

## District Quality Criteria

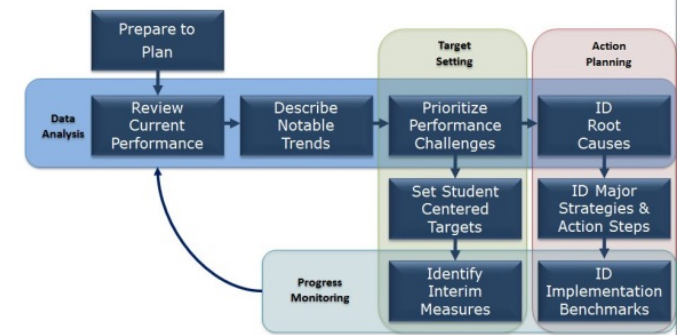
## Quality Criteria for District Unified Improvement Plans (UIPs)

### Overview

The Unified Improvement Plan (UIP) is intended to provide districts and schools with a consistent format to capture improvement planning efforts that streamline state and federal planning requirements and increase student learning. CDE developed the Quality Criteria rubric to offer guidance for creating high quality improvement plans and to establish the criteria for state and local review of district level UIPs, especially for districts on the accountability clock (i.e., Priority Improvement, Turnaround). If you would like to see the criteria in a rubric format, go to: [http://www.cde.state.co.us/uiip/uiip\\_general\\_resources](http://www.cde.state.co.us/uiip/uiip_general_resources).

### General Directions

- Access the pre-populated report through the UIP Online System (<https://cdeapps.cde.state.co.us/index.html>) to determine the district's unique accountability and program requirements.
- Examine the "Big Five" Guiding Questions, note their alignment with the UIP and determine which they need to address, based on previous CDE feedback (if any).



### The Big Five Guiding Questions

The "Big Five" are five guiding questions that outline the major concepts of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan. Does the plan:

- Investigate the most critical performance areas and prioritize the most urgent **performance challenges**?
- Identify **root causes** that explain the magnitude of the performance challenges?
- Identify evidence-based **major improvement strategies** that have likelihood to eliminate the root causes?
- Present a well-designed **action plan** for implementing the major improvement strategies to bring about dramatic improvement?
- Include elements that effectively **monitor** the impact and **progress** of the action plan?

### Structure

Organized by the "Big Five," the various plan elements are further defined and include questions that if addressed, *lead to* a well-developed improvement plan. Most of these questions blend best practice and accountability requirements. The most effective plans build a case that remains coherent across each section of the plan, rather than simply addressing each section independently. Those requirements that only apply to some districts are labeled separately at the end of each section. Greyed out sections will not be reviewed by CDE during the current school year. To better understand the alignment between the UIP (see flow map graphic) and the "Big Five," the table on the next page provides a matrix. Location within the online UIP system is also included.

### Crosswalk between the “Big Five,” Sections of the Planning Process and Tabs within the Online UIP

Big Five Question	Section of Planning Process (see flow map graphic)	UIP Online Tab	
		Main Tab	Sub Tab
<input type="radio"/> Does the plan investigate the most critical performance areas and prioritize the most urgent <b>performance challenges</b> ?	<ul style="list-style-type: none"> <li>Gather and Organize Data</li> <li>Review Performance</li> <li>Describe Notable Trends</li> <li>Prioritize Performance Challenges</li> </ul>	Section III: Data Narrative	<ul style="list-style-type: none"> <li>Brief Description</li> <li>Prior Year Targets</li> <li>Current Performance</li> <li>Trend Analysis</li> <li>Priority Performance Challenges</li> </ul>
<input type="radio"/> Does the plan identify <b>root causes</b> that explain the magnitude of performance challenges?	<ul style="list-style-type: none"> <li>Identify Root Causes</li> </ul>	Section III: Data Narrative	<ul style="list-style-type: none"> <li>Root Causes</li> </ul>
		Section IV: Action Plans	
<input type="radio"/> Does the plan identify evidenced-based <b>major improvement strategies</b> that are likely to eliminate the root causes?	<ul style="list-style-type: none"> <li>Identify Major Improvement Strategies</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>Major Improvement Strategies</li> </ul>
<input type="radio"/> Does the UIP present a well-designed <b>action plan</b> for implementing the major improvement strategies to bring about dramatic improvement?	<ul style="list-style-type: none"> <li>Identify Major Improvement Strategies</li> <li>Identify Action Steps</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>Major Improvement Strategies</li> <li>Planning Form</li> </ul>
<input type="radio"/> Does the plan include elements that effectively <b>monitor</b> the impact and <b>progress</b> of the action plan?	<ul style="list-style-type: none"> <li>Set Performance Targets</li> <li>Identify Interim Measures</li> <li>Identify Implementation Benchmarks</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>School Target Setting</li> <li>Planning Form</li> </ul>

1		Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges? <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>
Brief Description	Demographics and Context	Includes a description of district's demographics and relevant contextual information about district and community.
	Stakeholder Input and Involvement	Describes a variety of stakeholders (including teachers and the District Accountability Committee) that have been involved in development of the UIP in a meaningful way.
Current Performance	Current Performance	Includes an explanation of the district's current performance relative to local, state, and federal expectations (e.g. DPF, ESSA).
	Previous Performance Targets	Includes a reflection on previous improvement efforts and attainment of performance targets that provides a basis for the current plan.
Notable Trends	Trend Statements	Consistently describes both positive and negative trends for performance, including key elements (e.g., measure, metric, disaggregated groups, trend direction, years, and comparison point) as appropriate for available n-counts.
	Trend Analysis	Includes trends that are at the appropriate level of detail given the district's context.
	Data Sources	Includes multiple data sources with an explanation of the sources that were included or excluded for analysis.

<div>1</div> cont.		<b>Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</b> <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>
<b>Priority Performance Challenges (PPC)</b>	Identification of PPCs	Identifies no more than three student-centered performance challenges describing strategic focus for the district at the appropriate magnitude.
	Rationale	Provides a rationale for prioritizing the PPCs.
	Alignment to Trends	PPCs are aligned to trend analysis.
	Address Indicators	PPCs address indicators where the system is not meeting expectations
<b>Additional Requirements for Some Districts in Data Narrative, Notable Trends, Priority Performance Challenges</b>		
<b>On Watch</b>	Sustained Improvement (Prior Targets)	Reflection on improvement efforts demonstrate understanding of changes to support sustained or accelerated improvement.
<b>Late on the clock</b> Year 4 or later	Prior year targets and previous efforts	Includes a description of previous actions to address identified challenges and their degree of effectiveness (e.g., successes, gaps). This may include required Turnaround actions.
<b>EASI Grant</b> <i>For grantees within Exploration or Offered Services</i>	Integration of evaluation	Includes updates to the data analysis and priority performance challenges based on the results of the diagnostic review, pathway planning or pathway implementation process.
<b>Gifted Education</b>	Prior Years Target	Describes the performance of gifted education students compared to previously identified targets.
	Performance Challenge	Explicitly identifies for gifted education a student-centered performance challenge describing a strategic focus for district improvement efforts, either as a part of a larger district challenge or exclusively for gifted education students.
<b>21st Century Community Learning Centers</b> <i>For grantees</i>	Analysis of Student Needs (Trends, PPCs)	Includes a description of how the district identified, through its comprehensive needs assessment, how to meet the needs of its students through 21st CCLC out-of-school time programming.
<b>ESSA</b> <i>Comprehensive Schools and Targeted/ Additional Targeted Schools</i>	Support for identified schools (Data Analysis or Action Planning)	Includes a description of how the district is supporting low performing schools to exit the ESSA school improvement designation and how it is monitoring implementation of the school's plan.

2		Does the plan identify root causes which explain the magnitude of the performance challenges? <i>Applicable Plan Elements: Data Narrative, Root Causes</i>
<b>Root Cause Analysis</b>	Identification of RCs	Identifies root causes that meet the definition (e.g., under control of district, aimed at the systems level, addresses underlying reason for student performance).
	RC Alignment with PPC and with MIS	Associates each root cause with at least one PPC that it has a likelihood of addressing and is specific enough that it provides enough focus for the resulting action plan.
	Verification Process	References multiple and current data sources (e.g. process data, perception data) used to select and verify root causes.
	Root Cause Process	Explains how root causes were identified, including stakeholder involvement and the rationale for selecting the root cause.
Additional Requirements for Some Districts in Root Cause Analysis		
<b>Course Taking Analysis</b>	Analysis of course taking patterns	Includes an analysis of student course taking patterns by disaggregated groups.
<b>Early Learning Needs Assessment</b> <i>For K-3 serving districts on clock</i>	<i>ECE Needs Assessment</i>	Describes an analysis of the needs assessment that considers the <a href="#">required elements</a> <sup>1</sup> and provides an indication of what the district is doing with the results, specifically with schools with a priority improvement or turnaround plan type.
<b>Late on the clock</b> <i>Year 4 or later</i>	Reassessment of RCs Over Time	Root cause analysis reflects a current examination of causes.
<b>EASI Grant</b> <i>Exploration or Offered Services</i>	Identification of Systems Needs of School	Provides an integrated systems analysis because of exploration work through EASI grant participation.
<b>Equitable Distribution of Teachers (Title I)</b> <i>For identified districts</i>	Root Cause Analysis Process Description and Validation	Describes an analysis of the equitable distribution of teachers (ESEA requires districts to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers).

<sup>1</sup> Required ECE needs assessment elements can be found at: [http://www.cde.state.co.us/uip/implementing\\_sb17\\_103](http://www.cde.state.co.us/uip/implementing_sb17_103)

3		Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes? <i>Applicable Plan Elements: Major Improvement Strategies</i>
Major Improvement Strategies	Evidence-Based Strategies	Identifies MIS that are clearly defined, evidence-based and provides rationale for why this strategy is a good fit for the school.
	Alignment to root causes	Includes MIS that align and respond to identified root causes.
	Strength of MIS	Identifies MIS that address the magnitude of the identified PPCs and have a likelihood of resolving the root cause(s).
Additional Requirements for Some Districts in Major Improvement Strategies		
Accountability Clock Strategies <i>For districts on clock</i>	Likelihood of success	Conveys a sense of urgency and has a likelihood of resulting in adequate change in performance for the district to exit the accountability clock within a reasonable timeframe.
	Turnaround strategy <i>For Turnaround</i>	Identifies a state-required turnaround strategy and details within the action plan that are aligned to the needs identified in the data narrative.
4		Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement? <i>Applicable Plan Elements: Action Plan</i>
Action Plans	Alignment to MIS	Aligns action steps to MIS.
	Specific and Reasonable Action Steps	Lists action steps that are thorough, attainable and can be completed within the designated time frame.
	Two-Year Action Plan	Guides plan implementation for at least two academic years.
	Assigned Resources	Assigns adequate resources (e.g., personnel, funds) necessary to implement action steps.

<div>4 cont.</div>		<b>Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement?</b> <i>Applicable Plan Elements: Action Plan</i>
Additional Requirements for Some Districts in Action Steps		
<b>Student Course Taking Report</b>	Action to address Inequities in course taking patterns	Includes action steps to address identified patterns of significant disparities in disaggregated groups taking challenging coursework.
<b>On Watch</b>	Sustained Improvement	Action steps reflect alignment and urgency building upon previous improvement efforts that moved the school off the clock.
<b>READ Act</b>	Strategies to Address K-3 Reading	Includes strategies that address K-3 students identified as having significant reading deficiencies.
	Instructional Literacy Program Reporting	Identifies all K-3 instructional literacy programs (i.e., core, supplemental, intervention programs, READ Act assessments).
	Professional Development Plan (for districts that use READ Act and/or Early Literacy Grant funding for professional development)	Provides a READ professional development plan that includes all required elements (e.g., targeted, scientifically-based research, aligned with instruction).
<b>21st Century Community Learning Centers</b> <i>For grantees</i>	Aligned program activities	Includes action steps specific to 21st CCLC program activities that align to district's overall action plan.
	Family Engagement Strategies	Includes action steps specific to 21st CCLC program family engagement and learning strategies that align with the district's action plan.
	21st Century Learning Skills	Includes action steps focused on 21st Century Learning Skills (e.g., STEM, Literacy) and provides a description about how 21st CCLC out-of-district program activities support and align with the action steps.
<b>EASI Grant</b> <i>District Design and Led and Offered Services</i>	Aligned Action Plan	Action steps provide alignment with activities approved through the EASI grant.
<b>Gifted Education</b>	Actions to Support Gifted Students	Describes an explicit approach to meet the performance needs of gifted education students.

5		Does the plan include elements to effectively monitor the impact and progress of the action plan? <i>Applicable Plan Elements: Targets, Interim Measures, Implementation Benchmarks</i>
Performance Targets	Measures and Metrics	Specifies the measure (assessment method) and metric (standard of measurement).
	Alignment to PPCs	Identifies targets that address PPC(s).
	Quality of Target	Provides targets that are specific, ambitious, yet attainable. The timeframe is reasonable.
Interim Measures	Measures and Metrics	Specifies interim measure that names student measure (assessment method) and metric (standard of measurement).
	Alignment to Target	Specifies interim measure that names student measure (assessment method) and metric (standard of measurement).
	Quality of Interim Measures	Aligns interim measure to corresponding annual target.
Implementation Benchmarks	Alignment to MIS	Lists interim measures with a schedule that specifies expected student progress multiple times a year.
	Quality of Implementation Benchmarks	Each MIS has at least one aligned implementation benchmark.
Additional Requirements for Some Districts in Progress Monitoring		
READ Act	READ Act Targets (SRD)	Specifies target(s) for reducing number of students who have significant reading deficiencies.
	READ Act Targets (Grade Level Expectations)	Specifies target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3.
	READ Act Interim Assessments	References interim assessments that are aligned with K-3 literacy targets.
EASI Grant <i>District Design, Led, Offered Services</i>	Evaluation plan	Includes implementation benchmarks that describe how the school will monitor implementation of activities approved in the EASI grant.
Gifted Education	Gifted Education Targets	Describes annual performance targets for gifted education students.
	Gifted Education Interim Measures	Describes interim measures aligned to performance targets for gifted education students.