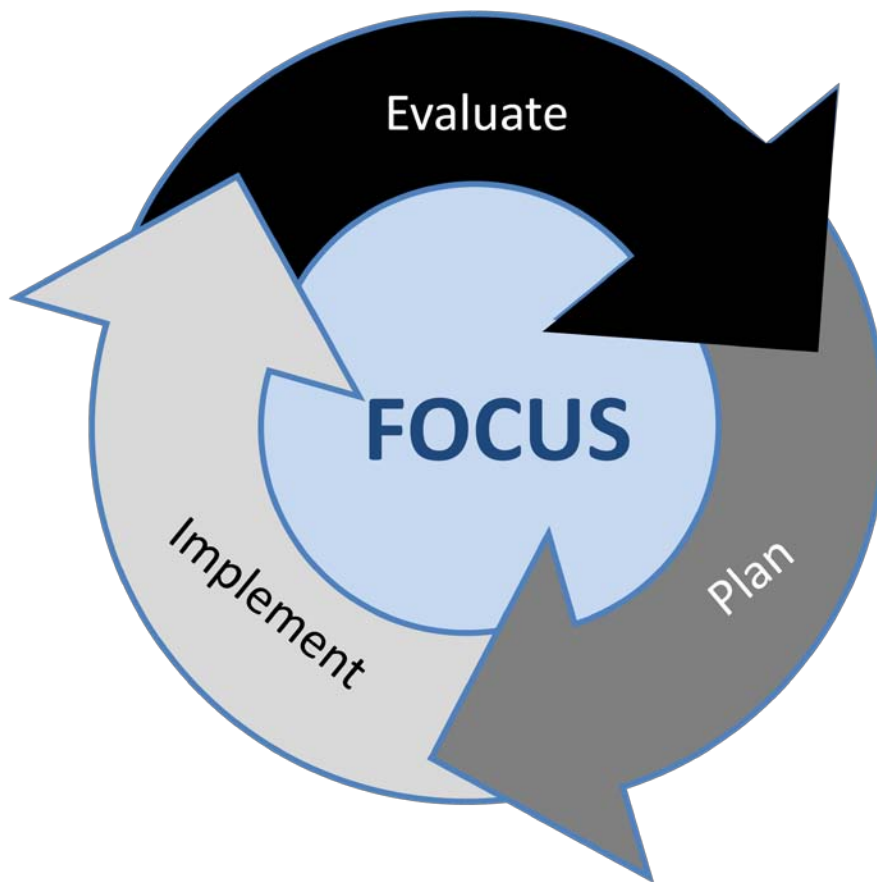


# Updating your UIP Toolkit





## Updating your UIP Toolkit Materials Index

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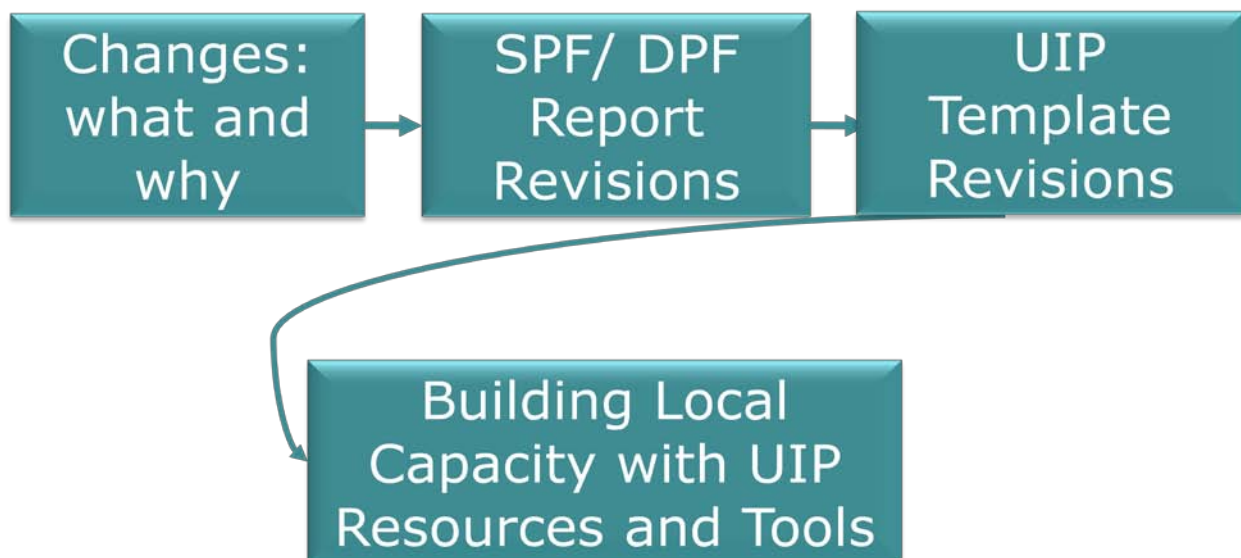


## Session Overview: Updating your UIP Toolkit

### Learning Targets

- Describe implications of the ESEA waiver for changes in SPF, DPF and UIP Template.
- Accurately use new and frequently misused planning terminology.
- Describe changes to SPF reports.
- Access required data reports.
- Describe changes to UIP template.
- Access UIP resources and be aware when additional resources will be available.
- Plan for using the following resources in building local planning capacity: the UIP Handbook, Quality Criteria, and UIP Training Materials.
- Explore what other districts are doing to build capacity.

### Agenda:





## Lessons Learned from UIP Reviews

CDE staff reviewed school and district turnaround and priority improvement plans and the plans for districts identified under federal accountability requirements.

Section	Lessons
<p><b>Issues across all sections of the UIP</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness that cut across various sections of the plans.</p> <ul style="list-style-type: none"> <li>Lack of Coherence, no logical progression across the steps of the Unified Improvement Planning process is evident (See example from one plan):                             <ul style="list-style-type: none"> <li>Data Narrative: “X school is a phase-out/redesign school for this year”.</li> <li>MIS 1) Through the use of the <i>Understanding by Design Guide</i> embed rigor, high level questioning, and high expectations into pacing and planning.</li> <li>MIS 2) Use data to modify instruction and consistently analyze and monitor student progress and achievement.</li> </ul> </li> <li>Lack of Consistency when describing the same plan element in different sections of the plan. See example</li> </ul>

Section I	Section II	Section III	Section IV
State + Federal Performance Data	Grant Info	Review Progress on Last Year's Targets Worksheet	School Target Setting Form
Contact Improvement Plan Info	Data Worksheet	Data Narrative	Action Planning Form
Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.	<ul style="list-style-type: none"> <li>• Data Used</li> <li>• Trends</li> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Major Improvement Strategies</li> <li>• Associated root causes</li> <li>• Action Steps</li> <li>• Timeline</li> <li>• Key People</li> <li>• Resources</li> <li>• Implementation Benchmarks</li> <li>• Status of Action Steps</li> </ul>
Persistently low and decreasing performance across all populations in all content areas.	<ul style="list-style-type: none"> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Measures</li> <li>• Major Improvement Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Priority Performance Challenges</li> </ul>
Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.	<ul style="list-style-type: none"> <li>• Data Used</li> <li>• Trends</li> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> <li>• Processes Used</li> </ul>	<ul style="list-style-type: none"> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Measures</li> <li>• Major Improvement Strategies</li> </ul>
Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.	<ul style="list-style-type: none"> <li>• Data Used</li> <li>• Trends</li> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> <li>• Processes Used</li> </ul>	<ul style="list-style-type: none"> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Measures</li> <li>• Major Improvement Strategies</li> </ul>
Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.	<ul style="list-style-type: none"> <li>• Data Used</li> <li>• Trends</li> <li>• Priority Performance Challenges</li> <li>• Root Causes</li> <li>• Processes Used</li> </ul>	<ul style="list-style-type: none"> <li>• Root Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Measures</li> <li>• Major Improvement Strategies</li> </ul>

Persistently low and decreasing performance across all populations in all content areas.

Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.

In grades 3-8 reading achievement data for the last three years indicates that an average of 56% (from 2009-2011) of students do not meet proficiency levels of CSAP.

Timeframe: The UIP should be a two-year plan that gets revised and updated to reflect the current and next school year on at least an annual basis, with data reviewed at least quarterly. A number of 2011-12 plans ended in May of 2012.

Section	Lessons
	<ul style="list-style-type: none"> <li>Some schools used the wrong planning template, and/or copied and pasted information from other schools into their template (without replacing the name of the other school).</li> </ul>
<p><b>Data Narrative</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in the data narrative of plans:</p> <ul style="list-style-type: none"> <li>All required elements were not included.</li> <li>Trends were described and priority performance challenges were identified, but no root causes were determined.</li> <li>Little or no information was provided about the process by which planning occurred and which stakeholders were involved, for example:               <ul style="list-style-type: none"> <li>“the staff determined the priority needs and root causes”</li> <li>“Additionally, we concluded that there was a great need to build awareness and understanding of how to effectively teach toward greater English language acquisition”</li> </ul> </li> <li>No or little information about why the school selected to address some priority performance challenges over others.</li> <li>In describing prior year’s targets and current performance, no reference was made to the impact of improvements to date. What changes have been made as a result? Does the data support continuing prior improvement efforts or not?</li> </ul>
<p><b>Trend Statements</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in trend statements within the data narrative:</p> <ul style="list-style-type: none"> <li>Required information about current performance – indicator areas in which the school/district did not at least meet expectations (Does Not Meet and Approaching) – was not included.</li> <li>Some trends that were critical to describing their performance were not identified.</li> <li>Data was provided in lists or tables, but trends were not described.</li> <li>The reporting about the data analysis was limited and often did not meet basic federal program requirements.</li> <li>Local student assessment data (e.g. Interim Assessment Results, NWEA MAPS, Dibels, DRA2) were seldom included in</li> </ul>



Section	Lessons
	<p>identifying trends.</p> <ul style="list-style-type: none"> <li>Trends for Growth Gaps were described as gaps between the disaggregated group and not the disaggregated group rather than the difference between median growth percentiles and adequate growth percentiles for the disaggregated group. [e.g. The reported trend included a statement that “the median growth percentile for students receiving free and reduced lunch was stable at 35 between 2008-2011 and 15 points below the median growth percentile for students not receiving free and reduced lunch”, rather than “the median growth percentile for students receiving free and reduced lunch was stable at 35 between 2008-2011 and 20 percentile points below the median adequate growth percentile for students receiving free and reduced lunch”.]</li> </ul>
<p><b>Prioritized Performance Challenges</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in priority performance challenges within the data narrative:</p> <ul style="list-style-type: none"> <li>The performance challenges that were prioritized were not consistent with the magnitude of the overall performance challenge (e.g. schools with significant performance challenges overall that prioritized a small group of students within the school).</li> <li>Identification of priority performance challenges often did not include the most substantial challenges faced by the school or district.</li> <li>Achievement and growth were identified as separate priority performance challenges even when the metrics were focused on the same grade level and content area (separate challenges for 5<sup>th</sup> grade writing growth and 5<sup>th</sup> grade writing achievement).</li> <li>Priority Performance Challenges articulated what needed to be done, rather than the prioritized problem in student performance. For example, in order to meet state targets for a level increase to MEETS, reading Median Growth Percentile (MGP) must increase from 45 to 55 MGP.</li> <li>Little or no information about the process of how the team prioritized their performance challenges, of why certain performance challenges were prioritized over others.</li> </ul>

Section	Lessons
	<ul style="list-style-type: none"> <li>• It was unclear as to why some performance challenges were selected over others, this includes the following:               <ul style="list-style-type: none"> <li>• Too many (8-22) prioritized performance challenges.</li> <li>• The relationship between the priority performance challenges and the trends was unclear.</li> </ul> </li> </ul>
<p><b>Root Cause Analysis</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in root causes identified within the data narrative:</p> <ul style="list-style-type: none"> <li>• The identified root cause(s) were frequently not appropriate given the magnitude of the performance challenges facing the school.</li> <li>• Not framed as adult actions.</li> <li>• Not within the control of the school and/or included student attributes. For example: “Students with disabilities, while receiving intensive and targeted instruction in reading, continue to underperform due to lack of instructional time and level of significant impairments.”</li> <li>• Little or no information provided about how root causes were verified, or no mention of what additional data was used.</li> <li>• Did not identify data sources and results that were used to verify root causes. For example, plans stated:           <ul style="list-style-type: none"> <li>– “We feel this is due to low expectations...”</li> <li>– “Ineffective planning of units and lessons has led to ineffective instruction because the intended outcomes are not the main focus.”</li> <li>– “Leadership discussions with the teaching and non-teaching staff confirmed the lack of analysis and use of data to inform management, classroom, and instructional practices.”</li> </ul> </li> <li>• Many schools listed the same Root Cause for each Priority Performance Challenge.</li> <li>• Some plans included examples of verification of Root Cause with data from sources outside the school, such as citing quantitative research (e.g. coaching and teacher evaluations archives or instructional research of professional development).</li> </ul>

Section	Lessons
<p><b>Targets</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in performance targets:</p> <ul style="list-style-type: none"> <li>• Generally targets were set to increase by 5% or 10% for each of the next two years without reference to an external benchmark (such as minimum state expectations).</li> <li>• No information was evident regarding how far the school/district has to go to “meet” minimum state expectations.</li> <li>• Targets were not aggressive enough for the school to at least meet minimum state expectations within 5 years.</li> <li>• Disaggregated groups of students (or grade levels) were not included in the target even when they were included in the priority performance challenges.</li> <li>• Inclusion of other metrics (e.g. DIBELS) while not also referencing required state metrics.</li> </ul>
<p><b>Interim Measures</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in interim measures:</p> <ul style="list-style-type: none"> <li>• No interim measures included.</li> <li>• Lists of assessments, without information about metrics and timeframe.</li> <li>• Not specific to content area of the performance target.</li> <li>• Did not provide enough detail for staff to be able to identify if progress is being made over the course of the year (i.e. no metric mentioned).</li> <li>• Misalignment between performance target and measure (e.g. DRA2 listed as interim measure for 4-6<sup>th</sup> grade reading achievement).</li> </ul>
<p><b>Major Improvement Strategies &amp; Action Steps</b></p>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in Major Improvement Strategies and Action Steps:</p> <ul style="list-style-type: none"> <li>• Action steps ending at the end of the current school year. The UIP should cover at least two school years, including the current school year and the next year (e.g., 2012-13 and 2013-14).</li> </ul>

Section	Lessons
	<ul style="list-style-type: none"> <li>• No clear connection between major improvement strategies and the data analysis presented in previous sections of the plan.</li> <li>• No clear connection to or alignment with identified root cause(s), thus it was unclear how Major Improvement Strategies (and supporting action steps) would ultimately alleviate identified Priority Performance Challenges.</li> <li>• Action steps that were broad and not detailed enough to be able to track implementation/completion.</li> <li>• Action steps that were desired changes, rather than what will be done to create the desired changes.</li> <li>• Timelines that were vague (e.g. Sept 2011-May 2012).</li> </ul>
<b>Implementation Benchmarks</b>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness in implementation benchmarks:</p> <ul style="list-style-type: none"> <li>• Vague statements, lacking in the detail required to determine if the associated action step is a) being implemented or b) having the desired change in practice.</li> <li>• Student assessment results (rather than qualitative or quantitative data about adult actions).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>– “Interim assessments, Daily, weekly and end-of-unit assessments, DRA2/EDL2”</li> <li>– “Report positive trends in January 2012.”</li> <li>– “Shared document report with specific evidence of improved teacher practice.”</li> </ul>
<b>Timeline</b>	<p>CDE reviews of unified improvement plans revealed that many plans did not consider improvement efforts that continued through the 2012-13 school year.</p>
<b>Resources</b>	<p>CDE reviews of unified improvement plans revealed that many plans did not identify what resources will be used to complete action steps.</p>
<b>UIP Template</b>	<p>CDE reviews of unified improvement plans revealed the following patterns of weakness related to information that should</p>

Section	Lessons
<p><b>Addenda Forms</b></p>	<p>have been captured in Addenda forms:</p> <ul style="list-style-type: none"> <li>• Federal program requirements were frequently not met.</li> <li>• Little or no connection between the improvement plans and leveraging of Title I funds.</li> <li>• Some Turnaround plans did not meet the state requirement that a specific turnaround strategy be selected.</li> </ul>



## UIP Needs Assessment Overview

### Overview

This document provides an overview of some aspects of a UIP Needs Assessment survey administered March and April 2012. The survey included the following topics: UIP Background and Current Practice, UIP Feedback provided by the state, and UIP Support. This overview only provides information regarding the responses to some of the questions that were asked related to *UIP Background and Current Practice* and *UIP Support* including the following topics:

- Current skill levels of district and school leaders with regard to analyzing, interpreting and using growth model data.
- Current skill levels of district and school leaders with regard to engaging in UIP processes.
- District priorities for additional UIP support from CDE.
- Reported use and usefulness of UIP resources.

### Respondents

There were a total of 131 responses to the survey with 118 unique district respondents (66% of Colorado districts) and 3 unique BOCES respondents. Respondents included superintendents (51%), District Assessment Coordinators (27.5%), District Accountability contacts (28%), Federal Programs Coordinators (19%), Chief Academic Officers (9%), and other district leaders (24%), with a number of respondents holding more than one of these roles.

### Usefulness of Unified Improvement Planning

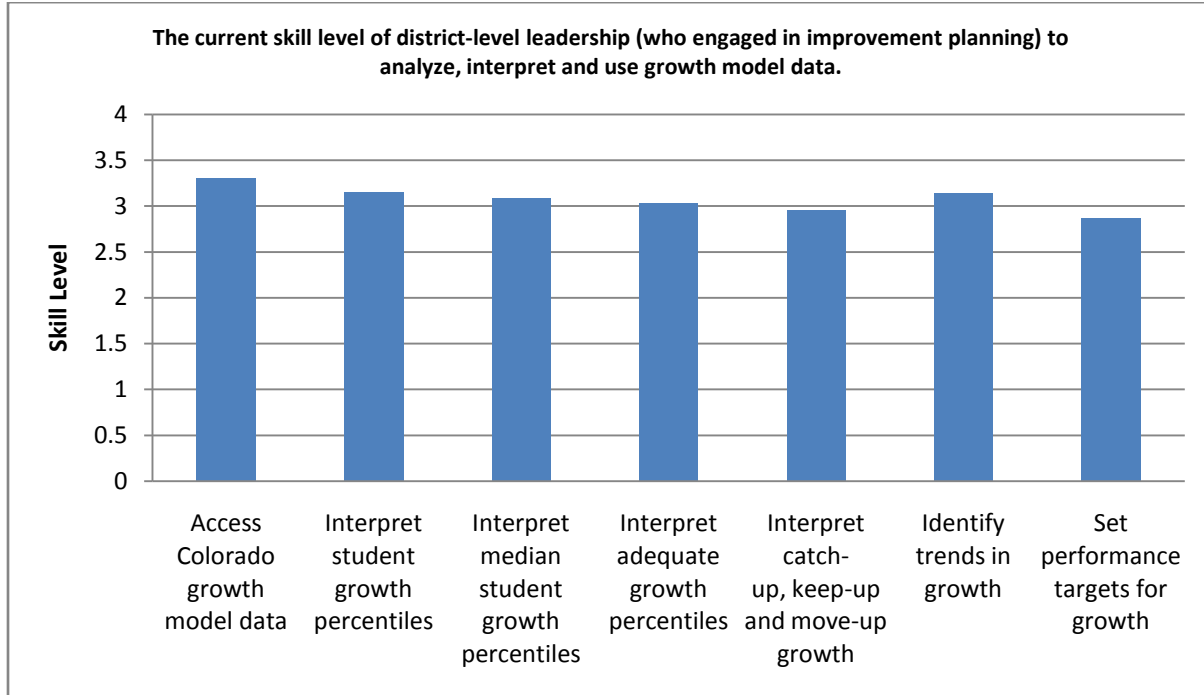
One general question was asked about the usefulness of engaging in unified improvement planning at the district and school level:

- 85% of respondents indicated that participating in UIP helped to focus district-level improvement efforts to “a great extent” or “moderate amount”. Only one person responded “not at all”.
- 81% of respondents indicated that participating in UIP helped to focus school-level improvement efforts to “a great extent” or “moderate amount”; no one responded “not at all”.

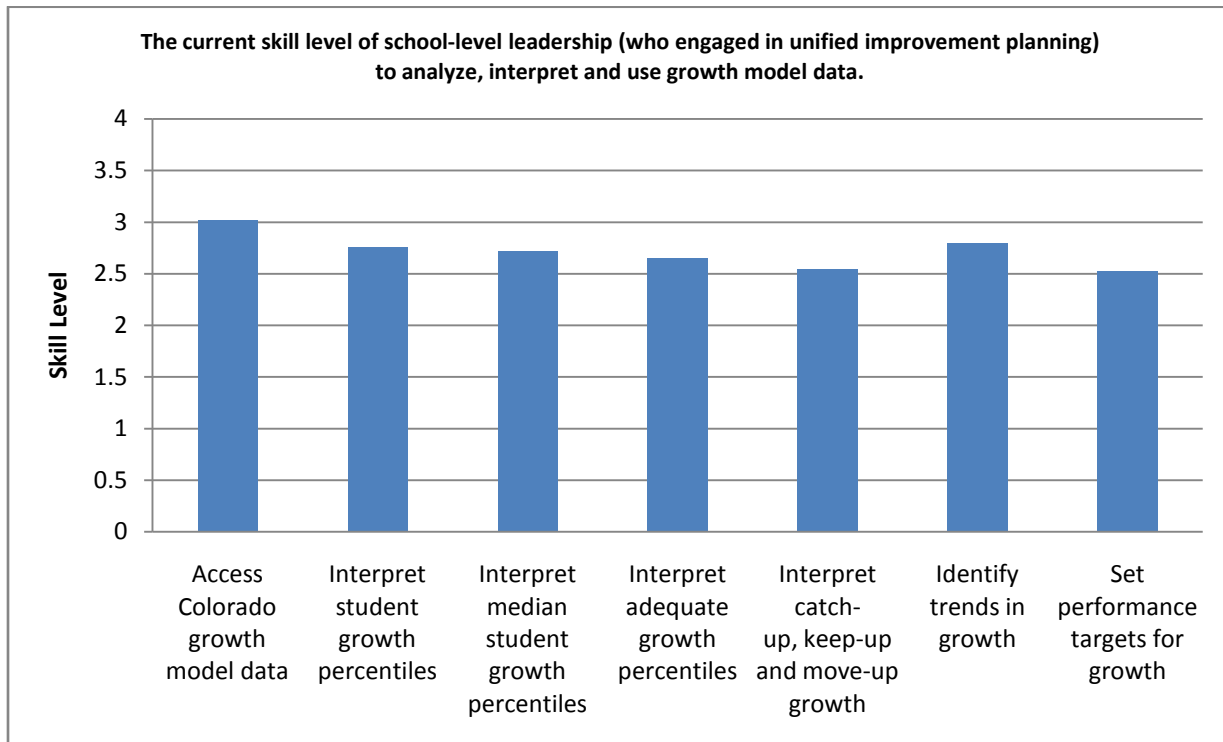
## Interpreting Colorado Growth Model Data

Response categories: 1 = our staff had a lot of trouble; 2 = this was somewhat challenging; 3 = this was not challenging; 4 = our staff could show others how to do this

### District Leadership Needs



### School Leadership Needs

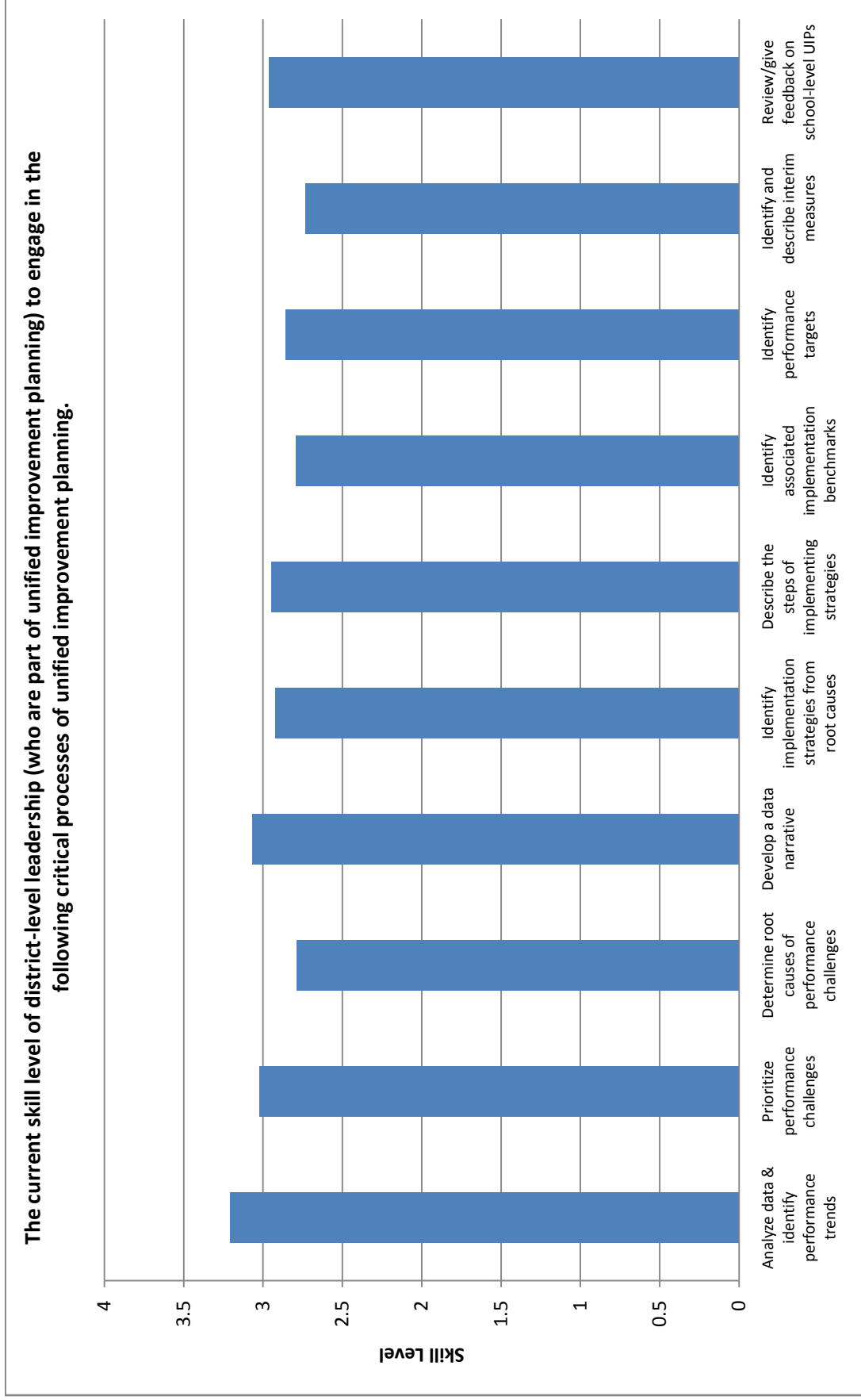




## Unified Improvement Planning Processes

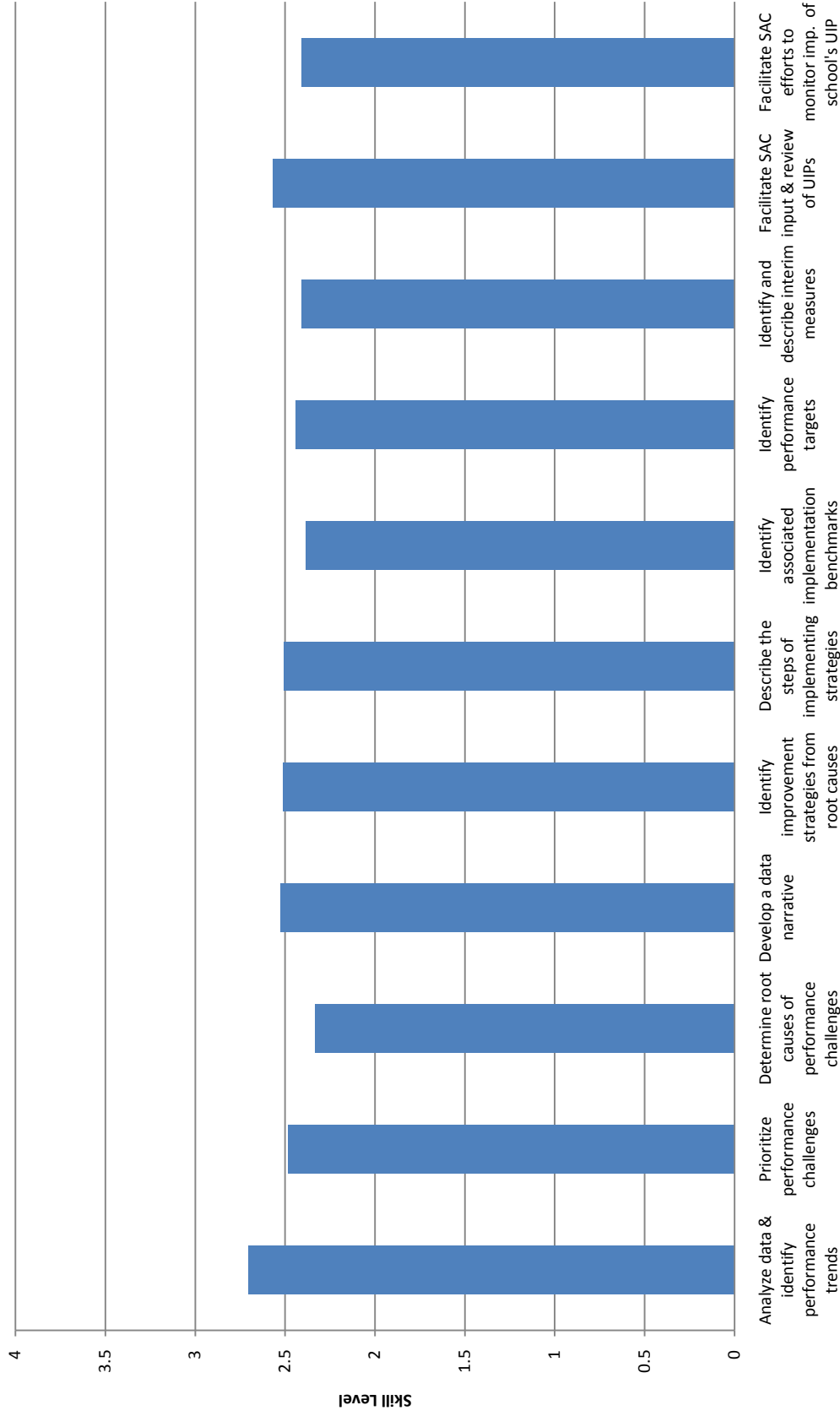
Response categories: 1 = a lot of trouble; 2 = somewhat challenging; 3 = not challenging; 4 = we could show others how to do this

### District Leadership Needs



## School Leadership Needs

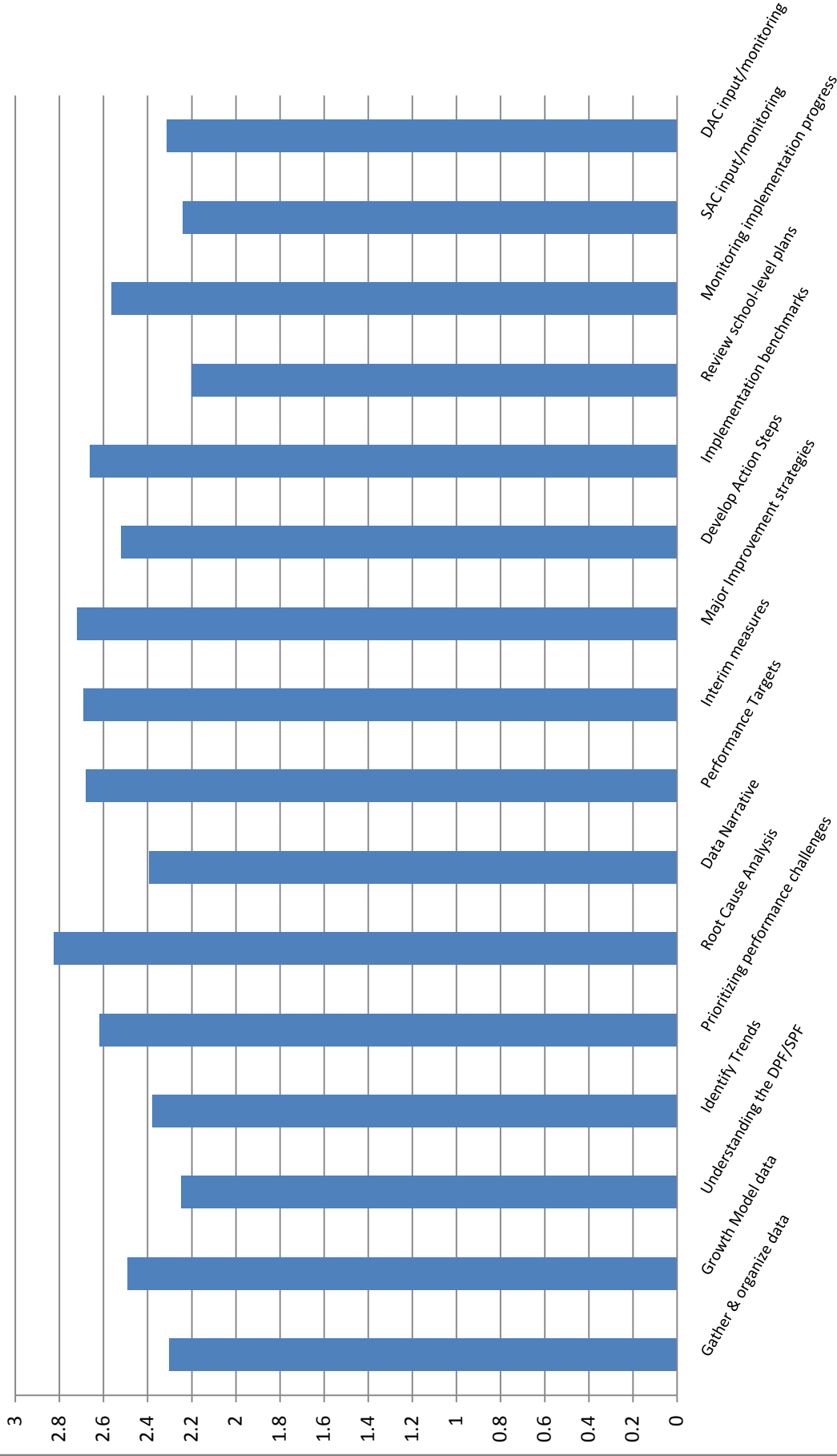
The current skill level of school-level staff (who engage in unified improvement planning) within your district to engage in the following critical processes of unified improvement planning.



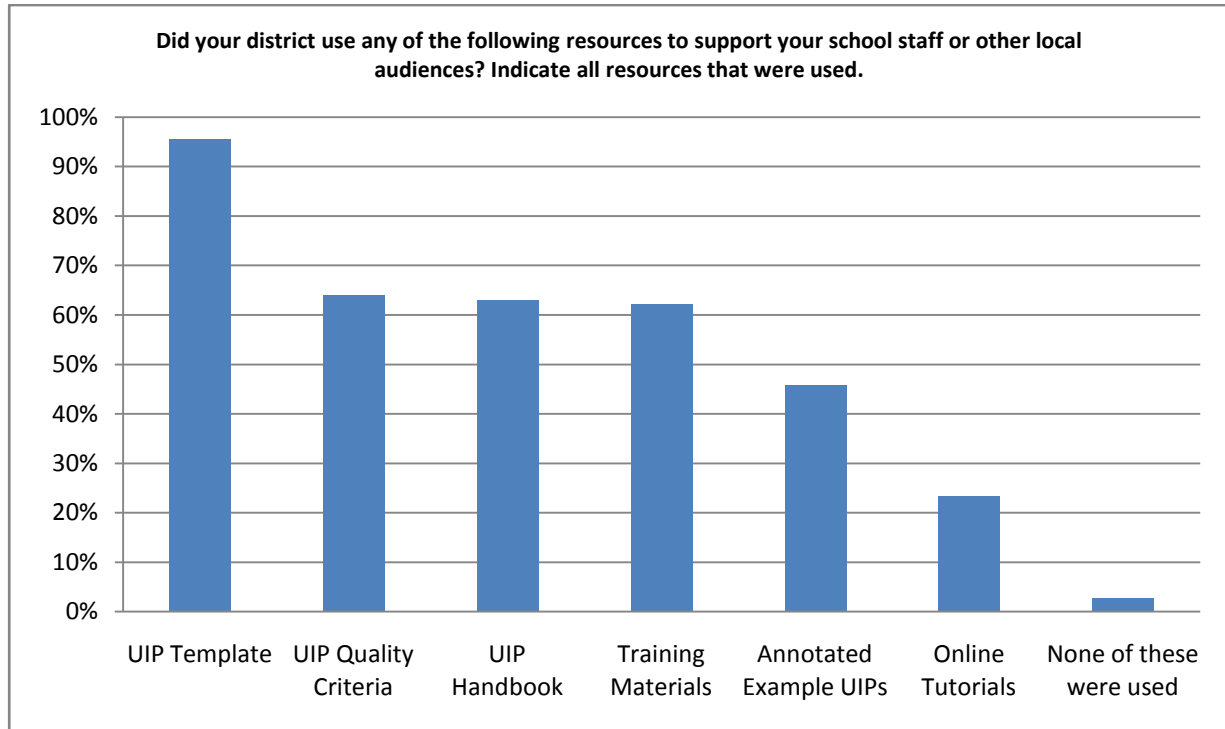
## Priority for Additional UIP Support to be provided by CDE

Response categories: 0 = no support needed; 1 = low priority; 2 = medium priority; 3 = high priority

Prioritizing the need for support (resources or training) in the following unified improvement planning areas.

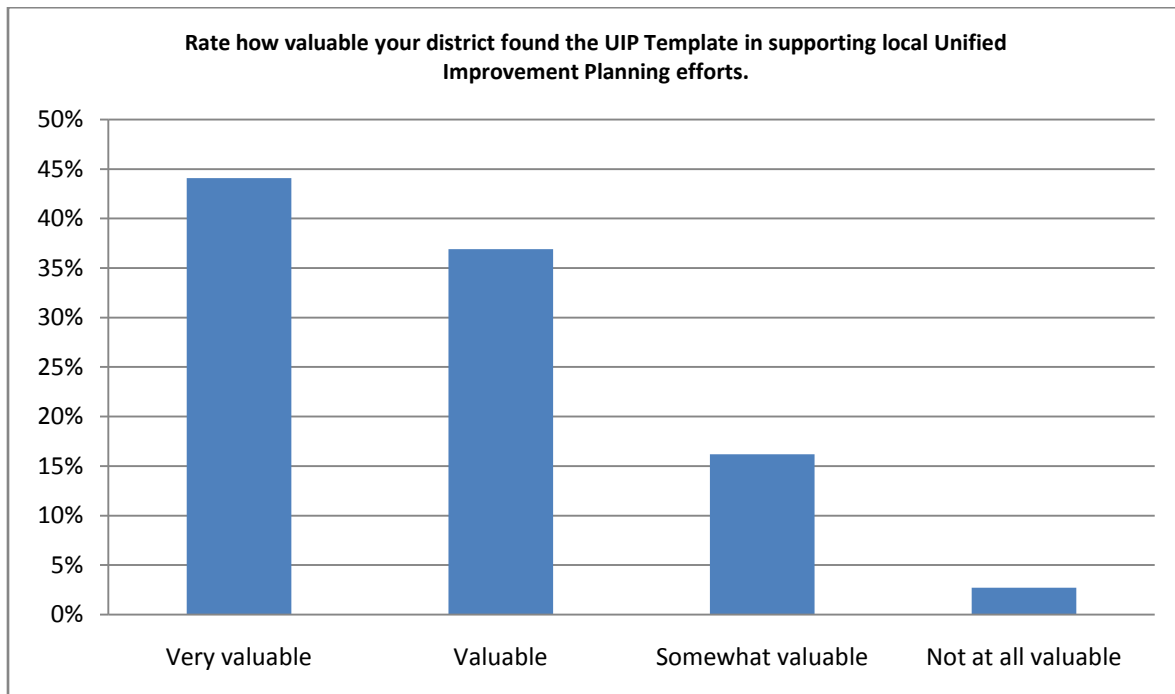


## District use of UIP Resources

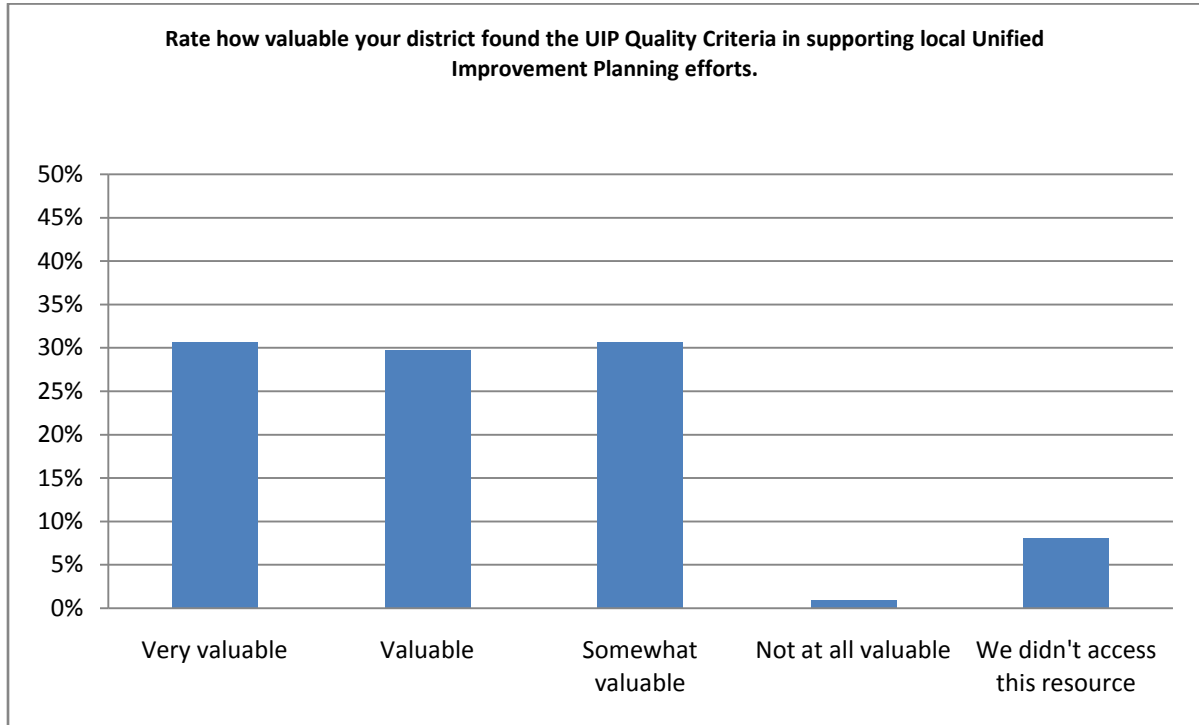


## How valuable districts found the UIP Resources

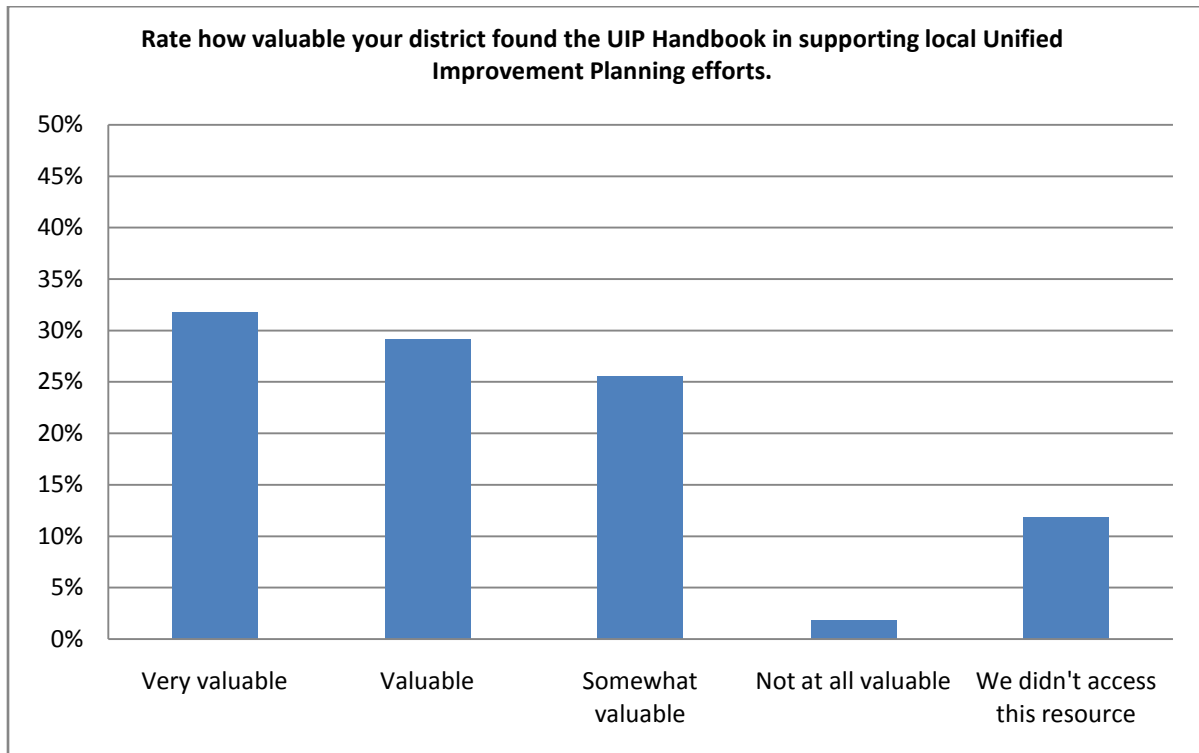
### UIP Template



## UIP Quality Criteria



## UIP Handbook





## ESEA Waiver Implications for Unified Improvement Planning

### New Terminology:

- Tiered Intervention Grant (TIG) Schools (Priority Schools)
- Focus Schools
- Implementation Checks

### Requirements met by UIP

#### School Level

- **Title I Improvement Status** – Title I schools will no longer be assigned to separate federal improvement categories of improvement, corrective action, or restructuring.
- **Title I Focus Schools** – Title I schools may be identified as a focus school if they are (1) Turnaround or Priority Improvement with low achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) and/or (2) low graduation/disaggregated graduation rate. This is a three-year designation. In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s), targets and associated action steps that address the performance challenge(s) for the disaggregated student group(s). Focus School UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA.
- **Title I Priority Schools** – Title I schools are identified as a priority school if they receive a Tiered Intervention Grant.
- **Title I Schools with Turnaround or Priority Improvement Plan Type Assignments** – will be required to provide information about SES and Choice as part of the required addenda and in support of identified priority performance challenges.

#### District Level

- **Title I** -- Districts accredited with Turnaround or Priority Improvement plan types that also take Title I funds must set aside 10% of district allocation for professional development to address priority performance challenges.
- **Title II** – Districts are no longer identified for Title II improvement based on AYP and Highly Qualified percentages; rather districts accredited with Turnaround or Priority Improvement plan types must enter into a financial agreement with CDE for use of Title II funds.
- **Title III** – Districts receiving Title III funds will still be identified for Title III improvement and receive information about Title III AMAOs as part of their UIP. Note: Colorado has submitted an additional request to the US Department of Education to calculate Title III AMAOs in alignment with measures in the performance framework.

## UIP Process Revisions

### Data Analysis

- **Disaggregated graduation rates** added to SPF/DPF and UIP Template.
- **CELEPro growth** including median growth percentiles and median adequate growth percentiles added to SPF/DPF and UIP Template.
- **Adequate Yearly Progress (AYP)** is no longer a part of school or district accountability; metrics removed from UIP.

### Expectations/Target Setting

- **English Language Proficiency** – The state has established expectations related to median student growth percentiles and median adequate growth percentiles for CELEPro which are reflected on the SPF/DPF. If this is a priority performance challenge for the school/district, targets must be set in this area and reflected in the UIP template.
- **Disaggregated Graduation Rates** -- The state has established expectations related to graduation rates for disaggregated groups which are reflected in the SPF/DPF. If this is a priority performance challenge for the school/district, targets must be set in this area and reflected in the UIP template.
- **Disaggregated Student Achievement** – The state has established guidelines for setting targets for disaggregated student group performance. These guidelines are based on the 2010 “meets” and “exceeds” cut points for % proficient and advanced in each content area and by each school level. Starting in 2011-12, schools and districts should consider this guidance in establishing targets for student academic achievement.

### Progress Monitoring (interim measures and implementation benchmarks)

#### *Required for LEAs to support their TIG (priority) Schools*

- Monitor and evaluate the impact of all interventions.
- Commit to significant mid-course corrections if “data do not indicate attainment or significant progress towards achievement benchmarks” within first year.
- Define how progress towards goals will be measured (formatively and summatively).
- Determine how data will be reported by disaggregated groups on a regular basis (more frequently than once a year).
- Describe who will monitor and evaluate progress, and who will share results with CDE on a monthly basis.

#### *Required of CDE staff for all TIG (priority) Schools*

- Monthly implementation checks by CDE staff (performance managers) to determine school’s progress on interim measures and implementation benchmarks established in the school’s UIP.



- Additional and specific focus on the performance of disaggregated groups identified in the UIP priority performance challenges.

*Required of CDE for all Focus Schools*

- Implementation checks by CDE staff (Title I staff) to determine the school's progress on interim measures and implementation benchmarks established in the UIP.
- Additional and specific focus on the performance of disaggregated groups identified in the UIP priority performance challenges.

**UIP Reviews**

- CDE will work to integrate criteria related to effective strategies for English learners and students with disabilities.
- Program staff with expertise in ELLs and students with disabilities will provide targeted feedback to schools.



## Accountability Timeline (2012-13)

Date	Action	Source
August 15	Release of preliminary DPF/SPF reports to districts & schools	CEDAR
September	Release of preliminary pre-populated UIP reports to districts	CEDAR; URL via e-mail
October 15	Deadline to submit Accreditation Form Deadline to submit Requests to Reconsider	Accreditation & Request to Reconsider Form
November	CDE finalizes DPF accreditation results and pre-populated UIP reports	E-mail
December	State Board finalizes SPF plan type results	CDE
January 15	First deadline to submit UIPs (e.g., Priority Imp., Turnaround, programs)	Tracker
March 30	Revision deadline for district UIPs (e.g., Priority Imp., Turnaround, programs)	Tracker
April 15	Final deadline to submit UIPs (all)	Tracker



## June/July

- ✓ Brush up on UIP changes, tools, processes.
- ✓ Build local capacity for planning.

## August

- ✓ Districts receive state performance data from CDE no later than August 15<sup>th</sup>.
- ✓ Predict results prior to receiving data.
- ✓ Meet with teachers, School Accountability Committee (SAC), parents and other relevant stakeholders to begin Data Analysis process to revise/update Unified Improvement Plan (keeping notes for Data Narrative).
- ✓ Use “Back-to-School” events to share performance data (SPF, School Growth Summary Report) with local stakeholders.
- ✓ Share individual student growth reports and student achievement data from prior year with students and parents.

## September

- ✓ Districts/Schools receive preliminary pre-populated UIP templates.
- ✓ Complete Data Analysis including Root Cause Analysis (keeping notes for Data Narrative).
- ✓ Write Data Narrative.
- ✓ Complete revisions to the UIP Action Plan.

## October

- ✓ Schools submit UIPs for Board approval (depending on local schedules).
- ✓ Conduct Progress Monitoring Check (school staff and SAC) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.

## November

- ✓ Districts and Schools receive final pre-populated UIP templates.
- ✓ Make revisions to UIPs based on local board feedback and the final pre-populated template.

## December

- ✓ Conduct Progress Monitoring Check (school staff) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.

## January

- ✓ Conduct Quarterly Progress Monitoring Check (school staff and SAC) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.

- ✓ Priority Improvement and Turnaround Schools and Districts submit UIP that reflects current and next school year to CDE by January 15<sup>th</sup>.

## February

- ✓ Conduct Progress Monitoring Check (school staff) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.

## March

- ✓ Conduct Quarterly Progress Monitoring Check (school staff and SAC) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.
- ✓ Schools with Turnaround and Priority Improvement Plan type assignments make revisions to UIP based on CDE staff and state review panel feedback (March 30<sup>th</sup>).

## April

- ✓ Conduct Progress Monitoring Check (school staff) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.
- ✓ Improvement and Performance Schools and Districts submit UIP that reflects current and next school year to CDE for posting on Schoolview.org by April 15<sup>th</sup>.

## May

- ✓ Conduct Quarterly Progress Monitoring Check (school staff and SAC) using Interim Measures to evaluate progress towards annual performance targets and Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies, and update UIP as appropriate.

**DRAFT Revisions to the District and School Performance Framework, April 2012**

The table below summarizes the major revisions to the District and School Performance Framework report for 2012. For more information, please contact Somoh Supharukchinda, [supharukchinda\\_s@cde.state.co.us](mailto:supharukchinda_s@cde.state.co.us). Revisions are unofficial until approved by CDE leadership.

Item	2011 Performance Frameworks	2012 Performance Frameworks	Rationale
Academic Growth	<ul style="list-style-type: none"> <li>Included CSAP growth in reading, math and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to include CSAP/TCAP growth in reading, math and writing.</li> <li><b>Add growth in English language proficiency (CELAppro) as an additional measure.</b></li> <li><b>The new English language proficiency growth measure will be worth up to 2 points:</b> <ul style="list-style-type: none"> <li>Does not meet = 0.5 points</li> <li>Approaching = 1 point</li> <li>Meets = 1.5 points</li> <li>Exceeds = 2 points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Focus attention on English language proficiency growth. This was proposed in the ESEA waiver and CDE has considered adding it since the first year of the SPFs.</li> <li>Give 2 points, rather than the 4 points given to CSAP/TCAP content areas on the Growth indicator. Content proficiency is the primary goal and the English language proficiency growth measure includes only English learners, not all students, as the content proficiency measures should.</li> </ul>
Postsecondary and Workforce Readiness: Graduation rate and Disaggregated graduation rate	<ul style="list-style-type: none"> <li>Included graduation rate as a measure. The graduation rate was an aggregated rate for all students in the district/school. The 4-, 5-, 6-, and 7-year rates were reported and the highest rate was used for the DPF/SPF rating.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to include graduation rate as a measure.</li> <li>In addition to an overall graduation rate, <b>add disaggregated graduation rate as an additional measure.</b> <ul style="list-style-type: none"> <li>The graduation rate will be disaggregated for minority students, students with disabilities, English learners, and students on Free/Reduced lunch. Districts/schools will receive a rating for each of these.</li> <li>The rating for each disaggregated group will aggregate into an overall rating for disaggregated graduation rate.</li> </ul> </li> <li><b>The disaggregated graduation rate will be worth up to 4 points (and the overall graduation rate will still be worth up to 4 points).</b></li> <li><b>The 4-, 5-, 6-, and 7-year graduation rate for each disaggregated group will be reported and the highest rate will be used for the DPF/SPF rating.</b></li> </ul>	<ul style="list-style-type: none"> <li>Focus attention on disaggregated group graduation rates. This was proposed in the ESEA waiver and is important to highlight absent of AYP disaggregations.</li> </ul>
Postsecondary and Workforce Readiness:	<ul style="list-style-type: none"> <li>Included PWR comparison data and results on a single reference page alongside Achievement and</li> </ul>	<ul style="list-style-type: none"> <li><b>Add a reference page for high schools that will become the last DPF/SPF page.</b> <ul style="list-style-type: none"> <li>Include for high schools only (or multi-level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Accommodate reporting of disaggregated graduation rate results.</li> </ul>

<p>Graduation rate and Disaggregated graduation rate reporting</p>	<p>Growth data.</p>	<p>schools with high school grades). Elem/ middle schools will not have this page.</p> <ul style="list-style-type: none"> <li>• <b>The page will report the comparison data and results for the PWR measures, including:</b> <ul style="list-style-type: none"> <li>• Average dropout rate for the state</li> <li>• Average ACT composite score for the state</li> <li>• Overall 4-, 5-, 6-, and 7-year graduation rates for the district/school</li> <li>• Disaggregated 4-, 5-, 6-, and 7-year graduation rates for the district/school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate trend analysis of graduation rates.</li> </ul>
<p>Participation rate calculation</p>	<ul style="list-style-type: none"> <li>• Districts/schools that did not make the 95% participation rate were automatically checked to see if they would make the 95% participation rate requirement when rolled up across elementary, middle and high school AND when the district/school made AYP across elementary, middle and high school. If both conditions were met, CDE pre-approved the change so the district/school was marked as meeting the 95% participation rate requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep this same check to see if the district/school would make the 95% participation rate requirement when rolled up across elementary, middle and high school. <b>Absent of AYP, remove the condition of needing to also make AYP.</b></li> <li>• At the district level, add a check for the CoAlt participation requirements. <b>Districts that exceed the 1% proficiency cap for CoAlt will have the number of students by which they exceeded the cap count as non-participants.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Align requirements with the removal of AYP calculations under the ESEA waiver.</li> <li>• Absent of a CoAlt participation check in AYP, check for it through the DPF/SPF. Under AYP, CDE converted the number of students by which the district exceeded the 1% proficiency cap for CoAlt to non-proficient scores. For the DPF/SPF, CDE will convert the number of students by which the district exceeded the 1% proficiency cap to non-participants. Proficiency results will not be adjusted, but this will impact the participation rate calculations.</li> </ul>
<p>Participation rate reporting</p>	<ul style="list-style-type: none"> <li>• Participation rates were reported on each Performance Indicator page for the elementary, middle and high school levels separately.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Report the participation rates for the elementary, middle and high school levels in a single table on page 1.</b></li> <li>• <b>Move descriptions of each of the performance indicators onto the reference pages.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Accommodate reporting of disaggregated graduation rate ratings on the HS performance indicators page.</li> <li>• Align performance indicator descriptions with the reference material.</li> </ul>
<p>1-year vs. 3-year description</p>	<ul style="list-style-type: none"> <li>• Provided a description of the 1-year vs. 3-year DPF/SPF on the reference page (last page) of the DPF/SPF.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Move the description of the 1-year vs. 3-year DPF/SPF from the reference page to the first page.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The description is critical to understanding the purpose of the 1-year and 3-year DPF/SPF reports, and identifying whether the report one is a 1-year or 3-year DPF/SPF is one of the first pieces of information a DPF/SPF user needs.</li> </ul>



## Exploring SPF Revisions

Questions	Answers
<b>1. How do you know whether the report is a 1-year SPF or a 3-year SPF? Which one is used to determine the plan type rating and where on the SPF report can you find that information?</b>	
<b>2. Where are test participation rates (by content area) located? What will be the impact of participation rates on plan type assignment?</b>	
<b>3. What data is provided about English language proficiency (Academic Growth)?</b>	
<b>4. What level of performance on the English language proficiency sub-indicator will earn a “meets” rating?</b>	
<b>5. What data is provided about Disaggregated Graduation Rates? (SPF, p. 4 &amp; p. 7)</b>	
<b>6. How are graduation rates calculated? (SPF, p. 7)</b>	
<b>7. What level of performance for disaggregated graduation rates will earn a “meets” rating?</b>	



# School Performance Framework Scoring Guides & Reference Data

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> <li>at or above the 90th percentile of all schools (using 2009-10 baseline).</li> <li>below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).</li> <li>below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).</li> <li>below the 15th percentile of all schools (using 2009-10 baseline).</li> </ul>	Exceeds	4	16 (4 for each subject area)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> <li>at or above 60.</li> <li>below 60 but at or above 45.</li> <li>below 45 but at or above 30.</li> <li>below 30.</li> </ul> If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> <li>at or above 70.</li> <li>below 70 but at or above 55.</li> <li>below 55 but at or above 40.</li> <li>below 40.</li> </ul>	Exceeds	4	14 (4 for each content area and 2 for English language proficiency)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> <li>at or above 60.</li> <li>below 60 but at or above 45.</li> <li>below 45 but at or above 30.</li> <li>below 30.</li> </ul> If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> <li>at or above 70.</li> <li>below 70 but at or above 55.</li> <li>below 55 but at or above 40.</li> <li>below 40.</li> </ul>	Exceeds	4	60 (5 for each subgroup in 3 subject areas)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/ aggregated student subgroup's graduation rate was: <ul style="list-style-type: none"> <li>at or above 90%.</li> <li>above 80% but below 90%.</li> <li>at or above 65% but below 80%.</li> <li>below 65%.</li> </ul> Dropout Rate: The school's dropout rate was: <ul style="list-style-type: none"> <li>at or below 1%.</li> <li>at or below the state average but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above the state average (using 2009-10 baseline).</li> <li>at or above 10%.</li> </ul> Average Colorado ACT Composite: The school's average Colorado ACT composite score was: <ul style="list-style-type: none"> <li>at or above 22.</li> <li>at or above the state average but below 22 (using 2009-10 baseline).</li> <li>at or above 17 but below the state average (using 2009-10 baseline).</li> <li>at or below 17.</li> </ul>	Exceeds	4	16 (4 for each sub-indicator)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
		Exceeds	4		
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
		Exceeds	4		
		Meets	3		
Approaching	2				

Cut-Points for plan type assignment	
Total Framework Points	Cut-Point: The school earned ... of the total framework points eligible.
	at or above 60%
	at or above 47% - below 60%
	at or above 33% - below 47%
	below 33%

Cut-Points for each performance indicator	
Achievement; Growth; Gaps; Postsecondary	Cut-Point: The school earned ... of the points eligible on this indicator.
	at or above 87.5%
	at or above 62.5% - below 87.5%
	at or above 37.5% - below 62.5%
	below 37.5%

School plan type assignments	
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference Data for Key Performance Indicators

**Academic Achievement**

The Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/TCAPA in reading, writing, math and science, results from Lectura and Escritura.

**Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)**

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

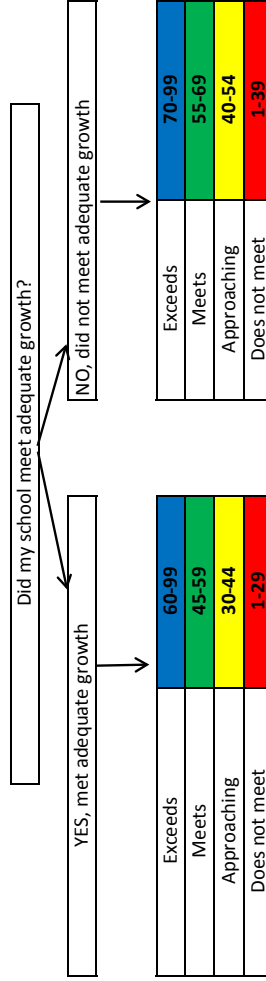
**Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)**

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

**Academic Growth and Academic Growth Gaps**

The Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP/TCAP score history in that content area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP/TCAP within three years or by 10th grade, whichever comes first. The same measures are also applied to CELAPro, Colorado's English language proficiency assessment, to determine language proficiency progress for English learners.

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Learners, and students needing to catch up.



For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for student subgroups (students eligible for Free/Reduced Lunch, minority students, and English learners), dropout rates, and average Colorado ACT composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) Colorado ACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

This School's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
2008	52.6	62.4	68.2	<b>71.5</b>
2009	44.0	58.0	61.0	
2010	47.4	56.9		
2011	33.0			

Overall Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
2008	52.6	62.4	68.2	71.5
2009	44.0	58.0	61.0	
2010	47.4	56.9		
2011	33.0			
Aggregated	45.3	59.3	65.0	<b>71.5</b>

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

Free/Reduced Lunch Eligible Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
2008	43.9	57.7	65.0	<b>77.8</b>
2009	46.1	61.0	62.5	
2010	47.6	61.8		
2011	36.4			

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
2008	43.9	57.7	65.0	77.8
2009	46.1	61.0	62.5	
2010	47.6	61.8		
2011	36.4			
Aggregated	45.7	61.1	63.2	<b>67.0</b>

For the 1-year SPF, schools earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year graduation rate, 2008 6-year graduation rate and 2007 7-year graduation rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year graduation rate, aggregated 2007 and 2008 6-year graduation rate, or 2007 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Minority Student Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
2008	46.5	56.1	61.6	<b>65.7</b>
2009	41.9	57.9	60.0	
2010	45.0	54.5		
2011	28.2			

Minority Student Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
2008	46.5	56.1	61.6	65.7
2009	41.9	57.9	60.0	
2010	45.0	54.5		
2011	28.2			
Aggregated	41.3	56.0	60.9	<b>65.7</b>

Students w/Disabilities Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
2008	32.0	39.1	41.7	50.0
2009	35.3	44.4	50.0	
2010	41.2	<b>52.9</b>		
2011	N<16			

Students w/Disabilities Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
2008	32.0	39.1	41.7	50.0
2009	35.3	44.4	50.0	
2010	41.2	52.9		
2011	N<16			
Aggregated	37.7	44.8	45.2	<b>50.0</b>

English Language Learners Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
2008	53.2	64.4	73.3	<b>77.8</b>
2009	35.3	50.0	54.3	
2010	48.9	56.8		
2011	31.0			

English Language Learners Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
2008	53.2	64.4	73.3	77.8
2009	35.3	50.0	54.3	
2010	48.9	56.8		
2011	31.0			
Aggregated	43.9	57.7	65.0	<b>77.8</b>

## State Level Graduation Rates and Disaggregated Graduation Rates

### 2009-2010

Overall	4-year	5-year	6-year	7-year
2007	68.1	71.1	72.1	72.8
2008	70.2	73.7	<b>74.7</b>	
2009	70.7	74.4		
2010	72.4			

#### Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2007	52.2	56.9	58.8	59.7
2008	54	59.8	61.4	
2009	55.3	<b>61.8</b>		
2010	58.9			

#### Minority Student

	4-year	5-year	6-year	7-year
2007	51.1	55.3	56.9	57.8
2008	53.6	59.1	60.6	
2009	55.7	<b>61.5</b>		
2010	59.1			

#### Students with Disabilities

	4-year	5-year	6-year	7-year
2007	48.6	55.5	59.9	62.6
2008	50.5	58.1	<b>62.8</b>	
2009	50.5	58.2		
2010	52			

#### English Language Learners

	4-year	5-year	6-year	7-year
2007	44.1	50.6	53.0	54.0
2008	46.2	54.6	<b>56.7</b>	
2009	47.1	55.3		
2010	49.2			

### 2010-2011

Overall	4-year	5-year	6-year	7-year
2008	70.2	73.7	74.7	75.7
2009	70.7	74.4	<b>76.2</b>	
2010	72.4	<b>77.1</b>		
2011	73.9			

#### Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2008	54.0	59.8	61.4	62.9
2009	55.3	61.8	64.9	
2010	58.9	<b>66.1</b>		
2011	62.2			

#### Minority Student

	4-year	5-year	6-year	7-year
2008	53.6	59.1	60.6	62.2
2009	55.7	61.5	64.1	
2010	59.1	<b>66.0</b>		
2011	63.1			

#### Students with Disabilities

	4-year	5-year	6-year	7-year
2008	50.5	58.1	62.8	<b>67.0</b>
2009	50.5	58.2	65.2	
2010	52.0	61.4		
2011	53.5			

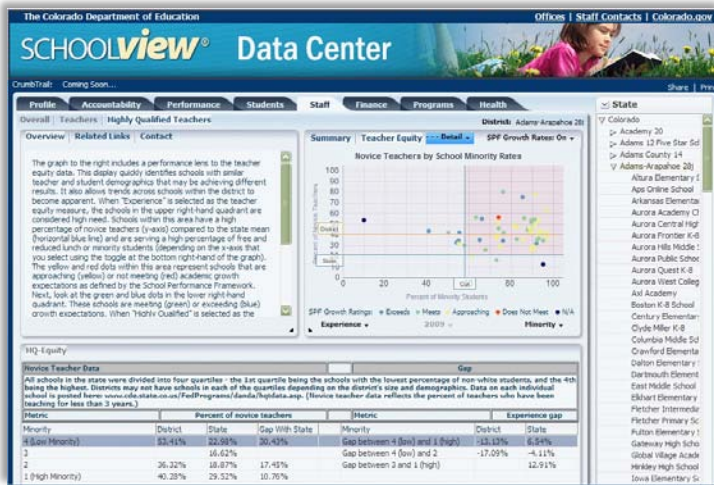
#### English Language Learners

	4-year	5-year	6-year	7-year
2008	46.2	54.6	56.7	58.7
2009	47.1	55.3	58.5	
2010	49.2	<b>58.8</b>		
2011	52.8			





## Accessing Equitable Distribution of Teacher Data (Schoolview.org)



### Directions on how to access the data:

- (1) Go to <http://www.schoolview.org/performance.asp>.
- (2) Click on "SchoolView Data Center" and then select your district from the right hand navigation.
- (3) Click on the "Staff" tab, and then select the "Teacher Equity" sub-tab. This will provide you with the summary level data.
- (4) To select the detail level, click on the drop down next to "Summary" and you will get the "Detail" level option.

### Purpose:

- Help districts and schools look at their human capital assets across schools and even statewide.
- Meet the "Equitable Distribution of Teachers" requirements in ESEA. Districts must consider the distribution of teachers by examining teacher qualifications and experience with school attributes (including student poverty and minority %s).
- CDE has added the growth ratings from the School Performance Frameworks for additional context. Pay particular attention to the top right hand quadrant in the graph. This is where schools that are not making adequate growth AND that have a higher percentage of inexperienced teachers are located.
- The intent is NOT to require districts to remove teachers, but to ask questions and dig deeper. Notice the questions in the top left hand corner of the screen.
- This data is available publicly for all districts.

### Support:

- Contact Lisa Medler ([medler\\_l@cde.state.co.us](mailto:medler_l@cde.state.co.us)) with additional questions.

## TELL Colorado Survey Data

**Directions:** Go to [www.tellcolorado.org](http://www.tellcolorado.org)

**Description:** Biennial statewide survey of school-based staff (teachers and leadership) on their perceptions of the teaching and learning conditions in their schools. Participation is voluntary and anonymous. Districts and schools that get at least 50% participation have access to their own data. The survey was recently completed in Jan/Feb 2011; that data is now publicly available through the website.

### Purpose:

- Provide schools, districts and state policymakers with data on teaching and learning

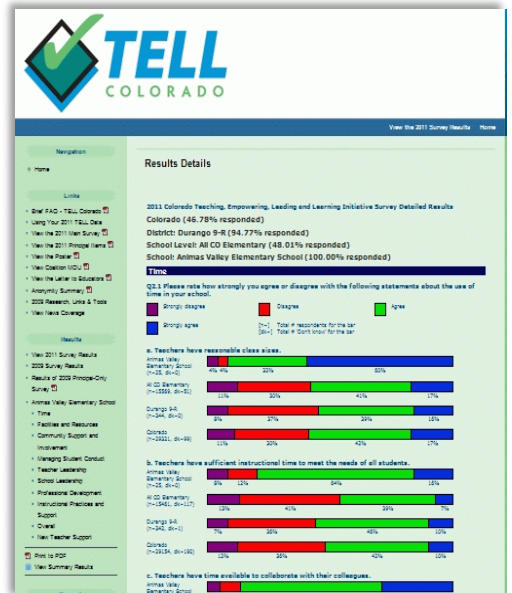


conditions.

- The intent is to provide additional data to support school improvement efforts and inform state level education policy. It provides additional information for discussion and gives potential suggestions on areas that deserve attention in a school environment.
- The data is NOT intended to negatively sanction or criticize individuals.
- Questions focus on: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support, future employment plans, new teacher support and district support for school leadership.

### Support:

- A facilitator's guide is available to help schools unpack their own data.
- Schools and districts that have access to their own data can download reports (see figure) and spreadsheets.
- Contact Lisa Medler ([medler\\_l@cde.state.co.us](mailto:medler_l@cde.state.co.us)) with additional questions.



# Accessing Disaggregated Achievement Data

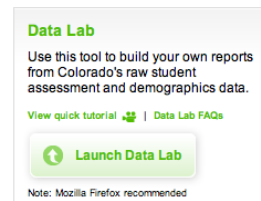
## 1. Go to Schoolview.org.



## 2. Enter School Performance.



## 3. Enter the Data Lab. Click Launch Data Lab.



## 4. Choose the Academic Years and % Proficient and Advanced as the Outcome Measure. Also, choose Optional Selections - Subject(s), District and School.



### SCHOOLview® Data Lab Report

Disclaimer : This online tool and the results that it gives are not to be considered official reporting of demographics, assessment or growth scores for Colorado's K-12 public education system. As far as has been determined that of official reporting from <http://www.cde.state.co.us>. However, because of the number and types of data aggregations available here, many results have not been verified. This beta tool has been set up primarily about the output or find a discrepancy with official reporting, please write us a message at [cedar@cde.state.co.us](mailto:cedar@cde.state.co.us).

Please select at least one option from each box

Academic Year	Exclusions	Outcome Measures
<input type="checkbox"/> 2003-2004 <input type="checkbox"/> 2004-2005 <input type="checkbox"/> 2005-2006 <input type="checkbox"/> 2006-2007 <input type="checkbox"/> 2007-2008 <input checked="" type="checkbox"/> 2008-2009 <input checked="" type="checkbox"/> 2009-2010 <input checked="" type="checkbox"/> 2010-2011 <a href="#">Select all</a> <a href="#">Deselect all</a>	<input checked="" type="checkbox"/> Included in state calculations (no exclusions) <input type="checkbox"/> Included in School Calculations <input type="checkbox"/> Included in District Calculations	<input type="checkbox"/> Scale Scores Mean and SD <input checked="" type="checkbox"/> % Proficient and Advanced <input type="checkbox"/> Median Growth Percentile <input type="checkbox"/> Adequate Growth Percentile <input type="checkbox"/> Catch Up <input type="checkbox"/> Keep Up <input type="checkbox"/> Move Up <input type="checkbox"/> Achievement Level % <a href="#">Select all</a> <a href="#">Deselect all</a>

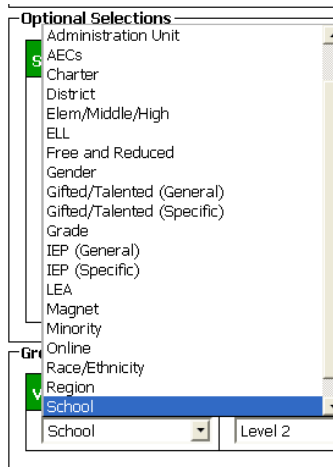
[Reset All Variables](#) [View Frequently Asked Questions](#)

**Optional Selections**

Subjects	Districts	Schools
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <a href="#">Select all</a> <a href="#">Deselect all</a>	<input type="checkbox"/> Academy 20 - 1040 <input type="checkbox"/> Adams 12 Five Star Schools - 0020 <input type="checkbox"/> Adams County 14 - 0030 <input type="checkbox"/> Adams-Arapahoe 28j - 0180 <input type="checkbox"/> Agate 300 - 0960 <input type="checkbox"/> Agular Reorganized 6 - 1620 <input type="checkbox"/> Akron R-1 - 3030 <input type="checkbox"/> Alamosa Re-11j - 0100 <a href="#">Select all</a> <a href="#">Deselect all</a>	<input type="text"/> <a href="#">Show Schools</a>

## Accessing Disaggregated Achievement Data

5. Choose “School” in the Grouping Variables options to get overall school results over time. Choose a specific disaggregated group to see the achievement results for that group over time.



6. Click Finish to get Data Lab Report.

**SCHOOLview® Data Lab Report**

7. Data can be exported to manipulate the data (this step may need an upgrade to the internet browser used).

Year(s): 2008-2009, 2009-2010, 2010-2011  
 Subject(s): Reading, Writing, Math  
 Filters: Included in state calculations (no exclusions)  
 Measures: % Proficient and Advanced  
 Grouping Variable 1: School  
 Grouping Variable 2: None  
 Grouping Variable 3: None  
 Grouping Variable 4: None  
 Grouping Variable 5: None  
[Export results to Excel 2007](#)

Academic Year	Subject Name	School	N Count Proficiency	Percent Proficient Advanced
2009	Math	Middle School	534	59.18
2009	Reading	Middle School	534	72.28
2009	Writing	Middle School	534	63.67
2010	Math	Middle School	522	54.02
2010	Reading	Middle School	522	74.33
2010	Writing	Middle School	522	59.20
2011	Math	Middle School	504	56.15
2011	Reading	Middle School	504	71.83
2011	Writing	Middle School	504	58.53

### *Percent Proficient and Advanced Over Time*

	2009	2010	2011
	<i>N = 534</i>	<i>N = 522</i>	<i>N = 504</i>
<b>Math</b>	59.18%	54.02%	56.15%

## Revisions to the UIP Template, Quality Criteria and Handbook

Based upon the approval of the ESEA waiver, feedback from the field and lessons learned through reviews of last year's plans, CDE has modified (1) the Unified Improvement Plan template, (2) the Quality Criteria and (3) the UIP Handbook. Upon request from the field, the changes to the UIP template were kept to a minimum. Instead, more detail and explanation were added to the Quality Criteria and the UIP Handbook.

### 1 UIP Template Revisions

Section/Item	Revision	Rationale
All	<ul style="list-style-type: none"> <li><b>Updates to Dates.</b> This includes references to the relevant years.</li> </ul>	<ul style="list-style-type: none"> <li>The revised template signifies that 2012-13 and 2013-2014 school years will be covered in this template.</li> </ul>
Pre-populated Report	<ul style="list-style-type: none"> <li><b>AYP and Highly Qualified.</b> All of these references have been removed.</li> <li><b>References to TCAP/CoAlt, CELApro, and Disaggregated Graduation Rates.</b></li> <li><b>ESEA and Grant Accountability (School).</b> New additions under "Accountability Status and Requirements for Improvement Plan" include Title I Formula Grant, Title I Focus Schools, Tiered Intervention Grant and Implementation Support Partnership/Title I School Improvement Grant.</li> </ul>	<ul style="list-style-type: none"> <li>With the award of the ESEA waiver, the state no longer needs to use AYP or HQ to determine ESEA program accountability.</li> <li>These are changes that mirror changes in the School and District Performance Frameworks.</li> <li>Because the state was able to more closely align Title I accountability with the state accountability system, through the ESEA Waiver, Title I improvement/corrective action/restructuring are no longer used. Title I accountability is now addressed through the state's Priority Improvement and Turnaround plan types.</li> <li>Existing grants (i.e., Title I Formula, TIG, ISP) are being refined to more explicitly align with the general improvement plan requirements.</li> <li>Through the ESEA waiver, Colorado is expected to identify Title I Focus Schools. They have additional improvement plan requirements.</li> </ul>
	<ul style="list-style-type: none"> <li><b>ESEA and Grant Accountability (District).</b> The district template still references Title I and IIA improvement but the identification has changed. Title III is pending.</li> </ul>	<ul style="list-style-type: none"> <li>The ESEA waiver enabled Colorado to align identification for improvement under Titles I and IIA with the state accountability system.</li> <li>Colorado is currently working with the USDE on a Title III waiver that would alter how the AMAOs are defined and ensure greater alignment with the state's accountability system.</li> </ul>

Section/Item	Revision	Rationale
<p><b>Section III: Data Analysis</b></p>	<ul style="list-style-type: none"> <li><b>Addition of Equitable Distribution of Teachers (EDT).</b> In the district UIP only, the EDT analysis will need to be integrated into the data analysis.</li> </ul>	<p>Grantees will still be identified for improvement based upon AMAO results.</p> <ul style="list-style-type: none"> <li>Historically this required analysis has been updated in the Consolidated Application. Given the intent of the UIP, this will provide a more appropriate format for districts to consider the implications of the analysis. It should still influence the use of Title I and IIA dollars if problems are identified.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Data Narrative directions have been expanded.</b> A new step has been added (Review Current Performance) and the directions have been further clarified.</li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE reviews of school UIPs in 2011-12, the reporting of the data analysis was limited statewide and often did not meet basic program requirements. CDE is providing more detail on expectations in the template, quality criteria and the UIP handbook.</li> </ul>
<p><b>Section IV: Action Planning Form</b></p>	<ul style="list-style-type: none"> <li><b>Dates Added to Timeline.</b></li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE reviews of school UIPs in 2011-12, it was noted that there was a misunderstanding that the plan only covered the current school year. The UIP should cover at least two school years, including the current school year and the next year (e.g., 2012-13 and 2013-14).</li> </ul>
<p><b>Addenda Forms</b></p>	<ul style="list-style-type: none"> <li><b>Addenda Forms to be Required (Schools).</b> Schools operating a Title I Schoolwide program, a Title I Targeted Assistance Program, and/or Schools on a Turnaround plan type will be required to complete an addendum form.</li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE Title I staff's review of UIPs, there was a lack of connection between the improvement plans and leveraging of Title I funds.</li> <li>CDE reviews of Turnaround plans revealed that most plans did not meet the state requirement that a specific turnaround strategy be selected. The addendum will ensure that this requirement is met.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Addenda Forms to be Required (Districts).</b> District forms are still being finalized.</li> </ul>	<ul style="list-style-type: none"> <li>To be announced</li> </ul>



## 2 Quality Criteria Revisions

Section/Item	Revision	Rationale
Data Narrative	<ul style="list-style-type: none"> <li>Description of impacts of previous improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE reviews of school UIPs in 2011-12, the reporting of the data analysis was limited to previous targets only and didn't provide information about what contributed to the progress, or lack thereof, toward those targets. This provides a rationale for either continuing improvement efforts or changing course.</li> </ul>
Trends	<ul style="list-style-type: none"> <li>Expanded criteria to provide rationale for prioritization of certain performance challenges.</li> <li>Acknowledgement of impacts of improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE reviews of school UIPs in 2011-12, it was unclear as to the why some performance challenges were selected over others.</li> <li>The effects of improvement efforts should be included in the overall trend analysis.</li> </ul>
Prioritized Performance Challenges	<ul style="list-style-type: none"> <li>Clarity around the magnitude of the performance challenge.</li> <li>Specifies that trend statements may be aggregated and considered across content areas and performance indicators.</li> </ul>	<ul style="list-style-type: none"> <li>CDE review of plans revealed that a number of schools and districts did not identify performance challenges and root causes consistent with the magnitude of the performance challenge.</li> <li>Makes clear that challenges are not limited to specific content or performance indicators.</li> </ul>
Performance Targets	<ul style="list-style-type: none"> <li>Removal of AYP expectations.</li> </ul>	<ul style="list-style-type: none"> <li>With the ESEA Waiver, Colorado will no longer calculate AYP. Performance targets for disaggregated groups should be based on data in the performance frameworks.</li> </ul>
Timeline	<ul style="list-style-type: none"> <li>Criteria included that specifically identify the two year timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>Many plans did not consider improvement efforts that continued through the 2012-13 school year.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Highlights the resources used in support of Turnaround improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Based upon CDE reviews of school UIPs, this element has not been clearly present in most plans.</li> </ul>

Section/Item	Revision	Rationale
	<ul style="list-style-type: none"> <li>For Title I schools, Criteria included that addresses the allowable uses and intent of Title I funding.</li> </ul>	<ul style="list-style-type: none"> <li>To support high quality program efforts with the use of Title I efforts.</li> </ul>
<p>Title I Requirements</p>	<ul style="list-style-type: none"> <li>Removal of expectations associated with improvement identifications of School Improvement, Corrective Action, Restructuring, etc.</li> <li>Removal of expectations associated with AYP.</li> </ul>	<ul style="list-style-type: none"> <li>Because the state was able to more closely align Title I accountability with the state accountability system, through the ESEA Waiver, Title I improvement/corrective action/restructuring are no longer used. Title I accountability is now addressed through the state's Priority Improvement and Turnaround plan types.</li> </ul>
<p>Title I Focus Schools</p>	<ul style="list-style-type: none"> <li>Requirements associated with focus schools including examination of lowest achieving disaggregated groups, lowest graduation rates and associated Priority Performance Challenges, Root Causes and Action Steps for those groups.</li> </ul>	<ul style="list-style-type: none"> <li>Through the ESEA waiver, Colorado is expected to identify Title I Focus Schools. Identified schools will have additional improvement plan requirements.</li> </ul>



### 3 UIP Handbook Revisions

Section/Item	Revision	Rationale
<b>Gathering and Organizing Relevant Data</b>	<ul style="list-style-type: none"> <li>• <b>Required Data.</b> Removed AYP Summary report, added CELApro Growth data, disaggregated graduation rate and Equitable Distribution of Teachers report.</li> <li>• <b>Suggested Data.</b> Moved attendance to process data, clarified the language on several items, added RTI Fidelity of implementation data.</li> </ul>	<ul style="list-style-type: none"> <li>• The removal of the AYP Summary report reflects ESEA Waiver changes to required accountability metrics.</li> <li>• The CELApro Growth and EDT are newly required reports in the UIP, but have been available for analysis in prior years.</li> <li>• Suggested data reflects newly available data and a mistake made in earlier versions of the handbook.</li> </ul>
<b>Section I: Summary Information about the School or District</b>	<ul style="list-style-type: none"> <li>• Revised definition of performance indicators, measures and metrics, and federal and state expectations to reflect the removal of AYP from federal requirements.</li> <li>• Revised table of measures, metrics and expectations to reflect the change from CSAP to TCAP, the removal of AYP and teacher qualification metrics, and the addition of CELApro growth and disaggregated graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>• This is per the ESEA waiver alignment of federal and state accountability metrics.</li> </ul>
<b>Section III: Narrative on Data Analysis and Root Cause Identification</b>	<ul style="list-style-type: none"> <li>• Added a list of elements to include in the Data Narrative.</li> <li>• Clarified that the Progress Monitoring of Prior Years Performance Targets Worksheet and the Data Analysis Worksheet are intended to support planning teams in the development of the Data Narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE review of plans revealed that many schools and districts did not include all required information in their data narratives.</li> <li>• In the UIP Needs Assessment, a number of respondents commented that these two worksheets were redundant with the data narrative.</li> </ul>

Section/Item	Revision	Rationale
<p><b>Section III</b> <b>Step one:</b> <b>Review Current Performance</b></p>	<ul style="list-style-type: none"> <li>• Separated reviewing current performance from identifying trends and two distinct steps in data analysis.</li> <li>• Provided additional explanation regarding what is included in reviewing current performance.</li> <li>• Provided additional direction regarding how to determine the magnitude of the school or district performance challenge overall.</li> <li>• Clarified how the Progress Monitoring of Prior Year's Targets worksheet should be used.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE review of plans revealed that a number of schools and districts did not identify required information about current performance – indicator areas in which the school/district did not at least meet expectations.</li> <li>• CDE review of plans revealed that a number of schools and districts did not identify performance challenges and root causes consistent with the magnitude of the performance challenge.</li> <li>• In the UIP Needs Assessment, a number of respondents commented that these two worksheets were redundant with the data narrative.</li> </ul>
<p><b>Section III</b> <b>Step Two:</b> <b>Identify Notable Trends</b></p>	<ul style="list-style-type: none"> <li>• Added a description of what makes trends notable, how to identify a notable trend, and examples of notable trends.</li> <li>• Expanded the steps in a basic approach to identifying trends to include a specific step related to determining if a trend is notable.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE review of plans revealed that a number of schools and districts did not identify some trends that were critical to describing their performance.</li> <li>• CDE review of plans revealed that school and district identification of priority performance challenges often did not include their most substantial challenges.</li> </ul>
<p><b>Section III</b> <b>Step Three:</b> <b>Prioritize Performance Challenges</b></p>	<ul style="list-style-type: none"> <li>• Clarified that priority performance challenges come from negative trend statements and can include combining similar negative trend statements including those that cut across different performance indicator areas (e.g. achievement and growth).</li> <li>• Expanded the description of how to determine the appropriate level of aggregation of a priority performance challenge and provided additional non-examples.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE review of plans revealed that a number of schools and districts considered achievement and growth to be separate priority performance challenges even when the metrics were focused on the same grade level and content area.</li> <li>• CDE review of plans revealed that a number of schools and districts did not identify performance challenges and root causes consistent with the magnitude of the performance challenge.</li> </ul>

Section/Item	Revision	Rationale
<b>Section III Step Four: Determine Root Causes</b>	<ul style="list-style-type: none"> <li>Expanded the description for what it means for a root cause to reflect the magnitude of the performance challenge faced by the school or district.</li> </ul>	<ul style="list-style-type: none"> <li>CDE review of plans revealed that a number of schools and districts did not identify performance challenges and root causes consistent with the magnitude of the performance challenge.</li> </ul>
<b>Section III: Finalizing the Data Narrative</b>	<ul style="list-style-type: none"> <li>Added a checklist for planning teams to use while finalizing the data narrative.</li> </ul>	<ul style="list-style-type: none"> <li>CDE review of plans revealed that many schools and districts did not include all required information in their data narratives.</li> </ul>
<b>Section IV: Target Setting Form</b>	<ul style="list-style-type: none"> <li>Added a section on identifying benchmarks against which performance targets may be set.</li> </ul>	<ul style="list-style-type: none"> <li>UIP Needs Assessment responses suggested that districts need additional support with setting performance targets.</li> </ul>
<b>Planning Requirements and State Review of Plans</b>	<ul style="list-style-type: none"> <li>Revised the list of School and District Level planning requirements that the UIP will meet.</li> </ul>	<ul style="list-style-type: none"> <li>The ESEA Waiver resulted in a change in accountability designations for schools and districts.</li> </ul>
<b>UIP Template Addenda Forms</b>	<ul style="list-style-type: none"> <li>Clarified that some addenda forms will now be required.</li> </ul>	<ul style="list-style-type: none"> <li>CDE review of plans revealed that federal program requirements were not met in a number of school and district plans.</li> </ul>

Section/Item	Revision	Rationale
<p><b>Planning Terminology</b></p>	<ul style="list-style-type: none"> <li>• Added several terms to the planning terminology (focus schools, priority schools, benchmark, progress monitoring).</li> <li>• Revised the definition of adequate growth and growth to reflect the application of the Colorado Growth Model to CELApro.</li> <li>• Revised the definition of graduation rate to reflect 4, 5, 6, 7 year rates and to include disaggregated graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>• The ESEA waiver (and USDE requirements related to granting the waiver) resulted in the introduction of new terminology related to identification of schools for federal accountability.</li> <li>• Several terms were missing from the UIP Handbook.</li> <li>• The ESEA waiver resulted in the introduction of two new metrics: CELApro growth and disaggregated graduation rates.</li> <li>• Even though 4, 5, 6, 7 year graduation rates were introduced last year, the Handbook had not been updated to reflect this change.</li> </ul>

## Exploring UIP Template Revisions

### Questions

### Answers

1. Where is information about the new metrics (CELAPro growth and disaggregated graduation rates)?
  - a. What performance level will meet state/federal expectations for CELAPro growth?
  - b. What performance level will meet state expectations for disaggregated graduation rates?
2. For which ESEA categories and grants is information provided in the pre-populated template?
  - a. What is the identification process for Title I Focus schools?
  - b. What additional requirements will these schools need to meet as they complete their UIPs?
3. What are the required elements of the Data Narrative?
  - a. What is the relationship between the Data Analysis worksheet and the Data Narrative? Why was the Data Analysis Worksheet provided?
  - b. What should planning teams include in their data narratives regarding their current performance (based on review of the SPF)?

## Questions

## Answers

**4. Where are schools required to capture the root causes of priority performance challenges?**

**5. Over what time period should major improvement strategies and action steps be provided (in the 2012-13 UIP)?**

## Exploring UIP Handbook Revisions

Questions	Answers
<p>1. What should be included in the data narrative?</p>	
<p>2. How can a district or school planning team determine the magnitude of the school or district performance challenge?</p>	
<p>3. How should the Progress Monitoring of Prior Year's Targets and the Data Analysis worksheets be used?</p>	

Questions	Answers
<p>4. What makes a trend notable? How can planning teams determine which trends are notable and should be recorded in their UIP template?</p>	
<p>5. What is a benchmark (terminology)? What benchmarks should planning teams consider if performance is above minimum state/federal expectations?</p>	
<p>6. What benchmarks should planning teams consider when setting targets for disaggregated student group achievement?</p>	
<p>7. What school-level planning requirements will be met by the UIP? How is this different from prior years?</p>	



## Exploring UIP Quality Criteria Revisions

Questions	Answers
<p>1. What do the different icons (e.g. TI-TA) in the quality criteria mean? How will school teams know which criteria apply to their school?</p>	
<p>2. Which sections of the quality criteria should teams consider in reviewing their data narrative?</p>	
<p>3. Which aspects of the plan should reflect the magnitude of the school's performance challenges?</p>	

## Questions

## Answers

4. Which quality criteria related to major improvement strategies apply specifically to schools with turnaround plan type assignments?

CDE Home > Unified Improvement Planning >

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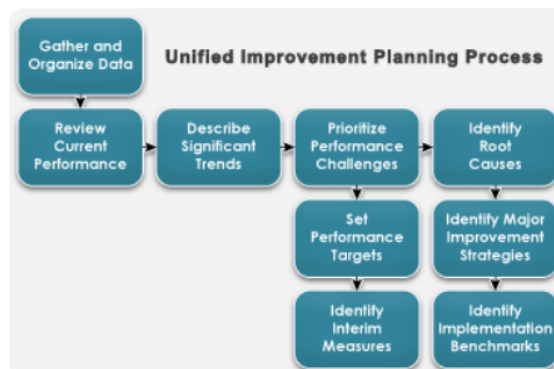
### Unified Improvement Planning

- Overview
- Templates
- Training
- General Resources
- Submission

- UIP in Action
- District Case Stories
- Accessing and Organizing Data
- Trends / Performance Challenges
- Root Cause
- Target Setting
- Action Planning
- Turnaround Support
- UIP Contacts

## Unified Improvement Planning

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. The Colorado Department of Education has developed a unified improvement planning template and processes to support schools and districts in their performance management efforts. The UIP template has been designed to meet both state and federal accountability requirements.



### Current News:

- The UIP process map in the upper right-hand corner contains interactive links to resources available to support each step of the unified improvement planning process. By clicking on a step in the map, you will be directed to the support page for that step in the process. You may also use the links on the left-hand navigation bar to access these resources. Click on either "Unified Improvement Planning" at the top at the process map, or "Unified Improvement Planning" on the left-hand navigation to return to the UIP homepage.
- **NEW!** Resources for April UIP submissions through Tracker are now posted on the [Submissions](#) page. Tracker opens on March 15th for UIP submissions due on April 16th for posting on SchoolView.org.
- The UIP Handbook and UIP Quality Criteria are available on our [General Resources](#) page.
- The 2010-11 District and School Performance Framework reports were published on December 6, 2011. Access results and information under the [District and School Performance Frameworks](#) page of the Accountability & Support site.

{Expanded Left-Hand Navigation Menu Below}

### Unified Improvement Planning

- Overview
- Templates
- Training
- General Resources
- Submission

### UIP in Action District Case Stories

- Video Interviews
- Case Stories

### Accessing and Organizing Data

- Tools
- Presentations
- Online Tutorials

### Trends / Performance Challenges

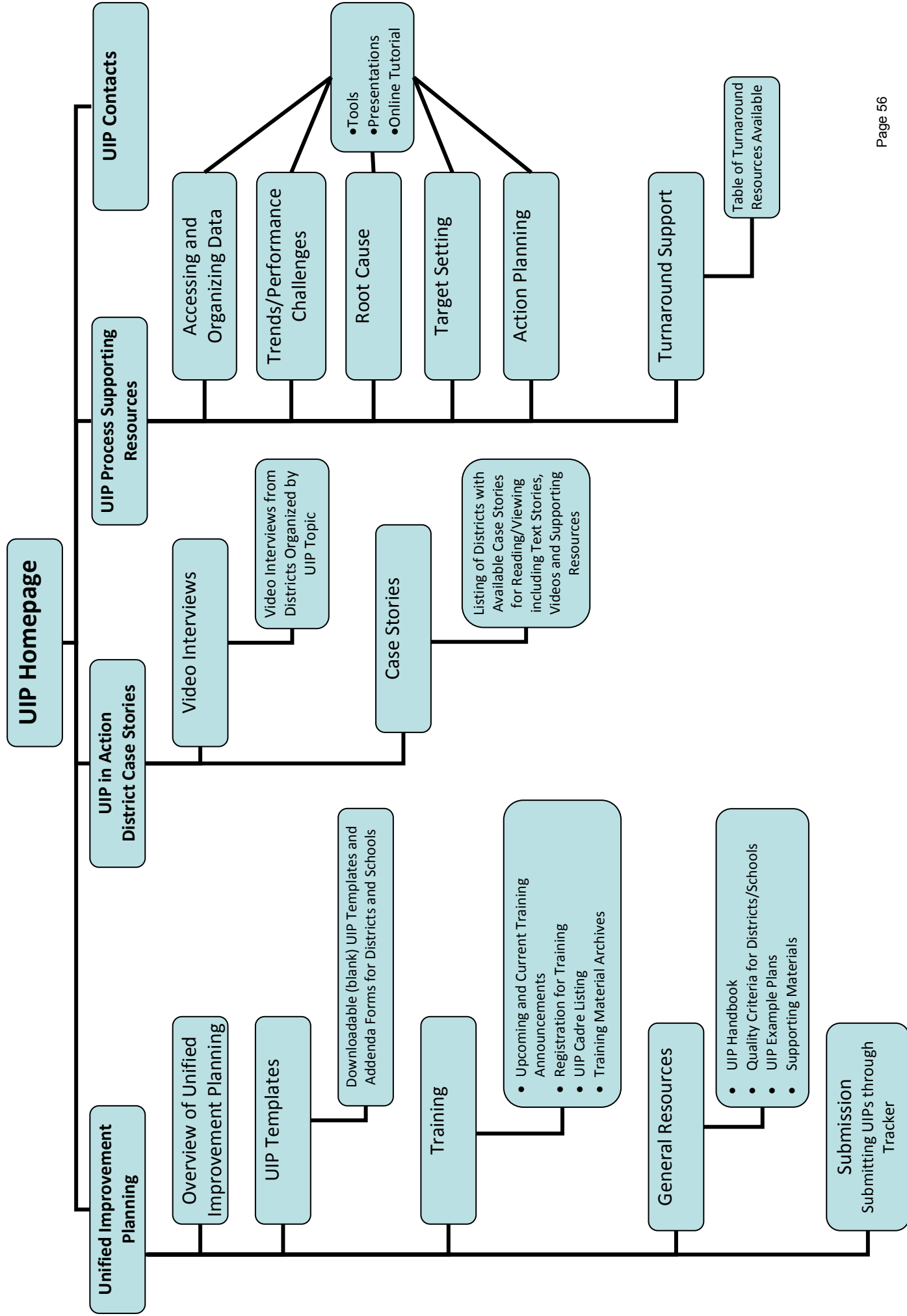
- Root Cause
- Target Setting
- Action Planning
- Turnaround Support

### UIP Contacts

## The Unified Improvement Planning Website:

- Current news and updates will be displayed on the homepage.
- Use the left-hand navigation menu at the left to view the available resources.  
- OR -
- The Process Map in the upper right-hand corner of the home page is a "clickable" map that will guide users through the different steps of unified improvement planning.
  - Clicking on a step of the map will bring the user to the corresponding resource pages within the website.
  - Clicking on the "Unified Improvement Planning Process" title at the top of the page will bring users back to the UIP homepage.
- Click on "**Unified Improvement Planning**" in the left-hand navigation menu to return to the UIP homepage.
- "**UIP Contacts**" on the bottom of the left-hand navigation menu gives a listing of Improvement Planning Staff at CDE and will help inform users who to contact when questions arise.

Can't find it on our website? Contact [uiphelp@cde.state.co.us](mailto:uiphelp@cde.state.co.us).



## Planning to Build Local UIP Capacity

Topic	What will we do?	With whom? When?	What tools will we use?
<p>Describe the implications of the ESEA waiver, Lessons Learned from Plan Review, and the UIP Needs Assessment Survey, for changes in the SPF/DPF and UIP Template</p>	<p>Accurately use new and frequently misused planning terminology</p>		
<p>Describe changes to the SPF Reports</p>			
<p>Access required data reports</p>			

Topic	What will we do?	With whom? When?	What tools will we use?
<p><b>Describe changes to the UIP Template</b></p>			
<p><b>Access and use UIP support resources (as they become available) including:</b></p> <ul style="list-style-type: none"> <li>• <b>UIP Handbook</b></li> <li>• <b>UIP Quality Criteria</b></li> <li>• <b>UIP Training Materials</b></li> <li>• <b>Other</b></li> </ul>			