

2022-23 Adams 12 Unified Improvement Plan (UIP)

Executive Summary

Overview

The Adams 12 Five Star District is located north of Denver and is comprised by all or parts of the following communities: Broomfield, Federal Heights, Northglenn, Thornton, and Westminster. Based on 2021-22 October count data, the District serves 36,078 students (PK-12) with the following demographics: 5.9% Asian, 1.6% Black, 44.0% Hispanic, 0.5% Native American, 4.7% Two or More Races, and 43.3% White. The number of English Language Learners (ELLs) has decreased slightly since last year to 15.5%. The number of students receiving free/reduced lunch has decreased slightly to 39.7%. In general, schools in the southern portion of the district are comprised of greater percentages of ELLs and students receiving free/reduced lunch, and schools in the northern portion of the district are comprised of fewer at-risk students.

The district received a fully accredited rating for the fifth consecutive year in 2022 (no District Performance Frameworks (DPFs) were issued in 2020 or 2021). Overall, there was a decline on our 2022 one-year DPF compared to our 2019 DPF. The percentage of points earned on the 2022 DPF decreased in all indicator areas compared to the 2019 DPF, with the largest decrease related to postsecondary and workforce readiness.

Percentage of Points Earned on DPF

Indicator	2016 DPF	2017 DPF	2018 DPF	2019 DPF	2022DPF*
Academic Achievement	49.8%	58.1%	55.1%	56.7%	52.1%
Academic Growth	70.2%	64.9%	68.8%	68.2%	66.1%
Postsecondary & Workforce Readiness (PWR)	47.2%	56.9%	63.9%	58.7%	51.9%
Overall	57.2%	60.5%	63.2%	61.9%	57.6%

**No DPFs were issued in 2020 or 2021 due to complications resulting from the COVID pandemic*

The remainder of this document provides a high-level summary of all aspects of the UIP analysis and development process undertaken by the district staff, school staff, and the District Accountability Committee (DAC). The components listed include a prior year performance target analysis, the development of notable performance trends, the identification of priority performance challenges and root causes, the refinement of major improvement strategies, and lastly, the formulation of performance targets for the 2022-23 school year.

To view the full Adams 12 UIP submitted for the 2022-23 school year, please use the following link - <http://www.cde.state.co.us/schoolview/performance>. School and District UIPs are generally posted by the Colorado Department of Education (CDE) by November or December.

Prior Year Target Analysis

The following tables outline the targets established for each indicator for the 2021-22 school year as well as an indication of whether each target was met or not. Targets that were met are in green font while targets that were not met are in red font.

Academic Achievement – CMAS/PSAT

Content Area	Prior Year Target by Level	2021-22 Performance
Literacy – All Students	Elementary: Increase mean scale score (MSS) to 744.0 Middle: Increase MSS to 745.4 High: Increase PSAT 9 MSS to 451.6, PSAT 10 MSS to 475.0, and SAT MSS to 492.0	Elementary: MSS of 739.7 Middle: MSS of 738.6 High: PSAT 9 MSS of 451.1, PSAT 10 MSS of 481.7, and SAT MSS of 497.0
Literacy - GT Students	35.0% of GT students will score Exceeded	24.5% of GT students scored Exceeded
Math – All Students	Elementary: Increase mean scale score (MSS) to 735.0 Middle: Increase MSS to 736.2 High: Increase PSAT 9 MSS to 454.0, PSAT 10 MSS to 460.6, and SAT MSS to 487.1	Elementary: MSS of 732.3 Middle: MSS of 729.5 High: PSAT 9 MSS of 443.7, PSAT 10 MSS of 462.6, and SAT MSS of 485.2

*MSS represents the mean (average) scale score of students

Three of eleven targets were met, two for literacy and one for math. All three targets met were at the high school level. No targets were met at the elementary and middle school levels.

Academic Growth – CMAS/PSAT/SAT/ACCESS

Content Area	Prior Year Target by Level	2021-22 Performance
Literacy	Elementary: Increase to 52 nd percentile Middle: Increase to 52 nd percentile High: Increase to 50 th percentile	Elementary: 53 rd percentile Middle: 47 th percentile High: 50 th percentile
Math	Elementary: Increase to 55 th percentile Middle: Increase to 54 th percentile High: Increase to 54 th percentile	Elementary: 57 th percentile Middle: 50 th percentile High: 52 nd percentile
ACCESS (English language acquisition for ELLs)	Elementary: Increase 55 th percentile Middle: Increase to 55 th percentile High: Increase to 55 th percentile	Elementary: 52 nd percentile Middle: 59 th percentile High: 56 th percentile

Five of nine targets were met. Two of three growth targets were met at the elementary and high school levels, while only one target was met at the middle school level.

Postsecondary & Workforce Readiness

Measure	Prior Year Target by Level	2021-22 Performance
Four-year Graduation Rate	Increase to 83.8%	80.5%
Dropout Rate	Decrease to 2.0%	2.4%
Matriculation Rate	Increase to 57.5%	56.3%

None of the three targets were met.

Notable Trend Statements

Due to the cancellation of state testing in the spring of 2020 and the limited state testing in the spring of 2021, many assessment data trends will only include data from the spring of 2019, prior to the pandemic, to the spring of 2022. For the ACCESS assessment, many postsecondary and workforce readiness measures, and non-academic data, trends will include the last four years because data for those years are still available. Subgroup data examined include the four at-risk groups incorporated into DPF calculations: English language learners (ELLs), minority students, students eligible for free and reduced lunch (FRL), and students with an individualized education plan (IEP).

Academic Achievement

CMAS ELA

- From 2019 to 2022, the CMAS ELA Mean Scale Score (MSS) declined 3.2 points at the elementary level and 5.8 points at the middle school level.
- From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MSS, with ELLs and FRL students showing the most significant declines.

CMAS Math

- From 2019 to 2022, the CMAS Math MSS declined 2.1 points at the elementary level and 6.6 points at the middle school level.
- From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MSS, with ELLs and FRL students showing the most significant declines.

PSAT Evidence-Based Reading and Writing (EBRW)

- From 2019 to 2022, the 9th and 10th grade PSAT EBRW MSS increased by 9.6 scale score points.
- From 2019 to 2022, the 9th and 10th grade PSAT EBRW MSS for ELLs declined by 6.8 points.

PSAT Math

- From 2019 to 2022, the 9th and 10th grade PSAT Math MSS declined by 3.6 scale score points.
- From 2019 to 2022, the 9th and 10th grade PSAT Math MSS for ELL students and FRL students declined by at least 10 scale score points each.

PALS - READ Act

- From 2019 to 2022, the percentage of students scoring below the significant reading deficiency (SRD) benchmark in the spring has increased at least between 1-2% at each grade level, K-3; however, the 2022 SRD percentage for each grade is lower than it was in 2021.

Academic Growth

CMAS ELA

- From 2019 to 2022, the CMAS ELA median growth percentile (MGP) for students at the elementary level increased 2 percentile points and remained above state expectations.
- From 2019 to 2022, the CMAS ELA MGP for students at the middle school level declined 4 percentile points and fell below state expectations.
- From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MGP on CMAS ELA, with declines at the middle school level being particularly pronounced.

CMAS Math

- From 2019 to 2022, the CMAS Math MGP for students at the elementary level remained stable and well above state expectations.
- From 2019 to 2022, the CMAS Math MGP for students at the middle school level declined 4 percentile points but still met state expectations.

- From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MGP on CMAS Math.

PSAT/SAT EBRW

- From 2019 to 2022, the PSAT/SAT EBRW MGP for students increased by two percentile points and is now above state expectations.
- From 2019 to 2022, all student subgroups showed increases in MGP on PSAT/SAT EBRW.

PSAT Math

- From 2019 to 2022, the PSAT/SAT Math MGP declined 2 percentile points but still exceeded state expectations.
- From 2019 to 2022, all student subgroups showed declines in MGP on PSAT/SAT Math.

ACCESS

- From 2019 to 2022, MGPs for ACCESS at all school levels continue to meet or exceed the state expectation of the 50th percentile.

Postsecondary and Workforce Readiness (PWR)

Four-year Graduation Rate

- The overall four-year graduation rate has decreased by 2.8% between 2019 and 2021 (2022 data not available until January 2023).
- From 2019 to 2021, the four-year graduation rate for ELLs has decreased 8.9% and for FRL students has decreased 4.9%

Dropout Rate

- The overall dropout rate has increased 0.3% from 2019 to 2021 (2022 data not available until January 2023).
- From 2019 to 2021, the dropout rate for ELLs has increased 2.5% and for FRL students has decreased 0.7%

SAT Achievement

- The average SAT EBRW scale score increased by 6.8 points from 2019 to 2022.
- The average SAT Math scale score decreased very slightly by 0.9 points from 2019 to 2022.

Non-academic Data

Panorama Student Survey Data

- From 2021 to 2022, the percentage of favorable student responses declined for each of the four domains on the school supports and environment survey: school climate, school safety, sense of belonging, and teacher-student relationships.

Attendance

- The attendance rate declined from 92.5% in 2018-19 to 90.5% in 2020-21 (data not yet available for 2021-22).
- The percentage of students chronically absent (defined as missing 10% or more of school days) increased from 25.5% in 2018-19 to 26.8% in 2020-21 (data not yet available for 2021-22).

Priority Performance Challenges (PPCs)

Academic Achievement

- The percentage of students meeting or exceeding expectations at the elementary level, and especially the middle school level, on the CMAS ELA and Math assessments declined from 2019 to 2022.
- The average scale score of students in the following groups declined more from 2019 to 2022 than the overall student population on both the CMAS ELA and Math assessments: Students receiving free/reduced lunch and English language learners.

Academic Growth

- The average growth of students on CMAS at the middle school level declined in two of three grade levels and fell below State expectations as well.

Postsecondary and Workforce Readiness

- The district's four year graduation rate has declined from 83.3% in 2019 to 80.5% in 2021 (data for the graduating class of 2022 is not yet available).

Rationale for Choice of Priority Performance Challenges

The 2021-22 school year was a transition back to a more “normal” school year; however, given the academic, behavioral, social emotional struggles students experienced, a return to typical schooling took a considerable amount of time, realistically through February of 2022. The focus of work in the 2022-23 and 2023-24 school years will be to use the momentum gained over the course of the 2021-22 school year and continue to prioritize effective collaboration, planning and both universal and targeted instruction to reverse the negative trends evident since the start of the pandemic.

Root Causes

Given the transition back to more typical in-person instruction and general decline in achievement and, to a much lesser extent, growth across all content areas, the following root causes have been identified.

- Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.
- Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.
- At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

These root causes were verified through ongoing conversations with teachers, school leaders and district leaders. Additionally, observations of classroom practices throughout the year revealed similar needs. Lastly, a variety of district non-academic data including survey results, failure rates, attendance data, and anecdotal information regarding ongoing struggles related to student engagement pointed to the root causes outlined above.

Major Improvement Strategies

Major Improvement Strategy #1: Providing inclusive learning environments where each student has positive, nurturing relationships with adults and peers.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	
	2022-23	2023-24
Develop a common definition, look fors and purpose for inclusive learning environments, K-12, based on the research of Hattie, Fisher, Frey, and Hammond that support both inclusivity and rigor.	Fall 2022 - Spring 2023	
Create and implement professional learning for social emotional learning specialists on implementation of the schoolwide SEL framework (based on PBIS and Safe and Civil classrooms by Randy Sprick) and coaching teachers in creating positive classrooms (based on Jim Knight's High Impact instruction).	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Create and implement professional learning for school counselors/SELS/MH providers on implementation of motivational interviewing skills which utilizes a relationship/empathy driven approach to drive student change in behaviors.	Fall 2022 - Spring 2023	
Provide professional learning for school SEL/MH teams (as part of the MTSS process) to support administration and how to use the Panorama Student Survey to build a continuum of supports at each school.	Fall 2022 - Spring 2023	
Develop common language for inclusion, equity and excellence to accelerate personal and professional growth in order to grow our culturally sustaining practices based on the research of Gary Howard and The Deep Equity Framework.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Provide professional learning, coaching and access to the Adams 12 Instructional Playbook to all instructional coaches related to the SEL components of the instructional playbook including leverage practices in Jim Knight's <u>High Impact Instruction</u> : Learner Friendly Culture, Expectations, Power With, Not Power Over, and Witness the Good.	Fall 2022 - Spring 2023	
Implement the Newcomer Intake and Welcoming Practices in all district K-12 schools.	Fall 2022 - Spring 2023	Fall 2023
Develop Long-Term ELL (L-TEL) plans with secondary schools that provide additional supports for each L-TEL student.	Fall 2022 - Spring 2023	
Support Newcomer students by providing bilingual Newcomer Classroom Assistants to support 11 elementary schools with their Newcomer populations.	Fall 2022 - Spring 2023	
Create and implement a clear and coherent continuum of Affective Needs and Autism at the secondary level with a clearly identified entrance and exit criteria, data collection practices, consistent expectations across all buildings, and school wide professional development in order to ensure students are receiving high quality instruction in an inclusive learning environment within their least restrictive environment.	Fall 2022 - Spring 2023	Fall 2023

Major Improvement Strategy #2: Prioritizing and maximizing structures for adult collaboration to plan for intentional, data-driven learning that ensures equitable access to grade level standards for each student.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	
	2022-23	2023-24
Continue to implement monthly level-specific (elementary, K-8, middle and high) academic team meetings at school sites to evaluate current implementation of each of the three district major improvement strategies and develop just-in-time supports in collaboration with school principals for targeted/aligned support to the identified areas of greatest need.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Engage in a collaborative process for purchasing all core reading resource materials for each classroom, k-5, across all elementary and k-8 schools.	Summer 2022 - Fall 2022	

Provide whole system professional learning across all elementary and K-8 schools to support the implementation of the new, CDE approved core reading resource (Benchmark Advance 2022).	Fall 2022 - Spring 2023	
Engage grade-level teams of teachers in Lesson Study and/or collaborative planning days based on the Guaranteed and Viable Curriculum.	Fall 2022 - Spring 2023	
Provide ongoing professional learning that is aligned to evidence and research based practices in reading and mathematics to all elementary academic and READ Act interventionists. In addition, provide feedback and coaching to each interventionist aligned to professional learning.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Provide ongoing professional learning that is aligned to planning and implementing evidence- and research based-practices in mathematics to school administrators and all math teachers.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Provide ongoing professional learning to the Instructional Leadership Team at elementary and middle school levels to enhance their understanding and application of prioritizing and maximizing structures for adult collaboration to plan for intentional, data-driven learning that ensures equitable access to grade level standards for each student.	Fall 2022 - Spring 2023	
Continue to deepen the professional learning, coaching and access to the Adams 12 Instructional Playbook to all instructional coaches related to the Planning with Purpose, Instruction, and Differentiation components of the instructional playbook.	Fall 2022 - Spring 2023	
Provide Data Driven Instruction professional learning opportunities for educators to attend.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Provide Adaptive Schools Professional Learning to cultivate collaborative communities.	Fall 2022 - Spring 2023	
Leverage the principal learning cohort to increase leadership agency and support for fostering inclusive learning environments, teacher collaboration, formative practices and providing meaningful feedback.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Maximize professional learning that includes analysis of student data, economic data, systems and support to enhance collaboration between teachers and community partners to cultivate understanding and strategies for implementing Colorado's Work-Based Learning (WBL) Continuum where students are engaged in workplace performance in in-demand fields.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Counselors will participate in data driven counseling professional learning to strengthen their use of the data process (designing goals, identifying action plans, tracking and analyzing data and sharing results).	Fall 2022 - Spring 2023	
Provide ongoing professional learning and support that is aligned to planning and implementing evidence- and research based-practices supporting gifted learners, and gifted program development to school administrators and gifted educators.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Provide differentiated professional learning to K-12 English Language Development (ELD) teachers in support of data-driven effective instruction in all ELD classrooms.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Continue to implement the job-embedded portion of the CLDE Essentials professional learning that includes teacher collaboration time for the purpose of implementing CLDE best practices in the classroom.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Create and implement structures for collaboration between SSS and District Literacy Team leading to system-wide, district developed and implemented professional development for special educators on a full continuum of literacy and instruction at the secondary level.	Fall 2022 - Spring 2023	
Provide professional development for secondary special educators on both diagnostic assessments and progress monitoring tools related to Phonological processing, spelling and individual word reading fluency, as well as how to interpret the results and plan for daily specialized instruction.	Spring 2023	
Align professional learning to embed evidence-based and research-informed practices for serving highly impacted students across all levels.	Fall 2022 - Spring 2023	

Major Improvement Strategy #3: Applying and integrating formative practices to empower each student to own their own learning.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	
	2022-23	2023-24
Create and implement professional development for high school Instructional Leadership Teams (ILTs) around formative instructional practice in alignment with the research of Wiliam, Clarke , Moss, Brookhart, and Hattie.	Fall 2022 - Spring 2023	Fall 2023
Engage teachers in all content areas in learning and application specific to formative practices/strategies for supporting students in owning their own learning.	Fall 2022 - Spring 2023	Fall 2023 - Spring 2024
Continue to deepen the professional learning, coaching and access to the Adams 12 Instructional Playbook to all instructional coaches related to the Formative Practices component of the instructional playbook in alignment with the research of Wiliam, Clarke , Moss, Brookhart, and Hattie.	Fall 2022 - Spring 2023	

2022-23 Performance Targets

Rationale for 2022-23 Targets:

Achievement and growth targets are being set based on 2021-22 outcome data, which in most cases reflect a 1-2 point increase over 2022 assessment results. Postsecondary and workforce readiness targets were set based on average change in State performance over the past several years, where data were available and not unduly impacted during the pandemic.

Indicator	Content Area/Measure	2023 Target	Most Recent State Average
Academic Achievement	Literacy (CMAS/PSAT/SAT)	ES MSS* – 740.8 MS MSS – 740.1 9th/10th PSAT MSS – 469.0 SAT MSS – 500.1	ES – 741.1 MS – 741.4 9th/10th PSAT – 464.7 SAT – 502.9
	Math (CMAS/PSAT/SAT)	ES MSS – 734.0 MS MSS – 731.0 9th/10th PSAT MSS – 454.9 SAT MSS – 487.5	ES – 734.7 MS – 729.3 9th/10th PSAT – 443.2 SAT – 482.0
	READ Act (PALS and Acadience)	K-3 – 27.0% below SRD cut	K-3 – 22.8% below SRD cut
	GT students scoring Exceeded on CMAS ELA	27.0%	36.0%
Academic Growth	Literacy (CMAS/PSAT/SAT)	ES – 54 th %ile MS – 50 th %ile PSAT/SAT – 51 st %ile	ES – 51 st %ile MS – 48 th %ile PSAT/SAT – 49 th %ile
	Math (CMAS/PSAT/SAT)	ES – 57 th %ile MS – 51 st %ile PSAT/SAT – 53 rd %ile	ES – 50 th %ile MS – 50 th %ile PSAT/SAT – 49 th %ile
	ACCESS (English language acquisition for ELLs)	ES – 53 rd %ile MS – 60 th %ile HS – 57 th %ile	ES – 51 st %ile MS – 51 st %ile HS – 52 nd %ile
Postsecondary & Workforce Readiness	4-year Graduation rate	81.7%	81.7%
	Dropout Rate	1.8%	1.8%
	Matriculation Rate	57.0%	54.5%

*MSS represents the mean (average) scale score of students