



TRAINER GUIDE



Everything Collaborative School Committees (CSCs) Should Know about the Unified Improvement Plan (UIP), School Budget and School Performance Framework (SPF)

Training title: Everything Collaborative School Committees (CSCs) Should Know About the Unified Improvement Plan (UIP), School Budget and School Performance Framework

Length of time: 90 min

(Note: If needed, the length of this training can be shortened to 20 min by cutting out the activities).

Materials needed:

- PowerPoint on Everything CSCs Should Know About the UIP, School Budget, and SPF (along with any necessary computer, projector, and AV equipment)
- A few blank flip chart sheets for writing notes
- Print outs of recent Improvement Plans from Denver schools
 - Accessible here: <http://www.cde.state.co.us/schoolview/performance>
 - Suggest to print one for every 3–4 participants; may wish to select a range from elementary, middle and high schools
- Print outs of recent SPF Reports from the same Denver schools used for the UIP reports
 - Accessible here: <http://www.cde.state.co.us/schoolview/performance>
 - Suggest to print one for every 3–4 participants; may wish to select a range from elementary, middle and high schools
- (Optional) Trainer may wish to review the “UIP 101 New Principal Boot Camp” and “UIP 201” PowerPoints, or other training resources, available at: <http://testing.dpsk12.org/accountability/UIP/UIP.htm> for more information on the UIP, SPF, and school budget.

Set up

- The room should be arranged into tables that either make one large circle/square, or in small groups, depending on available tables

TIME	FACILITATION PROCESS / CONTENT	HANDOUTS & MATERIALS
5 min	<p>Welcome and Introductions</p> <p><i>Trainer introduces him/herself and shares qualifications to train on this topic</i></p> <p><i>Participants introduce themselves (recommended for trainer to suggest that participants share their 1. Name, 2. School affiliation, 3. Role there, and 4. Something measured (or something that data is collected on) in your school that you are most proud of</i></p> <p>Logistics</p>	<p>PowerPoint slide 1</p> <p>PowerPoint slide 2</p>

	<p>(or UIP) template and processes to support schools and districts in their performance management efforts.</p> <ul style="list-style-type: none"> • This process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders. <p>What is the purpose of the UIP?</p> <ul style="list-style-type: none"> • The main goal of the UIP is to align 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. • To support this goal, the UIP: <ul style="list-style-type: none"> ○ Provides a framework for performance management ○ Supports school and district use of performance data to improve system effectiveness and student learning ○ Shifts from planning as an event to continuous improvement ○ Meets state and federal accountability requirements ○ Gives external stakeholders a way to learn about how schools and districts are making improvements ○ Serves as a two-year strategic plan. • In addition, the UIP: <ul style="list-style-type: none"> ○ Aligns planning requirements for state and federal accountability into a single plan ○ Documents planning efforts in a common format ○ Includes multiple voices – including staff, families, and community representatives – and ensures that plans are posted publicly ○ Promotes planning based on best practice ○ Triggers supports from the Colorado Department of Education <p>What is the UIP process, timeline and data narrative?</p> <ul style="list-style-type: none"> • The UIP planning process is depicted here (on slide 9) <ul style="list-style-type: none"> ○ UIPs provide information on the district or school's data trends, root causes and targets, and identify strategies and resources the district or school will use to improve student academic outcomes. • A key part of the UIP is the data narrative, which describes the process and results of the analysis of the data for school improvement. The data narrative serves as a repository for everything you do in the UIP process. • The data narrative includes: <ul style="list-style-type: none"> ○ Description of the school setting and process for data analysis ○ Review of current performance ○ State and federal accountability expectations ○ Progress made toward last year's targets ○ An analysis of trends ○ Priority performance challenges ○ An analysis of root cause ○ Progress monitoring (ongoing) 	<p>PowerPoint slide 7</p> <p>PowerPoint slide 8</p> <p>PowerPoint slide 9</p> <p>PowerPoint slide 10</p> <p>PowerPoint slide 11</p>
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	<ul style="list-style-type: none"> • This training isn't long enough to go through all these processes, but you can find out more information and resources on the Denver Public Schools website (http://testing.dpsk12.org/accountability/UIP/UIP.htm) • Plans are submitted to the Department for publication each year on April 15. <p>What is the CSC role in the UIP?</p> <ul style="list-style-type: none"> • The role of the CSC in the UIP includes providing the guidance, evaluation and recommendations in regards to the UIP to the principal. • Ultimately, the principal creates and adopts the UIP, taking into account the advice and recommendations of the CSC. 	PowerPoint slide 12
10 min	<p>UIP Activity</p> <p><i>Trainer explains, Let's spend a bit of time looking through an actual UIP. You can find these online at http://www.cde.state.co.us/schoolview/performance.</i></p> <p><i>Trainer asks participants to work in small groups (3-4) and passes out a UIP print out to each group. Participants may wish to work together in groups using the report representing the same level of school as their own (e.g., elementary, middle, high).</i></p> <p><i>Spend 5 minutes working together as a group (trainer should help any groups that are "stuck"), reviewing the UIP report you have, to answer the following four questions:</i></p> <ul style="list-style-type: none"> • <i>What did you learn about the school from this report?</i> • <i>What are their areas of success?</i> • <i>What do they need to improve?</i> • <i>What else did the UIP tell you?</i> <p><i>After five minutes, each group shares out a few key findings in relation to each question. Trainer should write down key findings on blank flip charts.</i></p> <p><i>Trainer asks, Do you have any questions?</i></p>	PowerPoint slide 13 Blank flip chart sheets for writing notes
20 min	<p>School Performance Framework (SPF)</p> <p><i>Trainer explains, For the next topic of this training, we'll discuss the School Performance Framework, or SPF. Now that you have an understanding of the UIP, we'll talk about how you can evaluate it. A key to doing that is the SPF. We'll talk about what the SPF is, what it measures and how it relates to the UIP.</i></p> <p>What is the SPF?</p> <ul style="list-style-type: none"> • The SPF is a comprehensive annual review of school performance to help schools focus on strengths and areas for targeted improvement. • It provides a snapshot of evidence related to student growth and achievement and overall organizational strength using a variety of measures, and it is the basis of mandatory school accreditation ratings. • The SPF also aligns district goals, state requirements and federal mandates and 	PowerPoint slide 14 PowerPoint slide 15

provides information for teacher and principal compensation systems.

- The SPF is made public for the Denver community and is a factor in enrollment decisions.

What does the SPF measure?

- A wide range of measures are used to calculate ratings of how well each school supports student growth and achievement, and how well it serves students and families.
- There are seven indicators that go into the SPF:
 - **Academic Growth:** how much students are learning from year to year. Academic Growth is a meaningful measure because it applies equally to students at all academic levels—regardless of whether a student starts the year advanced, at grade level or below grade level. The Academic Growth rating tells parents how students at their child’s school are growing each year, as compared with students across the state who start the year at a similar level. Academic Growth is the category that receives the most weight in calculating each school’s overall SPF rating.
 - **Academic Status/Proficiency:** a snapshot of how well students performed on state assessments during the previous school year. A school’s rating is based primarily on the percentage of its students who scored at grade level or above grade level on state tests.
 - **College and Career Readiness** (only for high schools): measures how well a high school is preparing its students for postsecondary success. College and Career Readiness includes graduation rates, performance on assessments (ACT, Advanced Placement (AP), International Baccalaureate (IB), etc.) and enrollment in higher-level course work (AP, IB, etc.)
 - **Improvement in College and Career Readiness Over Time** (only for high schools): measures how well a high school is improving its preparation of its students for postsecondary success. This category rates each school on its successful improvement of graduation rates and performance on state and national assessments. It also measures changes in enrollment in AP and IB program coursework and college courses, as well as changes to students’ passing rates on AP and IB tests.
 - **Student Engagement:** measures how effectively a school engages and creates a connection with its students. Attendance rates, results from student-satisfaction surveys, and availability of enrichment and special education offerings are factors that are used to determine a school’s Student Engagement rating.
 - **Enrollment:** a measure of how likely students are to stay at their school from year to year. This category is included in the SPF rating as an evaluation of how effectively a school is meeting the needs of its students and families. Dropout rates are also used in calculating this rating for high schools.
 - **Parent Satisfaction:** based on responses to the DPS parent-satisfaction survey at your child’s school. It also takes into account the response rate on the survey for your school.

PowerPoint
slide 16

Trainer asks: Which ones are most important to you and your school?

	<ul style="list-style-type: none"> ● Based on the percentage of overall points earned, schools receive one of five possible SPF ratings: <ul style="list-style-type: none"> ○ Distinguished (80%–100%) ○ Meets expectations (51%–79%) ○ Accredited on watch (40%–50%) ○ Accredited on priority watch (34%–39%) ○ Accredited on probation (0– 33%) ● The ratings roll up to an overall evaluation of the school/district’s performance, which determines the plan type or accreditation rating: Performance, Improvement, Priority Improvement, Turnaround ● The DPS SPF provides information on how each school performs relative to similar schools in the <u>district</u>. <ul style="list-style-type: none"> ○ The School Characteristics Indicator is a weighted calculation: FRL (40%) + ELL (20%) + SpEd (20%) + Mobility* (20%) *<i>Mobility is the total number of students who entered or left the school after 10/1 divided by the number of students in the school as of 10/1.</i> ○ Schools are then rank-ordered by education level and compared with 10 schools that are closest to them. <p>Tying it back to the UIP...</p> <ul style="list-style-type: none"> ● The SPF provides a common framework through which to understand performance and focus improvement efforts, which inform the UIP and how it is created. 	<p>PowerPoint slide 17</p> <p>PowerPoint slide 18</p>
<p>10 min</p>	<p>SPF Activity</p> <p><i>Trainer explains, Let’s look again at real reports. You can find SPFs online in the same place as the UIPs, at: http://www.cde.state.co.us/schoolview/performance.</i></p> <p><i>Trainer asks participants to work again in their small groups (3–4) and passes out the school’s corresponding SFP print out to each group.</i></p> <p><i>Once again, please spend 5 minutes working together as a group (trainer should help any groups that are “stuck”), reviewing the SPF report you have, to answer the following four questions:</i></p> <ul style="list-style-type: none"> ● <i>What did you learn about the school from this report?</i> ● <i>What are their areas of success?</i> ● <i>What do they need to improve?</i> ● <i>What else did the SPF tell you informed the UIP you reviewed from the same school?</i> <p><i>After five minutes, each group shares out a few key findings in relation to each question. Trainer should write down key findings on blank flip charts.</i></p> <p><i>Trainer asks, Do you have any questions?</i></p>	<p>PowerPoint slide 19</p> <p>Blank flip chart sheets for writing notes</p>
<p>15</p>	<p>School budget</p>	

<p>min</p>	<p><i>Trainer explains, For the final topic of this training, we're going to talk about the school budget, including how it is created and how it relates to both the UIP and to CSCs.</i></p> <p><i>As we've learned, The UIP should be created based on the data available, driven in large part by the data in the SPF. The school budget should reflect what those UIP plans are in need of.</i></p> <p>How is the school budget created?</p> <ul style="list-style-type: none"> • The school budget is created by multiplying the number of students by the per-student base to get the school student-based budget allocation. • The number of students at a school is the single largest factor in the funding at a school. • Many different funding sources are distributed to schools on a per student basis, depending on whether students fall within the categories that the funding is designed for, such as free-reduced lunch (FRL), CELA and Title I. • Some expenses in the support of schools are not budgeted at the school, but instead managed by central departments such as severe special education, facilities, custodial and transportation. <p>What is the history of the school budget?</p> <ul style="list-style-type: none"> • <i>Trainer reviews key points on PowerPoint slide 22, providing a big-picture overview of key points</i> <p>What is the timeline?</p> <ul style="list-style-type: none"> ○ In early January, the final projections of student count are sent out. ○ Later that month, HR partner and financial partner meet for a budget development pre-meeting. ○ In early February, budget development/school staffing one-on-one meetings are held with principals, financial partners and Human Resources school partners. ○ Then, in early March, the final school budget, Title II plans, and other completed forms are due to budget office. ○ Lastly, fall adjustments are made in early September. Fall adjustment is the process used to adjust the funding allocation given to each school based on the difference between projected enrollment, which is used when developing the initial budget and actual enrollment based on the actual count done in September. <p>What is the CSC role in the school budget?</p> <ul style="list-style-type: none"> • School leadership teams, in coordination with the CSC and other stakeholders, use the allocation to “purchase” the staff and other expenses at a school. • The overall focus is on positions not people. • CSCs provide guidance, evaluation and approval for: <ul style="list-style-type: none"> ○ The annual school budget to ensure its alignment with the UIP and the school's program design ○ The use of the staffing allocations provided by the district as it relates to the SIP, school budget and school program design, including consultation 	<p>PowerPoint slide 20</p> <p>PowerPoint slide 21</p> <p>PowerPoint slide 22</p> <p>PowerPoint slide 23</p> <p>PowerPoint slide 24</p>
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	<p>regarding adjustments that may be made due to pupil-count issues</p> <ul style="list-style-type: none"> o School leaders have a large amount of autonomy over the use of funds. <p><i>Review (briefly) allocations in PowerPoint slides 25 to 29</i></p> <p><i>Trainer asks, Any questions on the school budget or its relation to the UIP or CSCs?</i></p>	PowerPoint slides 25 to 29
5 min	<p>Additional trainings</p> <p><i>Trainer explains, I shared a lot of information today, but there are a number of other trainings that relate to the CSC. All together, the goal of these trainings is to support the development of high functioning CSCs that operate in compliance with state and district policies.</i></p> <p><i>In addition to this training, you can also learn about:</i></p> <ol style="list-style-type: none"> 1. Membership, elections and meetings of the CSC, including about the consensus decision-making process 2. The policies, purpose and scope of the CSC 	PowerPoint slide 31
5 min	<p>Wrap up</p> <p><i>Trainer thanks participants for coming today.</i></p> <p><i>Trainer asks participants to share (round-robin style) one important takeaway from today's training.</i></p>	<p>PowerPoint slide 32</p> <p>PowerPoint slide 33</p>