



COLORADO
Department of Education

**District Accountability Handbook:
Priority Improvement and Turnaround
Supplement**

August 2022

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Introductory Note – Transitional Accountability 2022

The “Transition Back to Standard K-12 Accountability” bill ([SB 22-137](#)) was introduced in the Senate on February 16, 2022 and was signed by the Governor on April 13, 2022. This legislation represents a shift from the previous two years of a pause on the accountability system. There are several key features of the legislation that should be noted, some with particular impacts for identified schools:

- CDE has calculated 2022 transitional frameworks, but automatic advancement on the accountability clock has been suspended.
- The percentage of students contributing to the growth indicator is added to the framework for informational purposes.
- The [request to reconsider process](#) is being offered and can be used to exit performance watch (i.e., move to “on watch,” exit the clock fully) if an Improvement plan type or higher is earned. AECs may participate in the request to reconsider process. Note the State Board of Education adopted rules in June that require schools and districts to have at least 90% total participation (parent excusals are counted as non-participants) on state assessments to make a request.
- During the transitional period, schools and districts may receive a plan type of Priority Improvement or Turnaround Year 0. If the school or district receives an Improvement plan type or higher in 2023, the school will no longer be identified. In the meantime, these sites are eligible for supports (e.g., EASI application) and additional requirements will apply (e.g., additional improvement planning requirements).
- Clarification is provided for the State Board regarding schools or districts on the accountability clock when action has already been directed (currently there are 12 schools and 2 districts with directed action).
- The School Transformation grant (embedded within the EASI grant) will be expanded to districts with an Improvement plan type.

As a note in the document that follows, if there are particular aspects of this supplement impacted by policy from this legislation that will be unique to the 2022-23 school year, it will be highlighted through the gray boxes.

Description of Performance Watch

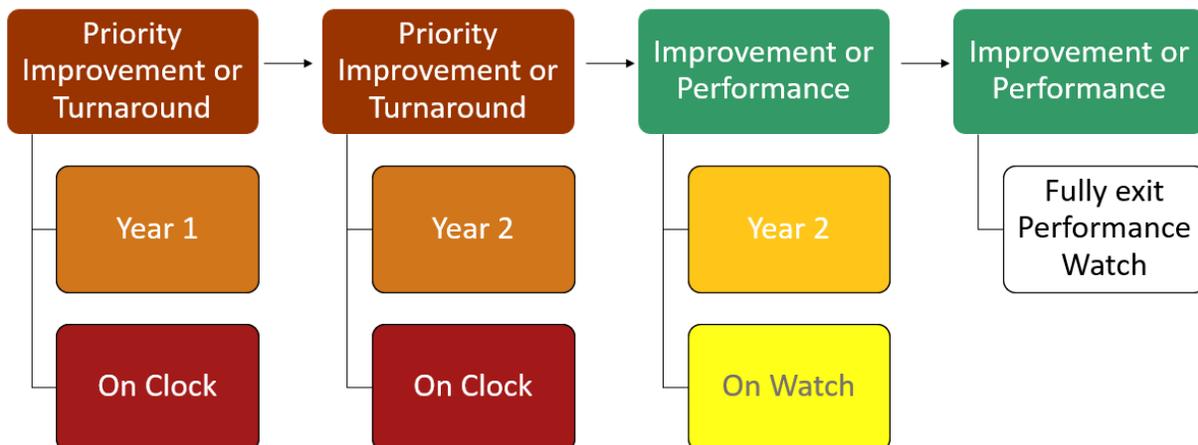
All schools and districts with an identified need through the state accountability system are considered to be on Performance Watch. This includes sites on the accountability clock (i.e., Priority Improvement or Turnaround at Year 1 or higher), On Watch (i.e., sites that have earned an Improvement plan type or higher after being on the accountability clock for at least two years) or On Hold (i.e., received an Insufficient State Data rating after being on performance watch in the prior year). Unique to the 2022 transitional frameworks, a school or district may earn a Priority Improvement or Turnaround plan type - Year 0. This is illustrated in Figure A.

Figure A: Performance Watch and the Accountability Clock



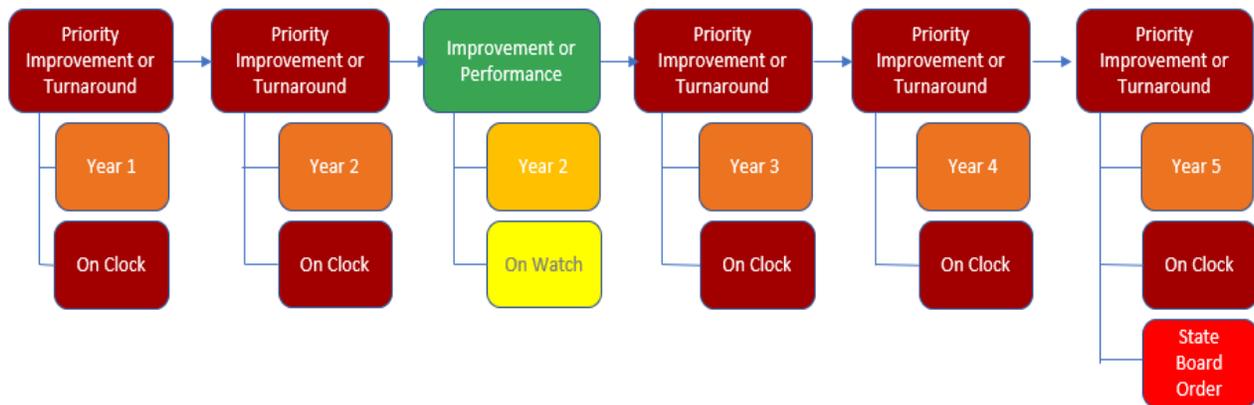
Accountability Clock. A school, district or the Institute that earns a Priority Improvement or Turnaround (PI/T) plan type is considered to be on the accountability clock. The department documents the plan type and years on the clock on the performance frameworks. There are special targeted supports and requirements associated with this status. If a site earns an Improvement plan type or higher after one year, than they fully exit performance watch. After receiving two PI/T plan types, a school, district or Institute must receive an Improvement rating or higher for two consecutive years to exit performance watch. If a site has five or more years on the accountability, then the State Board of Education is compelled to intervene.

Figure B: Progression on Performance Watch Example 1



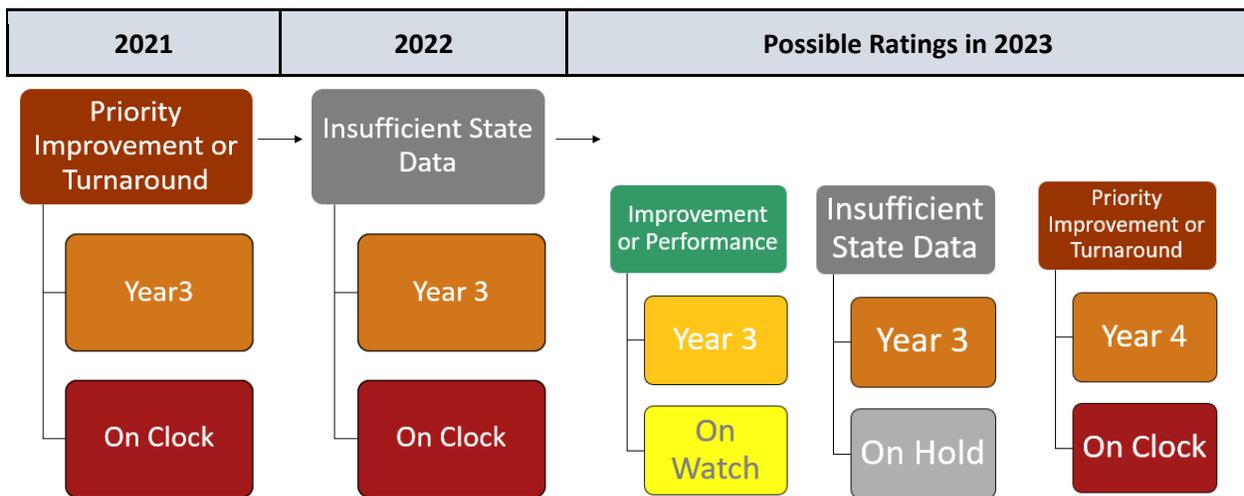
On Watch. To ensure stability in the clock exiting process, the legislature added the requirement in 2019 that sites that are on the accountability clock for two or more years must earn an Improvement plan type or higher for two consecutive years to fully exit performance watch. The site is considered to be “on watch” during that time. Certain targeted supports and requirements remain in place for these sites. If a site earns a Priority Improvement or Turnaround rating while being On Watch, then the clock resumes. See figure C for an example.

Figure C: Performance Watch Progression Example 2



On Hold. Schools and districts that earn an Insufficient State Data plan type after being on performance watch in the prior year will “hold” at the previously assigned year on performance watch. This is reflected in the performance framework, as well. These sites are eligible for supports and are still expected to meet associated requirements. The same exit criteria apply to these sites, as well.

Figure D: Example of Progressions for Sites with ISD on Performance Watch



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 awards, 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) which was reauthorized as the Every Student Succeeds Act (ESSA) in 2015. The [District Accountability Handbook](#) 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.

Request to Reconsider

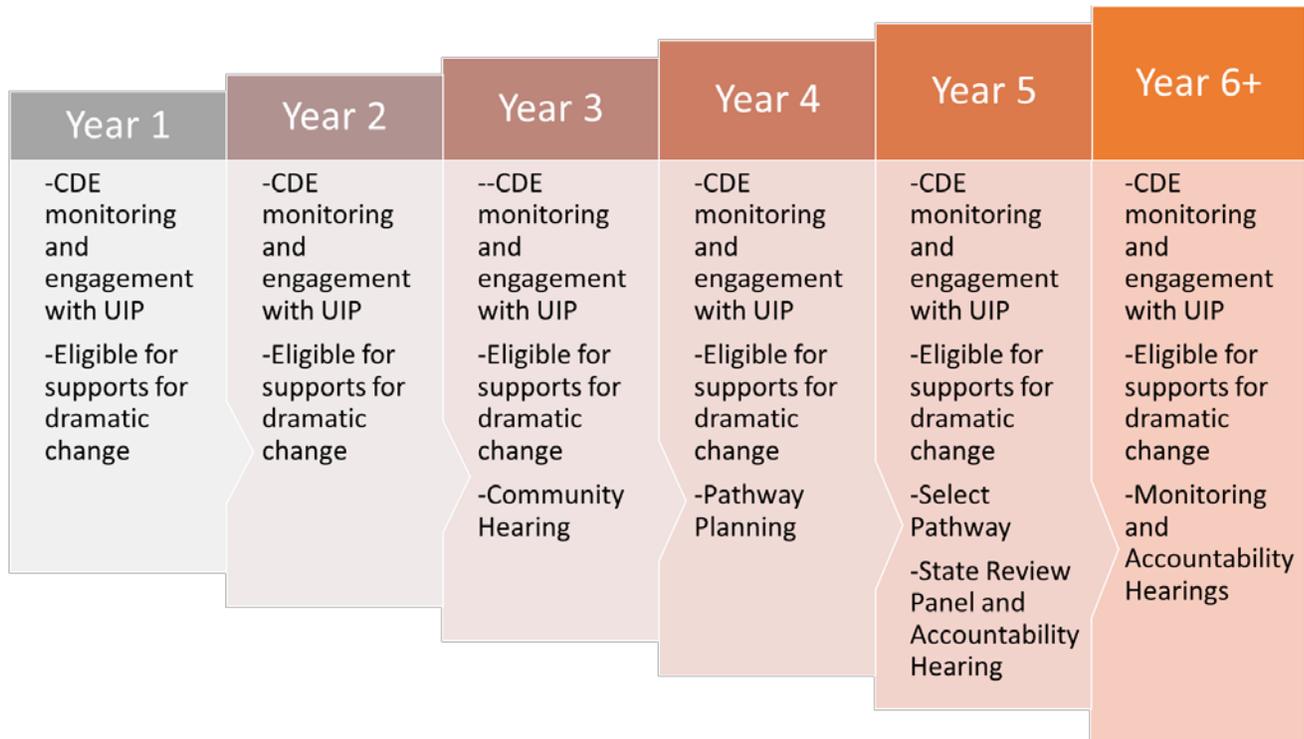
If a district disagrees with the Department's initial accreditation category for the district or disagrees with any of its school plan types, the district may submit additional information to the Department as part of the [Request to Reconsider process](#).

Identification Process for Performance Watch

Districts and schools assigned to a Priority Improvement or Turnaround plan have the lowest 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. For more information about the performance framework calculations, go to: [Guidance on the School and District Performance Frameworks](#).

For the schools and districts on Performance Watch, there are unique requirements and supports, in addition to those for all districts and schools. As a result, CDE has developed this supplement to the Accountability Handbook to detail the critical information for districts or schools identified through the state accountability system. This includes listing state statutory and regulatory requirements, timelines for actions on each year of Priority Improvement or Turnaround, implications for improvement planning and federal programs, and available supports.

Figure E: Progression of Monitoring and Support



Support for Schools and Districts on Performance Watch

Districts and schools that continue to be identified by the state accountability system will see an increase in requirements, monitoring, technical assistance and supports. Initially, all districts with identified schools are assigned a support coordinator to support districts with identification requirements, applications for additional resources and supports and brokering of information and supports. By year 3, districts are assigned a turnaround support manager who supports pathway planning, community hearing requirements, and potential early action, if the school or district continues to be identified.

Supports for Dramatic Change: EASI Grant and Support Coordinators

CDE offers a differentiated approach to support and intervention based on performance and need. This is carried out in two main ways: (1) Empowering Action for School Improvement (EASI) grant application and (2) Support Coordinators.

Empowering Action for School Improvement

The various supports and school improvement grant opportunities offered through CDE are available in a single application. The Department is focusing on a “needs-based approach” to award services and funding. This approach has been designed to: create fair and transparent processes; increase efficacy and efficiency; build district and school capacity for sustainable improvement; and maximize impact on

student learning. Ultimately, the intent is to implement a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources.

The EASI Application: <https://www.cde.state.co.us/fedprograms/easiapplication> is a one-stop shop for districts to apply for state and federal funds that are focused on school improvement strategies. Available supports range from funding for exploration of school improvement efforts (e.g., diagnostic review, stakeholder engagement, improvement planning) to supports led by CDE and/or external providers (e.g., School Turnaround Leadership Development, Turnaround Network, Connect for Success, and Accountability Pathways) to improvement efforts designed and led by districts. In addition, CDE publishes a [vetted list](#) of school and district improvement partners that are available to help districts and schools build their capacity to implement best practices and create sustainable performance.

The EASI process begins in September, and applications are typically due in December. Your support coordinator can assist with this process. To help you find the services or supports that might be the most helpful to your schools, CDE will host a variety of opportunities (e.g., office hours, EASI 101 sessions, opportunities to learn more about services) that help district teams to learn more about the application process and connect with CDE staff about support. Keep an eye out for further details.

Support Coordinators and Turnaround Support Managers

Each district with a school on Performance Watch (i.e., Priority Improvement, Turnaround, On Watch, On Hold) is assigned a support coordinator to act as a single point of contact and broker to other services. The support coordinator is available to assist with the EASI application, connect districts with other resources and support the district with improvement efforts, as appropriate. Support coordinator assignments are shared with districts in September. When a district or school has been identified for three or more years, the support coordinator transitions to a Turnaround Support Manager, which includes more intensive engagement from the department.

Annual Requirements: All Schools on Performance Watch (Year 0+)

ICON	DESCRIPTION
	Release
	Due for Submission
	Supports
	Meeting with Stakeholders
	Technical Assistance from CDE
	State Review Panel
	State Action



August: Ratings Released

CDE releases preliminary District Performance Framework (DPF) report to districts and School Performance Framework (SPF) plan type for schools. This is the first notification a Superintendent will receive if the district has been Accredited with a Priority Improvement or Turnaround Plan, or the school has been a Priority Improvement or Turnaround plan type or if the district or school has moved to On Watch.



Assigned a Support Coordinator

Districts with identified schools will be assigned a Support Coordinator. The support coordinator's role is to provide guidance on identification, supports, and monitoring. Soon after preliminary ratings are released, your support coordinator will reach out to provide information. The support coordinator is also available to support planning, school improvement strategy, and present to community members or the local board.



Parent Notification - Priority Improvement and Turnaround

For each school with a plan type of Priority Improvement or Turnaround, the district must notify the families in the school of the school's plan type, the reason for identification, ways to provide input into the school's plans (e.g., School Accountability Committee meeting) and notification of the local board's hearing prior to adopting the school's plan. Typically, Districts are expected to send evidence of

the notification to CDE via email or attached to the school's UIP. In 2022, CDE is available to provide support on this requirement, but will not be monitoring implementation. For more details see https://www.cde.state.co.us/uip/parent_notification_fact_sheet



October: Unified Improvement Plan Due

As schools and districts on Performance Watch create a Unified Improvement Plan, it is expected that the plan demonstrates 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, academic 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 (i.e., academic achievement, academic growth, post-secondary and workforce readiness) 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 and intensity. This is an acknowledgement that for schools and districts to exit Performance Watch status, dramatic change is necessary.

Schools and districts on Performance Watch have additional planning requirements. Customized directions for each school and district are available in the pre-populated reports. In addition to the typical planning requirements (e.g., trend analysis, priority performance challenges, root causes, major improvement strategies, action plans, progress monitoring plans), the following must also be included:

- For elementary schools submitting a Priority Improvement or Turnaround plan and their districts: Early Childhood Needs Assessment is required. For more details, see: <https://www.cde.state.co.us/early/elna>
- For schools submitting a Priority Improvement or Turnaround plan: Includes high leverage action steps to increase parent engagement at the school that are aligned with Family, School and Community Partnering standards.
- For schools and districts with a Turnaround plan type: At least one of the state-required turnaround strategies must be identified, described in the UIP and implemented:
 - 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 or 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.
- Investing in research-based strategies focused on early learning and development to address any deficiencies identified in the early childhood learning needs assessment. This may be done in combination with at least one other research-based strategy named in this list.
- Other actions of comparable or greater significance or effect.

For more information on Unified Improvement Planning, visit <https://www.cde.state.co.us/uip>

OPTIONAL



September: Request to Reconsider

The district may submit a [Request to Reconsider](#) by mid-October; otherwise the preliminary results will be considered final.



Consider CDE Supports

Your support coordinator will provide you with up-to-date information on available state supports and requirements. Some common support options include [EASI Pathways Planning](#) and support on improvement planning.



September - December: EASI Application for Supports

Eligible districts and schools (i.e., Performance Watch, Improvement and Comprehensive or Targeted Support under ESSA), can apply for a variety of school improvement services that meet their unique needs supported through state and federal funds.

Additional Requirements: Year 3 of Priority Improvement or Turnaround



Parent and Community Meeting

State law requires Year 3 schools and districts to host a parent and community meeting to provide information and receive input on the school's accountability rating and next steps to improve. CDE may assist in planning, present information at the meeting, provide informational resources (e.g., slides, handouts), or facilitate the meeting. *Find more information in the [Year 3 Community Meeting Supplement](#).*



Assigned Turnaround Support Manager (TSM)

Typically, a former school or district leader with a successful turnaround track record, a TSM will be assigned to your school or district, as a more intensive form of the support coordinator role. The TSM's role is to support your team through the preparation, state board hearing, and subsequent progress monitoring process. Soon after preliminary ratings are released, your TSM will reach out to provide information and may schedule school visits to learn more about the school, its leadership and staff, and its unique context. The TSM is also available to support planning, school improvement strategy, and present to the local board.

OPTIONAL



Consider CDE Supports

Your TSM will provide up-to-date information on available state supports. Some common support options include [EASI Pathways Planning](#) and the [Turnaround Network](#).



Consider Early Action

Schools at Year 3 and 4 may opt for **Early Action** with the State Board of Education. To use this option, schools and districts must select an improvement pathway to propose to the state board at a hearing in Year 3 or 4. The board may approve or deny the request but may not select an alternative pathway. *Find more information in the [Early Action Supplement](#).* Note that this option entails a [State Review Panel](#) visit in Year 3.

Additional Requirements: Year 4 of Priority Improvement or Turnaround



Identify and Communicate a Pathway Preference

As part of the UIP process and/or in preparation for a State Review Panel visit, schools and districts may use the Year 4 Accountability Clock Worksheet or their own document to fulfill this requirement.



Participate in a State Review Panel Visit

The State Review Panel engages in an end-of-clock visit in Year 4. Based on its evaluation, the State Review Panel will recommend a pathway to the state board for the Year 5 hearing. Learn more [here](#).

OPTIONAL



Identify a Pathway Planning Team

Planning teams typically include representation from school and district leadership and may include a potential point-person for the Pathways Planning grant. This could be the same as your UIP planning team. Many districts and schools use the pathways planning grant to hire a planning facilitator to support the planning process.



Convene Stakeholders

While regular and frequent stakeholder engagement is encouraged, CDE recommends additional stakeholder engagement as the school and district collaboratively select a pathway and prepare a proposal for the state board. One pathway option, Innovation status for the school or a district zone, requires staff approval. Another pathway option, conversion to a community school, requires specific, robust stakeholder engagement of the community.



Consider CDE Supports

Your TSM will provide you with up-to-date information on available state supports. Some common support options include [EASI Pathways Planning](#) and the [Turnaround Network](#).

Consider Early Action



Schools and districts at Year 3 and 4 may opt for **Early Action**. To use this option, schools and districts must select an improvement pathway to propose to the state board at a hearing in Year 4. The board may approve or deny the request but may not select an alternative pathway. Learn more [here](#).

Reaching the End of the Accountability Clock

Colorado law, per Colorado's Education Accountability Act, requires that the State Board of Education recommend specific action for any school, district or Institute remaining on a Priority Improvement or Turnaround plan for five years. The state board has discretion to take action prior to the end of clock for schools and districts with Turnaround plans. In considering appropriate actions, the State Board must consider recommendations from the State Review Panel. School districts may also provide a proposal for their preferred pathway to the state board.

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 targeting the root causes of the performance challenges. 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 for districts and district-run schools 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. The pathways for charter schools include revocation of the charter contract, replace the operator, and/or replace the governing board. The state board may also remove a district's accreditation.

Accountability Pathways

As a school or district gets closer to the end of the accountability clock (year 3+), CDE staff are available to work with the district and school to select a pathway that is best suited to create dramatic change targeting the root causes of the performance challenges. 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 implementation details, implications for governance and funding, and the conditions 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](#)
- Community School Conversion (Coming Soon)
- [District Reorganization](#)

CDE has also developed rubrics for school districts submitting pathway plans on behalf of a school, set of schools, or the district. The rubrics are aligned to each specific pathway option and are intended to guide planning for schools and districts pursuing the pathways as a turnaround strategy. At the request of the District or Institute, department staff can provide feedback on draft pathway plans based on the associated rubric. Department staff will also use the rubrics to inform the Commissioner’s report and assess whether the plan, if implemented, has a likelihood of significant, rapid and positive impact on student learning.

Pathway Rubrics

- [Innovation School or Innovation Zone Plan Rubric](#)
- [Management Plan Rubric](#)
- [Charter Conversion Rubric](#)
- [School Closure Rubric](#)
- Community School Conversion Rubric (Coming Soon)

Table 1: Pathway Descriptions

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, serve as a lead partner in the management of the school district or partially or wholly manage one or more of the district public schools. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances	With regard to a district public school that is not a charter school, that the district public school should be partially or wholly managed by a private or public entity other than the school district. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances.	An external organization is 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). 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) is converted to a public charter school. This means that the school has its 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 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 one of the two processes outlined in article 30 of this title pursuant to article 30 of this title, which may include consolidation.	N/A	A committee develops a plan to consolidate the district with a neighboring district(s) and/or alter its boundaries. This involves comprehensive negotiation and requires either approval from voters in affected school districts, or approval from affected local boards of education (depending on which reorganization process is chosen by the state board) that voters in all involved districts support the plan.
Removal of Accreditation	That the school district's accreditation be removed;	N/A	The district is considered Unaccredited
Community School Conversion	That one or more schools be converted to a community school	That one or more schools be converted to a community school	The district converts a school to a community school, following the statutory definition outlined in SB 22-054

State Review Panel

Created through the Education Accountability Act, the State Review Panel is a body of educational experts assigned to evaluate schools and districts at the end of the Accountability Clock (i.e., earned Priority Improvement or Turnaround plan type for five years), and provide recommendations to the Commissioner of Education and State Board of Education on required actions when schools and districts fail to make progress. The Commissioner appoints panelists who have expertise in school and district leadership, curriculum, assessment, instructional data management, program evaluation, teacher leadership, and school and district governance. Special attention has been paid to geographic representation and specialized knowledge (e.g., online programs, charter schools, disaggregated groups of students). An outside partner, SchoolWorks, has been hired through a competitive process to coordinate the Panel's work. This ensures that the Panel is independent of the department in their recommendation-making process.

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.
- Providing recommendations to the Commissioner and State Board of Education on potential actions when a school or district remains on Performance Watch for five consecutive years, or earlier upon request.

The State Review Panel's evaluation occurs through document reviews (including an evaluation of the UIP) and site visits (including classroom observations and interviews with district and school leadership, local board members, staff, families and local community members). The Panel engages in three types of site visits: (1) an optional preliminary visit to districts/schools in year three of the clock, (2) an end-of-clock visit in year four, and (3) progress monitoring visits once the State Board has directed action for a site. 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 the Panel's document review and site visit, a report is shared with districts and the Commissioner after all three types of visits. The Panel provides recommendations to the Commissioner and State Board of Education to consider as they determine the required action(s) at the end of the clock or early action. Table 1, on the previous page, 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.

State Board of Education Accountability Hearings

If, after school and district ratings are made final, a school or district enters the fifth year of Priority Improvement or Turnaround, the Department provides 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 notifies the district or Institute in writing of the date on which the State Board of Education will hear the district's proposed course of action, information from the department, districts) and the recommendation of the State Review Panel (for schools and districts). The district or Institute has 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 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 presentation of the District or Institute, the State Board asks questions of the district and/or department to gain more clarity on the site. The accountability hearing is an opportunity to present recommendations and engage in discussion with the State Board. At the conclusion of the hearing, the State Board will vote to direct the Attorney General’s office to draft a written order that reflects the action of the state board. At a subsequent State Board meeting, the State Board will issue a State Board Order requiring the District to take one or more of the accountability actions described in the table below. The State Board’s order may align with but is not limited to the State Review Panel recommendation, and/or the District’s proposed plan.

Additional Requirements – Year 5

The table below outlines the key activities for districts and schools leading up to a state board hearing:

Key Events in Year 5	Timing
State Review Panel visit, including fact check period	Typically scheduled in spring the year before the site advances to Year 5
State Review Panel report provided to district, Commissioner of Education and State Board of Education	Typically released in summer after the site visit
Commissioner’s visit (including prep call)	September – December the year the site advances to Year 5
Summary of pathway selection due Available pathway options vary for schools, districts, and charter schools; see more at the accountability clock website . CDE offers templates and resources for pathway plan development. Pathway guidance documents are available accountability clock website .	45 days before state board meeting
CDE feedback on draft of pathway plan	Approximately six weeks prior to the board meeting
Public comment opens, distribute to community	At least 30 days prior to the board meeting (closes 4 days before meeting)
CDE report and PowerPoint provided to district for fact check	Approximately three weeks prior to the board meeting
Final materials, including pathway plan, due to the state board	Two weeks prior to the board meeting
State Board hearing and vote on final order	November – February (scheduled based on district preference and availability)

Additional Requirements: Monitoring - Year 6+

CDE staff engage with the district and school periodically throughout the school year to ensure the State Board’s directed action is being implemented with fidelity. CDE will present an update on the implementation of the school pathway on a biannual basis to the State Board of Education until the school has earned its way off of Performance Watch.

The district will come back on behalf of the school to the State Board of Education if the school does not receive an Improvement rating or higher within one to two years, depending on the final written order. The state board may in any year—and must every two years—require the school to continue the previously directed action or undertake additional or different actions if improvement is not seen. As a

part of this process, the State Review Panel will be assigned to conduct a progress monitoring visit. The visit protocol is similar to the one used for the end-of-clock visit, but also considers the site's fidelity to implementing the state board's directed action. They provide a report that makes recommendations on whether to continue with the directed action or consider other available state mandated pathways. The state board will consider the State Review Panel's recommendation and the length of time a school has had to implement the previously directed action, whether that was enough time and whether the action was implemented with fidelity.

Additional Requirements: Districts

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. The Department will send districts individualized accreditation contract templates annually, if the contract needs to be renewed. Contracts are signed by the superintendent and local board president and are due back to CDE in December. The contract is finalized when they are signed by the Commissioner and State Board President. 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. For additional guidance, see the [Accountability Handbook](#).

In some cases, a district may be assigned a Priority Improvement or Turnaround Plan for factors other than academic performance outcomes (e.g., low participation on state assessments, failure to comply with school safety requirements). 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.

Appendix A: Table of Performance Watch Status

Description	Clock Year	Performance Watch Status	Summary of Requirements
Earned a Priority Improvement or Turnaround plan type in 2022-23 but not previously on performance watch. Unique to 2022 transitional frameworks.	Year 0	Yes, but not on the clock or on watch	<ul style="list-style-type: none"> – General UIP requirements, plus additional planning requirements specific to accountability clock (e.g., parent engagement strategies, Turnaround strategy,) – Parent notification and public hearing – Adoption of UIP by local board – Oct 17 UIP submission for CDE review (newly identified districts and schools may request an extension to Jan 16).
Earned a Priority Improvement or Turnaround plan type	Year 1+	On Clock	<ul style="list-style-type: none"> – General UIP requirements, plus additional planning requirements specific to accountability clock (e.g., parent engagement strategies, Turnaround strategy, Year 4 pathways planning) – Parent notification and public hearing (each year on clock) – Adoption of UIP by local board (each year on clock) – Oct 17 UIP submission for CDE review. State Review Panel will review in some years. – Eligible to exit performance watch in 2023 if Performance or Improvement (Year 1 only). – Community meeting (Year 3) – Site visit with the State Review Panel (typically Year 4 and progress monitoring after directed action) – Hearing with State Board of Education (Year 5 and subsequent years determined by board)
Earned an Improvement or Performance plan type after at least 2 years of being on performance watch	N/A	On Watch	<ul style="list-style-type: none"> – General UIP requirements – Oct 17 UIP submission for CDE review. Biennial flexibility not available. – Adoption of UIP by principal for schools and superintendent or designee for districts. Local policy determines whether local board reviews or adopts plan.
Received an Insufficient State Data plan type after being on performance watch	N/A	On Hold	<ul style="list-style-type: none"> – General UIP requirements, plus additional planning requirements specific to accountability clock (e.g., parent engagement strategies, Turnaround strategy, Year 4 pathways planning) – Parent notification and public hearing (each year on clock) – Adoption of UIP by local board (each year on clock) – Oct 17 UIP submission for CDE review. State Review Panel will review in some years.

Appendix B: Year 4 Accountability Clock Worksheet

Year 4 Accountability Clock Worksheet: Instructions

To support long-range planning for potential state board-directed action, Year 4 schools/districts and Year 3 schools/districts considering Early Action must describe how they have explored each of the potential pathways.

In the future, a worksheet will be built into the online Unified Improvement Plan (UIP) system. In the interim, this requirement can be fulfilled by attaching a separate document to the school or district's UIP(s) and by providing this form to the State Review Panel in preparation for a visit. A worksheet is provided below; this form may be used, or the district may develop its own to fulfill the requirement.

Using the steps below, complete the Year 4 Accountability Clock Worksheet and attach the document to the school or district's UIP:

1. Review all the possible pathways permitted by state law. Available pathway options vary for schools, districts, and charter schools; learn more [here](#).
 - Note: The EASI grant (available in the Fall) offers dollars to assist with exploring pathway options and planning to pursue a pathway.
2. Consider the feasibility of implementing each possible pathway, identifying those that would have the most positive effect on student performance within your unique context. Think about which pathway(s):
 - **Has the greatest likelihood of improving student outcomes?**
 - **Has the highest likelihood of being implemented to a high degree of fidelity?**
 - **Would garner stakeholder support?**
 - **Would meet needs that the district or school cannot currently meet?**
3. Record findings in the Year 4 Accountability Clock Worksheet, focusing on the preferred pathway(s).
 - (For charter schools only) Explain how these findings were decided in collaboration with the district authorizer.
 - Explain the district's role in implementing the preferred pathway(s), including any barriers and needed supports.
 - Briefly address the other pathways, explaining why they are not feasible options for the school or district.
 - If currently implementing a Turnaround plan type, explain how the current chosen Turnaround strategy aligns with the preferred pathway(s).

At the Year 5 hearing, the state board will be looking for evidence that the school or district sincerely explored all possibilities. In addition to supporting long-range planning for potential board-directed action, the Year 4 Accountability Clock Worksheet provides a written record of the deliberation and stakeholder engagement process used to identify the best path forward for dynamic improvement.

Where can I learn more?

CDE staff can help schools and districts understand each potential pathway, how they can review options, and meet requirements. Reach out to your [CDE Support Coordinator or Turnaround Support Manager](#).

CDE Accountability, Performance and Support resources can be found [here](#).

CDE's Early Action fact sheet can be found [here](#).