

Revisions to the UIP Quality Criteria 2013-14

Based upon feedback from the field and lessons learned through reviews of last year's plans and programs meeting accountability through the UIP, CDE has modified the Unified Improvement Plan (UIP) quality criteria for 2013-14.

Accountability Area	Revision	Rationale
Priority Improvement and Turnaround (District and School)	Expectation clarification	Districts and schools on the accountability clock (i.e., Priority Improvement, Turnaround) should provide Major Improvement Strategies and Action Steps of a magnitude that will bring about dramatic change. Making explicit an expectation within the accountability law.
Priority Improvement/ Turnaround (School)	New legislative requirement for schools with Priority Improvement/Turnaround plan type	Schools must include as a part of their action plan strategies to increase parent engagement. Legislative requirement with passage of SB 13-193.
ESEA and Grant Accountability (District)	Identifies whether the district has any Focus Schools or schools with Tiered Intervention Grants.	Districts with Title I Focus Schools and/or with Tiered Intervention Grants must include information about how the district is providing additional supports for those schools.
ESEA Program Expectations (District and School)	Streamlines and clarifies Quality Criteria for Titles IA, IIA and III.	District level program expectations have been streamlined within Quality Criteria to better coordinate and leverage ESEA funds to support identified performance challenges. For school-based Title I programs (i.e., schoolwide, targeted assistance), specific requirements are being transferred into the consolidated application and the monitoring process.
Gifted Education (District)	Gifted Education program requirements for all districts.	Rather than have a separate improvement planning process for the Gifted Education program, it has been folded into the general UIP process. This process was piloted with several districts and AUs last year. All districts will now complete reporting requirements through the UIP and a budget submission (April). Multi-district AUs (especially AUs with small districts) may aggregate data and create a common plan, but all districts must still include the addendum in their UIP.

Accountability Area	Revision	Rationale
Colorado Graduation Pathways (Schools)	Requirements added for participating schools	Participation brings greater alignment between the Graduation Pathways program and overall improvement efforts of participating schools. The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (e.g., attendance, behavior, course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.
Section III: Data Analysis (District and School)	Data Narrative directions have been expanded. Criteria added to encourage inclusion of the rationale for the selected major improvement strategy.	Based upon CDE reviews of school UIPs in 2012-13, many plans did not demonstrate a logical link between the data analysis and the major improvement strategies.