



Brief Background

The Unified Improvement Planning process has included gifted student performance planning since 2012-2013 when an implementation pilot created the first iteration of an addendum for reporting performance targets and a progress report in the district UIP. By fall 2014, districts used the addendum as an attachment to the district's UIP. This addendum met the provisions for monitoring gifted student achievement and growth. The addendum eliminated an additional submission for districts and integrated the attention of gifted student performance with every student.

Guidance in completing the addendum adapted overtime based upon feedback from the field and UIP updates or changes. As of 2016-2017, the district UIP became completely electronic, with prepopulating and reporting features. At that time, program addendums were not yet embedded into the new system. Beginning in 2018-2019, the provisions for gifted student performance will be completely integrated into the UIP electronic form with directions for inclusion at specific points in the UIP system. The addendum will no longer be an option.

What has changed in 2018-2019 UIP?

- This will be the last year that the gifted education addendum is visible.
- Minimum expectations have been streamlined into only four UIP areas (see sidebar).
- In Section II, the district identifies by selecting whether the gifted student improvement area is convergent (same) as the needs of the district; or are divergent (different) to the priority area of the district. This decision will drive the customized directions for each of the 4 UIP areas for gifted education.
- Customized directions are embedded for each of the 4 sections where gifted student expectations are articulated.
- Districts might consider the methods of communication and collaboration between gifted education staff and UIP planning team.
- A [visual flow chart](#) was created for describing UIP planning options based on structure of Administrative Unit.

What has not changed in the UIP integration of gifted education provisions?

- A purpose of the Unified Improvement Plan to unify the state and federal accountability improvement expectations into one submission and one process (eliminates repetitive reports and submissions)
- Respect for the district processes for planning and monitoring the UIP
- A local method to communicate and adjust the UIP over time

UIP Weaves Gifted Student Performance into District Improvement Efforts

Unified Improvement Planning integrates, "unifies", several state and federal improvement requirements and reports into one document.

The planning for gifted student performance is one of the multiple accountability provisions "Unified" under the state improvement planning process (UIP).

Gifted students are a student disaggregated group called out in accountability, and within the Exceptional Children's Education Act (ECEA).

There are four UIP areas for minimum inclusion of gifted student performance in the UIP:

1. **Progress report** on prior year's target
2. Data analysis for **performance challenge**
3. **Action plan**
4. **Performance target**

- Data analysis that informs the district decision to establish convergent or divergent improvement area(s) for gifted student targets.
- Multiple-district administrative units and BOCES have choice in how planning processes are conducted. Refer to this visual chart that describes the options for planning and the method to meet planning expectations.

What is the meaning of “convergent” and “divergent”?

Convergent means that the needs of the gifted students are the same as the needs of the students in the district overall. Divergent means that the needs of the gifted students are distinct from the needs of students overall.

When engaging in an analysis of performance data for gifted education students, districts will need to identify a performance challenge that explicitly calls out the performance needs of gifted students. There are two options when making this determination, either the needs of gifted students are consistent with the performance needs of students overall (convergent), or the performance needs of gifted students are distinct from the district overall (divergent).

Example of a convergent situation:

- *Across the school and all groups of students (including gifted, English Learners and FRL eligible students) in literacy, achievement has been at least 15 points below state average and growth has been low and flat for the last 3 years.*
- *The district students overall and gifted students show below 35 median growth percentile in elementary mathematics for the past three years.*

Example of divergent situations:

- The pattern of gifted student performance shows that math at the middle school is a primary performance challenge. The pattern of district student performance overall shows that literacy, K-3, is the primary performance challenge.
- A significant percentage of gifted students identified in language arts are not performing at the exceed level. Overall, the district has a high percentage of students who meet and exceed expectations in language arts.

Note:

As a first step: In Section II: Improvement Plan Information, the district marks whether gifted performance is convergent or divergent. When the district makes this selection in the online UIP system, corresponding directions will populate in relevant sections of the plan.

What is expected in the first element, “progress report” of prior year’s target(s)?

Districts report on progress toward the gifted student performance target(s) – was the mark met. The district describes the performance and reflection on the target(s).

What are examples of questions to ask when determining performance challenge?

Gifted student data -

- What is the magnitude of need within the gifted student data?
- What is the variation in pattern of performance analysis? Is there marked difference between gifted students groups, or is the pattern somewhat related (e.g. flat v. small decline) across groups?
- Are there patterns that stand out at different levels (Elementary, Middle, High) or by content/area of giftedness?

Comparison to district performance analysis -

- Are the patterns within the gifted student performance analysis similar to or distinct from the district patterns of performance?

Decision point –

- Determine if gifted student performance challenge converges or diverges from district performance challenge overall.
- Districts may also elaborate on notable trends that make the case for the priority performance challenge in the notable trends section.

In what way will convergent or divergent situations impact the action plan?

When convergent, the action steps that respond to the needs of gifted students will be fulfilled in the district's major improvement strategy and action plan. The reference to gifted students must be explicitly called out in the action steps.

When divergent, a major improvement strategy and action plan responds to the root cause of the gifted student performance challenge. An action plan is created with explicit action steps to meet the gifted performance target.

What are features of the performance target to be identified?

The performance target needs to be set (aligned with) either a convergent or divergent performance challenge. The target should be appropriate for the specific population of gifted students (e.g., group, level of school, content) For checking on progress over the course of the year, the performance challenge includes an associated interim measure. In the electronic UIP, the performance target will carry forward for the next UIP to report on progress of prior year target, meeting the progress reporting expectation.

How many gifted student performance targets are required?

A minimum of one performance target, action plan, performance challenge, and progress report of prior year is required. However, this does not preclude districts from having gifted student targets and callouts in the other district goals and narratives.

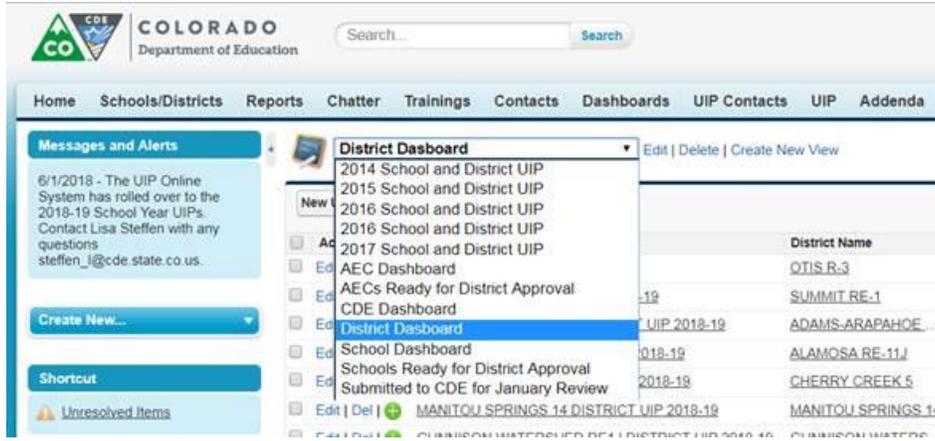
Will content from the gifted education 2017-2018 UIP addendum pre-populate into the district's 2018-2019 UIP?

No. In this transition year, prior year's content for gifted will not pre-populate unless the district was already embedding gifted student narratives and call-outs in the district UIP. Districts will need to type or copy and paste narratives into the online UIP in this transition year. In subsequent years, information and data will carry forward for updating or revisions.

*Note: if the district used the electronic addendum in the previous year, and selects "Copy from last year", the addendum will carry forward. It is not required to be completed. To remove the addendum, contact uiphelp@cde.state.co.us.

How do I access my addendum from last year?

The UIP addendum from last year may be accessed by: 1) School View, or, 2) from the UIP page below:

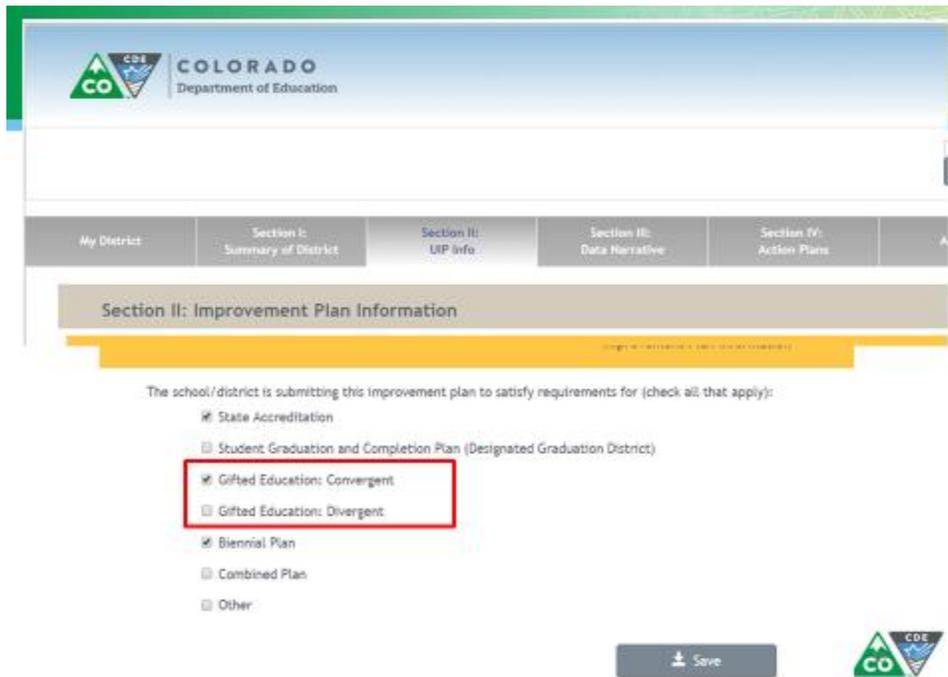


Where may we find expectations for gifted education in UIP?

The District Quality Criteria for UIPs contains the expectations for gifted student performance in the UIP. The District Quality Criteria will be found on the CDE Improvement Planning website: www.cde.state.co.us/uip/uip_general_resources.

What does the UIP look like with the embedded gifted education directions?

Sample pages:



Section III: Prior Year Targets

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step Two - Prior Year Targets
✔ Complete & Ready to submit

Directions: Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Note: The first year in using the online UIP, the school must copy and paste the previous year's targets into the system. In subsequent years, the online system will copy over the previous year's targets automatically.

Gifted Directions - Convergent: Explicitly describes a progress report about performance of gifted students in relation to previously established targets.

/ Add Prior Year Target