

Title I 1003(a) funds also provide opportunities for Title I schools with a Priority Improvement or Turnaround plan type in years 1 or 2 of the accountability clock in order to strengthen their Title I Program. Schools will implement structures and strategies found to be effective through the [High Achieving Schools study](#) and provide quality instruction to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners.

Tiered Intervention Grants

This grant program utilizes Title I 1003(g) funds to support districts that have Title I schools that perform in the lowest 5% on achievement based on state assessments or have graduation rates less than 60%, are assigned a Priority Improvement or Turnaround plan type and have been identified as priority schools under the ESEA flexibility waiver. Since this is the lowest tier of schools, the intent of this grant is to provide funding for districts to:

- Partner with CDE in the implementation of one of the seven intervention models provided in the guidance for the use of Federal Title I 1003(g) funds;
- Increase the academic achievement of all students attending chronically low performing schools through the development of a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs; and
- Utilize the support and services from external providers in their efforts to accomplish the above.

Periodic progress monitoring of schools occurs by CDE by onsite visits, phone, or other electronic means.

Grant opportunities are provided throughout the year to meet the specific needs of schools and districts. For more information about these and other school improvement grant opportunities and eligibility, please visit: www.cde.state.co.us/fedprograms/ti/sitig.

Appendix A: Sample Notification Letter to Parents

[*District Address*]

[*Date—By November 3, 2016 and at least 30 days before public meeting*]

Dear Parent,

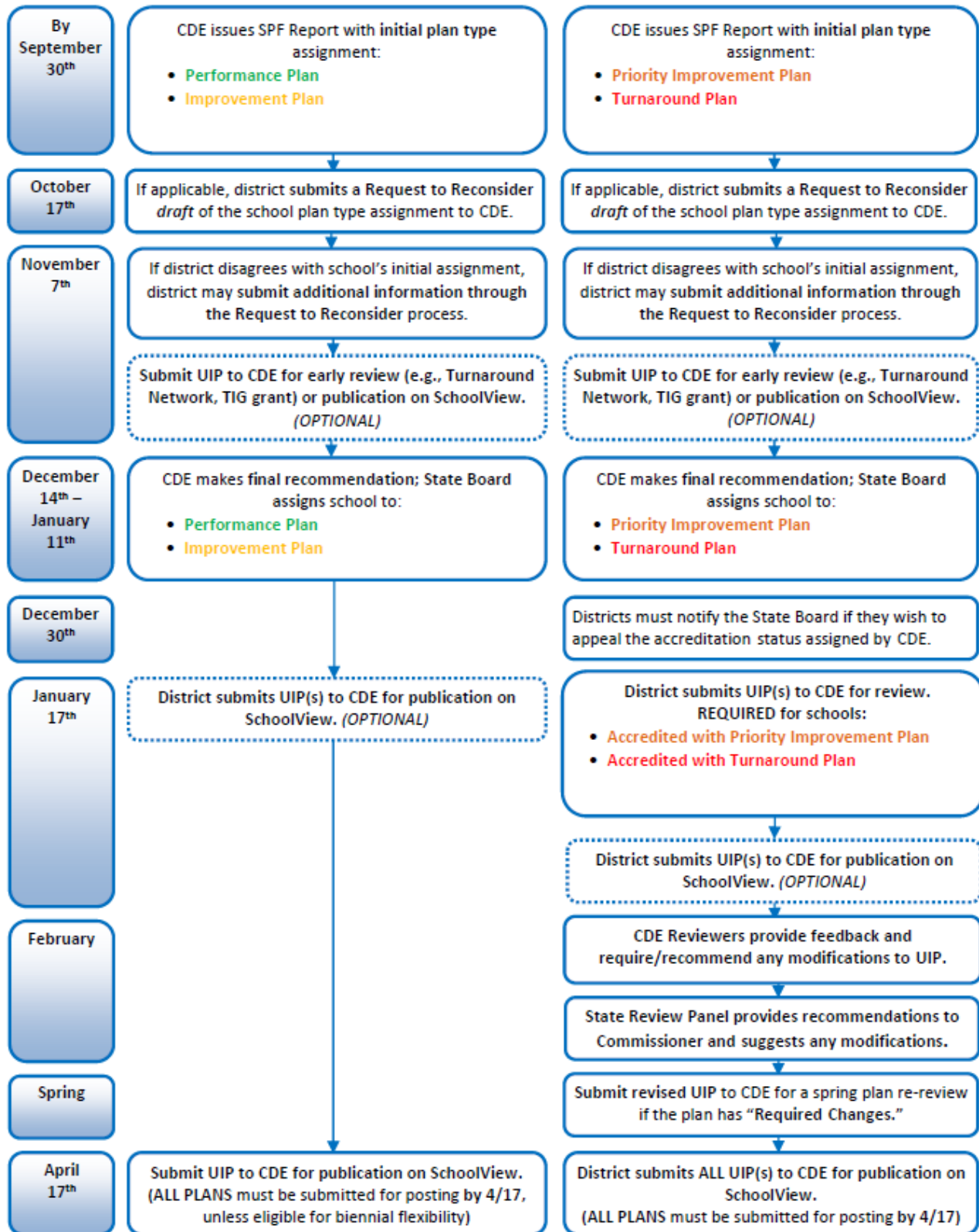
Pursuant to the Education Accountability Act of 2009, all public schools in Colorado are required to develop unified improvement plans (UIPs) that outline targets for performance outcomes and strategies that the school will implement to achieve academic improvement. Depending on performance, schools are expected to implement a performance plan, improvement plan, priority improvement plan, turnaround plan. Based on results from the Colorado School Performance Framework in 2016, [school name] will be updating its [plan assignment] plan during the 2016-17 school year.

The school was assigned to this plan type last school year based on low-performance in the areas of [insert measures where the school did not meet expectations]. Attached is the 2016 school performance framework report that describes how the school has been evaluated.

The district must submit [school name]'s UIP to the Colorado Department of Education on or before *January 17, 2017* for review. The UIP provides the school a focused improvement plan, including a data analysis on student performance and a detailed action plan. To meet that deadline, the UIP will be developed according to the following timeline: [insert dates of any benchmarks for conducting analysis and developing and finalizing the plan].

The School Accountability Committee will hold a public meeting to gather input from parents concerning the development of the plan on [date], at [time], in [location]. Prior to adopting a plan, the local school board will hold a public hearing on [date—at least 30 days after this notice is issued], at [time], in [location] to review the plan. For more information, please contact [name] at [contact information].

Appendix B: School Plan Assignments and Submission Timeline



Appendix C: District Plan Assignments and Submission Timeline

