Unified Improvement Planning 101 for Gifted Education

Gifted Education Directors Meeting
Copper Mountain September 18, 2015
Today at a Glance

- Welcome
- Activity: Line Up
- Unified Improvement Planning: Overview
- UIP Process
- Key Tools and Resources
- Implications for Gifted Education
Introductions

- What is your name?
- What organization/district do you represent
- How would you rate your understanding of the UIP process?
  - 1- don’t know what UIP stands for
  - 5- could teach a class on it
- What takeaway would make this a good use of your time?
Outcomes

Participants will:

- Be grounded in the fundamentals of the Unified Improvement Planning process
- Be familiar with the key components and resources associated with UIP and know where to access them
- Identify circumstances unique to UIP and the Gifted education program and plan for next steps
Some of the materials used during this session were developed in partnership with the Center for Transforming Learning and Teaching (CTLT) located in the School of Education and Human Development at the University of Colorado Denver.
Line Up!

Totally Agree!

Hmmm

No way!
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# What is Unified Improvement Planning?

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

FOCUS

Plan

Implement

Evaluate
# Data for Improvement Planning

<table>
<thead>
<tr>
<th>Performance Data</th>
<th>Demographic Data</th>
<th>Process Data</th>
<th>Perception Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (district) summative and interim assessment results</td>
<td>School locale and size of student population</td>
<td>External school/district reviews</td>
<td>Teaching and learning conditions surveys (e.g., TELL Colorado)</td>
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<tr>
<td>Student work samples</td>
<td>Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</td>
<td>Curriculum documents</td>
<td>Perception survey data (e.g., parents, students, teachers, community, school leaders)</td>
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<tr>
<td>Classroom assessment results</td>
<td>Student mobility rates</td>
<td>Instructional materials</td>
<td>Self-assessment results</td>
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<tr>
<td>K-3 reading assessment results (required by the READ Act)</td>
<td>Staff characteristics (e.g., experience, attendance, turnover)</td>
<td>Observations of Instructional Practice</td>
<td></td>
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<td></td>
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<td>Academic interventions available to students</td>
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<td></td>
<td></td>
<td>Student attendance</td>
<td></td>
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<td></td>
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<td>Discipline referrals and suspension rates</td>
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<td></td>
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<td>Schedules and class sizes</td>
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<td></td>
<td></td>
<td>Family/community involvement policies/practices</td>
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<td>Professional development (structure, participation, focus)</td>
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<td>Services and/or programs (e.g., Title</td>
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</tbody>
</table>
Magnitude
Unified Improvement Planning Processes

Section III: Data Narrative
- Gather and Organize Data
- Review Performance Summary
- Describe Notable Trends

Section III: Data Narrative
- Ongoing: Progress Monitoring

Section IV: Target Setting
- Prioritize Performance Challenges
- Set Performance Targets
- Identify Interim Measures

Section IV: Action Planning
- Identify Root Causes
- Identify Major Improvement Strategies
- Identify Implementation Benchmarks
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Preparing to Plan
Review: Notable Trends

Preparing to Plan

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Ongoing: Progress Monitoring

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Preparing to Plan

Section III: Data Narrative

Ongoing: Progress Monitoring
Notable Trends

- Include all performance indicator areas.
- Include at least three years of data.
- Identify where the school did not at least meet state and federal expectations.
- Consider data beyond that included in the school performance framework (e.g., grade-level data).
- Include positive and negative performance patterns.
- Compared to what?
<table>
<thead>
<tr>
<th>Description</th>
<th>Graph</th>
</tr>
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<tbody>
<tr>
<td>Flat</td>
<td><img src="image1.png" alt="Flat" /></td>
</tr>
<tr>
<td>Increasing</td>
<td><img src="image2.png" alt="Increasing" /></td>
</tr>
<tr>
<td>Decreasing</td>
<td><img src="image3.png" alt="Decreasing" /></td>
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<tr>
<td>Increasing then decreasing</td>
<td><img src="image4.png" alt="Increasing then decreasing" /></td>
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<tr>
<td>Decreasing then increasing</td>
<td><img src="image5.png" alt="Decreasing then increasing" /></td>
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<tr>
<td>Flat then increasing</td>
<td><img src="image6.png" alt="Flat then increasing" /></td>
</tr>
<tr>
<td>Flat then decreasing</td>
<td><img src="image7.png" alt="Flat then decreasing" /></td>
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</tbody>
</table>
Trends

Composite ACT Score

2011: 16.6
2012: 16.9
2013: 16.7
2014: 17.3

Composite Score
Comparison Points: Compared to what?

- Composite Score
- State Expectations

- Comparison Points:
  - Compared to what?
Section III: Data Narrative

1. Gather and Organize Data
2. Review Performance Summary
3. Describe Notable Trends
4. Prioritize Performance Challenges
5. Set Performance Targets
6. Identify Interim Measures

Section IV: Target Setting

1. Ongoing: Progress Monitoring
2. Identify Interim Measures
3. Identify Root Causes
4. Identify Major Improvement Strategies
5. Identify Implementation Benchmarks

Preparing to Plan Section IV: Action Planning
Priority Performance Challenges

are...  

- Specific statements about performance challenges  
- Strategic focus for the improvement efforts  
- About student outcomes

are NOT...  

- What caused or why we have the performance challenge  
- Action steps that need to be taken  
- Concerns about budget, staffing, curriculum, or instruction  
- About the adults needs
Section III: Data Narrative

Gather and Organize Data

Review Performance Summary

Describe Notable Trends

Prioritize Performance Challenges

Set Performance Targets

Identify Interim Measures

Section IV: Target Setting

Identify Root Causes

Identify Major Improvement Strategies

Identify Implementation Benchmarks

Section IV: Action Planning

Identify Root Causes

Identify Major Improvement Strategies

Identify Implementation Benchmarks

Ongoing: Progress Monitoring

Preparing to Plan
How do you know it is a root cause?

1) The problem would not have occurred if the cause had not been present
2) The problem will not reoccur if the cause is dissolved
3) Correction of the cause will not lead to the same or similar problems (performance challenges)

“A problem well-stated is half solved.”

-Charles F. Kettering
Performance Targets

Preparing to Plan

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Ongoing: Progress Monitoring

Section IV: Action Planning

- Identify Root Causes
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Performance Targets

- Performance outcome that defines success
- Based on identified priority performance challenges
- Includes required state metrics *
- Aligned to performance indicator
- Identified for every performance indicator for which the school or district is not at least meeting state expectations
MIS and Action Plan

Preparation to Plan

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Section IV: Action Planning
MIS and Action Plan

- Strategy for bringing about change that will be reflected in the targets
- Outlines the detail of how it will occur
- Provides a vision for the next two years
- Identifies people, time, and resources to complete the action plan
Interim Measures

Preparing to Plan

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Interim Measures

- Interim measures must be identified for each target.
- Data from interim measures should be available more than once during the school year.
- Across all interim measures, data should be available that would allow schools to monitor progress at least quarterly.
- Examples: District Benchmark Assessment, NWEA MAPS, Galileo, Acuity, DIBELS, commonly administered end-of-unit assessments
- Measures, metrics and availability should be specified in the School Goals Form.
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Ongoing: Progress Monitoring
Preparing to Plan
Measures implementation

- How will we know we are implementing the action plan well?

Tend to fall into two categories:

- Output- trainings held, walkthrough document developed, hiring criteria identified

- Outcome- Teachers will score student writing samples with 95% consistency on writing rubric by December 2014, 90% of classroom walkthroughs will exhibit use of formative assessment practices by April 2016.
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- Format to communicate process
- Designed to meet expectations of multiple accountability mechanisms
- Addenda to meet program expectations
UIP Handbook

- Instructions on the process
- Hints and tips
- Glossary
Quality Criteria

- Identify elements in a quality plan - makes clear standard for proficiency
- Developed in conjunction with district leaders
- Identifies program requirements to be met in each section of the plan
- Basis for review by CDE
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Think through the implications for your:

- Role
- Context
- Expectations
- Limitations
SWOT Analysis

- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

- **Helpful**
- **Harmful**

- **Internal**
  - Strengths
  - Weaknesses

- **External**
  - Opportunities
  - Threats

Gifted Program in UIP
Leverage the SWOT analysis in moving forward

- Build on your strengths
- Identify where more information is needed
- Be clear about leverage points to advance the work
Additional Resources

- Implications and Guidance for the UIP during the State Assessment Transition

- Upcoming professional development:
  - It's Alive! Strategies for Effective UIP Action Planning
  - Ramping Up Root Cause Analysis