

What You Need to Know about UIP for 2014-15: Tools Packet

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Additional Resources:

- Note Catcher
- K-3 Reading Assessment Instrument Descriptions and Report Examples (DIBELS 6, DIBELS Next, DRA2, and PALS)
- Interim Assessment Instrument Descriptions and Report Examples (Acuity, Galileo, NWEA MAPS, Scantron, Star math and reading enterprise)
- School UIP Template with Addenda (2014 edition)
- District Gifted Addenda

Norms

- Be present, participate, and engage fully.
- Listen to learn, limit side conversations.
- Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion).
- Pay attention to signals to rejoin the whole group – hand-raising.
- Move and engage as a key learning strategy.
- Practice and self-organize table groups; name a facilitator, recorder, reporter and time keeper.
- Use effective communication and exploratory language: paraphrase, clarify, summarize, question, and invite thinking.
- Suspend judgment, live in curiosity.
- Reflect continuously, complete evaluations and reflections.
- Provide feedback and post questions on the “Parking Lot.”
- Pay attention to what has meaning for you.
- Commit to follow-through.

What You Need to Know about UIP for the 2014-15 School Year: Session Overview

Session Description: Provided in partnership with the Center for Transforming Learning and Teaching (CTLT), this ½ day session is intended for district leaders and will focus on refinements to Unified Improvement Planning processes and template for the 2014-15 school year. The session will include the following topics:

- *UIP Template.* Changes to the 2014-15 UIP template are minimal. Session participants will learn about these updates to the template and expectations. Information will also be shared about the new online UIP tool that is being piloted over the 2014-15 school year.
- *Incorporating READ Act data and actions steps into the UIP.* The 2014-15 school year is the first year that schools and districts are expected to include of K-3 literacy performance results and action steps in their UIPs. This session will address how K-3 literacy assessment results can be used in data analysis, target setting, and progress monitoring and how improvement strategies could be represented in the action plan.
- *Tools to support data analysis and progress monitoring* that makes use of K-3 reading data and local interim assessment data, and other locally collected performance data will be introduced/reviewed.
- *Maximize PWR Data Resources.* This session will give participants access to and updates regarding PWR data resources for improvement planning.
- *Updating rather than rewriting UIPs annually.* Finally, this session will give participants a chance to learn with and from one another about focusing local planning teams on updating/revising improvement plans rather than rewriting them each year.

Outcomes: Participants will. . .

UIP Template and Expectations

- Identify the minimal updates to the UIP template for plans developed/updated during the 2014-15 school year and determine if and how to share them with local planning teams.
- Identify revisions to state expectations for UIPs for the 2014-15 school-year (which will likely be reflected in changes to the UIP Quality Criteria) and determine how to share them with local planning teams.
- Understand the features of an on-line UIP tool and process by which the on-line tool will be pilot tested during the 2014-15 school-year.

Incorporating READ Act data and actions steps into the UIP

- Describe statutory requirements regarding using early literacy assessment results and associated action steps in UIPs.
- Describe currently available local early literacy assessment data including appropriate metrics and comparison points to use in UIP data analysis, target setting and progress monitoring.
- Develop a strategy for implementing using early literacy assessment results in UIP data analysis, target setting and monitoring the progress of UIP implementation with local planning teams.

- Identify options for local planning teams to incorporate action steps identified for READ Act compliance in the UIP.

Tools to support data analysis and progress monitoring

- Review information available about interim assessment results that school and district staff need to make use of the data (metrics, comparison points, questions for analysis)
- Develop a strategy to implement using interim assessment results in UIP data analysis, target setting, and monitoring the progress of UIP implementation with local planning teams.

Maximize PWR Data Resources

- Clarify how to incorporate different types of PWR data into Unified Improvement Planning.
- Explore data tools developed by the state to support PWR data analysis and root cause analysis as part of improvement planning.
- Plan for using PWR data tools with local planning teams.

Updating rather than rewriting UIPs annually

- Clarify the implications of the UIP being a two-year improvement plan, and how to make actionable the continuous improvement intent of UIP.
- Identify how UIP processes can be adjusted when planning teams are updating existing plans rather than writing new plans.
- Share strategies for focusing local planning teams on updating/revising improvement plans rather than rewriting them annually.

Revisions to the UIP Template 2014-15

Based upon feedback from the field and lessons learned through reviews of last year's plans, CDE has modified the Unified Improvement Plan (UIP) template for 2014-15. As requested by the field, the changes to the template were kept to a minimum.

Section/Item	Revision	Rationale
All	<ul style="list-style-type: none"> Updates to Dates. This includes references to the relevant years. 	<ul style="list-style-type: none"> References to the current year were updated to 2014-15. The revised template signifies that 2014-15 and 2015-16 school years are covered.
Pre-populated Report	<ul style="list-style-type: none"> Title III AMAO I and II definitions and reporting (District level only) 	<ul style="list-style-type: none"> Expectations for AMAO 2 will change to 12% target.
	<ul style="list-style-type: none"> Removed references to CSAP 	<ul style="list-style-type: none"> With three years of TCAP data, CSAP assessment results are no longer utilized in accountability calculations.
	<ul style="list-style-type: none"> English Language Proficiency 	<ul style="list-style-type: none"> Removal of language describing MGP expectation as 50. With more than one year of ACCESS data, the adequate growth metric is available.
	<ul style="list-style-type: none"> School Improvement Support Grants (School level only) 	<ul style="list-style-type: none"> Schools receiving a School Improvement Support (SIS) grant are expected to meet some grant expectations through the UIP process, specifically through the data narrative and action plans. Further detail will be available in the Quality Criteria.
	<ul style="list-style-type: none"> Diagnostic Review Grants (School level only) 	<ul style="list-style-type: none"> Schools receiving a Diagnostic Review and Planning Grant are expected to include a summary of the review, and how the review results and planning activities impacted the data narrative and the action plan. Further detail will be available in the Quality Criteria.
Target Setting Form	<ul style="list-style-type: none"> Directions Update 	<ul style="list-style-type: none"> Change in directions to accommodate the state assessment transition.
Addenda Forms	<ul style="list-style-type: none"> Title I School-wide (School level only) 	<ul style="list-style-type: none"> Optional. Removed Assurances Column. Restructured the ten elements of a school-wide program.

Changes to Program Expectations 2014-15

Program/Item	Revision	Rationale
READ Act (School/District)	<ul style="list-style-type: none"> READ Act program expectations 	<ul style="list-style-type: none"> READ Act requirements related to targets and strategies addressing the needs of students identified as having a significant reading deficiency. Further detail will be available in the Quality Criteria.
Gifted Education Program (District/AU)	<ul style="list-style-type: none"> Inclusion of table 	<ul style="list-style-type: none"> Includes an optional table to meet program expectations. The table mirrors the UIP action planning form.
Diagnostic Review/School Improvement Support Grants (School)	<ul style="list-style-type: none"> Alignment of grant activities 	<ul style="list-style-type: none"> Support the alignment of overall school improvement efforts and efforts funded with Title I School Improvement funds. Transparency of grant activities.

Special Note about the Online UIP System

CDE is pleased to announce that an online version of the UIP will be available in fall 2014. Use of the system will be available to all schools and districts, but participation is completely optional at this time. The MS Word templates will still be available and submitted through Tracker. More information about the new UIP online system features is available on the CDE website at: <http://www.cde.state.co.us/uiip/uiipoverview>.

Overview

Based upon feedback and support from the field, the Colorado Department of Education (CDE) is building an online system to generate and maintain both district- and school-level Unified Improvement Plans (UIP). This document provides an overview of the online system, including timeline of the development phase and anticipated features.

CDE will introduce the online system using a phase implementation approach. The system will be available to all districts and schools; however, participation is voluntary the first year (2014-15) of implementation. The MS Word paper-based templates will still be available. Districts and schools interested in being an “Early Adopter” of the online system are encouraged to attend a demonstration of the system in July, 2014. Additional online system demonstrations will be available throughout 2014-15, so that others can explore or opt in later in the year.

Timeline	Activities
April 2014	CDE launches Online UIP System development process with external implementation partner (Vertiba)
July 2014	Online UIP System Demonstrations and Training for Early Adopters
August 2014	Online UIP System goes live to all districts and schools (optional participation)
September 2014	CDE populates customized directions and pre-populated reports (Section I) in UIP Online System

Highlights of the new Online UIP System

- Structure of the new Online UIP template
 - UIP will have a more streamlined “look and feel.”
 - Connections will be made dynamically throughout the online system between root causes, priority performance challenges and major improvement strategies.
 - UIP template updates (e.g., version changes from year to year) will occur automatically.
 - Required Addenda will automatically attach to the UIP based on program information.
- Submission and Communication Features
 - Districts will submit district and school UIPs for review and for public posting, eliminating the Tracker System.
 - Districts can utilize a “chat” feature to communicate with their schools and CDE.
- Document Management Features
 - Once a UIP is submitted for public posting, the online system will store that UIP for all future years.
 - Users will be able to populate some information from past UIPs to support refreshing the plan (e.g., targets copied into the “progress monitoring of the previous year’s targets” worksheet).
- Reporting Features
 - A dashboard will provide summary-level information about both district-level and school-level UIPs. This will include customized timelines.
 - CDE can generate reports using UIP data (e.g., types of root causes, major improvement strategies) across multiple districts and schools.

- Review Features
 - Districts can review their school plans in one place.
 - Districts can monitor their school plans' progress.
 - CDE will share review feedback for districts and schools on the accountability clock, eliminating the Tracker System.

Potential Implications of the New Online System

- Because CDE will be managing both the online UIP system and paper UIPs for 2014-15, some supports from the state will be more limited. A decision will be made later, with input from the field, on how long to maintain both systems.
- To maximize technology, online UIP system "look and feel" will be different than the paper UIP.
- Small, rural districtsⁱ writing combined plans for the districts and its schools must notify CDE to generate a specialized template.
- Growing pains that occur with implementing a new system (e.g., users will need to learn how to use the new system).

ⁱ i.e., less than 1000 students; 1000-1200 students with CDE approval

Where can I learn more?

- Email: UIPhelp@cde.state.co.us
- For periodic updates, check out the CDE Unified Improvement Planning website: <http://www.cde.state.co.us/uiip>

UIP Handbook Excerpt: Performance Management Structures

Performance indicators define the general dimensions of quality that help to focus school and district improvement planning on an annual basis. Both state and federal statutes define performance indicators that should be included in school and district improvement plans. For each performance indicator, Section I of the UIP template lays out measures/metrics (how the indicator will be measured), state and federal expectations (a minimum that indicates adequate performance), the school or district's performance on the indicator and whether the school or district met the expectation. Together, performance indicators, measures, metrics, and expectations provide a sharp focus for school and district improvement planning.

- a. **Performance Indicators.** The *Education Accountability Act of 2009* (SB 09-163) identified four performance indicator areas for state accountability: Academic Achievement, Academic Growth, Academic Growth Gaps, and Postsecondary/Workforce Readiness. For Alternative Education Campuses (AEC), the performance indicator areas for state accountability also include Academic Achievement, Academic Growth, and Postsecondary/Workforce Readiness, but Student Engagement replaces Academic Growth Gaps.
- b. **Measures and Metrics.** For each performance indicator required by the *Education Accountability Act of 2009*, the state has also defined required measures and metrics. The Colorado ESEA waiver also specifies measures and metrics for some performance indicator areas. The table below includes the measures and metrics for each performance indicator.
- c. **Federal and State Expectations.** Both the *Education Accountability Act of 2009* and ESEA require schools and districts to meet expectations annually in each performance indicator area. The state has established *minimum expectations* for each performance indicator; districts and schools set their own **targets** depending on their current performance in relationship to minimum expectations.

Table 1. Performance Indicators, Measures, Metrics, and Expectations

Indicator	Measures	Metrics	Expectations
Student Academic Achievement	TCAP, CoAlt, Lectura, Escritura in Math, Reading, Writing, and Science	Percent of students scoring proficient or advanced in mathematics, reading, writing, and science.	At or above the 50 th percentile for all schools/districts using 2010 (1-year SPF/DPF) or 2008-10 (3-year SPF/DPF) baseline values.
Student Academic Growth	The Colorado Growth Model (Growth in TCAP for Math, Reading and Writing and growth in	Median student growth percentile for the school/district (Math, Reading, Writing and English Language Proficiency).	For Math, Reading and Writing, if the median student growth percentile for the school or district is greater than or equal to the adequate median growth percentile, at or above 45 th percentile growth. If the median

Indicator	Measures	Metrics	Expectations
	English Language Proficiency calculated based on CELApro and ACCESS)	Median adequate growth percentile (for students scoring unsatisfactory or partially proficient on TCAP, adequate growth is <i>catch-up growth</i> ; for students scoring proficient or advanced that is <i>keep-up growth</i>) for Math, Reading and Writing only.	student growth percentile for the school or district is less than the adequate median growth percentile, at or above 55 th percentile growth. For English Language Proficiency, if the median student growth percentile is at or above the 50 th percentile.
Growth Gaps	The Colorado Growth Model (Growth in TCAP for Math, Reading and Writing)	Median student growth percentile (for disaggregated student groups). Median adequate growth percentile (for disaggregated student groups).	If the median student growth percentile for the disaggregated group is greater than or equal to the adequate median growth percentile, at or above 45 th percentile growth. If the median student growth percentile for the disaggregated group is less than the adequate median growth percentile, at or above 55 th percentile growth.
Postsecondary Workforce Readiness	Graduation rate Disaggregated graduation rate Drop-out rate Colorado ACT	Percentage of students graduating within 4, 5, 6, and 7 years. Percent of students within disaggregated groups graduating within 4, 5, 6, and 7 years. Percentage of students dropping out. Average ACT Composite score.	The highest value among the 4, 5, 6, 7-year graduation rate is above 80%. The highest value among the 4, 5, 6, 7-year disaggregated graduation rate is above 80%. At or below the state average using 2009 (1-year SPF/DPF) or 2007-09 baseline values (3-year SPF/DPF). At or above the state average using 2010 (1-year SPF/DPF) or 2008-10 baseline values (3-year SPF/DPF).
English Language Development and Attainment (district only)	ACCESS, CELApro and TCAP Disaggregated	TBD – Change in definition is pending USDE approval. TBD – Change in	AMAO 1: TBD – Change in definition is pending USDE approval. AMAO 2: TBD – Change in

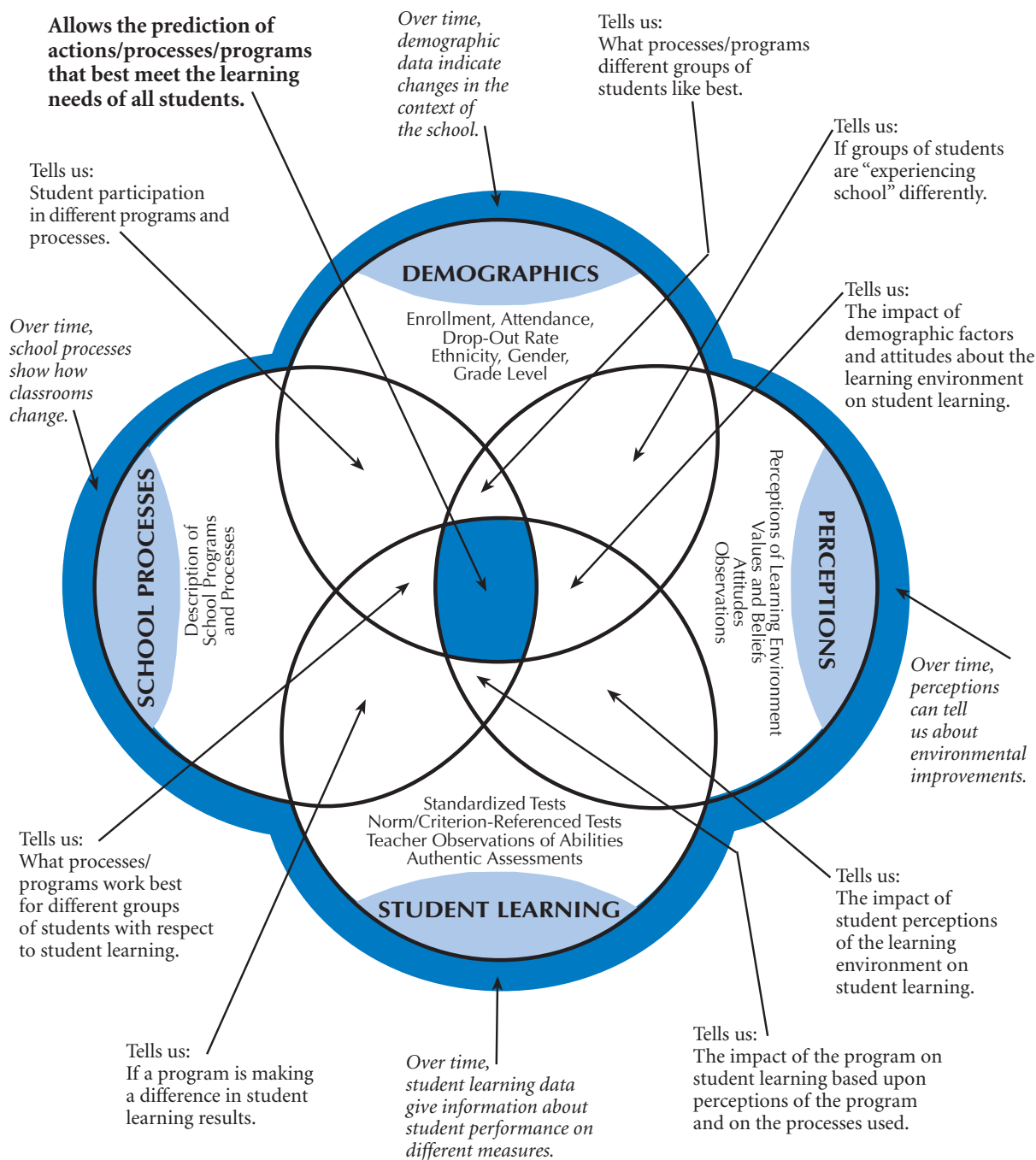
Indicator	Measures	Metrics	Expectations
	graduation rate	definition is pending USDE approval.	definition is pending USDE approval.
		ELL median growth percentiles and median adequate growth percentiles (on TCAP) for reading, math and writing.	AMAO 3: If the median student growth percentile in reading, writing, and math for English Learners (TCAP) is greater than or equal to the adequate median growth percentile, at or above 45 th percentile growth.
		TCAP participation rate for English learners.	If the median student growth percentile in reading, writing, and math for English Learners (TCAP) is less than the adequate median growth percentile, at or above 55 th percentile growth. If the TCAP participation rate for English learners is above 95% in at least two of the three content areas (in reading, writing and math).
		Graduation Rate for English Learners.	The highest value among the 4, 5, 6, 7-year graduation rate for English Learners is above 80%.

Note: The minimum expectations indicated in this table would earn a school or district a “meets” rating on each indicator or sub-indicator in the SPF/DPF. The level of performance that results in state ratings of “does not meet”, “approaching”, “meets” or “exceeds” are provided in the school and district performance framework report rubrics.

Gathering and Organizing Data for Planning

Steps	Description
1. Clarify purpose(s) for which data was collected and the degree to which it aligns with the intended use.	<ul style="list-style-type: none"> Why was the data collected? Is any guidance available on appropriate uses? Have any uses of the data been identified as inappropriate? For what do you propose to use the data? Is it aligned with the purpose? Is it an appropriate use?
2. Gather data.	<ul style="list-style-type: none"> Where can data be retrieved? What data reports/views are available?
3. Consider the quality of the data source.	<p><i>For all data sources:</i></p> <ul style="list-style-type: none"> Technical quality of the measures used. Accuracy of data collection methods/issues with administration. <p><i>For student assessment results:</i></p> <ul style="list-style-type: none"> Alignment with learning objectives and other assessment instruments (Validity). Reliability or consistency.
4. Specify what data is available.	<p><i>For all data sources:</i></p> <ul style="list-style-type: none"> About whom (which students/teachers) or from whom (whose perceptions) data was collected (population). Metrics (individual and aggregate). Comparison points. Reports/Views which will be used. <p><i>For student assessment results:</i></p> <ul style="list-style-type: none"> When administered? How frequently? About what can inferences be made based on the results (e.g. content area(s) and learning objectives)?
5. Develop an analysis plan (path through the data).	<ul style="list-style-type: none"> Which reports/views will be considered? In what order? What metrics and comparison points are available on the report(s)? What questions will help to focus review or each report/view? About what will observations be made based on the review of the data?

Multiple Measures of Data



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Note. From *Using Data to Improve Student Learning in Elementary Schools*, by Victoria L. Bernhardt, 2003, Larchmont, NY: Eye on Education. Copyright © 2003 Eye on Education, Inc. Reprinted with permission.

Types of data used in Planning

Accountability/Planning Process	Type(s) of data (intersections)	Backward/Forward
Review current school/district performance for planning		
Reflect on prior year's targets		
Analyze data to identify trends and prioritize performance challenges		
Identify root causes		
Set Performance Targets		
Identify interim measures and monitor the progress of student performance during the school year		
Identify implementation benchmarks and monitor implementation of action steps during the school year		
Request to reconsider plan type assignment (school) or accreditation rating (district)		

Performance Data Sources Inventory

[illegible]

LEGEND

ASSESSMENT	Name of instrument used to collect performance data.
PURPOSE	Why was the assessment administered? What are appropriate uses?
WHEN AVAILABLE	How frequently is the assessment administered and when (what date) will the results be available?
WHICH STUDENTS	Description of the students for which the performance data is being collected, including grade levels and if not all students the student groups (e.g. all, students in IEP, ELL, etc.).
GRADE LEVEL(S)	Which grade levels the performance is collected in.
CONTENT FOCUS	The learning objectives or strands on which the assessment is focused within the content area (e.g. number sense).
METRICS	The statistics that will be reported (e.g. scale score, % correct, growth score, etc.). This should include individual and aggregate
COMPARISON POINTS	What information is provided about how good is good enough performance on the assessment.
REPORTS/ VIEWS	What reports (or digital views) of the results are provided? Available?
QUESTIONS	What questions this data will help team members to answer (e.g. How fluently do students read level 3 texts?)

Assessment Instrument Description Elements

Element	Description
Instrument Name	Name of specific instrument (more than vendor name).
Vendor	Name of the company or organization that produces the instrument.
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Information about inappropriate uses.
Types of Instruments (early literacy assessments only)	Diagnostic, Interim, or Summative.
Population	Who (which students) could be assessed using the instrument.
Administration	How frequently the instrument can be administered in a school year, and recommended or required administration windows.
Content Area(s)	Content area or areas being assessed.
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements. This describes what learning it will be appropriate to make inferences about based on the assessment results.
Individual Metrics	The scores provided at the individual (student) level.
Individual Comparison Points (cut scores)	Information provided by the vendor regarding how good is good enough performance on the instrument at the individual level.
Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.
Aggregate Comparison Points (cut scores)	Information provided by the vendor regarding how good is good enough performance at the group level.
Individual and Aggregate Comparison Points provided by CDE	Information provided by CDE regarding how good is good enough performance.
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).
Alignment	Information provided by the vendor about alignment of this instrument to standards, other instruments, etc.
Technical Quality	Information available about the technical quality of the instrument.

READ Act Provisions Related to Unified Improvement Planning

Provisions pertaining to School Districts and the Charter School Institute

Add for all of the following District or Institute plan types:

- Accredited or accredited with distinction performance plan Accredited with improvement plan
- Accredited with priority improvement plan
- Accredited with turnaround plan

At a minimum, each district or institute plan shall:

IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET, REAFFIRM, OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE SCHOOL DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE INSTITUTE, INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL EXPECTATIONS IN READING.

Provisions pertaining to schools

Add for all of the following School Plan Types:

- School performance plan
- School Improvement Plan
- School Priority Improvement Plan
- School Turnaround Plan

At a minimum, each school plan shall:

IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET, REAFFIRM, OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL EXPECTATIONS IN READING.

K-3 Reading Examples

Trend Statements

- The percentage of **kindergarteners** who scored at benchmark with their composite score between 2011 – 2014 remained stable as measured by composite scores on their DIBELS Next assessment.
- The percentage of **1st Graders** who scored at benchmark with their composite score between 2011 – 2014 increased from 53% to 74% and then decreased to 61% as measured by composite scores on their DIBELS Next assessment which is significantly below the end of year benchmark scores from the kindergarten assessment.
- The percentage of **2nd Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (66%, 59% and 66%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **3rd Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (66%, 55% and 61%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **4th Graders** who scored at benchmark with their composite score between 2011 – 2014 was relatively stable (60%, 68% and 66%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.
- The percentage of **5th Graders** who scored at benchmark with their composite score between 2011 – 2014 relatively stable (69%, 75% and 67%) as measured by composite scores on their DIBELS Next assessment which is consistent with the previous grade.

Prioritized Performance Challenges

The percentage of 1st -5th Graders who scored at benchmark on their composite scores as measured by the DIBELS Next assessment has been below 70% from 2011 to 2014 (except for one grade level and one year).

Annual Performance Targets

Annual Performance Targets	
2014 - 2015	2015 - 2016
72% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.	75% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.

Note: This target was established using the Reference Data for Key Performance Indicators on the SPF. If DIBELS at grade level benchmark score predicts proficiency on the state assessment, a score of 72% proficient or advanced on TCAP would have earned the school a Meets rating for Academic Achievement in reading.

Cut-Scores to Determine a Significant Reading Deficiency (Newly Approved K-3 Reading Interim Assessments)

Aimsweb

Users of Aimsweb should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. Aimsweb users should use the score on the individual measure indicated. All scores listed for grades 1-3 refer to the R-CBM score unless otherwise noted. For your reference, cut-off scores for Aimsweb are provided below. Students must meet or exceed the indicated Scale Score in order to not be identified as having a Significant Reading Deficiency.

Aimsweb Measure Scores (**below**):

	Fall	Winter	Spring
Kindergarten	LNF – 3	LSF – 9 PSF – 6 NWF – 8*	NWF - 22
1st Grade (R-CBM)	NWF – 17	14	24
2nd Grade (R-CBM)	21	47	61
3rd Grade (R-CBM)	42	64	83

* Students must score at or above the cut-off score on at least two of the three tests indicated to not be identified as having a significant reading deficiency.

FAST

Users of FAST should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. FAST users should use the scaled score. For your reference, cut-off scores for FAST are provided below. Students must exceed the indicated Scaled Score in order to not be identified as having a Significant Reading Deficiency.

FAST Scaled Scores (**at or below**):

	Fall	Winter	Spring
Kindergarten	376	398	399
1st Grade	408	433	440
2nd Grade	443	465	463
3rd Grade	463	468	471

iReady

Users of iReady should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. iReady users should use the Scale Score. For your reference, cut-off scores for iReady are provided below. Students must meet or exceed the indicated Scale Score in order to not be identified as having a Significant Reading Deficiency.

iReady Scale Scores (**below**):

	Fall	Winter	Spring
Kindergarten	315	338	361
1st Grade	362	385	408
2nd Grade	409	428	448
3rd Grade	448	464	480

Cut-off Scores to Determine a Significant Reading Deficiency

IStation

Users of IStation should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. IStation users should use the overall reading ability score. For your reference, cut-off scores for IStation are provided below. Students must exceed the indicated Reading ability score in order to not be identified as having a Significant Reading Deficiency.

IStation Summed Scores (at or below):

	Fall	Winter	Spring
Kindergarten	176	187	195
1 st Grade	196	207	217
2 nd Grade	219	227	232
3 rd Grade	231	236	241

STAR Early Learning

Users of STAR Early Learning should use the cut-off scores established by the authors to determine a Significant Reading Deficiency. STAR users should use the unified score. For your reference, cut-off scores for STAR are provided below. Students must exceed the indicated Unified Score in order to not be identified as having a Significant Reading Deficiency.

STAR Unified Scores (at or below):

	Fall	Winter	Spring
Kindergarten	728	728	739
1 st Grade	742	760	794
2 nd Grade	794	817	846
3 rd Grade	834	843	854

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. Interim measures should provide data about the same students as the performance target and the same content focus. The metrics used from the interim measures should also align with the type of performance addressed in the target (e.g., achievement, growth).

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). Planning teams must document both annual performance targets and interim measures in the School/District Target Setting Form.

Action Planning Form: Identify Major Improvement Strategies

Major improvement strategies (e.g., differentiate reading instruction in grades 3-5) identified by districts/schools and the specific action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) required to

Helpful Reminder:

The UIP is a planning document that should span at least a two-year period. The plan should provide details on actions for the current and the next school years.

carry out each major improvement strategy should respond to and should eliminate or correct the root causes and ultimately each of the district's or school's prioritized performance challenges. There should be a direct relationship between major improvement strategies and root causes and that relationship should be explicit to anyone who reads the plan. Major

improvement strategies should also be research-based, in that there should be evidence that using these strategies has previously led to improvements in student performance.

DODAD Notes and Methodology

Source of data used

Data are taken from CDE's Student End of Year collection - unless otherwise noted.

Grade levels included and excluded

The DODAD is designed to be an analytic tool exclusively for high schools. Since the majority of Colorado high schools serve grades 9 - 12, schools serving grades below 9th (i.e. 7-12 or K-12 schools) had students from these lower grades removed from both the numerator and denominator when calculating dropout rates. This was done whether the "extended grade range school" is the school being analyzed or if it is part of a comparison group. Since relatively few students drop out as 7th or 8th graders, a 7-12 school would typically have a lower school-wide dropout rate than a similar 9-12 school. Therefore, in the interest of comparability, the dropout rate for all schools and student subgroups was calculated only for 9th-12th grades.

Comparison groups used in the DODAD

One of the primary purposes of the Dropout Data Analysis Display (DODAD) is to provide context for the dropout rates of each individual high school. To that end, two groups of comparison high schools have been created – one for schools designated as an Alternative Education Campus in the 2011-12 academic year and one for all other high schools. The DODAD therefore contains two full sets of graphs and tables – the yellow tabs for non-AEC schools and the blue tabs for designated AECs.

In an attempt to generate dropout rates that are meaningful and genuinely comparable, roughly 20% of the currently operational high schools in Colorado have been removed from these comparison groups. Examples of schools that were removed in order to ensure comparability include: detention centers, schools listed in the CDE Directory as high schools but which do not serve 12th graders, and those that have been open three years or less. A list of excluded schools is presented in the black tab below.

Aggregated dropout rates

All charts in this document represent aggregated data from the past 3 academic years (2011-12, 2010-11 and 2009-10) - with the exception of Tab 1 - "Dropout Rate - 5 years" - which displays the dropout rate for each of the past five years individually.

Within this tool, "aggregating" is defined as:

- 1) combining data from multiple prior years for a single school (e.g. calculating the aggregated dropout rate for School A by dividing the sum of all dropouts over the prior three years by the sum of the annual student membership over the prior three years)
- and/or -
- 2) combining data from all high schools belonging to a certain group (e.g. "all schools in the AEC comparison group").

The use of aggregated rates provides two important benefits: 1) It can help overcome issues with groups of students that might have a single year sample size that is too small to yield meaningful analysis (e.g., American Indian students or students with disabilities at a single high school in a single year) and

issues with schools containing small student populations overall, and 2) Aggregating data across years can compensate for single year “anomalies” – either positive or negative.

Equivalence and alignment with other rates and data published by the Colorado Department of Education (CDE)

As a result of the he exclusion of grade levels below 9th and the aggregation of data across years and among groups of schools mentioned above, the rates and counts in this tool often will not match exactly with the official dropout rates and counts published on the CDE website, the school performance frameworks or at SchoolView.org. The rates and counts generated by the DODAD tool are intended solely to provide useful comparison data for each high school. Therefore, **rates and counts from the DODAD should never be interpreted or used as equal to or interchangeable with these other official CDE data sources.**

Dropout Data Analysis Display

DODAD

High Level Description/Definition

The Dropout Data Analysis Display (DODAD) tool was developed in Excel to provide schools with quick and specific displays of their dropout data. It includes trends over-time, dropout information for disaggregated student groups and comparisons to the rates of a group of similar high schools. One of the primary purposes of the DODAD is to provide context for the dropout rates of each individual high school. To that end, two groups of comparison high schools were created – one for schools designated as an Alternative Education Campus in the 2011-12 academic year and one for all other high schools. In an attempt to generate dropout rates that are meaningful and genuinely comparable, roughly 20 percent of the currently operational high schools in Colorado were removed from these comparison groups. Examples of schools that were removed in order to ensure comparability include: detention centers, schools listed in the CDE School Directory as high schools but which do not serve 12th graders, and high schools that have been open less than three years.

The DODAD cover page includes instructions regarding how to use the tool and allows users to select the school for which data will be displayed. The following table includes a description of each chart included in the DODAD tool.

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
1. Dropout Rate - 5 years	<ul style="list-style-type: none"> Annual Dropout Rate for all students in 9th through 12th grade for the most recent 5 years (2007-08 through 2011-12) Annual dropout count for 2007-8 through 2011-12 Five-year total dropout count 	<ul style="list-style-type: none"> Longitudinal comparison of the school's dropout rate across years Annual dropout rate for 9th through 12th grade among a comparison group of high schools (non-AECs or AECs), for the 2007-08 through 2011-12 school years 	<ul style="list-style-type: none"> What has been the trend in dropout rates for the school over the last 5 years? How does the school's dropout rate compare to dropout rates for the comparison group? If the dropout rate for the school in 2011-12 is higher than the comparison group's dropout rate, how many fewer dropouts would the school have needed in order to match the rate for the comparison group?
2. Percent of Drops by Grade	<ul style="list-style-type: none"> Percent of Total Dropouts by Grade Level 	<ul style="list-style-type: none"> Percent of total dropouts by grade level for comparison group (non-AECs or AECs) 	<ul style="list-style-type: none"> For the most recent three years for which dropout data are available, in which grade levels did students drop out the most? The

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
			<p>least? Were there differences across grade levels?</p> <ul style="list-style-type: none"> • Were dropouts “clustered” in the early grades or the later grades? • How was our pattern by grade level similar to and different from the comparison group? • How does the percent of dropouts by grade match with the percent of our students enrolled in each grade? (e.g., school may show 80% of its dropouts are seniors, but this may be expected if 80% of its enrollment is made up of seniors.
3. Dropout Rate by Grade	<ul style="list-style-type: none"> • Annual Dropout Rate for Each Grade Level 9-12 from past three academic years 	<ul style="list-style-type: none"> • Comparison Group Average (non-AECs or AECs) 	<ul style="list-style-type: none"> • What has been the pattern in dropout rates by grade level (aggregated over the last three years)? In general, which of our grade levels had higher and lower dropout rates? • How was our pattern by grade level similar to and different from the comparison group?
4. Drops by age-%	<ul style="list-style-type: none"> • Percent of All Dropouts, Age outs and GED Transfers by Student's Age on the reported date of dropout, Ages 14-22 	<ul style="list-style-type: none"> • Percent of All Dropouts, Age outs and GED Transfers by Student's Age on the Reported Date of Dropout, Ages 14-22 for comparison group (non-AECs or AECs) 	<ul style="list-style-type: none"> • Are students dropping out at earlier or later ages in our school than in the comparison group? • Are students dropping out when they are older or younger than typical secondary students?
4a. Drops by age-count	<ul style="list-style-type: none"> • Number of Dropouts and GED Transfers by Student's Age at Reported Time of Dropout (total number by age) 		<ul style="list-style-type: none"> • At what ages are students dropping out or electing to get a GED? • Are a large number of students dropping out at or near the compulsory attendance age of 17? At or near the maximum age for funded education services of 21?

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
5. Drops by Month	<ul style="list-style-type: none"> Percent of Annually Reported Dropouts by Month 	<ul style="list-style-type: none"> Percent of Annually Reported Dropouts by Month for schools in the comparison group 	<ul style="list-style-type: none"> During what months do most of our students drop out? To what degree are students dropping out during the school year (not in the June-September window) vs. between school years (June, July, August and potentially September) Do we have more or less students dropping out mid-year than the comparison group? How accurate does our school/district appear to be in reporting the actual last date of attendance for students who drop out or transfer to a GED preparation program?
6. Drop Rates by Race	<ul style="list-style-type: none"> Dropout Rate by Race/Ethnicity Category (American Indian, Asian, Black, Hispanic, White and Two or More Races) Racial/Ethnic Makeup of This School 	<ul style="list-style-type: none"> Average dropout rate for the comparison group by race/ethnicity category (American Indian, Asian, Black, Hispanic, and White) Racial/Ethnic Makeup of All 9th-12th Graders in the comparison group 	<ul style="list-style-type: none"> Which groups of students (by race/ethnicity) have the highest/lowest dropout rates? What percentage of students in the overall student population come from groups of students with the highest dropout rates? How do our school's dropout rates by race/ethnicity compare to the comparison group averages for the same groups?
6a. Dropout Rate Gap between Minority Students Groups and White Students	<ul style="list-style-type: none"> Difference in dropout rate between White students and: <ul style="list-style-type: none"> American Indian Asian Black Hispanic Two or More Races Aggregated over three years 	<ul style="list-style-type: none"> Dropout rate for white students at the school. Difference in dropout rate at comparison group schools between White students and: <ul style="list-style-type: none"> American Indian Asian Black Hispanic 	<ul style="list-style-type: none"> For which group of students disaggregated by race/ethnicity is the gap between that group and white students positive (i.e. the group has a higher dropout rate than white students)? For which group of students is the gap between that group and white students the greatest? How do the gaps in dropout rates by

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
		<ul style="list-style-type: none"> ○ Two or More Races Aggregated over three years	race/ethnicity at this school compare to the gaps for the same groups for the comparison group?
7. Dropout Rates by Instructional Program/Service Type (IPST)	<ul style="list-style-type: none"> • Cumulative Dropout Rate for the Past 3 Years by Instructional Program/Service Type (IPST): <ul style="list-style-type: none"> ○ Students with Disabilities ○ Limited English Proficiency ○ Economically Disadvantaged ○ Migrant ○ Title I ○ Homeless ○ Gifted/Talented 	<ul style="list-style-type: none"> • IPST group dropout rates compared to overall dropout rate for all students at the school. • Cumulative Dropout Rate for a comparison group (non-AEC or AEC) for the Past 3 Years by Instructional Program/Service Type: <ul style="list-style-type: none"> ○ Students with Disabilities ○ Limited English Proficiency ○ Economically Disadvantaged ○ Migrant ○ Title I ○ Homeless ○ Gifted/Talented 	<ul style="list-style-type: none"> • Which IPST groups have the highest/lowest dropout rates? • How does our school's dropout rates by instructional program/service type compare to the state averages for the same groups?
7a. Dropout rate gaps between IPST groups and all students	<ul style="list-style-type: none"> • Difference in dropout rate for students in each IPTS group and all students in the school, for the following groups: <ul style="list-style-type: none"> ○ Students with Disabilities ○ Limited English Proficient ○ Economically Disadvantaged ○ Migrant ○ Title I 	<ul style="list-style-type: none"> • Difference in dropout rate for students in each IPTS group and all students in the school, for the following groups: <ul style="list-style-type: none"> ○ Students with Disabilities ○ Limited English Proficient ○ Economically Disadvantaged ○ Migrant ○ Title I 	<ul style="list-style-type: none"> • For which IPST group is the gap between that group and students in the comparison schools group positive (i.e. the group has a higher dropout rate than for the school overall)? • For which IPST group is the gap between that group and all students the greatest? • How do the gaps in dropout rates by instructional program/service type at this school compare to the gaps for the same groups for the comparison group over-all?

Worksheet/ Chart Title	Metrics	Comparison Points	Questions
	<ul style="list-style-type: none"> ○ Homeless ○ Gifted/Talented Aggregated across three years	<ul style="list-style-type: none"> ○ Homeless ○ Gifted/Talented Aggregated across three years	
8. Dropout Rates by Gender	<ul style="list-style-type: none"> • Aggregated three-year dropout rate for females and males at the school 	<ul style="list-style-type: none"> • Rates of females vs. males • Aggregated state average three-year dropout rate for females and males 	<ul style="list-style-type: none"> • Do females or males have a higher dropout rate at our school? • What is the size of the gap (in percentage points) between female and male students at our school? How does the size of this gap compare to the gap for the comparison group? • How do our dropout rates for females compare to the comparison group average? • How do our dropout rates for males compare to the state average?
9. Students reported with school exit types which are likely to count against the graduation rate	<ul style="list-style-type: none"> • Percentage of total 9th-12th grade student membership aggregated over three years reported as: <ul style="list-style-type: none"> ○ Dropouts ○ Expulsions ○ GED Prep. Transfers ○ GED Recipients • Three year aggregate total counts of 9th-12th grade students reported as <ul style="list-style-type: none"> ○ Dropouts ○ Expulsions ○ GED Preparation ○ GED Recipients 	<ul style="list-style-type: none"> • State average percentage of total 9th-12th grade student membership aggregated over three years reported as: <ul style="list-style-type: none"> ○ Dropouts ○ Expulsions ○ GED Prep. Transfers ○ GED Recipients • Comparison group three year aggregate total counts of 9th-12th grade students reported as <ul style="list-style-type: none"> ○ Dropouts ○ Expulsions ○ GED Preparation ○ GED Recipients 	<ul style="list-style-type: none"> • What percentage of our students are reported as expelled each year? Reported as preparing for GED? Receiving a GED certificate? • How many of our students who have been counted as dropouts are actually expulsions? Preparing for GED? GED Recipients? • Do we have a lower or higher percent of students counted in these categories than the comparison group average?

A Note Regarding the Aggregated Dropout Rates and/or Graduation Rates:

Most charts in the DODAD workbook make use of “aggregated” rates – either combined from three or more years of data or combined from all the high schools belonging to a certain group (e.g. “all Colorado Graduation Pathways schools” or “all schools in the AEC comparison group”). The use of aggregated rates provides two important benefits: 1) It can help overcome issues with groups of students that might have a single year sample size that is too small to yield meaningful analysis (e.g. American Indian students or students with disabilities at a single high school in a single year) and issues with schools with small student populations overall, and 2) Aggregating data across years can compensate for single year “anomalies” – either positive or negative.

The methodology employed to calculate aggregated includes the following:

1. Add up the total number of students that will be placed in the numerator for the group (e.g. all on-time graduates from the class of 2012 for every school in the AEC comparison group).
2. Add up the total number of students that will be placed in the denominator for the group (e.g. all students who are counted in the graduation membership base for the class of 2012 for every school in the AEC comparison group).
3. Divide the numerator by the denominator and present the result as a percentage.

The benefit of this method vs. taking an average of the already-calculated rates for a group of schools can be seen in an example using two schools of extremely different size:

- School A had **390 graduates** in 2012 out of a graduation **membership base of 460** students. School A’s on-time graduation rate for the class of 2012 is therefore **85%**
- School B had **3 graduates** in 2012 out of a graduation **membership base of 11** students. School B’s on-time graduation rate for the class of 2012 is therefore **27.3%**

If the overall graduation rate for this “group” of two schools was calculated by averaging the graduation rates for the two schools the result would be **56.2%**. This process of taking the average of calculated rates often yields inaccurate overall rates for the group because it assigns equal weight to every school – regardless of the size of the school.

In contrast, adding the total number of graduates from both schools (393) and dividing this number by the total number of students in the graduation membership base for both schools (471) yields a much more accurate and representative aggregated graduation rate for this group of two schools of **83.4%**

A “Quick” Path through the DODAD data

Dropout Data Analysis

1. Describe the over-all dropout trend for the school over the last 5 years. Include information about how the trend for this school compares to the state (AEC or non-AEC comparison group) trends during the same time period. Consider, how does the school’s dropout rate compare to minimum state expectations?
2. Capture observations regarding dropouts by the following, including how the schools dropout patterns compare to the state (AEC or non-AEC comparison group):
 - Grade level
 - Age
 - Month of school year
3. Capture observations regarding dropouts by student group, including how the schools dropout patterns compare to the state (AEC or non-AEC comparison group) or other groups of students within the school:
 - Race/Ethnicity
 - Instructional Program/Service Type participation
4. Write a summary description of which students at the school are dropping out and when.

Other Post-Secondary and Workforce Data Sources

Data Report (frequency)	Description	Metrics	Questions
Post-secondary Readiness School Report (CDHE) (annual)	<p>Historical trends in for the last three years for school and the district as a whole.</p> <p>http://highered.colorado.gov/Publications/districtataglance/districtglancedefault.html</p>	<ul style="list-style-type: none"> • Graduation Rates (on-time and 5-year, 6-year, and 7-year) • Completing rates • Dropout Rates • College Enrollment Rate (immediately following graduation) • College Remediation Rate 	<p>How would you describe the trend in on-time graduation rates for the school over the last three years? How does this compare to the district trend in on-time graduation rates for the same time period?</p> <p>To what degree is there a difference between 4-year (on-time) graduation rate and the 5-, 6-, and 7-year rates for the same base year?</p> <p>What has been the trend in 5-year graduation rates over the latest three years (the latest year for which 5-year rates are available)? How does this compare to the district trend in 5-year graduation rates for the same time period? How does this compare to minimum state expectations for graduation rates?</p> <p>How would you describe the trend in dropout rates for the school between over the last three years? How does this compare to the district trend in dropout rates for the same time period? How does this compare to minimum state expectations for graduation rates?</p> <p>What has been the school's trend in college enrollment immediately following graduation over the last three years? How does this compare to the district trend in college enrollment immediately following graduation for the last three years?</p> <p>What percent of the schools' students enrolling in college immediately following graduation required remediation in</p>

Data Report (frequency)	Description	Metrics	Questions
			2009? In 2010 (the most recent year for which data is available)? How did the school's rates compare to the district's rates for the same time period?
Completion Rates	<p>The completion counts and rates include all students who graduate on-time with a regular diploma plus students who complete on-time with a GED or non-diploma certificate. Note: graduates are included in the completer count and rate, completion counts and rates for any school or district will be greater than or equal to the graduation rate.</p> <p>http://www.cde.state.co.us/cdereval/gradcurrent</p>	<ul style="list-style-type: none"> • Counts of completion • Counts of graduation • Disaggregated by: <ul style="list-style-type: none"> ○ Gender ○ Ethnicity 	<p>What is the school's completion rate? How does the completion rate compare to the graduation rate? In what programs are "completing" students participating than "graduating" students?</p>
Concurrent Enrollment, ASCENT Participation	Report of students enrolled in a local education provider and in an institute of higher education or career and technical courses, participating	<p>Number of students participating in dual enrollment in high school and an institution of higher education:</p> <ul style="list-style-type: none"> • ASCENT • Concurrent Enrollment • CTE 	<p>Which students are participating in dual enrollment in institutions of higher education?</p> <p>Are the demographics of participating students representative of the school overall?</p> <p>Which if any students are participating in the ASCENT program?</p>

Data Report (frequency)	Description	Metrics	Questions
	in the ASCENT program.		
Student Mobility/ Stability Rate	<p>Rates of students that are staying in the school.</p> <p>Rates of students that are moving.</p> <p>http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent</p>	<ul style="list-style-type: none"> • Instances/Rates of Mobility • Instances/Rates of Stability • Disaggregation by: <ul style="list-style-type: none"> ○ Gender ○ Ethnicity 	What is the stability rate for the school? Has the stability rate been increasing or decreasing? How does the stability rate compare to the state average?
Truancy	<p>Total Student Days Unexcused divided by Total Student Days Possible.</p> <p>http://www.cde.state.co.us/cdereval/truancystatistics</p>	<ul style="list-style-type: none"> • Student Fall Enrollment • Total Days Possible Attendance for all Students • Total Days Attended for all Students • Total Student Days Excused Absences for all Students • Total Student Days Unexcused Absences for all Students • Attendance Rate (Total Student Days Attended/Total Days Possible) • Truancy Rate (Total Student Days Unexcused Absent/Total days Possible) 	What is the truancy rate for the school? How do the excused absences compare to unexcused absences?
FAFSA Completion	<p>FAFSA Completion Report.</p> <p>http://highereducation.state.gov/fafsa/Default.aspx</p>	<ul style="list-style-type: none"> • Number of Seniors • Number of FAFSA • Percent Completed 	What percentage of seniors completed the FAFSA? What percentage of seniors who initiated a FAFSA completed the form?

Data Report (frequency)	Description	Metrics	Questions
Attendance	Report collecting attendance and tardy information.	<ul style="list-style-type: none"> • Students that fall below 90% average daily attendance • Repeated Absences • Habitually absent • Period attendance 	Which students are falling below 90% average daily attendance rate? Which students are having repeated absences? Which students are habitually absent? Are there particular periods that have higher absence/tardy rates?
Behavior Data	Description of behavior violations and actions occurring throughout the school year.	<ul style="list-style-type: none"> • In-school suspension rate • Out-of-School suspension rate • Expulsion rates • Discipline Referral Rates • Discipline Referral Types • Discipline Referral locations 	Which students are being suspended? Which students are being expelled? What are the types of violations for which students are being suspended/expelled? Are there high-frequency locations for discipline referrals?
Course Completion (On track to graduation)	Locally Defined.	<ul style="list-style-type: none"> • Number of students on track towards graduation • Number of students off track towards graduation, including how far off track as defined locally 	<p>What percent of students are on track to graduating within four years? What percent of students are on track to graduating within five years? More?</p> <p>What percent of students are off track to the point that they will not be able to participate in a traditional high school program and graduate before aging out?</p>
CTE Participation	Number and Percent of students who participate (as defined by the school) in Career and Technical Education courses.	<ul style="list-style-type: none"> • Number of participating students • Percent of participating students 	What is the participation rate of students participating in CTE courses? What is the demographic make-up of participating students? Is the demographic of participating students representative of the school overall?
IB/AP Participation	Number and percent of students who participate (as defined by school) in IB and/or AP classes.	<ul style="list-style-type: none"> • Number of participating students • Percent of participating students 	<p>What is the participation rate for IB and/or AP courses?</p> <p>What is the demographic make-up of the students who participate in IB and/or AP courses? Does the demographic make-up of participating students mirror the demographic make-up of the school?</p>

Data Report (frequency)	Description	Metrics	Questions
Credit Recovery	Number and percent of students who participate (as defined by school) in credit recovery.	<ul style="list-style-type: none"> • Number of participating students • Percent of participating students • Percent of credit recovery courses passed vs. attempted • Average number of courses taken by one student at a time • Average length of time to complete a course 	What percent of students are participating in credit recovery? What is the threshold needed for students to be referred to credit recovery? What characteristics do students who successfully complete credit recovery have in common?
ICAP Participation/ Completion	Number and percent of students who fully complete ICAP requirements (as defined by school).	<ul style="list-style-type: none"> • Number of students completing ICAP requirements • Percent of students completing ICAP requirements 	What percent of students fully complete ICAP requirements? What characteristics do students who successfully complete ICAPs have in common? Which subgroups of students have the lowest ICAP completion rates?
College Application Rates	Number and percent of students who complete and submit postsecondary applications.	<ul style="list-style-type: none"> • Number of students submitting postsecondary applications • Percent of students submitting postsecondary applications 	What percent of students submit at least one complete postsecondary application? Which subgroups of students have the lowest postsecondary application submission rates?
College Enrollment	Number and rate of students enrolling in post-secondary institutions.	<ul style="list-style-type: none"> • Number of students pursuing post-secondary education • Percent of students pursuing post-secondary education • Types of post-secondary institutions students are enrolling (2 year, 4 year, private, public) 	What is the schools' college enrollment rate? What has been the school's trend in college enrollment immediately following graduation over the last three years? How does this compare to the district trend in college enrollment immediately following graduation for the last three years? To what types of institutions are students enrolling (2 year, 4 year, public, private)?
ACT Prep Participation	Number and percent of students who participate in ACT preparation	<ul style="list-style-type: none"> • Number of students participating in ACT preparation programs • Percent of students participating 	What percent of students complete an ACT preparation program? What is the demographic make-up of the students who complete ACT preparation programs? Does the demographic make-up of participating students mirror

Data Report (frequency)	Description	Metrics	Questions
	programs (as defined by school).	in ACT preparation programs	the demographic make-up of the school? What are the differences in Colorado ACT scores for students completing ACT preparation programs compared to students who do not?
Internship participation	Number and percent of students participating in a career internship program (as defined by school).	<ul style="list-style-type: none"> • Number of students participating in career internship programs • Percent of students participating in career internship programs 	What percent of students complete a career internship program? What is the demographic make-up of the students who complete career internship programs? Does the demographic make-up of participating students mirror the demographic make-up of the school? What are the differences in graduation rates for students completing career internship programs compared to students who do not?
Counselor Support	Presence of comprehensive School Counseling program as determined by national best practices.	<ul style="list-style-type: none"> • Percent of counselors' time spent in direct student service as determined through use of time assessments • Presence of indicators of national best practice school counseling programs, including standards-based curricula, annual agreements, results reports, calendars and advisory councils 	What is the average percent of time that counselors spend in direct student services? How have counselors demonstrated an impact on student achievement and/or achievement-related data through program services?
Pre-Collegiate Partnerships	Presence of intentionally selected pre-collegiate partner(s).	Presence of indicators of intentional pre-collegiate partner(s), including: <ul style="list-style-type: none"> • written school pre-collegiate program agreement(s), • regular two-way informational communications on partnership status • data reports demonstrating impact of pre-collegiate 	How was/were the pre-collegiate partner(s) selected for the school over other pre-collegiate organizations? How many and what percent of students participate in the pre-collegiate partnership programming? How were students selected to participate in the programming? Are students with the highest need involved in pre-collegiate programming? How have the pre-collegiate partner(s) demonstrated an impact on student achievement?

Data Report (frequency)	Description	Metrics	Questions
		partnership on achievement and/or achievement-related data.	
Co- Curricular Participation	Number and percent of students participating in co-curricular activities (as defined by school).	<ul style="list-style-type: none"> • Number of students participating in co-curricular activities • Percent of students participating in co-curricular activities • Amount and type of co-curricular activities available 	What percent of students participate in co-curricular activities? Do the demographics of students participating in co-curricular activities mirror the school demographics? Are co-curricular activities developed based on student interests? Are co-curricular activities available on days and times that students are able to participate?

The Colorado Graduation Pathways research-based framework for dropout prevention

Essential Elements

Identification

Institutional
Change

Intervention
& Support

Methods & Tactics

1. Data Analysis
2. Early Warning Systems
3. Tracking Out-of-School Youth
4. Assess and Enhance School Climate
5. Policy and Practices Review
6. Community Engagement
7. Family Involvement
8. Transition Programs (middle school to high school, high school to postsecondary)
9. Alternative Pathways to Graduation (expanded curriculum, CTE, concurrent enrollment, etc)
10. Reengagement of Out-of-School Youth
11. Enhanced Counseling and Mentoring
12. Credit Recovery Options

Dropout Prevention Framework Data Sources

<i>Data Source</i>	What are we doing in this area?	How do we know? What data do we have about this?	What do we need to do in this area?
Do we collect, interpret and analyze dropout data?			
What Early Warning Systems do we have in place/use?			
Are we tracking Out-of-School Youth? How?			
Have we assessed our school climate? What have we done to enhance the school climate?			
Have we conducted a review of our policies and practices?			
How engaged is our community? How have we worked to engage our community?			

Dropout Prevention Framework Data Sources

<i>Data Source</i>	What are we doing in this area?	How do we know? What data do we have about this?	What do we need to do in this area?
How do we involve our families?			
Do we have a transition program? Is it effective?			
Do we have alternative pathways to graduation? What are they?			
Do we reengage our out-of-school youth? How?			
Have we enhanced our counseling and mentoring services? How?			
Do we have credit recovery options? What are they?			

PWR Target Setting Advice

State Required Metrics

- Dropout Rates
- Graduation Rates
- Disaggregated Graduation Rates
- Average Colorado ACT Composite Score

Other PWR Metrics

- 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.
- Number and percentage of students successfully transitioning into a recognized adult education program (w/out diploma or GED).
- Percent/number of students enrolling in a Colorado post-secondary institution within one year after graduation.
- Percent of recent graduates attending Colorado public institutions requiring remediation.
- AP/IB participation.
- Percent/number of students scoring high enough on AP/IB tests to receive college credit.
- ACT scores by content area.

Considerations

- Review the number of students that have dropped out over the past four years.
- Track the school's re-engagement outcomes (the percent of students who dropped out, returned and completed school).
- Review the GED transfer rate and the number of these students who completed their GED each year.
- Identify changes in the membership base (rates of mobility, stability, enrollment of students under credit).
- Quantify the school's proposed rate of improvement numerically (what does the rate of improvement in graduation or dropout mean in terms of the number of students).
- Look at the percent of students that accrue a year's worth of credit or more in a year.

Examples:

Credit Accumulation in 2012-13 SY – Less than 62% of students with the opportunity to be in attendance earned a year's worth of credits during that year. Consider setting a goal 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 Outcomes - 26 of the students enrolled at CGP HS in 2012-13 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 results in a 46.2% reengagement outcome rate. The six students that graduated were enrolled in a CTE school. Consider a goal to increase the re-engagement rate to 61.5%. This could be accomplished by expanding CTE and concurrent enrollment (dropout recovery) programs.

Preliminary Considerations: Rewrite or Update the UIP?

Has there been a change in leadership? To what degree is new leadership invested in the plan?

- If new leadership, consider rewriting the plan.
- If leadership is not invested in the plan, consider rewriting the plan.
- If leadership is invested in the plan, update the plan.

To what degree was staff involved in developing the plan? Is staff invested in the plan?

- If staff was not involved in developing the plan, consider rewriting the plan.
- If staff is not invested in the plan, consider rewriting the plan.
- If staff is invested in the plan (and the plan is of high quality), update the plan.

Do current student performance results suggest plan is resulting in improvement (current SPF/DPF and review of prior year's targets)?

- If yes, consider updating.
- If no, consider rewriting.

Are notable trends, while headed in the right direction, still substantially below state minimum expectations?

- Consider rewriting the plan starting with root cause analysis.
- Consider accelerating or adjusting major improvement strategies.

Does the plan reflect current improvement strategies and action steps?

- Consider rewriting to align plan with reality.
- Alternatively, determine if proposed improvement strategies and action steps still need to be implemented.

Did the school/district receive feedback from SAC/DAC, District Staff, CDE Staff that would require significant revisions?

- If feedback is significant enough, consider rewriting

Has there been a significant change in resources (positive or negative) to implement the Major Improvement Strategies (grant funds, FTE, rescission, etc.)?

- If changes in resources suggest needs for substantial revisions to major improvement strategies, rewrite major improvement strategies.
- Consider updating other parts of the plan.

UIP Processes: Rewriting vs. Updating

UIP Process	Writing	Updating
Gathering and Organizing Data	<ul style="list-style-type: none"> • Gather and organize data from a variety of sources. • Include key state performance data, for the last three to five years. • Gather additional local data from the prior school-year including: local assessment results, demographic data, school/district process data, and stakeholder perception data. 	<ul style="list-style-type: none"> • Gather most recent state performance data (from prior school-year). • Same for gathering local data.
Reviewing Current Performance Summary	<ul style="list-style-type: none"> • Review school/district performance from the prior school year. • Consider SPF/DPF overall plan type assignment, and performance for each performance indicator and sub-indicator. • Determine for which indicators and sub-indicators performance did not meet minimum state expectations and/or local expectations. • Determine the magnitude of the performance challenge overall. 	<ul style="list-style-type: none"> • Same <p>In addition:</p> <ul style="list-style-type: none"> • Review progress made towards performance targets set for the prior year. • Determine whether each target was met, and/or how close the school/district was to meeting the target. • Reflect on why previous targets were met or not met. • Determine the degree to which current performance supports continuing with current major improvement strategies and action steps. • If prior targets were not met? <ul style="list-style-type: none"> ○ Did we implement the plan and it didn't result in improvement? This suggests a need to substantially revise the plan. ○ Did we fail to implement the plan? Determine why.

Describing Notable Trends	<ul style="list-style-type: none"> • Collaboratively analyze and interpret three-five years of performance data, considering each of the performance indicator areas: Academic Achievement (status), Academic Growth, Academic Growth Gaps, and Post-secondary and Workforce Readiness (high schools only). • Consider all state required data reports and any available local performance data for each indicator area. • Identify and capture notable trend statements. 	<p>Use trends from prior years plans, and update them:</p> <ul style="list-style-type: none"> • Consider most recent performance data. • Add to existing notable trends to reflect most recent performance data in each indicator area. • Determine if most recent performance data changes the direction or magnitude of the notable trends.
Prioritizing Performance Challenges	<ul style="list-style-type: none"> • Identify which trends represent challenges for school performance. • Combine similar trends into performance challenges. • Select performance challenges that represent the magnitude of the overall performance challenge for the school/district. • Prioritize the three to five most important performance challenges. • Include at least one priority for each performance indicator area where the school/district performance did not meet minimum state expectations. 	<p>Review existing priority performance challenges:</p> <ul style="list-style-type: none"> • Determine if most recent performance data suggests a need to revise priority performance challenges (e.g. did performance improve to the degree that an existing priority is no longer a challenge? Have other performance challenges become a higher priority?) • Revise priority performance challenges if warranted.
Identify Root Causes	<ul style="list-style-type: none"> • Focus on a priority performance challenge or related priority performance challenges. • Considering the context (most recent school year), brainstorm explanations for the priority performance challenge and categorize like explanations together. • Apply criteria to narrow to actionable explanations. • Deepen thinking to get to root causes. • Validate root causes with other data. 	<p>Review existing root causes:</p> <ul style="list-style-type: none"> • Determine if/which existing root causes have been addressed and to what degree. Have associated priority performance challenges been eliminated, or reduced? • Revise root causes for continuing priority performance challenges if they have been addressed and the challenge has not been eliminated or reduced.

		<ul style="list-style-type: none"> Follow the process for identifying root causes for new/substantially revised priority performance challenges.
Set Performance Targets	<ul style="list-style-type: none"> Focus on a priority performance challenge and associated metric. Identify a comparison point (consider state expectations) against which to compare current performance. Determine a timeframe to meet expectations and the progress needed in the next two years. Describe performance targets for the next two years for state required metrics. Identify additional performance targets for locally administered measures and metrics. 	<p>Update performance targets:</p> <ul style="list-style-type: none"> For continuing priority performance challenges, update performance targets to reflect current performance (if met set a higher target for this year) and add another year to the performance targets. For new/substantially revised priority performance challenges, set performance targets. Identify additional performance targets for locally administered measures and metrics.
Identify Interim Measures	<ul style="list-style-type: none"> For each performance target, identify aligned interim measure(s) of student performance administered more than once during the school year. For each interim measure, determine what metric(s) will be reviewed and when. 	<ul style="list-style-type: none"> Same
Identify Major Improvement Strategies	<ul style="list-style-type: none"> Identify major improvement strategies that respond to root causes of priority performance challenges. Determine the specific action steps in which local stakeholders will engage during the next two school years to implement the action steps. Specify who will execute each action step, what resources will be used, and when action steps will be completed. 	<p>For continuing priority performance challenges and root causes, update existing major improvement strategies:</p> <ul style="list-style-type: none"> Update the status of all action steps, noting those that were completed in the prior year. Review action steps that have not been completed to determine if they need to be updated. Identify additional action steps that needed to fully implement the major improvement strategy in the coming two years.

		<p>Determine if new/substantially revised priority performance challenges and/or root causes suggest the need for a new major improvement strategy. (Note: every root cause needs to be addressed by a major improvement strategy). If yes, identify a new major improvement strategy.</p> <p>If a major improvement strategy has been fully implemented, remove it from the plan.</p>
Identifying Implementation Benchmarks	<ul style="list-style-type: none"> For critical action steps, determine what measures of adult actions (process and perception data) will be used to check on the fidelity of implementation. 	<ul style="list-style-type: none"> Review all implementation benchmarks for continuing major improvement strategies to determine if they are still appropriate. Identify additional major improvement strategies for new critical action steps (for continuing and newly identified major improvement strategies).
Monitor the progress of the implementation of the plan	<p>Throughout the school year, and at least once per quarter, planning teams and accountability committees:</p> <ul style="list-style-type: none"> Check on the results of interim measures to determine if progress is being made towards performance targets. Check on implementation benchmarks to ensure action steps are being implemented. 	<ul style="list-style-type: none"> Same

July

School leader:

- ✓ Review any updates to the UIP template, quality criteria, or tools.
- ✓ Build capacity of local planning team members (provide readings, participate in on-line tutorials or training sessions) for the upcoming school year.
- ✓ Receive state performance data from CDE.

August

- ✓ School-level planning team meets to:
 1. Review prior-years' performance targets set for state provided performance data and consider the following questions: Did we meet our targets? How close were we to meeting the targets? Why did we meet/not meet or prior year's targets? Do current results suggest our plan is resulting in improved student results?
 2. Update notable trends to include newly available state performance data.
 3. Determine if current data suggests the need to revise priority performance challenges and make revisions if appropriate.
 4. Determine what root causes have been addressed and to what degree. Determine if root causes for continuing priority performance challenges remain appropriate and/or revise if needed. Identify Root Causes for any newly identified/revised priority performance challenges.
- ✓ Use back-to-school meetings to update stakeholders on school performance and improvement efforts.
- ✓ School-level planning team meets again to:
 1. Validate root causes with additional data from prior school year; and
 2. Describe process for updating the data narrative capturing feedback from stakeholder groups.
- ✓ Validate draft data narrative with entire school staff.
- ✓ SAC meets to review and provide input about the school's data narrative including: the degree to which the targets established in the prior years' plan were met, current school performance data/notable trends, and suggested changes in priority performance challenges and root causes.
- ✓ Provide prior years' student growth and achievement results with teachers who have the students for the current school year.
- ✓ 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.
- ✓ School-Level Planning Team meets to review and update the "action plan" section of the UIP:
 - 1) Update performance targets (adjusting current year performance targets as appropriate and setting performance targets for the next school year);
 - 2) Update the status of Action Steps noting those that have been completed;
 - 3) Determine if new priority performance challenges and/or root causes suggest the need for a revision to major improvement strategy(ies);

4) Develop additional major improvement strategy(ies) if needed; and 5) Update action steps, as appropriate, to look ahead for an additional school-year.

- ✓ SAC meets to review and provide feedback about the school's UIP Action Plan.

October

- ✓ School leadership seeks feedback about UIP from peers or district staff.
- ✓ Schools submit UIPs for Board approval (depending on local schedules).
- ✓ School planning team meets to: Conduct Progress Monitoring Check using fall results of Interim Measures to evaluate progress towards annual performance targets and current Implementation Benchmark Data to evaluate progress towards implementing Major Improvement Strategies and update UIP as appropriate.
- ✓ School Accountability Committee meets with representatives from the School Planning Team to get information and provide feedback about the progress of implementing the school UIP (review current data from interim measures and implementation benchmarks).

November

- ✓ Districts and Schools receive final pre-populated UIP templates (with final school plan type assignments).
- ✓ School planning team meets to: 1) Make revisions to UIPs based on local board feedback (if needed); 2) Update the status of action steps based on the first quarter progress monitoring check; and 3) Determine if revisions to action steps are needed based on the first quarter progress monitoring check (using data from interim measures and implementation benchmarks).

January

- ✓ School planning team meets to conduct Progress Monitoring Check 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.
- ✓ School Accountability Committee meets with representatives from the School Planning Team to get information and provide feedback about the progress of implementing the school UIP (review current data from interim measures and implementation benchmarks).
- ✓ Priority Improvement and Turnaround Schools and Districts submit UIP that reflects current and next school year to CDE by January 15th.

March

- ✓ School planning team meets to conduct Progress Monitoring Check 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.

- ✓ School Accountability Committee meets with representatives from the School Planning Team to get information and provide feedback about the progress of implementing the school UIP (review current data from interim measures and implementation benchmarks).
- ✓ Schools with Turnaround and Priority Improvement Plan type assignments make revisions to UIP based on CDE staff feedback (March 30th) and possibly incorporating additional progress monitoring results.

April

- ✓ 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/June (optional)

School planning team meets to consider the school year that is just ending/ has just ended to:

- ✓ Determine the degree to which local performance data suggests that the performance targets in the UIP were met for the school-year that is just ending/has just ended and capture notes for revisions to the data narrative.
- ✓ Check on implementation benchmarks and determine the degree to which proposed action steps were implemented during the current school year, and capture information about the status of action steps and or needs for revision.
- ✓ Predict school/district performance on state metrics (TCAP, the Growth Model, etc.) results prior to receiving state provided data from CDE.

School Accountability Committee meets with representatives from the School Planning Team to get information about implementation of the school UIP.