UIP Handbook Progress Monitoring Excerpts

Interim Measures

Once annual performance targets are set for the next two years, districts and schools must identify interim measures, or what they will measure during the year to determine if progress is being made towards each of the annual performance targets. Interim measures should be based on local performance data that will be available at least twice during the school year. Across all interim measures, data should be available that would allow schools to monitor progress at least quarterly.

In identifying interim measures, planning teams should consider what performance data will be available locally throughout the school year and when that data will be available. Descriptions of interim measures should include: the assessment/performance measure that is administered more than once during the school year, how frequently the data will be available, and what metrics will be considered (e.g., % scoring at a particular performance level).

Annual performance targets and interim measures must be identified for each performance indicator where the school/district did not meet state or federal expectations (aligned with priority performance challenges). Both annual performance targets and interim measures must be documented in the School/District Target Setting Form.

Implementation Benchmarks

Implementation benchmarks are the data that will be reviewed to determine if the improvement strategies are being implemented as intended. They are measures of the fidelity with which action steps are implemented and what will be monitored by planning teams throughout the school year. They provide the school/district with checkpoints to ensure that activities are being implemented as expected. Implementation benchmarks can be organized in terms of what will happen when (e.g., in 3-months, 6-months, and 9-months). Implementation benchmarks are not student performance measures (assessment results); rather, they reference adult actions. Identifying implementation benchmarks is a critical step towards making planning part of a continuous improvement cycle.

The details of each major improvement strategy, including implementation benchmarks, should be captured in the action planning form. Planning teams can add rows in the chart, as needed.

Monitor Progress

Both implementation benchmarks and interim measures should be monitored throughout the year (at least quarterly by School Accountability Committees) to determine if improvement strategies are being implemented with fidelity and are having the desired effects. A baseline should be established for both implementation of major action strategies and district progress towards targets (based on interim measures), and both should be reviewed regularly during the year. Planning teams may choose to develop a calendar at the beginning of the year that includes when data from interim measures and implementation benchmarks will be available and who will review it. These check-points should be included as an action step in the action planning form. Reviewing progress involves analyzing and interpreting data about the metrics

that have been chosen. If progress is not being made, that may mean that the planned strategies and action steps have not been implemented fully, or it may mean that adjustments need to be made to the plan. Both should be considered and, if needed, the plan should be revised during the school year to reflect the results of the progress monitoring.

Appendix A: Planning Terminology

Term	Definition
Benchmark	A standard or reference by which others can be measured or judged.
Comparison Point	The value of a metric to which current performance can be compared (may also be called a benchmark). Minimum state expectations, provided in the School/District Performance Framework reports, are examples of comparison points. See also: ***Benchmark*** and ***Metric***
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. See also: ***Measure*** and ***Metric***
Interim Measure	A measure (and associated metric) used to assess the level of a given performance indicator, at various times during a school year.
Measure	Instruments or means to assess performance in an area identified by an indicator.
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
Performance Indicator	A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student academic growth, student achievement, growth gaps, and postsecondary/workforce readiness.
Progress Monitoring	A continuous improvement process by which local stakeholders check on the implementation of their Unified Improvement Plan (UIP). In this context, progress monitoring includes at least the following actions: 1) Analyze data from interim measures to interpret the degree to which performance is on target and the school/district is likely to meet annual performance targets; 2) Analyze data from implementation benchmarks to interpret the degree to which major improvement strategies are being implemented; and 3) Make appropriate adjustments to improvement activities. Schools are required to engage their School and District Accountability Committees in monitoring the progress of their UIPs.
Qualitative Data	Data that relates to or concerns quality. Descriptions or distinctions based on some quality or characteristic rather than on some quantity or measured value. Qualitative data describes whereas quantitative data defines.
Quantitative Data	Data that is or may be estimated by quantity and is measured or

TERM	DEFINITION
	identified on a numerical scale. Quantitative data can be analyzed using statistical methods, and results can be displayed using tables, charts, histograms and graphs.