



COLORADO
Department of Education

Empowering Action for School Improvement (EASI) – Exploration Route Provider Training

April 2019

Objective

Providers will understand CDE's expectations for their support of schools/districts participating in any of the Exploration Routes, specifically for:

- **Holistic Diagnostic Review:**
 - Ideal for schools that would benefit from an external eye taking a comprehensive look at the school system to identify areas for improvement.
- **Stakeholder Engagement:**
 - Building leadership, teachers, families, community members, local board members throughout the school improvement process.
- **Improvement Planning:**
 - A plan that meaningfully involves stakeholders, builds upon a thorough data analysis and needs assessment, and proposes evidence-based strategies that address the school's most pressing issues.

Exploration Route Overview

Holistic Diagnostic Review

Stakeholder Engagement

Improvement Planning

Overview of EASI Process for Exploration Route



Overview of Exploration Route in EASI

EASI Application

- Exploration Support
- District Design and Led Improvement Strategies
- Offered Services
- Continuation of CDE Offered Services

Eligibility

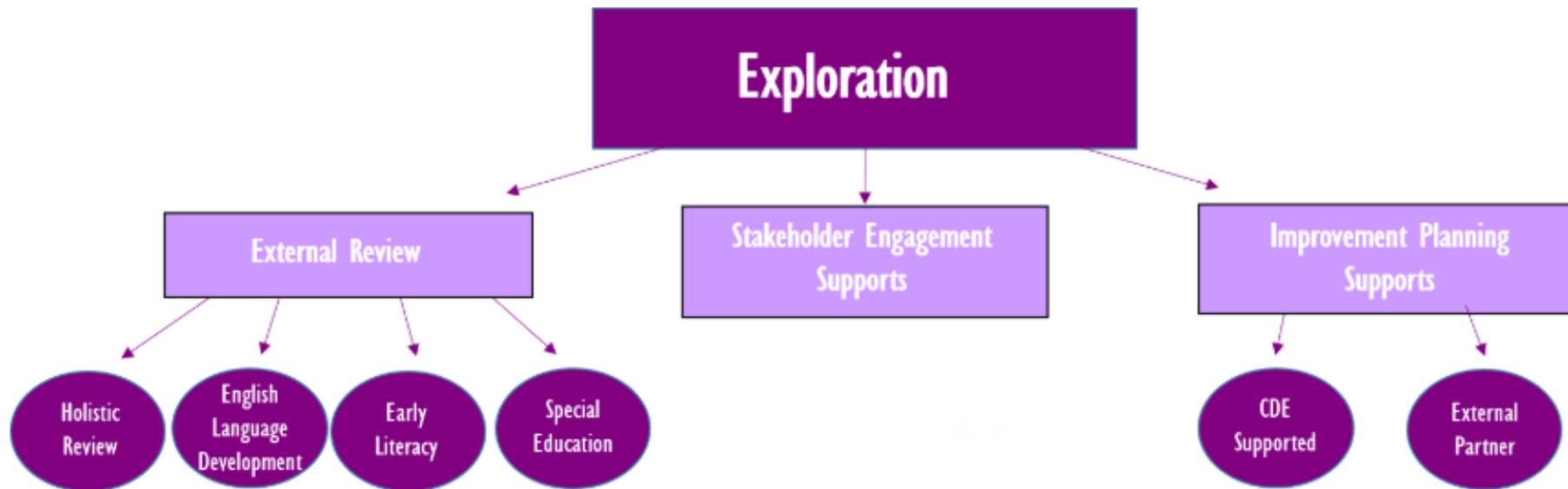
LEAs with schools identified for Improvement (both ESSA and State):

- Comprehensive Supports (CS)
- Targeted Supports (TS)
- Additional Targeted Supports (A-TS)
- Priority Improvement
- Turnaround

NOT Eligible:

Schools that have received (1) DR grant within past two years, (2) currently participating in Turnaround Network, or (3) Connect For Success.

Services under Exploration Route



Exploration Route Overview

Holistic Diagnostic Review

Stakeholder Engagement

Improvement Planning

Holistic Diagnostic Review



Provider Expectations for Diagnostic Reviews

Conduct a Review

- Holistic
- Evidence-Based

Issue a Report based on Review

- Report
- In-Person Staff Debrief
- Submit the final report to grantee and to CDE for review within 30 days of the review date. Note that the final report is paid for with public funds and must be shared with the public, if requested.

Improvement Planning Support aligned with UIP Process

- UIP Elements
- Stakeholder Engagement

Holistic Diagnostic Review

- Ideal for schools that would benefit from an external eye taking a comprehensive look at the school system to identify areas for improvement.
- Currently only available at the school level.

Holistic Diagnostic Review Continued

External partners will provide the following services:

- Conduct a comprehensive, evidence-based **review** and corresponding **report** detailing the schools performance relative to the four domains or standards and indicators.
- Facilitate an in-person staff **debrief**, including key findings from the review, high-level observations, opportunities for improvement and a **timeline** for next steps for turnaround work.
- Review should occur between January and May.

Report Expectations

- Detail the Findings consider the Four Domains or the Standards and Indicators
- Identify Strengths
- Prioritize Needs
- Finalize within 30 days of review
- 15 pages or less
- Submit to Laura Meushaw five days prior to release to school/LEA (meushaw_l@cde.state.co.us)

The final report is a public document, paid for by federal and/or state funds, and accordingly, can be released to anyone who requests it.

Report Expectations Continued

Four Domains for Rapid School Improvement

- Culture of Performance
- Instructional Transformation
- Talent Development
- Leadership

Standards and Indicators

- Standard 1: Standards and Instructional Planning
- Standard 2: Best First Instruction
- Standard 3: Assessment of & for Learning
- Standard 4: Tiered Support
- Standard 5: Leadership
- Standard 6: Culture and Climate
- Standard 7: Educator Effectiveness
- Standard 8: Continuous Improvement

[For more information on the standards and indicators, visit:](http://www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement)

www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement

Four Domains for Rapid School Improvement

CDE is adopting the Four Domains for Rapid School Improvement as an organizing structure for the low performing systems work. Guidance will be released as soon as it is available.

More information can be found here:

https://www.wested.org/rd_alert_online/framework-strengthens-states-school-improvement-and-turnaround/

Holistic Diagnostic Review – In-Person Debrief Expectations

- Schedule early in process
- Length to be determined by provider and school administration
- Involve all school staff
 - Consider staff meetings, PD time, after/before school
 - Ensure that Improvement Planning Partner is present for debrief
- Breakdown report using adult-learning appropriate activities
 - Review Key Findings
 - High-Level Observations
 - Time for Staff to Process Findings Together

Evaluation and Reporting

Schools receiving funds under this grant opportunity are required to:

- ❑ Update the UIP to reflect the exploration work during the district/schools usual timeframe for making updates (i.e., external review, parent and community engagement, improvement planning).
- ❑ Schools identified for support and improvement through ESSA (i.e., CS, TS, Additional TS schools) should use the exploration results to inform the comprehensive needs assessment (CNA) requirements. CS schools should document these expectations in the UIP; TS and Additional TS schools may use the UIP. For more information on CNA, visit: <http://www.cde.state.co.us/fedprograms/consapp/na>

Exploration Route Overview

Diagnostic Review

Stakeholder Engagement

Improvement Planning

Stakeholder Engagement



Summary of Community Engagement Service from EASI Application

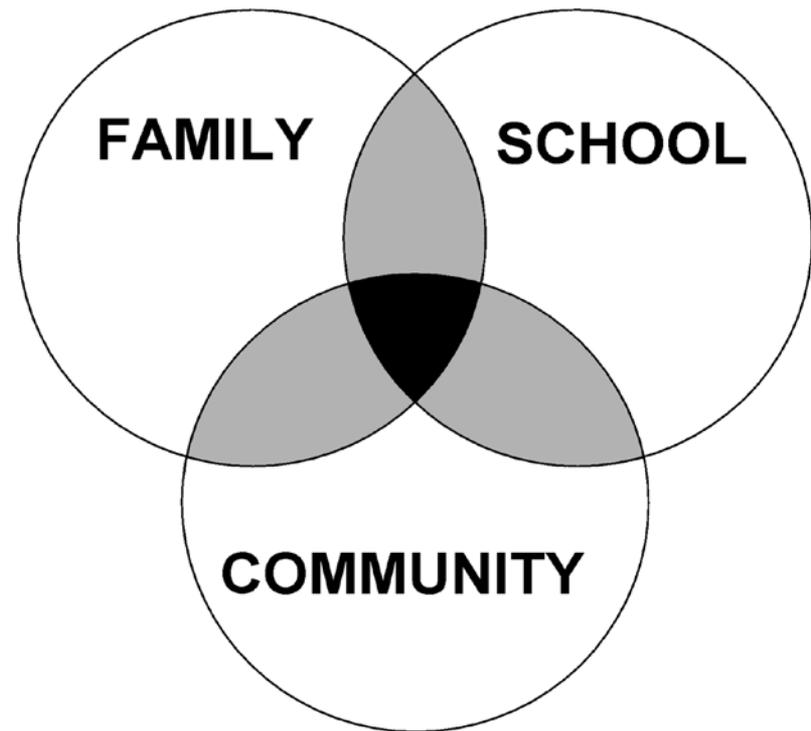
Community Engagement

- State and federal expectations
- Funding may be used for
 - (1) Contracting with a facilitator that has knowledge of working with the selected stakeholders and background knowledge of the content area, and
 - (2) Costs associated with the stakeholder engagement proposed activities (e.g., substitutes, stipends, copying, translation services, child care, food for community events, travel).

CDE is available to provide technical support related to high quality stakeholder engagement strategies, through the Family-School Partnership office, the UIP office and the Federal Programs office [pertaining to federal expectations](#).

Stakeholders include...

- Students
- Parents and Family Members
- Community Members
(e.g., community orgs,
businesses)
- Teachers
- Principals
- District Staff
- Local Board Members



Expectations for Stakeholder Engagement

Create meaningful ways for stakeholders to:

- Identify strengths and gaps within existing school system
- Identify and validate potential solutions
- Monitor and inform progress of implementation

Align with state and federal expectations that stakeholders engage in school improvement efforts.

State and Federal Requirements for Stakeholder Engagement

State Requirements (Accountability Clock)	ESSA Requirements (CS and TS)
<ul style="list-style-type: none">• Stakeholder Involvement in Planning• School/District Accountability Committees• Parent Notification• Year 3 Community Meeting• End of Clock Expectations (e.g., State Review Panel, State Board of Education, District Proposal)• Local Board Training	<p>Purpose of the plan is to address reasons for identification as CS or TS, in partnership with stakeholders:</p> <ul style="list-style-type: none">• Variety of stakeholders in plan development• Multiple and ongoing opportunities to participate in plan• Genuine opportunities to play role in plan development <p><u>For more information, see:</u> www.cde.state.co.us/fedprograms/essa_planningrequirements</p>

Exploration Route Overview

Diagnostic Review

Stakeholder Engagement

Improvement Planning

Improvement Planning



Summary of Improvement Planning Service from EASI Application

Improvement Planning

- Intended to build upon the external review, stakeholder engagement work and any other comprehensive needs assessment work.
- Stakeholders should be involved in all elements:
 - Assistance on data gathering and organizing (pre-planning for data analysis)
 - Review of student performance data
 - Identification of trends and performance challenges
 - Prioritization of performance challenges
 - Root cause analysis (including integration of the external review)
 - Target setting
 - Action planning
 - Progress monitoring

Improvement Planning – Big Five

Crosswalk between the “Big Five,” Sections of the Planning Process and Tabs within the Online UIP

Big Five Question	Section of Planning Process (see flow map graphic)	UIP Online Tab	
		Main Tab	Sub Tab
1 Does the plan investigate the most critical performance areas and prioritize the most urgent <i>performance challenges</i> ?	<ul style="list-style-type: none"> Gather and Organize Data Review Performance Describe Notable Trends Prioritize Performance Challenges 	Section III: Data Narrative	<ul style="list-style-type: none"> Brief Description Prior Year Targets Current Performance Trend Analysis Priority Performance Challenges
2 Does the plan identify <i>root causes</i> that explain the magnitude of performance challenges?	<ul style="list-style-type: none"> Identify Root Causes 	Section III: Data Narrative Section IV: Action Plans	<ul style="list-style-type: none"> Root Causes
3 Does the plan identify evidenced-based <i>major improvement strategies</i> that are likely to eliminate the root causes?	<ul style="list-style-type: none"> Identify Major Improvement Strategies 	Section IV: Action Plans	<ul style="list-style-type: none"> Major Improvement Strategies
4 Does the UIP present a well-designed <i>action plan</i> for implementing the major improvement strategies to bring about dramatic improvement?	<ul style="list-style-type: none"> Identify Major Improvement Strategies Identify Action Steps 	Section IV: Action Plans	<ul style="list-style-type: none"> Major Improvement Strategies Planning Form
5 Does the plan include elements that effectively <i>monitor</i> the impact and <i>progress</i> of the action plan?	<ul style="list-style-type: none"> Set Performance Targets Identify Interim Measures Identify Implementation Benchmarks 	Section IV: Action Plans	<ul style="list-style-type: none"> School Target Setting Planning Form

Translating the UIP Sections

Required UIP Components	Translation	Notes
Data Analysis (Trends, Priority Performance Challenges)	How are our students performing?	<ul style="list-style-type: none"> • Focus = students • Looking back in time and present
Root Cause	Why does the school continue to have this issue?	<ul style="list-style-type: none"> • Focus = adults • Looking back in time and Present
Action Plan and Progress Monitoring (Action Plan, Implementation Benchmarks)	What are we going to do about it? How do we hold ourselves accountable?	<ul style="list-style-type: none"> • Focus = adults • Looking forward in time
Targets and Progress Monitoring (Performance Targets and Interim Measures)	Where do we want students to be? What should we check along the way?	<ul style="list-style-type: none"> • Focus = students • Looking forward in time

Multiple Data Sources

UIP: Trends, PPCs, Targets, Interim Measures

Performance Data	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> Local (district) summative and interim assessment results Student work samples Classroom assessment results K-3 reading assessment results (required by the READ Act) 	<ul style="list-style-type: none"> School locale and size of student population Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity Student mobility rates Staff characteristics (e.g., experience, attendance, turnover) 	<ul style="list-style-type: none"> External school/district reviews Curriculum documents Instructional materials Observations of Instructional Practice Academic interventions available to students Student attendance Discipline referrals and suspension rates Schedules and class sizes Family/community involvement policies/practices Professional development (structure, participation, focus) Services and/or programs (e.g., Title 	<ul style="list-style-type: none"> Teaching and learning conditions surveys (e.g., TELL Colorado) Perception survey data (e.g., parents, students, teachers, community, school leaders) Self-assessment results

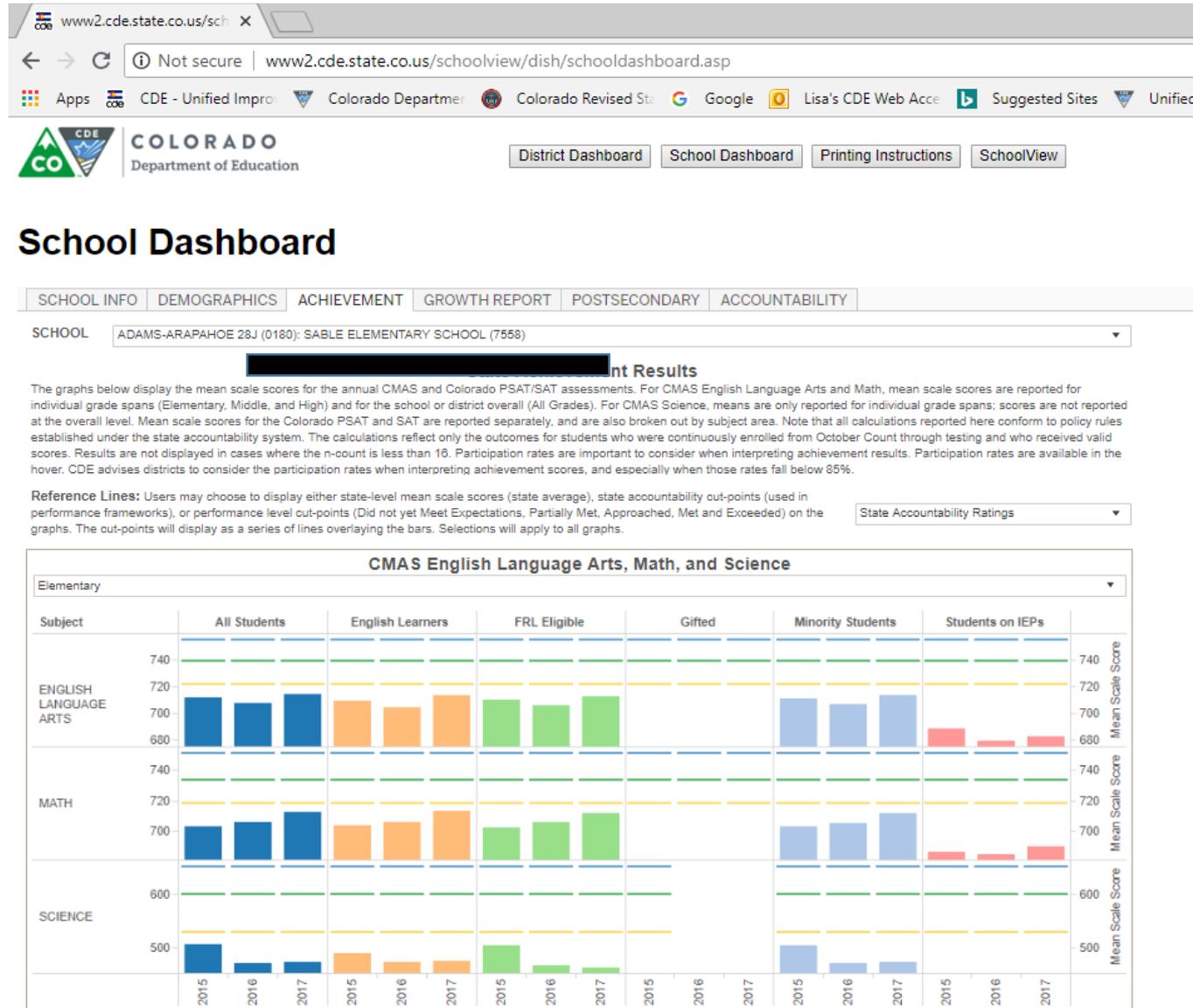
UIP: Root Cause, Action Planning Implementation Benchmarks

Information about Notable Trends

- Include all performance indicator areas (i.e., achievement, growth, postsecondary workforce readiness). Can include other areas of local importance (e.g., behavior data, attendance). For ESSA identified schools, must include the indicators that resulted in the school's identification for support and improvement.
- Include at least three years of data.
- Identify where the school did not at least meet state and federal expectations.
- Consider data beyond that included in the school performance framework (e.g., grade-level data).
- Include positive and negative performance patterns and the direction of the trend (e.g., upward, flat).
- Provide a comparison (e.g., state expectations, district average).



Example of Trend Data Available through CDE's School Dashboard (DISH)



Examples of Trend Statements

Performance Indicator	Measure	Content Area	Metric(s)	Student Groups	Amount	Time Period	Trend Direction	Notability (comparison point)
Achievement	CMAS	Math	Mean Scale Score (MSS)	All middle school students	2015 = 703.5 2016 = 705.7 2017 = 712.4	2015-17 (3 years)	slight increase	State Expectation = 734.3; almost 22 point difference.

Middle school students are trending upward in CMAS math achievement between 2015 and 2017 (2015 = 703.5; 2016 = 705.7; 2017 = 712.4). While going in the right direction, this is a notable trend because it is well below the state expectation (734.3 MSS) by more than 20 points.

Performance Indicator	Measure	Content Area	Metric(s)	Student Groups	Amount	Time Period	Trend Direction	Notability (comparison point)
Growth	CMAS	Math	Median Growth Percentile (MGP)	All middle school students	2016 = 48 th 2017 = 57 th	2015-17 (2 reports over 3 years)	Increase	State Expectation = 50 th percentile

Trend Statement

Growth in math is trending upward for middle school students on CMAS between 2015 and 2017 (2016 = 48th percentile; 2017 = 57th percentile). This is notable because the increase in growth (above the state average of the 50th percentile) suggests that the school may affect the low achievement if it is sustained.

Information about Priority Performance Challenges and Magnitude

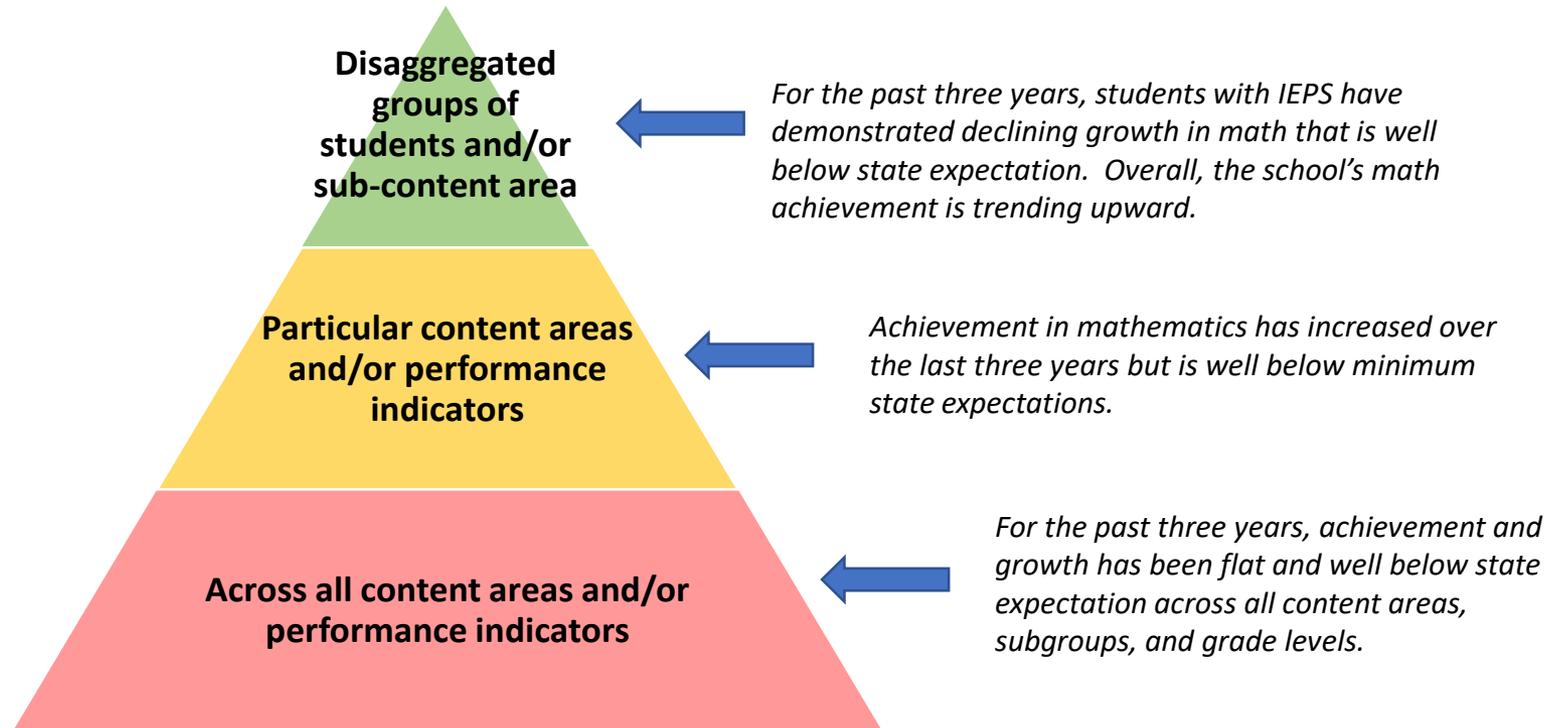
Priority Performance Challenges (PPCs) are summary statements about the identified student needs. Schools should only focus on 1 to 3 PPCs to guide improvement efforts.

The magnitude of school or district performance challenges should be proportionate to the degree of underperformance being demonstrated.

PPCs are not about adult actions or issues related to budgeting, staffing, curriculum or instruction.



Examples of PPCs by Levels of Magnitude



Information about Root Cause Analysis

Root causes are statements describing the deepest underlying cause(s) of performance challenges, that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s).

Root causes:

- Are directly related to the performance challenges
- Are under the control of the school (adult-focused)
- Avoid blaming individuals and consider systems factors
- Reflect appropriate magnitude given overall performance for the school



Examples of Root Cause Statements

Examples of root causes:

- **Culture of low expectations:** There is a culture of low expectations where administrators and staff do not have a clear and consistent understanding of what the Colorado Academic Standards should look like in classrooms.
- **Inconsistent PBIS implementation:** Lack of consistent implementation of PBIS across classrooms, leading to frequent classroom management issues and disruptions to instruction.

Non- examples of root causes:

- Students come to the school unprepared for academic rigor.
- Students are not motivated to learn.
- Parents are not engaged in their students' education.
- Due to a high number of ELL students coming to the school...
- Ms. Cooper, the 4th grade teacher, has poor classroom management skills

Example of Root Causes Validation

Priority Performance Challenge: The percent of students meeting NWEA grade level expectations for the Spring benchmarks in Reading has been substantially above expectations in 3rd grade but substantially below in 4th and 5th for the past three years.

Possible Root Causes	Questions to Explore	Data Sources	Validation
Less time is given to direct reading instruction in 4-5	How much time is devoted to reading in primary v. intermediate grades?	Daily schedules Classroom observations Lesson plans	No evidence that less time is devoted to reading in 4-5.
More ELL students in grades 4 & 5 that are underperforming	Is there a difference between ELL and other students scores?	NWEA results disaggregated by ELL status.	ELL student performance is similar or in some cases higher.
K-3 are using new teaching strategies, 4-5 are not.	What strategies are primary vs. intermediate teachers using ?	Curriculum materials Instructional plans PD	K-3 strategies are different from 4-5.

Information about Major Improvement Strategies, Implementation Benchmarks and Action Plans

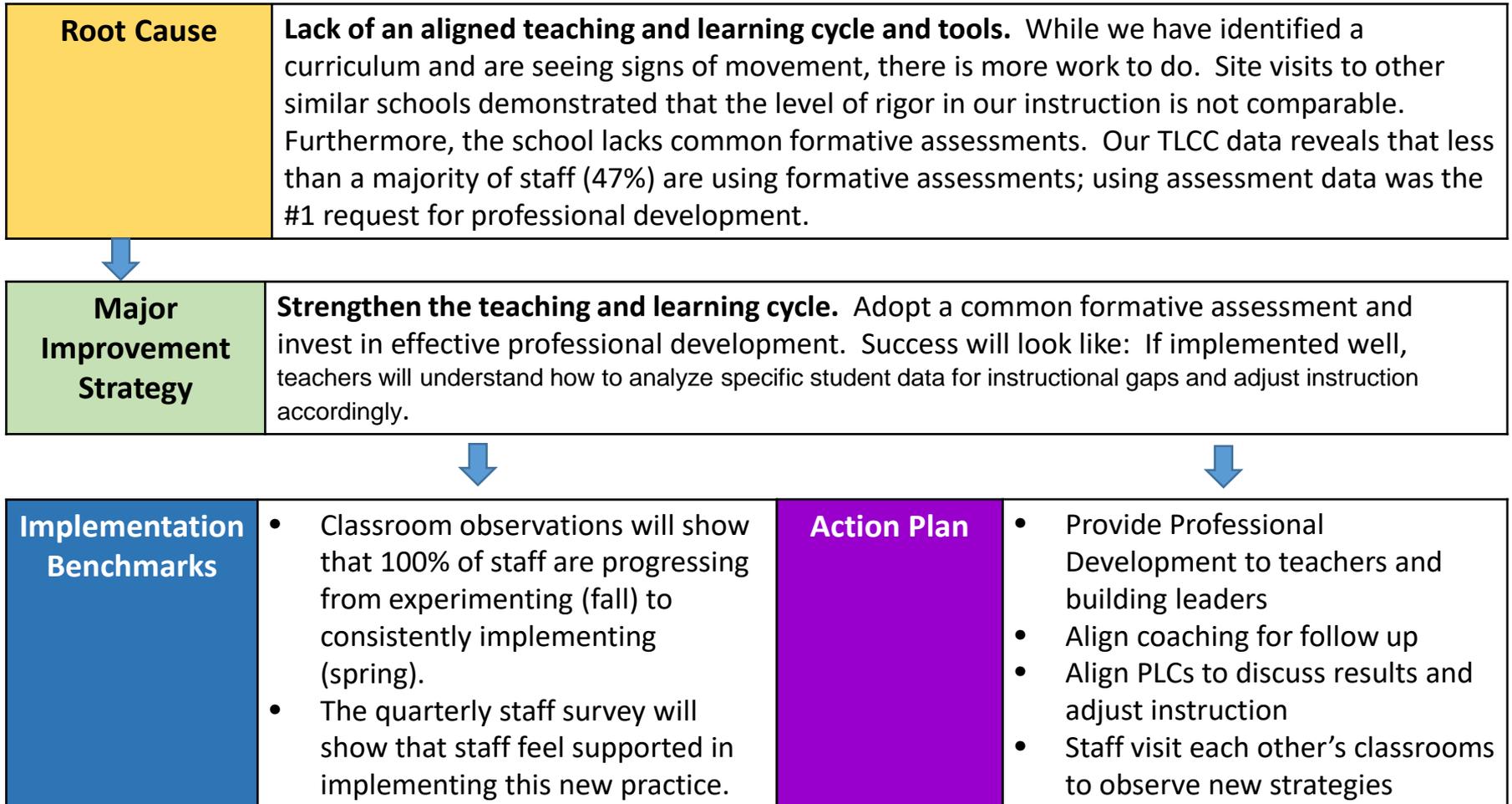
Major Improvement Strategies are the overarching strategies where the school focuses its attention. They address identified root causes. Schools should select 1 to 3 to maintain focus.

Implementation Benchmarks are the measures the school will use to ensure the Major Improvement Strategies are being implemented effectively. This helps the plan become an ongoing continuous improvement process.

Action Plans lay out proposed actions under a Major Improvement Strategy over at least a two year period. They include action steps, a timeline, personnel and responsibilities, and resources.



Example of Major Improvement Strategy, Implementation Benchmark and Action Plan



Information and Examples on Student Performance Targets and Interim Measures

Student Performance Targets are the annual school goals. They reference student outcome measures.

	Math MSS for on CMAS for the whole school will increase 10 points to 722.
	Math MSS on CMAS for the whole school will increase 10 points to 732. State expectation is 734.

Interim Measures are the benchmarking tools used to ensure that students are progressing toward the targets.

2017-18	50 th percentile at each quarter for each grade (fall: 6 th = 718, 7 th = 757, 8 th = 790; winter: 6 th = 740, 7 th = 773, 8 th = 803; spring: 6 th = 763, 7 th = 790, 8 th = 816)
2018-19	Same as 2017-18.

Improvement Planning – Changes through SB 18-1355 (On the Horizon)

Transition from Accountability Clock to Performance Watch

For Schools on Accountability Clock/Performance Watch in planning:

- Year 3 Community Meeting
- Year 4 Analysis of Clock Options (i.e., Innovation, External Management, Charter Conversion, Replacing the Charter Board, Closure, District Reorganization)

Improvement Planning – Provider Expectations

Facilitated Support

Assist with the UIP Process in completing a high quality plan, including:

- Data Analysis and Needs Assessment
- Priority Performance Challenges
- Root Cause Analysis
- Target Setting
- Action Planning
- Progress Monitoring
- Program Specific Requirements

If Improvement Planning Provider is different from Review Provider:

- Planning Provider must be at Debrief
- Needs Prompt Access to Final Report

Improvement Planning – Resources

[CDE Website](http://www.cde.state.co.us/uip): www.cde.state.co.us/uip

[Quality Criteria Rubric](http://www.cde.state.co.us/uip/schooluipqualitycriteriarubric18_19pdf):

www.cde.state.co.us/uip/schooluipqualitycriteriarubric18_19pdf

[UIP Online System](http://www.cde.state.co.us/uip/uip-online-system): www.cde.state.co.us/uip/uip-online-system

[ESSA Requirements](http://www.cde.state.co.us/fedprograms/essaplanningrequirements):

www.cde.state.co.us/fedprograms/essaplanningrequirements

Next Steps

Provider Next Steps

1. Complete Survey of Understanding
2. Contact District/School to Schedule
3. Submit Report to CDE within 30 days

Questions

CDE Contacts

Jennifer Morgan, Improvement Planning

Morgan_j@cde.state.co.us

Laura Meushaw, Federal Programs

Meushaw_l@cde.state.co.us