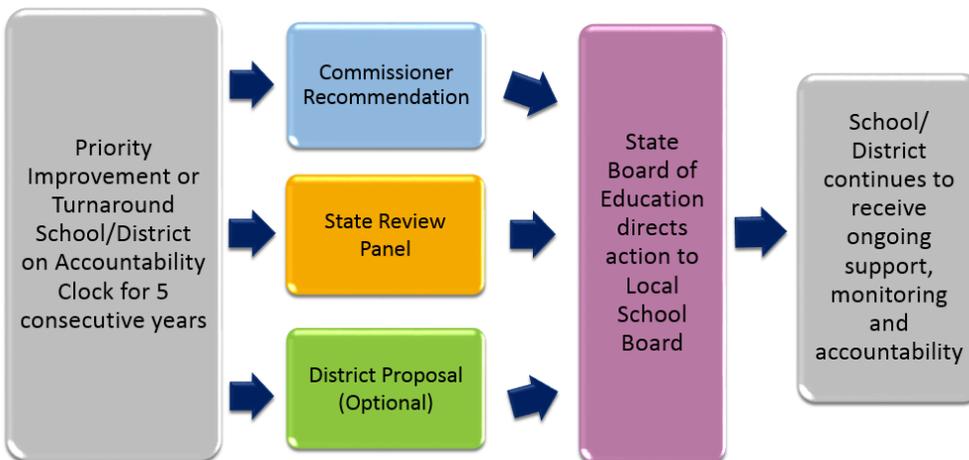


Colorado’s accountability system is based upon the premise that schools and districts that meet state expectations for student academic performance should hold increased autonomy, whereas those not meeting state expectations will receive increased support and monitoring. Schools and districts not meeting expectations in achievement, growth and postsecondary workforce readiness, as determined by the School and District Performance Frameworks, are assigned a plan type of Priority Improvement or Turnaround. Per state law, schools and districts cannot retain one of those plan types for more than five consecutive years before significant action must be taken. This statutory timeline is referred to as the Accountability Clock.

Accountability Clock Process

If a school or district receives a plan type of Priority Improvement or Turnaround for more than five consecutive years, then the State Board of Education must direct an action to the local board of education.

Schools and districts on the Accountability Clock for any period of time should be implementing research-based strategies of appropriate scope and intensity to improve student outcomes. After five consecutive years, the local board will be directed by the State Board of Education as to which strategy, or pathway, to pursue. This may 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. 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.



Frequently Asked Questions

How can a school or district exit the Accountability Clock? All schools and districts must earn their way off the clock by getting a plan type of Improvement or higher on the Performance Frameworks. Implementing an action as directed by the State Board of Education does not automatically reset the clock.

Are there supports and resources available for my school or district? Yes, CDE offers a variety of supports including on-site consultation, professional development and grants specific to school turnaround. Visit CDE’s website on District and School Support (www.cde.state.co.us/accountability/performance) for more information.

Reaching the end of the clock: The State Review Panel’s role

The State Review Panel is an independent body of experts from the education field tasked with:

- Critically reviewing improvement plans
- Advising the State Board on recommended actions for schools and districts on the Accountability Clock based on a site visit and document reviews

The Panel considers the following:

- If leadership is adequate to implement change to improve results;
- If the infrastructure is adequate to support school improvement;
- The readiness and capacity of personnel to plan effectively and lead school improvement;
- The readiness and capacity to engage with and benefit from an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve performance; and
- The necessity that the district or school remain in operation to serve students.



Accountability Clock Pathways

In considering actions to be directed toward local boards for schools and districts at the end of the Accountability Clock, the State Board must select from the following 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, human resources, instruction and assessment). 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 would be converted to a public charter school with new leadership and an independent 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 reorganization may include consolidation	n/a	The district could elect a new board, consolidate with a neighboring district, and/or alter its boundaries. This would involve a comprehensive negotiation and would require voter approval and cooperation among all involved districts.

Where can I learn more?

- Accountability, Performance and Support: <http://www.cde.state.co.us/accountability>
- State Accountability Clock: http://www.cde.state.co.us/accountability/accountability_clock