Clock Year 4 UIP Requirement: Accountability Pathways Exploration & Selection

Purpose

Schools or districts with four consecutive years on the state Accountability Clock must explore the fit, feasibility, and potential to enhance student performance outcomes of each potential State Board of Education directed action, or Accountability Pathway, and share findings from this exploration process through the Unified Improvement Plan (UIP). This UIP requirement is designed to help schools and districts that are reaching the end of the Accountability Clock proactively plan and prepare for the potential of state board hearings and directed actions in Year 5. It engages consistently low-performing sites in intentional consideration of all Accountability Pathways options, including any long-range planning that may be necessary for implementation, *before* entering the fifth consecutive year on the state Accountability Clock.

The goal of this process is to select a preferred Accountability Pathway(s) that has the greatest potential to lead to dramatic improvements in student performance outcomes.

Accountability Pathways

To understand the year-four UIP requirement, it is essential to understand End-of-Clock or Year 5 policies and practices. When a school or district receives a Priority Improvement or Turnaround plan type for five consecutive years, the local board will be directed by the State Board of Education as to which action or Accountability Pathway to pursue. In addition to State Review Panel recommendations, a key element that informs the State Board of Education's decisions is the district's proposed Accountability Pathway (which is why taking time to explore options in Year 4 is so important). As described in the table below, Accountability Pathways options differ based on the type of site (district, school, or charter school).

Different Accountability Pathway Options based on Site Type

District	District-Run Public School	Charter School
• Management • Charter Conversion • Innovation • Community School Conversion • Closure • District Proposed Pathway • District Reorganization/ Consolidation • Removal of Accreditation	• Management • Charter Conversion • Innovation • Community School Conversion • Closure • District Proposed Pathway	• Operator Replacement • Governing Board Replacement • Charter Revocation • Locally Proposed Pathway

Learn more about Accountability Pathways and the State Review Panel.

Meeting Year-4 Accountability Clock UIP Requirements

What are the UIP Requirement Expectations?

The Accountability Clock Year 4 UIP requirement is described in the UIP Quality Criteria under ***UIP Element: Major Improvement Strategies***.

Who must address this requirement?	Topic	Meets Expectations
Schools and Districts on Year 4 of the state Accountability Clock	Year 4 Description of Potential Pathway	The plan provides a full description of the school and district's exploration of all potential pathways. This includes identification of a preferred pathway, an overview of other options considered, and a rationale for the selection of the preferred pathway.

How to Meet this UIP Requirement

Follow the steps below to meet UIP requirements.

Steps

1. Connect with your CDE Support Lead/Transformation Manager.
2. Consider applying for EASI Accountability Pathways funding to support these and other activities (see below).
3. Complete the **School Description** section of the **Homepage of the UIP template**. Describe important contextual information including student demographic and needs, staff capacity and morale, levels of community engagement, school climate and safety, funding and resources, master schedule, facility limitations, impact of educational policies, and accountability status. This description will introduce the school or district on SchoolView.
4. Convene a representative Exploration Team that will engage in an intentional exploration of all Accountability Pathway options.
5. Read about each Accountability Pathway option, ensuring that each Exploration Team member has access to key resources and an adequate depth of knowledge for each option.
6. Meet to discuss each option. Use the **Year 4 Accountability Pathway Worksheet** (see pages 3-4) and the optional to:
    a. Explore and rate the evidence, fit, and capacity for each possible Accountability Pathway.
    b. Identify the preferred Accountability Pathway (s) and provide a statement describing your rationale for the selection using the Year 4 Accountability Clock Worksheet.
7. Upload the completed Year 4 Accountability Pathway Worksheet to the UIP Online System on the **Homepage** under **Resources, Upload Files** before submitting your UIP.

EASI Accountability Pathways

The EASI Accountability Pathways grant provides financial support for activities related to Accountability Pathways exploration, planning, and implementation. Schools or LEAs that are in Year 4 or 5 of Priority Improvement or Turnaround on the current School Performance Framework are eligible to apply. **Eligible schools and LEAs are strongly encouraged to apply for the Accountability Pathways route in Year 4** in anticipation of state board hearings during Year 5.

Learn more by reading the Offered Services: Accountability Pathways Fact Sheet or contact Julie Puzon at 720-829-8502 or Puzon_J@cde.state.co.us.

Year 4 Accountability Pathway Worksheet

School/District	
Date of Meeting(s)	
Name and role of discussion participants	
Accountability Pathway options discussed	

Questions to Guide Discussion of each Accountability Pathway Option

Directions: Use the Guiding Questions[1] on the first page to facilitate a conversation about the EVIDENCE, FIT, and CAPACITY for each eligible Accountability Pathway option. Optional: Use this slide deck (link will prompt you to make a copy) to support the facilitation of this conversation.

What does the EVIDENCE for each Accountability Pathway option tell us?

1. What do we know about the key reasons for previous successful implementation efforts? What have we learned from sites with successful histories of implementation?
2. What do we know about the key problems that led to previous unsuccessful implementation efforts?
3. What research and evaluation studies demonstrate its effectiveness? Has it been proven to effectively address our identified Root Causes and improve our identified Student Performance Priorities?
4. Based on these studies, what outcomes are expected when it is implemented as intended? What student performance improvements can we expect and at what pace?
5. Do the studies provide data specific to the context or setting in which it will be successfully implemented (e.g., rural, small school, charter) or its effectiveness for specific student populations?

How well would each Accountability Pathway option FIT our unique context?

1. How well does it fit with our current priorities?
2. How well does it fit with our family and community values and assets?
3. How well does it fit with other existing initiatives and the Major Improvement Strategies in this year's UIP? Where will we see alignment? Will other initiatives make implementation and achieving desired outcomes easier or more difficult?
4. How does it fit with the community's history relevant to the identified need? How does it disrupt the community's history or systems? What is the potential impact of this fit or disruption?

What is our CAPACITY to implement each Accountability Pathway option?

1. How much does it typically cost to implement each year? Are there resources to support this cost? What is our resource development strategy?
2. What are the staffing requirements? Do we currently employ or have access to staff that meet these requirements?
3. What strengths and opportunities for growth does our district leadership team have, and how does the Accountability Pathway support those?
4. Does leadership understand and support it?
5. Do we have the capacity to collect and use data to inform ongoing progress monitoring?
6. What administrative policies or procedures must be adjusted?

[1] These questions were adapted from the National Implementation Research Network's "The Hexagon: An Exploration Tool": https://implementation.fpg.unc.edu/wp-content/uploads/Hexagon-Tool.26.04.28.pdf.

7. Will it require use of or changes to building facilities, new technology (hardware or software, such as a data system), and use of or changes to the monitoring and reporting system?
8. Is adequate support for planning and implementation available to us?

Ratings for each Accountability Pathway Option

Directions: After discussing the EVIDENCE, FIT, and CAPACITY for each Accountability Pathway option, determine a rating for each category.

1. List all the Accountability Pathway options you discussed across the first row of the table. You may want to use abbreviations, as space is limited, and delete columns, if not necessary.
2. Determine and assign an EVIDENCE, FIT, and CAPACITY rating for each option using a scale from 1 (Weak) to 3 (Strong).
3. Add ratings in each column to determine a Total Rating for each option.

Accountability Pathways							
EVIDENCE							
FIT							
CAPACITY							
Total rating							

Ratings:	3: Strong	2: Average	1: Weak

Selection of Preferred Accountability Pathway(s) and Rationale

Directions: Finally, on the last page identify your preferred Accountability Pathway(s) and your answers to Guiding Questions and Ratings to develop a rationale for your selection.

Identify your preferred Accountability Pathway(s) in the box below:
Describe the rationale for your selection of Accountability Pathway(s) below. Based on today's review of EVIDENCE, FIT, and CAPACITY, which Accountability Pathway(s) has the greatest potential to lead to dramatic improvements in student performance outcomes?