Unified Improvement Planning
Implications and Guidance for the UIP during the State Assessment Transition

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Introduction

This document provides schools and districts with the most current information about how to approach the Unified Improvement Planning (UIP) during Colorado's state assessment transition (occurring during the 2014-15 and 2015-16 school years). As more information becomes available, guidance on UIP during the state assessment transition will be updated. However, the basic tenets will remain the same.

One additional state policy change will affect UIP during the same time period. The READ Act included provisions requiring schools and districts to begin including performance targets and improvement strategies related to K-3 literacy in improvement plans submitted during the 2014-15 school year.

This document provides options for local systems to customize their approach to improvement planning during this transitional time. It is intended to apply to all public schools in the state, including charter schools.

Background on State Assessment System Transition and Accountability

Colorado is in the process of transitioning to a new state assessment system, the Colorado Measures of Academic Success (CMAS). New state assessments in science and social studies were administered at the elementary and middle school levels during the spring of 2014; the high school versions will be administered in fall of 2014. The new CMAS assessments in mathematics and English Language Arts (developed by PARCC) will be administered in spring 2015.

As with any large scale assessment transition, actual student results must be used to establish performance level cut scores. Therefore, the first year each new test is administered, districts will not receive CMAS results immediately; rather, the release of the student assessment results will be delayed for the first year in order to conduct this standard setting process.

It should be noted that the CMAS assessments are specifically designed to measure Colorado's new academic content standards. Therefore, performance levels for the CMAS assessments (including those developed by PARCC) will not have the same meaning as the performance levels for TCAP math, reading, writing, and science. Likewise, growth results may or may not be available for accountability, educator evaluations, improvement planning and/or reporting purposes during the first year of CMAS PARCC administration. If available, they may not be accessible until winter of 2016.

In light of the state assessment transition, during the 2014 legislative session, the state legislature passed HB 14-1182 to address the assessment transition impact on accountability for 2015. Per the new legislation, 2015 school plan type assignments and district accreditation ratings will be based on:
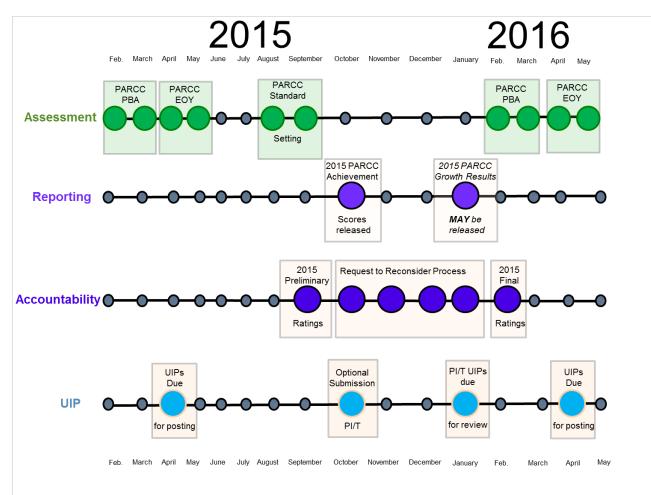- 2014 school plan type assignments and district accreditation ratings[1]
- 2015 assessment participation rates
- Accreditation assurances (for districts)

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[1] 2014 ratings will use elementary and middle level CMAS science and social studies results for participation only and not achievement.

- Optional: 2014-15 student performance data (aligned with the Colorado Academic Standards) or postsecondary workforce data that districts may optionally submit through the request to reconsider process

The legislation also allows more flexibility for the State Board of Education to identify additional options for schools entering Year 5 of the accountability clock during 2015-16, but it does not pause the accountability clock. Schools and districts on the accountability clock should note that the accountability clock will still advance in 2015.

Sketch of the Timeline during the Assessment Transition

Overall Implications for the UIP System

The variations in state assessment will affect how school and district planning teams revise UIPs over the next two school years. However, improvement planning remains a continuous improvement process and should continue during the state assessment transition.

Schools and districts will still evaluate their performance in each of the state determined performance indicators (i.e., academic achievement, academic growth, academic growth gaps, postsecondary/workforce readiness). Performance challenges should still be prioritized and linked to a root causes analysis; improvement strategies should still be identified that address the root causes; performance targets should be established; and the effectiveness of improvement efforts should be evaluated throughout each school year. During the 2014-15 and 2015-16 school years,

various UIP steps will be affected at different times because of state assessment transition and delays in the release of some data and reports. The first UIP step that is affected is school and district efforts to establish performance targets since it is a "forward looking" process that often references state level data.

Implications of the State Assessment Transition for UIP Processes

	2014-15 UIP	2015-16 UIP
Dates for submitting UIPs to CDE for review (January 15) and public posting (April 15)	Unchanged	Unchanged
Data Narrative: Trend Statements	No impact since there will be access to 2013-14 TCAP (with the exception of science)	Interruption in tracking trends with state assessment data
Data Narrative: Priority Performance Challenges	No impact	Some consideration since PPCs are based on trends
Data Narrative: Root Cause Analysis	No impact	Some consideration since root causes are based on PPCs
Setting Performance Targets	Impact since looking forward to 2014-15 and 2015-16 targets based on CMAS-PARCC results	Some impact – should be able to set targets for achievement, but growth and growth gaps may not be available
Progress Monitoring: Interim Measures	Some considerations because of relationship to targets	Some considerations because of relationship to targets
Major Improvement Strategies and Action Plans	No impact	Some consideration since major improvement strategies are based on root causes
Progress Monitoring: Implementation Benchmarks	No impact	Some consideration since implementation benchmarks are based on action steps

Because target setting is the first UIP process affected by the state assessment transition, the remainder of this document will highlight considerations for setting performance targets. Subsequent guidance will provide more in-depth support related to the other UIP processes during the 2014-15 and 2015-16 school years.

Spotlight on Target Setting in the UIP

Continuous improvement depends upon schools/districts considering current performance, identifying what level of performance to aim for (or how good is good enough), and determining a timeline for when to meet that aim. This process of establishing performance targets is fundamental to continuous improvement and an important component of Colorado's improvement planning process. Because of the state assessment transition, schools and districts will need to make some adjustments in establishing performance targets for plans submitted during the 2014-15 and the 2015-16 school years.

Remember that the state assessment transition will not affect **all** performance indicator areas. Postsecondary and Workforce Readiness (PWR) indicators will remain constant. The measures and metrics associated with this indicator area -- dropout rates, Colorado ACT composite scores, graduation rates, and disaggregated graduation rates -- will not change during this time period. State measures of English Language proficiency will also remain consistent during the assessment transition. For performance indicators and sub-indicators not affected by the assessment transition, schools and districts are urged to continue processes they have already established to set performance targets. Once performance level cut scores have been established for CMAS Science and Social studies (during the 2014-15 school year) planning teams will be able to establish performance targets for science and social studies using CMAS results, as well.

It should also be noted that during the 2014-15 school year, elementary schools and districts will be expected to set performance targets related to K-3 reading performance in their improvement plans to meet READ Act requirements. Considerations and options for schools and districts to establish performance targets for K-3 literacy are also included in this guidance.

Staying the Course: Setting PWR Performance Targets

Postsecondary and Workforce Readiness (PWR) is a performance indicator area for high schools and for school districts. Thirty five percent of high schools' plan type assignment and districts' accreditation ratings are based on PWR performance.

Required Metrics. The state and federal required metrics for the PWR performance indicator include the following: Dropout Rates, Graduation Rates, Disaggregated Graduation Rates, and Average Colorado ACT Composite Score. Schools and districts should establish performance targets using these metrics if postsecondary and workforce readiness is a priority performance challenge.

Comparison Points. CDE has established cut scores for *meets* and *exceeds* levels of performance for each of these metrics in the SPF/DPF reports that schools and districts can use as comparison points for their own performance on these metrics.

Other PWR Metrics. Depending on the nature of the school or district priority performance challenge, planning teams may also consider establishing performance targets for other PWR metrics. Some of these additional metrics have the advantage of being collected and reported without the time delay of several of the state metrics. Examples of additional PWR metrics for which planning teams may choose to set targets include the following:
- 4-, 5-, 6- and 7-year completion rates.
- Percent of students earning a year's worth of credits in a year's time.
- Career and Technical Education course completion rate.

Basic Target Setting Process in 2014-15 and 2015-16

The basic approach for setting annual performance targets for plans submitted during the 2014-15 and 2015-16 school years will include one additional step from prior years -- identifying appropriate measures and metrics associated with the performance indicators/sub-indicators. The steps for setting targets during the 2014-15 and 2015-16 school years include:

1. Focus on one priority performance challenge at a time.
2. Identify associated **measures and metric(s)** for target setting.
   a. For performance challenges related to postsecondary and workforce readiness and English Language Proficiency, state administered instruments and measures can still be used for target setting.
   b. For priority performance challenges related to academic achievement and growth in the content areas, districts and schools will need to select measures/metrics other than those used in prior years.
   c. For K-3 reading achievement, the measures used for target setting will be the district identified K-3 reading interim assessments and associated metrics. (Charter schools may identify a different assessment than its authorizing district, as long as it is one of the state approved assessments and the district approves the change.) Metrics should include the number and percent of students identified with significant reading deficiencies and reading at grade level.
3. Review state and local expectations and vendor-provided resources to identify **comparison points** in reference to each measure/metric. (Note: selected comparison points may exceed minimum state expectations).
4. Determine the gap between current performance and comparison point(s) that would represent improvement for the school/district.
5. Determine a timeframe to close the gap and meet state and local performance expectations and the progress needed in the next two years.
6. Describe annual performance targets for the next two years.

- Number and percentage of students successfully transitioning into a recognized adult education program (without diploma or GED).
- Percent/number of students enrolling in a postsecondary institution within one year after graduation.
- The percent of recent graduates attending Colorado public institutions that require remediation upon enrollment.
- AP/IB participation.
- Percent/number of students scoring high enough on AP/IB tests to receive college credit.
- ACT scores by content area.

Examples of how a school/district might establish a performance target for one of these metrics may look like this:
- Credit Accumulation: Less than 62% of enrolled students earned a year's worth of credits during the prior school year. The planning team could choose to set a target of increasing this rate to at least 70% in two years. This could be accomplished by offering and promoting aggressive credit recovery options and expanded credit accumulation opportunities.
- Student Re-Engagement: Twenty-six of the students enrolled in the school dropped out in a prior school year as indicated by the school's End of Year records. Of these 26, six graduated or completed and another six were still enrolled as of the end of the year, which represents a 46% reengagement rate. The planning team may choose to set a target of increasing the re-engagement rate to 62%. This could be accomplished by expanding CTE and concurrent enrollment (dropout recovery) programs.

Establishing performance targets using metrics other than those required by the state may strengthen schools and districts ability to check their progress throughout the school year. However, this would not eliminate the requirement that schools and districts identify performance targets for required state metrics. Furthermore, little or no information may be available from external sources about appropriate comparison points for these alternative PWR metrics.

Staying the Course: Setting English Language Proficiency Performance Targets

English Language Proficiency is a sub-indicator within the Academic Growth Performance Indicator area; it is also metric used in determining Title III AMAOs. The state implemented a new English Language proficiency assessment during the 2012-13 school year -- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs). ACCESS for ELLs was developed by a cross-state consortium and based upon the World-class Instructional Design and Assessment (WIDA) English Language Development Standards (adopted by Colorado). ACCESS for ELLs is administered annually in WIDA Consortium member states to monitor students' progress in acquiring academic English K-12 when identified as English language learners (ELLs).

In 2014, with two years of ACCESS for ELLs assessment results available, CDE was able to calculate median adequate growth percentiles. Median adequate growth percentiles quantify the growth (student growth percentile) sufficient for the typical student in a district, school, or other group of interest to reach English Language Proficiency. These median adequate growth percentiles are used to determine the cut scores for SPF/DPF reports, just like for TCAP growth.

Required Metrics: State and federal requirements expect schools and districts with ELL students to consider language acquisition in improvement planning. If English Language Proficiency growth is identified as a priority performance challenge area for schools/districts, planning teams could establish performance targets for their students' growth in English Language proficiency based on median growth percentiles for either their students over-all or by grade-level.

Comparison Points: School and district planning teams should consider the cut scores established by CDE for schools/districts to receive a *meets* or *exceeds* rating on the SPF/DPF for the English Language Proficiency growth sub-indicator. The Title III AMAO state targets may be another option.

A New Expectation: Setting Early Literacy Targets for the READ Act

Elementary schools and districts should have access to local literacy data required by the READ Act (HB 12-1238). In fact, the law expects schools and districts to meet some of their reporting requirements through the UIP process beginning this school year (2014-15). Specifically, schools and districts are expected to "set, reaffirm, or revise, as appropriate, ambitious but attainable targets that the school/district/institute shall attain in the following:
1) Reducing the number of students who have significant reading deficiencies, and
2) Ensuring that each student achieves grade level expectations in reading."

For the 2013-14 school year the State Board of Education approved three K-3 reading assessment instruments for district use, in compliance with the READ Act, to identify K-3 students with significant reading deficiencies and to measure K-3 student reading achievement: Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); and Phonological Awareness Literacy Screening (PALS). CDE also identified individual metrics associated with each of these assessment instruments that districts should use in identifying students with significant reading deficiencies. The vendors for each of these assessment instruments provide metrics that quantify students' early reading performance for each grade level K-3. Each of these assessment instruments are designed to be administered at least three times during a school year -- fall, winter and spring. In establishing performance targets based on these metrics, it will be important to specify the administration window to which the performance targets apply.

The State Board has identified additional interim assessment instruments that districts may use for the identification of students with significant reading deficiencies in both English and Spanish for the 2014-15 and subsequent school years. For the 2014-15 and 2015-16 school years, districts may continue to use their existing approved K-3 reading assessment instrument or begin using one of the newly approved instruments.

Metrics. In general, schools and districts should consider establishing performance targets based on at least two different metrics: (1) an aggregation (total number or percent) of students "meeting grade-level expectations in reading" (e.g., the percent of students identified at benchmark by the end of the school year), and (2) the number and/or percent of students identified as having significant reading deficiencies (identified in the fall). Schools and districts may also consider establishing performance targets for the number or percent of students who made sufficient gains during the school year to no longer be identified as having a significant reading deficiency among those who would have been identified at the beginning of the year. The individual metrics (e.g., scale score, reading level) and levels of performance that constitute "meeting grade-level expectations" or "having significant reading deficiencies" vary by assessment instrument. Note that a student may perform below "grade level-expectations" but perform above "having significant reading deficiencies". Thus, these represent two different aggregate metrics for which schools and districts can establish performance targets.

K-3 reading assessment vendors generally provide summary reports that include the total number or percent of students for each grade (K-3) meeting grade level expectations in reading (e.g., the percent of second graders at benchmark). They also provide reports that include information about the gains students have made during a school year.

For each approved measure and for at least one of the metrics provided by the vendors, CDE has determined cut scores to use in determining whether students should be identified as having a Significant Reading Deficiency. Districts are required to annually report to the state which students have been identified as having significant reading deficiencies. This should allow schools and districts to determine the number of students in each grade level identified as having significant reading deficiencies. See resource links at the end of this document.

Comparison Points. As part of Request to Reconsider guidance, CDE has identified cut scores for the percent of students at or above benchmark at the end of the year and changes in the percent of students identified as having significant reading deficiencies from fall to spring. These aggregate cut scores represent comparison points that schools and districts can use in establishing performance targets. It is important to note that these comparison points represent minimum expectations. Many schools and districts will exceed these comparison points.

Options to Consider for Target Setting in Achievement and Growth

Because of the state assessment transition, schools and districts will need to consider some new ways of setting performance targets for academic achievement in science and social studies, and academic achievement and growth in mathematics and English language arts in 2014-15 and 2015-16. There are several options for setting performance targets during this timeframe including the following:
1. Set performance targets based on local assessments that are aligned with the Colorado Academic Standards.
2. Use the approach the state took to establishing *meets* and *exceeds* SPF ratings for CSAP/TCAP and set targets for the schools percentile ranking on CMAS assessments.
3. Describe action steps in your UIP that move the school/district towards being able to set usable and appropriate performance targets for achievement, growth, and growth gaps by the 2015-16 school year.

The options are described in greater detail below, including the advantages and limitations or considerations for each approach.

Option 1: Use local assessment instruments aligned with Colorado Academic Standards.

From the beginning, the UIP process has expected local planning teams to use locally administered interim measures to monitor progress toward established performance targets. UIPs must include the measures, metrics, and frequency of administration for the interim assessments used for this purpose. Districts/schools have discretion in choosing the assessment instruments.

During the state assessment transition, districts and schools may choose to rely more heavily on locally administered interim assessments for improvement planning. During the 2014-15 school year specifically, local assessments can be used for establishing performance targets. This may include establishing annual performance targets using locally administered assessment instruments and associated metrics for academic achievement for improvement plans submitted during both the 2014-15 and 2015-16 school years.

Note on Alignment: Schools and districts should take care to monitor the alignment of their interim assessments with the Colorado Academic Standards so that the assessment results provide actionable information towards content instruction. If local assessments are not yet aligned with the standards, it might be better for teams to spend time on acquiring or aligning the instruments they use than using the results for improvement planning. CDE has developed an assessment review tool to assist in this process (see resources at end of document).

Measures and Metrics. A 2012 study conducted by Augenblick, Palaich, and Associates on behalf of the Colorado Legacy Foundation (now the Colorado Education Initiative) and the 2013 UIP Needs Assessment Survey of Colorado Districts administered by CDE, both confirmed that the vast majority of Colorado districts use one or more of the following five interim assessments: Acuity, Galileo, NWEA Maps, Scantron Performance Series, and STAR Math and Reading Enterprise.

The vendors of each of these assessment instruments provide several metrics or scores at both the individual and aggregate levels that districts can use for monitoring the progress of their improvement efforts. In establishing performance targets for plans submitted during the 2014-15 and 2015-16 school years, planning teams may make use of these interim assessments and select associated metrics most closely aligned to their identified priority performance challenge (i.e., consistent with the content area, grade level(s), and achievement or growth for which they are establishing targets).

Comparison Points. CDE provides suggested comparison points for the five most common interim assessments in the guidance for districts and schools submitting requests to reconsider the district accreditation rating and/or school plan type assignments. CDE staff worked with the vendors who developed the assessment instruments and scoring procedures to identify performance levels or cut scores comparable to the 50th percentile of performance for all schools/districts using these assessment instruments. See resource section at the end of this document.

Advantages. This approach utilizes existing assessment resources or measures to which many districts already have access and experience using. Local assessments should provide a much richer set of data to explore in the UIP data analysis, as well as provides more reliable measures for the progress monitoring (i.e., interim measures, implementation benchmarks).

Limitations and Considerations. Setting and attaining targets at the comparison points identified by CDE (e.g., cut scores for use in Requests to Reconsider process) will not guarantee schools/districts will be at the *meets* level once the CMAS assessments have been fully implemented. CDE has not verified the relationship between the vendor assessment cut scores and CMAS results. In addition, the comparison points established by CDE as part of the Request to Reconsider process represent minimum expectations. The performance of many schools and districts will exceed these comparison points.

This approach relies on local expertise; districts, schools and educators may need to take time to become familiar with the local assessment metric to apply it and set targets in a meaningful way.

Districts should determine how well aligned their local assessments are with the Colorado Academic Standards and the rigor expected in the new standards. If the interim assessments are well-aligned (in both content and depth of knowledge), then associated metrics can provide meaningful and useful data for improvement planning during the assessment transition. If the assessments are not well-aligned, then using targets based on these instruments could mislead the school/district on its improvement path.

Option 2: Set targets based on percentile rankings on the state assessments

When CDE was establishing the initial cut scores for school and district performance ratings for Academic Achievement, staff considered the distribution of school/district performance during a baseline year (2009-10). For example, the *meets* cut-point for the percent of students proficient or advanced at the school level was determined based on the performance of the median school (the school at the 50th percentile among all schools in the state) during the 2009-10 school year. The elementary schools with 71.5% of students at proficient or advanced in reading (the *meets* cut-point for elementary reading) were at the 50th percentile of all elementary schools in Colorado in 2009-10. Each year on their SPF/DPF schools and districts not only receive a rating for academic achievement (i.e., *does not meet, approaching,*

meets, exceeds), but also receive a percentile rank -- an indication of where their school/ district falls in the distribution of all schools/ districts in the state. See example of a school's percentile ranking from page two of the SPF.

Schools and districts could consider using a similar percentile ranking approach in establishing performance targets for the 2014-15 school year. This metric can be used prior to the release of assessment results. Using the example above, the current percent of students proficient and advanced on the 2014 TCAP results is 66% in elementary math, which puts the school at the 39th percentile. The school could set a performance target for their percentile ranking on CMAS PARCC Math in 2015 for the percent of students *proficient* and *advanced*[2] to be at the 50th percentile.

Note about Growth: Due to the assessment transition, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, improvement planning or public reporting based on the CMAS PARCC assessments given during the 2014-15 school year. It is known that adequate growth percentiles will not be available for the 2014-15 school year. Because of this, targets set based on the percent of students making catch-up/keep-up/adequate growth is not recommended at this time. These metrics will be available in subsequent years. As a result, districts may choose to set performance targets on their median growth percentile, but may not receive this performance data from the state until fall 2015/winter 2016.

Advantages. Using the school/district percentile ranking as a metric for which to set performance targets is consistent with how the state may approach establishing new school/district cut scores for the SPF/DPF using 2014-15 as the baseline year for subsequent performance ratings. This approach also allows districts to set targets based on state summative, aligned assessments.

Limitations or Considerations. This approach includes a metric that is less tangible and actionable, as the exact proficiency rates are not known. Identifying an aligned interim measure and metric may be very difficult, which may interfere with progress monitoring. This approach relies on local expertise; districts, schools and educators may need to take time to become familiar with this metric to apply it in a meaningful way.

Option3: Build solutions that will strengthen the school/district assessment system into the UIP action plan

If the other two options do not meet the needs of the school/district for all or some priority performance challenge areas, planning teams may choose to build solutions into the UIP action plan that will ensure the district/school can set targets in subsequent years. This could include, for example, identifying local assessment instruments aligned with the Colorado Academic Standards. The school/district should note in the target setting form that aligned data is not available and to see the action plan for further information on how the school/district is addressing the needs in their assessment system.

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[2] PARCC results will not use the "proficient and advanced" label. Right now proficiency is being defined as students scoring level 4 or higher.

Advantages. If a school or district has made a good faith effort to use available data but reasonable data sources cannot be found, then this approach offers some relief. Effort should be placed on ensuring that a strong, aligned assessment system is being built for the near future, rather than inventing hollow targets.

Limitations or Considerations. This is a short-term solution; the school or district could not continue to use this option for multiple years. By law, schools and districts are expected to set annual performance targets. There is a risk of staff misunderstanding that expectations have changed over the long-term or of losing momentum in engaging in improvement efforts. If a school or district pursues a "request to reconsider" with the CDE Accountability Unit, this option may limit ways that the school or district can present local data to request a different plan type assignment. Schools or districts that are further along on the accountability clock (e.g., entering Year 4 or 5) should be especially cautious since external entities (e.g., State Review Panel, State Board of Education) will be consulting the UIP to make determinations about next steps for the school/district. The UIP is used as a document to help determine capacity of the school/district to make rapid improvements that have the likelihood of propelling the school/district off of the accountability clock.

Additional Resources

Several additional resources are available to support target setting:

- **SPF/DPF Reference Tables**. The reference tables included in every DPF and high school SPF includes specific information about the level of performance on each PWR metric that would ensure a district or school a *meets* or *exceeds* rating for those sub-indicators. These can be used as comparison points for setting performance targets http://www.cde.state.co.us/schoolview/performance
- **Assessment Instrument Description.** CDE has developed extensive descriptions of several assessment instruments or measures that planning teams may use for target setting. These assessment instrument descriptions include information about the specific individual and aggregate metrics and comparison points available to use in target setting (and the request to reconsider process). Assessment descriptions have been developed for the following instruments at the following site: http://www.cde.state.co.us/uip/assessment_instrument_descriptions.
  - o The five most commonly used interim assessment instruments (Acuity, Galileo, NWEA Maps, Scantron Performance Series, and STAR Math and Reading Enterprise).
  - o The three K-3 reading assessments instruments that districts have been using and are approved for use through the 2015-16 school year: Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6 or Next versions); Developmental Reading Assessment, Second Edition (DRA2); and Phonological Awareness Literacy Screening (PALS).
  - o ACCESS for ELLs
- **Assessment Review Tool**. Designed to help Colorado educators rate an assessment's potential for measuring student learning aligned to the Colorado Academic Standards, this tool helps measure the extent to which an assessment does the following: aligns to the Colorado Academic Standards, includes rigorous scoring criteria, is fair and unbiased, and provides opportunities for learning. http://www.cde.state.co.us/resourcebank/resourcebank-assessments
- **Request to Reconsider Process.** If a district disagrees with the Department's initial district accreditation category or initial assignment of a school plan, then it may submit additional data for consideration. CDE has developed resources to assist with this process that can also be used to assist districts strengthen their improvement planning efforts – when a request is submitted or not. For example, the cut scores for early literacy data may be used as comparison points in the UIP trend analysis. http://www.cde.state.co.us/accountability/requesttoreconsider
- **Achievement Percentile Reports.** CDE is developing an achievement percentile report for districts and schools to be released in November 2015. The report will include the percent of students scoring proficient and advanced in TCAP in 2013 and 2014 and the percent scoring level 4 or higher on CMAS PARCC in 2015, as well as the percentile

rankings for achievement for each of those years. The report will include all content areas, grade levels and major disaggregated groups.

- **READ Act Resources.** The READ Act website offers updates about the state expectations for this K-3 initiative. Of particular note are resources such as the newly approved interim assessments.
  http://www.cde.state.co.us/coloradoliteracy/readact/index

- **Unified Improvement Planning Team Contact Information**. Members of the Improvement Planning Unit are available to answer specific planning questions as they relate to the UIP process.
  http://www.cde.state.co.us/uip/uip_contacts