

WELCOME

GIFTED EDUCATION DIRECTORS



Office of Gifted Education
September 17, 2013
Day 1

Introductions

- New directors and coordinators
- Guests from district offices and schools
- University staff
- Gifted Education Forum
- Gifted Education Regional Consultants
- CDE Staff



Today's Goals

- Know the meaning of transitional year and how it applies to the program addendum
- Complete a sample of utilizing the UIP process for an action plan; or use professional time to think/develop steps for blending the program addendum and UIP process when setting targets and action plans for gifted student outcomes
- Extend meaning for affective goals

Context: Together we can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares students for success in a globally competitive world.

Gifted: Together we can

Vision

- All gifted students will accomplish challenging post secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

- Ensure gifted student growth and achievement through systems of support, programming and advocacy.

Primary Goals

Students: Academic Standards & Assessment

Globally competitive workforce

- Ensure every student **is on track** to graduate postsecondary and workforce ready.
- Ensure **students graduate** ready for success in postsecondary education and the workforce.
- Increase achievement and national/international competitiveness for **all** students.

Effective Educators

Great teachers and leaders

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

UIP: Schools and Districts

Outstanding schools and districts

- Increase school and district performance.
- Foster innovation and expand access to a rich array of high quality school choices for students.

Support : Turnaround and Priority Improvement

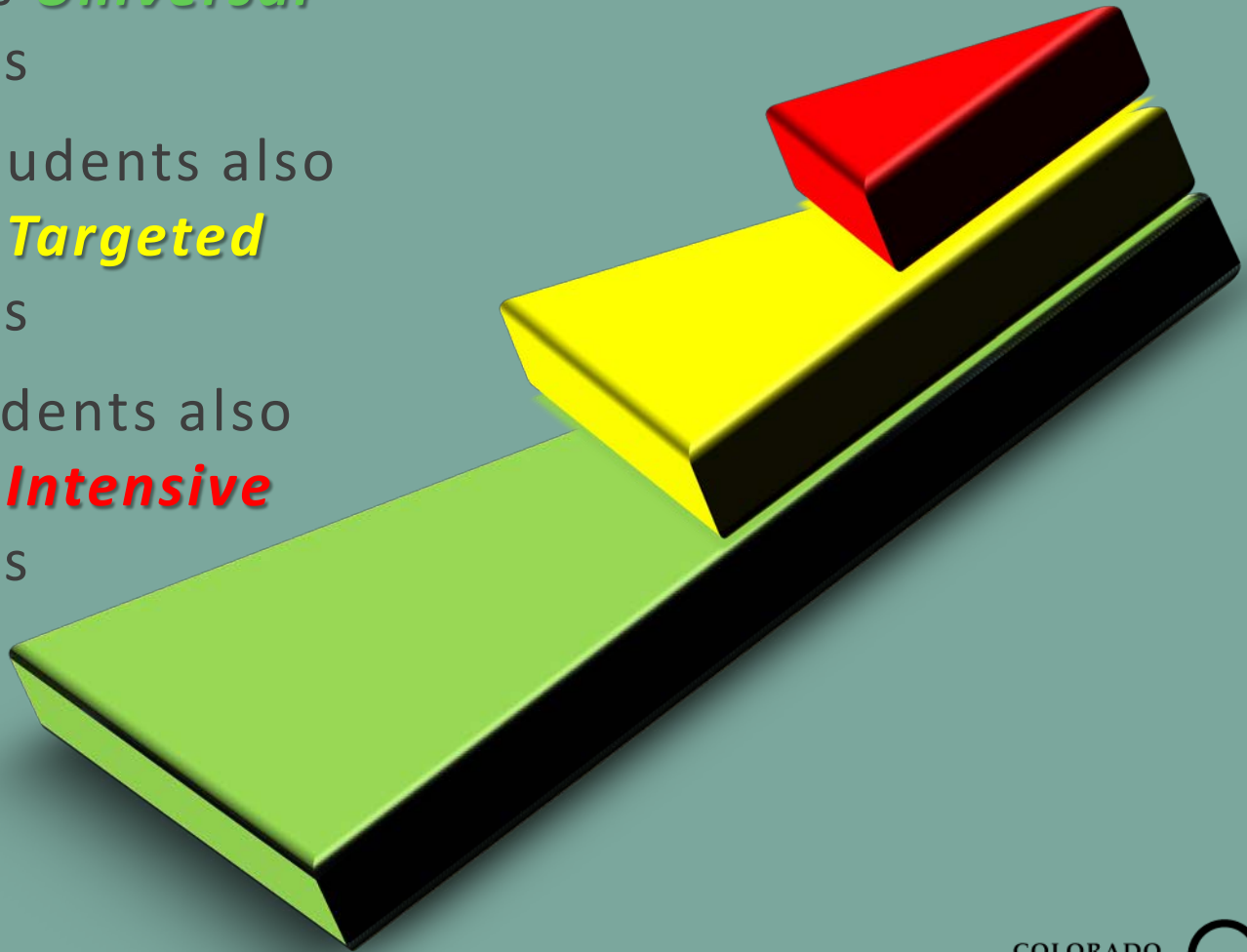
Academic
Continuum

Behavior
Continuum

MTSS
Integrated
Continuum

Layered Continuum of Supports

- Every student receives *Universal* supports
- Some students also receive *Targeted* supports
- Few students also receive *Intensive* supports



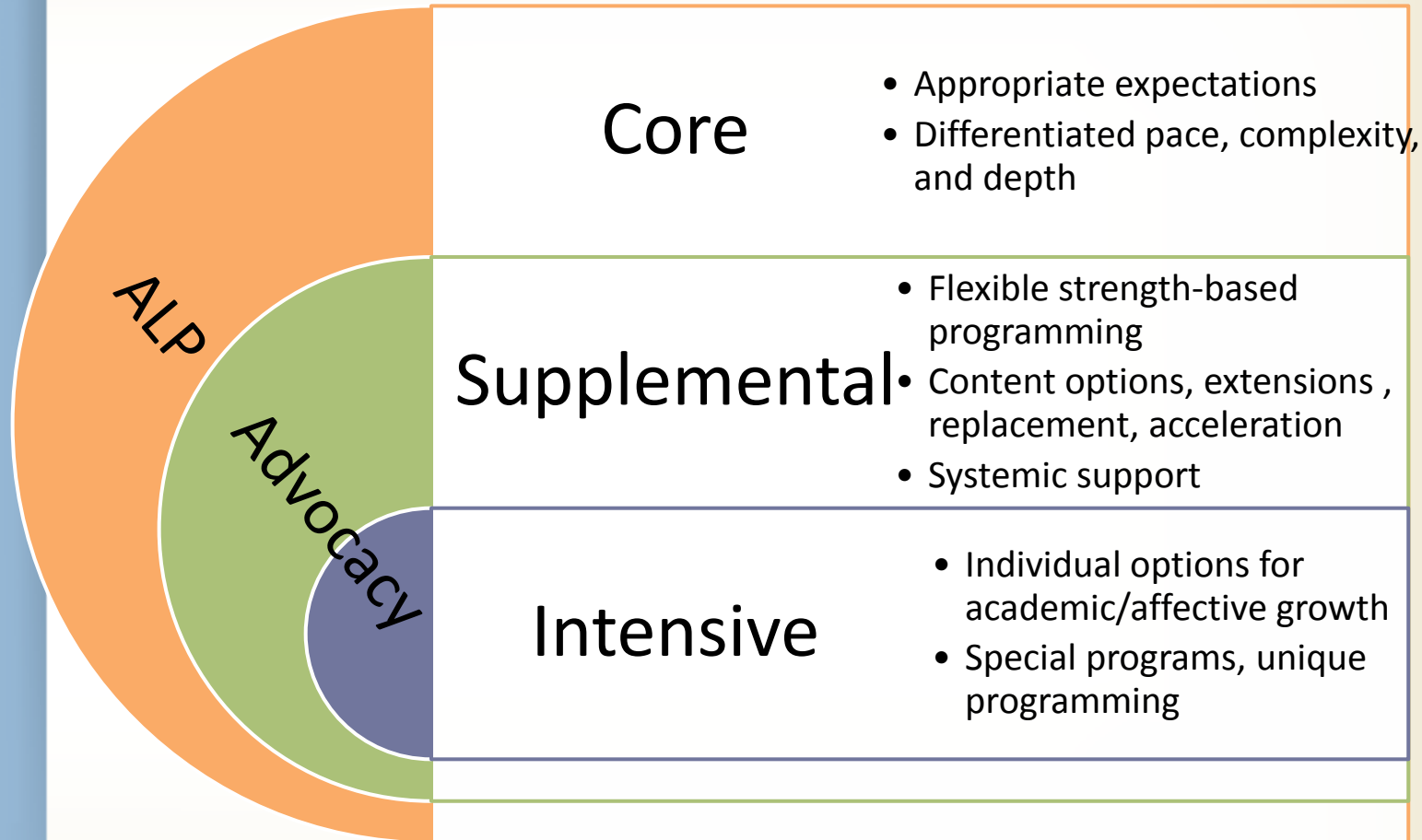
Multi-Tiered System of Support

Mission

System of support

Programming

Advocacy



ACHIEVEMENT AND GROWTH

Warm - Up

- When implementing the tiered system of support to ensure that gifted student accomplish post-secondary outcomes in what ways do you

Evaluate

Plan

Implement



Setting the Scene

Video

http://www.youtube.com/watch?v=nGyutkBvN2s&feature=em-share_video_user



Evolution and Development - Change

- Advanced by Design
- Sand Castles – Strong and Flexible
- Laser Commitment (2006)
- My Iceberg Is Melting (2007)
- Lighthouse - Guiding the 4 Cs (08-09)
- Mind the GGAP (2010-2011)
- Mind the GGAP with Heart (2012)



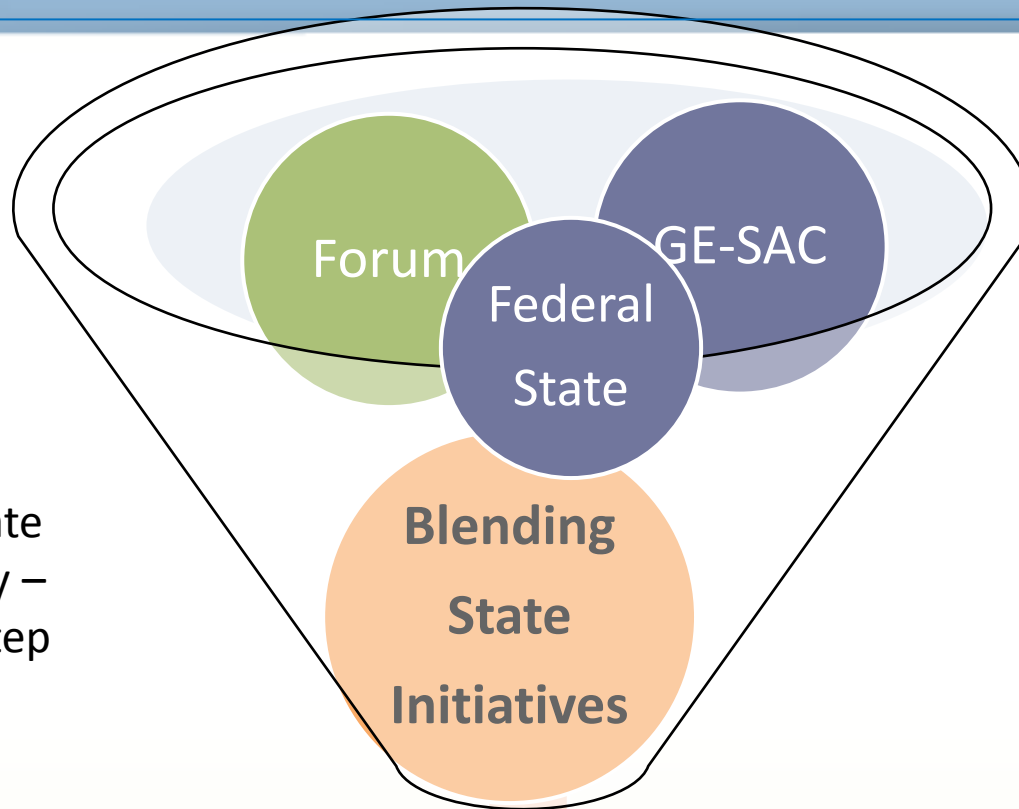
2013-14

Fulfilling the Vision 2012-2016

Vision: Accountability

- Identification demographics and achievement that addresses performance levels and growth of gifted students meet district/school targets.
- Districts/schools set local targets as guided by provisions of statute for all student groups.
- The Unified Improvement Plan (UIP) models a process to organize and analyze gifted student data and determine goals and improvement strategies.

Impetus for Change



Right Time to
blend into state
accountability –
next phase/step

Right People
Dialogue
Focus
Action plan
Report progress

Collaborative, integrated planning and improvement
Gifted Student Outcomes

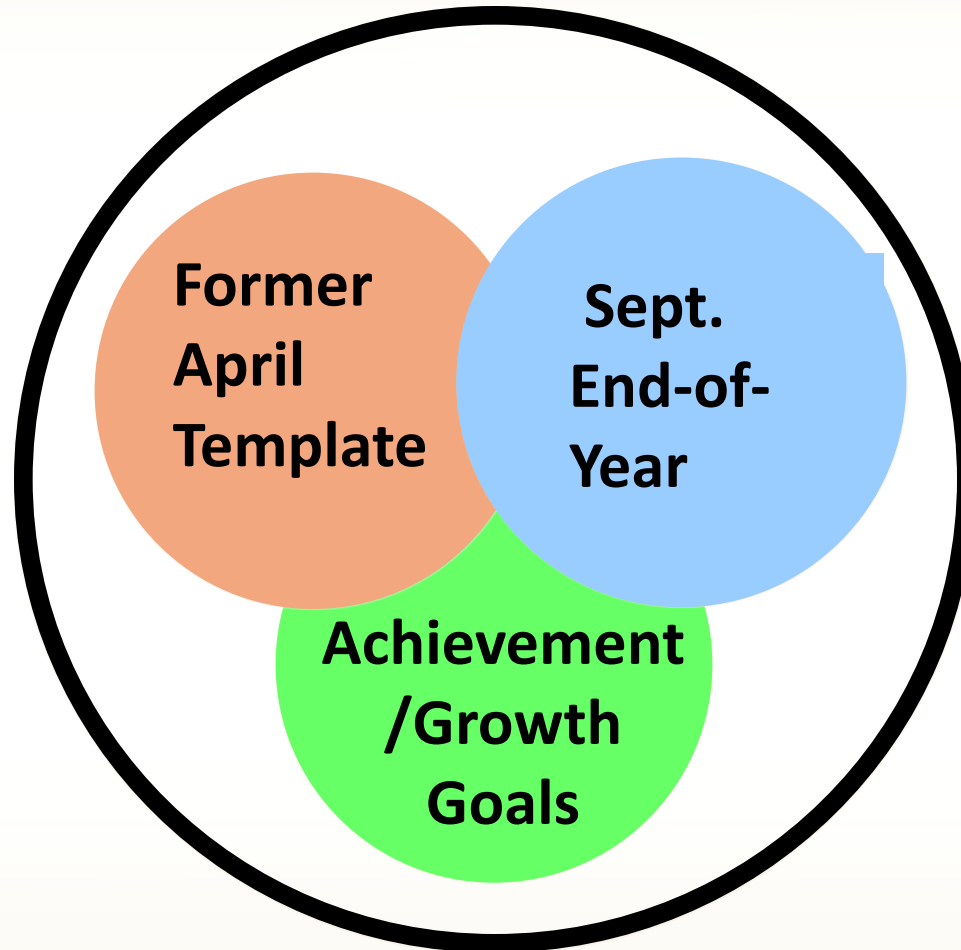
**REFOCUS:
Integrated
Planning**

Gifted Education Program Addendum

**REFOCUS:
Gifted Student
Outcomes**

**Engaged
Adults**

**Effective
Educators**



**Decision Making
Supporting Focus**

**Data to Informed
Instruction**

**Targets and Action
Plan**

Student Support

Important Factors

■ Role of the Director

- Same
- Connector to the “right people” in the district
- Leader as voice for gifted student learning

■ Program Plan achievement targets for state accountability

- Blended/integrated with UIP
- The UIP process known to directors with different degrees of implementation

Handouts

Same or Shift
From 2008 to 2013

Due in April

Program Addendum

Modified Program Addendum –
for Lead in Multi-District AUs

The Shift is ...

- Setting achievement goals similar to past practice
 - May or may not be a change in process and progress monitoring
- Moving from one template to another
- Consolidating two submissions into one unified effort
- Sending message of respect for the administrative unit's program plan as the standard for the district(s) – the infrastructure for gifted programming
- Sharing the responsibility and support for gifted student outcomes

Not high stakes, doing what is right!

Gifted Growth and Performance Integrated with Focused Change

- Focused evaluation of student data
- Shifting to increased collaboration and planning among district/AU stakeholders
- Implementation evidence-based practices



Blending state and federal regulations for monitoring progress of targets (achievement and growth) and improvement strategies
(all student groups)

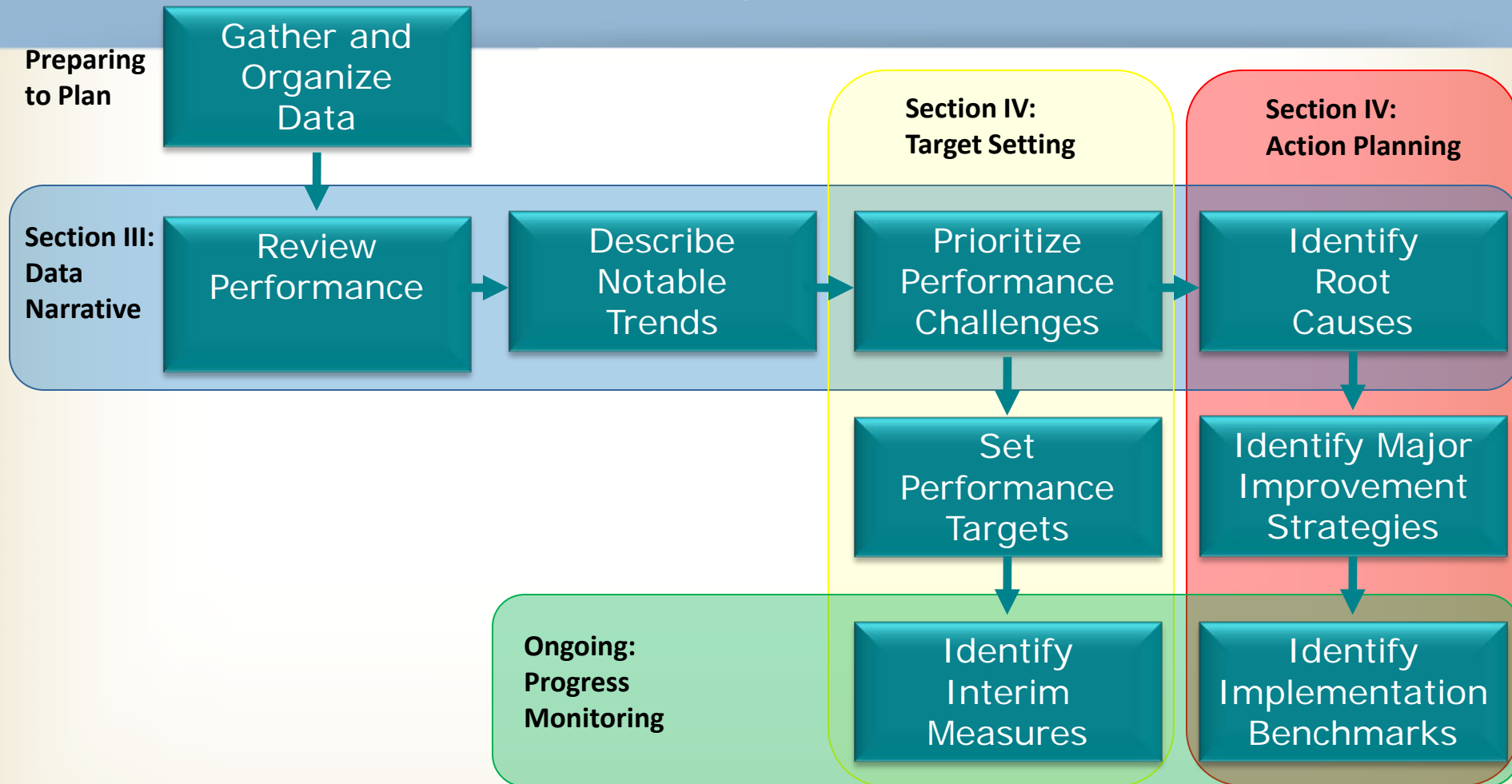
Transition Year

- Flexible time lines to get to April 15
- Learn the process; utilize systemic district support systems
- Make adjustments to communication systems and timely access to data
- Decide if all or a sub-group should be focus; determine congruence or divergence; in multiple-district AUs decide approach to targets
- Practice setting rigorous target(s); if too easy or too difficult make adjustments toward continuous improvement

Summary

- Blended discussions about student data, action planning and student outcomes in districts
- Replacement template for the annual program plan and end-of-year reports submitted by AU lead in April.
 - Note: Priority improvement and turnaround districts submit a mid-year UIP in January, including the gifted program addendum (except in transitional year).
- Same Expectation: Administrative unit lead (BOCES or district) is responsible for administering and supporting identification, programming, accountability in member districts/schools, and increasing educator capacity to serve gifted students – the comprehensive program plan.

Unified Improvement Planning Process



What is Unified Improvement Planning?

Alignment	A system to align improvement planning requirements for state and federal accountability into a “single” plan.
Documentation	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.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	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.
Support	A mechanism for triggering additional supports through the regional system and CDE (especially for schools/districts on accountability clock).

UIP Template & Addenda

- Layout designed to explicitly guide schools and districts through a focused planning process
- Flexibility to “tell your local story”
- Addenda created to support schools and districts in meeting specific program requirements
- Unified ≠ Simplified

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

St - T

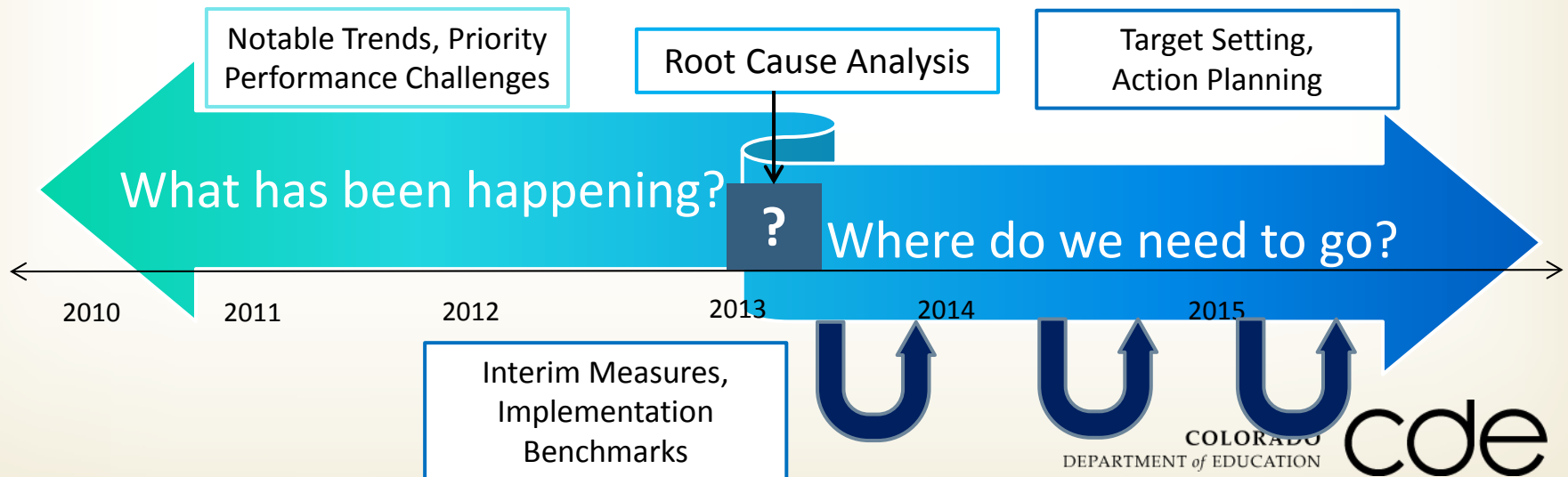
SGCP

TI-PI/TA

G-Ed

UIP Big Idea: Timeframe

- The UIP should be a two year plan that gets revised on at least an annual basis
- Revision process should be updated with current information, then planning projected out
- Modifications should be made based on determinations from data (interim measures/implementation benchmarks)



UIP Big Idea: Communication

- Communication system
 - People – connections and roles
 - How to access information, and process
 - District protocol for sharing information
 - Who provides what information and when – expectations

UIP Resources

UIP Resource	Description/Purpose
UIP Template	The template is intended to support best practice in improvement planning as well as ensure schools and districts in meeting multiple planning requirements (state accreditation, grant programs, etc.) The template has four sections I) Pre-populated data for which the school/district is accountable to respond to II) Improvement Plan information, including Contact information, III) Data Analysis including performance trends, priority performance challenges, root cause analysis and a description of processes used and IV) Action Planning, including the Targets and Major Improvement Strategies.
Addenda	The addenda ensure that all requirements are addressed. The addenda forms provide additional flexibility to keep the action planning focused on improvement efforts and then use the appendices to meet any additional program requirements. The forms provide various ways to complete designated program requirements, including (1) assurances, (2) descriptions of the requirements in the form, or (3) a cross-walk other sections in the UIP. Most addenda will be required. Customized directions will identify if the form is required and also described in the district/school's pre-populated report.
UIP Quality Criteria	The Quality Criteria offers guidance for creating a quality improvement plan and that meet accountability requirements. Quality Criteria are provided for Section III and Section IV of the template. The criteria are the basis for CDE review of plans.
UIP Handbook	Guidance for schools and districts for completing a Unified Improvement Plan. This document also includes information about the CDE review process, a glossary of terms and timelines for School and District submission.

Most Important Benefits of UIP

From the 2013 Statewide Survey

- Focusing, organizing, and/or creating a common purpose for improvement efforts (32)
- Supporting and structuring data analysis (19)
- Root cause analysis (12)
- Provides a formal framework for one plan (8)
- Creating opportunities for focused conversation with stakeholders (8)
- Stakeholder buy-in (5)
- Alignment of school and district plans, with state requirements, etc. (4)

Continuous Improvement

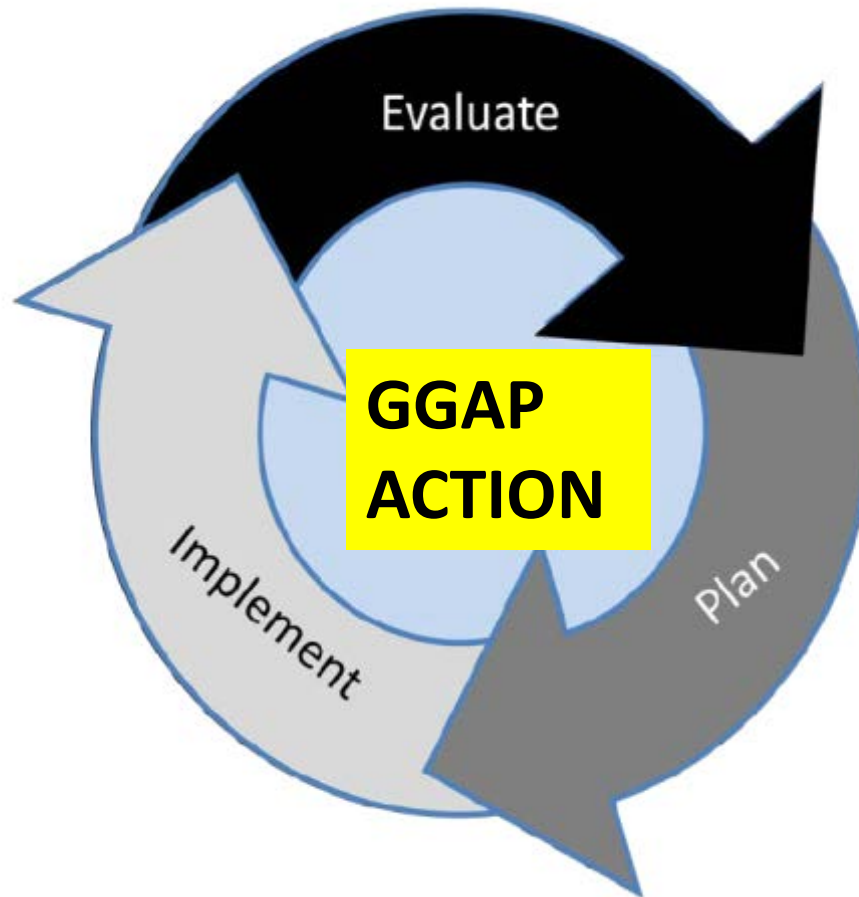


Table Activity

Record responses

- What are your best hopes?
- Who should be involved?
- What strengths in the district(s) will support your work and the “blend”?

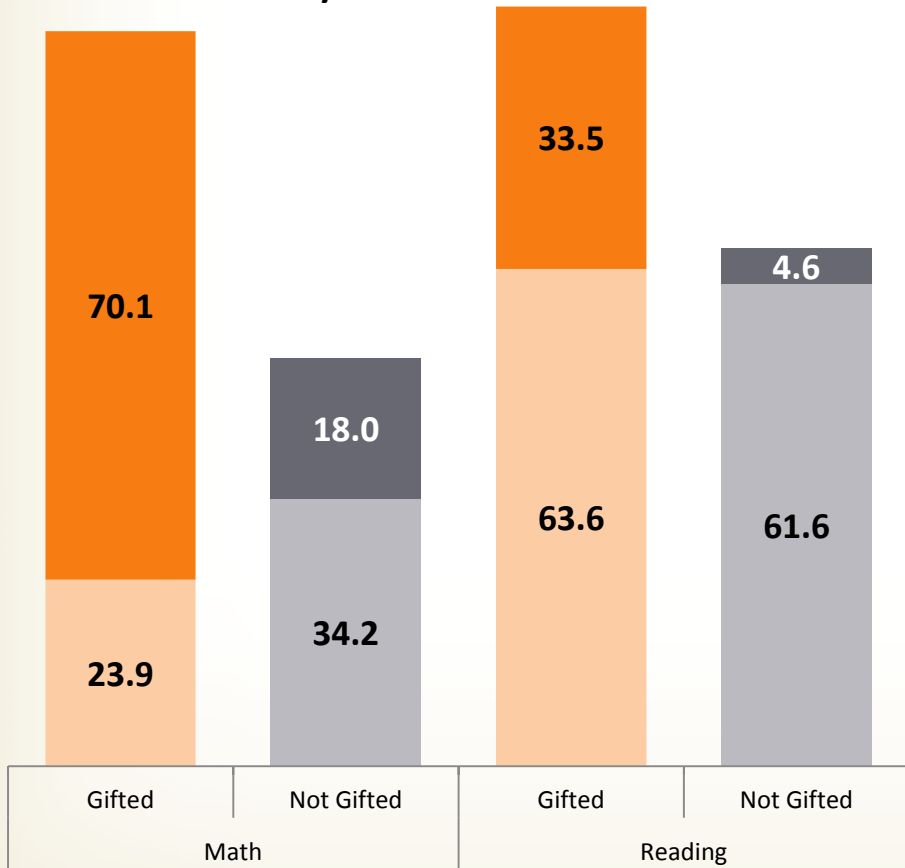
Guest - Online

Hai Huynh

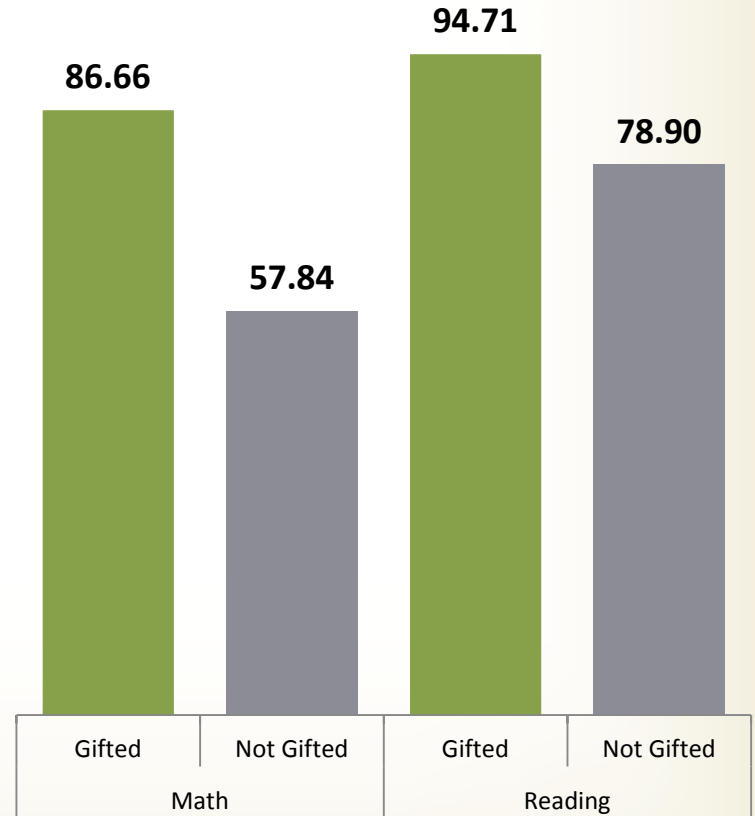
**Data Strategic Data Advisor
Vision 2020 |**

Gifted students perform markedly better than non-gifted students in all areas.

Percent of Students Proficient/Advanced on 2013 TCAP



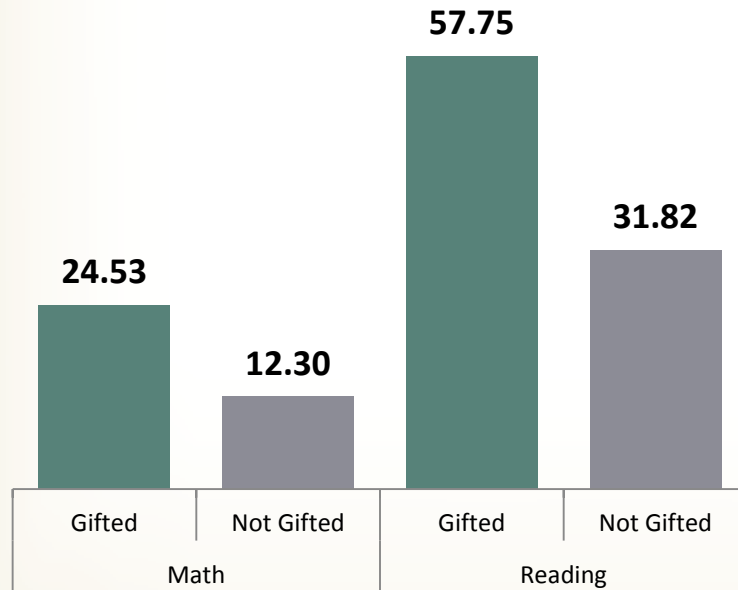
Percent of Students Making Keep Up Growth, 2013



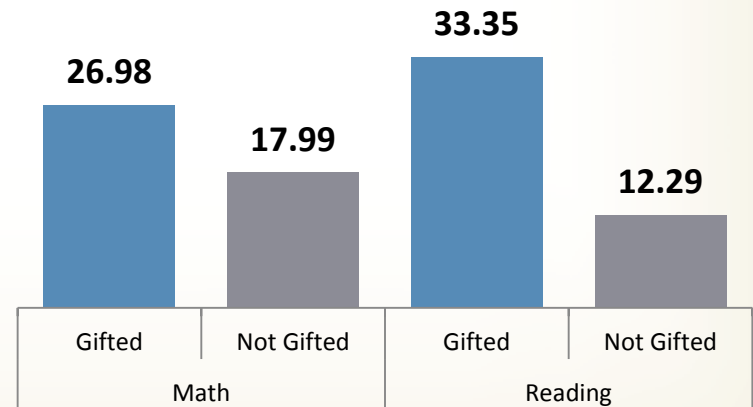
Proficient Advanced

Yet, growth needs to be accelerated for non-proficient students and proficient student to advanced.

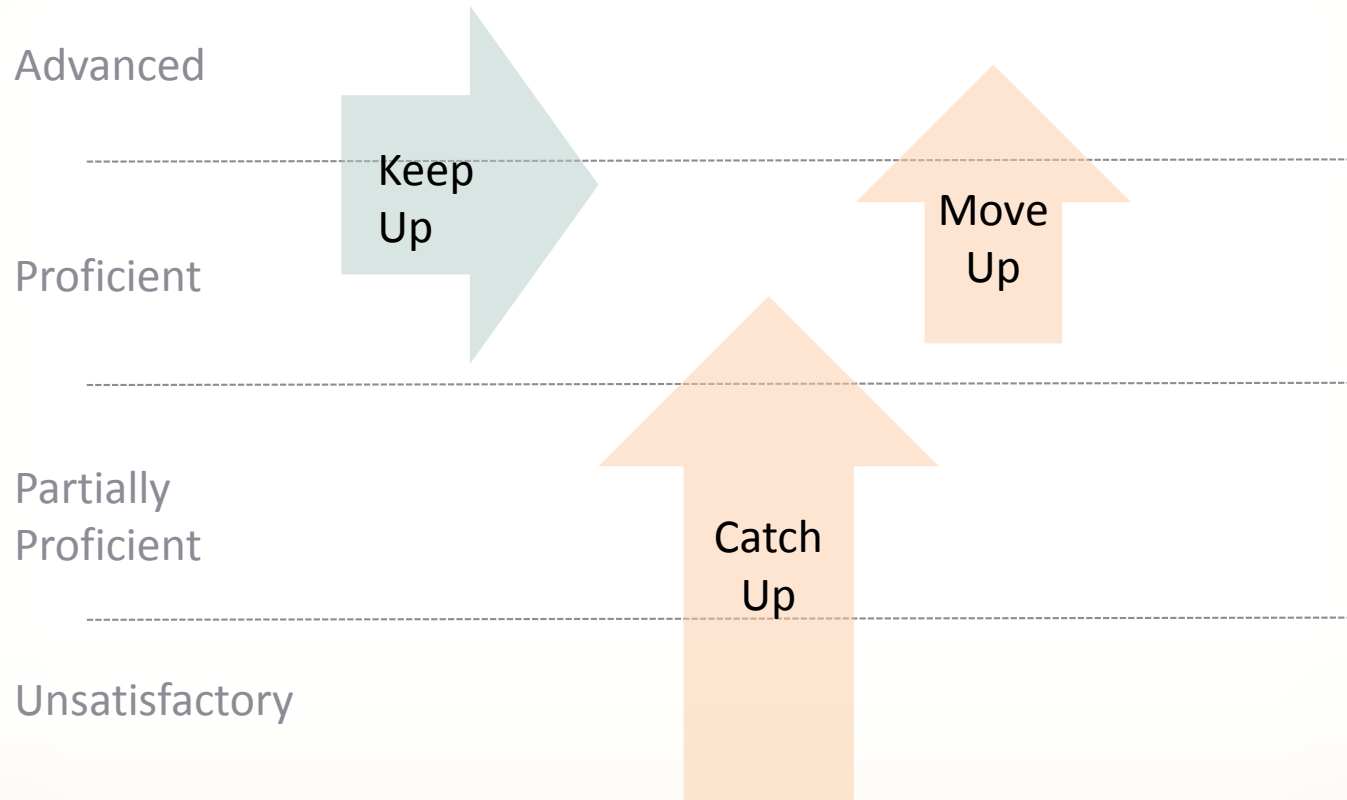
Percent of Students Making Catch Up Growth, 2013



Percent of Students Making Move Up Growth, 2013



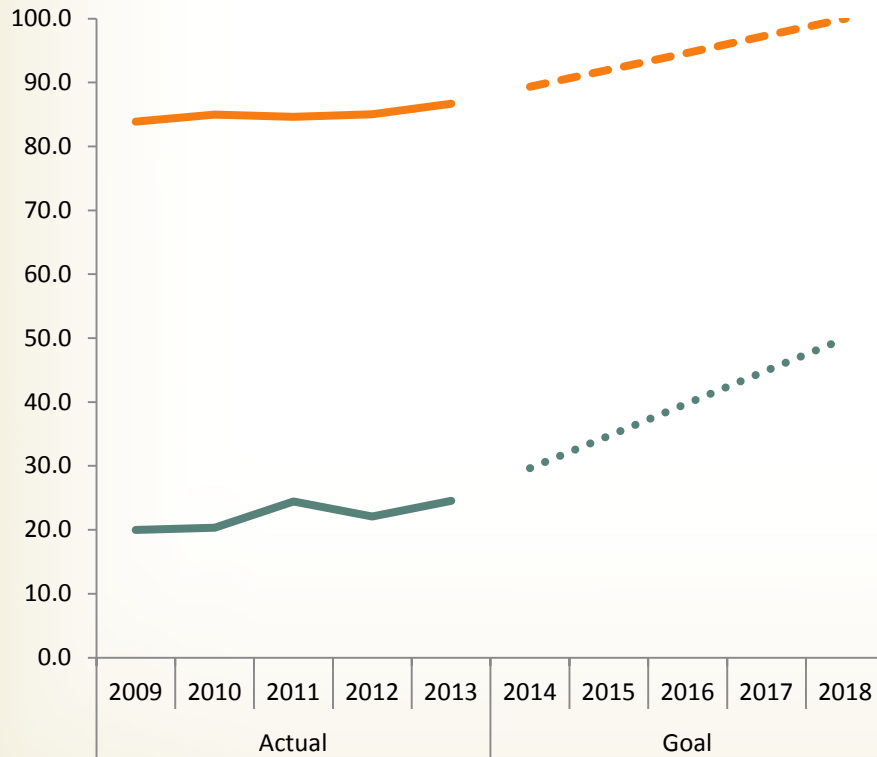
What is catch-up, keep-up and move-up?



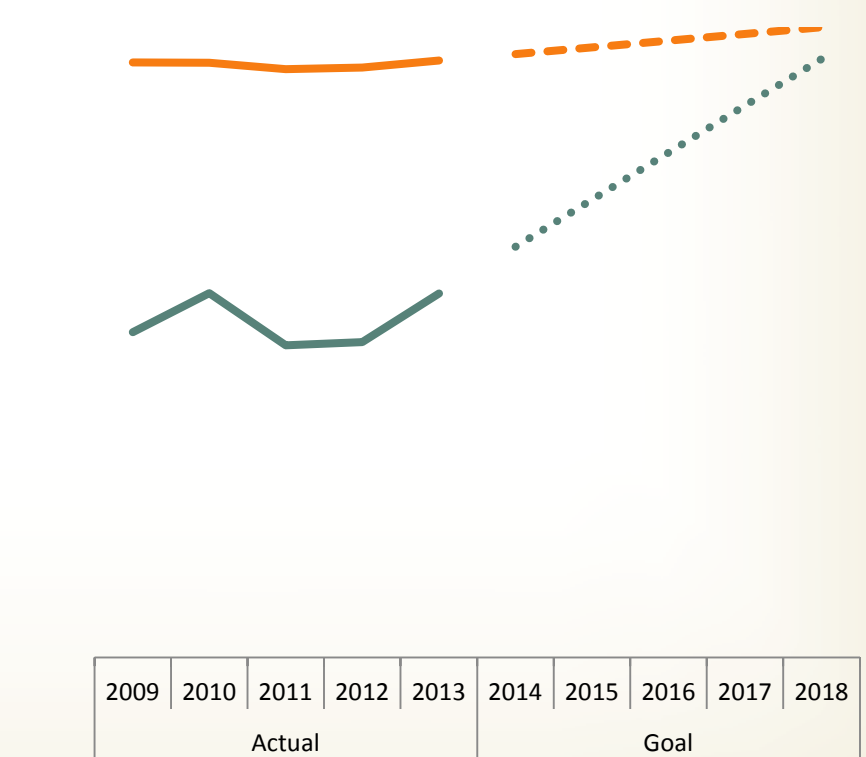
Goal 1: Stay on Track

Ensure all gifted students stay on track in reading and math with the goal of helping all gifted students make catch up growth by 2018.

Percentage of Students Making Catch-Up and Keep-Up Growth, Math



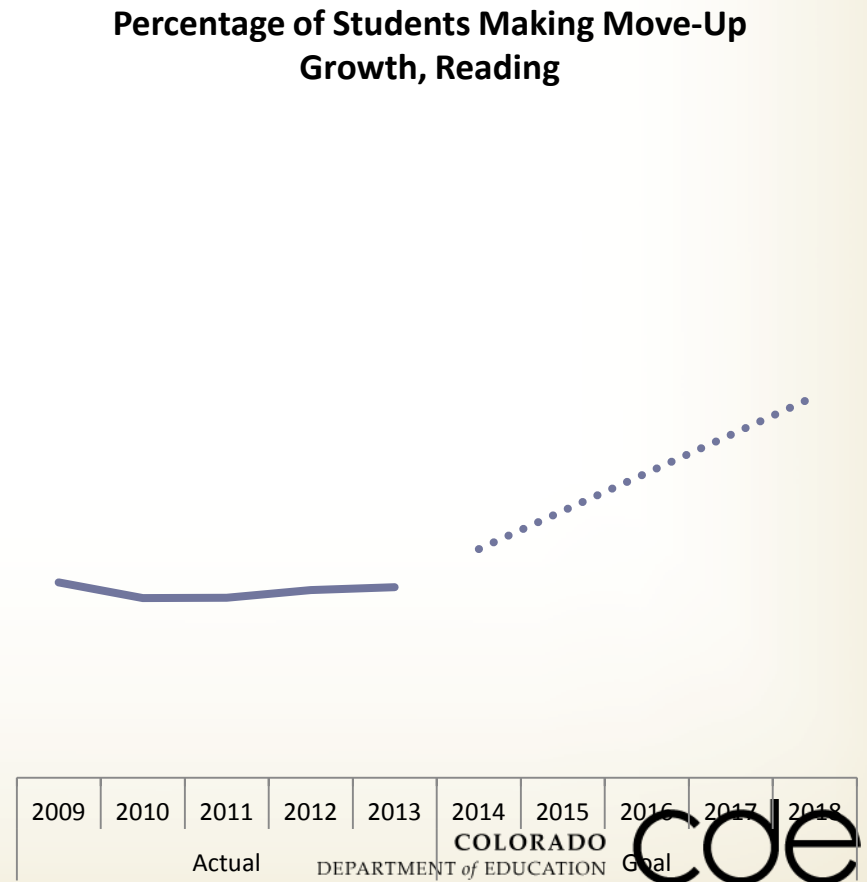
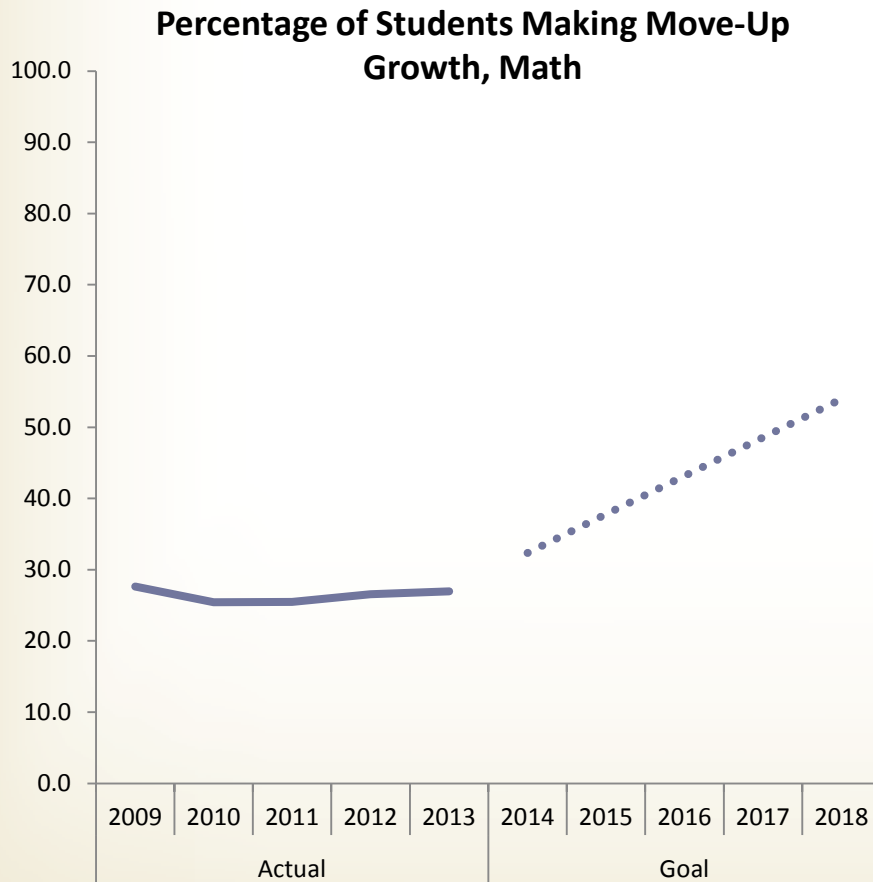
Percentage of Students Making Catch-Up and Keep-Up Growth, Reading



Keep-Up ————
Catch-Up ————

Goal 2: Advance Student Learning

Ensure all gifted students have the opportunity to advance in their gifted area with the goal of increasing the percentage of students making move up growth.



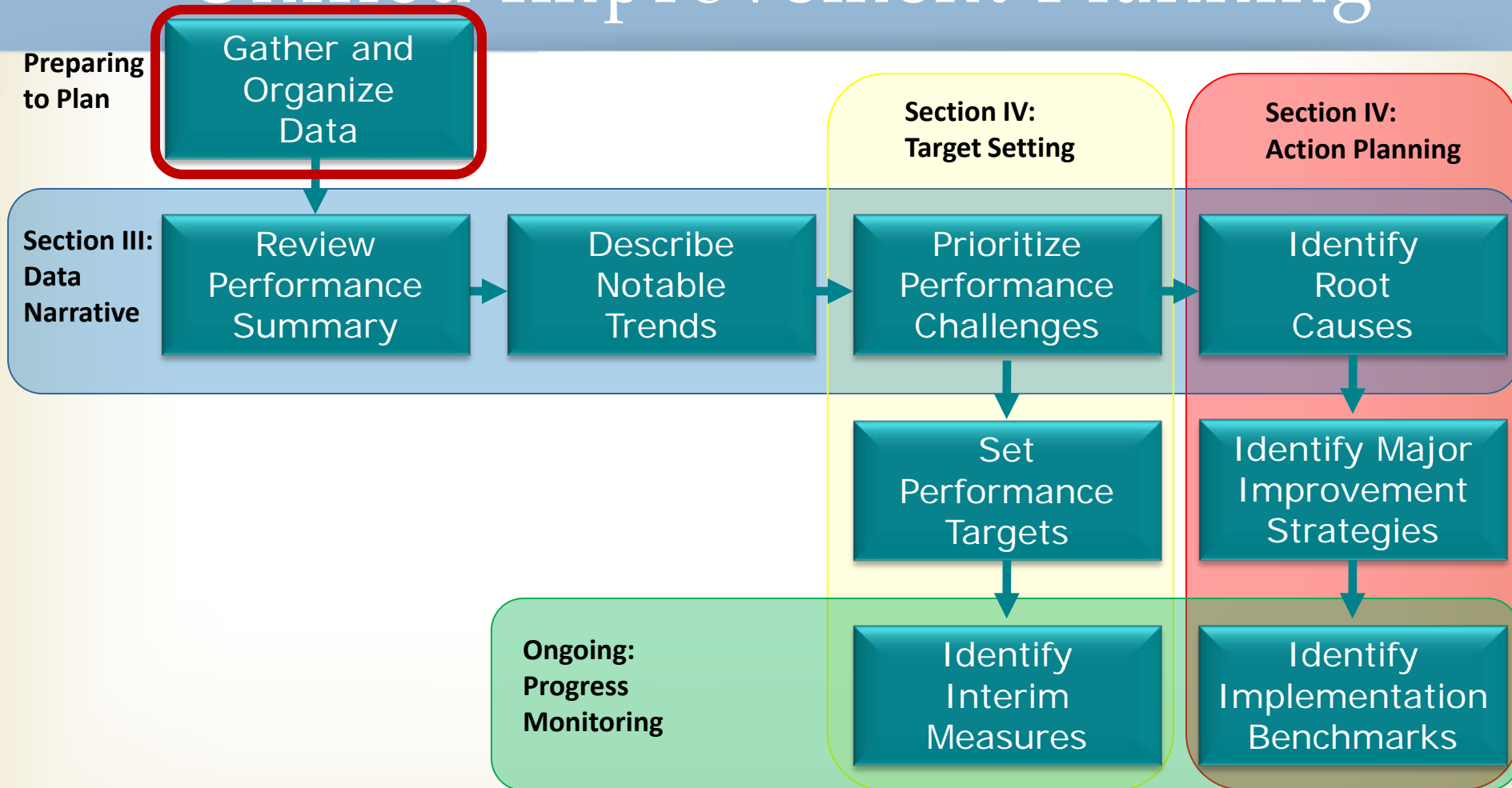
To Summarize:

- Goal setting should not be overly complicated; review your data for trends and assess where you can improve
 - For example, double or close the gap within x-year
- Set ambitious goals, but feasible goals
 - Goals can be adjusted based on new knowledge
 - If you're continuously hitting goals, reset your goals based on your new and improved historical data
 - If you're missing your goals annually, assess why, understand why you're missing your goals, and reevaluate your goal setting process to determine if new goals are appropriate

To Summarize...

- Use the next two (transitional) years as an opportunity to set up annual goal setting and data review processes – what are your strategic priorities and what measures are important to you?
- As part of the SMART Act, CDE reviews its strategic plan and goals on an annual basis

Relationship of Accountability to Unified Improvement Planning

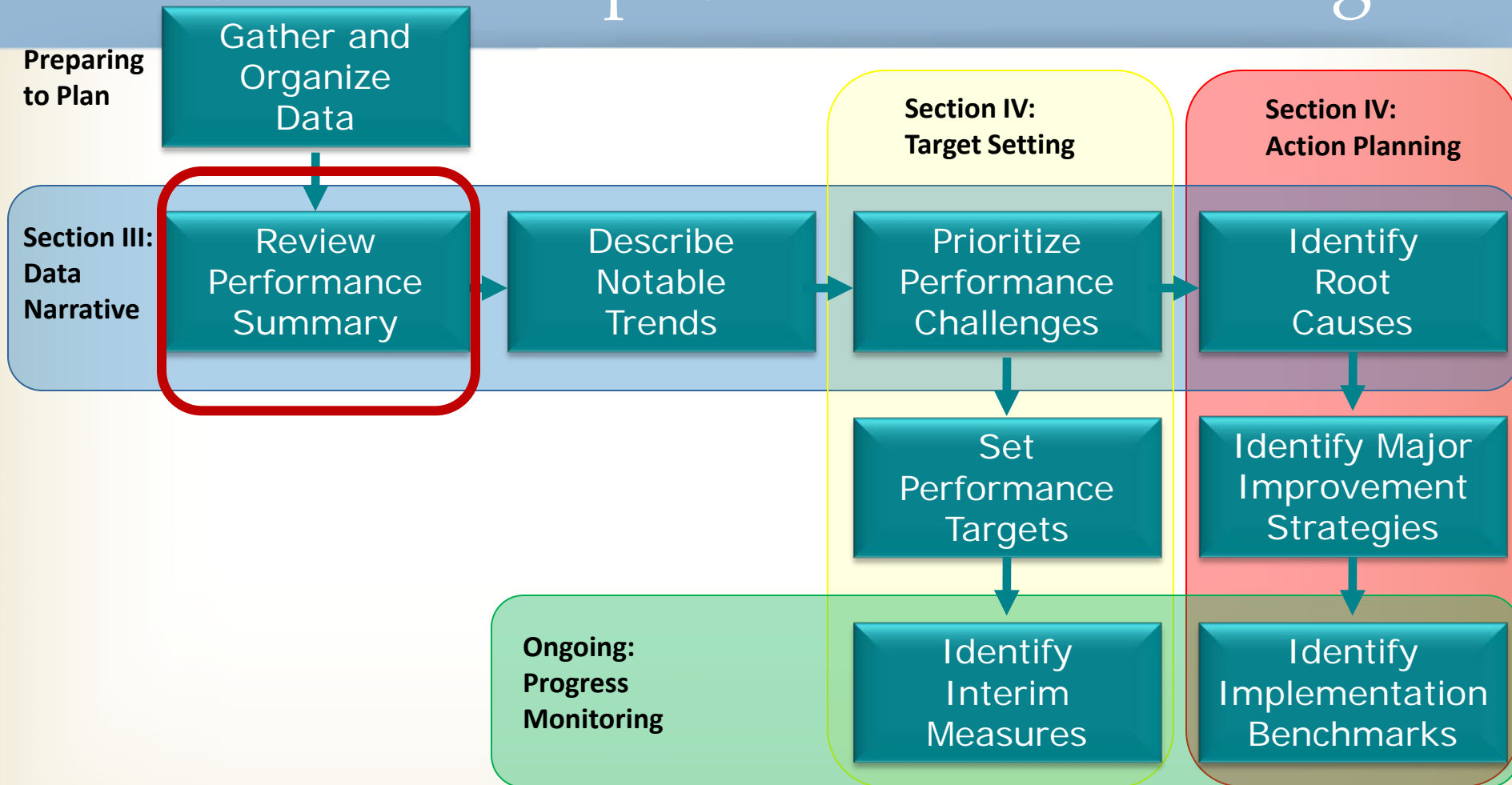


Preparing to Plan: Gathering and Organizing Data

- Intentionality
 - What data
 - What views
 - What purpose

- Resources:
 - Inventory of Local Performance

Relationship of Accountability to Unified Improvement Planning



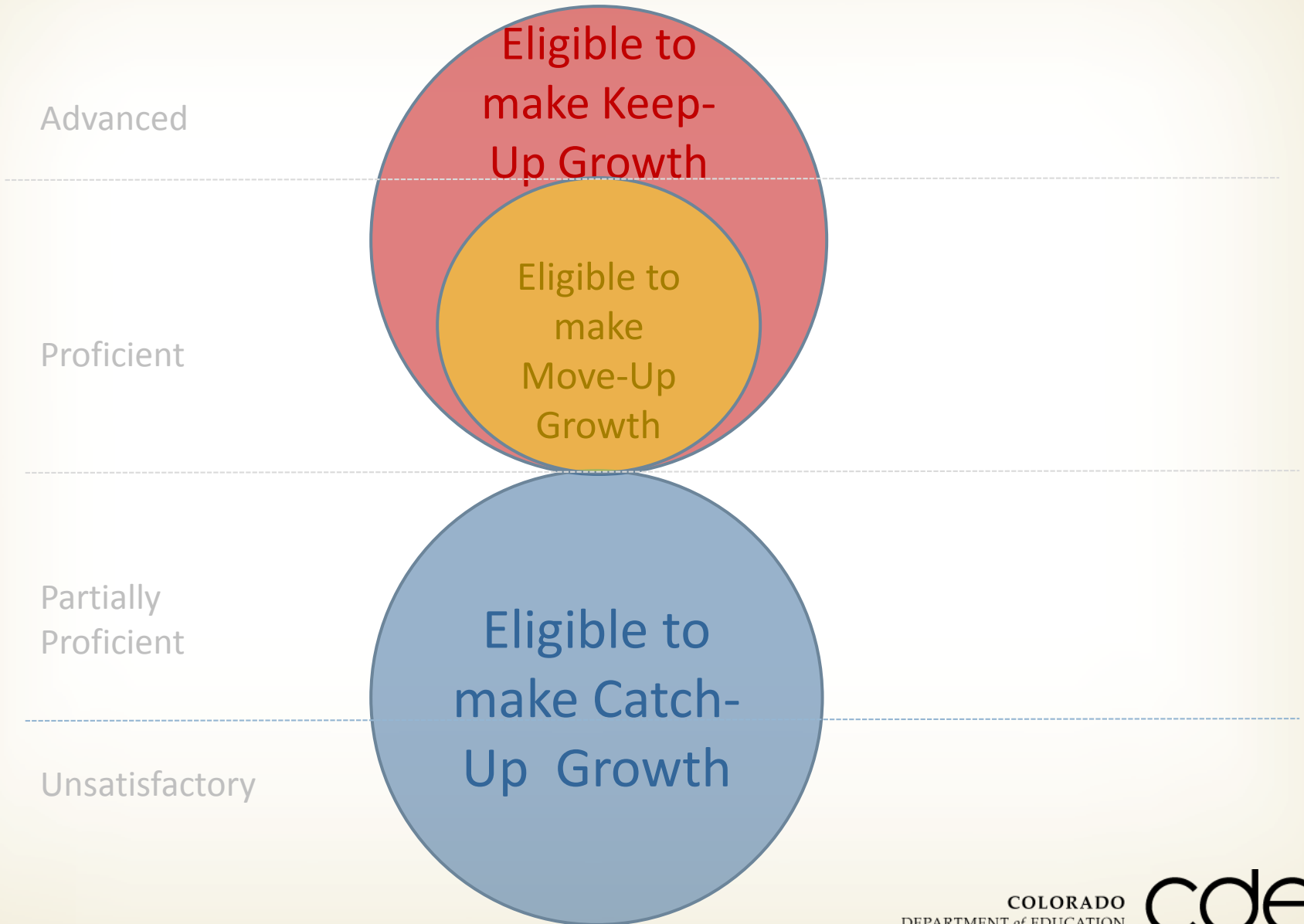
UIP and Data

Student Learning	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> • Local summative and interim assessment results • Student work samples • Classroom assessment results • CBLA assessment results 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school/district (e.g., SST, CADI) • 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 (Title I, special ed, ESL) • Extended day or summer programs • RTI Fidelity of Implementation (based on RTI Rubrics) 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools

Reviewing T-CAP Data

- Median growth percentile
- Achievement levels with attention to advanced level
- Subgroup or school level data
- Catch-up, Move-up, and Keep-up

Catch-up • Keep-up • Move-up



Reviewing Performance

- How is the district or total BOCES doing against expectations of gifted student performance?
 - State (Overall, Program)
 - Guideline chart for growth and achievement
 - Concepts of move-up and keep-up
 - Local Targets

Samples in Data Narratives

Excerpt from Description of District

The minority population is approximately 35%. Special Education students account for about 10% of the population while Gifted and Talented students make up about 7% of the total population.

Gifted TCPA at the elementary level increased MGP from 35 to 55; middle school level increased 47 to 58; high school 38 to 47

Program Addendum Guide

GiftedEdAddendum2013_7.15.13Final.docx - Microsoft Word

Table Tools

Page Layout

References

Mailings

Review

View

Acrobat

Design

Layout

cde



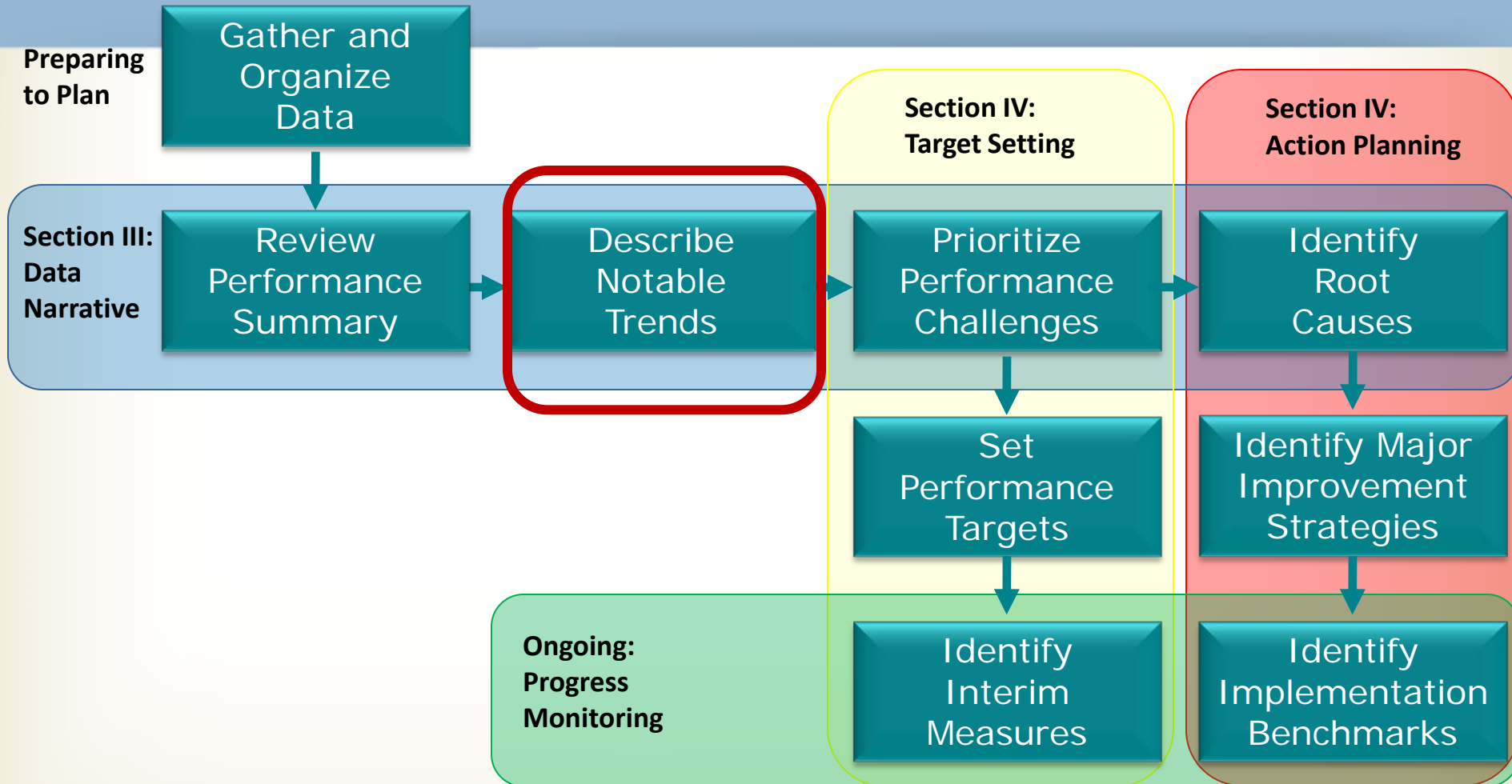
Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small in-counties. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	See pages 31-36 of the data narrative
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	


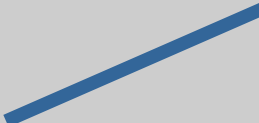

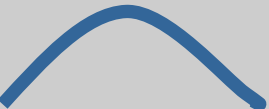



Unified Improvement Planning



Notable Trends

- Include performance indicator areas.
- Include at least three years of data.
- Identify where the school did not at least meet local or state expectations.
- Consider data beyond that included in the school performance framework (e.g., grade-level data).
- Compared to what?

Notable Trends: Example Direction Descriptions

	Flat
	Increasing
	Decreasing
	Increasing then decreasing
	Decreasing then increasing
	Flat then increasing
	Flat then decreasing

Quality Criteria

G-Ed

NOTABLE TRENDS

- Includes trend data for gifted student performance at aggregate or grade range level, and within disaggregated groups of students (e.g., minority, gender, Free and Reduced Lunch, ELL)
- Trend analysis is provided gifted students for at least one of the following 1) Achievement at the Advanced level 2) Move-up growth, and/or 3) Median Growth Percentiles.

Note: Gifted student data is not on the DPF. Districts provide evidence of the data trends for the targeted grade level or student group.

Notable Trends: Big Ideas

- Notability
- System Scan
- Timeframe
- Data Sources (State Data only?)
- Synthesis, not data dump

- Resource:
 - Spreadsheet for building notable trends

Gifted Data

Academic Year	Subject Name	Gifted/Talented (General)	Minority	Growth N Count	Median Growth Percentile	N Count Unsatisfactory	Percent Unsatisfactory	N Count Partial Proficient	Percent Partial Proficient	N Count Proficient	Percent Proficient	N Count Advanced	Percent Advanced	N Count Not Scored	Percent Not Scored	N Count Total
2010	Math	Gifted Talented Status	Minority	99	60	5	5.1	15	15.2	39	39.4	40	40.4	0	0	99
2010	Math	Gifted Talented Status	Non-Minority	264	55	1	0.4	16	5.8	78	28.4	179	65.1	1	0.4	275
2010	Math	Not GT Status	Minority	1,327	57	389	22.7	608	35.4	544	31.7	144	8.4	32	1.9	1,717
2010	Math	Not GT Status	Non-Minority	1,050	53	85	6.2	286	20.8	577	42.1	417	30.4	7	0.5	1,372
2010	Reading	Gifted Talented Status	Minority	98	71	1	1	7	7.1	77	77.8	14	14.1	0	0	99
2010	Reading	Gifted Talented Status	Non-Minority	265	62	0	0	3	1.1	161	58.5	110	40	1	0.4	275
2010	Reading	Not GT Status	Minority	1,311	58	272	15.9	540	31.6	849	49.7	15	0.9	31	1.8	1,707
2010	Reading	Not GT Status	Non-Minority	1,050	54	37	2.7	134	9.8	1,066	77.9	123	9	9	0.7	1,369
2010	Writing	Gifted Talented Status	Minority	99	66	0	0	20	20.2	58	58.6	21	21.2	0	0	99
2010	Writing	Gifted Talented Status	Non-Minority	265	62	0	0	15	5.5	141	51.3	118	42.9	1	0.4	275
2010	Writing	Not GT Status	Minority	1,314	59	152	8.9	937	55	558	32.7	29	1.7	29	1.7	1,705
2010	Writing	Not GT Status	Non-Minority	1,051	54	23	1.7	336	24.5	829	60.5	174	12.7	9	0.7	1,371
2011	Math	Gifted Talented Status	Minority	113	63	7	5.9	16	13.6	36	30.5	59	50	0	0	118
2011	Math	Gifted Talented Status	Non-Minority	266	57	0	0	12	4.2	72	25.4	200	70.4	0	0	284
2011	Math	Not GT Status	Minority	1,399	56	368	20.7	599	33.7	614	34.6	179	10.1	17	1	1,777
2011	Math	Not GT Status	Non-Minority	1,046	55	73	5.4	268	19.8	558	41.3	449	33.2	4	0.3	1,352
2011	Reading	Gifted Talented Status	Minority	112	58	1	0.9	15	12.8	86	73.5	15	12.8	0	0	117



SAMPLE: TREND DATA IN NARRATIVE



Trend Data for Gifted and Talented

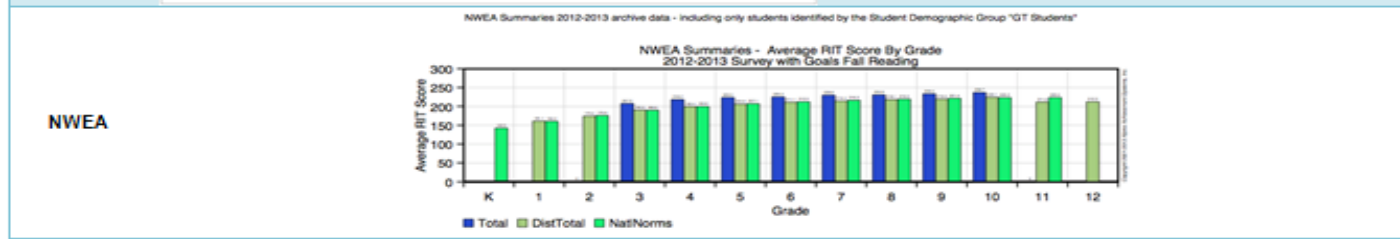
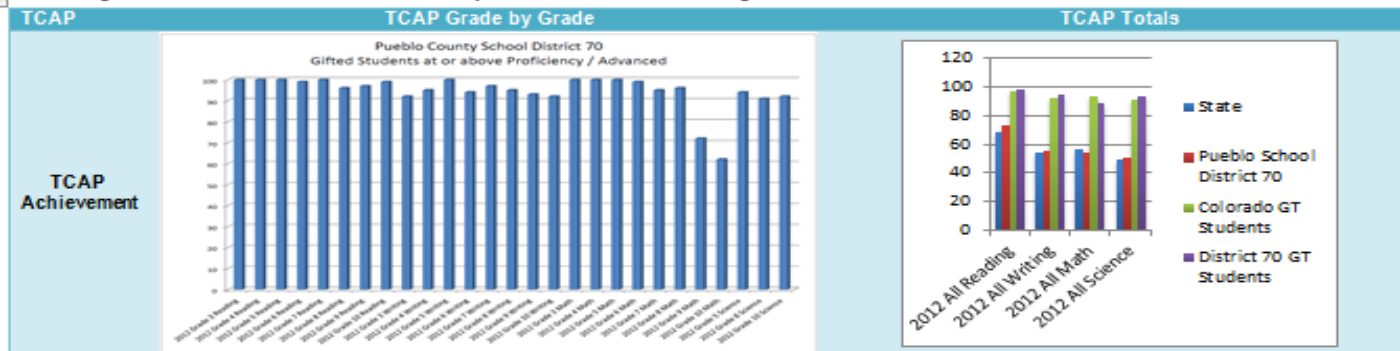
Achievement

Gifted and Talented students score above non-gifted and talented students in every content area and at each level on TCAP at the district level.

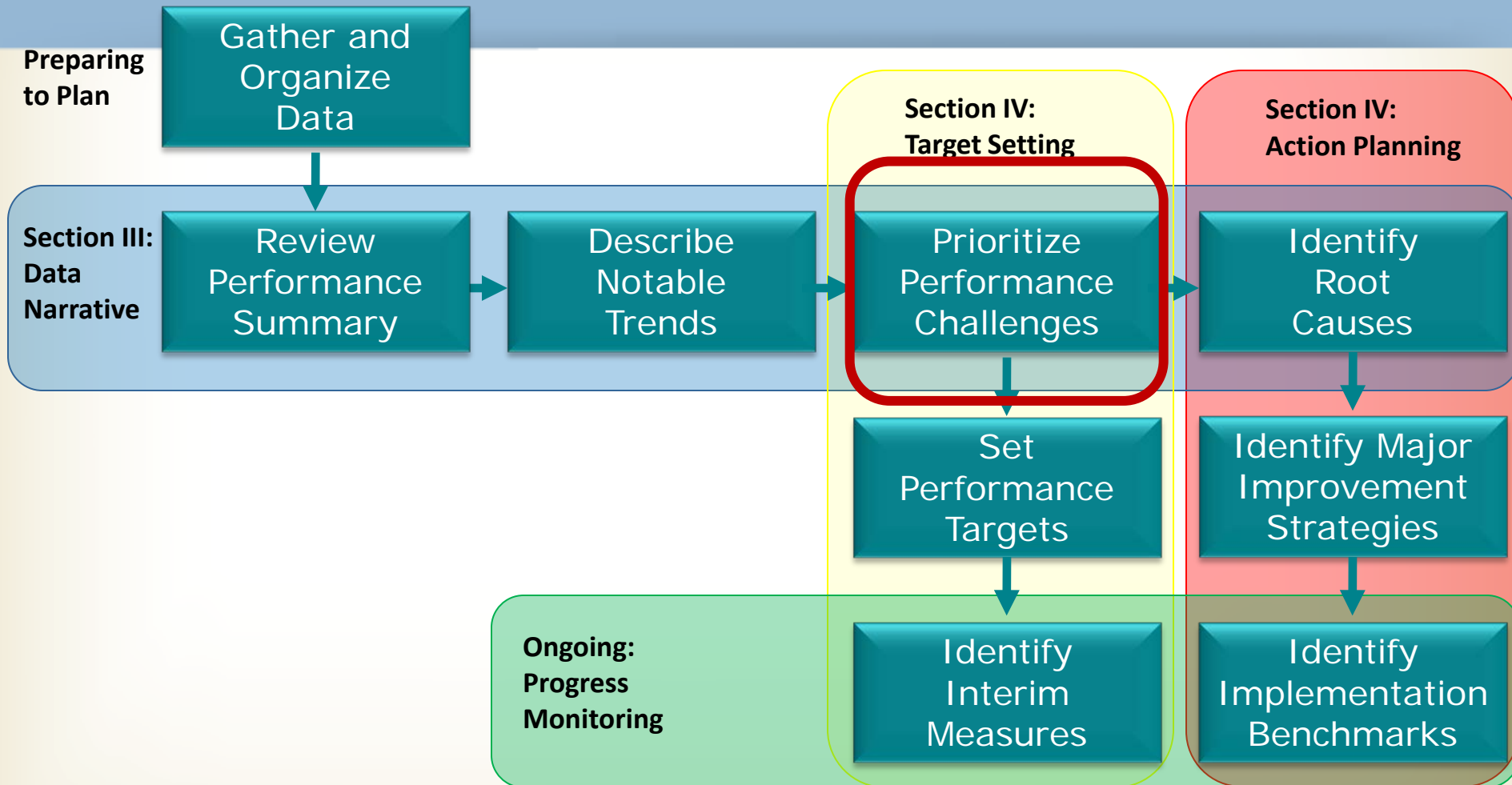
District 70 gifted and talented students score above the state level for gifted and talented in reading, writing, and science, but below the state average in math on TCAP.

District 70 gifted and talented students score above the national average in reading on NWEA.

District 70 gifted and talented students do not consistently score above the national average in math.



Unified Improvement Planning



Quality Criteria

G-Ed

PRIORITY
PERFORMANCE
CHALLENGES

Clearly identifies the needs of gifted students in at least one priority performance challenge for which the district did not meet state or local expectations in student achievement, growth, or growth gaps; or for which the gifted data indicate a divergent performance challenge for gifted students/student group.

Priority Performance Challenges

are. . .

- *Specific statements about **performance** challenges*
- Strategic focus for the improvement efforts
- About the students

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

Performance Challenges: Examples

1. Median Student Growth Percentiles in reading across all grade levels and all disaggregated groups is below 32 and has declined over the past three years.
2. For the past three years, English language learners (making up 40% of the gifted student population) have had median growth percentiles below 30 in all content areas.
3. Reading achievement at the middle school level for gifted in reading across all grade-levels over three years is persistently less than 18% advanced.

Prioritized Performance Challenges: Non-Examples

1. To review student work and align proficiency levels to the Reading Continuum and Co. Content Standards
- 2 Provide staff training in explicit instruction and adequate programming designed for intervention needs.
3. Implement interventions for English Language Learners in mathematics.
4. Budgetary support for para-professionals to support students with special needs in regular classrooms.
5. No differentiation in mathematics instruction when student learning needs are varied.

Priority Performance Challenges: Big Ideas

- Emerge from performance trends
- Strategic Focus
- Framed as performance challenge
- Set direction for the rest of plan
 - Data Analysis
 - Action Planning (Target Setting and Action Planning)

Sample: Challenges

- 1. Over a three year period (2010-2012), the median growth percentile for gifted students across the Administrative Unit has shown a downward trend of 57, 54 to 49 on the Reading TCAP and the students scoring in the advanced range has decreased by 10%.
- 2. Students gifted in Language Arts had a median growth percentile of 38 on the 2012 Reading TCAP (state median growth was 56) and 28% scored in the advanced range (state average of 35.8%).

Big Idea: Consistency

- The same element get presented differently in different sections of the plan. They should be the same

Section I	Section II	Section III	Section IV
State + Federal Performance Data	Grant Info	Review Progress on Last Year's Targets Worksheet Data Worksheet Trends <ul style="list-style-type: none"> Priority Performance Challenges Root Causes 	School Target Setting Form <ul style="list-style-type: none"> Priority Performance Challenges Targets Interim Measures Major Improvement Strategies
	Contact Improvement Plan Info	Data Narrative <ul style="list-style-type: none"> Data Used Trends Priority Performance Challenges Root Causes Processes Used 	Action Planning Form <ul style="list-style-type: none"> Major Improvement Strategies Associated root causes Action Steps Timeline Key People Resources Implementation Benchmarks Status of Action Steps

Persistently low and decreasing performance across all populations in all content areas.

In grades 3-8 reading achievement data for the last three years indicates that an average of 56% (from 2009-2011) of students do not meet proficiency levels of CSAP.

Priority Performance Challenges: Raise the level of Tier I instructional rigor through professional development, mentoring and coaching, and effective PLC's.

Discussion:

CONSIDERATIONS

LOCAL CONTEXT

PRIORITY PERFORMANCE CHALLENGES

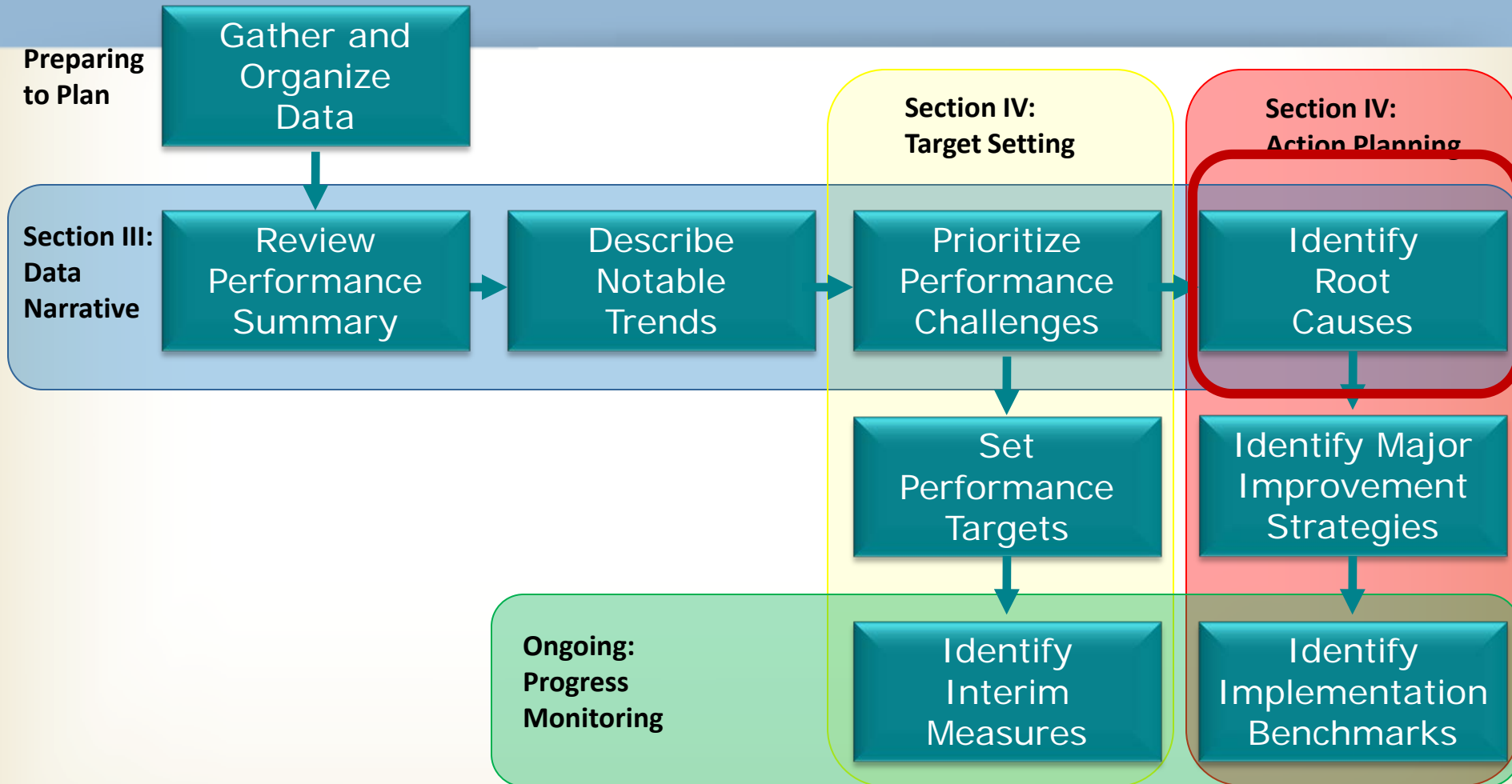
- **Convergence**
- **Divergence**

Activity

Working with a data folder (individually or partner)

- What is a notable trend in the data?
- Is there other data you might consider?
- What is/are a performance challenge(s)?

Unified Improvement Planning



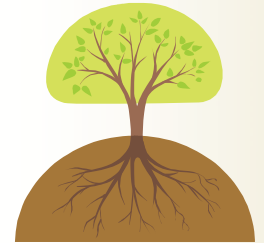
Quality Criteria

ROOT CAUSES

- This is under the provisions for root cause:
- Identify the root cause for each (gifted) performance challenge.

Root Causes are. . .

- Statements describing the deepest underlying cause, or causes, of performance challenges.
- Causes that if dissolved would result in elimination, or substantial reduction of the performance challenge(s).
- Why. . .Why...Why...Why...Why
- Things we can change and need to change.
- Verified with data.
- The focus of our major improvement strategies.



Validate Root Causes (example)

Priority Performance Challenge: The %proficient/adv students in reading has been substantially above state expectations in 3rd grade but substantially below stable (54%, 56%, 52%) in 4th and 5th for the past three years.

Possible Root Causes	Questions to Explore	Data Sources	Validation
K-3 is using new teaching strategies, 4-5 are not.	What strategies are primary vs. intermediate teachers using ?	Curriculum materials and Instructional plans for each grade.	K-3 strategies are different from 4-5.
Less time is given to direct reading instruction in 4-5	How much time is devoted to reading in primary v. intermediate grades?	Daily schedule in each grade level.	No evidence that less time is devoted to reading in 4-5.
More ELL students in grades 4 & 5	Is there a difference between ELL and other students scores?	NWEA results disaggregated by ELL status.	ELL student performance in reading is higher.

Sample: Root Cause

Gifted and Talented Root Causes

- Differentiated instruction is not being utilized consistently and with fidelity across the district.
- There is a lack of a clearly articulated identification procedure that matches the state guidelines and rules.
- There is a lack of a reliable assessment that will assist in the identification of underserved students.
- Professional development in the area of gifted and talented is not consistently provided for all staff members.

Discussion:

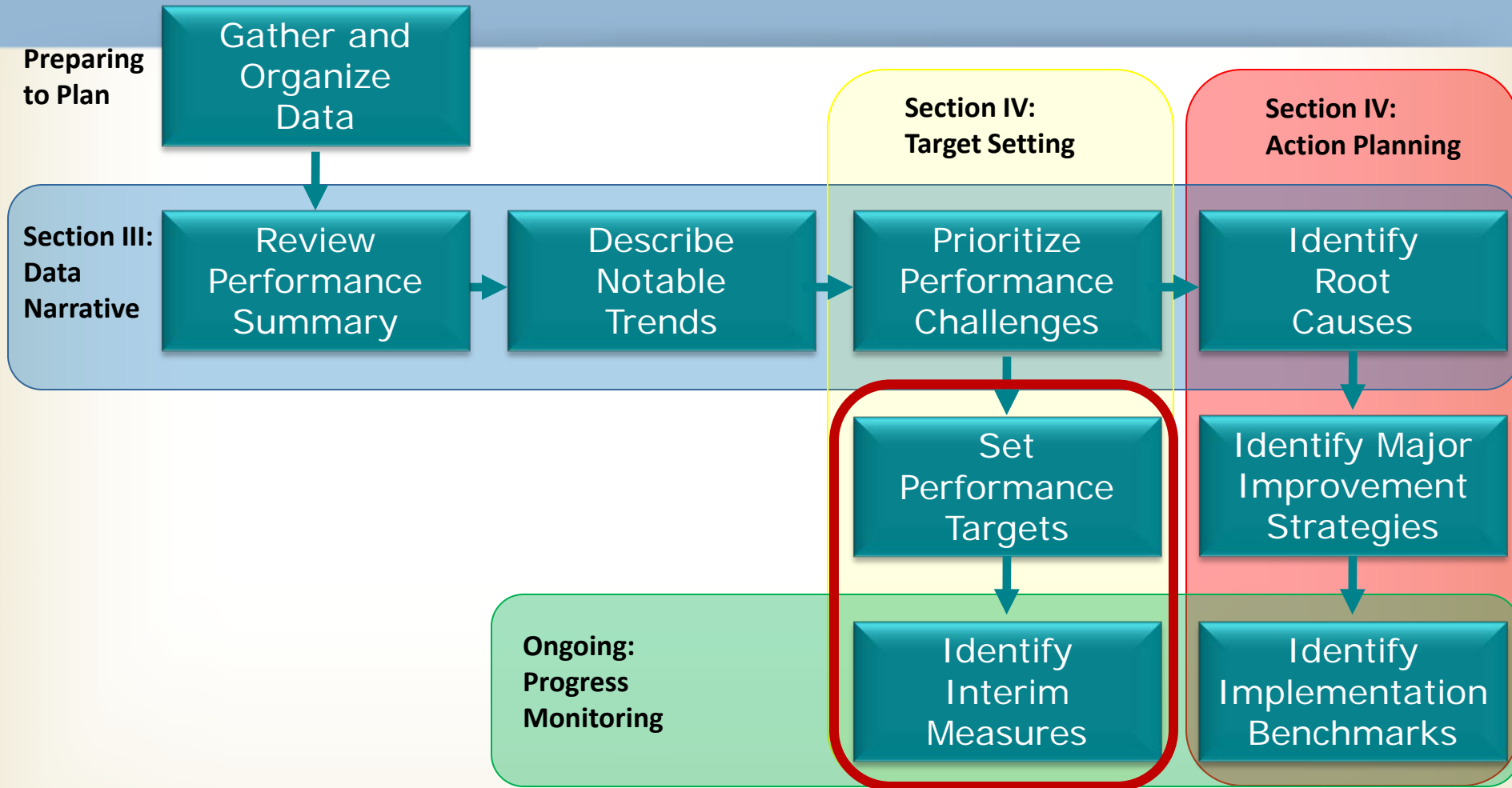
CONSIDERATIONS

LOCAL CONTEXT

Root Causes

- **Convergence**
- **Divergence**

Unified Improvement Planning



Quality Criteria

G-Ed

TARGETS

Specifies target(s) for gifted education students that is/are consistent with the related priority performance challenge (e.g., group, measures.)

Interim Measures

- Interim measures must be identified for each annual 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 quarterly.
- Examples: District Benchmark Assessment, NWEA MAPS, Galileo, Acuity, DIBELS, commonly administered end-of-unit assessments
- The measures and metrics should be specified.

Common Theme: Interim Measures

Interim Measures: Is there enough detail to identify if progress is being made?

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2011-12	Annual Target 2012-13	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	R Reading matched cohort student performance is variable in the transition from 4th to 6th grades (08-09 to 10-11). Math matched cohort student performance consistently declines from 4th to 6th grades (08-09 to 10-11).	Student achievement will increase from 70%-72%	Reading: Student achievement will increase from 72% to 75%	DIBELS, DRA2, Acuity and common assessments.	Implement research based instructional strategies across all content areas in a comprehensive approach to continuous school improvement to achieve identified reading targets.

Considerations:

Frequency of administration?

What changes would you expect to see to make your target?

Does DRA2 measure math performance?

Will DIBELS tell you if you are addressing your Priority Performance Challenges for 4-6th grade students?

Discussion:

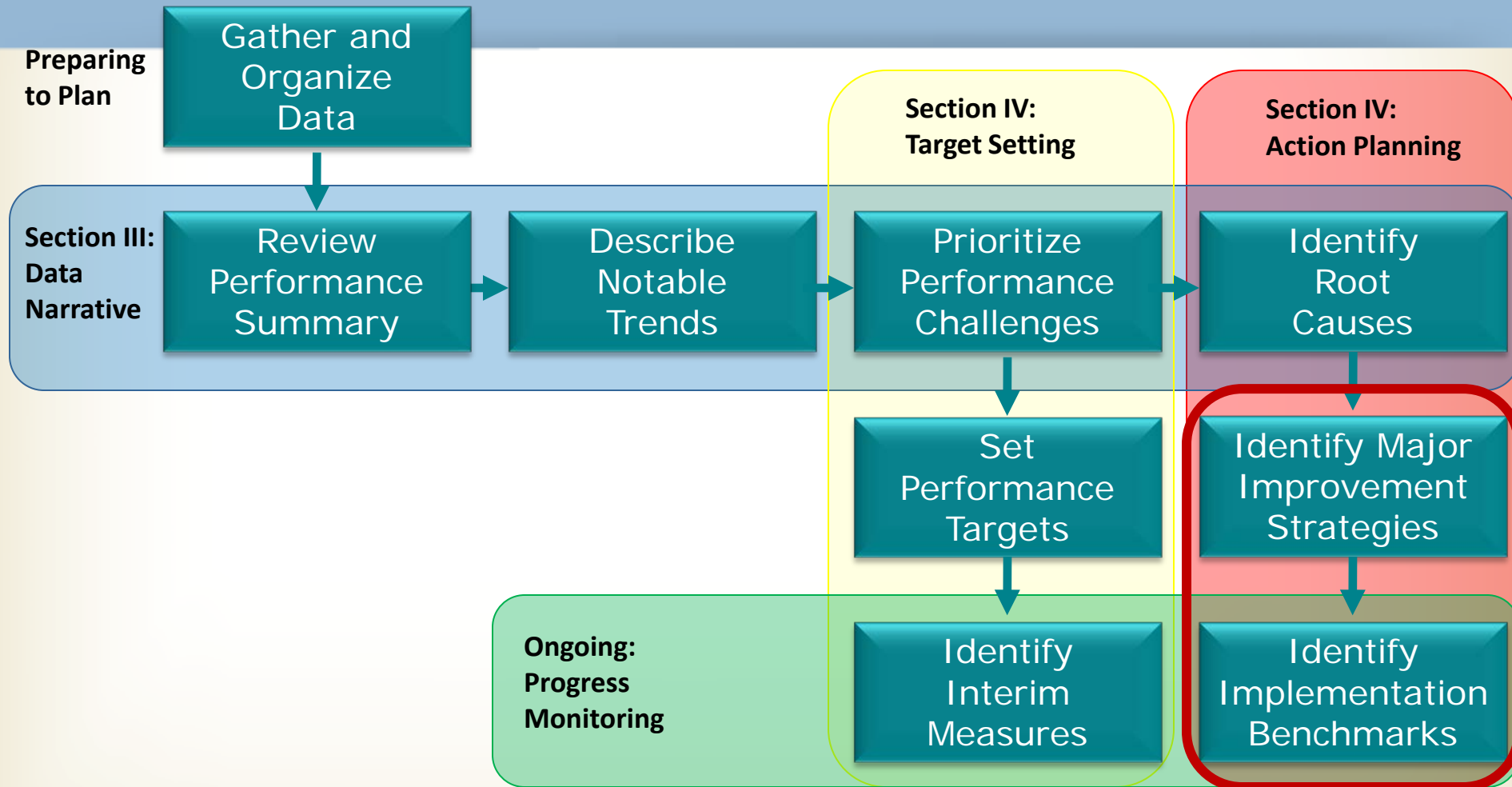
CONSIDERATIONS

LOCAL CONTEXT

TARGET SETTING/INTERIM MEASURES

- **Convergence**
- **Divergence**

Unified Improvement Planning



Quality Criteria

G-Ed

ACTION STEPS

- Includes actions that address the Tier II or Tier III strategies or approaches that are evidenced-based in gifted education (e.g., supplemental curriculum, compacting, acceleration, higher level critical and creative thinking, expanded/extended opportunities, grouping with appropriate instruction, adjusted pace for direct instruction and formative practice).
- Describes the professional development that will have positive and long term impact to improve performance of gifted students (or to increase capacity of educators working with gifted students).
- Includes activities for parental awareness and involvement in improvement strategies.

Major Improvement Strategies

- Respond to root causes of the performance problems the school/district is attempting to remedy.
- Action steps are smaller activities that fit within larger major improvement strategies.
- Improvement Strategies and Action Steps must be associated with resources, people, and time.
- Turnaround: Specific actions.

Action Steps

1. Timeline

- Should extend to 2014-2015 school year.
- Should include specific months.

2. Key Personnel

- Consider who is leading each step and their capacity.

3. Resources

- Include the amount (\$, time) and source.
- Consider resources other than \$. Time? Staff?



Major Improvement Strategy#3: Increase Leadership Density

Root Cause(s) Addressed: There is a lack of consistent systems for creating clarity and effective implementation of first-best instruction among leadership and staff

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____



Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Conduct Leadership Academies on the Following Topics: <ul style="list-style-type: none"> Using data (including CSAP, CELA, and formative assessments) to drive decisions and to monitor/measure the need for mid-course corrections Developing, writing, and implementing strategic building plans Resource allocation Building effective teacher leadership teams and implementing shared decision making Effective Feedback on curriculum alignment, literate engagement, and explicit instruction 	1/12-8/13	UVA Turnaround Leadership Faculty Superintendent District Instructional Team Building Leaders Building Leadership Team	Local Funds UVA Partnership Funds	Completion of Leadership Academies UVA and Monthly District Instructional Academies	In progress, ongoing
Monitor and Implement Content from Leadership Academies- Mutual Accountability	1/12-8/13	UVA Turnaround	Local Funds	Implementation of content of leadership	

Implementation Benchmarks

- Implementation Benchmarks are. . .
 - how schools will know major improvement strategies are being implemented;
 - measures of the fidelity with which action steps are implemented; and
 - what will be monitored.
- Implementation Benchmarks are NOT:
 - Performance measures (assessment results).

Where are the SMART Goals?

Table discussion:

- Consider the structure of performance indicators, measures, metrics and targets.
- How is this similar to SMART Goals?
- How is this different?

Quality Criteria

G-Ed

Resources

Describes how gifted education funds will be used to support improvement strategies and action steps.

Quality Criteria

G-Ed

Resources

Required Addendum

Integrates the academic accountability requirements for the gifted student disaggregated group into the district's overall plan for improvement and growth. It is highly recommended that improvement foci blend with the district's data narrative and action plan, unless gifted student data directs efforts towards a different content area, grade level, or student sub-group.

Big Idea: Lack of Coherence

- There is not a logical progression across the steps of the Unified Improvement Planning process:
 - Data Narrative: “X school is a phase-out/redesign school for this year”
 - MIS 1) Through the use of the *Understanding by Design Guide* embed rigor, high level questioning, and high expectations into pacing and planning.
 - MIS 2) Use data to modify instruction and consistently analyze and monitor student progress and achievement

Big Idea: Magnitude

- The priority performance challenges, root causes, targets (interim measures) and major improvement strategies (and associated action steps) are appropriate in scale to address the performance needs of the gifted students and district

Communication

- What will be the Same...Different?
- What are the roles of
 - Gifted education director/coordinator
 - Data personnel
 - Gifted education resource or liaison personnel
 - Superintendent or designee
 - Principals
 - Teachers
- What will strengthen communication?

Managing Systems

	Accreditation	PPC 1	PPC 2	PPC 3	PPC 4	Root Cause 1	Root Cause 2	Root Cause 3	Root Cause 4	MIS 1	MIS 2	MIS 3	MIS 4
District A	Improvement	R, W	Early Lit	ELL's		Aligned Reading Program Implementation	Aligned Writing program	EC Progress Monitoring	Program delivery model	Program Review & Implementation Fidelity	Writing Program Implementation	Assessment System for Early Literacy	Program development and Implementation
District B	Performance	R Secondary	Secondary Math	SPED	Gifted- no program design	Reading PM	System for below Grade level	Program design-pull out	No program	Implement system for PM	intervention design	SPED Program eval and design	Create & implement Gifted Prog.
District C	Priority Improvement	R,W, M achievement	Math Growth at secondary	ELL's across content, Achieve & Growth		Curriculum Alignment	System for below Grade level	Lack of Coherent Program		Curriculum alignment	System for Interventions	ELL Program eval and design	

Step I

- Communication system
 - People – connections
 - How to access information, and process
 - District protocol for sharing information
 - Who provides what information and when – expectations
- Data
 - Organize – disaggregate – notable trend(s)
 - Determine performance challenge & root cause

Affective Individual Goals

Presenter: Karen Kendig

Goals Areas:

Personal, Social, Leadership, and Cultural

Measuring Affective Goals

Network Groups

Process

SHARED INQUIRY

Success is Yours

Success is about creating benefit for all and enjoying the process. If you focus on this and adopt this definition, success is yours.

(Kelly Kim)