Pathways for Priority Improvement and Turnaround Districts and Schools Under the Colorado Accountability Act

State Board of Education Meeting

November 14, 2013

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The Situation

- Every child in Colorado deserves to go to a school that meets state performance expectations
- We have **~165** Priority Improvement or Turnaround **SCHOOLS**
- We have **17** Priority Improvement or Turnaround **DISTRICTS**
- Combined, more than **105,000** students attend these schools and districts every day
- Supporting dramatic improvement in these schools must be a priority for us

The Opportunity

- Turnaround schools need different and unique improvement strategies and support
- CDE and the State Board each have a unique role in our accountability system
- The state board has a distinct role in this work - we want you to walk away with an understanding of the decisions you will be called on to make
- Colorado has a unique education and accountability system and our turnaround solutions will be unique to Colorado

Goals for Today

- To understand the pathways for districts and schools as they progress through the accountability clock, as outlined in statute and rule
- To understand the roles of the State Board, CDE, and the State Review Panel
- To understand the magnitude of challenges that we face
- To engage with one another

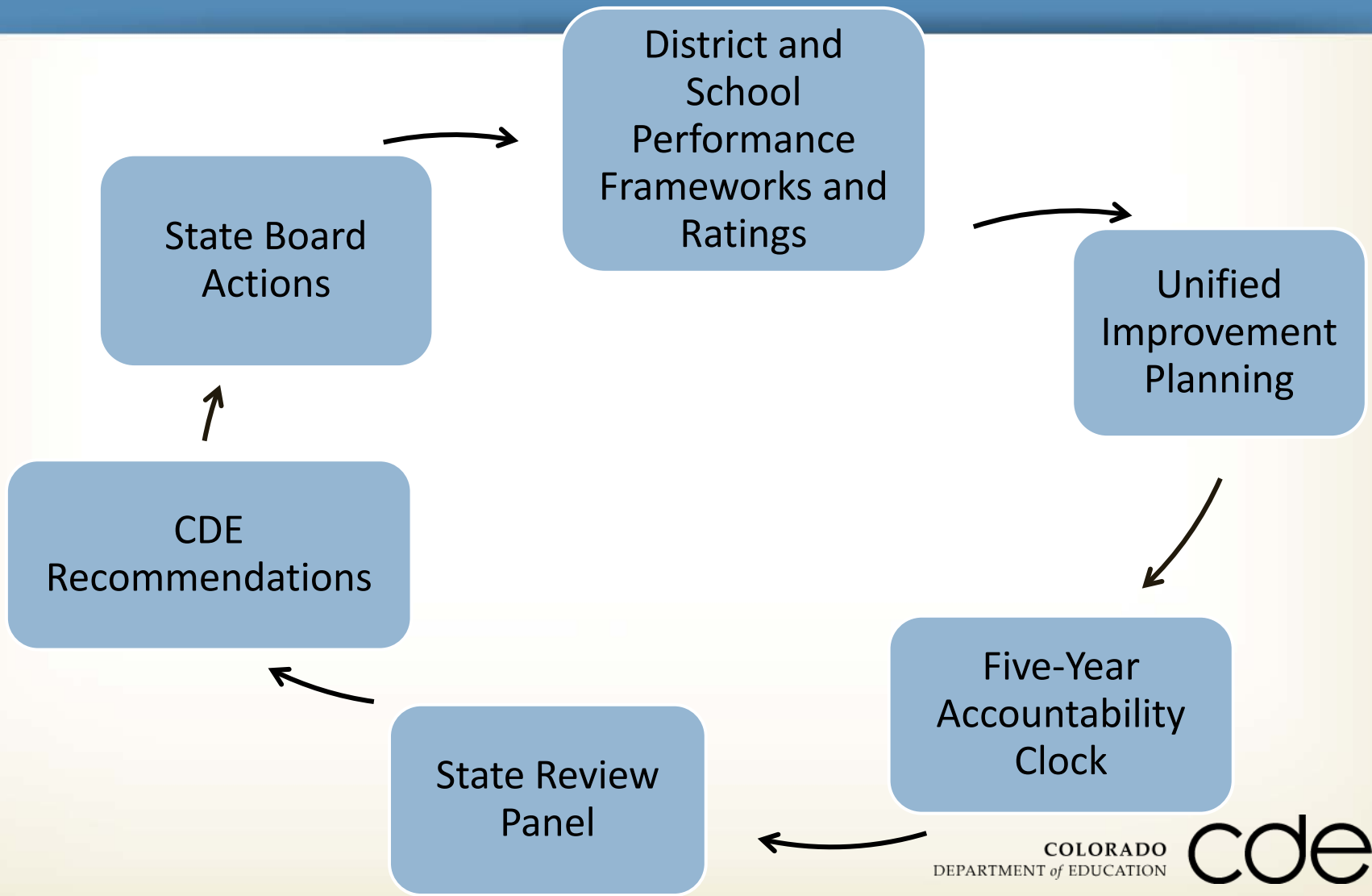
Sequence of Presentation

1. Challenges and opportunities
2. Purpose and Components of the Education Accountability Act of 2009
3. How districts and schools progress through the accountability system
4. Current magnitudes and trends of districts and schools in Priority Improvement and Turnaround
5. CDE support and perspectives

The Purpose of the Education Accountability Act

1. **Align conflicting accountability systems into a single system**
2. **Modernize and align reporting of state, district, and school performance information**
3. **Create a more fair, clear, and effective cycle of support and intervention**
4. **Enhance state, district, and school oversight of improvement efforts**

Components of the Education Accountability Act of 2009



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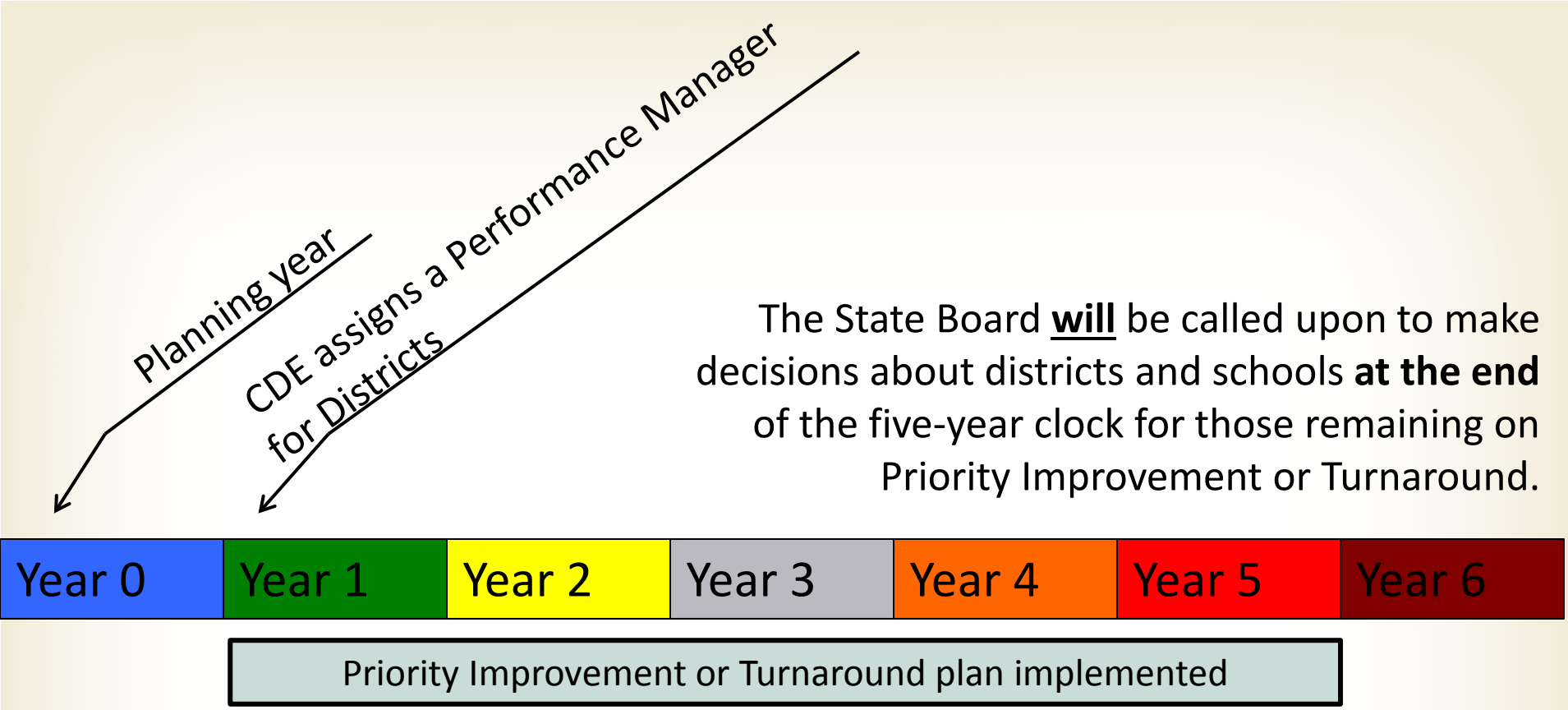


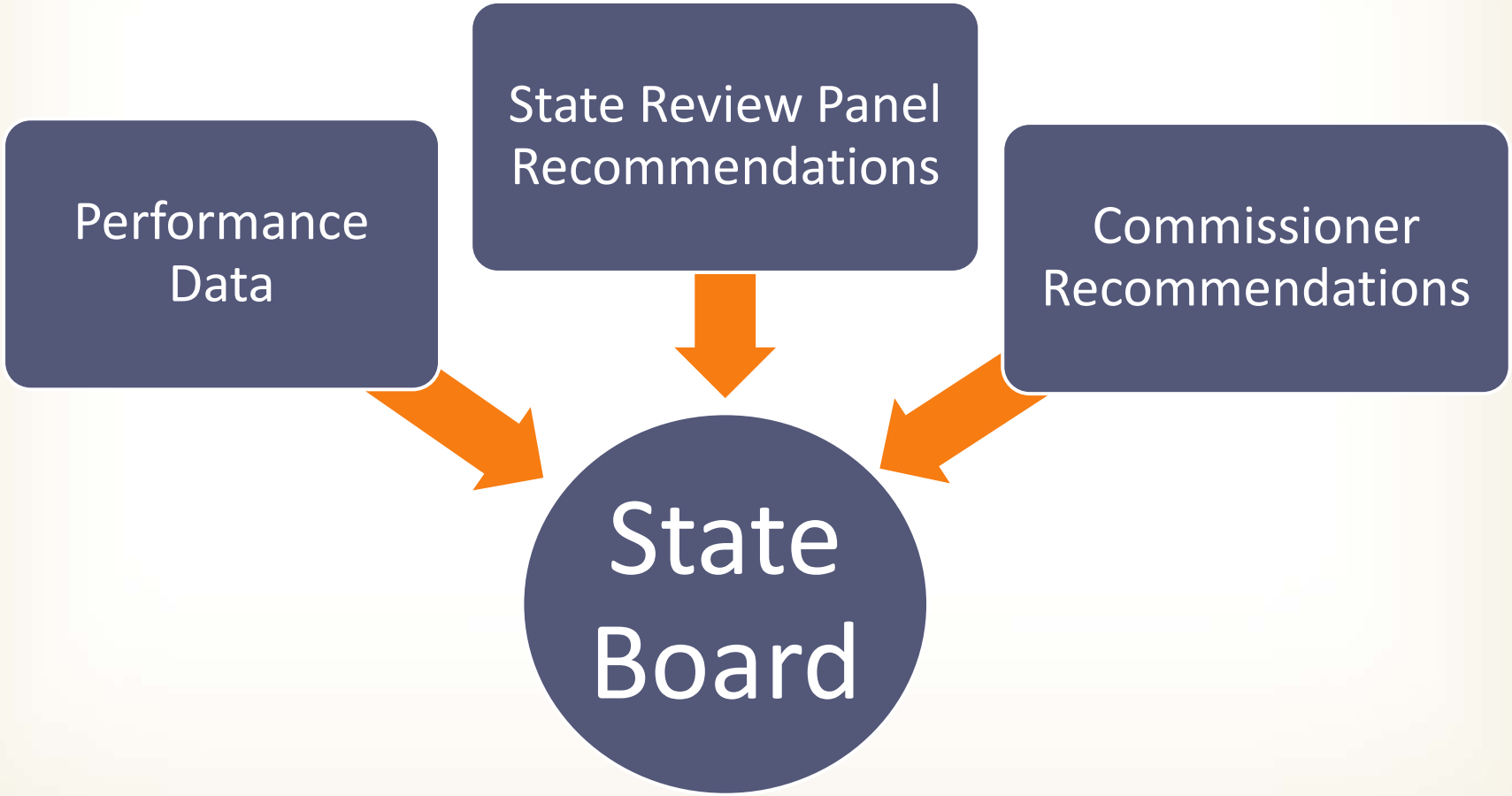
The State Board **will** be called upon to make decisions about districts and schools **at the end** of the five-year clock for those remaining on Priority Improvement or Turnaround.

The State Board **may** be called upon to make decisions about districts and schools **during** the five-year clock for those on Turnaround.

State Review Panel

Purpose	To serve as an external entity to critically evaluate the progress of low-performing districts and schools.
Who	Educational experts from the field appointed by the State Board of Education, including: school and district leaders, curriculum specialists, data managers, and teacher leaders.
Function	Provides recommendations to the Commissioner and the State Board when a school or district remain on the accountability clock for more than five consecutive years, or earlier upon request. The Panel reviews approximately 50 districts or schools each year.

State Board of Education



DISTRICT Accountability

IF the district or the institute…

- is accredited with **Turnaround** and the department determines that they have failed to make substantial progress; or...
- accredited with **Priority Improvement** or **Turnaround** for five consecutive school years; or...
- has substantially failed to comply with provisions concerning budget and financial policies...

THEN the Commissioner…

- **Shall** assign the State Review Panel to evaluate the district's or the Institute's performance
- **May** recommend to the State Board that a district's accreditation be removed

Loss and Reinstatement of District Accreditation

- The state board **MUST** remove a district's accreditation if it remains on Priority Improvement or Turnaround for more than five years.
- After removing a district's accreditation, the state board will direct and notify the district with specified, required actions the district must take. Required actions **may** align to the recommendations from the State Review Panel or the commissioner.
- After the required actions have been taken, the state board shall reinstate accreditation at the accreditation category deemed appropriate by the state board.
- A district may remain without accreditation for an indeterminate amount of time.

DISTRICT Accountability

District X

entering
Year **4** or **5**
July 1, 2014

Rural
or
Urban

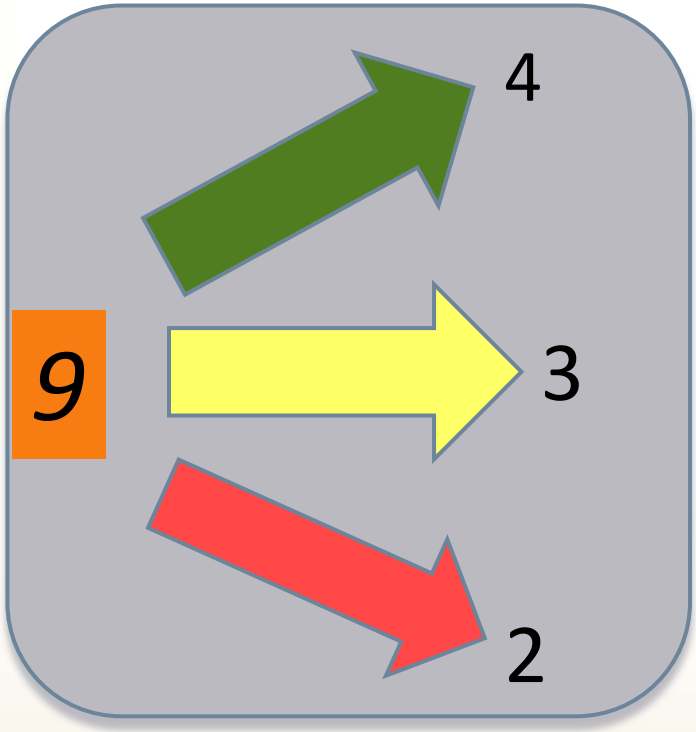
- What are root causes of District X's low performance?
- What initiatives have District X taken?
- What is District X's trend?
- What are viable options that will lead to significant improvement?

Priority Improvement and Turnaround DISTRICT Trends

	Entering on July 1…				
Framework Year	Year 1	Year 2	Year 3	Year 4	Year 5
2015	-	-	-	-	-
2014	-	-	-	-	-
2013	2	1	3	9	2
2012	5	4	12	3	
2011	6	12	5		
2010	19	5			

Priority Improvement and Turnaround DISTRICT Trends

Entering Year 4



Entering Year 5

- The two districts entering Year 5 (on July 1, 2014) have been in Turnaround or Priority Improvement since 2010
- Both have shown fluctuations in DPF points but remain below performance expectations.

SCHOOL Accountability

IF the school…

- is assigned a **Turnaround** plan category and the department determines that they have failed to make substantial progress; or...
- is assigned a **Priority improvement** or **Turnaround** plan category for five consecutive school years; or...
- Is assigned a Priority Improvement or Turnaround plan category for any period of time and has **failed to make substantial or adequate progress**...

THEN the Commissioner…

- **Shall** assign the State Review Panel to evaluate a school's turnaround plan
- **May** assign the State Review Panel to evaluate a school's priority improvement plan

State Board Actions on Schools

- The commissioner will make recommendations to the state board about schools which remain on Priority Improvement or Turnaround plan for more than five years.
- The commissioner may recommend for the state board to take early actions on schools with a Turnaround plan.
- The state board shall determine which of the State Review Panel's recommendations the local school board or the Institute board shall take regarding its school. The state board shall communicate to the local board or Institute board which actions they are required to take.
- The State Board has the authority to lower the district's rating if the district does not take the required actions.

SCHOOL Accountability

School Y

entering
Year **4** or **5**
July 1, 2014

Rural
or
Urban

- What are root causes of School Y's low performance?
- What initiatives have School Y taken?
- What is School Y's trend?
- What are viable options that will lead to significant improvement?

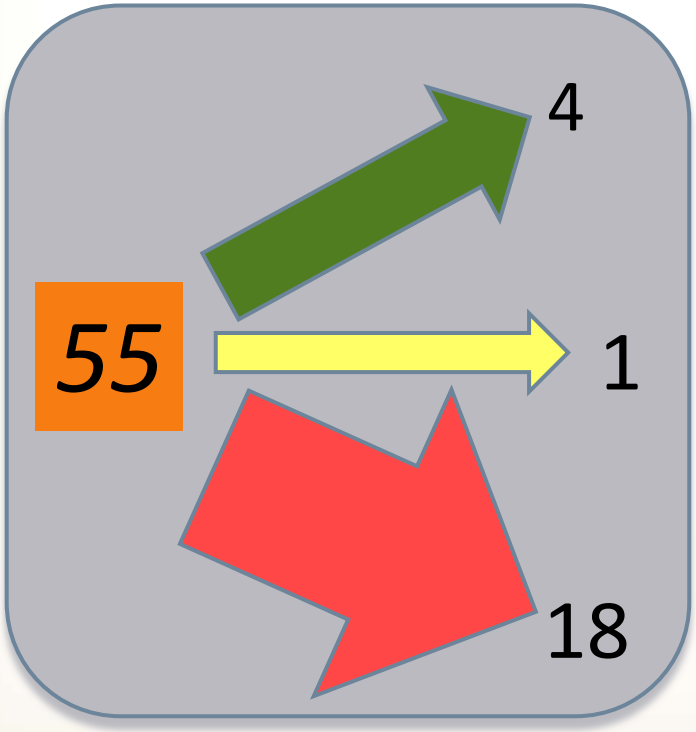
Priority Improvement and Turnaround SCHOOL Trends

	Entering on July 1…				
Framework Year	Year 1	Year 2	Year 3	Year 4	Year 5
2015	-	-	-	-	-
2014	-	-	-	-	-
2013	*78*	*32*	*23*	*35*	
2012	66	46	55		
2011	92	99			
2010	187				

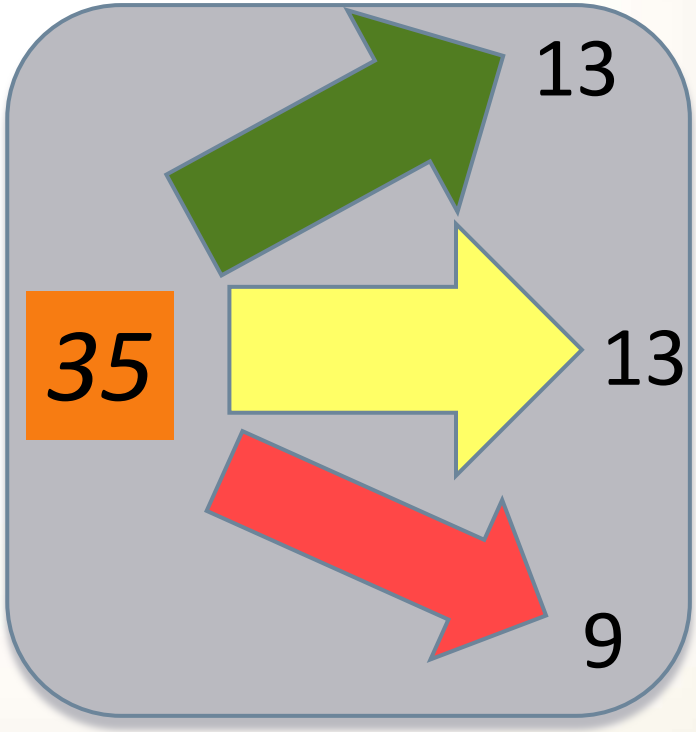
*Data is **PRELIMINARY** AND **INCOMPLETE**.*
The 2013 numbers will change as they do not reflect requests to reconsider or districts that lower ratings. AECs are not included in this chart.

Priority Improvement and Turnaround SCHOOL Trends

Entering Year 3



Entering Year 4



Annual Priority Improvement and Turnaround District and School Actions	Annual CDE and State Board Actions
	July 1: Accreditation contracts signed
	August 15: Initial district ratings assigned
October: Districts may submit a Request to Reconsider	**August – October**: Request for Reconsideration of ratings
	November: Commissioner approves district ratings
	December: SBE approves school plan types
January 15: Districts required to submit UIP to CDE for plan review	**November – June 30:** Preparation for removal of a district's accreditation with required actions for reinstatement (for Year 5). **December – June 30:** Preparation for action on a school (for Year 5). **July 1**: District Accreditation is removed or actions required of a school are communicated by SBE.
March: CMAS	
April 15: Districts submit UIP to CDE for publication on SchoolView	

CDE Support and Services

- **Performance Management of Priority Improvement and Turnaround districts and some schools**
- **Unified Improvement Planning**
- **Monitoring for grant recipients**
- **Professional learning opportunities**
- **Strategic partnerships**
- ***and many more possibilities….***

CDE Comments

- Support and accountability go together
- The state board needs to hear from our lowest performers before the clock runs out
- If district accreditation is removed and reinstated, pending district actions, we recommend that the state board revisit that district's accreditation each year until they reach the state's performance expectations
- CDE needs to better align our support and messaging across offices in order to make significant improvements in our districts and schools
- The information in this presentation will be disseminated across the state

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