



COLORADO
Department of Education

Unified Improvement Planning for the Policy Stakeholder Group

October 2020

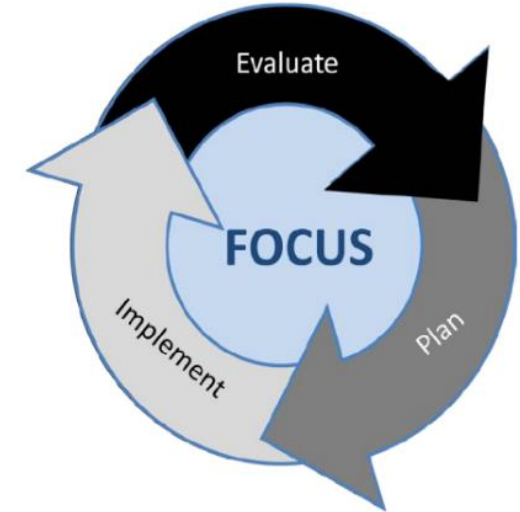
What will be addressed in this video

- The theory of action driving the planning process in Colorado.
- The relationship between accountability and the planning process.
- An overview of the steps in the planning process.
- Data types that can be used to inform improvement work.
- Foundational resources to support improvement work

Theory of Action

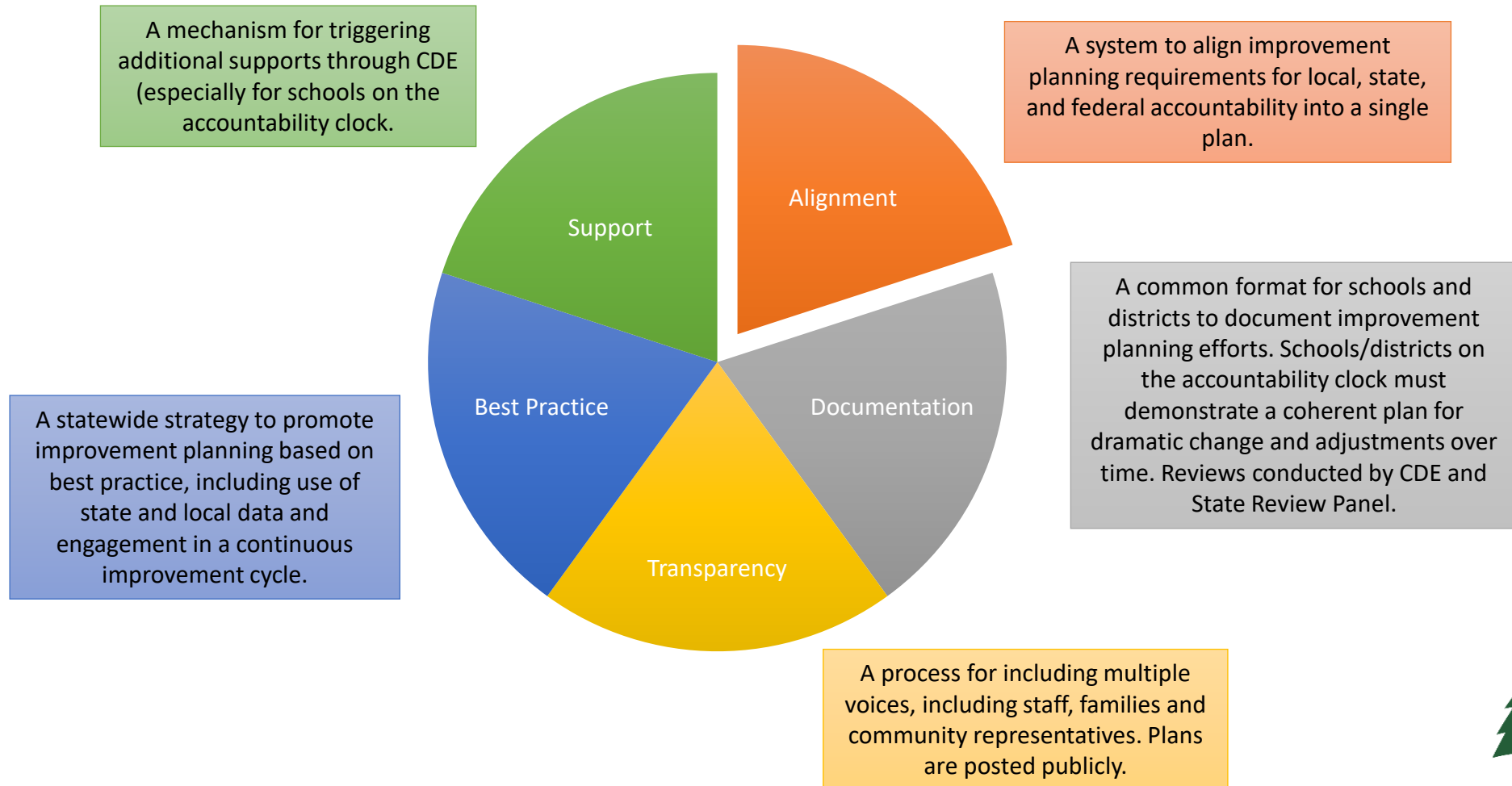
Unified Improvement Planning

- Manage a single process for all schools and districts to meet state and federal accountability improvement planning requirements
 - Create tools, resources, and guidance for schools and districts around improvement planning
 - Offer direct technical assistance (training/coaching) to districts and schools engaging in the improvement planning process
- Provide a consistent process to engage with districts/schools on improvement efforts

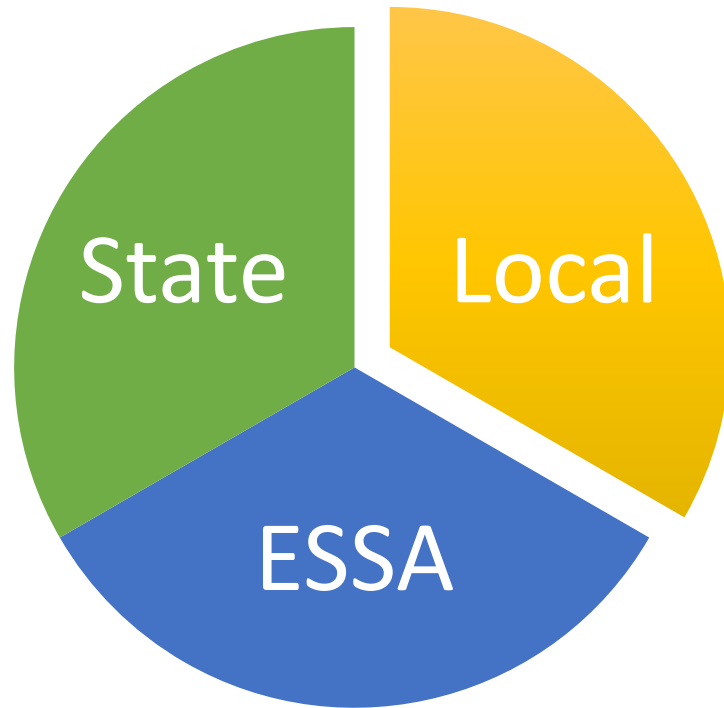


Multiple Purposes

CDE has developed both a **process** and **template** to support schools and districts in their performance management efforts.

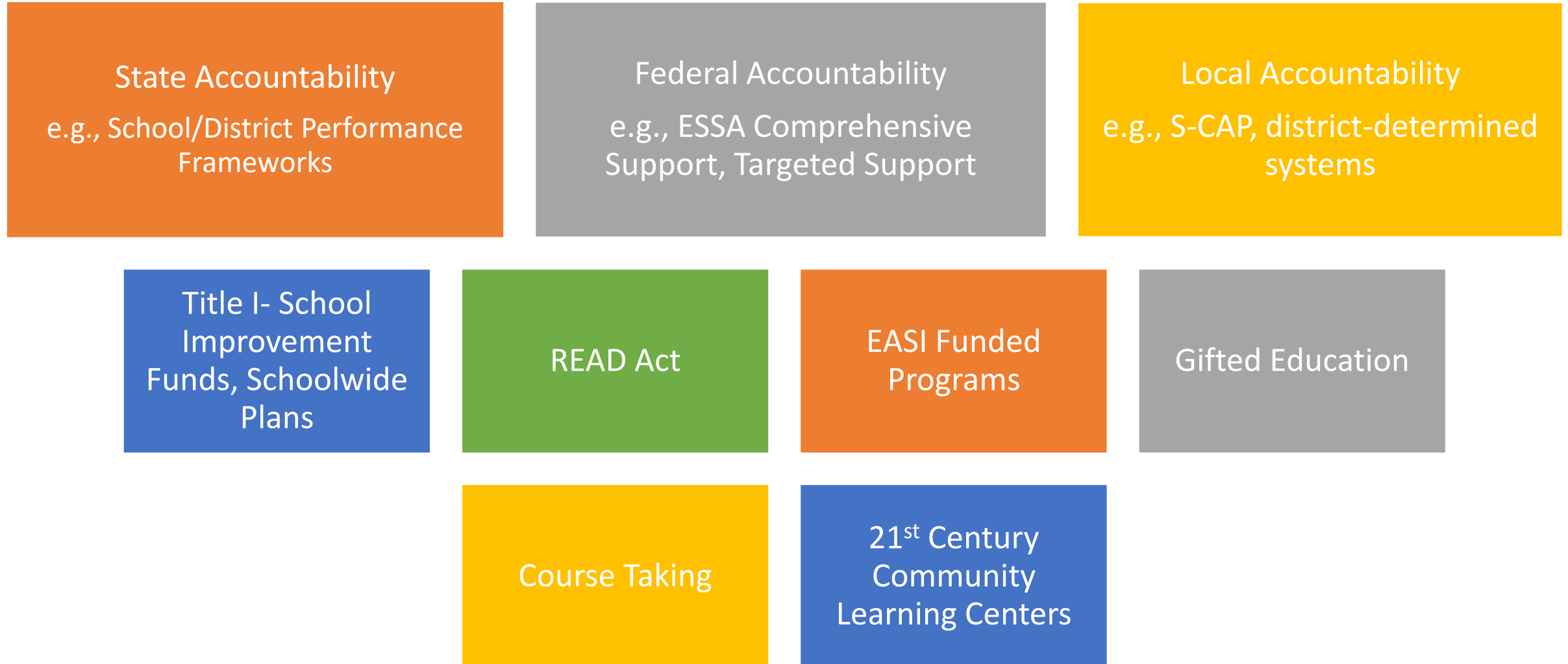


What is the relationship of Accountability to Improvement Planning?



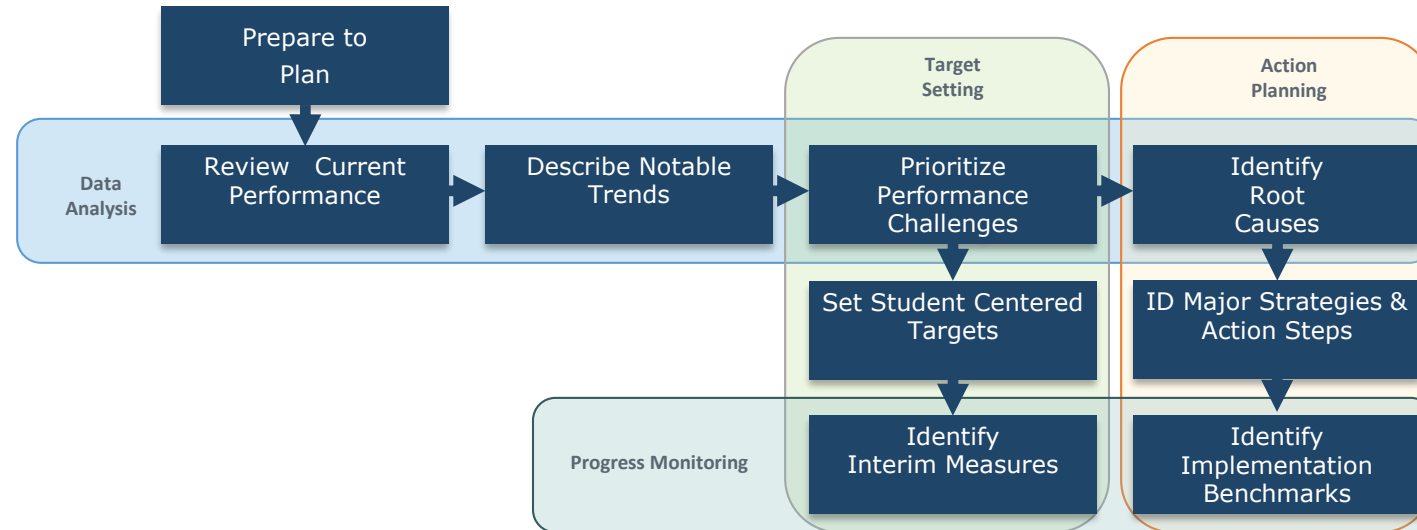
- **Local accountability**
 - Locally elected school boards oversee superintendent and district policies
- **State Accountability**
 - Colorado Educational Accountability Act
 - Performance frameworks, Improvement planning, Accountability clock
- **Federal Accountability**
 - Every Student Succeeds Act - State plan approved
 - Schools on improvement (CS, TS, A-TS)

Relationship of Accountability to Improvement Planning



Improvement Planning Process

Unified Improvement Planning Processes



Data Types to Inform Improvement Planning

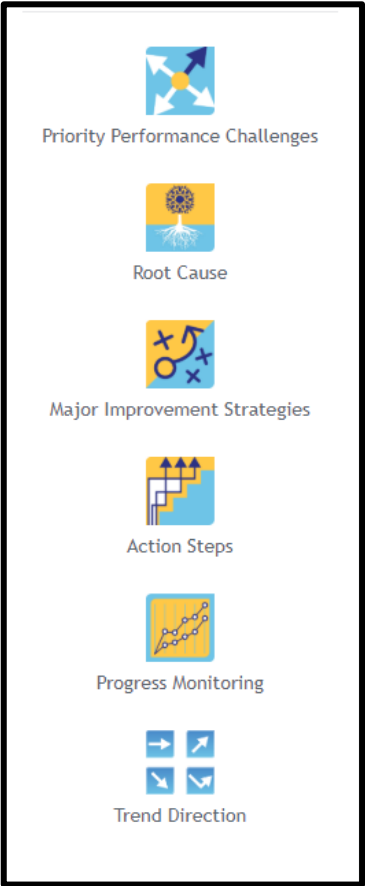
Data for Improvement Planning

Data Type	Performance	Demographic	Process	Perception
Definition	Outcomes of the educational system	Descriptive information about the educational system	What is happening (practices) in the educational system	What stakeholders think, believe or perceive about the educational system
Data Sources (Measures)	<ul style="list-style-type: none"> CMAS ELA, Math and Science Colorado Growth Model Data Interim Assessment Results Graduation Rate Matriculation to Higher Education Credential Attainment Rate Grade Point Average Course failure rate Students at Benchmark on Early Literacy assessments 	<ul style="list-style-type: none"> Age of student Participation in Advanced Placement/International Baccalaureate courses Learning needs: English Learner, SRD, IEP, etc. Students chronically absent Socio-economic status (Free Reduced lunch participation) Length of time in school Program participation (e.g. blended learning) 	<ul style="list-style-type: none"> Enrollment process Curricular scope and sequence Observation protocol results Course offerings/course taking patterns Staffing patterns/turnover rates Professional Development sequencing Diagnostic Review results CTE course offerings Concurrent enrollment offerings 	<ul style="list-style-type: none"> Student perception of safety Student engagement survey Staff perceptions of Teaching and Learning Conditions (TLCC Survey) Community Perception of school/students Healthy Kids Colorado Survey ACE Survey Incredible Years Survey

Foundational Resources to Support Improvement Planning

Key Elements and Resources to Support Improvement Planning

- Template- Online template to capture the different elements of the process, make publicly accessible
- UIP Handbook- Basic guidance for the process
- Quality Criteria- Expectations for what should be in the plan at the school and district level, criteria used by CDE for review of plans, as list or rubric



1 cont.		Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges? <small>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</small>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Priority Performance Challenges (PPC)	Identification of PPCs		Identifies PPCs focused on student performance, but not at the appropriate magnitude or lacks focus (e.g., five PPCs).	Identifies no more than three student-centered performance challenges describing strategic focus for school at the appropriate magnitude.	Includes a thorough and compelling data narrative that can be used as a model for other schools.
	Rationale	Does not identify PPCs or PPCs have significant issues. Example: PPCs focused on adult actions. Example: PPCs listed as needs or next steps.	Provides a vague or weak rationale for prioritizing the PPCs.	Provides a rationale for prioritizing the PPCs.	
	Alignment to Trends		Includes a plausible PPC but lacks corresponding trend statements or any supporting data.	PPCs are aligned to trend analysis.	
	Address Indicators		Includes indicators that partially address where the system is not meeting expectations.	PPCs address indicators where system is not meeting expectations	
Additional Requirements for Some Schools in Data Narrative, Notable Trends, Priority Performance Challenges					
READ Act <small>For schools serving K-3</small>	K-3 Literacy Trends	Does not include trend data that considers K-3 literacy data.	Includes trend data on K-3 literacy, but it is incomplete or needs an adjustment	Includes trend data that considers K-3 literacy data.	Provides a thorough response to the program requirement that can be used as a model for other schools.
21st Century Community Learning Centers <small>For grantees</small>	Meetings (Context) Analysis of Student Needs (Trends, PPCs)	Does not include a description of how school leadership meet with 21st CCLC and out-of-school time staff. Does not include data analysis to meet needs of students through 21st CCLC activities.	Provides a vague or incomplete description of periodic meeting between school leadership, 21st CCLC and out-of-school time staff. Provides a vague or partial data analysis of student needs met through 21st CCLC activities.	Includes a description of how school leadership periodically meet with 21st CCLC and out-of-school time staff. Demonstrates that school conducted a data analysis about how to meet the needs of its students through 21st CCLC activities.	



For more information about the UIP,
visit
<https://www.cde.state.co.us/uip>