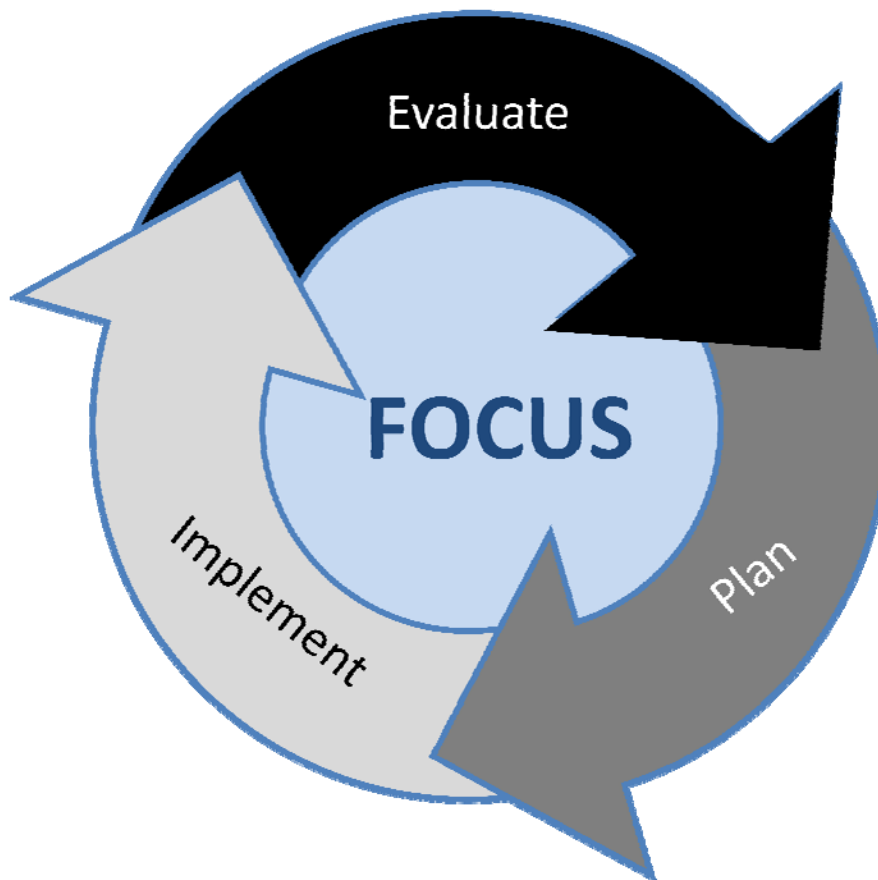




Unified Improvement Planning Handbook

Guidance for Schools and Districts for Completing a Unified Improvement Plan



Version 1.2 August 12, 2011

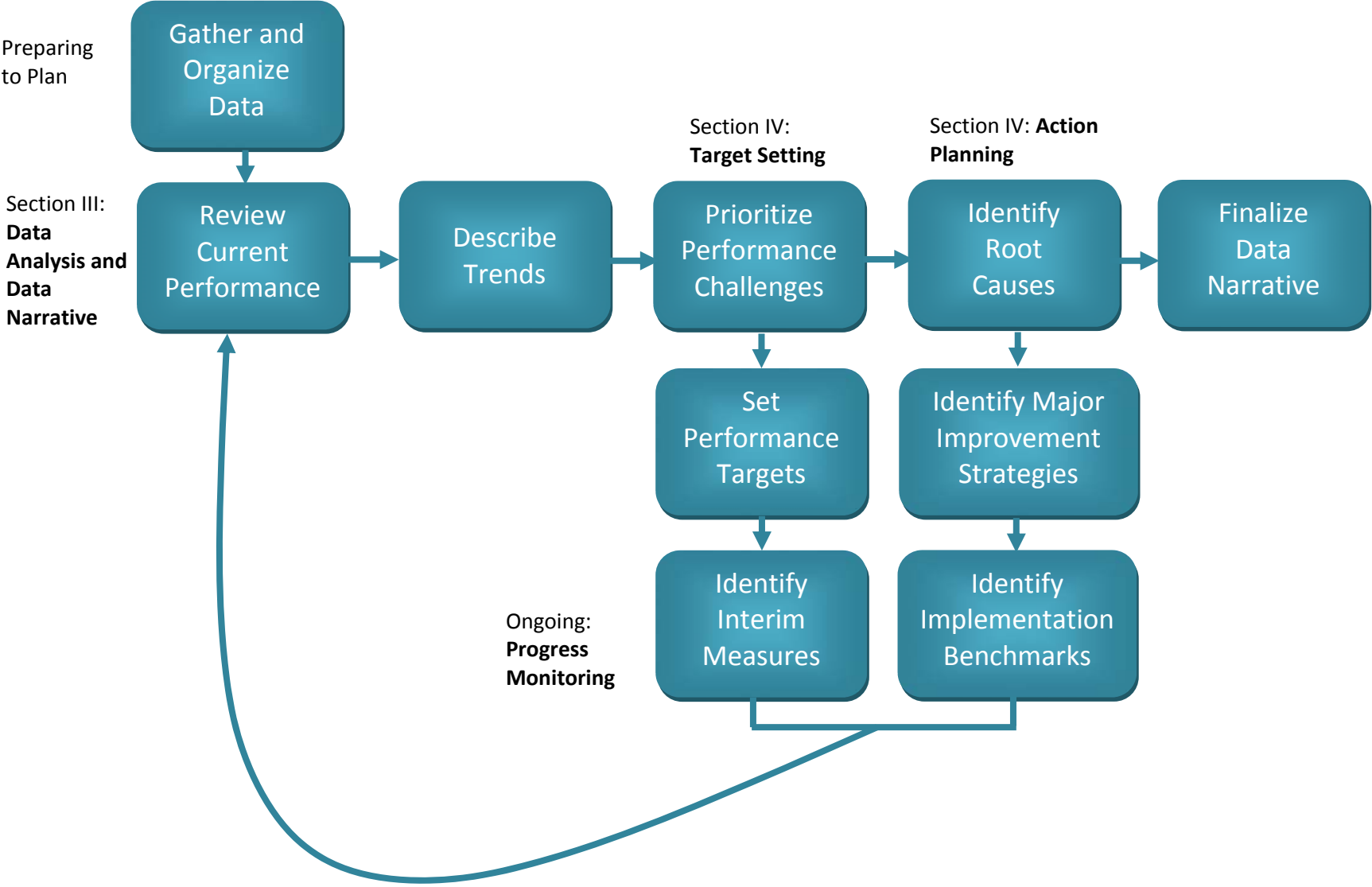
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This handbook was developed in partnership with the Center for Transforming Learning and Teaching in the School of Education and Human Development at the University of Colorado Denver.



UNIFIED IMPROVEMENT PLANNING PROCESS MAP

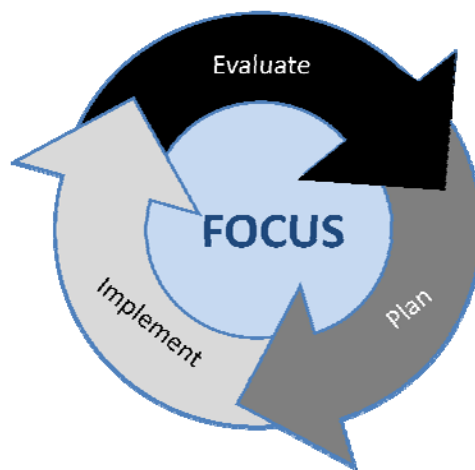


THE PURPOSE OF UNIFIED IMPROVEMENT PLANNING

Unified Improvement Planning was introduced to streamline the improvement planning components of state and federal accountability requirements. The common Unified Improvement Planning (UIP) template and planning processes used represent a shift from planning as an “event” to planning as a critical component of “continuous improvement.” This process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. Because schools and districts are required to publicly post their improvement plans through the state department of education web site (www.schoolview.org), Unified Improvement Planning also provides a mechanism for external stakeholders to learn about schools’ and districts’ improvement efforts.

Based on the *Colorado Achievement Plan for Kids* (SB212-08), the primary purpose of improvement planning is to align efforts to: **Ensure all students exit the K-12 education system ready for postsecondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation.** In addition, the federal Elementary and Secondary Education Act (ESEA) requires that improvement planning be focused on ensuring that all students in the state reach proficiency in English language arts/reading and mathematics.

The diagram depicted here illustrates the theory of action behind Colorado’s approach to improvement planning. By engaging in a continuous improvement cycle to manage performance, districts and schools will improve their effectiveness and the outcomes for students. That cycle includes: **Focus** attention on the right things (performance indicators); **Evaluate** performance by gathering, analyzing, and interpreting data about performance; **Plan** improvement strategies based on performance data and root cause analysis; and **Implement** planned improvement strategies. Then, enter the cycle again multiple times throughout the school year: **Evaluate** (or monitor) performance (based on interim measures) and implementation of major improvement strategies (based on implementation benchmarks) at least quarterly. Make adjustments to **planned** improvement strategies, and **implement** revised strategies, as needed.



Through the Colorado state accountability system, districts and schools are assigned to one of four “plan types.” They are: Performance, Improvement, Priority Improvement, and Turnaround. These plan types identify which schools and districts will receive greater attention from the state – in terms of both increased state scrutiny of their plans and additional state support. Regardless of state plan type assignment, beginning in 2011-12, all districts use the same district UIP template and all schools use the same school UIP template.

The UIP template and addenda forms have been designed to meet both state and federal accountability requirements. The sections of the UIP template are described in the pages that follow.

PREPARING TO PLAN: GATHERING AND ORGANIZING RELEVANT DATA

Planning at the school or district level should involve multiple stakeholders. Planning teams in schools and districts will look different based on their unique needs. In general, teams should consist of building leadership, teacher representatives and parent and/or community representatives. In preparation for unified improvement planning, teams must gather and organize relevant data, generated from a variety of sources. Data is used to: identify trends and prioritize performance challenges (performance data), determine root causes (process and perception data), set targets (federal, state and local performance expectations), monitor progress towards performance targets (interim measures of student performance) and monitor implementation of major improvement strategies (process and perception data). The team will need data made available from the state as well as data from local sources.

Required Data. At a minimum, schools and districts are expected to reference key state data sources described in the following table:

Performance Indicator	Data Reports/Views	Available from
Student Academic Achievement and Achievement Gaps	Colorado Student Assessment Program (CSAP), CSAPA, Escritura, Lectura performance by proficiency level, grade level, content area, and disaggregated groups (over 3-5 years) AYP Performance Summary (including detailed reports in reading and math for each disaggregated group of students)	School and District Performance Framework Reports (these are not trend data) AYP Performance Summary Report www.schoolview.org data center and data lab Student-level record data downloadable through CEDAR (password protected)
Student Academic Growth and Academic Growth Gaps	Median Growth percentiles by content area, grade levels, and disaggregated groups	CDE Growth Summary Report www.schoolview.org data center and data lab Student-level record data downloadable through CEDAR (password protected)

Performance Indicator	Data Reports/Views	Available from
Post-secondary and workforce readiness	Graduation Rates Drop-out rates Colorado ACT Composite Scores	www.schoolview.org data center and data lab Student-level record data downloadable through CEDAR (password protected)
English Language Development and Attainment (district only)	Student performance on CELA by proficiency level	http://www.cde.state.co.us/cdeassess/document/s/cela/cela_summary.html Student-level record data downloadable through CEDAR (password protected)
Teacher Qualifications (district only)	Number and percentage of teachers meeting ESEA highly qualified definition	www.schoolview.org data center

Note: Districts may also make these data sources available through district data access tools.

Suggested Data. It is likely that more detailed *local data* is available at the district and school levels. Additional local data should be gathered to provide context, deepen the analysis, and to explain the performance data. The following table describes suggested data sources that may be available at the district or school level. Local student learning data will be used in trend analysis and target-setting. Local demographic data, school process data and perception data will be used during root cause analysis and as part of identifying implementation benchmarks.

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> Local outcome and interim assessments Student work samples Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> School locale and size of student population Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity Student mobility rates Staff characteristics (e.g., experience, attendance, turnover) List of schools and feeder patterns Student attendance Discipline referrals and suspension rates 	<ul style="list-style-type: none"> Comprehensive evaluations of the school (e.g., SST) Curriculum and instructional materials Instruction (time and consistency among grade levels) Academic interventions available to students Schedules and class sizes Family/community involvement policies/practices Professional development structure Services and/or programs (Title I, special ed, ESL) Extended day or summer programs 	<ul style="list-style-type: none"> Teaching and learning conditions surveys (e.g., TELL Colorado) Any perception survey data (e.g., parents, students, teachers, community, school leaders) Self-assessment tools

As part of the data-gathering process, district and school teams should clarify the questions that each data source will help to answer, and when during the year each data source will be available.

SECTION I: SUMMARY INFORMATION ABOUT THE SCHOOL OR DISTRICT

Section I of the UIP Template provides a brief summary of school or district performance based on both state and federal performance indicators. It is intended to highlight *why* the school or district received its accountability designations, and to summarize where the school or district meets or does not meet state and federal expectations. This section is pre-populated by the Colorado Department of Education (CDE). The tables reference data from the School or District Performance Framework Reports (SPF or DPF) and ESEA reports (i.e., AYP, AMAOs, HQ). The elements included in this section of the UIP template are described in greater detail below.

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. To a great degree, the state performance indicator areas incorporate those required by ESEA. Additional indicator areas required by ESEA but not the *Education Accountability Act of 2009* include: Academic Achievement Gaps (at the school and district level), English Language Acquisition (at the district level) and Teacher Quality (at the district level).
- 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. ESEA also specifies measures and metrics for each required performance indicator area, but ESEA and the *Education Accountability Act of 2009* specify different metrics to use when evaluating progress towards academic achievement. ESEA uses the percent of students reaching at least the partially proficient performance level, whereas the *Education Accountability Act of 2009* uses the percent of students reaching at least the proficient performance level.
- 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. For ESEA these expectations have been established through a negotiated agreement between CDE and the U.S. Department of Education and are based on districts reaching the

target of all students reaching a performance level of partially proficient by the year 2014 or making progress in attaining that goal. For the *Education Accountability Act of 2009*, expectations are based on a different end point: all students are proficient by the time they graduate from the K-12 educational system. The state has established *minimum expectations* for each state performance indicator; districts and schools set their own targets.

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

Indicator	Measure	Metric	State/ Federal Expectation
Student Academic Achievement	CSAP in Math, Reading, Writing, and Science	State: Percent of students scoring proficient or advanced in mathematics, reading, writing, and science. Federal: Percent of students scoring partially proficient, proficient or advanced in mathematics and reading.	At or above the 50 th percentile for all schools/districts using 2010 (1-year SPF/DPF) or 2008-10 baseline values (3-year SPF/DPF). Increasing annually to 100% of students scoring at least partially proficient by 2014, or a 10% decrease of non-proficient students from the prior year.
Student Academic Achievement Gaps	CSAP in Math and Reading	Federal: Percent of students scoring at least partially proficient disaggregated by student groups.	Increasing annually to 100% of students scoring at least partially proficient by 2014, or a 10 % decrease of non-proficient students from the prior year.
Student Academic Growth	The Colorado Growth Model (CSAP in Math, Reading and Writing)	Median student growth Percentile for the school/district Median adequate growth percentile for the school/district (for students scoring unsatisfactory or partially proficient, adequate growth is <i>catch-up growth</i> , for students scoring proficient or advanced that is <i>keep-up growth</i>)	If the median student growth percentile is greater than or equal to the adequate median growth percentile (for the school or district), at or above 45 th percentile growth. If the median student growth percentile is less than the adequate median growth percentile (for the school), at or above 55 th percentile growth.

Indicator	Measure	Metric	State/ Federal Expectation
Growth Gaps	The Colorado Growth Model (CSAP in Math, Reading and Writing)	Median student 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.
		Median adequate growth percentile (for disaggregated student groups)	If the median student growth percentile for the disaggregated group is less than the adequate median growth percentile, at or above 45 th percentile growth.
Post-secondary/workforce readiness	Graduation rate	Percentage of students graduating within 4, 5, 6, or 7 years.	Above 80%.
	Drop-out rate	Percentage of students dropping out	At or below the state average using 2009 (1-year SPF/DPF) or 2007-09 baseline values (3-year SPF/DPF).
	ACT	Average ACT Composite score	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)	CELA and CSAP	% of ELL students categorized as “making progress” in learning English as measured by CELApro	50% in '10-'11 52% in '11-'12 54% in '12-'13 56% in '13-'14
		% of ELL students categorized as attaining English Proficiency as measured by CELApro	6% in '10-'11 7% in '11-'12 8% in '12-'13 9% in '13-'14
		AYP targets for ELL students	Increasing annually to 100% of ELL students scoring at least partially proficient by 2014, or a 10 % decrease of non-proficient students from the prior year.

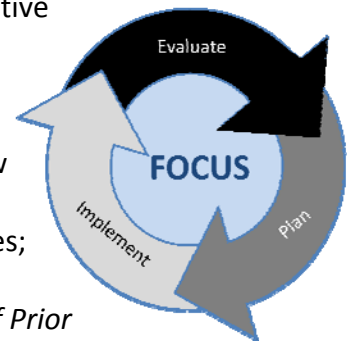
Indicator	Measure	Metric	State/ Federal Expectation
Educator Qualification (district only)	Teacher Qualifications	% of core content classes taught by “highly qualified” teachers.	100% of core content classes taught by “highly qualified” teachers.

SECTION II: IMPROVEMENT PLAN INFORMATION

This section requests additional information about the school or district related to federal program participation, grants received and external reviews provided. In this section, schools/districts should enter the various improvement plan requirements the plan will meet, as well as the lead contact for the plan. Information from this section will help to determine which Quality Criteria apply to the school or district (See Appendix B and C).

SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION

Section III of the UIP template corresponds with the “evaluate” portion of the continuous improvement cycle. In this section, schools and districts provide a narrative that details the data story of the school or district, with an intentional focus on any areas where the school or district did not meet minimum state or federal expectations. To help local teams construct this narrative, this section has been broken down into four steps: (1) Review current performance (including annual performance targets set in the previous year) and describe trends; (2) Prioritize performance challenges; (3) Determine the root causes of those performance challenges; and (4) Create the data narrative. A worksheet titled *Progress Monitoring of Prior Year’s Performance Targets* is provided to support review of progress made towards annual performance targets set for the prior year. A *Data Analysis Worksheet* is provided to support school/district teams as they identify trends, prioritize performance challenges and determine root causes. These worksheets support the development of the data narrative. A text box is provided for teams to enter their data narrative.

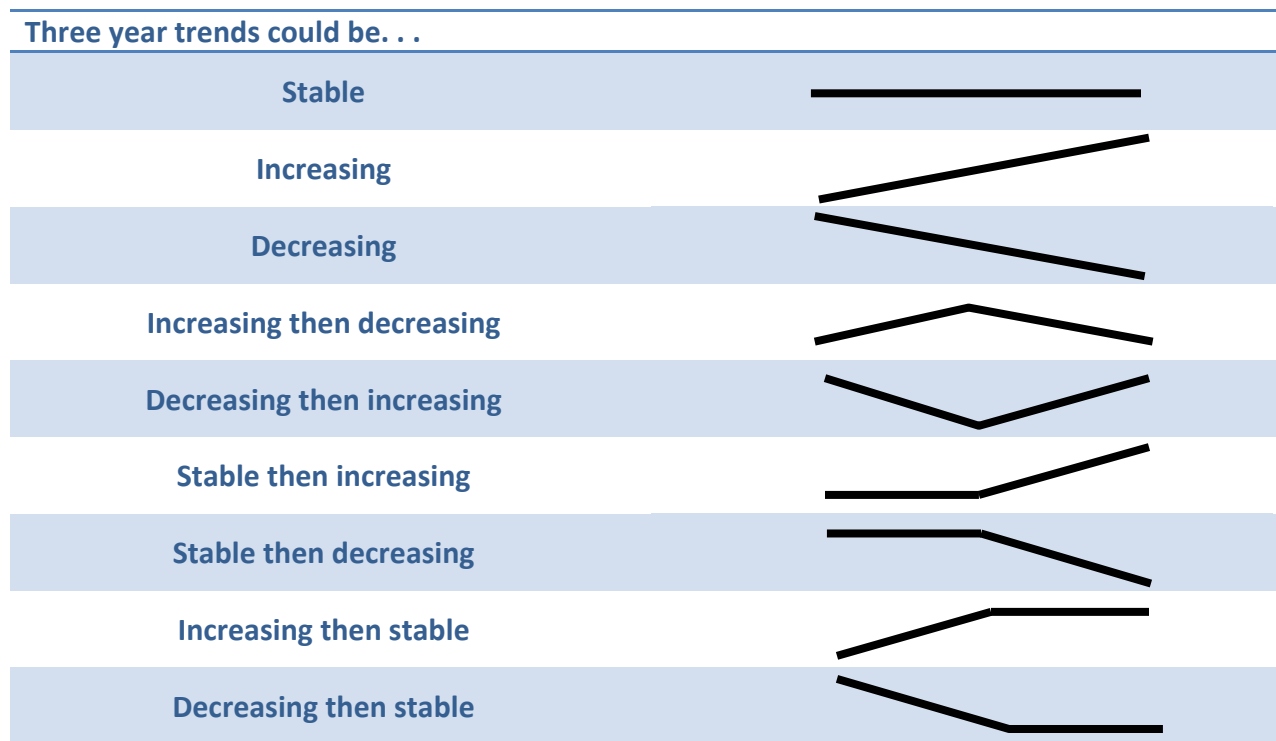


Step One: Review Current Performance and Identify Trends

This step involves collaboratively analyzing and interpreting the data to determine the current performance of the school or district. The prior year’s performance targets, and whether or not the targets were met (or how close the school/district was to meeting them) should be entered in the *Progress Monitoring of Prior Year’s Targets Worksheet*. Data analysis should consider each of the performance indicator areas: student achievement (status), gaps in achievement by disaggregated student groups, student academic growth, gaps in growth by disaggregated student groups, postsecondary/workforce readiness, English language acquisition, and teacher quality.

First, planning teams should consider the performance targets set for the prior academic year. The prior year’s performance targets, and whether or not the targets were met (or how close

the school/district was to meeting them) should be entered in the *Progress Monitoring of Prior Year's Targets Worksheet*. If the target was met, the team should consider: Is this worth celebration? Was the target(s) rigorous enough? If the target was not met, the team should consider this in prioritizing performance challenges for the current and next year (see below). Next, planning teams need to dig into additional performance data (including the required state reports and local performance data identified in the gathering and organizing data section above) for each of the performance indicator areas. Local planning teams should use *at least three years of performance data*, and consider data beyond that which is included in the school/district performance framework reports when identifying trends. Local performance data (suggestions provided above) should also be included, especially in grade levels and subject areas not included in state testing.



How to identify trends. The identification of trends involves analyzing at least three years of data for each performance indicator area including grade levels and deeper disaggregation of student groups than what is included in the school/district performance framework report. A basic approach could include: 1) Identify performance indicator and sub-indicator areas where minimum federal and state and/or local expectations were not met as an initial focus for reviewing performance data; 2) Identify questions raised by your data (including SPF/DPF, AYP results and other accountability indicators); 3) Reference appropriate data views (reports) that include at least three years of performance data related to state and federal metrics; 4) Look for things that pop out, with a focus on patterns over time (at least 3 years); 5) capture a list of fact statements or observations about the data (these can be positive or negative); 6) Capture

these trends in the data analysis worksheet; and 7) Make sure to consider all performance indicator areas.

Trends should be recorded in the Data Analysis Worksheet. The table is expandable to record a number of trends. The data narrative should include the data considered as part of reviewing current performance and identifying trends, a description of the trends that were identified (both positive and negative), and where the school or district did not at least meet state and federal expectations.

Examples of trends:

- The percent of 4th grade students who scored proficient or advanced on math CSAP declined from 70% to 55% to 48% between 2009 and 2011.
- The median growth percentile of English Language learners in writing increased from 28 to 35 to 45 between 2009 and 2011.
- The dropout rate has remained relatively stable (15, 14, 16) and much higher than the state average between 2009 and 2011.

Step Two: Prioritize Performance Challenges

Step Two may be the most critical step in the entire planning process as it sets the tone for each of the subsequent steps. It involves the improvement team identifying the performance observations that point out strengths to build upon, and the challenges that need immediate attention for improvement. The pre-populated summary table in Section I of the UIP template provides clues about content areas, grade levels and disaggregated groups where the team should focus attention. The Progress Monitoring of Prior Year's Performance Targets worksheet in the UIP template may also help identify areas where the team should concentrate. Priority performance challenges identify the strategic areas of focus in the next steps of the planning process.

Priority performance challenges must be identified in each indicator area (not sub-indicator) for which the school/district failed to meet state or federal expectations. At this point teams should also consider areas where the targets set for the prior year were not met. Note, a single performance challenge may cut across multiple indicator areas.

Helpful Reminder:

The priority performance challenge is focused on student level data. At this stage in the improvement planning process, resist the temptation to jump straight into action planning that identifies adult actions. Prioritizing clear performance challenges now will help the improvement team to select more effective actions later.

While there is no limit on the number of performance challenges that a school and/or district may identify, it is recommended that the three to five most important or urgent challenges be highlighted and prioritized in the improvement plan. Priority performance challenges are specific statements about *student* performance. They provide the strategic focus for improvement efforts.

Performance challenges are *not* what caused the performance, action steps that need to be taken, concerns about budget, staffing, curriculum or instruction. Performance challenges do not describe adult behavior.

How to determine the appropriate level for a priority performance challenge. Performance challenges may be identified at different levels of aggregation within and across each content area (e.g., overall, grade-level, standard/sub-content area level, disaggregated group level). For example, priorities may be identified:

- At the overall school performance in one content area (e.g., math) or across multiple content areas (e.g., reading and writing).
- At an individual grade level within and/or across multiple content areas.
- At the standard or sub-content area (e.g., the percentage of fifth grade students proficient or above on number sense has declined from 50% to 43% to 30% over the last three years while student achievement in other math standard areas has remained stable).
- For a disaggregated group of students (e.g., English language learners across all grade levels have had stable and low growth in writing with median growth percentiles of 30, 32, 31, over the past three years).

The improvement team should continue to disaggregate data (both by content and by student group) until little or no variation in performance is found. For example, a school-based team identifies a challenge related to performance in math for the 5th grade – the median growth percentile for 5th graders in mathematics has declined from 40 to 35 to 28 over the last three years. Next, they decide to examine 5th grade math performance at the standard- and sub-content level. However, they see no variation by standard (i.e., percent of students scoring proficient and above in each of the standard areas is consistent, ranging from 30% to 35%). Next, the team looks at the 5th grade math data by disaggregated groups (i.e., growth of English language learners, minority students, students qualifying for free/reduced lunch) and observes that all groups are similar to the overall 5th grade growth. In this example, the team prioritizes the overall decline in 5th grade math; the performance challenge is not aimed at the standard-level performance or at a particular disaggregated group.

Performance Challenge Examples	Non-Examples
<ul style="list-style-type: none"> • For the past three years, English language learners (making up 60% of the student population) have had median growth percentiles below 30 in all content areas. • The percent of fifth grade students scoring proficient or better in mathematics has declined from 45% three years ago, to 38% two years ago, to 33% in the most recent school year. 	<ul style="list-style-type: none"> • No differentiation in mathematics instruction when student learning needs are varied. • Budgetary support for paraprofessionals to support students with special needs in regular classrooms. • Provide staff training in explicit instruction and adequate programming designed for intervention needs.

How to prioritize performance challenges. One approach to prioritizing performance challenges includes the following steps.

- Step 1: Identify performance indicator areas where a priority performance challenge must be identified (any of the four performance indicators that the school or district did not meet at least minimum federal, state, or local expectations). Planning teams may also identify other areas where they would like to prioritize performance challenges.
- Step 2: Within a focus performance indicator area, consider all negative trends.
- Step 3: Focus the list (consider if items should be combined because they are so similar and ensure you are not mixing means and ends) and begin to identify trends that pop out or rise to the top as being most urgent to act on.
- Step 4: Do a reality check (a preliminary and non-binding check with the team) to see which trends might rise to the level of a priority performance challenge with each person indicating current preferences (one option is to use dot voting with team members “spending” all of his/her dots).
- Step 5: Achieve consensus on the top three or four priorities by applying the real criteria and then engaging in additional conversation as needed (e.g., through cycles of proposal(s) made by someone in the group, discussion/modification of the proposal).

REAL Criteria
<p>Readiness</p> <ul style="list-style-type: none"> • Is this problem keeping us from moving to desired next steps? Would solving this problem build on existing momentum in our school? • Are necessary resources available or obtainable? • Do we have staff buy-in?
<p>Endurance</p> <ul style="list-style-type: none"> • Do we believe that success will lead to significant and systemic change? • Are we confident that this problem is not personality- or individual-driven?
<p>Accountability</p> <ul style="list-style-type: none"> • Would solving this problem support our vision? Mission? • Can we clearly describe how we believe this problem is negatively impacting performance?
<p>Leverage</p> <ul style="list-style-type: none"> • If the problem is solved, what is the anticipated impact on the system? • Is the performance challenge supported by data? • Might solving this problem create a positive “ripple effect” in the school?

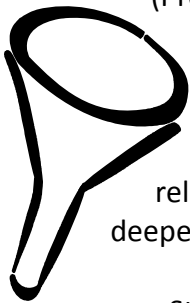
Priority performance challenges should be documented (in bullet form) in the Data Analysis Worksheet. The data narrative should include a description of the priority performance challenges, the process used to prioritize performance challenges, and who was involved.

Step Three: Determine Root Causes

This step involves identifying the underlying causes behind the priority performance challenges identified in the prior analysis step. Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are the causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school or district’s circle of influence. Root causes become the focus of major improvement strategies.

A cause is a “root” cause if: “1) the problem would not have occurred if the cause had not been present, 2) the problem would not reoccur if the cause were corrected or dissolved, and

3) correction or dissolution of the cause would not lead to the same or similar problems,” (Preuss, 2003).



How to identify root causes. One way to determine root causes includes the steps described below. In general, the process for determining root causes can be thought of as a funnel, starting with the broadest thinking possible about causes related to each prioritized performance challenge and systematically narrowing and deepening the collective understanding until the team arrives at a root cause.

- Step 1: Focus on one or a couple of closely related performance challenges (e.g., 4th grade math achievement and growth have both declined over the past three years.)
- Step 2: If an external review has been done in the school/district, consider the findings of the review. If not, consider the categories of factors that typically cause performance challenges in a school or district.
- Step 3: Brainstorm possible explanations (causes) for the priority performance challenge(s). This is the time to encourage team members to think outside of the box and to get all of their thoughts on the table about what may have caused the challenge.
- Step 4: Group like causes together (or categorize the explanations).
- Step 5: Apply criteria to narrow the explanations to those that are actionable. This includes removing those explanations that are outside the control of the school or district.
- Step 6: Deepen the thinking to ensure the identified causes are “root” causes. One tool to help planning teams deepen their thinking is the “Why. . . because” process.
- Step 7: Once the team believes they have identified a *root cause*, they should verify their root cause with other data sources. This step is critical because improvement strategies and action steps that respond directly to the root causes of performance challenges are more likely to result in improvements in performance.

Once root causes have been identified and verified (with other data sources) these should then be documented in the Data Analysis Worksheet. The root causes, how they were identified, how they were verified, and who participated should also be described in the Data Narrative.

Step Four: Create the Data Narrative

After the school/district team has analyzed trends, identified priority needs and determined root causes, then the data narrative can be finalized. The narrative should tell the story about the school/district data including: what data the team reviewed, the trends in performance that were identified, the performance challenges that were prioritized and how they were prioritized. The narrative should also explain the connection between the priority performance challenges and the identified root causes, the process that was used to identify root causes, and the data that was used to verify the root causes. If the school or district participated in an external review, what that review revealed about the school/district should also be described in the narrative and should contribute to the planning team analysis of root causes. Finally, who participated in the data analysis should also be described. Data narratives should not take more than five pages.

How to create the data narrative. There are a number of different approaches to use to develop the data narrative. One possible approach follows: 1) Identify critical elements of the data narrative; 2) Keep notes as the team proceeds through each of the data analysis steps; 3) A small group (or individual) then generates a draft of data narrative based on data analysis notes; 4) Reach consensus among all planning team participants that the narrative tells the “data story” for the school/district and meets state criteria (Note: this critique and consensus step is critical because it ensures all planning participants own the data narrative); and 5) Revise data narrative as needed.

SECTION IV: ACTION PLANS

Action planning includes three distinct processes. They are: 1) Ensuring future activities are headed in the right direction by setting/revising annual performance targets and identifying associated interim measures; 2) Identifying major improvement strategies which includes action steps, timelines, resources and implementation benchmarks; and 3) Monitoring progress over time by reviewing interim measures in relationship to the annual performance targets and reviewing implementation benchmarks at least four times during the school year. These three processes are described below.

School/District Target Setting Form

Based on the data analysis and identification of priority performance challenges, schools and districts should clarify the targets that will focus their improvement efforts for the next two school years. If the school or district already set targets in the prior year, those targets should be updated based on the most recent performance data.

For the performance indicator areas established by ESEA, annual performance targets have already been set through a negotiated agreement between the Colorado Department of Education and the US Department of Education. Information about annual performance targets for federal indicators is available on the CDE web site (www.cde.state.co.us/FedPrograms/danda/aypprof.asp). See example below.

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP Elementary	R	94.23% of all students and of each disaggregated group will be partially proficient and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be partially proficient and above OR will show a 10% reduction in percent of students scoring non-proficient.

For state accountability, schools and districts will need to set their own performance targets for the performance indicator areas identified by the *Education Accountability Act of 2009*. Performance targets must be identified for *each priority performance challenge*. These performance targets need to move schools and districts aggressively towards state

expectations for each performance indicator, while at the same time considering what is possible in a given timeframe and the schools' or districts' current status.

Minimum state expectations are provided in the School/District Performance Framework Reports (pp. 3-4 of the school frameworks). State expectations are defined as the minimum value for which a rating of "meets" would be assigned for the state metric included in the SPF/DPF reports for each sub-indicator.

State expectations should be seen as a minimum for school and district performance. Local district and/or school stakeholders may identify higher targets for school/district performance in each of the state-defined indicator areas.

The basic approach for setting annual performance targets for state performance indicator areas includes these steps: 1) Focus on a priority performance challenge; 2) Review state (and local) expectations; 3) Determine a timeframe to meet expectations (for turnaround/priority improvement, the maximum is five years after designation); 4) Determine the progress needed in the next two years; and then 5) Describe annual performance targets for the next two years.

At this time, there is no state penalty for missing annual performance targets. The sanction occurs after five consecutive years of receiving a Priority Improvement or Turnaround Plan assignment, in which case the State Board of Education may take the actions outlined in the *Educational Accountability Act of 2009* (SB-163). However, districts may choose to use evidence that schools have met annual performance targets in requesting that their plan type assignment be changed. Annual performance targets should be recorded in the School/District Target Setting Form.

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.

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). Both annual performance targets and interim measures should be documented 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 carry out each major improvement strategy should respond to and should eliminate or correct the root causes of each of the district or school's prioritized performance challenges. 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.

To meet federal accountability requirements, school and district major improvement strategies may need to include some specific actions. For example, if the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2 of the school UIP template), action steps should include family/community engagement strategies and professional development (including mentoring), as they are specifically required by ESEA. The specific requirements related to meeting federal program accountability are detailed in the *Unified Improvement Planning Quality Criteria* (see Appendix B and C).

Major improvement strategies, the root cause(s) the strategy is intended to address, and the details related to the key action steps for each major improvement strategy should be recorded in the action planning form.

While space has been provided for three major improvement strategies (a suggested maximum), the school/district may add other major strategies, as needed. The root cause(s) that each major improvement strategy is intended to dissolve must be explicitly identified in the action planning form. Which accountability provision(s) or grant opportunity(ies) the major improvement strategy will address should also be identified.

Turnaround Options. Major Improvement Strategies identified in Turnaround Plans must, at a minimum, include one or more of the following as required by SB09-163.

- Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners;
- Reorganizing the oversight and management structure within the school to provide greater, more effective support;
- Seeking recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act;
- Hiring a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;
- For a school that is not a charter school, converting to a charter school;

- For a charter school, renegotiating and significantly restructuring the charter school’s charter contract; and/or
- Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools receiving school improvement grants under the Elementary and Secondary Education Act, section 1003G (i.e., turnaround model, restart model, school closure, transformation model).

Federal programs also have requirements related to action steps based on what program the school or district is participating in and the current designation. These requirements are described in the UIP Quality Criteria and in addenda to the UIP template.

Each major improvement strategy will include several key action steps. The chart provided as part of the action planning form allows for teams to provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). Details should include a description of the action steps, a general timeline, and key personnel and resources that will be used to implement the actions and implementation benchmarks.

Implementation benchmarks are the data that will be reviewed to determine if the improvement strategies are being implemented as intended. They are measures of the fidelity with which action steps are implemented and what will be monitored by planning teams throughout the school year. They provide the school/district with checkpoints to ensure that activities are being implemented as expected. Implementation benchmarks can be organized in terms of what will happen when (e.g., in 3-months, 6-months, and 9-months). Implementation benchmarks are not performance measures (assessment results); rather, they reference adult actions.

The details of each major improvement strategy, including implementation benchmarks, should be captured in the action planning form. Planning teams can add rows in the chart, as needed.

Monitor Progress

Both implementation benchmarks and interim measures should be monitored throughout the year (quarterly by School Accountability Committees) to determine if improvement strategies are being implemented with fidelity and are having the desired effects. A baseline should be established for both implementation of major action strategies and district progress towards targets (based on interim measures), and both should be reviewed regularly during the year. Planning teams may choose to develop a calendar at the beginning of the year that includes when data from interim measures and implementation benchmarks will be available and who will review it. These check-points should be included as an action step in the action planning form. Reviewing progress involves analyzing and interpreting data about the metrics that have been chosen. If progress is not being made, that may mean that the planned strategies and action steps have not been implemented fully, or it may mean that adjustments need to be made to the plan. Both should be considered and, if needed, the plan should be revised during the school year.

PLANNING REQUIREMENTS AND STATE REVIEW OF PLANS

The Unified Improvement Planning Template was designed to meet multiple state and federal improvement planning requirements. In this section, the requirements that are currently met by the UIP template and how those plans will be reviewed to comply with different state and federal legislative requirements is described in greater detail.

What Planning Requirements will the Unified Improvement Plan Meet?

School and district UIPs are designed to meet most state and federal accountability requirements and some competitive grant reporting requirements. This includes all improvement plans designated under state accountability (*Educational Accountability Act of 2009*), student graduation and completion plans, ESEA improvement plans (Titles IA, IIA and III), Title I program plans (i.e., schoolwide, targeted assistance) and some competitive grants (e.g., Tiered Intervention Grant, Targeted District Improvement Partnership Grant, School/District Improvement Grant).

Types of Requirements that the UIP will Meet

	School Level	District Level
State Accountability (SB09-163)	<ul style="list-style-type: none"> Performance Improvement Priority Improvement Turnaround 	<ul style="list-style-type: none"> Performance Improvement Priority Improvement Turnaround
Student Graduation and Completion	--	<ul style="list-style-type: none"> Student Graduation and Completion Plan
ESEA Improvement	<ul style="list-style-type: none"> Title IA Improvement, Corrective Action or Restructuring 	<ul style="list-style-type: none"> Title IA Program Improvement or Corrective Action Title IIA 2141c Title III Improvement (AMAO)
ESEA Program Plan	<ul style="list-style-type: none"> Title IA Schoolwide Program Plan Title IA Targeted Assistance Program Plan 	--
Competitive Grants	<ul style="list-style-type: none"> Tiered Intervention Grant (TIG) School Improvement Grant (SIG) Other grants reference the UIP 	<ul style="list-style-type: none"> Targeted District Improvement Grant (TDIP) District Improvement Grant (DIG) Other grants reference the UIP

Addenda forms are available for many of the programs listed above to ensure that schools and districts are able to adequately meet state and federal requirements.

What school plans will be reviewed?

The state will NOT review all school plans. Based on the *Educational Accountability Act of 2009* (SB09-163), the state will review: 1) Priority Improvement Plans and 2) Turnaround Plans. Based on the requirements of the Elementary and Secondary Education Act, the state will monitor districts to determine if school plans contain the required elements (e.g., desk review, onsite visits). This includes Title I plans for Schoolwide, Targeted Assistance and School Improvement/Corrective Action/Restructuring schools.

Who will review school plans?

Districts are expected to review all school plans. A district must use peer review if the school is on Title I Improvement, Corrective Action or Restructuring within 45 days of submittal. Based on state requirements, local school boards must adopt Priority Improvement and Turnaround Plans. The principal and superintendent (or his designee) must adopt school Performance and Improvement plans. A State Review Panel, appointed by the commissioner, will review all state required Turnaround Plans. The State Review Panel may review Priority Improvement Plans.

What district plans will be reviewed by the state?

The state will NOT review all district plans. Based on SB09-163, the state will review: Priority Improvement Plans and Turnaround Plans. Based on ESEA, the state will review improvement plans for districts/grantees identified for improvement under Title IA, IIA and/or III.

Who will review district plans?

The state will review all district turnaround plans and may review priority improvement plans. A State Review Panel appointed by the commissioner will review all state Turnaround Plans. The State Review Panel may review Priority Improvement Plans. The state will also review plans from districts/grantees identified for improvement under ESEA.

What criteria will be used to review plans?

District staff and the state are expected to use at least the following resources in the review of school and district plans:

- Unified Improvement Plan Quality Criteria
- ESEA requirements for Title I schools identified for: School Improvement, Corrective Action, Restructuring (addenda forms and the quality criteria include the requirements)
- ESEA requirements for Title I Targeted Assistance Programs (addenda forms and the quality criteria include the requirements)
- ESEA requirements for Title I Schoolwide Programs (addenda forms and the quality criteria include the requirements)

Based on the requirements of SB09-163, in addition to the Unified Improvement Planning Quality Criteria, the State Review Panel must also focus on the following in their review of Turnaround Plans.

- Whether the district's/school's leadership is adequate to implement change to improve results;

- Whether the district's/school's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the district/school personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
- The necessity that the district or school remain in operation to serve students.

UIP TEMPLATE ADDENDA FORMS

To better meet the needs of the schools and districts that have multiple state and federal improvement planning requirements, the state has designed several addenda forms to ensure that all requirements are addressed. The addenda form also provides additional flexibility to keep the action planning focused on improvement efforts and then use the appendices to meet any additional requirements.

The forms provide various ways to complete designated program requirements, including (1) assurances, (2) descriptions of the requirements in the form or (3) a cross-walk of the elements in the UIP. Use of the forms is optional (with the exception of those districts identified under 2141c for ESEA's Title IIA). Rather than using the forms, the school or district may choose to meet all requirements in the UIP or may choose to maintain more than one plan.

To use the forms, select the forms that apply to the district or school. They are available in Word format and can be added to the end of the UIP file. If it is unclear whether the school or district has been identified under federal or state accountability systems, the pre-populated report (section I of the UIP template) provides this information. CDE contacts are available for further guidance.

Competitive grants (e.g., Tiered Intervention Grant) may also have expectations that have implications for the school and/or district UIP. Planning teams should consult the RFP for specific instructions.

Available School Addenda Forms

School Level

- **Title I Program.** Does the school operate a Title I Program? Choose the form that matches the type of Title I program your school runs:
 - Targeted Assistance Program
 - Schoolwide Program
- **Title I Improvement.** Has your Title I school been identified for Improvement, Corrective Action or Restructuring? Choose the appropriate form:

- Title I Improvement (year 1 or 2)
 - Title I Corrective Action (School Level)
 - Title I Restructuring
- **Turnaround Plan.** Does your school have a Turnaround plan type under the state accountability system? This form can help you meet all requirements.

District Level

- **ESEA Improvement under Title I.** Has your district been identified for Program Improvement or Corrective Action under Title I? Choose the appropriate form:
 - Title I Program Improvement
 - Title I Corrective Action (District Level)
- **2141c under Title IIA.** Has your district been identified for 2141c under Title IIA? This form is required for identified districts.
- **ESEA Improvement under Title III.** Has your district been identified for improvement under Title III (missed AMAOs)? This form can help you meet all requirements.
- **Turnaround Plan.** Does your district have a Turnaround plan type under the state accountability system? This form can help you meet all requirements.
- **Student Graduation and Completion Plan.** Has your district been designated as a Graduation District under state accountability? This form can help you meet all requirements.

APPENDIX A: PLANNING TERMINOLOGY

TERM	DEFINITION
<p>Academic Achievement</p> <p>Or</p> <p>Achievement</p>	<p>A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level.</p> <p>Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado.</p> <p>See also: <i>Status Score and Scale Score</i></p>
<p>Academic Growth</p>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p> <p>Academic growth is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth.</p> <p>See also: <i>Normative Growth</i> and <i>Adequate Growth</i></p>
<p>Academic Growth Gaps</p>	<p>Academic growth gaps is a Performance Framework indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners, and low-proficiency students.</p> <p>Academic growth gaps is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth for student disaggregated groups.</p> <p>See also: <i>Normative Growth, Adequate Growth,</i> and <i>Subgroup</i></p>
<p>Action Step</p>	<p>Something that is done to make progress towards goals. Action steps are created for each strategy and identify resources (people, time, and money) that will be brought to bear so that goals and targets can be reached.</p>

TERM	DEFINITION
Adequate Growth	<p>A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years or by 10th grade; whichever comes first.</p> <p>See also: <i>Median Adequate Growth Percentile</i></p>
Adequate Yearly Progress (AYP) ESEA	<p>The federal accountability determination of a school or district's trend towards meeting the goal of all students being ESEA Proficient in reading and math by the year 2014, as indicated by CSAP, Lectura, or CSAPA.</p> <p>Schools, districts, and disaggregated groups must hit participation and performance targets (or show improvements), and meet two additional kinds of goals: the percentage of students scoring advanced at the elementary and middle level and graduation rate at the high school level.</p> <p>Note: For AYP purposes, Partially Proficient, Proficient and Advanced are considered PROFICIENT.</p>
Catch-Up Growth	<p>Growth needed for a student scoring at the unsatisfactory or partially proficient levels, in the previous year, to reach the proficient or advanced achievement level within 3 years or by 10th grade; whichever comes first.</p> <p>A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a proficient or advanced level of achievement.</p> <p>See also: <i>Keep-Up Growth</i>, and <i>Adequate Growth</i></p>
Colorado ACT Composite Score Or Average Colorado ACT Composite Score	<p>The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science.</p> <p>The average Colorado ACT composite score is the average composite score for all of the students in a district or school. Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator.</p>
The Colorado Growth Model	<p>The Colorado Growth Model is both:</p> <p>(a) A statistical model to calculate each student's progress on state assessments.</p> <p>(b) A computer-based data visualization tool for displaying student, school, and district results over the internet.</p>

TERM	DEFINITION
Disaggregated Group	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient.</p> <p>For federal accountability, data is disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.</p>
Disaggregated Group Median Adequate Growth	<p>The student growth percentile sufficient for the median student in a subgroup to reach or maintain a level of proficient or advanced in a subject area within one, two or three years. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are making enough growth to catch up and keep up.</p> <p>On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners and students at a performance level of unsatisfactory or partially proficient.</p> <p>See also: <i>Median Student Growth Percentile</i></p>
Drop-Out Rate	<p>The drop-out rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year.</p> <p>The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 9-12 who leave school during a single school year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p>

TERM	DEFINITION
Elementary and Secondary Education Act (ESEA)	<p>The Elementary and Secondary Education Act (ESEA), is a US federal statute enacted April 11th, 1965. This statute provides federal funds primary and secondary education. The act was originally authorized through 1970, however, the government has reauthorized the act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind (NCLB) Act of 2001.</p>
Graduation Rate	<p>Graduation rate is the percentage of students who received a diploma from the base membership, of a given class of students, within a district or a school. The membership base begins with each school and district’s entering ninth-grade class. This cohort of students is tracked through the end of the 12th grade year. The group is adjusted based on verified transfers in and out of the district to determine the final membership base for the graduating class. The graduation rate is calculated by dividing the number of students who receive a diploma by the adjusted membership base.</p> <p>Legislation, approved in 2005, changed the way the statewide graduation rate is calculated. Changes were made in the way the state counts students who leave a Colorado school district to pursue a GED (General Educational Development) certificate, and to the process of verifying transfers out of a district. Previously, students bound for a GED program outside their district were treated as transfers and were removed from both the numerator and denominator of the graduation rate calculation. Under the new formula (used for the first time with 2006-2007 data), students who opt for a GED program remain in the membership base (or graduation rate denominator). While students who receive a GED certificate are counted as completers, they are not considered graduates and thereby reduce the graduation rate for their graduating class.</p>
Growth	<p>For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model describes how much growth a student has made, relative to his/her “academic peers”, by providing a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group.</p>

TERM	DEFINITION
	<p>Academic growth is one of four performance indicators used to evaluate schools and districts in Colorado. On the Performance Frameworks, this academic growth indicator contains measures of both normative and adequate growth.</p> <p>The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or student disaggregated group using the median of the student growth percentiles of the school, district, or student group. It then evaluates if that growth rate is sufficient for the <i>typical</i> or <i>median</i> student in a district, school, or other disaggregated group to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years, or by 10th grade; whichever comes first.</p>
Implementation Benchmark	<p>A measure (with associated metric) used to assess the degree to which action steps have been implemented.</p> <p>See also: <i>Measure</i> and <i>Metric</i></p>
Improvement Plan	<p>Senate Bill 09-163 (The Educational Accountability Act of 2009) requires all schools and districts, in Colorado, to implement one of four types of plans: a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan.</p> <p>Elementary and middle schools that earn at least 45% but less than 58% of their framework points, on the school performance framework, will be assigned to the “Improvement Plan” category.</p> <p>High schools that earn at least 45% but less than 60% of their framework points, on the school performance framework report, are assigned to the “Improvement Plan” category.</p> <p>Improvement plans are also required for Title I schools “on Improvement,” and districts “identified for Program Improvement” based on criteria defined by ESEA.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of both SB09-163 and ESEA.</p>

TERM	DEFINITION
Interim Measure	A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year.
Keep-Up Growth	<p>Growth needed for a student scoring at the proficient or advanced levels, in the previous year, to continue scoring at least at the proficient level in the current year and future 3 years or by 10th grade; whichever comes first.</p> <p>A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a proficient level of achievement.</p> <p>See also: <i>Catch-Up Growth</i> and <i>Adequate Growth</i></p>
Major Improvement Strategy	An overall approach that describes a series of related actions intended to result in improvements in performance.
Measure	Instruments or means to assess performance in an area identified by an indicator.
Median Adequate Growth Or Median Adequate Growth Percentile	<p>The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area, within three years or by 10th grade; whichever comes first.</p> <p>In the case of the performance framework, each student, in a school, has a Catch-Up or a Keep-Up growth number. If you take the median of all these numbers, you get the growth level that would, on average, enable all students to be either catching up or keeping up; whichever they need to do.</p>
Median Growth (Median Student Growth Percentile or Median Growth Percentile)	Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.
Metric	A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.
NCLB	No Child Left Behind Act, federal statute 2001, that re-authorized Elementary and Secondary Education Act (ESEA).

TERM	DEFINITION
Performance Indicator	A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student academic growth, student achievement, growth gaps, and postsecondary/workforce readiness.
Performance Plan	<p>The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance indicators.</p> <p>Elementary and middle schools that earn at least 58%, of their framework points, on the school performance framework report are assigned to the Performance plan category.</p> <p>High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.</p>
Postsecondary and Workforce Readiness	<p>The preparedness, of students, for college or a job after completing high school.</p> <p>This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator includes graduation rate, dropout rate, and Colorado ACT scores.</p>
Priority Improvement Plan	<p>One of the types of plans required for those schools that do not meet the state’s performance standards.</p> <p>Elementary and middle schools that earn at least 35% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p> <p>High schools that earn at least 30% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p>
Priority Performance Challenges	Specific statements about the school or district’s student performance challenges, which have been prioritized. (This does not include statements about budgeting, staffing, curriculum, instruction, etc.) At least one priority must be identified for each performance indicator where the school did not meet federal, state and/or local expectations.

TERM	DEFINITION
Root Cause	The deepest underlying cause(s) of a problem or situation that, if resolved, would result in elimination, or substantial reduction, of the symptom. If action is required, the cause should be within one's ability to control, and not a purely external factor such as poverty that is out of one's ability to control.
School Performance Framework	The framework used, by the state, to provide information to stakeholders about each school's performance based on the four key performance indicators: student academic growth, student achievement, achievement and growth gaps, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.
School Plan Type	The type of plan to which a school is assigned, by the state, on the school performance framework report. The school plan types are: Performance, Improvement, Priority Improvement, and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (priority improvement and turnaround) or the principal and the superintendent (performance and improvement).
Schoolwide Plan (Title I ESEA)	A comprehensive plan required of Title I schools that operate Schoolwide Programs. This plan has 10 required components, including the need for a comprehensive needs assessment and analysis, as well as a yearly evaluation. The plan must be developed and evaluated in conjunction with parents.
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based.
Students Below Proficient Students Scoring Below Proficient	Students who scored Unsatisfactory or Partially Proficient in the prior year's CSAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first.

TERM	DEFINITION
Student Growth Percentile	A way of understanding a student’s current CSAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student’s progress. For example, a growth percentile of 60 in mathematics means the student’s growth exceeds that of 60 percent of his/her academic peers. In other words, the student’s latest score was somewhat higher than we would have expected based on past score history. Also referred to as a “growth percentile.”
Target	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time.
Targeted Assistance Plan (Title I) ESEA	This plan is a requirement for Title I schools that operate Targeted Assistance programs. The plan has 8 components that focus on how students, most at risk of not meeting state standards in reading and/or math, will be served.
Turnaround Plan	<p>One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators.</p> <p>Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category.</p> <p>High schools that earn less than 30%, of their framework points, on the school performance framework report are assigned to a Turnaround plan category.</p> <p>In Colorado’s state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> • Employ a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners; • Reorganize the oversight and management structure within the school to provide greater, more effective support; • Seek recognition as an innovation school or clustering with other schools that have similar governance management

TERM	DEFINITION
	<p>structures to form an innovation school zone pursuant to the Innovation Schools Act;</p> <ul style="list-style-type: none"> • Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute; • For a school that is not a charter school, convert to a charter school; • For a charter school, renegotiate and significantly restructure the charter school’s charter contract; and/or • Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model,” “restart model,” “school closure,” “transformation model”).

APPENDIX B: UNIFIED IMPROVEMENT PLAN QUALITY CRITERIA (SCHOOL LEVEL)

General Directions

The Unified Improvement Plan is intended to provide schools with a consistent format to capture improvement planning efforts that streamline state and federal planning requirements. To assist with that process, the Quality Criteria offers guidance for creating an improvement plan that incorporates all of the state accountability and Title I requirements. Quality Criteria are provided for Section III: Narrative on Data Analysis and Root Cause Identification, and Section IV: Action Plans of the unified improvement planning template. The criteria are also a resource for state and district reviewers to use in reviewing the plans.

Meeting Specific Requirements in the Plan

All schools should respond to the general indicators. However, on some elements, the state's accountability and the Title I program have additional requirements that are unique to that program. Therefore, clarity around (1) the school's plan type assignment, (2) the kind of Title I program operated in the school, and (3) whether the school has been identified for Title I improvement are important to take full advantage of this tool. Answer the following questions to ensure that the school plan is addressing all of the appropriate elements.

Description of School's Plan Type under State Accountability

What plan type has been identified for the school?

- Performance Improvement Priority Improvement Turnaround Other: _____
(Confirm through your district. Once finalized, plan types will be listed at: www.schoolview.org)

Description of School's Title I Program

What type of Title I program does the school operate?

- Schoolwide or Targeted Assistance
(Confirm at: www.cde.state.co.us/FedPrograms/danda/tiaschlst.asp)

Is the school identified for improvement under Title I? What level of improvement? How long?

- School improvement, Number of years ___ Corrective Action or Restructuring
(Once the Title I designations are finalized, confirm through your district or on the CDE website at: www.cde.state.co.us/FedPrograms/imp/schimp.asp)

In addition to addressing the general indicators, schools should look for the following symbols that apply to the school and address those additional criteria:



TITLE I SCHOOLWIDE PROGRAM



TITLE I TARGETED ASSISTANCE PROGRAM



IDENTIFIED FOR SCHOOL IMPROVEMENT – YEAR 1 UNDER TITLE I. YEAR 2 IS TI-SI 2.



IDENTIFIED FOR CORRECTIVE ACTION UNDER TITLE I



IDENTIFIED FOR RESTRUCTURING UNDER TITLE I



TURNAROUND PLAN TYPE UNDER STATE ACCOUNTABILITY SYSTEM¹

¹ In addition to criteria listed here, the Commissioner shall assign the state review panel to critically evaluate a public school's turnaround plan in accordance with 22-11-210 (4), C.R.S.

SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION

Data Narrative

The purpose of the data narrative is to describe the process and results of the analysis of the data for school improvement. This includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress towards targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source), identifying what data were used, and describing stakeholder involvement in the analysis. The data narrative should not include a description of major improvement strategies, action steps, etc. The narrative should meet the overall criteria as well as the criteria specific to trends, priority performance challenges, and root causes. A short (bulleted list) of trends, priority performance challenges, and root causes should also be included in the **data analysis worksheet**. Information about progress towards the prior year’s performance targets should be included in the **monitoring progress of prior year’s performance targets** worksheet. There should be a logical connection among the elements listed in the columns of the worksheet.

Required Element <i>(definition)</i>	Criteria
<p>Data Narrative (overall)</p> <p><i>Describes the “data story” and process of data analysis; a synthesis of the analysis and presentation of notable findings.</i></p>	<ul style="list-style-type: none"> • Reflects that the team reviewed the performance summary provided in the School Performance Framework (SPF) report (and Section I of the pre-populated Unified Improvement Planning Template), and specifies where the school did not meet local, state (approaching, does not meet on SPF) and/or federal performance expectations. • Reflects that the team reviewed progress towards prior year’s performance targets. • Identifies what additional performance data (state and local student learning data) were used in the analysis of trends. • Describes trends in data. • Describes priority performance challenges. • Describes the process used to prioritize the performance challenges. • Describes root causes of priority performance challenges. • Describes how root causes were identified and verified with more than one data source (e.g., classroom observations) and what data were used. • Describes stakeholder involvement in plan development (e.g., School Accountability Committee, staff, parents, community members). <hr style="border-top: 1px dashed #0070C0;"/> <ul style="list-style-type: none"> • Specifically describes involvement of parents and school staff (such as teachers, principal, program administrators -such as Even Start, Homeless Education, Early Reading First-, and pupil services personnel).



Required Element <i>(definition)</i>	Criteria
<p>Previous Performance Targets <i>Description of previous targets and progress toward meeting target.</i></p>	<ul style="list-style-type: none"> • Provides targets set in previous year’s plan. • Meets criteria for Performance Targets (see below). • Describes progress toward targets.
<p>Trends <i>Description of trends for every performance indicator, identified based on analysis of three years of data.</i></p>	<ul style="list-style-type: none"> • Makes explicit to which performance indicator/sub-indicator the trend applies, and the direction of the trend (e.g., strengths and challenges). • Specifies performance indicator areas where the school failed to meet state (academic achievement, academic growth, academic growth gaps, post-secondary/workforce readiness), federal (AYP targets), or local performance expectations. • Includes analysis of data at a more detailed level than that presented in the SPF report, for example, patterns over time: <ul style="list-style-type: none"> ○ for cohorts of students (3rd grade in one year, 4th grade in the next year, 5th grade in the third year); ○ within a grade level (per content area, disaggregated group); ○ within a disaggregated group of students; and/or ○ within a sub-content area (e.g., number sense in mathematics). • Includes analysis of relevant local performance data (interim assessments, etc.). • To the degree that data are available, includes analysis of the performance of all students in the school (e.g., DIBELS, pre-K-2, 11th and 12th), and includes performance in subjects not tested by the state.

Required Element (definition)	Criteria
<p>Priority Performance Challenges</p> <p><i>Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator where the school did not meet federal, state and/or local expectations.</i></p>	<ul style="list-style-type: none"> • Priority performance challenges describe the strategic focus for the school considering every sub-indicator for which the school did not meet expectations. <i>Note: Priority performance challenges do not need to be identified for every sub-indicator (e.g., math achievement, ELL student growth in reading) for which the school did not meet expectations.</i> • Identifies <i>at least one</i> priority performance challenge for every indicator (achievement, achievement gaps, growth, growth gaps, post-secondary/workforce readiness) for which minimum state (approaching, does not meet on SPF) or federal expectations were not at least met. • Specifies priority disaggregated groups. Required for Title I AYP targets or safe-harbor targets; recommended for all others. • Identifies priority performance challenges based on analysis of performance trends. • Specifies challenges at a more detailed level than that presented in the SPF report, for example: <ul style="list-style-type: none"> ○ for cohorts of students (3rd grade in one year, 4th grade in the next year, 5th grade in the third year); ○ within a grade level over time (e.g., consistently not meeting expectations in 4th grade mathematics for three years); ○ within a disaggregated group of students; and/or ○ within a sub-content area (e.g., number sense in mathematics).
<p>Root Causes</p> <p><i>Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s).</i></p>	<ul style="list-style-type: none"> • Identifies one root cause for each priority performance challenge (the same root cause could apply to multiple priority performance challenges, and should be listed next to each priority performance challenge to which it applies). • Specifies “causes” the school can control (e.g., the school does not provide additional support/interventions for students performing at the unsatisfactory level) rather than describing characteristics of students (e.g., race, poverty, student motivation). • Reflects analysis of multiple types of data (in addition to performance data and including local data sources) in the identification and verification of root causes. • For schools with performance that does not meet state expectations on a large number, or all of the performance indicators/sub-indicators, explicitly considers broad, systemic root causes.

SECTION IV: ACTION PLANS



Section IV of the Unified Improvement Plan includes the *School Target Setting Form* and the *Action Planning Form*. The School Target Setting Form includes columns for: priority performance challenges, performance targets for two school years, interim measures, and major improvement strategies. For each major improvement strategy, action planning worksheets include: the root cause(s) addressed by the major improvement strategy, action steps, resources, people responsible, and timeline. Quality

criteria for each of the components of both of these worksheets are described below. There should be a logical connection among the elements listed in the columns.




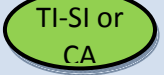
School Target Setting Form:

Required Element (definition)	Criteria
<p>Performance Targets (2 years)</p> <p><i>A specific, quantifiable performance outcome that defines what would constitute success in a performance indicator area within the designated period of time.</i></p>	<ul style="list-style-type: none"> • Specifies priority disaggregated groups for pre-established federal performance indicator targets or identifies safe-harbor targets as appropriate. • Specifies ambitious but attainable target(s) for every performance indicator area (achievement, growth, growth gaps, and post-secondary/workforce readiness) where the school did not at least meet state expectations (approaching, did not meet on SPF), including at least one performance target related to each priority performance challenge. Title I schools must include AYP targets as well. • Identifies the group or disaggregated group of students to which the target applies (e.g., 3rd grade, English Language Learners). • Specifies the measure (e.g., CSAP, CSAPA, Escritura, Lectura, ACT Composite) and metric (e.g., % proficient or advanced, % partially proficient, median student growth percentile, % of students making catch-up growth) for which the target is being set. • Includes the required state metrics for that performance indicator; targets for additional metrics may also be identified. • Sets targets for increasing performance over time in a way that would, at a minimum, result in the school meeting state expectations within five years. • Provides specific, actionable targets which may be at the grade or disaggregated group level (e.g., English Language Learners, habitually truant students). • May include targets associated with required district performance indicators (e.g., English language attainment and educator quality).
<p>Interim Measures</p> <p><i>A measure (and associated metric) of student performance used to measure performance in a specified indicator area, at more than one point during a school year.</i></p>	<ul style="list-style-type: none"> • For each annual target, describes what will be used to measure student performance to monitor progress in reaching the target. • Includes only measures that are administered/scored/reported more than once during the school year. • Specifies how frequently the data from the measure will be available. • Specifies metrics associated with each interim measure (e.g., NWEA RIT Growth scores, Acuity subscale proficiency scores).

Action Planning Form

Required Element <i>(definition)</i>	Criteria
<p>Major Improvement Strategies</p> <p><i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i></p>	<ul style="list-style-type: none"> • Describes an overall research-based approach based on a theory about how performance will improve. There must be evidence that the strategy has previously resulted in improvement in performance, such as that specified by a priority performance challenge. • Describes the specific change in practice that will result from the action steps (e.g., not “improve reading instruction,” rather “implement formative assessment practices in all 3-5 grade classrooms during reading instruction”). • Explicitly responds to the identified root cause(s). • Specifically addresses the needed instructional improvement.
<p style="text-align: center;"></p>	<ul style="list-style-type: none"> • Must include at least one of the following approaches: <ul style="list-style-type: none"> ▪ Turnaround Partner ▪ School Management ▪ Innovation School ▪ School Management Contract ▪ Charter Conversion ▪ Restructure Charter ▪ School Closure ▪ Other Strategy of Comparable or Greater Effect
	<ul style="list-style-type: none"> • Describes the implementation of School Choice and SES. • Describes a plan to implement an alternative governance system for the school consistent with the options below: <ul style="list-style-type: none"> ▪ Reopen the school as a public charter school. ▪ Replace all or most of the staff, which may include the principal, who are relevant to the school’s inability to make adequate progress. ▪ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. ▪ Implement any other major restructuring of the school’s governance that is consistent with the principles of restructuring.
<p>Action Steps</p> <p><i>The activities or actions that will be taken to implement a major improvement strategy.</i></p>	<ul style="list-style-type: none"> • Describes the specific steps that school or district personnel will take to implement the major improvement strategy. • Describes the specific steps that any external consultants or contractors (if the school is working with external consultants/contractors) will take to implement the major improvement strategy.
<p style="text-align: center;"></p>	<ul style="list-style-type: none"> • Assures that Title I students are only taught by highly qualified teachers. • Includes high quality and on-going professional development for teachers, principals, paraprofessionals and other staff (as appropriate) based on root causes. • Describes parental involvement strategies consistent with the school’s

Required Element (definition)	Criteria
TI-SW	<p>Parent Involvement Policy and Parent Compact.</p> <ul style="list-style-type: none"> Includes high quality professional development that increases understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction. Describes how students who are most at-risk will be identified and given timely assistance, and the potential interventions that will be provided to them. Describes strategies to assist preschool students in the successful transition from early childhood programs to local elementary school programs.
TI-TA	<ul style="list-style-type: none"> Assures that the program gives primary consideration to providing extended learning time and accelerated, high-quality curriculum, and minimizes the removal of children from the regular classroom during regular school hours for instruction. Describes how the progress of Title I students will be reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient.
TI-SI 1	<ul style="list-style-type: none"> Provides assurance regarding the implementation of School Choice. Describes the technical assistance provided by the LEA and State during the development and implementation of the school improvement process. Describes the implementation of a teacher mentoring program. Addresses the following issues, if not already incorporated into the UIP: <ul style="list-style-type: none"> Effective parent involvement strategies High quality professional development strategies Extended learning time activities
TI-SI 2	<ul style="list-style-type: none"> Describes all criteria listed above in “Title I Improvement Year One” and Describes the implementation of Supplemental Educational Services.

Required Element (definition)	Criteria
	<ul style="list-style-type: none"> • Describes the implementation of School Choice and SES. • Describes at least one of the following Corrective Actions taken by the LEA: <ul style="list-style-type: none"> ▪ Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation. ▪ Extend the length of the school year or school day. ▪ Replace the school staff who are deemed relevant to the school not making adequate progress. ▪ Significantly decrease management authority at the school. ▪ Restructure the internal organization of the school. ▪ Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.
Timeline	<ul style="list-style-type: none"> • Specifies the month(s) and year when each action step will take place. • Identifies a logical sequence of action steps.
Key Personnel	<ul style="list-style-type: none"> • Describes who will be responsible for implementing the action step(s), may be a position or a role. • Optional, but recommended
Resources	<ul style="list-style-type: none"> • Clearly aligns resources with the proposed action step. • Must include total funds budgeted for the improvement strategy, including local, state and federal funds. • May include: staff time, expertise, external contracts. For example, .2FTE of the instructional coach will be devoted to implementing this action step. Local funds and Title I pay for the positions. • Specifies the amount (of money and/or time). • Specifies the source (e.g., Title I, district, school, PTA). <hr/> <ul style="list-style-type: none"> • Describes how other ESEA Title Programs (Title I, Parts B, C, and F; Title II, Parts A, B, and D; Title IV, Parts A & B; and Title V) are integrated and coordinated, if applicable. • Indicates how violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, etc., are integrated, if applicable. <hr/> <ul style="list-style-type: none"> • Directly identifies Title I resources and how they are coordinated with other resources. <hr/> <ul style="list-style-type: none"> • Indicates how federal funds for professional development will be used.
	
	
	

Required Element <i>(definition)</i>	Criteria
<p>Implementation Benchmarks <i>A measure (with associated metric) used to assess the degree to which action steps have been implemented. (Note: Not performance measures.)</i></p>	<ul style="list-style-type: none"> • Specifies what will be measured (with associated metrics) and when data will be collected. <i>Note: Implementation benchmarks may be quantitative or qualitative.</i> • Describes when implementation benchmarks will be analyzed and interpreted and who will be involved. <i>Note: Analyzing and interpreting implementation benchmarks and making adjustments to action steps should be included in the action steps.</i>
<p>Status <i>Progress toward action step completion</i></p>	<ul style="list-style-type: none"> • Optional, unless directed by a competitive grant program. • Indicates the status of the action step. • May include specific information, such as date completed.

APPENDIX C: UNIFIED IMPROVEMENT PLAN QUALITY CRITERIA (DISTRICT LEVEL)

General Directions

The Unified Improvement Plan is intended to provide districts with a consistent format to capture improvement planning efforts that streamline state and federal planning requirements. To assist with that process, the Quality Criteria offer guidance on creating an improvement plan that incorporates all of the state accountability and federal requirements. Quality Criteria are provided for Section III: Narrative on Data Analysis and Root Cause Identification, and Section IV: Action Plans of the unified improvement planning template. The criteria are also a resource for state and district reviewers to use in reviewing the plans.

Meeting Specific Requirements in the Plan

All districts should respond to the general indicators. However, on some elements, there are additional state and federal requirements that are unique to specific programs (e.g., Turnaround under state accountability, Title I Corrective Action). Therefore, clarity around (1) the district's accreditation category, (2) whether the district has been identified under other state accountability designations (e.g., required to complete a Graduation and Completion plan), and (3) whether the district has been identified under any of the NCLB programs (i.e., Titles I, IIA and/or III). Answer the following questions to ensure that the district plan is addressing all of the appropriate elements.

Description of District under State Accountability

Which accreditation category has been identified for the district?

- Performance Improvement Priority Improvement Turnaround

(Once finalized, accreditation categories will be listed at: www.schoolview.org)

Is the district identified as a designated Graduation district and required to develop and implement a Student Graduation and Completion Plan (Colorado Statute 22-14-107)?

- Yes No

Description of District's NCLB Programs

Is the district identified for improvement under Title I? What level of improvement? How long?

- Program improvement – Year1 or 2 Corrective Action, Number of years: _____

(Once Title I designations are finalized, confirm on your pre-populated report for the UIP, p. 4 or on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypres.asp)

Is the district identified for 2141c under Title IIA?

- Yes No

(Once Title IIA designations are finalized, confirm on your pre-populated report for the UIP, p. 4 or on the CDE website at: www.cde.state.co.us/FedPrograms/tii/a.asp)

Is the district or consortium identified for Title III Program improvement?

- Yes No

(Once Title III designations are finalized, confirm on your pre-populated report for the UIP, p. 4)

In addition to addressing the general indicators, districts should look for the following symbols that apply to the district and address additional requirements for the programs identified above.



TURNAROUND PLAN TYPE UNDER STATE ACCOUNTABILITY SYSTEM²



Identified for Student Graduation and Completion Plan



Identified for Program Improvement under Title I (Year 1 or 2)



IDENTIFIED FOR CORRECTIVE ACTION UNDER TITLE I (YEAR 1 THROUGH 3)



IDENTIFIED FOR CORRECTIVE ACTION UNDER TITLE I (YEAR 4 OR HIGHER)



Identified for 2141c under Title IIA



Identified for Title III Program improvement

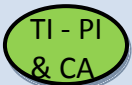


SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION


Data Narrative

The purpose of the data narrative is to describe the process and results of the analysis of the data for school improvement. This includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress towards targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source), identifying what data were used, and describing stakeholder involvement in the analysis. The data narrative should not include a description of major improvement strategies, action steps, etc. The narrative should meet the overall criteria as well as the criteria specific to trends, priority performance challenges, and root causes. A short (bulleted list) of trends, priority performance challenges, and root causes should also be included in the **data analysis**

² In addition to criteria listed here, the Commissioner shall assign the state review panel to critically evaluate a school district's turnaround plan in accordance with 22-11-208 (3), C.R.S.

worksheet. Information about progress towards the prior year’s performance targets should be included in the **monitoring progress of prior year’s performance targets worksheet**. There should be a logical connection among the elements listed in the columns of the worksheet.

Required Element (definition)	Criteria
<p>Data Narrative (overall)</p> <p><i>Describes the “data story” and process of data analysis; a synthesis of the analysis and presentation of notable findings.</i></p>	<ul style="list-style-type: none"> • Reflects that a district team reviewed the performance summary provided in the District Performance Framework (DPF) report, (and Section I of the pre-populated Unified Improvement Planning Template), and specifies where the district did not meet local, state (approaching, does not meet on DPF) and/or federal performance expectations. • Reflects that the team reviewed progress towards prior year’s performance targets. • Identifies what additional performance data (state and local student learning data) were used in the analysis of trends. • Describes trends in data. • Describes priority performance challenges. • Describes the process used to prioritize the performance challenges. • Describes root causes of performance challenges. • Describes how root causes were identified and verified with more than one data source (e.g., teacher surveys, classroom observations) and what data were used. • Describes stakeholder involvement in plan development (e.g., District Accountability Committee, school staff, parents, community members).
	<ul style="list-style-type: none"> • Describes why the previous plan did not bring about increased student achievement or justification for continuation of existing improvement plan.
	<ul style="list-style-type: none"> • Data analysis and narrative includes a description of the factors that prevented the district from meeting its AYP and/or Highly Qualified targets. District must address each target that was not met.
	<ul style="list-style-type: none"> • Identifies the specific factors that prevented the district from meeting its AMAO targets. • Identifies the strengths and weaknesses of the current plan.

Required Element <i>(definition)</i>	Criteria
	<ul style="list-style-type: none"> Specifically includes description and analysis of the following data: Dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students.
<p>Previous Performance Targets <i>Description of previous targets and progress toward meeting target.</i></p>	<ul style="list-style-type: none"> Provides targets set in previous year’s plan. Meets criteria for Performance Targets (see below). Describes progress toward targets.
<p>Trends <i>Description of trends for every performance indicator, identified based on analysis of three years of data.</i></p>	<ul style="list-style-type: none"> Makes explicit to which performance indicator/sub-indicator the trend applies, and the direction of the trend (e.g., strengths and challenges). Specifies performance indicator areas where the district failed to meet state (i.e., academic achievement, academic growth, academic growth gaps, post-secondary/workforce readiness), federal (e.g., AYP targets), or local performance expectations. Includes analysis of data at a more detailed level than that presented in the DPF report, for example, patterns over time: <ul style="list-style-type: none"> for cohorts of students (3rd grade in one year, 4th grade in the next year, 5th grade in the third year); within a grade level (per content area, disaggregated group); within a disaggregated group of students; and/or within a sub-content area (e.g., number sense in mathematics). Includes analysis of relevant local performance data (interim assessments, etc.). To the degree that data are available, includes analysis of the performance of all students in the district (e.g., preK-2, 11th and 12th), and includes performance in subjects not tested by the state.

Required Element (definition)	Criteria
<p>Priority Performance Challenges</p> <p><i>Specific statements about the district's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator where the district did not meet federal, state and/or local expectations.</i></p>	<ul style="list-style-type: none"> • Priority performance challenges describe the strategic focus for the district considering every sub-indicator for which the district did not meet expectations. <i>Note: Priority performance challenges do not need to be identified for every sub-indicator (e.g., math achievement, ELL student growth in reading) for which the school did not meet expectations unless it is a specific program requirement (e.g., grantees on Title III improvement that miss AMAO 3 will need to examine the missed AYP targets for ELL students).</i> • Identifies <i>at least one</i> priority performance challenge for every indicator (i.e., achievement, achievement gaps, growth, growth gaps, post-secondary/workforce readiness) for which the district did not meet state expectations (e.g., approaching, did not meet on DPF). • Specifies priority disaggregated groups. Required for Title I AYP targets or safe-harbor targets as appropriate; recommended for all others. • Identifies priority performance challenges based on analysis of performance trends. • Specifies needs at a more detailed level than that presented in the DPF report, for example: <ul style="list-style-type: none"> ○ for cohorts of students (3rd grade in one year, 4th grade in the next year, 5th grade in the third year); ○ within a grade level over time (e.g., consistently not meeting expectations in 4th grade mathematics for three years); ○ within a disaggregated group of students; and/or ○ within a sub-content area (e.g., number sense in mathematics).

Required Element (definition)	Criteria
<p>Root Causes</p> <p><i>Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).</i></p>	<ul style="list-style-type: none"> Identifies one root cause for each priority performance challenge (the same root cause could apply to multiple challenges, and should be listed next to each priority performance challenge to which it applies). Specifies “causes” the district can control (e.g., the district does not provide additional support/interventions for schools on improvement) rather than describing characteristics of students in the schools (e.g., race, poverty, student motivation). Reflects analysis of multiple types of data (in addition to performance data and including local data sources) in the identification and verification of root causes. For districts with performance that does not meet state expectations on a large number, or all, of the performance indicators/sub-indicators, explicitly considers broad, systemic root causes.

SECTION IV: ACTION PLANS

Section IV of the Unified Improvement Plan includes the *District Target Setting Form* and the *Action Planning Form*. The district target setting form includes columns for: priority performance challenges, annual targets for two years, interim measures for the current year and major improvement strategies. For each major improvement strategy, action planning worksheets include: the root cause(s) addressed by the major improvement strategy, action steps, resources, people responsible, timeline and status. Quality criteria for each of the components of both of these worksheets are described. There should be a logical connection among the elements listed in the columns.

District/Consortium Target Setting Form

Required Element (definition)	Criteria
<p>Performance Targets (2 years)</p> <p><i>A specific, quantifiable performance outcome that defines what would constitute</i></p>	<ul style="list-style-type: none"> Specifies priority disaggregated groups for pre-established federal performance indicator targets or identifies safe-harbor targets as appropriate. Specifies ambitious but attainable annual target(s) for every performance indicator area (achievement, growth, growth gaps, and post-secondary/workforce readiness) where the district did not at least meet state expectations, including at least one annual target related to each priority performance challenge. Title I districts are expected to include AYP targets as well. Identifies the group or disaggregated group of students to which the

success in a performance indicator area within the designated period of time.

target applies (e.g., 3rd grade, English Language Learners).

- Specifies the measure (e.g., CSAP, CSAPA, Escritura, Lectura, ACT Composite) and metric (e.g., % proficient or advanced, % partially proficient, median student growth percentile, % of students making catch-up growth, % reduction in dropout rate) for which the target is being set.
- Includes the required state metrics for that performance indicator; targets for additional metrics may also be identified.
- Sets targets for increasing performance over time in a way that would, at a minimum, result in the district meeting state expectations within five years.
- Provides specific, actionable targets which may be at the grade or disaggregated group level (e.g., ELL students, truant students)
- May include targets associated with required district performance indicators (e.g., English language attainment, educator quality, and high school completion rates).






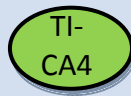
- Includes targets for each of the following:
 - Reducing student truancy rate;
 - Reducing dropout rate;
 - Increasing student attendance rate;
 - Increasing graduation rate;
 - Increasing completion rate.





Interim Measures


A measure (and associated metric) of student performance used to measure performance in a specified indicator area, at more than one point during a school year.




- For each annual target, describes what will be used to measure student performance to monitor progress in reaching the target.
- Includes only measures that are administered/scored/reported more than once during the school year.
- Specifies how frequently the data from the measure will be available.
- Specifies metrics associated with each interim measure (e.g., NWEA RIT Growth scores, Acuity subscale proficiency scores).

Action Planning Form

Required Element <i>(definition)</i>	Criteria
<p>Major Improvement Strategies</p> <p><i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i></p>	<ul style="list-style-type: none"> • Describes an overall research-based approach based on a theory about how performance will improve. There must be evidence that the strategy has previously resulted in improvement in performance, such as that specified by a priority performance challenge. • Describes the specific change in practice that will result from the action steps (e.g., not “improve reading instruction,” rather “implement formative assessment practices in all 3rd -10th grade classrooms during reading instruction”). • Explicitly responds to the identified root cause(s). • Specifically addresses the needed instructional improvements. • Includes strategies associated with required district performance indicators (e.g., English language attainment, educator quality and high school completion rates).
	<ul style="list-style-type: none"> • Must include at least one of the following approaches: <ul style="list-style-type: none"> ▪ Turnaround Partner ▪ District Management ▪ Innovation Designation ▪ School Management Contract ▪ Charter Conversion ▪ Restructure Charter ▪ School Closure ▪ Other Strategy of Comparable or Greater Effect
	<ul style="list-style-type: none"> • Identifies at least one major improvement strategy that is designed to result in (1) improved dropout prevention, including student attendance, and (2) improved student engagement and re-engagement.
	<ul style="list-style-type: none"> • Major improvement strategy(s) will directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.
	<ul style="list-style-type: none"> • Plan goes beyond previous efforts to impact student achievement.

Required Element (definition)	Criteria
Action Steps <i>The activities or actions that will be taken to implement a major improvement strategy.</i>	<ul style="list-style-type: none"> • Describes the specific steps that district personnel will take to implement the major improvement strategy. • Describes the specific steps that any external consultants or contractors (if the district is working with them) will take to implement the major improvement strategy.
	<ul style="list-style-type: none"> • Identifies the manner in which the district and parents will work together to address dropout risk factors and remediation strategies.
	<ul style="list-style-type: none"> • Address the fundamental teaching and learning needs of the schools in the LEA, especially the academic problems of low-achieving students. • Define specific measurable achievement goals and targets for each of the student subgroup whose disaggregated results are included in the State's definition of AYP. • Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects. • Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction. • Include strategies to promote effective parental involvement in the schools served by the LEA.
	<ul style="list-style-type: none"> • Strategies (linked to Title IIA funding) meet the state identified priorities, including (1) professional development, (2) recruitment, retention and distribution of effective teachers and/or (3) activities that ensure teachers will be highly qualified.
	<ul style="list-style-type: none"> • Describes specific scientifically based research strategies that will be used to improve achievement in 1) English Language Development, 2) Reading/LA, and 3) Mathematics as identified through AMAO data. • Provides for high-quality professional development that will have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational programs provided to ELLs. • Includes strategies to promote effective parental and community involvement at the school and district level. • Describes coordination with other NCLB programs.
Timeline	<ul style="list-style-type: none"> • Specifies the month(s) and year when each action step will take place. • Identifies a logical sequence of action steps.

Required Element (definition)	Criteria
Key Personnel	<ul style="list-style-type: none"> • Describes who will be responsible for implementing the action step(s); may be a position or a role. • Optional, but recommended
Resources 	<ul style="list-style-type: none"> • Clearly aligns resources with the proposed action step. • Must include total funds budgeted for each improvement strategy, including local, state and federal funds. • May include: staff time, expertise, external contracts. (e.g., .2FTE of an instructional coach will be devoted to implementing this action step -- Local funds and Title I pay for the position). • Specifies the amount (of money and/or time). • Specifies the source (e.g., Title I, district). <hr/> <ul style="list-style-type: none"> • Clearly identifies how Title I Program Improvement set-aside funds will be used.
Implementation Benchmarks <i>A measure (with associated metric) used to assess the degree to which action steps have been implemented. (Note: Not performance measures.)</i>	<ul style="list-style-type: none"> • Specifies what will be measured (with associated metrics) and when data will be collected. <i>Note: Implementation benchmarks may be quantitative or qualitative.</i> • Describes when implementation benchmarks will be analyzed and interpreted and who will be involved. <i>Note: Analyzing and interpreting implementation benchmarks and making adjustments to action steps should be included in the action steps.</i>
Status <i>Progress toward action step completion</i>	<ul style="list-style-type: none"> • Optional, unless directed by a competitive grant program. • Indicates the status of the action step. • May include specific information, such as date completed.

Required Element <i>(definition)</i>	Criteria
Additional Documentation	
	<ul style="list-style-type: none"> • Narrative describing the supports the district will provide to students who leave school prior to graduation and educational alternatives available to students (e.g., adult basic education, general education development, workforce or job training). • Description of implementation of recommendations from Practices Assessment.
	<ul style="list-style-type: none"> • District-level Parent Involvement Policy may be attached to the Unified Improvement Plan, rather than woven into the UIP.
	<ul style="list-style-type: none"> • Entire projected Title IIA allocation for 2012-13 is included in the form. • Activities are described or a cross-walk of where the activity is described in the UIP is provided.

Appendix D: Annual Timeline for School Planning and Accreditation

