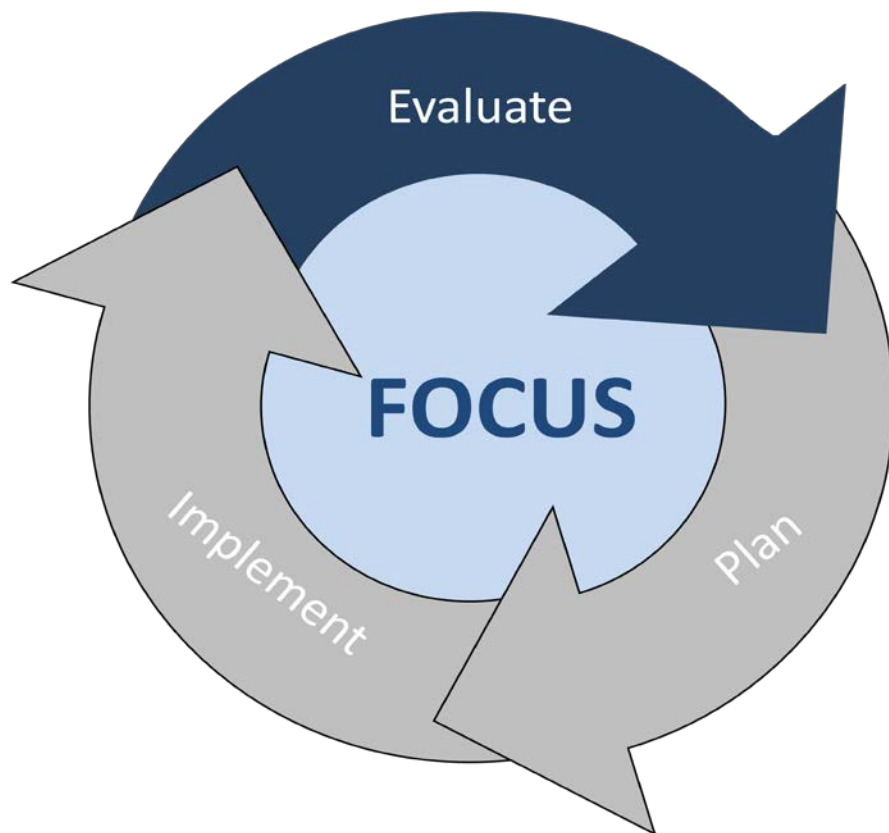


Unified Improvement Planning Handbook



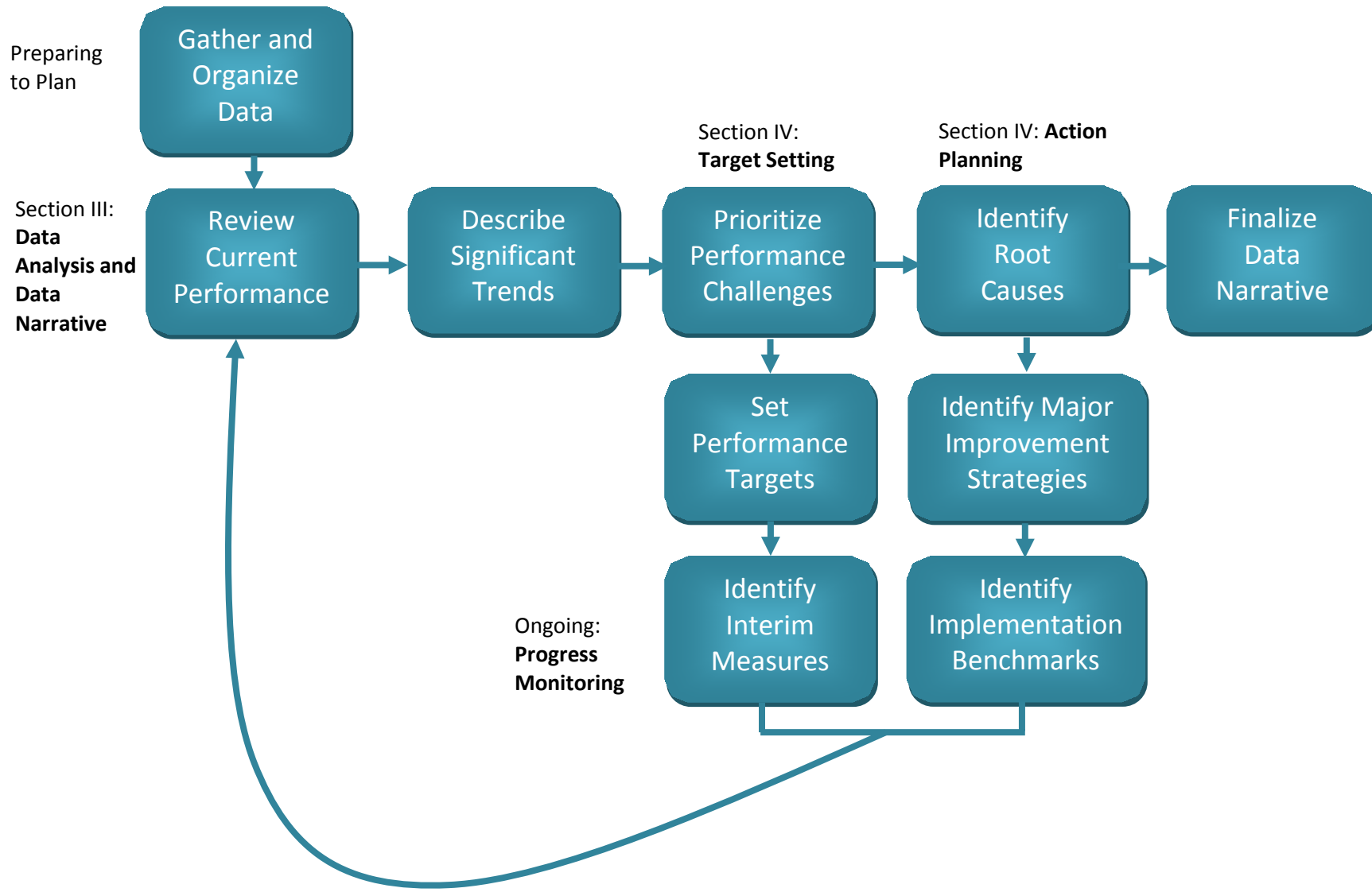
Version 1.0

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

UNIFIED IMPROVEMENT PLANNING PROCESS MAP

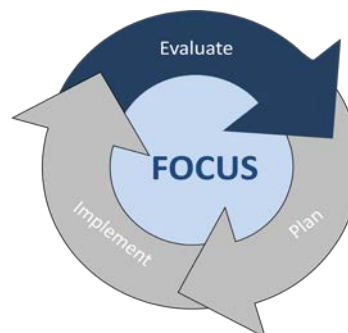


THE PURPOSE OF UNIFIED IMPROVEMENT PLANNING

Unified Improvement Planning was introduced to support school and district use of performance data to improve student learning in fulfilling state and federal accountability requirements. The common unified improvement planning template and planning processes it supports represent a shift from planning as an “event” to planning as a critical component of “continuous improvement.” By incorporating the planning requirements for both state and federal accountability purposes, unified improvement planning aligns improvement efforts within schools and districts and reduces the total number of plans schools and districts are required to complete. 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.

During any planning process, planning teams have in mind some overall purpose or result that the plan is to achieve. Because of the *Colorado Achievement Plan for Kids* (SB212-08), for Colorado districts and schools, the primary purpose of improvement planning is: ***Ensuring 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, No Child Left Behind (NCLB) 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 their performance, districts and schools will improve their effectiveness and the outcomes for their 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 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 plan type assignment, all districts use the same district unified improvement planning template and all schools use the same school unified improvement planning template. The sections of that template are described in the pages that follow.

PREPARING TO PLAN: GATHERING AND ORGANIZING RELEVANT DATA

After the purpose of improvement planning has been clarified, planning teams must gather and organize relevant data, generated from a variety of sources, to inform their planning process. Data is used to: identify significant trends and prioritize performance challenges (performance data), determine root causes (process data), monitor progress towards performance targets (interim performance data) and monitor implementation of major improvement strategies (process data). The data needed includes that made available from the state as well as local data sources. Planning teams will need to include three years of data in order to describe significant trends.

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

Performance Indicator	Data Sources	Available from
Student Academic Achievement and Achievement Gaps	Colorado Assessment Program performance by proficiency level, grade level, content area, and disaggregated group AYP Performance Summary (including detailed reports in reading and math for each disaggregated group of students)	School and District Performance Framework Reports (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)
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)

Performance Indicator	Data Sources	Available from
English Language Development and Attainment (district only)	Student performance on CELA by proficiency level	
Teacher Qualifications (district only)	Number and percentage of teachers meeting federal highly qualified definition	www.schoolview.org data center Student-level record data downloadable through CEDAR (password protected)

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 provides some suggestions of 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 Unified Improvement Planning (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 and AYP reports. 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 NCLB. Additional indicator areas required by NCLB 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. NCLB also specifies measures and metrics for each required performance indicator area, but NCLB and the *Education Accountability Act of 2009* specify different metrics to use when evaluating progress towards academic achievement. NCLB uses the percent of students reaching the partially proficient performance level whereas the *Education Accountability Act of 2009* uses the percent of students reaching the proficient performance level.
- c. **Federal and State Expectations.** Both the *Education Accountability Act of 2009* and NCLB require schools and districts to meet expectations, each year, in each performance indicator area. For NCLB 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 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 will set their own targets for each performance indicator required by the *Education Accountability Act of 2009* in Section IV of the template.

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, and writing. Federal: Percent of students scoring partially proficient, proficient or advanced in mathematics and reading.	At or above the 2009-2010 50 th percentile for all schools/districts 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 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), 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 45 th percentile growth.
Growth Gaps	The Colorado Growth Model (CSAP in Math, Reading and Writing)	Median student growth percentile (for disaggregated student groups) Median adequate growth percentile (for disaggregated groups of students)	If the median student growth percentile for the disaggregated group is greater than or equal to the adequate median growth percentile, at or above 45 th percentile growth. If the median student growth percentile for the disaggregated

Indicator	Measure	Metric	State/ Federal Expectation
			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, or 6 years.	Above 80%.
	Drop-out rate	Percentage of students dropping out	At or below the state average (baseline established using the 2009-2010 school year).
	ACT	Average ACT Composite score	At or above the state average (baseline established using the 2009-2010 school year).
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	See CDE web site.
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, the various improvement plan requirements the plan will meet, as well as the lead contact for the plan, should be entered. Information from this section will help to determine which quality criteria apply to the school or district.

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 significant 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. A text box is provided for teams to enter their data narrative.

Step One: Review Current Performance and Identify Significant Trends

This step involves collaboratively analyzing and interpreting the data to determine the current performance of the school or district. 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. 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.

Three year trends could be . . .



How to identify significant trends. The identification of significant 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) starting with a single performance indicator area, considering each sub-indicator; 2) Identify questions raised by your data; 3) Reference appropriate data views (reports); 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 significant trends in the data analysis worksheet; 7) Repeat this process for each performance indicator area.

Examples of significant 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.
- Our dropout rate has remained relatively flat (15, 14, 16) and much higher than the state average between 2009 and 2011.

Significant trends should be recorded in the Data Analysis Worksheet. The data considered as part of reviewing current performance and identifying significant trends, a description of the most significant trends that were identified (both positive and negative), and where the school or district did not at least meet state and federal expectations should be described in the data narrative..

Step Two: Prioritize Performance Challenges

Step Two involves the team identifying which of their performance observations represent strengths on which it can build, and which represent challenges that need improvement. The pre-populated summary table in Section I of the UIP template (pp. 1-2) provides clues about content areas, grade levels and disaggregated groups where the team should focus attention. The Worksheet on Progress Monitoring of Prior Year's Performance Targets Prioritizing should also identify areas where the team should focus their attention. Priority performance challenges identify the strategic foci for the next steps in 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. Additionally, while schools and districts may identify as many performance challenges as they deem appropriate, it is recommended that the three to five most significant challenges are identified. Priority performance challenges are specific statements about performance. They provide the strategic focus for improvement efforts. They are also about the students. 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.

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 para-professionals 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 priority performance challenge must be identified (where school or district performance did not at least meet minimum state or federal expectations). Planning teams may also identify other areas where they would like to prioritize performance improvement.
- 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 3 or 4 priorities by first applying the real criteria and then engaging in additional conversation as needed (through cycles of proposal(s) made by someone in the group, discussion/modification of the proposal, etc.)

REAL Criteria

Readiness

- Is this problem keeping 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?

Endurance

- Do we believe that success will lead to significant and systemic change?
- Are we confident that this problem is not personality- or individual-driven?

Accountability

- Would solving this problem support our vision? Mission?
- Can we clearly describe how we believe this problem is negatively impacting performance?

Leverage

- 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?

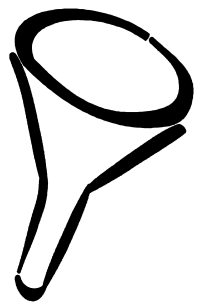
Priority performance challenges should be documented (in bullet form) in the Data Analysis Worksheet. The data narrative should also describe the priority performance challenges as well as describing the process used to prioritize performance challenges.

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 realm of control. 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 challenging and systematically narrowing and deepening the collective understanding until the team arrives at a root cause.



- Step One: Focus on one or a couple of closely related performance challenges (i.e. 4th grade math achievement and growth have both declined significantly over the past three years.)
- Step Two: 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 Three: 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 focus performance challenge.
- Step Four: Group like causes together (or categorize the explanations).
- Step Five: 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 Six: Deepening 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 Seven: 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) they should then be documented in the Data Analysis Worksheet. The root causes, how they were identified and how they were verified, 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 (what evidence was used to determine 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. 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 includes: 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) can then generate 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. The data narrative should describe the data analysis process, including who was involved, and how trends, priority performance challenges and root causes were identified and then narrowed.

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 Goals Form: Set Annual Performance Targets and Identify Interim Measures

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 NCLB, 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 are 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 PP and above	94.23% of all students and by each disaggregated group will be PP and above
		OR will show a 10% reduction in percent of students scoring non-proficient.	OR will show a 10% reduction in percent of students scoring non-proficient.

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

Minimum state expectations are provided in the School/District Performance Framework Reports (pgs 3-4). 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. They include:

- **Academic Achievement:** the 50th percentile of % proficient or advanced students for Colorado schools (using baseline values for the 2009-2010 school year).
- **Academic Growth and Academic Growth Gaps:** a median growth percentile (MGP) of 55 if MGP is < Adequate Median Growth Percentile, and 45 otherwise.
- **Postsecondary and Workforce Readiness:** Graduation rate at or above 80%, Drop-out rate at or below the state average, and Colorado ACT Composite Score at or above the state average (using baseline values for the 2009-2010 school year).

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 first two years; and then 5) Describe annual performance targets for the next two years.

There is no state penalty for not making 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 their plan type assignment be changed. Annual performance targets should be recorded in the School/District Goals Form.

Interim Measures. Once annual performance targets are set for the next two years, districts and schools must also 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 Goals 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 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).

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) each major improvement strategy is intended to dissolve must be explicitly identified in the action planning form. Which accountability provision or grant opportunity 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 addendums to the UIP template.

Each major improvement strategy will include several key action steps. There is a chart provided as part of the Action Planning Form that has space 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, resources that will be used to implement the actions and implementation benchmarks.

Implementation benchmarks are the data 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 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 SACs), 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 unified improvement plans will meet all state accountability requirements. For schools, the unified improvement plans will also meet federal Title I requirements including: required improvement plans for schools on improvement, corrective action or restructuring; Targeted Assistance Plan; and Portions of Schoolwide Plan (note: additional attachments are required to meet these requirements). The unified improvement plan will also meet planning requirements for Tiered Intervention Grants and School Improvement Grants. For districts, the unified improvement plan will meet Title I, IIA, III, and Dropout Prevention requirements. The unified improvement plan will also meet planning requirements for District Partnership Grants and District Improvement Grants. All schools and districts are required to use the unified improvement planning template beginning in the 2011-2012 school-year.

What school plans will be reviewed?

The state will NOT review all school plans. Based on the Educational Accountability Act (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 are in place (e.g., desk review, onsite visits). This includes Title I 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 under Title IA, IIA and/or III.

Who will review district plans?

CDE staff will review all district turnaround and may review priority improvement plans. A state review panel appointed by the commissioner will review all state turnaround plans. The review panel may review priority improvement plans. CDE staff will also review plans from districts/grantees identified for improvement under ESEA.

What criteria will be used to review plans?

District staff and CDE staff 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: Corrective Action, School Improvement, Restructuring
- ESEA requirements for Title I Targeted Assistance Programs
- ESEA requirements for Title I Schoolwide Programs

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.

DRAFT

APPENDIX A: PLANNING TERMINOLOGY

Term	Definition
Academic Achievement Or Achievement	<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>
Academic Growth	<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 and Adequate Growth</i></p>
Academic Growth Gaps	<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, and Subgroup</i></p>
Action Step	<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) NCLB	<p>The federal accountability determination of a school or district's trend towards meeting the goal of all students being NCLB 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> <ul style="list-style-type: none"> (a) A statistical model to calculate each student's progress on state assessments. (b) A computer-based data visualization tool for displaying student, school, and district results over the internet.

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
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> <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)</p>

Term	Definition
	<p>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. See also: Measure and Metric</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 NCLB.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of both SB09-163 and NCLB.</p>
Interim Measure	<p>A measure (and associated metric) used to assess, for the level of a given performance indicator, at various times during a school year.</p>
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</p>

Term	Definition
	<p>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, federal statute 2001, the re-authorized Elementary and Secondary Education Act (ESEA).
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>

Term	Definition
	High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.
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.
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

Term	Definition
	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.
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	One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework

Term	Definition
	<p>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 structures to form an innovation school zone pursuant to the Innovation Schools Act; • 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)

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 on 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. Checklists of individual program requirements are available on the Learning Center at www.schoolview.org/learningcenter.asp

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
(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:

TI-SW

TITLE I SCHOOLWIDE PROGRAM

TI-TA

TITLE I TARGETED ASSISTANCE PROGRAM

TI-SI 1

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

TI-CA

IDENTIFIED FOR CORRECTIVE ACTION UNDER TITLE I

TI-R

IDENTIFIED FOR RESTRUCTURING UNDER TITLE I


St - T

TURNAROUND PLAN TYPE UNDER STATE ACCOUNTABILITY SYSTEM

SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION

Data Narrative

The purpose of the data narrative is to describe the significant trends, priority performance challenges, and root causes of performance for the school, and to describe the process through which the school-level planning team identified them. It should not include a description of major improvement strategies, action steps, etc. The narrative should meet the following criteria overall. The significant trends, priority performance challenges, and root causes identified in the narrative should also meet the criteria described below for each of those elements. A short (bulleted list) of significant trends, priority performance challenges, and root causes should also be included in the **data analysis worksheet**.

Required Element (definition)	Criteria
Data Narrative (overall) 	<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 and/or federal performance expectations. Identifies what additional performance data (state and local sources) were used in the analysis of significant trends. Describes significant trends. Describes priority performance challenges. Describes the process used to prioritize the needs. 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. <hr/> <ul style="list-style-type: none"> Describes stakeholder involvement in plan development, including parents, other community members, and school staff, including teachers, principal, program administrators (such as Even Start, Homeless Education, Early Reading First), pupil services personnel, and students.
Significant Trends <i>Description of trends for every performance indicator, identified based on analysis of three years of data.</i>	<ul style="list-style-type: none"> Makes explicit to which performance indicator/sub-indicator the trend applies, and the direction of the trend (i.e., 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

Required Element (definition)	Criteria
	<ul style="list-style-type: none"> next year, 5th grade in the third year); <ul style="list-style-type: none"> ○ 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. • <u>To the degree that data are available</u>, includes analysis of the performance of all students in the school (e.g., pre-K-2, 11th and 12th), and includes performance in subjects not tested by the state.
Priority Performance Challenges <i>Specific statements about the school's performance challenges (not statements about 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>	<ul style="list-style-type: none"> • Identifies <u>at least one</u> priority performance challenge for every indicator (achievement, growth, growth gaps, post-secondary/workforce readiness). • 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 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). • Priority performance challenges describe the strategic focus for the school considering every sub-indicator for which the school did not meet expectations. • 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.
Root Causes <i>Statements describing the deepest underlying cause, or causes, of performance challenges, that, if</i>	<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).

Required Element (definition)	Criteria
<i>dissolved, would result in elimination, or substantial reduction, of the performance challenge(s).</i>	<ul style="list-style-type: none"> • Reflects analysis of multiple types of data (in addition to performance data and including local data sources) in the identification 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 Planning includes the *School Goals Worksheet* and the *Action Planning Worksheet*. The school goals worksheet includes columns for performance targets (for 2010-11 and 2011-12), interim measures for 2010-11, 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.


School Goals Worksheet:


Required Element (definition)	Criteria
Performance Targets (2 years) <i>A specific, quantifiable performance outcome that defines what would constitute success in a performance indicator area within the designated period of time (2010-2011 or 2011-2012).</i>	<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 performance target(s) for every performance indicator area (achievement, growth, growth gaps, and post-secondary/workforce readiness) where the school failed to meet state expectations, including at least one performance target related to each priority performance challenge. Title I schools would be expected to 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, Escruita, 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 will likely be at the grade or disaggregated group level.• May include targets associated with required district performance indicators (e.g. English language attainment and educator quality).
Interim Measures <i>A measure (and associated metric) of student performance used</i>	<ul style="list-style-type: none">• For each performance 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

to measure performance in a specified indicator area, at more than one point during a school year.

Growth scores, Acuity subscale proficiency scores).

Action Planning Worksheet:

Required Element (definition)	Criteria
Major Improvement Strategies <i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i>	<ul style="list-style-type: none"> • Describes an overall research-based approach based on a theory about how performance will improve (i.e., 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.
	<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 ▪ Other Strategy of Comparable or Greater Effect


Required Element (definition)	Criteria
	<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. ▪ Turn the operation of the school over to the State if this action is permitted under state law and the State agrees. ▪ Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring.

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 school 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.
<div>TI-SW & TA</div>	<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 Parent Involvement Policy and Parent Compact.
<div>TI-SW</div>	<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 below partially proficient will be identified and the potential interventions that will be provided to them. Describes how timely assistance will be given to students who are below proficient. Describes strategies to assist preschool students in the successful transition from early childhood programs to local elementary school programs.
<div>TI-TA</div>	<ul style="list-style-type: none"> Describes how 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 participating students in the program will be reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient.

Required Element (definition)	Criteria
TI-SI 1	<ul style="list-style-type: none"> Describes 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.
TI-CA	<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) (during the school 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.
Resources	<ul style="list-style-type: none"> 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). Clearly aligns with the proposed action step. <hr/> <div>TI-SW</div> <ul style="list-style-type: none"> Describes how other NCLB 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/> <div>TI-TA</div> <ul style="list-style-type: none"> Directly identifies Title I resources and how they are coordinated with other resources. <hr/>

Required Element (definition)	Criteria
<div>TI-SI or CA</div>	<ul style="list-style-type: none"> Indicates how federal funds for professional development 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. Note: Implementation benchmarks may be quantitative or qualitative. Describes when implementation benchmarks will be analyzed and interpreted and who will be involved. Note: Analyzing and interpreting implementation benchmarks and making adjustments to action steps should be included in the action steps.

Required Element (definition)	Criteria
Amendments 	<ul style="list-style-type: none"> School-level Parent Involvement Policy and Parent Compact may be attached to the Unified Improvement Plan, rather than woven into the UIP.

Appendix C: Annual Timeline for School Planning and Accreditation

