

UIP Implementation Progress Monitoring Toolkit

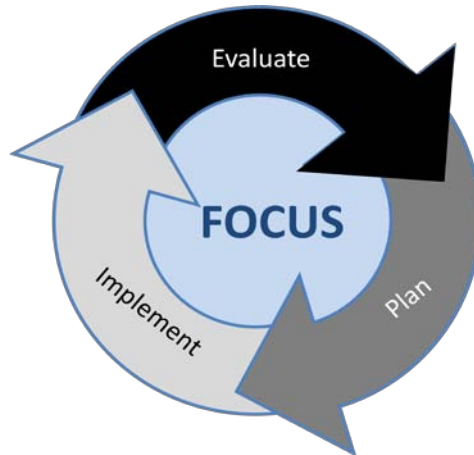


Table of Contents

Topic	Tools	Page
Progress Monitoring Basics	Planning for Progress Monitoring	1
	Target Setting Form	5
	Action Planning Form	9
	UIP Handbook Progress Monitoring Excerpts	11
	UIP Quality Criteria Action Planning Excerpts	15
	District Accountability Handbook Excerpts	19
Interim Measures	Describing Interim Measures	23
	Identifying Metrics and Comparison Points	25
Implementation Benchmarks	Example Logic Model	27
	Logic Model Template	29
	Identifying Implementation Benchmarks	31
Progress Monitoring Structures	Sample Planning Calendar for Developing and Revising UIPs	33
	Progress Monitoring Calendar (template)	35
Data-Driven Collaborative Inquiry	Annual UIP Development vs. Progress Monitoring	37
	Data Driven Dialogue Process Cards (all 4 on one page)	41

Planning for Progress Monitoring

Tasks	Current Status	How	Who/When	Materials/Tools
<p>Identify and fully describe interim measures associated with each annual performance target (include: measure, purpose, performance target, content focus, student group(s); when available, metrics, comparison points, questions).</p> <p>Capture measure, metrics and when they are available in the UIP.</p>				
<p>Identify implementation benchmarks associated with each action step for each major improvement strategy. Capture implementation benchmarks in UIP.</p>				

Tasks	Current Status	How	Who/When	Materials/Tools
Develop a calendar for when progress monitoring will occur throughout the school year, what data will be used for each session, and who will be involved.				
Determine how (using what tools) data from interim measures and implementation benchmarks will be tracked throughout the year.				
Build capacity for engaging in data driven collaborative inquiry.				

Planning Progress Monitoring Sessions

Task	How	Who/When	Materials/Tools
Determine what data will be reviewed, including: Interim assessment results and/or Implementation Benchmark data (current)			
Generate appropriate reports from interim measures (including focus student groups(s), focus content area(s) and critical metrics and comparison points).			
Organize and prepare implementation benchmark data.			
Identify what questions will guide analysis.			
Schedule time (progress monitoring sessions may be split across two or more shorter sessions).			
Determine who will participate.			

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R				
		M				
		W				
		S				
Academic Growth	Median Student Growth Percentile (TCAP &	R				

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
	CELApro)	M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: _____ Root Cause(s) Addressed: _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☐ School Plan under State Accountability
 ☐ Title I Schoolwide or Targeted Assistance plan requirements
 ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG)
 ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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	<p>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.</p> <p>See also: <i>Benchmark</i> and <i>Metric</i></p>
Implementation Benchmark	<p>A measure (with associated metric) used to assess the degree to which action steps have been implemented.</p> <p>See also: <i>Measure</i> and <i>Metric</i></p>
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	<p>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:</p> <ol style="list-style-type: none"> 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. <p>Schools are required to engage their School and District Accountability Committees in monitoring the progress of their UIPs.</p>
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.


UNIFIED IMPROVEMENT PLAN QUALITY CRITERIA (SCHOOL LEVEL) EXCERPT




SECTION IV: ACTION PLANS

School Target Setting Form:

Required Element (definition)	Criteria
Performance Targets (2 years) <i>A specific, quantifiable performance outcome that defines what would constitute success in a performance indicator area within the designated period of time.</i>	<ul style="list-style-type: none"> Specifies ambitious but attainable target(s) for every performance indicator area (achievement, growth, growth gaps, and post-secondary/workforce readiness) where the school did not at least meet state and federal expectations (approaching, did not meet on SPF), including at least one performance target related to each priority performance challenge. Identifies the group or disaggregated group of students to which the target applies (e.g., 3rd grade, English Language Learners). Provides specific targets, which may be at the grade or disaggregated group level (e.g., English Language Learners, habitually truant students) which can be attainable through action steps. Specifies the measure (e.g., TCAP/CSAP, CoALT, Escritura, Lectura, ACT) and metric (e.g., % proficient or advanced, % partially proficient, median student growth percentile, % of students making catch-up growth) for which the target is being set. Includes the required state metrics for that performance indicator; targets for additional metrics may also be identified. Sets targets for increasing performance over time in a way that would, at a minimum, result in the school meeting state expectations within a given timeframe (i.e., within 2 years if a school has had a Turnaround plan type for 3 years). May include targets associated with required district performance indicators (e.g., English language attainment).
Interim Measures <i>A measure (and associated metric) of student performance used to measure performance in a specified indicator area, at more than one point during a school year.</i>	<ul style="list-style-type: none"> For each annual performance target, describes what will be used to measure student performance to monitor progress in reaching the target. Includes only measures that are administered/scored/reported more than once during the school year. Specifies how frequently the data from the measure will be available. Specifies metrics associated with each interim measure (e.g., NWEA RIT Growth scores, Acuity subscale proficiency scores).

Action Planning Form

Required Element (definition)	Criteria
Major Improvement Strategies <i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i> 	<ul style="list-style-type: none"> • Describes an overall research-based approach based on a theory about how performance will improve. There must be evidence that the strategy has previously resulted in improvement in performance, such as that specified by a priority performance challenge. • Describes the specific change in practice that will result from the action steps (e.g., not “improve reading instruction,” rather “implement formative assessment practices in all 3-5 grade classrooms during reading instruction”). • Explicitly responds to the identified root cause(s). • Specifically addresses the needed instructional improvement. • Must include at least one of the following approaches: <ul style="list-style-type: none"> ▪ Turnaround Partner ▪ School Management ▪ Innovation School ▪ School Management Contract ▪ Charter Conversion ▪ Restructure Charter ▪ School Closure ▪ Other Strategy of Comparable or Greater Effect

Required Element (definition)	Criteria
Action Steps <i>The activities or actions that will be taken to implement a major improvement strategy.</i>	<ul style="list-style-type: none"> • Describes the detailed and specific steps that school or district personnel will take to implement the major improvement strategy. • Describes the specific steps that any external consultants or contractors (if the school is working with external consultants/contractors) will take to implement the major improvement strategy. • Assures that Title I students are only taught by highly qualified teachers. • Includes high quality and on-going professional development for teachers, principals, paraprofessionals and other staff (as appropriate) based on root causes. • Describes parental involvement strategies consistent with the school's Parent Involvement Policy and Parent Compact.
	<ul style="list-style-type: none"> • Includes high quality professional development that increases understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction. • Describes how students who are most at-risk will be identified and given timely assistance, and the potential interventions that will be provided to them. • Describes strategies to assist preschool students in the successful transition from early childhood programs to local elementary school programs.
	<ul style="list-style-type: none"> • Assures that the program gives primary consideration to providing extended learning time and accelerated, high-quality curriculum, and minimizes the removal of children from the regular classroom during regular school hours for instruction. • Describes how the progress of Title I students will be reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient.
	<ul style="list-style-type: none"> • Includes action steps that specifically address performance challenge of the lowest performing disaggregated group(s).
Timeline	<ul style="list-style-type: none"> • Specifies the month(s) and year when each action step will take place. • Identifies a logical sequence of action steps. • Represents a two-year timeframe.
Key Personnel	<ul style="list-style-type: none"> • Describes who will be responsible for implementing the action step(s); may be a position or a role.

District Accountability Handbook Excerpts

District Accountability Committees

Composition of Committees

Each local school board is responsible for either appointing or creating a process for electing the members of a district accountability committee (DAC). These committees must consist of the following:

- At least three parents of students enrolled in the district¹;
- At least one teacher employed by the district;
- At least one school administrator employed by the district; and
- At least one person involved in business in the community within the district boundaries.

A person may not be appointed or elected to fill more than one of these required member positions in a single term. If the local school board chooses to increase the number of persons on the DAC, it must ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the local school board must ensure that the parents who are appointed reflect the student populations that are significantly represented within the district. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

If a local school board *appoints* the members of a DAC, the board should, to the extent practicable, ensure that at least one of the parents appointed to the committee is the parent of a student enrolled in a charter school authorized by the board (if the board has authorized any charter schools) and ensure that at least one of the persons appointed to the committee has demonstrated knowledge of charter schools.

DACs must select one of their parent representatives to serve as chair or co-chair of the committee. Local school boards will establish the length of the term for the committee chair or co-chairs.

If a vacancy arises on a DAC because of a member's resignation or for any other reason, the remaining members of the DAC will fill the vacancy by majority action.

¹ Note: Generally, a parent who is an employee of the district or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the district is not eligible to serve on a DAC. However, such an individual may serve as a parent on the DAC if the district makes a good faith effort but is unable to identify a sufficient number of eligible parents who are willing to serve on the DAC.

Committee Responsibilities

Each DAC is responsible for the following:

- Recommending to its local school board priorities for spending school district moneys;
- Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable);
- Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board;
- At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon;
- At its option, meeting at least quarterly to discuss whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan, whichever is applicable and
- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities.

Whenever the DAC recommends spending priorities, it must make reasonable efforts to consult in a substantive manner with the School Accountability Committees (SACs) in the district. Likewise, in preparing recommendations for and advising on the district plan, the DAC must make reasonable efforts to consult in a substantive manner with the SACs in the district and must submit to the local school board the *school* performance, improvement, priority improvement and turnaround plans submitted by the SACs.

The Educator Evaluation and Support Act (S.B. 10-191) added the authority for DACs to make recommendations concerning the assessment tools used in the district to measure and evaluate academic growth, as they relate to teacher evaluations. This should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.

(2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.

The "focus" school list will be run once the 2011-12 assessment and accountability data are available. Districts will be notified in September 2012 of any focus schools within their district. Districts with "focus" schools will have a CDE performance manager assigned to help them support their schools and work through the Unified Improvement Plan process. In order for the 2013-14 Title IA funds to be released to the district, the school will need to have an approved Unified Improvement Plan in place.

In the waiver, "priority" schools are defined as a school that is implementing a Tiered Intervention Grant (TIG). The TIG is a competitive grant (funded from 1003g of ESEA) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.

To be removed from "focus" school or "priority" school status, a school must receive an Improvement or Performance Plan type assignment for two consecutive years.

School Accountability Committees

Composition of Committees

Each school is responsible for establishing a School Accountability Committee (SAC), which should consist of at least the following seven members:

- The principal of the school or the principal's designee;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school³;
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person from the community.

The local school board will determine the actual number of persons on the SAC and the method for selecting members. If the local school board chooses to increase the number of persons on the SAC, it

³ Note: Generally, a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the school is not eligible to serve on a SAC. However, if, after making good-faith efforts, a principal or organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC that reflects the membership specified above as much as possible.

must ensure that the number of parents appointed or elected exceeds the number of representatives from the group with the next highest representation. A person may not be appointed or elected to fill more than one of these required member positions in a single term.

If the local school board determines that members are to be appointed, the appointing authority must, to the extent practicable, ensure that the parents who are appointed reflect the student populations that are significantly represented within the school. If the local school board determines that the members are to be elected, the school principal must encourage persons who reflect the student populations that are significantly represented within the school to seek election. Such student populations might include, for example, students who are members of non-Caucasian races, students who are eligible for free or reduced-cost lunch, students whose dominant language is not English, students who are migrant children, students who are identified as children with disabilities and students who are identified as gifted children.

SACs must select one of their parent representatives to serve as chair or co-chair of the committee. If a vacancy arises on a SAC because of a member's resignation or for any other reason, the remaining members of the SAC will fill the vacancy by majority action.

The members of the governing board of a charter school may serve as members of the SAC. In a district with 500 or fewer enrolled students, members of the local school board may serve on a SAC, and the DAC may serve as a SAC.

Committee Responsibilities

Each SAC is responsible for the following:

- Making Recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- Making recommendations to the local school board concerning preparation of a school Priority Improvement or Turnaround plan, if either type of plan is required;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract; and
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.)

Describing Interim Measures

	Interim Measure 1	Interim Measure 2	Interim Measure 3	Interim Measure 4
MEASURE *				
PURPOSE				
PERFORMANCE TARGET *				
CONTENT FOCUS				
STUDENT GROUPS				
WHEN AVAILABLE*				
METRICS *				
COMPARISON POINT(S)				
REPORT(S)				
QUESTIONS				

LEGEND

MEASURE	Name of instrument used to collect performance data (assessment name).
PURPOSE	Why was the assessment used? To serve what purpose? What are appropriate uses?
PERFORMANCE TARGET	Towards what performance targets this interim measure will help to monitor progress.
CONTENT FOCUS	The content area and focus within the content area (e.g. number sense) identified in your performance target(s).
STUDENT GROUPS	Description of the students for which the performance data will be monitored (as described in performance targets).
AVAILABLE	When (what dates) will the results be available during the school year?
METRICS	The statistics that will be reported (e.g. scale score, % correct, growth score, etc.)
COMPARISON POINT	To what are we comparing our current performance? How good is good enough?
REPORT(S)	What reports of interim measure results provide the desired metrics and comparison points?
QUESTIONS	What questions this data will help team members to answer (e.g. How fluently do students read level 3 texts?)

Identifying Metrics and Comparison Points

Report Name	Metrics	Comparison Points

Logic Model Example

Major Improvement Strategy: Implement formative assessment practices in mathematics across all 6th-8th grade classrooms.

Resources and Personnel

Action Steps

What Implementation Benchmarks should Measure

Inputs →	Action Steps →	Outputs →	Adult Outcomes →	Student Outcomes
Principal and Instructional Coach	Develop a statement of work for an external service provider to build capacity among 6 th -8 th grade teachers to implement formative assessment practices in mathematics.	Statement of work describing the services and external provider that will help to build capacity among 6 th -8 th grade teachers.		Students describe the learning targets that focus their learning activity in mathematics. Students describe their current performance in relationship to learning targets and success criteria.
Title I and Title II funds Principal/Instructional Coach	Select external service provider and establish a schedule for services to include in-person professional development and on-site coaching.	Contract in place with external service provider. Calendar for when on-site PD and coaching and PLC sessions will occur.		
Title I and II External Service Provider (instructional coach providing on-site coordination)	External service provider provides on-site professional development for 6 th -8 th grade teachers on formative assessment practices (5 days scheduled over a 4-month period).	Five on-site professional development sessions are held between October and February. 15 teachers attend 5 on-site sessions.	Participating teachers incorporate the following practices into their daily routines during math instruction: informally collect information about student learning (in relationship to identified learning targets) during learning activity; clarifying learning targets and success criteria for each lesson with students; providing descriptive feedback (orally and in written form) during learning activity and for multiple assignments; engaging students in self- and peer-	
External Service Provider (5 days) Principal time (2.5 days) Instructional Coach time (5 days)	External service provider (with instructional coach and principal) provides at least 5 days of on-site coaching for participating teachers.	Instructional coach and external service provider observe and coach 6 th -8 th grade teachers for 5 days (providing feedback, modeling). Principal observes all 6 th -8 th		

Inputs →	Action Steps →	Outputs →	Adult Outcomes →	Student Outcomes
		<p>grade classrooms at least twice.</p> <p>Written feedback provided (by external service provider and instructional coach) to each participating teacher at least 3 times.</p>	<p>assessment; and engaging students in monitoring the progress of their learning over time and setting relevant personal learning goals.</p> <p>Principal is able to identify and characterize the degree to which formative assessment practice is evident in the 4th and 5th grade classrooms.</p>	<p>Students take responsibility for taking steps to improve their learning in mathematics.</p> <p>Student (6th-8th graders) performance in mathematics (on outcome assessments) improves.</p>
	<p>Teachers participate in monthly Professional Learning Community sessions that focus on formative assessment practice. →</p>	<p>At least one Professional Learning Community Session each month for 4th and 5th grade teachers is focused on teachers de-briefing their efforts to implement formative assessment practices.</p>	<p>Teachers share their successes and challenges as they change their daily routines to implement formative assessment practices. Teachers produce artifacts of these practices for others to consider and about which to provide feedback.</p>	

Logic Model

Major Improvement Strategy: _____

Key Personnel and Resources	Action Steps	Implementation Benchmark (end of year desired state)		Performance Targets
Inputs →	Action Steps →	Outputs →	Adult Outcomes →	Student Outcomes

Identifying Implementation Benchmarks

Action Step	Outputs	Adult Outcomes	Implementation Benchmarks

June/July

- ✓ Brush up on UIP changes, tools, processes.
- ✓ Build local capacity for planning (on-site training, on-line tutorials).

August

- ✓ Predict school/district performance on state metrics (TCAP, the Growth Model, etc.) results prior to receiving data from CDE.
- ✓ Receive state performance data from CDE.
- ✓ Meet with teachers, School Accountability Committee (SAC), parents and other relevant stakeholders to review current performance (initiating the Data Analysis process, keeping notes for Data Narrative).
- ✓ Use “Back-to-School” events to share current performance data (SPF, School Growth Summary Report) with additional 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: Identifying Notable Trends, Prioritizing Performance Challenges, and Identifying Root Causes of performance challenges (keeping notes for Data Narrative).
- ✓ Write Data Narrative.
- ✓ Complete revisions to the UIP Action Plan.

October

- ✓ Seek feedback about UIP from peers or district staff.
- ✓ Schools submit UIPs for Board approval (depending on local schedules).
- ✓ Conduct Progress Monitoring Check (school staff and School Accountability Committee) using fall result of Interim Measures to evaluate progress towards annual performance targets and current Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies; 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 first quarter progress monitoring check.

December

- ✓ Conduct Progress Monitoring Check (school staff only) using new Interim Measure results 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 15th.

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 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 30th).

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 15th.

May

- ✓ 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.

Progress Monitoring Calendar

Month	Performance Target(s)	Interim Measures (metrics and comparison points and reports)	Questions to guide analysis	Action Step(s)	Implementation Benchmark (metrics, and comparison points and reports)	Questions to guide analysis	Who will monitor progress? When? When will SAC/DAC members be involved?
August							
September							
October							
November							
December							

Month	Performance Target(s)	Interim Measures (metrics and comparison points and reports)	Questions to guide analysis	Action Step(s)	Implementation Benchmark (metrics, and comparison points and reports)	Questions to guide analysis	Who will monitor progress? When? When will SAC/DAC members be involved?
January							
February							
March							
April							
May							

Annual UIP Development vs. Progress Monitoring

Process	Annual Improvement Planning (UIP Development and Revision)	Progress Monitoring (at least quarterly)
<i>Gathering Data</i>	Annual data (at least 3 years)	Interim Assessment Results (available at least twice during the school year) Implementation Benchmark data (current)
<i>Predict</i>	Make predictions about performance trends (over at least 3 years) in academic achievement, academic growth, academic growth gaps and post-secondary and work force readiness.	Make predictions about performance (since the last progress monitoring session) in priority areas (as defined by priority performance challenges and associated performance targets).
<i>Explore Performance Data (Identify performance trends and prioritize challenges)</i>	<ol style="list-style-type: none"> 1. Start with a performance focus and relevant data report(s). 1. Determine what metrics will be considered and what questions will guide analysis. 2. Make predictions about performance. 3. Interact with data (at least 3 years). 4. Look for things that pop out, with a focus on patterns over time (at least three years). 5. List positive and negative facts about the data (with a focus on patterns over time, or trends). 6. Identify which trends are notable (narrow) and which require additional analysis. 7. Write notable trend statements. 8. Choose from among notable trends to identify priority performance challenges (3-5) that will focus improvement efforts for the current and next school year. 	<ol style="list-style-type: none"> 1. Start with a priority performance challenge, associated targets and relevant interim assessment results (include assessment results from more than one point in time if available). 2. Interact with data. 3. Look for things that pop out, with a focus on patterns or trends if appropriate. 4. Brainstorm a list of fact statements (observations) about the data (positive and negative). 5. Prioritize observations. 6. Summarize current performance (in that priority performance challenge area). <p>Repeat this process for the next priority performance challenge focus area.</p>

Process	Annual Improvement Planning (UIP Development and Revision)	Progress Monitoring (at least quarterly)
<i>Explain (Identify root causes)</i>	<ol style="list-style-type: none"> 1. Focus on a performance challenge (or closely related performance challenges). 2. Consider other types of data. 3. Generate explanations (brainstorm). 4. Categorize/classify explanations. 5. Narrow (eliminate explanations over which you have no control) and prioritize. 6. Deepen thinking to get to a “root” cause. 7. Validate with other data. 	<p>Focus on a priority performance challenge and current performance in relationship to that challenge, and follow this process to explain it.</p> <ol style="list-style-type: none"> 1. Consider planned action steps related to eliminating the root cause of that priority performance challenge, and implementation benchmark information about implementation of action steps to date. 2. Generate explanations for current performance (brainstorm). 3. Categorize/classify explanations. 4. Narrow (eliminate explanations over which you have no control) 5. Prioritize. 6. Deepen thinking to get to a “root” cause. 7. Validate with other data (implementation benchmarks or additional data as needed).
<i>Plan for Action</i>	<p><i>Set Performance Targets:</i></p> <ol style="list-style-type: none"> 1. Focus on a priority performance challenge. 2. Determine a comparison point. 3. Consider state expectations. 4. Consider district expectations. 5. Determine the gap between current performance and the comparison point. 6. Determine a time frame for closing the gap. 7. Determine progress needed in the next two years. 8. Describe annual performance targets for the next two years. 	<p><i>Review Performance Targets:</i></p> <ol style="list-style-type: none"> 1. Focus on a priority performance challenge. 2. Consider annual performance target. 3. Compare current performance to target, identifying any gaps. 4. Make revisions to performance targets if appropriate. <p><i>Keep or Adjust Major Improvement Strategies/ Action Steps</i></p> <ol style="list-style-type: none"> 1. Determine if performance is improving – decide to stay the course or make an adjustment.

Process	Annual Improvement Planning (UIP Development and Revision)	Progress Monitoring (at least quarterly)
	<p><i>Develop Major Improvement Strategies:</i></p> <ol style="list-style-type: none"> 1. Focus on a priority performance challenge and the root cause(s). 2. Consider research. 3. Identify a desired future (if action is taken to dissolve root cause(s), from the perspective of various local stakeholders). 4. Identify strategies to get to the desired future. 5. Articulate a Theory of Action (If, then, and then). 6. Re-write as a major improvement strategy. <p><i>Develop Action Steps:</i></p> <ol style="list-style-type: none"> 1. Do a force field analysis in reference to your major improvement strategy <ol style="list-style-type: none"> a. Identify driving forces. b. Identify restraining forces. c. Prioritize restraining forces. 2. Identify action steps that would eliminate or weaken your restraining forces (in priority order). 3. Provide details about action steps (who, when, with what resources). 4. Identify associated implementation benchmarks. 	<p>If adjusting actions steps:</p> <ol style="list-style-type: none"> 2. Analyze implementation benchmark data (focus question: Are action steps being implemented as intended?) 3. If implementation benchmark data show actions steps are not being implemented with fidelity <ol style="list-style-type: none"> a. Do a force field analysis on action steps (identify driving and restraining forces, prioritizing restraining forces). b. Identify steps to eliminate restraining forces. c. Make adjustments to plan. 4. If implementation benchmark data show actions steps are being implemented with fidelity. <ol style="list-style-type: none"> a. Determine if more time is needed to fully benefit from improvement strategy, or b. Determine if the major strategy should be changed.

Step One: Predict

Purpose: To activate interest and bring out our prior knowledge, preconceptions, and assumptions regarding the data with which we are about to work. Prediction allows dialogue participants to share the frame of reference through which they view the world and lays the foundation for collaborative inquiry. The steps include:

1. Clarify the questions that can be answered by the data.
2. Make predictions about data.
3. Identify assumptions behind each prediction.

Prediction Sentence Starters:

I predict... I expect to see... I anticipate...

Assumption Questions:

- Why did I make that prediction?
- What is the thinking behind my prediction?
- What do I know that leads me to make that prediction?
- What experiences do I have that are consistent with my prediction?

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Step Three: Explain

The Purpose: Generate theories of causation, keeping multiple voices in the dialogue. Deepen thinking to get to the best explanations and identify additional data to use to validate the best theories. Steps include:

1. Review current status of action steps (implementation benchmarks)
2. Brainstorm explanations
3. Categorize/classify explanations
4. Narrow (based on criteria)
5. Prioritize
6. Get to root causes
7. Validate with other data

Guiding Questions:

- What explains our observations about our data? What might have caused the patterns we see in the data?
- Is this our best thinking? How can we narrow our explanations?
- To what degree does or implementation benchmark data validate our explanation?

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Step Two: Explore

Purpose: Generate fact statements about performance that reflect the best thinking of the group.

Steps include:

1. Focus on a priority performance challenge (and associated performance target(s))
2. Interact with aligned data (highlighting, creating graphical representations, reorganizing).
3. Look for patterns, things that pop out, *trends if appropriate*.
4. Brainstorm a list of fact statements (observations).
5. Prioritize observations.
6. Summarize performance (priority performance challenge area)

Avoid: Statements that use the word “because” or that attempt to identify the causes of patterns or trends in the data.

Sentence starters:

It appears... I see that.... It seems...

The data show...

Step Four: Maintain or Adjust Action Steps

Purpose: Prepare to stay the course, or revise action steps based on analysis of data. The critical steps include:

1. Determine if performance is improving – decide to stay the course or make an adjustment.
2. If adjusting actions steps: review implementation benchmark data to determine the degree to which action steps are being implemented as intended.
3. If action steps are not being implemented appropriately:
 - Do a force field analysis on action steps (identify driving and restraining forces, prioritize restraining forces).
 - Identify steps to eliminate the restraining forces.
 - Make adjustments to the plan.
4. If action steps are being implemented appropriately, consider if more time is needed to fully benefit from improvement strategy, or if the major strategy should be changed.

Cautions

Make sure that there is a direct causal link between the desired change and the action steps that are being taken. Don't be afraid to change course if action steps are not having the desired effect.