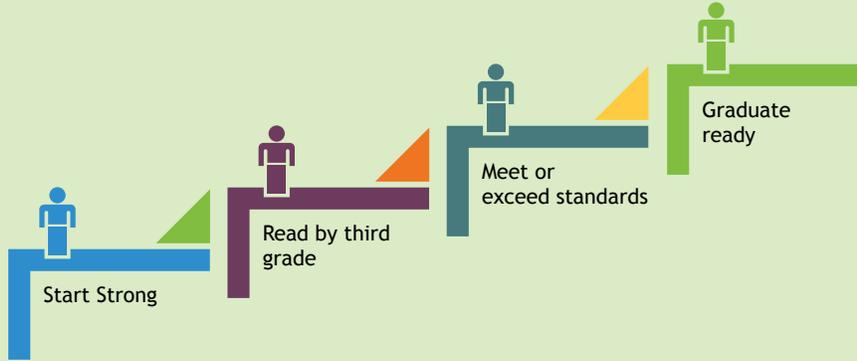


Superintendents' Integrated Timeline

July 2018 - June 2019



COLORADO
Department of Education



This integrated timeline has been created to help guide *Colorado superintendents* through key implementation work occurring during the 2018-19 school year. The timeline includes the main tasks associated with implementing standards, assessments, educator evaluations and accountability requirements. By identifying what work is happening simultaneously, districts can be more intentional in integrating their efforts.

While not representative of all tasks, the timeline includes the major activities, broken out quarterly and by phase of implementation: planning, implementation and continuous improvement. Prerequisite work is listed at the end of the document. Guiding questions for each quarter are included to help identify focus points and strategies. Links to CDE resources are available to ensure that superintendents and their staff are supported in their implementation efforts.

For Priority Improvement or Turnaround districts/schools, specific requirements associated with the accountability clock are not included in this document. Visit [CDE's Accountability Clock](#) webpage for guidance:

PAGE NUMBER LOCATIONS	JULY-SEPT 2018	OCT-DEC 2018	JAN-MAR 2019	APR-JUNE 2019
READINESS/PLANNING	2	5	8	11
GUIDING QUESTIONS	2	–	8	11
RESOURCES	2	5	8	11
IMPLEMENTATION	3	6	9	12
CONTINUOUS IMPROVEMENT	4	7	10	13

READINESS/PLANNING

JULY-
SEPT
2018

- Review implementation status of standards, evaluation and assessments to determine training and support needs.
- Read [CDE Update](#) at beginning of each month to see what is expected regarding important initiatives. Read [The Scoop](#) weekly for news and announcements.
- If the district has a school that is assigned a Priority Improvement or Turnaround plan type or has been identified for support and improvement through ESSA, begin planning for submission of an application for support and funding through the Empowering Action for School Improvement (EASI) process.
- District leaders should set aside funds and professional development time for teachers and leaders to understand the revisions to the 2020 Colorado Academic Standards. CDE will have online learning modules available.

Guiding Questions

- Do our educators and principals have the information and understanding they need to successfully implement standards, evaluations and assessments?
- What structures, systems and processes can we put in place to support district capacity to monitor implementation? What systems might we have to adjust this year? What changes need to be considered for next year? What should we do to continue monitoring the progress?

Resources

[Colorado Academic Standards](#)

[READ Act](#)

[School Readiness](#)

[Educator Effectiveness](#)

[SchoolView](#)

[State Accountability](#)

[Unified Improvement Planning \(UIP\)](#)

[CDE Communications Toolkits](#)

[Library funding eligibility form](#)

[Graduation Guidelines Website](#)

[Graduation Guidelines Engagement Toolkit](#)

JULY-
SEPT
2018

IMPLEMENTATION

- Analyze 2018 preliminary School and District Performance Frameworks (expected availability in mid- to late August for traditional schools, and mid-September for AECs). Reports will be sent to superintendents and accountability contacts.
- When state and local performance data show a different picture of performance from the School and District Performance Framework results, districts may submit a request to reconsider of district accreditation rating/school plan type to CDE (due date October).
- Analyze data for schools identified under the Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement (CS), Targeted Support and Improvement (TS) or Additional Targeted Support and Improvement (ATS).
- Support any schools on the accountability clock (PI, Turnaround) or identified through ESSA (CS, TS, ATS) determine more rigorous action and meet additional requirements (e.g., parent notification) Send district and/ or school teams to state improvement planning trainings or provide internal trainings or technical assistance to support schools – or arrange customized training with CDE staff.
- Based upon analysis of available state and local data, refresh district UIP. Refine any activities that are not yielding results .
- Ensure District and School Accountability Committees are involved in revising the UIP and providing input on budgets.
- Implement action plan in district UIP and ensure that schools are implementing their UIPs.
- Provide a full and comprehensive training on the evaluation system to all new educators in your district.
- Re-orient all principals, assistant principals, teachers and special service providers to the educator evaluation system and highlight any changes in process or measures of student learning/outcomes that will take place for the next school year.
- Submit student level course completion data to Pipeline.
- Revisit educator evaluation professional goals with any principals and district personnel that you missed at the end of last year.
- Engage principals, assistant principals, teachers and special service providers in self-reflection on their practice considering their current context and students.
- Ensure ongoing communication with teachers, assistant principals, principals, SSPs, parents and community members on your educator evaluation system, school readiness plans and assessments, Colorado Academic Standards, assessments and accountability ([CDE communications toolkits](#) are available to expedite clear, consistent and timely information sharing).
- Ensure your district has an appointed district assessment coordinator and district technology coordinator.
- Adopt and implement a written policy by which the local education provider will decide whether to request the paper form of the state assessments.
- Distribute and post written information regarding the assessments to be administered during the school year including an assessment calendar.
- Ensure elementary principals implement READ Act assessments.
- Adopt and implement a written policy and implement district's procedure by which a student's parent(s) may excuse the student from participating in one or more of the state assessments.
- Ensure elementary principals implement school readiness plans and assessments for kindergartners.
- Ensure the district has submitted the [two-page eligibility form](#) by Sept. 15 for its share of state formula grants for print and online library materials.
- Continue to meet with your graduation guidelines team to consider changes to district graduation requirements for the class of 2021, based on the state's Graduation Guidelines and the menu of college and career readiness demonstrations (also called the [menu of options](#)) which was revised by the State Board of Education in October 2017.

JULY-
SEPT
2018

CONTINUOUS IMPROVEMENT

- Distribute and analyze available 2018 state assessment data (PSAT/SAT, CMAS and CoAlt), growth data and Colorado Academic Standards aligned local assessment data. Districts have access to their individual student and school/district summary assessment data by the end of July. Student level growth reports will be available at the end of August or early September and should be shared with parents then. State level data are expected to be populated in DISH.
- Monitor implementation of:
 - [READ plans](#), assessment(s), and intervention support
 - The [Colorado Academic Standards](#)
 - [School readiness](#) plans and assessment (as applicable)
 - Title I schoolwide and Targeted Assistance Plans
- Meet with your Personnel Performance Evaluation Council (formerly 1338) to assess how the evaluation year went for principals, teachers and special service providers. What needs to change? What measures should be subtracted or added to the system?
- Review interim measures and implementation benchmarks on the district UIP and adjust plan, if needed.
- Support schools in monitoring and adjusting their UIPs, as needed.
- Engage with neighboring districts or BOCES to host or participate in a [Postsecondary and Workforce Readiness \(PWR\) Symposium](#) focused on graduation guidelines implementation.

READINESS/PLANNING

OCT-
DEC
2018

- When applicable, provide charter schools with annual feedback including progress in meeting objectives identified in the plan the charter school is required to implement pursuant to 22-11-210 (UIP) and the result of the most recent financial audit (22-30.5-110).
- Determine alignment between CMAS English language arts and mathematics results with local assessment results. Consider opportunities for greater alignment.
- Send district assessment coordinator and district technology coordinator to state-level assessment trainings as applicable.
- Local boards adopt State Board of Education 2017-18 revisions to district high school graduation requirements that align with Colorado's Graduation Guidelines. Superintendents communicate revisions to students and families, beginning with the class of 2021.
- If eligible, submit application for EASI (Empowering Action for School Improvement) support.
- District leaders should take feedback from educators and school leaders on the system wide impact of the revisions 2020 Colorado Academic Standards to assist with budgetary priorities.

Resources

[Colorado Academic Standards](#)

[READ Act](#)

[School Readiness](#)

[Educator Effectiveness](#)

[SchoolView](#)

[State Accountability](#)

[Assessment](#)

[Unified Improvement Planning \(UIP\)](#)

[Graduation requirements](#)

[CDE Communications Toolkits](#)

[Graduation Guidelines Website](#)

[Graduation Guidelines Engagement Toolkit](#)

OCT-
DEC
2018

IMPLEMENTATION

- Analyze school and district performance by analyzing District Performance Frameworks, School Performance Frameworks, and/or Alternative Education Campus Performance Frameworks and other student performance data sources. Using that analysis, determine:
 - If a Request to Reconsider needs to be submitted for the district or any schools (expected draft due mid-September, final due to CDE mid-October).
- District accreditation ratings finalized November 2018; School plan types finalized December 2018.
- Monitor implementation of school readiness plans and assessments.
- Submit Kindergarten School Readiness data collection.
- Submit final 2017-18 overall educator evaluation ratings to CDE for all licensed personnel including: principals, assistant principals Std. I-VII, SSPs and teachers Std. I-VI in the HR collection.
- Supervisors/evaluators conduct a review of 2018-19 educator evaluation goals, performance plan, measures of student learning/student outcomes, observations, collect evidence and give ongoing feedback for all teachers, principals, assistant principals and special service providers.
- Implement action plan in district UIP and ensure that schools are implementing their action plans.
- Ensure ongoing communication with teachers, assistant principals, principals, SSPs, parents and community members on your educator evaluation system, Colorado Academic Standards and assessments ([CDE communications toolkits](#) available to expedite clear, consistent and timely information sharing).
- Submit October count with accurate demographic data.
- Submit HR data.
- Ensure elementary principals have supported diagnostic reading assessments for students identified with a significant reading deficiency and the creation of individual READ plans.
- Engage the community and staff members in conversations about implementation of graduation guidelines.
- Update student interchange with accurate demographic data in preparation for initial pre-ID rostering of access for ELLs (November), CMAS/CoAlt (based on October count data) and PSAT 9/10/SAT (based on October count data) assessments.
- Verify that requests for extended CMAS Mathematics and ELA online testing windows needed to accommodate for technology capacity have been submitted. CMAS Mathematics and ELA testing should be completed during the three week window in April with extensions requested only in those cases when district technology capacity requires additional online testing groups that prevents testing from being completed in that window.
- Verify that requests for early testing windows for high school CMAS Science and Social Studies have been submitted.
- Verify that Unique Accommodations Requests, if needed, have been submitted by Dec. 15.
- Verify that high schools have been established as testing centers. Online schools will need to identify brick-and-mortar sites for school day testing. Verify vouchers have been ordered for students for whom appropriate school day testing sites cannot be identified. Submit accommodations information to College Board for PSAT/SAT.
- Verify that staff have begun to request PSAT and SAT accommodations (due by mid-February).

OCT-
DEC
2018

CONTINUOUS IMPROVEMENT

- Monitor implementation of [READ plans](#), assessment(s), and intervention support.
- Monitor the implementation of Title I schoolwide and Targeted Assistance plans and adjust plans, as needed.
- Review interim measures and implementation benchmarks on the district UIP and adjust plan, if needed.
- Support schools in monitoring and adjusting their improvement plans and UIPs, as needed.
- Ensure that School Accountability Committees are monitoring progress of UIP implementation and involved in budget planning.
- Submit revised district UIP to CDE for early feedback by Oct. 16 (for Priority Improvement & Turnaround only). This is optional.
- Engage with neighboring districts or BOCES to host or participate in a [PWR Symposium](#) focused on graduation guidelines implementation.

READINESS/PLANNING

JAN-
MAR
2019

- Determine alignment of local assessments with Colorado Academic Standards. Based on the alignment levels, determine how local assessments will be used within the district for the 2019-20 school year for educator evaluations, and improvement planning.
- If local assessments are not adequately aligned with the Colorado Academic Standards, consider options for increasing alignment.
- Conduct needs assessment in support of ESSA consolidated application. Develop ESSA consolidated application for submission.
- District leaders should use feedback from educator feedback to prepare 2019-2020 curricular budgetary and professional development needs for the coming school year.

Guiding Questions

- What evidence do we have that our educators and principals have the information and understanding they need to successfully implement standards, evaluations and assessments?
- What structures, systems and processes are in place to support district capacity to monitor implementation? What systems might be adjusted this year? What changes need to be considered for next year?

Resources

[Colorado Academic Standards](#)

[READ Act](#)

[School Readiness](#)

[Educator Effectiveness](#)

[SchoolView](#)

[State Accountability](#)

[Unified Improvement Planning \(UIP\)](#)

[Assessment](#)

[Summative Assessment Window](#)

[CDE Communications Toolkits](#)

[Library funding eligibility form](#)

[Graduation Guidelines Website](#)

[Graduation Guidelines Engagement Toolkit](#)

JAN-
MAR
2019

IMPLEMENTATION

- Submit school and district UIPs for CDE review by Jan. 15 (Priority Improvement, Turnaround, CD, TS, and ATS only).
- Supervisors/evaluators of principals, assistant principals, teachers and special service providers to have their mid-year conference to reflect on first half of the year's educator evaluation observations and evidence and to highlight areas of strength and needed growth. After mid-year review, supervisors continue to conduct observations, collect evidence and give ongoing feedback for all teachers, principals, assistant principals and SSPs throughout the year.
- Implement action plan in district UIP and ensure that schools are implementing their improvement plans.
- Administer ACCESS for English Language Learners.
- Ensure ongoing communication with teachers, assistant principals, principals, SSPs parents and community members on your educator evaluation system, Colorado Academic Standards and assessments ([CDE communications toolkits](#) available to expedite clear, consistent and timely information sharing).
- Work with the local board to adopt State Board of Education 2017-18 revisions to local graduation requirements that meet or exceed Colorado Graduation Guidelines, including a local menu of options for students to demonstrate college and career readiness.
- Continue to engage the community and staff members in conversations about implementation of graduation guidelines and communicate revisions to local high school graduation requirements - along with a local menu of options - to students and parents (especially for the class of 2021).
- Verify that technology environments are ready to go for online testing.
- Verify any needed paper materials, including accommodation materials, for CMAS have been requested (expected deadline: Jan. 25, 2019).
- Verify that staff have submitted accommodations information to College Board for PSAT/SAT (January for College Board approved and February for State Allowed).

JAN-
MAR
2019

CONTINUOUS IMPROVEMENT

- Monitor implementation of:
 - [READ plans](#), assessment(s), and intervention support
 - The [Colorado Academic Standards](#)
 - [School readiness plans](#) and assessment (as applicable)
 - Title I schoolwide and Targeted Assistance plans
- Review interim measures and implementation benchmarks on the district UIP and adjust plan, if needed.
- Support schools in monitoring and adjusting their UIPs, as needed.
- Ensure that School Accountability Committees are monitoring progress of UIP implementation and involved in budget planning.
- Engage with neighboring districts or BOCES to host or participate in a [PWR Symposium](#) focused on graduation guidelines implementation.

READINESS/PLANNING



- Determine alignment of local assessments with Colorado Academic Standards. Based on the alignment levels, determine how local assessments will be used within the district for the 2019-20 school year for educator evaluations and 2019-20 improvement planning.
- If local assessments are not aligned with the Colorado Academic Standards, consider options for increasing alignment.
- Submit all school and district UIPs to CDE for public posting on SchoolView by April 16 unless the school or district qualifies for biennial submission flexibility. Some CDE reviews of certain programs will occur at this time, as well.
- Submit Consolidated Application for ESEA formula dollars.
- Complete [CDE Assurances for Written Educator Evaluation Systems](#) by July 1, 2019.
- Send district and/or school teams to state level trainings as applicable and available.
- [Consolidated Application | Educator effectiveness | Standards | READ Act | School Readiness | UIPLocal](#) boards adopt revisions to district high school graduation requirements that align with Colorado's Graduation Guidelines. Superintendents communicate revisions to students and families.
- District leaders should use this time develop a professional development plan for the coming school year focused on material alignment to standards.

Guiding Questions

- As we reflect on implementation efforts for the year, what system barriers and needs can we identify?
- What improvements on current processes need to be made for next year?
- What should be prioritized?

Resources

- [Colorado Academic Standards](#)
- [READ Act](#)
- [School Readiness](#)
- [Educator Effectiveness](#)
- [SchoolView](#)
- [State Accountability](#)
- [Unified Improvement Planning \(UIP\)](#)
- [Assessment](#)
- [Summative Assessment Window](#)
- [CDE Communications Tools](#)
- [Library Funding Forms](#)
- [Graduation Guidelines Website](#)
- [Graduation Guidelines Engagement Toolkit](#)

APR-
JUNE
2018

IMPLEMENTATION

- Finish all educator evaluation observations and evidence collecting for the evaluation process. Hold end-of-year conferences to report on the near-final evaluation rating. Present final written report and preliminary rating two weeks prior to the end of the school year. Set preliminary goals for next year.
- Articulate local graduation policy options, orient current high school students, initiate elementary and middle school students for a no/low risk graduation.
- Encourage principals to register kindergarten teachers for school readiness assessment training as applicable.
- Submit READ data collection.
- Implement action plan in district UIP and ensure that schools are implementing their improvement plans.
- Submit district and school UIPs to CDE for public posting on SchoolView.org by April 16 unless the school or district qualifies for biennial submission flexibility under HB 14-120.
- Ensure ongoing communication with teachers, assistant principals, principals, SSPs, parents and community members on your educator evaluation system, Colorado Academic Standards and assessments ([CDE communications toolkits](#) available to expedite clear, consistent and timely information sharing).
- Submit end-of-year report on library materials funding by July 14 (sent to submitter contact).
- Continue to engage the community and staff members in conversations about implementation of graduation guidelines and communicate revisions to local high school graduation requirements - along with a local menu of options - to students and parents (especially for the class of 2021).
- Administer CMAS and CoAlt assessments (science, social studies, mathematics and English language arts).
- Administer PSAT for 9th- and 10th-graders and SAT for 11th graders
- Verify demographic information for all state content assessments is updated in vendor systems as appropriate.
- Participate in Student Biographical data (SBD) review for assessments.
- Review individual student level data from 2019 state assessment as they become available.

APR-
JUNE
2018

CONTINUOUS IMPROVEMENT

- Monitor implementation of:
 - [READ plans](#), assessment(s), and intervention support
 - The [Colorado Academic Standards](#)
 - [School Readiness](#) plans and assessment
 - Title I schoolwide and Targeted Assistance plans
- Meet with your Personnel Performance Evaluation Council (formerly 1338) to assess how the evaluation year went? What needs to change? What measures should be subtracted or added to the system?
- Review interim measures and implementation benchmarks on the district UIP and adjust plan, if needed.
- Support schools in monitoring and adjusting their UIPs, as needed.
- Ensure that School Accountability Committees are monitoring progress of UIP implementation and involved in budget planning.
- Engage with neighboring districts or BOCES to host or participate in a [PWR Symposium](#) focused on graduation guidelines implementation.