This worksheet is intended to support the AU Gifted Coordinator/Director to record descriptions for the required gifted areas within the Unified Improvement Plan (UIP). The AU Gifted Coordinator/Director may then provide the worksheet to the personnel who input information into the UIP online form. The worksheet is **NOT** attached to the UIP. The information from the worksheet can be copied and pasted into the designated fields within the online form.

Provisions for monitoring gifted student performance is integrated into the UIP online form in FOUR (4) sections.

I.   Review progress on previous UIP **targets**;
II.   Analyze and report current gifted trend **data** in order to identify a common **performance challenge** of gifted students;
III.   Define a major improvement strategy that includes an **action plan** and a timeline for steps that will have a positive impact on gifted student performance; and
IV.   Develop a gifted education **target** and describe how progress will be monitored.

The worksheet below includes where in the UIP form to record information as well as a description of information to include. The third column provides a place for the AU Gifted Coordinator/Director to type the information that should be copied and pasted into the online form.

Explicit directions for completing the UIP are included in the *UIP for Gifted Guidance Document* posted on the CDE website.

Please contact your Gifted Education Regional Consultant (GERC) if you need technical assistance pertaining to UIP completion. **Be aware of reporting data that may reveal PII.**

Section II: UIP Info The district UIP for Gifted Students is: (Check the box that applies)	Convergent **X**	Divergent

Gifted Education UIP Program Requirements	Directions	Description of Requirement
Section III: Data Narrative>Prior Year Targets Performance Indicator: Academic Achievement ● Last Year's Target ● Performance on Target	*Record previous target and reflection on **progress** towards previous year's target(s).*	Prior Year Target: *By spring of 2020, Cañon City Schools middle school gifted math identified students will increase to 10% scoring EXCEEDED on the state CMAS math assessment.* Reflections/Results: *In the spring of 2019, 12% (increase of 8%) of Cañon City Schools middle school gifted math identified students scored EXCEEDED on the state CMAS math assessment.* *19% of Cañon City Schools entire gifted population (163 total math identified gifted students grades 3-8) scored EXCEEDED on the state CMAS math assessment with 1% of the non-gifted population in Cañon City Schools scoring EXCEEDED in math. The state is showing 32% of the gifted population (grades 3-8) scored EXCEEDED in math. The district goal was met.*
Section III: Data Narrative Data Analysis & Priority Performance Challenge ● Data Analysis – May be included in the Priority Performance Challenge Rationale, in a Trend Statement or Additional Trend Information ● Priority Performance Challenge	*A brief gifted **data narrative** is provided to show evidence for the performance challenge. Only include charts and/or graphs that provide notable evidence aligned to the performance challenge. Other gifted data are not necessary. The district may include the data or data statements in one of three sections of the data narrative tab.* *Identify the **Priority Performance Challenge** for gifted students.*	Data Analysis: *Across Cañon City Schools, and all groups of students (including gifted, English Learners and FRL eligible students), achievement in mathematics on state testing has been at least 13 points below state average, with low growth for the last four years.* Priority Performance Challenge: *For the 2018-19 school year, 53.8% of gifted students were identified in the area of mathematics across the district. The first three tables below show a declining trend (three years) by middle school gifted students in mathematics performance overall on the STATE PARCC/CMAS Mathematics Assessment. The last table shows the 2019 CMAS data for Cañon City Schools.* *We now have two years of PARCC data and two years of CMAS data.* **Because the n is small, 6th, 7th, and 8th grades were combined for confidentiality purposes.* PARCC

PARCC

2016 GRD. LVL.	N	Did Not Meet (#/%)	Partially Met (#/%)	Approached (#/%)	Met (#/%)	Exceeded (#/%)
6, 7, 8	57	0%	0/0%	9/16%	45/79%	3/5%

PARCC

2017 GRD. LVL.	N	Did Not Meet (#/%)	Partially Met (#/%)	Approached (#/%)	Met (#/%)	Exceeded (#/%)

6, 7, 8	57	0%	1/1%	8/14%	42/74%	6/11%

CMAS

2018 GRD. LVL.	N	Did Not Meet (#/%)	Partially Met (#/%)	Approached (#/%)	Met (#/%)	Exceeded (#/%)
6, 7, 8	83	0%	2/2%	12/15%	66/79%	3/4%

CMAS

2019 GRD. LVL.	N	Did Not Meet (#/%)	Partially Met (#/%)	Approached (#/%)	Met (#/%)	Exceeded (#/%)
6, 7, 8	41	0%	1/3%	7/17%	28/68%	5/12%

It should be noted that opt outs are not high in our district.

Analysis:

*In terms of gap analysis, 6th, 7th, and 8th graders showed no more two scores in the areas of DID NOT MEET and/or PARTIALLY MET in the years of 2016, 2017, 2018, and 2019 data. The majority of our students scored APPROACHED and MET in all three grade levels. The 6th-8th grade data shows a variance between the 2017 and the 2018 scores in EXCEEDED (decrease 7%); hence, the goal was set to increase this number. In 2018, the state changed from the PARCC assessment to the CMAS assessment. There was a decline from 11% to 4% scoring EXCEEDED with this change. *It should be noted that a small number of students in the 8th grade took algebra at the high school and therefore did not take the 8th grade CMAS assessment, but rather the algebra assessment. 2019 was the second year of the CMAS Assessment. There was an increase from 4% to 12% scoring EXCEEDED.*

*Obviously, there are two years of PARCC data along with two years of CMAS data. The data is being shown in percentage of students performing at various levels, and should be considered in subsequent years when analyzing gifted student performance and growth from year to year (three-year growth analysis is ideal with CMAS data).

In regards to the goal, 12% of sixth through eighth grade math identified gifted learners scored EXCEEDED on the 2019 CMAS math assessment. The goal was set at 10%. The percentage of students scoring EXCEEDED has increased from 2018 to 2019 although the growth has not been consistent.

CMAS Mathematics Assessment was disaggregated for grade level performance (above). It should also be noted that this is a "status/point in time" evaluation of the data, not a growth analysis. Ethnicity and FRL were not disaggregated because of the low N in the exceeded area.

In terms of gap analysis on ethnic disparity, the 6th-8th grade data shows variance, but it should be noted that our data set has very small N counts for Hispanic, Asian, Hawaiian, and multiple races.

Trends: The overall four-year trend of our gifted math identified students, grades 6-8, is unstable. The goal of 10% scoring EXCEEDED was met in performance. The actual number of students scoring EXCEEDED is low.

As an interim measure for gifted achievement, our district monitored performance on local STAR Mathematics assessment for the Winter Benchmark of 2019-2020 school year. Scale Score to Percentile Rank correlations were provided by Renaissance Learning (March, 2020) and are based upon Colorado student performance.

GRD. LVL.	Our performance January, 2017 (PR/SS)	Our performance January, 2018 (PR/SS)	Our performance January, 2019 (PR/SS)	Our performance January, 2020 (PR/SS)	Winter Benchmark Target for January, 2021 (PR/SS)	Comment
6th	86/843	85/835	85/838	87/847	Maintain or improve	Low growth on 2020 performance results in a "hold steady" target.
7th	89/890	90/894	73/836	81/853	Improve	Low growth on 2020 performance results in a "hold steady" target.
8th	86/922	81/905	89/935	61/849	Maintain or improve	No growth on 2020 performance results in a "hold steady" target.

Gifted middle school student performance on STAR assessments (four-year analysis) shows a "increasing" trend in grades 6th and 7th and a decreasing trend in 8th (see explanation above). That performance target is convergent compared to district target(s).

In terms of the newly stated performance targets from the above section, the district at-large has not set district-wide middle school STAR Mathematics performance targets. The gifted population is performing at a much higher level than the district at-large.

Section IV: Action Plan ● Major Improvement Strategy ● Action Plan & Timeline	*Define the Major **Improvement Strategy** for gifted students and describe the district's **action steps** and **timeline** that will have positive and long-term impact to improve gifted student performance.*	Major Improvement Strategy: *Across Cañon City Schools, and all group of students (including gifted, English Learners and FRL eligible students), rigorous math instruction will be provided in the regular classroom. Quality instruction requires students to construct meaning for themselves, impose structure on information, integrate individual skills into processes, operate within but at the outer edge of their abilities, and apply what they learn in more than one context and to unpredictable situations.*	
		Action Plan: *This is the first year in middle school across the district that math is not being leveled across the 6-8 continuum.* 1) *Monitor math CMAS scores for growth to see if leveling is needed* 2) *Provide differentiation strategies for all middle school math teachers using the work of Carol Ann Tomlinson* 3) *Provide Badges Program to include courses and trainings specifically on differentiation* 4) *Consistent use of a variety of instructional approaches to modify content, process, and/or products in response to the learning readiness and interest of gifted math students*	Timeline: - *Fall Badges Program courses/trainings available* - *Monthly math differentiation strategies to math teachers* - *Key Personnel (Assistant Superintendent, building principals, math teachers, gifted coordinator, gifted specialist)*

Section IV: Action Plan>Target Setting ● Performance target ● Monitor progress	*Set a common **target** for gifted students' performance.* *Describe the interim measures to **monitor progress** of individual student performance.*	Gifted Target: *By spring of 2021, Cañon City Schools middle school gifted math identified students will increase to 15% scoring EXCEEDED on the state CMAS math assessment.* Monitor progress: *The interim measurement to monitor progress of gifted student performance:* ● *As is the case presently, and to be maintained on an ongoing basis, all standard-aligned ALP documents for math identified students are updated on at least a "once annually" basis and are consistently progress monitored throughout the school year. Middle school standard-aligned ALPs will be written and conferences held during quarter one of SY2020-21.* ● *As is the case presently, gifted specialists will monitor STAR Math Benchmark testing (fall, winter, spring).* ● *On an ongoing basis, gifted math students will be encouraged to participate in enrichment activities (Noetic Math Contest, Math Counts) to provide relevance for math. The Noetic Math Contest takes place one day per year with student preparation coming in advance of the actual test. Math Counts programs run from November to late February each year.* ● *Gifted specialists will continue to assist classroom teachers with writing standard-aligned ALPs that focus on performance and growth for each school to assist with how to specifically address math goals to increase capacity of educators working with gifted students.*

		● GT teachers will include (bi-weekly) math enrichment warm-up activities using Depth & Complexity, along with critical thinking and creative problem-solving lessons, into their curriculum to assist with skills and attitudes toward math.
		● GT specialists will provide differentiation activities for elementary teachers (4th and 5th grade) quarterly to help prevent middle school learning gaps.
		● Monitor Badges Program for utilization by middle school math teachers.
		● Provide on-going math strategies support through resources.