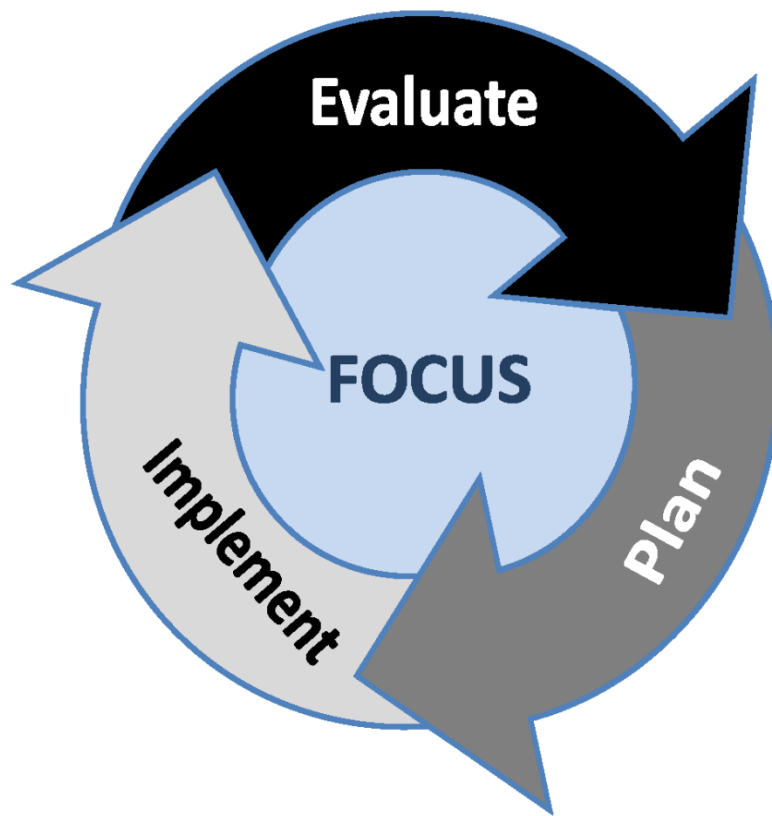**COLORADO**
Department of Education

Unified Improvement Planning Handbook

Guidance for Schools and Districts for Completing a Unified Improvement Plan
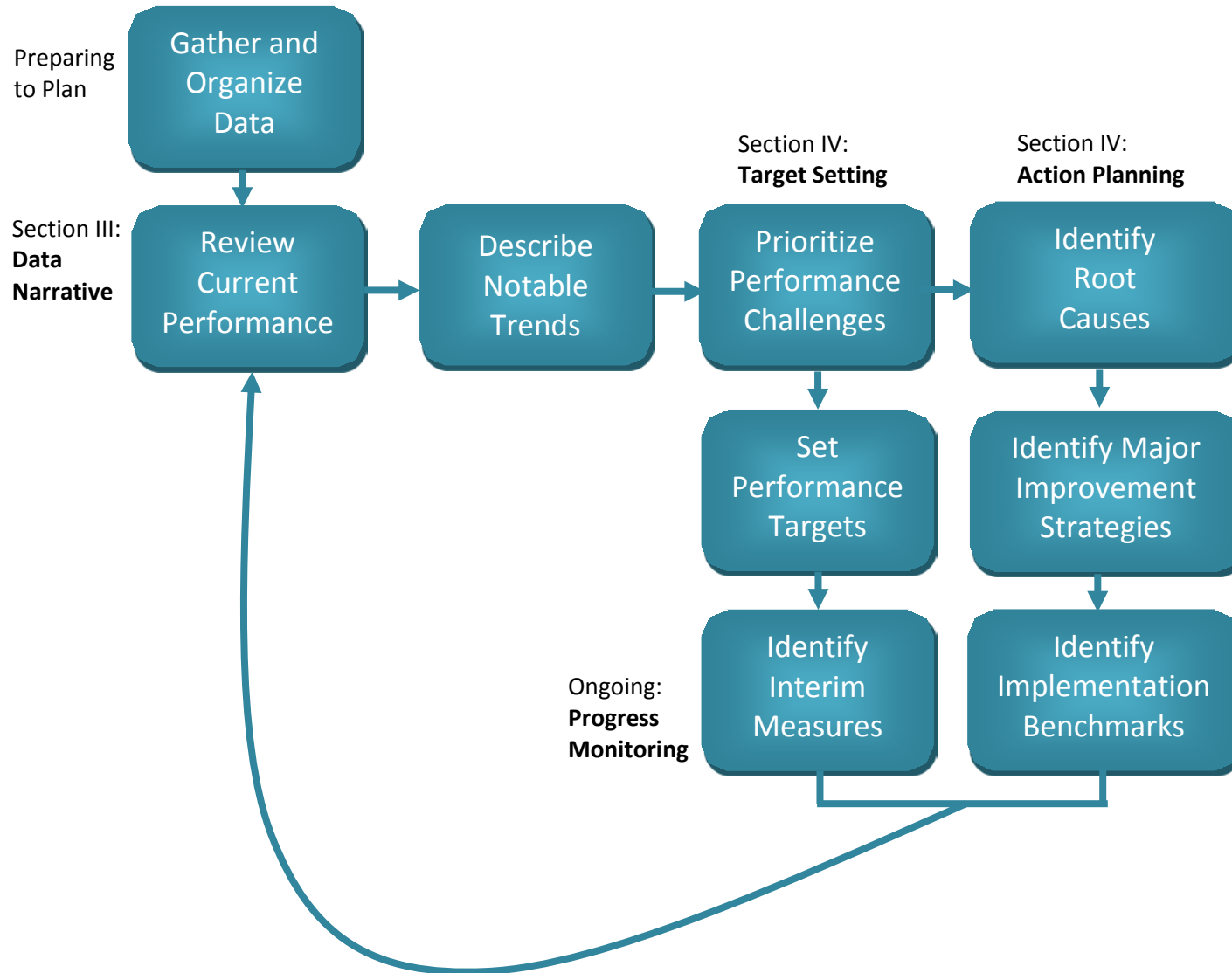

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PURPOSE OF THIS DOCUMENT

In 2009, the Colorado Department of Education (CDE) introduced Unified Improvement Planning (UIP) to streamline school and district efforts to meet a variety of state and federal improvement planning requirements. The UIP reduces the total number of separate plans schools and districts are required to complete, with the intent of creating a single plan for improvement that has true meaning for local stakeholders. Adopting a common improvement planning approach has also enabled the state to shift from planning as an "event" to planning as a critical component of "continuous improvement." The UIP processes support the following:

Alignment	Aligns improvement planning requirements for state and federal accountability into a "single" plan focused on improving results for students.
Best Practice	Promotes best practices in improvement planning including using state and local data, engaging in a continuous improvement cycle and prioritizing a limited number of strategies.
Documentation	Provides a common format for all schools and districts to document improvement efforts, and for those on the state accountability clock (i.e., Priority Improvement and Turnaround) to demonstrate a coherent plan for dramatic change over time that CDE and the State Review Panel can review.
Transparency	Offers multiple stakeholders (e.g., staff, families, community members) access to information about school/district improvement efforts through public posting of plans on SchoolView.org.
Supports	Triggers additional supports through CDE, especially for schools/districts on the accountability clock.

The *Colorado Achievement Plan for Kids* (S.B. 08-212) established the primary purpose of improvement planning as aligning 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***. Furthermore, the federal Elementary and Secondary Education Act (ESEA) – including Titles IA, IIA and III – requires improvement planning to focus on ensuring that all students in the state reach proficiency in English language arts/reading and mathematics. Over time, several other state and federal programs and grants (e.g., Student Graduation Completion Plan designation, Tiered Intervention Grants, Gifted Education, READ Act) have been woven into UIP processes, allowing schools and districts to meet multiple planning requirements simultaneously.

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 to **Evaluate** (or monitor) performance (based on interim measures) and implementation of major improvement strategies (based on implementation benchmarks) at least quarterly. Make adjustments to **plan**ned improvement strategies, and **implement** revised strategies, as needed. The state developed common improvement planning processes and template (including the MS Word format and the online system) to increase coherence across the different steps in the continuous
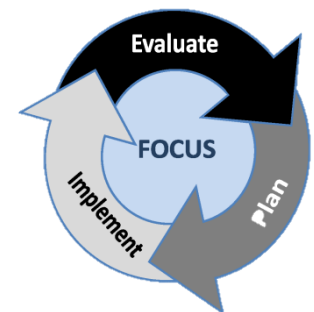
improvement cycle. Program addenda have been included to ensure that schools and district meet both specific program and grant accountability requirements. Note about the Online UIP System: The online system is expected to be released in late fall 2014. Participation will be optional in 2014-15. For additional information about the features of the system, go to:
http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

Colorado statute requires the Colorado Department of Education (CDE) to assign every school and district to one of four plan types based on current performance. Plan types include the following: Performance, Improvement, Priority Improvement, or Turnaround. The assigned plan type determines the level of attention the school/district receives from the state – for both increased state scrutiny of improvement plans and additional state support.

Regardless of their plan type assignment, all schools/districts must use a common format to document and publicly report their improvement efforts. Each year, schools and districts are required to consider newly available state and local performance data to write, rewrite, or update a two-year UIP (one that spans the current and subsequent school year), and submit their plan to the state. Based on recent legislation (HB 14-1204) Districts with less than 1200 students and their schools that maintain a plan type of Performance may choose to submit updated plans biennially (every other year). See http://www.cde.state.co.us/uip/uip_trainingandsupport_resources for a fact sheet with more information about this flexibility.

This UIP Handbook is a basic guide to support school and district stakeholders as they engage in a unified approach to improvement planning. It is intended to be used in conjunction with several other resources to strengthen school/district improvement planning processes. These include: (1) the School/District's Performance Framework Report, (2) the UIP template (MS Word version or the online system) with the pre-populated report specific to the school or district, and (3) the UIP Quality Criteria.

PARTICIPANTS IN THE PLANNING PROCESS

Planning at the school or district level should involve multiple stakeholders. However, planning teams in schools and districts will look different based on their unique needs. In general, teams should consist of building leadership and teacher representatives, and should engage parent and/or community representatives. The School and District Accountability Committee (SACs/DACs) roles in the improvement planning process have been defined by statute and state rule. For more details, refer to the District Accountability Handbook at:
http://www.cde.state.co.us/accountability/district_accountability_handbook2014.

WRITE, REWRITE OR UPDATE

One of the first decisions a planning team must make is if they need to *write*, *rewrite* or *update* their UIP.

- *Write a New Plan.* If the school or district did not have a UIP in the prior year (i.e., new schools), the team will write a new plan. Given some of the unique circumstances of writing a UIP for a new school (e.g., absence of an SPF, limited or no trend data), additional guidance is available to new schools at: http://www.cde.state.co.us/uip/supplementalguidance_newschools_2013pdf

- *Re-Writing a Plan.* Rewriting is similar to writing a new plan but applies to schools that have had a plan in previous years and should have student performance data to draw upon. This approach

requires planning teams to fully engage in every planning step as if they did not have a plan the prior year. Some conditions that could lead a planning team to rewrite their UIP include: new leadership at the school that is not invested in the prior plan; limited or no staff involvement in development of the prior plan; performance results that suggest no improvement or a decline in performance; a plan that is out of step with current improvement strategies as enacted in the school or district; significant changes in resources (positive or negative) to implement improvement strategies; re-configuration of the school (e.g., combining two schools, grade level re-configuration), and/or feedback from the district, state or community stakeholders that suggests the plan needs substantial revision.

- *Updating the Plan.* Updating entails tweaking or building upon the plan from the prior year. Updates include updating the data narrative (e.g., progress on previous year's targets, including recent data in the trend analysis), updating targets and updating the action plan. Some of the guidance in this handbook is described through the perspective of schools and districts that are writing or rewriting plans. Schools and districts engaging in the updating process will need to determine what applies in their context.

GATHERING AND ORGANIZING RELEVANT DATA

In preparation for improvement planning – whether engaging in writing, rewriting or updating the UIP – planning teams should gather and organize relevant data from a variety of sources. This includes performance data (e.g., student assessment results, and educational outcome measures like dropout or graduation rates), demographics (characteristics of a population such as number of students in a school, percentages of students qualifying for free/reduced lunch), process data (measures that describe what is being done to get learning results, such as programs, strategies, and practices), and perception data (information that reflects opinions and views of educational stakeholders). Planning teams will use different types of data to identify performance trends and prioritize performance challenges (performance data), determine root causes (process and perception data), set targets (performance data), monitor progress towards performance targets (performance data, interim measures) and monitor implementation of major improvement strategies (process and perception data). The team will need to use data made available from the state as well as from local sources. As part of the data-gathering process, district and school teams should clarify when during the year each data source will be available.

School and district plans must utilize and reference the state performance data (measures and metrics) included in the school/district performance framework reports when available. See Appendix A for a complete list of state data reports/views, and where to access them.

It is likely that more detailed *data* is available at the district and school levels (local data). As a part of the planning process, planning teams should gather local data to help provide context, deepen the analysis, and in some cases help to explain the state performance data. The following table describes data sources that may be available at the district or school level. Planning teams should use local student performance data in addition to state performance data in trend analysis and target-setting. Local demographic data, school process data and perception data are more likely to be used during root cause analysis and as part of identifying implementation benchmarks.

Table 1. Local Data for Planning

Performance Data	Demographic Data	Process Data	Perception Data
• Local (district) summative and interim assessment results • Student work samples • Classroom assessment results • K-3 reading assessment results (required by the READ Act)	• 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)	• External school/district reviews • Curriculum documents • Instructional materials • Observations of Instructional Practice • Academic interventions available to students • Student attendance • Discipline referrals and suspension rates • Schedules and class sizes • Family/community involvement policies/practices • Professional development (structure, participation, focus) • Services and/or programs (e.g., Title I, special ed, ESL) • Extended day or summer programs • MTSS Fidelity of Implementation	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment results

SECTION I: SUMMARY INFORMATION ABOUT THE SCHOOL OR DISTRICT

Section I of the UIP Template/on-line form provides a brief summary of school or district performance based on both state and federal performance indicators. It highlights **why** the school/district received its accountability designations and summarizes where it meets or does not meet state and federal expectations. This section is pre-populated by CDE. It references data from the School or District Performance Framework Reports (SPF or DPF), and may include ESEA accountability information, and relevant program or grant information.

Both state and federal statutes define performance indicators, or dimensions of quality, that help to focus school and district improvement efforts. For each performance indicator, Section I of the UIP template lays out measures and metrics (how the indicator is measured), state and federal expectations (a minimum that indicates acceptable 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. For Alternative Education Campuses (AEC), the performance indicator areas for state accountability are Academic Achievement, Academic Growth, and Postsecondary/ Workforce Readiness, but Student Engagement replaces Academic

Growth Gaps.

b. **Measures and Metrics**. For each performance indicator required by the *Education Accountability Act of 2009*, the state also defined required measures and metrics. The Colorado ESEA waiver also specifies measures and metrics for some performance indicator areas.

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. The state has established *minimum expectations* for each performance indicator; districts and schools set their own performance targets based on their current performance in relationship to these minimum expectations.

The table below includes required measures and metrics and state and federal expectations for each performance indicator area. The minimum expectations indicated in this table would earn a school or district a "meets" rating on each indicator or sub-indicator in the SPF/DPF. The level of performance that results in state ratings of "does not meet", "approaching", "meets" and "exceeds" are available in the school and district performance framework report rubrics.

Table 2. Performance Indicators, Measures, Metrics, and Expectations

Indicator	Measures	Metrics	Expectations
Student Academic Achievement	TCAP, CoAlt, Lectura, Escritura in Math, Reading, and Writing	Percent of students scoring proficient or advanced in mathematics, reading, and writing	At or above the 50th percentile for all schools/districts using 2010 (1-year SPF/DPF) or 2008-10 (3-year SPF/DPF) baseline values.
Student Academic Growth	The Colorado Growth Model (Growth in Math, Reading and Writing based on TCAP and growth in English Language Proficiency based on ACCESS)	Median student growth percentile for the school/district (Math, Reading, Writing and English Language Proficiency)

Median adequate growth percentile, the 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 (reading, writing or math), within three years or by 10th grade; whichever comes first.

Median adequate growth percentile for English Language Proficiency is the growth needed for the typical student to reach English language proficiency within a 5-7 year timeframe as validated by national research. | If the median student growth percentile for the school or district is greater than or equal to the adequate median growth percentile, the minimum expectation for the median student growth percentile is at or above 45th percentile growth.

If the median student growth percentile for the school or district is less than the adequate median growth percentile, the minimum expectation for the median student growth percentile is at or above 55th percentile growth. |

Indicator	Measures	Metrics	Expectations
Growth Gaps	The Colorado Growth Model (Growth in TCAP for Math, Reading and Writing)	Median student growth percentile for disaggregated student groups Median adequate 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, the minimum expectation is at or above 45th percentile growth. If the median student growth percentile for the disaggregated group is less than the adequate median growth percentile, the minimum expectation is at or above 55th percentile growth.
Postsecondary Workforce Readiness	Graduation rate	Percentage of students graduating within 4, 5, 6, and 7 years	The highest value among the 4, 5, 6, 7-year graduation rate is above 80%. The highest value among the 4, 5, 6, 7-year disaggregated graduation rate is above 80%.
	Disaggregated graduation rate	Percent of students within disaggregated groups graduating within 4, 5, 6, and 7 years	
	Dropout rate	Percentage of students dropping out	The percentage of students dropping out is at or below the state average using 2009 (1-year SPF/DPF) or 2007-09 baseline values (3-year SPF/DPF).
	Colorado ACT	Average ACT Composite score.	The average Colorado ACT composite score is 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)	WIDA ACCESS growth and performance, TCAP growth, TCAP/ Lectura/ CoAlt participation	ACCESS median growth percentiles and median adequate growth percentiles ACCESS and ACCESS Alternate ELL TCAP Reading, Math and Writing median growth percentiles and median adequate growth percentiles	AMAO 1: Median Growth Percentiles at the EMH levels worth 0.5 to 2.0 out of 2.0 points. If percent of points earned >=62.5%, AMAO 1 met. MGP may be worth more points when it meets or exceeds AGP. AMAO 2: 12.0% of students tested scored 5+ Overall and 5+ on Literacy subscale. AMAO 3: District/Consortium meets Reading, Writing and Math academic growth and high school graduation rate targets. Best of the 4-year on-time, 5-year, 6-year and 7-year Graduation Rate worth 1 - 4 of 4 points (80%=meets).
	Graduation Rate	Percentage of ELL students graduating within 4, 5, 6, and 7 years	Points earned and points possible (40) summed across EMH/content areas and graduation rate. If percent of points earned >= 62.5%, AMAO 3 met. MGP may be worth more points when it meets or exceeds AGP. TCAP participation rate for English learners >= 95% in 3 of 4 content areas (reading, writing,

Indicator	Measures	Metrics	Expectations
		ELL participation rates for TCAP/Lectura/CoAlt Reading, Writing, Math and Science	math and science). If district/consortium misses more than one participation rate, AMAO 3 rating drops one category.

SECTION II: IMPROVEMENT PLAN INFORMATION

Section II of the UIP template 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 provided in this section will also help to determine which UIP Quality Criteria apply to the school or district.

SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION

Section III is where schools and districts provide a narrative that details their data story. This data story should answer these questions: *How are our students performing?* (description of current performance), *What is our priority for this year?* (priority performance challenges), *Why are we getting these results?* (root causes). The inquiry process captured in this section corresponds with the "evaluate" portion of the continuous improvement cycle. The data narrative creates a foundation upon which planning teams build their major improvement strategies and action steps. The data narrative should include the following elements:

1. A brief description of the school or district (a few sentences about the school, such as demographics, location or educational approach).

2. An explanation of the process used to develop the UIP including which stakeholders were involved in the data analysis (e.g., principal, teachers, SAC) and what their roles were.

3. The school/district accountability status (i.e., years on the accountability clock, if applicable), the plan type assignment, the performance indicators areas (i.e., academic achievement, academic growth, academic growth gaps, postsecondary workforce readiness) that the school/district did not meet state or federal expectations, and a description of the magnitude of overall school/district performance challenges.

4. How current performance compares to the targets established in the prior year's plan, and the degree to which current performance supports continuing current major improvement strategies or action steps. This should help indicate whether the school/district will need to rewrite or update the overall plan.

5. Notable performance trends (positive and negative) in each indicator area, what data was considered (including local data sources metrics and measures), how the team determined which trends were notable, and the degree to which current trends represent a continuation from those identified in the prior year's plan.

6. Priority performance challenges that reflect the magnitude of the overall school/district performance challenge, the process used to prioritize the performance challenges, and what makes the priorities more important to address immediately than other notable negative trends.

7. Root cause(s) associated with each priority performance challenge.

8. How root causes were identified and the additional data that was reviewed to validate the root causes.

9. A description of the process used to identify major improvement strategies aligned with the root causes of priority performance challenges is encouraged.

The data narrative should be explicit in aligning the different elements of the plan. This means describing how the root causes explain the priority performance challenges, and how the major improvement strategies address the root causes of priority performance challenges.

To help local teams construct their data narrative, two additional worksheets have been provided: 1) a worksheet titled *Progress Monitoring of Prior Year's Performance Targets* supports review of progress made towards annual performance targets set for the prior year, and 2) a *Data Analysis Worksheet* supports identification of trends, prioritization of performance challenges and determination of root causes. In using these worksheets, team members should notice that some elements (e.g., priority performance challenges, root causes) are referenced in multiple places. It is important that teams ensure that these elements are consistent across the plan. In the online system, these elements are automatically pre-populated across different sections of the plan.

To facilitate planning team development in telling their data story, the process of analyzing data to construct the data narrative has been broken down into four steps: (1) Review current performance as described by the school/district performance framework report, including annual performance targets set in the UIP from the previous year; (2) Identify notable performance trends; (3) Prioritize performance challenges; and (4) Determine the root causes of those performance challenges. Each data analysis step and what planning teams should capture in their data narrative are described below.

Step One: Review Current Performance

Reviewing current performance involves planning teams collaboratively analyzing and interpreting student performance data to describe the current performance of the school or district. First, the planning team should review current performance as described in the school or district performance framework report (when available) and summarized in Section I of the UIP template. The School Performance Frameworks provide information about performance in relation to state and federal expectations on the four key performance indicators: Academic Achievement, Academic Growth, Academic Growth Gaps, and Postsecondary and Workforce Readiness (districts and high schools only). Answering the following questions will help focus team efforts as they prepare to move into the second step of identifying performance trends:

- What was the school/district's overall performance framework rating? If the school/district is on the accountability clock, what year is it entering?
- In which indicator areas (i.e., academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness) did the school/district not at least meet state and federal expectations (receive an "approaching" or "does not meet" rating on the district/school performance framework)?

- In which sub-indicators (e.g., math academic achievement) did the school/district not at least meet state and federal expectations?
- In which indicators and sub-indicators did the school/district not at least meet local expectations?

Planning teams must identify the performance indicator area(s) in which the school/district did not at least meet state/federal expectations in the data narrative. Planning teams may also note areas where performance did not meet local expectations. If the school/district submitted a request to reconsider their plan type assignment, and that plan type assignment was revised by CDE, the planning team should describe how this changed the areas where performance did/did not meet state/federal expectations.

At this point, planning teams also should consider the magnitude of the school or district performance challenges overall. This involves looking at performance on the SPF/DPF across all performance indicators (i.e., academic achievement, academic growth, academic growth gaps, and postsecondary/workforce readiness) to answer the following questions:
- Are the performance challenges of the school/district something that affects 85% or more of the students in the school? Do they affect less than 15% of the students in the school?
- Are significant performance challenges evident across all content areas? Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker? Stronger? Which content area?
- Are significant performance challenges evident across all disaggregated groups? Is there one or more disaggregated student group in which performance is weaker? Which group(s)?

Planning teams should describe the magnitude of the school/district performance challenge in the data narrative, based on the answers to these questions.

In schools/districts that have a UIP from the prior year, planning teams should also consider the performance targets set for the prior academic year, whether or not the targets were met, and what this might mean for the effectiveness of their major improvement strategies. Teams can use the optional *Progress Monitoring of Prior Year's Targets Worksheet* to support this analysis which prompts teams to capture the following: 1) the targets from the prior year; 2) whether the target was met, and/or how close the school/district was to meeting the target; and 3) a brief reflection on why previous targets were met or not met, including the degree to which current performance supports continuing with current major improvement strategies and action steps. In the second year of use, the online system will automatically populate the previous year's targets into this worksheet. In the first year (since the previous year's targets are not yet embedded in the online system), planning teams will need to enter this information on their own.

Planning teams can then use the information captured in the *Progress Monitoring of Prior Year's Targets Worksheet* to help them describe their reflections on the effectiveness of prior year's major improvement strategies in their data narrative. In the data narrative, teams should indicate whether or not each target was met. If the target was met, the team should describe if this is this worth celebration, and whether the target was rigorous enough. If the target was not met, the team should consider how far the school/district was from meeting the target, and use this information in prioritizing performance challenges for the current and next year (see below). The team should also consider the information captured in this worksheet in setting additional annual targets and in determining if the prior year's major

improvement strategies and action steps are having the desired effects on student learning and/or if major improvement strategies and action steps have been implemented with fidelity (see below). Note: teams should avoid the temptation to use this analysis as the sole factor in making decisions about subsequent targets, priority performance challenges and major improvement strategies.

Step Two: Identify Notable Trends

Notable performance trends include both positive and negative performance patterns. The identification of notable trends should consider each performance indicator area: Academic Achievement (status), Academic Growth, Academic Growth Gaps, and Postsecondary and Workforce Readiness (districts and high schools only). To do this, planning teams must consider all available state measures and metrics reported in the SPF/DPF, and any locally available performance data for each of the performance indicator areas. Local data is especially critical in grade levels and subject areas not included in state administered assessments. Identifying notable trends involves collaboratively analyzing and interpreting at least three years of performance data to describe the performance of the school/district. When updating trends from a prior year's plan, planning teams should add to their existing trends to reflect the most recent performance data and determine if the most recent data changes the direction or magnitude of the trend.

The Data Analysis Worksheet was provided to support local planning teams in their identification of notable trends, prioritization of performance challenges, and determination of root causes. Planning teams may include their notable trend statements in the Data Analysis Worksheet. The table is expandable to record a number of trends. The planning team must describe notable trends (both positive and negative), what data was considered as part of identifying notable trends (explicitly including local data sources), and how the team determined which trends were "notable" in the data narrative. How teams can develop a description of their notable trends is addressed below.

Notable Trend Statements. Notable trend statements include the following elements: the measure and metric about which the trend is being described, the content area(s), which students are included in the trend (e.g., grade-levels, disaggregated groups), the direction of the trend, the amount of change in the metric, the time period over which the trend was observed, and what makes the trend notable.

The direction of three year trends could be. . .

Stable	
Increasing	
Decreasing	
Increasing then decreasing	
Decreasing then increasing	
Stable then increasing	
Stable then decreasing	
Increasing then stable	
Decreasing then stable	
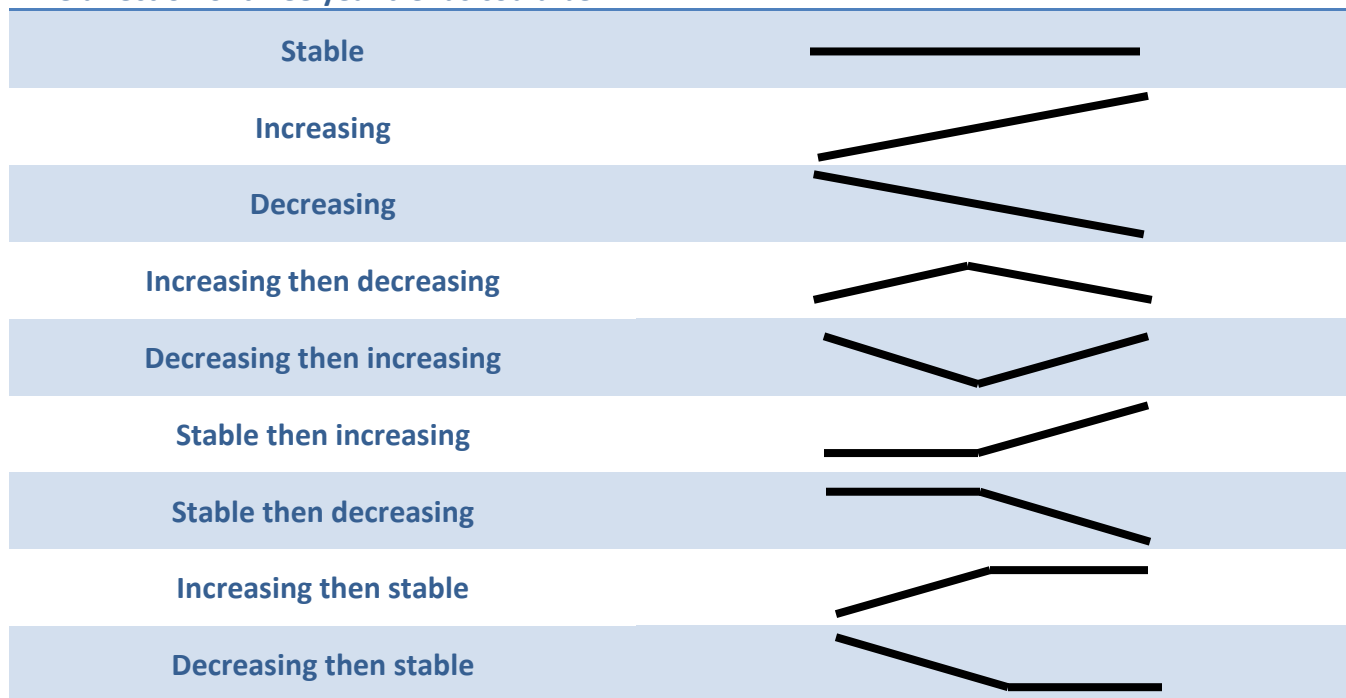
What makes a trend notable? Planning teams need some basis for determining if a trend is "notable" and should be included in their plan. This involves comparing the performance of the school/district to an external reference or comparison point. These comparisons can be criteria- or norm-reference, in that they can answer one of two questions: How did we compare to a specific expectation (criteria)? How did we compare to others (norm)?

The first criteria-based comparison point teams should consider is the appropriate minimum state or federal expectation. Minimum state expectations are included in the SPF/DPF rubrics for each performance indicator. This is the level of performance that would earn a school/district a "meets" rating. For example, for academic performance, the minimum state expectation is the percent of students scoring proficient and advanced on TCAP in the school/district at the fiftieth percentile for all schools/districts during the baseline school year (2009-2010). For growth metrics, trends in median growth percentiles can also be compared to median adequate growth percentiles, (the level of growth needed for the typical student to reach or maintain proficiency).

Alternatively, planning teams can make a norm-referenced comparison to determine if a trend is notable by comparing the school performance trends to the district and/or state trends in the same content area over the same time period,

> **Examples of notable trends:**
>
> - The percent of 4th grade students who scored proficient or advanced on math TCAP/CSAP declined from 70% to 55% to 48% between 2011 and 2014 dropping well below the minimum state expectation of 71%.
>
> - The median growth percentile of English Language learners in writing increased from 28 to 35 to 45 between 2011 and 2014, meeting the minimum expectation of 45 and exceeding the district trend over the same time period.
>
> - The dropout rate has remained relatively stable (15, 14, 16) between 2010 and 2013 and much higher than the state average for the same time period.

or by comparing the district trends to the state trends in the same content area over the same time period. If the trend is for a disaggregated group, the trend can be compared to the trend for the school overall for the same time period. If the trend is for student performance by standard within a content area, it can be compared to performance by other standards within the same content area for the same students.

For additional guidance on comparison points to use during the state assessment transition, refer to Implications and Guidance for the UIP during the State Assessment Transition at: http://www.cde.state.co.us/uip/assessmenttransitionimplicationsforuip2014.

How to identify notable trends. The identification of notable trends involves analyzing at least three years of data for each performance indicator area, including grade level data and deeper disaggregation of student group data than what is included in the school/district performance framework reports. For planning teams that are writing or rewriting their plan, a basic approach *could* include:

1. Identify an initial performance indicator and sub-indicator area on which to focus (if appropriate start with an area where school/district performance did not meet minimum state/federal expectations).
2. Reference appropriate data views (reports) that include at least three years of performance data for that sub-indicator area (consider both growth and achievement data for each content area). These views/reports should include performance of all of the disaggregated groups of students represented in the school/district.
3. Make predictions about performance over time.
4. Interact with the data reports or views.
5. Look for things that pop out, with a focus on patterns over time (at least 3 years);
6. Capture a list of fact statements or observations about the data (these can be positive or negative).
7. Make a normative or criterion referenced comparison to contextualize the trend and to determine which trends are notable (should be captured in the data narrative); if understanding the trend requires further analysis (disaggregating the data further) conduct this additional analysis.
8. Write these observations as "notable trend" statements, including all of the relevant components (as identified above); and repeat this process for each content area.

Considerations for Analysis of Performance Data for Gifted Students

- Does data regarding gifted student performance suggest similar (convergent) issues, challenges, and areas of focus as the district as a whole? If yes, address gifted student performance as part of over-all student performance data analysis.

- Does data regarding gifted student performance suggest different (divergent) issues or challenges? If yes, consider priority performance challenges and performance targets for gifted students separately.

Planning teams updating their UIP should start with their existing trends, look at the most recent performance data, add it to their trend statements, and determine if the direction and magnitude of the trends remain the same. Teams should then determine which trends are notable by using criterion (e.g., minimum state expectations) or normative (e.g., comparing to district-wide) data. It is recommended that the trends are written in the UIP as "notable trend" statements.

Note, data analysis for students identified as gifted should consider and include at least one trend statement related to the following metrics: 1) gifted student achievement at the advanced level, 2) move-up growth for gifted students, and/or 3) median growth percentiles for gifted students. Planning teams should consider the following comparison points for students identified as gifted, the degree to which the students

receive a performance rating of advanced in the content area for which they have been identified as gifted, and if, as a group, gifted students have a median growth percentile of 60 or higher.

Small Student Populations. While the state encourages schools and districts to refer to numbers and percentages in the UIP data narrative to strengthen the data story, protecting student identity must take priority. If the numbers of students very small, then the public may be able to determine information about individual students (e.g., of the five students with an IEP, one of them is Native American). This scenario becomes a concern under the Family Educational Rights and Privacy Act (FERPA). In Colorado, achievement data is viewed as a meaningful result and should only be reported publicly when the n-size is 16 students or more for achievement results; for the Colorado Growth Model, the n-size should be 20 students or more. CDE recommends that schools and districts use this same set of rules for reporting detailed student performance data in their UIP.

Small schools and districts are still expected to engage in analysis of performance data for their students, even if the number of students in a particular disaggregated group is only one. It just may mean that the reporting done in the UIP be modified to avoid sharing personally identifiable information. For example, a description of the data analysis process and the findings may be provided in the UIP, and the more detailed numbers and percentages related to performance trends would not be included in the plan. See *Unified Improvement Planning Guidance for Small Systems* for suggestions for how data analysis can be conducted and reported for smaller numbers of students at:
http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

Step Three: Prioritize Performance Challenges

Prioritizing Performance Challenges 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 planning team identifying which of their notable trends represent strengths to build upon, and which represent challenges that need immediate attention for improvement. Planning teams should draw priority performance challenges from trends that are a concern for the school/district. They should be specific statements about *student* performance. Priority performance challenges provide the strategic focus for improvement efforts. They are *not* what caused the performance, action steps that need to be taken, or concerns about budget, staffing, curriculum or instruction. They do not describe adult behavior.

Priority Performance Challenge Examples	Non-Examples
• For the past three years, English learners (making up 60% of the student population) have had median growth percentiles below 30 in all content areas, substantially below the minimum state expectation of 55. • Both achievement (45% to 33% proficient or better) and growth (MGP from 30-22) in 5th grade mathematics have declined over the last three years and have been well below minimum state expectations. • Writing performance, including growth (MGP 25) and achievement, (%P/A =20) has been stable and substantially below minimum state expectations for over five years across all grade levels (3-5).	• No differentiation in mathematics instruction when student learning needs are varied. • Decline in writing achievement. • Hispanic male performance in math at the elementary level (when district performance for math overall is substantially below minimum state expectations and Hispanic boys only make up 10% of the student population).

While schools may identify as many priority performance challenges as they deem appropriate, it is recommended that the ***three to five of the most important*** are identified. **Priority performance challenges** should focus planning efforts on the performance indicator/sub-indicator areas in which the school failed to meet state or district expectations. In selecting priority performance challenges, planning teams should also consider areas where the targets set for the prior year were not met.

Priority performance challenges come from negative trend statements. However, it is important to note that a single priority performance challenge may combine more than one negative trend statement (e.g., both the growth and achievement of 4th grade English language learners in math may point to this as a priority performance challenge). Priority performance challenges should be specific enough to be measurable but broad enough to capture the improvement needed.

How to determine the appropriate level for a priority performance challenge. Planning teams may identify priority performance challenges at different levels of aggregation within and across each content area (e.g., overall, grade-level, standard/sub-content area level, disaggregated group level). The level of the priority performance challenge should reflect the magnitude of the school or district performance challenges overall. For example, planning teams may identify priorities:

> ***Helpful Reminder:***
> Priority performance challenges focus on student-level data. At this stage in the planning process, resist the temptation to jump straight into identifying adult actions. Prioritizing clear performance challenges now will help the planning team select more effective improvement strategies later.

- At the level of overall school performance across multiple content areas (e.g., reading and writing).
- At the level of overall school performance for a single content area (e.g., math).
- At an individual grade level for a single content area (5th grade science) or across multiple content areas (the percent of 7th grade who were proficient in writing and reading has been stable over the past three years at ~45% but well below minimum state and federal expectations).
- 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 standard areas has remained stable).
- For a disaggregated group of students within a single content area and grade level, within a single content area across multiple grade levels, across multiple content areas within a single content area, or across multiple content areas and grade levels (e.g., English language learners across all grade levels have had stable growth in writing with median growth percentiles of 30, 32, 31, over the past three years at a level well below the minimum state and federal expectation of 55).

To determine the appropriate level of a priority performance challenge, the planning team should first consider the magnitude of the school or district performance challenge. Are most of the students in the school impacted by the school's performance challenges or is there a subset of the entire student body that is affected? Do the school's performance challenges focus primarily on one content area or do they cut across content areas? Once they have considered the magnitude of the challenge overall, the planning team should continue to disaggregate data (both by content and by student group) until little or no variation in performance is found.

Consider the following example. A school-based team determines that their overall performance challenge seems to be within individual grade levels rather than cutting across grade levels and within a single

subject area, math. A school-based team identifies a challenge related to performance in math for the 5th grade (i.e., the median growth percentile for 5th graders in mathematics has declined from 40 to 35 to 28 over the last three years and remains below the minimum state expectation of 55). 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 (e.g., 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, but is 5th grade students overall in math.

How to prioritize performance challenges. The process used and an explanation of why the planning team prioritized certain performance challenges must be documented in the Data Narrative.

When updating a plan from a prior year, planning teams should first consider if the most recent performance data suggests a need to revise priority performance challenges (e.g., did performance improve to the degree that an existing priority is no longer a challenge? Have other performance challenges become a higher priority?). If warranted, the team can then revise the priority performance challenge.

If any of the planning teams agrees that the UIP needs to be re-written or if the priority performance challenges need to be updated, the following steps might include:

- *Step 1:* Review the 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) and the magnitude of the overall school or district performance challenge.
- *Step 2:* Within the focus performance indicator areas, consider all negative trends.
- *Step 3:* Focus the list; determine which negative trends to combine because they are similar or reflect different ways to measure the same performance challenge. In some cases, trends will need to be combined across different performance indicator areas (e.g., achievement and growth for the same content area).
- *Step 4:* Begin to identify notable trends that pop out or rise to the top as being most urgent to act on (represent some of the largest challenges faced by the school/district).
- *Step 5:* 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).

REAL Criteria
Readiness
• 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?
Endurance
• Do we believe that success will lead to significant and systemic change?
• Are we confident that this problem is not personality- or individually-driven?
Accountability
• Would solving this problem support our vision? Mission?
• Can we clearly describe how we believe this problem is negatively affecting performance?
Leverage
• If the problem is resolved, what is the anticipated impact on the system?
• Does the data point to the performance challenge?
• Might solving this problem create a positive "ripple effect" in the school?

- *Step 6:* Evaluate the degree to which the proposed priority performance challenges reflect the magnitude of the overall school/district performance challenge.
- *Step 7:* Achieve consensus on the top three to five 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).

Priority performance challenges *may* be documented (in bullet form) in the Data Analysis Worksheet. In the Data Narrative, planning teams *must* describe the priority performance challenges that were selected, the process that they used to prioritize performance challenges, and what makes the priority performance challenges that were selected more important to address immediately.

Step Four: 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 control. 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).

Root causes become the focus of major improvement strategies. This is why it is critical for root causes to reflect the magnitude of the performance challenge faced by the school or district. For example, if the school or district performance challenges impact 85% of the students in the school, the absence of appropriate intervention strategies for 4th grade girls in writing is not likely to be an appropriate root cause.

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

- Step 1: Focus on one or a couple of closely related priority performance challenges (e.g., 4th grade math achievement and growth have both declined over the past three years).
- Step 2: Consider the school/district context, including process and perception data (e.g., equitable distribution of teachers, TELL survey results, or Multi-Tiered System of Support reviews).
- 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.
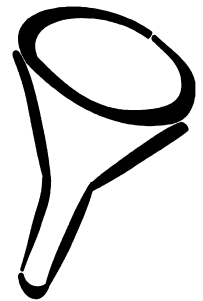
- Step 6: Deepen the thinking to ensure the identified causes are "root" causes. One tool to help planning teams deepen their thinking is the "why. . . because" process.
- Step 7: Once the team believes they have identified a *root cause*, they should validate their root cause with other data sources. This step is critical because sometimes explanations that seem to reflect the best current thinking of the planning team may not hold up once they review additional data. Additional data sources typically include types of data other than student performance data.

While it is described as a series of steps, the process of identifying a root cause is iterative – planning teams may need to move back and forth among the steps in the process. For example, the team may be applying criteria to narrow their explanations when they realize that they had not identified an important explanation in the earlier brainstorming step.

If schools/districts have had an external review (e.g., diagnostic school review), the findings from that review should be incorporated into the root cause analysis process between steps 3 and 4. Local staff may want to brainstorm possible explanations for their priority performance challenges before they consider the findings of external reviews. Then they can compare the findings to the list they have generated. This may facilitate greater staff buy-in for identified their root causes. External review findings may also be part of the data planning teams use to validate their root causes.

Planning teams *may* list their root causes in the Data Analysis Worksheet. In the Data Narrative, teams *must* identify the root cause(s), and explicitly reference the additional data that was reviewed to verify the root cause(s) for each priority performance challenge. The narrative should also include a description of the processes in which the planning team engaged to identify the root cause(s) and who participated.

Finalizing the Data Narrative

After the planning team has analyzed trends, identified priority performance challenges and determined root causes, they can finalize the data narrative. The narrative should tell the story about the school/district data analysis, including the process used to engage in the analysis. The narrative should explain the connection between the notable trends, priority performance challenges and the identified root causes. If the school or district participated in an external review, the data narrative should also describe what that review revealed about the school/district and should contribute to the planning team analysis of root causes. The Data Narrative should be as brief as possible while still meeting the requirements described here.

How to finalize the data narrative. There are a number of different approaches to use to finalize the data narrative. One possible approach includes the following steps: 1) Identify critical elements of the data narrative; 2) Keep notes as the

> **Data Narrative Checklist:**
> - Brief description of the school/district to provide context.
> - General process for developing the UIP (who participated and how).
> - Accountability status (plan type and indicators where performance did not meet expectations).
> - How current performance compares to prior year's targets.
> - Notable trends (at least 3 years of data), what data was considered and how the team determined the trends were notable.
> - Priority performance challenges and how and why priorities were identified.
> - Root cause(s) of each priority performance challenge, how root causes were identified and what additional data was reviewed to validate each one.
> - Major improvement strategies associated with each root cause.

planning 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 the staff 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 story for the school/district); 5 Check to ensure the data narrative includes required elements (see data narrative checklist); and 6) Revise data narrative as needed.

SECTION IV: ACTION PLANS

Action planning includes three distinct processes. They are: 1) Ensure future activities are headed in the right direction by setting/revising annual performance targets and identifying associated interim measures; 2) Identify major improvement strategies, including action steps, timelines, resources and implementation benchmarks; and 3) Monitor 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 performance 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, planning teams should update those targets using the most recently available performance data.

Planning teams must identify performance targets for *each priority performance challenge,* and these performance targets must align with the priority performance challenge. The target must explicitly address the priority performance challenge and, when available, use the same metrics as the priority performance challenge to which they respond. Performance targets should move schools and districts aggressively towards state and federal expectations for each performance indicator, while at the same time considering what is possible in a given timeframe and considering the schools' or districts' current status.

> **Example of an aligned performance target**
>
> Priority performance challenge: Both achievement (45% to 33% proficient or better) and growth (MGP from 30 to 22) in 5th grade mathematics have declined over the last three years and have been well below minimum state expectations.
>
> Performance target for 2013-14:
> For 5th grade mathematics, increase the %P/A to 55% and increase the median growth percentile to 50.

At this time, there is no state penalty each year 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 a request to reconsider their plan type assignment. Planning teams must record annual performance targets in the School/District Target Setting Form.

Note: With the state assessment transition, the target setting process in 2014-15 will need some adjustments when referencing state assessments. For additional guidance, consult the guidance document, "Implications of the State Assessment Transition on the UIP Process" at: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources.

How to Set Targets

The basic approach for setting annual performance targets for state performance indicator areas includes these steps:

1. Focus on a priority performance challenge;
2. Identify associated measures and metrics (Note: when available this should include the measures/metrics included in the school and district performance framework reports. During the state transition to a new assessment system, other measures and metrics may be used);
3. Review state and local expectations and vendor provided resources to identify comparison points in reference to each measure/metric (Note: selected comparison points may exceed minimum state expectations);
4. Determine the gap between current performance and comparison point(s) that would represent improvement for the school/district;
5. Determine a timeframe to meet expectations (for turnaround/priority improvement schools/districts, the maximum timeframe for meeting minimum state expectations is five years after designation) and the progress needed in the next two years; and then
6. Describe annual performance targets for the next two years.

Identifying Comparison Points

Minimum state expectations, provided in the School/District Performance Framework reports (the "Scoring Guide" pages of the reports) serve as an initial comparison point for target setting. In general, target setting should use criteria-referenced comparison points -- those that answer the question, "How did we compare to a specific expectation or criteria?" Minimum state expectations are 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. In schools and districts for which performance is below minimum state expectations, these "meets" performance levels are the initial comparison point for target setting. Schools and districts current performance above minimum state expectations should consider the level of performance that would receive a "exceeds" rating. Because of the state assessment transition, schools and districts will need to make some adjustments in establishing performance targets for plans submitted during the 2014-15 and the 2015-16 school years. For additional guidance on setting performance targets during this time frame, schools and districts can reference *Implication and Guidance for UIP during the State Assessment Transition*, here:

http://www.cde.state.co.us/uip/assessmenttransitionimplicationsforuip2014.

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 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. Interim measures should provide data about the same students as the performance target and the same content focus. The metrics used from the interim measures should also align with the type of performance addressed in the target (e.g., achievement, growth).

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). Planning teams must document both annual performance targets and interim measures 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

> **Helpful Reminder:**
> The UIP is a planning document that should span at least a two-year period. The plan should provide details on actions for the current and the next school years.

improvement strategy should respond to and should eliminate or correct the root causes and ultimately eliminate each of the district's or school's prioritized performance challenges. There should be a direct relationship between major improvement strategies and root causes and that relationship should be explicit to anyone who reads the plan.

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.

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

Major improvement strategies must be of the appropriate magnitude given the overall performance challenges of the school/district. Planning teams in a school/district with performance that does not meet state expectations for many or all of the performance indicators/sub-indicators should consider broad, systemic strategies. For schools/districts with a Priority Improvement or Turnaround plan type, major improvement strategies must identify an approach to improvement that would result in enough change in performance for the school/district to have an accreditation rating of Improvement or above (thus moving off of the accountability clock) within a reasonable time frame. This is a key criterion for evaluation by CDE and by the State Review Panel. SB09-163 included a provision which requires schools with a turnaround plan type to select at least one of a list of required turnaround strategies intended to result in dramatic change. See Appendix B for the list of required turnaround strategies.

State and federal expectations include specific requirements related to action steps, depending on the type of program and the school or district's accountability designation. Schools with a Priority Improvement or Turnaround plan type assignment are required to include action steps to increase parent involvement in the school. Additional program requirements are indicated in the UIP pre-populated report, and described, in greater detail, in the UIP Quality Criteria. State-provided addenda forms may be required to supplement the UIP template to ensure that all program requirements are met.

Each major improvement strategy will include several key action steps. When completed in total, the actions steps should equal implementation of the major improvement strategy. 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 step, the timeline (when the action step will occur) over at least two years, key personnel (who will be involved in the action step), resources that will be used to implement the actions, and implementation benchmarks (described in greater detail below). Finally, some action steps may be already in process – they may be part of implementing the major improvement strategy, but the effort has already begun. The final column of the action planning form allows planning teams to identify the status of each action step (completed, in progress, not begun).

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 the implementation of action steps that the planning team will monitor throughout the school year. They provide the school/district with checkpoints to ensure that activities are being implemented as expected. Identifying implementation benchmarks is a critical step toward ensuring that the planning process results in continuous improvement.

Implementation benchmarks are not student performance measures (assessment results); rather, they reference adult actions or system factors. Teams should consider both outputs (e.g., professional development sessions held) and outcomes (e.g., new instructional strategy implemented) in determining if a major improvement strategy has been implemented with fidelity. In identifying implementation benchmarks planning teams should answer the question, "What would you accept as evidence that the expected outputs and adult outcomes have occurred?" Implementation benchmarks can be organized by "what will happen" and "when" (e.g., in 3-months, 6-months, and 9-months).

Planning teams must capture the details of each major improvement strategy, including implementation benchmarks, in the action planning form. Planning teams can add rows for additional action steps as needed.

Monitor Progress

Both implementation benchmarks and interim measures should be monitored throughout the year (at least quarterly by School Accountability Committees) to determine if improvement strategies are being implemented with fidelity and are having the desired effects. 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. Planning teams should consider both and, if needed, revise the plan during the school year to respond to the results of the progress monitoring.

UIP 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 forms also provide additional flexibility to help planning teams focus on the

strong action planning in the body of the UIP – and use the addenda form to document how they will meet any additional requirements that may not naturally be addressed in the main plan.

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. Addenda forms indicate if they are required; customized directions are also available in the district's/school's pre-populated report.

To use the forms in the MS Word format, the planning team must first 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. The online system will automatically append any required addenda forms and make any optional forms available for use. CDE contacts are also available for further guidance.

PLANNING REQUIREMENTS AND STATE REVIEW OF PLANS

The UIP process and the template were designed to allow schools and districts to simultaneously meet multiple state and federal improvement planning requirements and some competitive grant reporting requirements. This includes all improvement plans designated under state accountability (*Educational Accountability Act of 2009)*, Student Graduation Completion Plans (SGCP), Gifted Education Program, READ Act, ESEA improvement plans (i.e., Titles IA, IIA and III), and some competitive grants (e.g., Tiered Intervention Grant, School Improvement grants, Colorado Graduation Program). This section describes in greater detail the requirements schools and districts can meet by documenting their improvement planning processes in the state provided UIP template and how plans will be reviewed to ensure they comply with different state and federal legislative requirements.

Planning Requirements that the UIP will meet

	School Level	District Level
State Accountability (SB09-163)	• Performance • Improvement • Priority Improvement • Turnaround	• Accredited w/Distinction • Accredited • Accredited w/Improvement • Accredited w/Priority Improvement • Accredited w/Turnaround
Student Graduation and Completion	N/A	• Student Graduation and Completion Plan
ESEA Program Plan	• Focus Schools • Schoolwide Program (optional) • Priority Schools	• Title I (Priority Improvement or Turnaround) • Title IIA (Priority Improvement or Turnaround) • Title III Improvement (AMAO)
Gifted Education	N/A	• Districts and Administrative Units Gifted Education Program Plan
Competitive Grants and Other	• Tiered Intervention Grant (TIG) • Colorado Graduation Program	N/A

Programs	(CGP) • Diagnostic Review and Planning Grants • School Implementation Support Grants	
READ Act	• Documentation of performance targets and improvement strategies related to K-3 literacy	• Documentation of performance targets and improvement strategies related to K-3 literacy

What school plans will be reviewed by the state?

The state will NOT review all school plans. Based on the *Educational Accountability Act of 2009* (SB09-163), the CDE and the State Review Panel will review school plans with a Priority Improvement or Turnaround plan type after they are submitted in January. Some programs may review other plans to ensure program or grant requirements are being met (e.g., Title I Focus Schools) after plans are submitted in April. Look for communications from those programs for additional information.

Who will review school plans?

Districts are expected to review all school plans. Local school boards must adopt Priority Improvement and Turnaround Plans. The principal and superintendent (or his designee) must adopt school Performance and Improvement plans. CDE reviews plans in some cases (see the above description for more detail). The State Review Panel, appointed by the Commissioner and State Board of Education, will review all Turnaround Plans while the school is on the accountability clock. The State Review Panel will review Priority Improvement Plans for schools at the end of the accountability clock and may review plans at earlier points on the accountability clock.

What district plans will be reviewed by the state?

The state will NOT review all district plans. Based on SB09-163, the CDE and the State Review Panel will review district plans with a Priority Improvement or Turnaround rating after they are submitted in January. Some programs may review other plans to ensure program or grant requirements are being met (e.g., Gifted Education) after plans are submitted in April. Look for communications from those programs for additional information.

Who will review district plans?

The state will review all district Turnaround Plans, Priority Improvement plans, and any plans reviewed for certain program requirements (see above for more detail). The State Review Panel, appointed by the Commissioner and State Board of Education, will review all Turnaround Plans while the district is on the accountability clock. The State Review Panel will review Priority Improvement Plans for districts at the end of the accountability clock and may review plans at earlier points on the accountability clock.

What criteria will be used to review plans?

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

- Unified Improvement Plan Quality Criteria (including all relevant program criteria)
- Addenda forms and the UIP Quality Criteria specific to Priority Improvement and Turnaround Plans
- Program-Specific Addenda

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

APPENDIX A: UIP STATE DATA RESOURCES

Performance Indicator	Data Reports/Views	Available from
Student Academic Achievement and Achievement Gaps	Colorado Student Assessment Program (TCAP), CoAlt, Escritura, Lectura performance by proficiency level, grade level, content area, and disaggregated groups (over 3-5 years)	School and District Performance Framework Reports (these are not trend data) 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 (reading, writing, math and English language proficiency), grade levels, and disaggregated groups (over 3-5 years)	CDE Growth Summary Report www.schoolview.org Data Center and Data Lab Student-level record data downloadable through CEDAR (password protected)
Postsecondary and workforce readiness	4,5,6,7-year Graduation Rates Disaggregated 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 (Title III Grantees only)	Median Growth Percentiles for ELLs calculated based on WIDA ACCESS for ELLs ELL 4-, 5-, 6- and 7-year Graduation Rates ELL TCAP/Lectura/CoAlt Participation Rates	www.schoolview.org Data Center and Data Lab Student-level record data downloadable through CEDAR (password protected)
Teacher Quality (district only)	Equitable distribution of teachers	www.schoolview.org Data Center (Teacher Equity Reports on the staff tab)
Student Engagement (Alternative Education Campuses)	Indicators of student engagement	For selection of accountability measures see: http://www.cde.state.co.us/Accountability/State AccountabilityAECs.asp

APPENDIX B: REQUIRED SCHOOL-LEVEL TURNAROUND OPTIONS

Improvement Strategies identified in school 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).

APPENDIX C: PLANNING TERMINOLOGY

TERM	DEFINITION
Academic Achievement **Or** **Achievement**	A proficiency 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. Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado. See also: ***Status Score*** *and* ***Scale Score***
Academic Growth	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, mathematics, and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping. 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. See also: ***Normative Growth*** and ***Adequate Growth***
Academic Growth Gaps	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. Academic Growth Gaps constitute 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. See also: ***Normative Growth***, ***Adequate Growth***, and ***Subgroup***
Academic Peers	Students currently in the same grade, being tested in the same subject, with a similar CSAP/TCAP achievement score history in that subject. More simply put, these are a particular student's comparison group when interpreting his/her student growth percentile.

Term	Definition
ACCESS for ELLs	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs). It was administered in Colorado for the first time in 2013. The assessment measures student achievement in reading, writing, speaking and listening comprehension standards, specifically. The results are used for ESEA, Title III Accountability (AMAOs 1 and 2) and in the state performance frameworks (for academic growth).
Achievement Level	Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the TCAP tests, for example, the four achievement levels are: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.
Action Step	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 targets can be reached. This is a component of the Unified Improvement Planning (UIP) process.
Adequate Growth	A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area (reading, writing and math), within one, two, or three years or by 10th grade; whichever comes first. The performance framework reports the median adequate growth rate for a school or district. This number is the growth level sufficient for the *typical* or *median* student in that district, school, or other disaggregated group to reach a performance level of proficient or advanced, in a subject area (reading, writing and math), within one, two or three years, or by 10th grade; whichever comes first. For English language proficiency growth for 2014, adequate growth is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS. For students at level 4, the expectation is for them to make enough growth to reach level 5 in 2 years.
Annual Measureable Achievement Objectives (AMAOs) ESEA	Annual Measurable Achievement Objectives (ESEA, Title III Accountability measures) are federal accountability objectives for English learners. Districts are accountable for the progress students

Term	Definition
	make in reaching higher achievement levels on the ACCESS for ELLs assessment (AMAO 1) and the percent of students attaining English language proficiency as measured by the ACCESS assessment (AMAO 2). To successfully reach AMAOs, districts must also make academic content growth and graduation rate targets for their ELLs (AMAO 3).
Average	A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean. See also: ***Mean, Median***
Baseline	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.
Catch-Up Growth	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. 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. See also: ***Keep-Up Growth,*** and ***Adequate Growth***
CELA proficiency (CELA pro)	Colorado English Language Assessment for Proficiency: the standards-based English proficiency assessment given from 2008-2012 annually to English language learners, which was used for Title III accountability and to calculate ESEA Title III AMAOs. The assessment measures student achievement in reading, writing, speaking and listening comprehension standards, specifically.
CoAlt	Colorado Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CoAlt is given in the same content areas and grades as the TCAP. These assessments were first administered in 2012.
Colorado ACT Composite Score **Or** **Average Colorado ACT Composite Score**	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science. The average Colorado ACT composite score is the average composite score for all of the students in a district or school.

Term	Definition
	Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator.
The Colorado Growth Model	The Colorado Growth Model is both: (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.
Colorado Measures of Academic Success (CMAS)	The Colorado Measures of Academic Success (CMAS) are the state's new assessment created to measure the Colorado Academic Standards. They included in the Colorado developed Science and Social Studies assessments and the PARCC developed English Language Arts and Math assessments.
Consolidated Application (ESEA)	The Colorado grant application process for local educational agencies to apply for No Child Left Behind (ESEA) funds. This grant application includes: Title I, Part A; Title I, Part D, Title II, Part A; Title III, Part A; Title III Set-aside; and Title VI Part B.
CSAP	Colorado Student Assessment Program. Content areas tested included reading (in English and Spanish versions), writing (in English and Spanish versions), mathematics, in grades 3-10, and science in grades 5, 8, and 10. These assessments were last given in 2011.
CSAPA	Colorado Student Assessment Program Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CSAPA was given in the same content areas and grades as the CSAP. These assessments were last given in 2011.
Cut Score **Or** **Cut Point**	The number required for a school or district to earn a particular level of performance on the performance framework reports. The cut point for each performance indicator level is defined on the performance framework scoring guide.
Disaggregated Group	A demographic subset of students. 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.

TERM	DEFINITION
	For federal accountability, data is disaggregated by: race/ethnicity categories and minority overall, students eligible for free/reduced lunch, English language learners, and students with disabilities.
Disaggregated Group Median Adequate Growth	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. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners and catch-up students (students at a performance level of unsatisfactory or partially proficient in the prior year). See also: *Median Student Growth Percentile*
Disaggregated Graduation Rate	Graduation rates are disaggregated by student groups, and were added to the accountability within the performance frameworks in 2012. On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English language learners. See also: *Graduation Rate*
District Performance Framework	The framework with which the state evaluates the level to which districts meet the state's expectations for attainment on the performance indicators, and makes an accreditation level determination. The district's results on the district performance framework are summarized in the district performance framework report.
Dropout Rate	The dropout 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. The Colorado dropout rate is an <u>annual</u> rate, reflecting the

TERM	DEFINITION
	percentage of all students enrolled in grades 7-12 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. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level, and use the rate for grades 9-12.
ELD Standards	English Language Development Standards
ELs	English learners
FELL	*Former English Language Learner*. Students that have been formally exited from an English language development program.
Fluent English Proficient (FEP)	This is the highest of three English language proficiency designations for English language learners. Students at this level are able to understand and communicate effectively with various audiences, on a wide range of familiar and new topics, to meet social and academic demands in English. They are able to score comparably, in content areas, to native speakers, but may still need some linguistic support. Compare to: **NEP, LEP**
Framework Points	The point values schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all four indicators. For elementary and middle level schools only, the framework points possible are: 25 points for Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps. For schools with high school levels and districts, the framework points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps and 35 for Postsecondary and Workforce Readiness. When a school or district does not have sufficient data to allow the calculation of a score on a particular performance indicator, the

TERM	DEFINITION
	remaining indicators are still used, but their weighted contributions change.
Framework Score	The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school's plan type or a district's accreditation category.
Goal	A projected state of affairs that a school or district plans or intends to achieve—a desired end-point following intentional effort. Goals are set within performance indicator areas, through the UIP process.
Graduation Rate	Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.
	This current formula is a change from how graduation rates were reported prior to 2010 rates. With the old calculation, students who took longer than four years to graduate were factored into the formula. To ensure that districts and schools are credited for their efforts to ensure that all students are college and career ready upon graduation, which at times means taking longer than four years to graduate, Colorado also uses the new calculation to report 5-year, 6-year and 7-year graduation rates. For accountability purposes, districts/schools are credited with the highest of these rates.
	On the 1-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate. On the 3-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation

Term	Definition
	bases across all available years. For the 1-year and 3-year District and School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.
Growth	For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time. 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, mathematics and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group. 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. 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 *typical* or *median* 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.
Growth Percentile	See Student Growth Percentile.
Improvement Plan	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. Elementary and middle schools that earn at least 47% but less than 59% of their framework points, on the school performance framework, will be assigned to the "Improvement Plan" category. High schools that earn at least 47% but less than 60% of their framework points, on the school performance framework report, are assigned to the "Improvement Plan" category.

TERM	DEFINITION
	Improvement plans are also required for Title I schools identified as in need of improvement under ESEA. These include schools assigned a plan type of Priority Improvement or Turnaround as well as schools identified as "Focus " or "Priority" under the State's ESEA Flexibility Waiver. The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of SB09-163, ESEA, and the State's ESEA Flexibility Waiver.
Implementation Benchmark	A measure (with associated metric) used to assess the degree to which action steps have been implemented. This is a component of the Unified Improvement Planning (UIP) process. See also: **Measure** and **Metric**
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. This is a component of the Unified Improvement Planning (UIP) process.
Keep-Up Growth	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. 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. See also: **Catch-Up Growth** and **Adequate Growth**
Lectura	State 3rd and 4th grade reading assessment in Spanish; similar to CSAP/TCAP reading assessment, but measuring students' ability to read in Spanish. Lectura is administered to those students who receive their primary reading instruction in Spanish.
LEA	Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi- school district consortium.
Limited English Proficient (LEP)	This is the middle of the three English proficiency designations for English language learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more

TERM	DEFINITION
	cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. Compare to: **NEP, FEP**
Major Improvement Strategy	An overall approach that describes a series of related maneuvers or actions intended to result in improvements in performance. This is a component of the Unified Improvement Planning (UIP) process.
Mean	A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average). See also: **Average.**
Measure	Instruments or means to assess performance in an area identified by an indicator.
Median	A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.
Median Adequate Growth **Or** **Median Adequate Growth Percentile**	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. In the case of the performance framework, this is a relatively simple calculation. 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. For English language proficiency growth as measured by the ACCESS for ELLs assessment, the expectations are a set based on

Term	Definition
	language development. Specifically, students at level 1, 2 and 3 are expected to gain one performance level in one year. Students at level 4 are expected to reach level 5 in two years.
Median Growth	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.
Median Student Growth Percentile **Or** **Median Growth Percentile (MGP)**	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median. See also: ***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.
Move-Up Growth	Growth needed for a student scoring at the proficient level in reading, writing or math in the previous year to score at the advanced level in the current year or in the next 3 years or by 10th grade, whichever comes first. A student is moving up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to attain an advanced level of achievement. See also: ***Catch-up Growth, Keep-up Growth.***
ESEA	No Child Left Behind, federal statute 2001, the reauthorized Elementary and Secondary Education Act (ESEA).
Non-English Proficient (NEP)	This is the lowest of the three English proficiency designations, for English language learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks. Compare to: ***LEP, FEP***

TERM	DEFINITION
Normative Growth	One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as defined by how each student's progress compares to other students with a similar achievement history - his/her academic peers.
Participation Rate	Percentage of students, in a school or district, taking required state assessment; including: TCAP, CoAlt, Lectura, Escritura, CMAS and ACT. On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in two or more subject areas, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.
Percentage/Percent	A way of expressing a fraction in a single number. For example, one out of 17 is 5.9%.
Percentile	A percentile is a way of showing how a particular score compares with all the other scores in a dataset by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores. For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people – in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your score was at the 50th percentile, you know that your score is right in the middle of all the other scores, an average score.
Performance	General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.
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.

TERM	DEFINITION
Performance Plan	The type of plan required for those schools that already meet the state's expectations, for attainment, on the performance indicators. Elementary and middle schools that earn at least 59% of their framework points, on the school performance framework report are assigned to the Performance plan category. High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.
PHLOTE	A data element that is used to represent students that have a *primary or home language other than English.*
Postsecondary and Workforce Readiness	The preparedness, of students, for college or a job after completing high school. 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, disaggregated dropout rate, and Colorado ACT scores.
Priority Improvement Plan	One of the types of plans required for those schools that do not meet the state's performance standards. Elementary and middle schools that earn at least 37% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category. High schools that earn at least 33% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.
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.) This is a component of the Unified Improvement Planning (UIP) process.
Rating	On the performance framework reports, CDE's evaluation of the extent to which the school or district has met the state's standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.

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 an external factor such as poverty that is out of one's ability to control. This is a component of the Unified Improvement Planning (UIP) process.
SASID	State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.
Scale Score	Exact test score - this is considered a measure of student achievement. Such scores are calculated from participants' responses to test questions. On the TCAP, students receive a scale score in reading, writing, and math. CMAS provides a scale score in science and social studies. See also: *Achievement*
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 achievement, student academic growth, 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 collaboration with parents.
SEA	State Education Agency (Colorado Department of Education)
Strategic Plan or	An organization's documented definition of its overall direction and

TERM	DEFINITION
Comprehensive Plan	intention to allocate its resources to follow this direction. This is distinct from an **Improvement Plan** which is a focused plan aimed at prioritizing actions based upon identified student and school needs**.**
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based. This is a component of the Unified Improvement Planning (UIP) process.
Students Below Proficient **Students Scoring Below Proficient**	Students who scored Unsatisfactory or Partially Proficient in the prior year's TCAP. 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 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."
Subgroup	See **Disaggregated group.**
Subgroup Median Adequate Growth	See **Disaggregated group Median Adequate Growth**
Subgroup Median Growth	See **Disaggregated group Median Growth**
Target (Performance)	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time. This is a component of the Unified Improvement Planning (UIP) process.
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.

Term	Definition
TCAP	Transitional Colorado Assessment Program (given in 2012 for the first time). Content areas currently tested include reading and writing (in English and 3rd and 4th grade Spanish versions) and mathematics, in grades 3-10.
Test Participation **Test Participation Rate**	On the performance framework reports, the percentage of students in a school or district taking a state assessment, including: TCAP, CoAlt, Lectura, Escritura, CMAS and ACT. The performance framework reports set a minimum 95% participation rate across all subject areas. Schools or districts do not receive points for test participation; however, schools or districts that do not meet the 95% rate in two or more content areas are assigned a plan type one category lower than their framework points indicate.
Turnaround Plan	One of the types of plans required for those schools and districts that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 37% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. High schools that earn less than 33%, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. In Colorado's state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies: • 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

TERM	DEFINITION
	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
	• Closing a school.
	• 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").
Turnaround School	A school that is identified as "Priority" pursuant to the State's ESEA Flexibility Waiver and receives Title I, Sec. 1003(g) funds.

Timelines for _District_ Accreditation and Plan Submission
August 2014

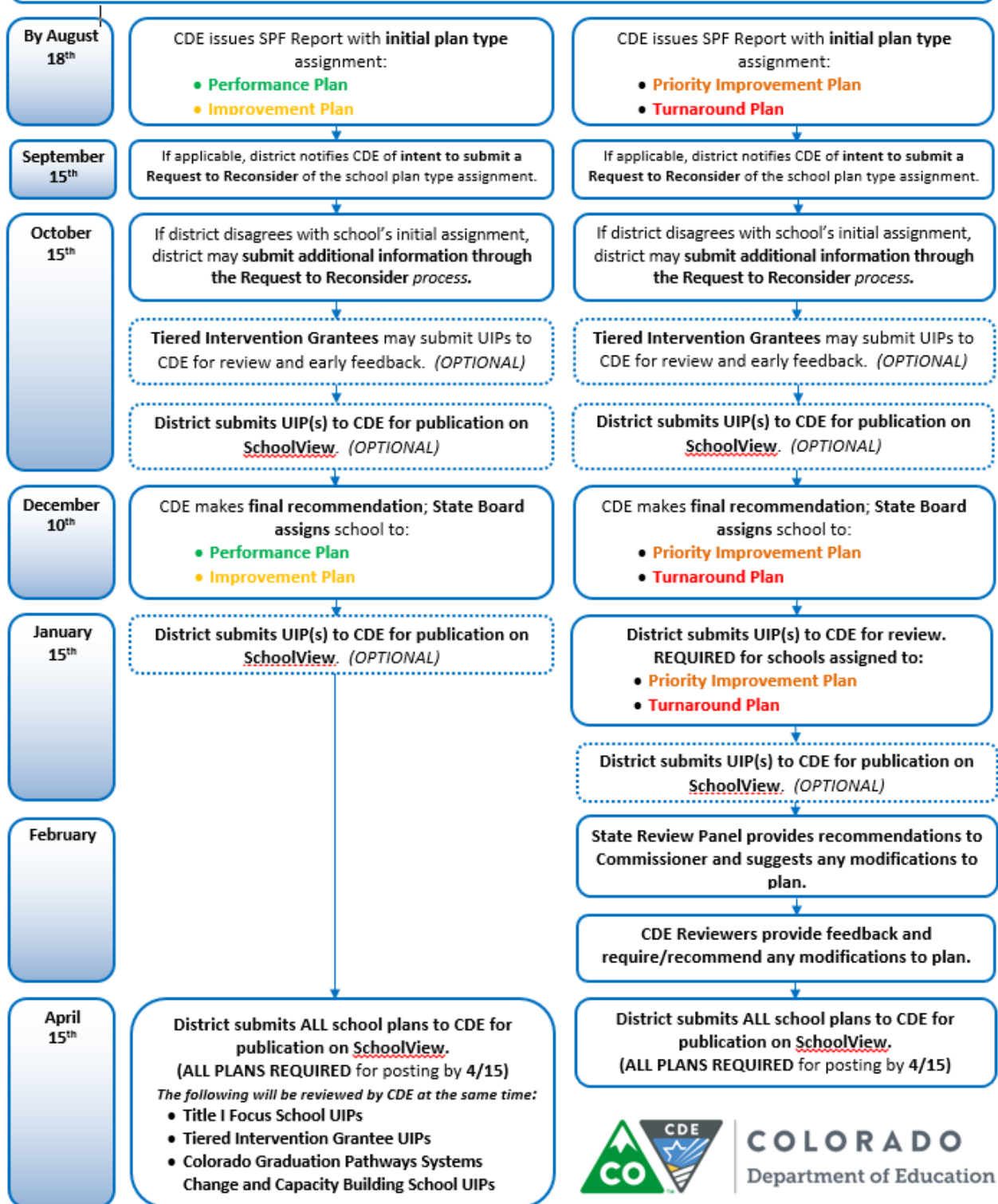|		
By August 18th	CDE issues DPF Report with **initial accreditation category** assignment: • **Accredited with Distinction** • **Accredited** • **Accredited with Improvement Plan**	CDE issues DPF Report with **initial accreditation category** assignment: • **Accredited with Priority Improvement Plan** • **Accredited with Turnaround Plan**
September 15th	If applicable, district notifies CDE of **intent to submit a Request to Reconsider** of the accreditation rating.	If applicable, district notifies CDE of **intent to submit a Request to Reconsider** of the accreditation rating.
October 15th	If district disagrees with initial assignment, district may **submit additional performance data through the Request to Reconsider** process.	If district disagrees with initial assignment, district may **submit additional performance data through the Request to Reconsider** process.
	Submit UIP to CDE for publication on SchoolView. _(OPTIONAL)_	**Submit UIP** to CDE for **fall plan review** and/or for **publication on SchoolView.** _(BOTH SUBMISSIONS OPTIONAL)_
November 12th	CDE assigns district to final accreditation category of: • **Accredited with Distinction** • **Accredited** • **Accredited with Improvement Plan**	CDE assigns district to final accreditation category of: • **Accredited with Priority Improvement Plan** • **Accredited with Turnaround Plan**
November 26th		Districts must notify the State Board if they wish to appeal the accreditation status assigned by CDE.
January 15th	**Submit UIP** to CDE for publication on SchoolView. _(OPTIONAL)_	**Submit UIP** to CDE for plan review. **REQUIRED*** for districts: • **Accredited with Priority Improvement Plan** • **Accredited with Turnaround Plan** *Even if participated in the optional fall review
		Submit UIP to CDE for publication on SchoolView. _(OPTIONAL)_
February		**State Review Panel** provides recommendations to Commissioner and suggests any modifications to plan.
		CDE Reviewers provide feedback and require/recommend any modifications to UIP.
March 30th		**Submit revised UIP** to CDE for a spring plan re-review if the plan has **"Required Changes."**
April 15th	**Submit UIP** to CDE for publication on SchoolView. **(ALL PLANS** must be submitted for posting **by 4/15)** _The following will be reviewed by CDE at the same time:_ • **Student Graduation and Completion Plans** • **UIPs for Gifted Education Leads** • **Title III Program Improvement Plans**	**Submit UIP** to CDE for publication on SchoolView. **(ALL PLANS** must be submitted for posting **by 4/15)**

COLORADO
Department of Education

Timelines for _School_ Plan Type Assignments and Plan Submission
August 2014

By August 18th

CDE issues SPF Report with **initial plan type** assignment:
- **Performance Plan**
- **Improvement Plan**

CDE issues SPF Report with **initial plan type** assignment:
- **Priority Improvement Plan**
- **Turnaround Plan**

September 15th

If applicable, district notifies CDE of **intent to submit a Request to Reconsider** of the school plan type assignment.

If applicable, district notifies CDE of **intent to submit a Request to Reconsider** of the school plan type assignment.

October 15th

If district disagrees with school's initial assignment, district may **submit additional information through the Request to Reconsider** _process._

If district disagrees with school's initial assignment, district may **submit additional information through the Request to Reconsider** _process._

Tiered Intervention Grantees may submit UIPs to CDE for review and early feedback. _(OPTIONAL)_

Tiered Intervention Grantees may submit UIPs to CDE for review and early feedback. _(OPTIONAL)_

District submits UIP(s) to CDE for publication on SchoolView. _(OPTIONAL)_

District submits UIP(s) to CDE for publication on SchoolView. _(OPTIONAL)_

December 10th

CDE makes **final recommendation; State Board assigns** school to:
- **Performance Plan**
- **Improvement Plan**

CDE makes **final recommendation; State Board assigns** school to:
- **Priority Improvement Plan**
- **Turnaround Plan**

January 15th

District submits UIP(s) to CDE for publication on SchoolView. _(OPTIONAL)_

District submits UIP(s) to CDE for review. REQUIRED for schools assigned to:
- **Priority Improvement Plan**
- **Turnaround Plan**

District submits UIP(s) to CDE for publication on SchoolView. _(OPTIONAL)_

February

State Review Panel provides recommendations to Commissioner and suggests any modifications to plan.

CDE Reviewers provide feedback and require/recommend any modifications to plan.

April 15th

District submits ALL school plans to CDE for publication on SchoolView.
(ALL PLANS REQUIRED for posting by 4/15)
The following will be reviewed by CDE at the same time:
- **Title I Focus School UIPs**
- **Tiered Intervention Grantee UIPs**
- **Colorado Graduation Pathways Systems Change and Capacity Building School UIPs**

District submits ALL school plans to CDE for publication on SchoolView.
(ALL PLANS REQUIRED for posting by **4/15)**

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