



UIP and Me

Counselor Corps Meeting

Keystone

October 17, 2018

Counselors

School Administrators

District Administrators

Fist to Five

Fist- I know what the acronym stands for

Five- I can (or maybe have) taught a class on it

For your use

Make it relevant

Write it down- what is the commitment? Next steps?



Overview of Topics

UIP Fundamentals

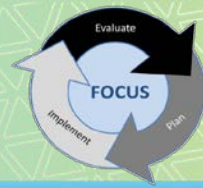
Connections- Why?

Digging In

Relationship to Accountability

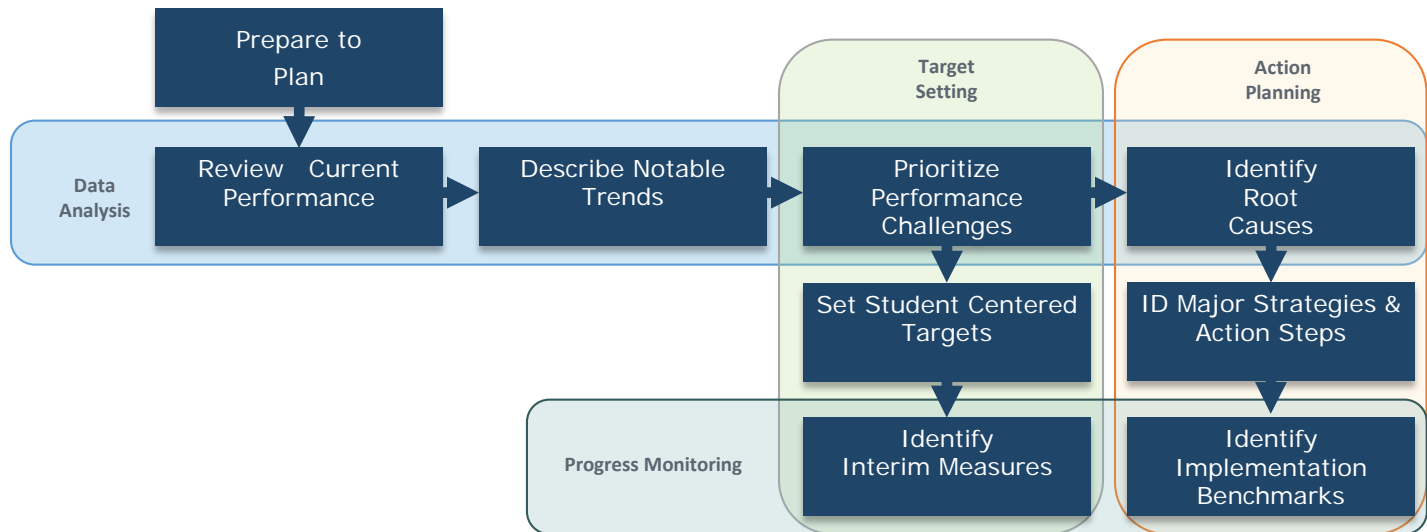
What's Next

What is Unified Improvement Planning?



Alignment	A system to align improvement planning requirements for state and federal accountability into a “single” plan.
Documentation	A common format for schools and for districts to document improvement planning efforts. Schools/districts identified for improvement must demonstrate a coherent plan for dramatic change and adjustments over time. Reviews conducted by CDE and the State Review Panel.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	A statewide strategy to promote improvement planning based on best-practice, including use of state and local data and engagement in a continuous improvement cycle.
Support	A mechanism for triggering additional supports through CDE (especially for schools/districts on accountability clock).

Unified Improvement Planning Processes



Types of Data

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

Root Causes, Major Improvement Strategies/Action Steps, Implementation Benchmarks

Current Performance, Trends, Targets/Interim Measures

- State Assessment
- Dropout Rate
- Graduation Rate
- Early Literacy

- Habitually Truant
- AP/IB Participation
- Home Language

- Enrollment Practices
- Instructional Practices
- Assessment Calendars

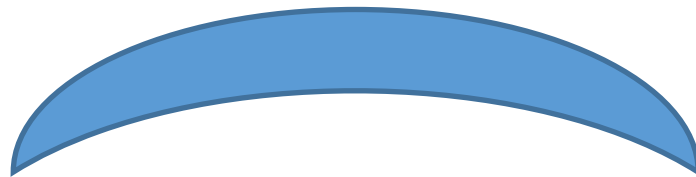
- Student Engagement Surveys
- Working Conditions (TLCC)
- Parent Satisfaction Survey

About all, not just each

Prevents “reactionary” practices

A different mindset

Embrace multiple perspectives



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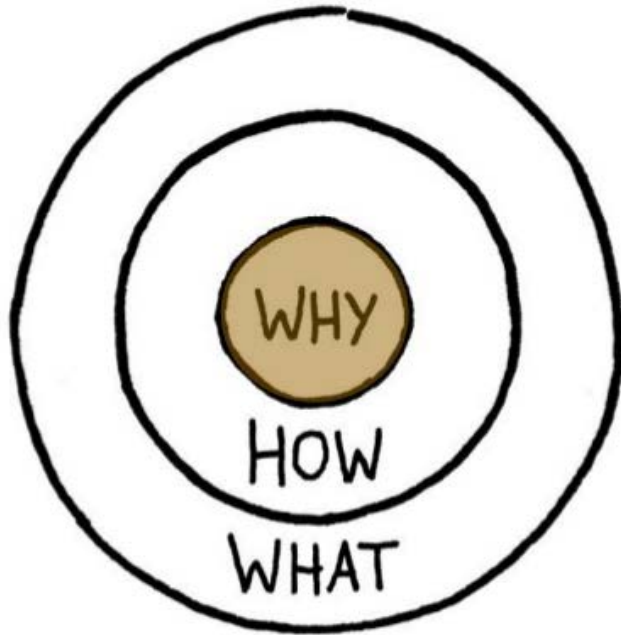
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What's Next

Golden Circle



What

Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organization exists.



“Why” Counselor Corps and Unified Improvement Planning?

What connections are there between the “what” and the “how?”

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Envelope of strips of paper with different data written on it

In groups, sort each strip of paper into data types



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
	Current Performance. Trends. Targets/Interim Measures		Root Causes, Major Improvement Strategies/Action Steps, Implementation Benchmarks	

Dash Board

Different Views

Assessments
(by whole
school, grade
level)

Disaggregation
Categories

Reference
(comparison)
points

Choose Assessment
CO PSAT/SAT

Choose Grade Level
All Grade Levels (PSAT/SAT 09,10,11)

Choose Disaggregation Categories
(Multiple values)

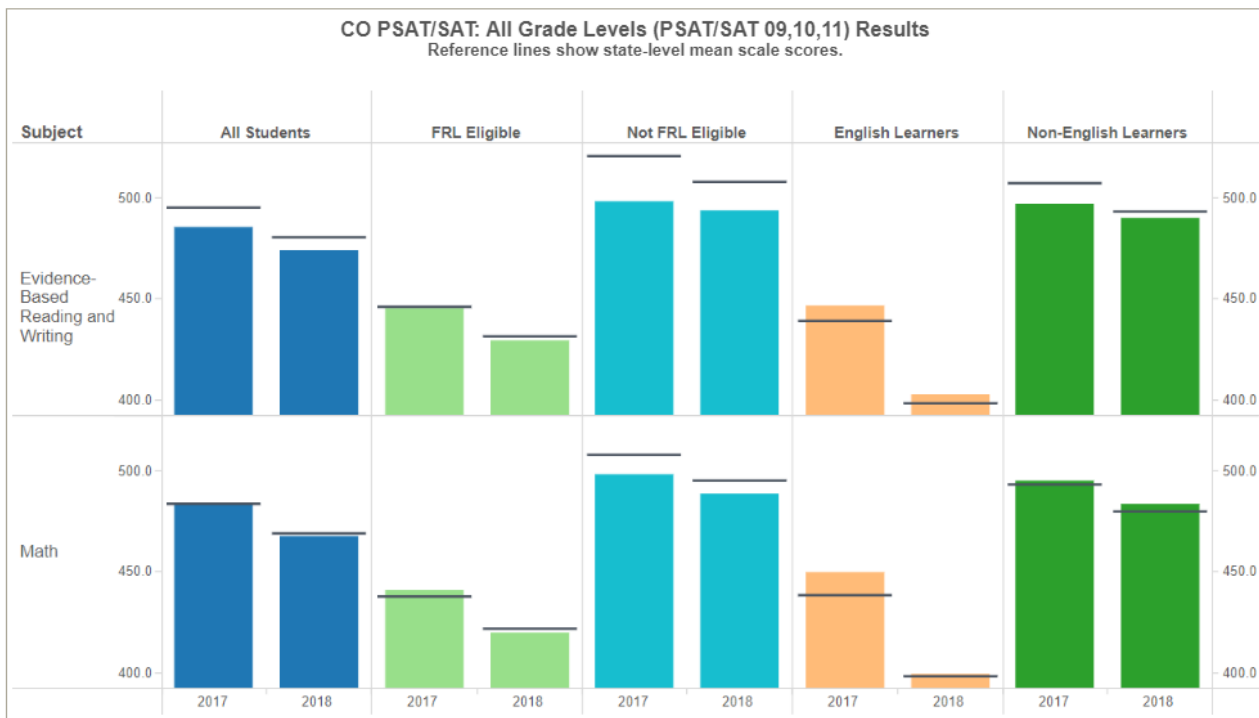
Choose Reference Lines
State Mean Scale Score

Choose to display CMAS English Language Arts and Math, CMAS Science, or Colorado PSAT/SAT results. Graphs will display mean scale scores for the chosen assessments.

Choose to display mean scale scores for individual grade levels, for different grade ranges (Elementary, Middle, or High), or for an entire school or district (All Grade Levels). Note that grade level selections are dependent upon the assessment; results are not available at every grade level for every assessment.

Choose one or more categories for which to display disaggregated results. For example, choosing 'Gender' will show separate mean scale scores for male students and for female students. Similarly, choosing 'Ethnicity' will show mean scale scores for each race/ethnicity group.

Choose to display either state-level mean scale scores, performance level cut-points, or the cut-points used to determine performance ratings under the state accountability system. The cut-points will display as a series of lines overlaying the bars. Note, cut-points may not be available for every combination of assessment and grade level.



Dashboards: Accountability Detail

Over time!

Academic Achievement

This section of the report shows the detailed information from the Performance Framework reports for the Academic Achievement performance indicator. It includes the n-count and the mean scale score along with the associated percentile rank and ratings information.

Select Achievement Subject

CO PSAT - Evidence-Based Reading a...

Subindicator	Subcategory	Report Year	Achievement N-Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned / Points Eligible	Rating
CO PSAT - Evidence-Based Reading and Writing	All Students	2017	2,535	94.8%	470.3	45	4 / 8	Approaching
	English Learners	2017	603	96.5%	435.3	15	0.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	2017	623	91.7%	430.0	13	0.25 / 1	Does Not Meet
	Minority Students	2017	1,206	94.0%	441.8	19	0.5 / 1	Approaching
	Students with Disabilities	2017	227	88.3%	374.4	1	0.25 / 1	Does Not Meet

Academic Growth

This section of the report shows the detailed information from the Performance Framework for the Academic Growth performance indicator. It includes the n-count and the median student growth percentile along with the associated ratings information.

Select Growth Subject

CO PSAT/SAT - Evidence-Based Read...

Subindicator	Subcategory	Report Year	Growth N-Count	Median Student Growth Percentile	Points Earned / Points Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading and Writing	All Students	2017	2,223	47.0	4 / 8	Approaching
	English Learners	2017	524	45.0	0.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	2017	538	39.5	0.5 / 1	Approaching
	Minority Students	2017	1,062	43.0	0.5 / 1	Approaching
	Students with Disabilities	2017	135	33.0	0.25 / 1	Does Not Meet

Post-Secondary and Workforce Readiness

This section of the report shows the detailed information from the Performance Framework for the Post-Secondary and Workforce Readiness performance indicator.

Select PWR Subindicator

Graduation

Subindicator	Subcategory	Report Year	PWR N-Count	Best Rate	Rate/Score	Participation Rate	Points Earned / Points Eligible	Rating
Graduation	All Students	2017	2,604	5yr	84.2%	*	2 / 4	Approaching
		2016	2,929	5yr	79.4%	*	2 / 4	Approaching
	English Learners	2017	347	7yr	79.8%	*	0.5 / 1	Approaching
		2016	363	7yr	82.1%	*	0.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	2017	1,254	5yr	79.1%	*	0.5 / 1	Approaching
		2016	1,230	6yr	70.8%	*	0.25 / 1	Does Not Meet
	Minority Students	2017	1,200	5yr	84.7%	*	0.5 / 1	Approaching
		2016	1,176	7yr	81.0%	*	0.5 / 1	Approaching
	Students with Disabilities	2017	280	7yr	71.9%	*	0.25 / 1	Does Not Meet
		2016	247	7yr	68.4%	*	0.25 / 1	Does Not Meet



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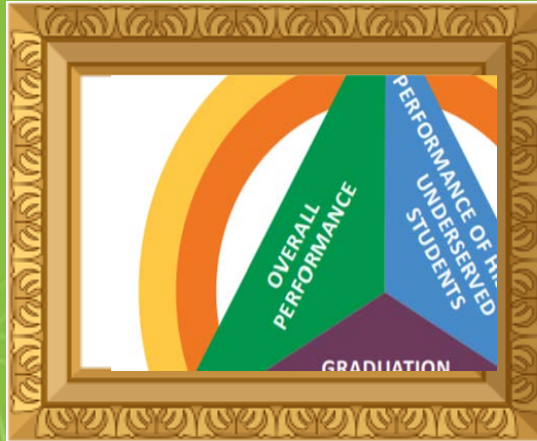
Connections- Why?

Digging In

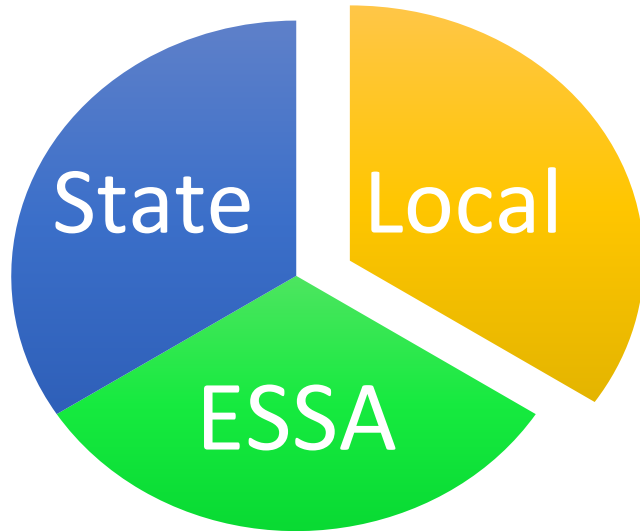
Relationship to Accountability

What's Next

Framing of Accountability

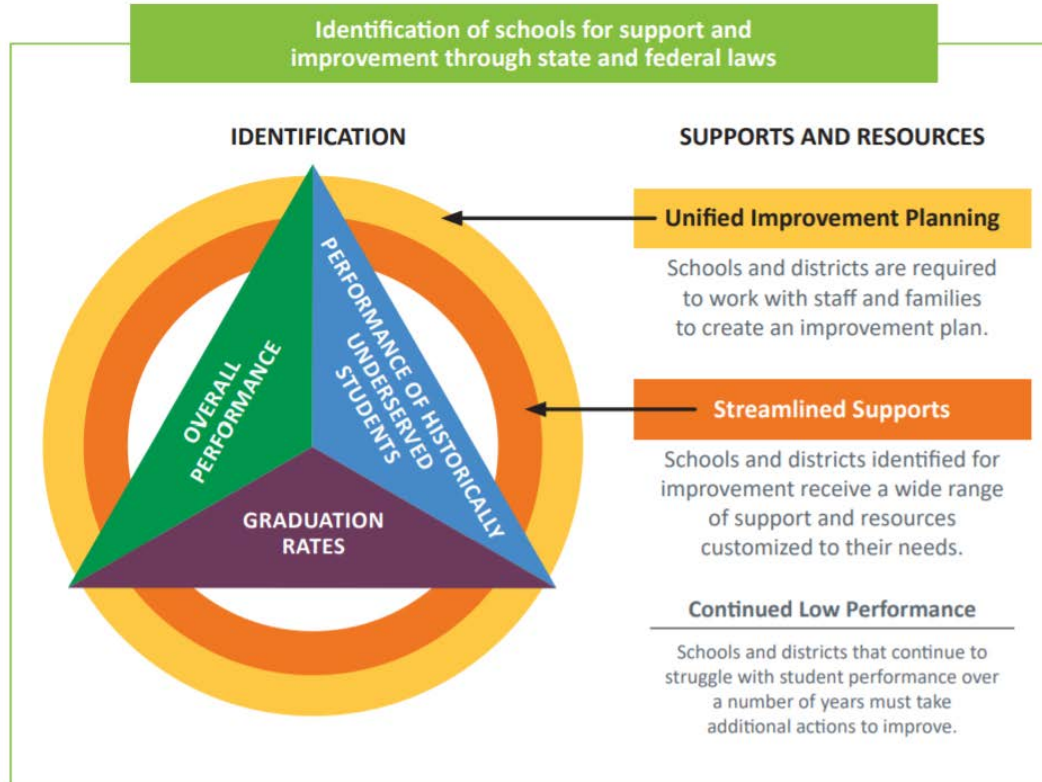


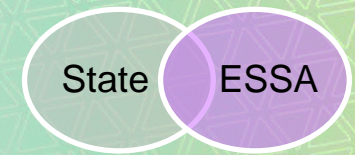
Colorado's Accountability System



- Local accountability
 - Locally elected 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)

One Accountability System





Annual Identification of 2 Types of Schools for Support and Improvement under ESSA

- Comprehensive Support and Improvement (CS)
 - CS - Lowest 5%
 - CS - Low Graduation Rate
 - CS - Former ATS (first year of identification will be 2020-2021)
- Targeted Support and Improvement (TS)
 - TS - based on disaggregated group(s)
 - ATS - based on disaggregated group(s) that on their own meet the criteria for lowest 5%

Possible to be identified due to participation only
~ would be labeled as such

ESSA data will be sent to
districts via Syncplicity

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Using your note catcher, identify:

- What steps do YOU want to take?
- What additional information is needed?
- Who else needs to be involved?
- What structures or expertise is available to tap into?



Contact Information

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