

CCSD Unified Improvement Plan (UIP)

DAC Community Forum
October 9, 2024

UIP Introductions



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Agenda

- UIP Subcommittee Updates
- What is a Unified Improvement Plan?
- What data is reviewed to inform the UIP?
- CCSD's UIP
 - Priorities & Targets
 - Strategies
 - Action Steps

UIP Subcommittee Updates



UIP Subcommittee Updates

- 2024-09-04 **DAC Community Forum**
Data walk and feedback for CMAS and PSAT Literacy & Math by Elementary/Middle/High and by Race/Ethnicity
- 2024-09-25 **UIP Subcommittee Meeting**
Preliminary feedback on UIP: Literacy
- 2024-10-09 **DAC Community Forum**
Final feedback on UIP: Literacy and Racial Equity
- Next Meeting - **TBD**
~~2024-10-30~~ Quarterly Review - may shift due to timelines of data availability

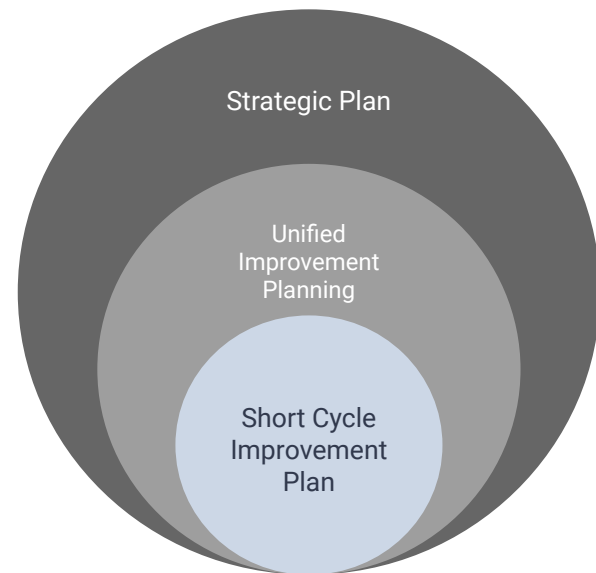
What is a UIP?



UIP: Unified Improvement Plan

UIP = Unified Improvement Plan

are *required* by the Education Accountability Act of 2009; specifically each Colorado district and school is *required* to create an annual improvement plan.



New UIP Components

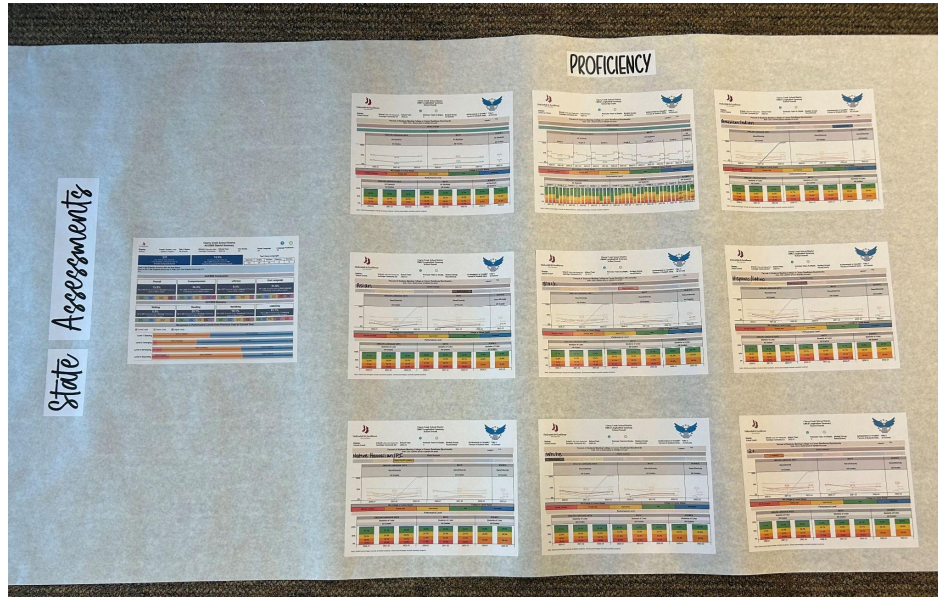


CHERRY CREEK SCHOOL DISTRICT **STRATEGIC PLAN**



What data is reviewed to inform the UIP?





Data Reviews

Strategic Planning Team (Aug 5th)

Assistant Superintendents, Chiefs, Department Directors

Performance Improvement Team (Aug 12th)

District Content Partners, District Assessment Partners, Analysts, Coordinators

DAC Community Forum (Sept 4th)

Parents, Community Members, District Teachers and Administrators

Board of Education Study Session (Sept 4th)

Board of Education members, community members

Board of Education Public Meeting (Sept 9th)

Board of Education members, community members

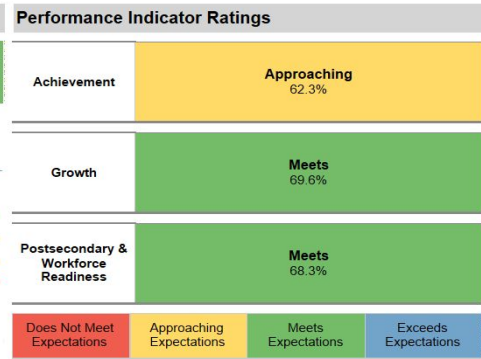
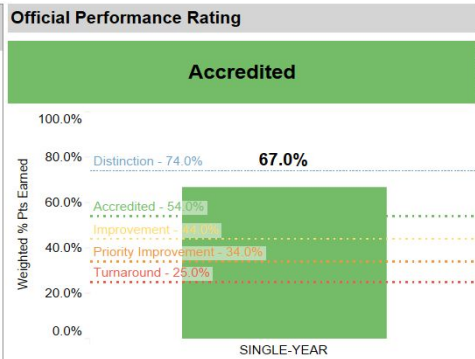
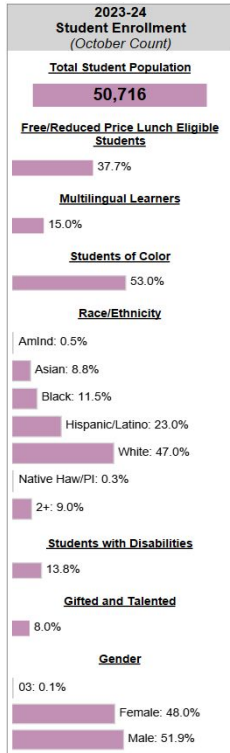
2024-25 DPF



Cherry Creek School District Summary Performance Framework Results

Select District or School for Performance Framework Results:
District

School Year:
2023-24



Test Participation Rates

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	35,797	28,072	78.4%	6,969	98.7%	Meets 95% Participation
Math	35,798	28,487	79.6%	6,930	98.7%	Meets 95% Participation
Science	12,068	6,253	51.8%	5,614	96.9%	Meets 95% Participation

Summary of Ratings by EMH Level

Ed Level	Performance Indicator	Pct Pts Earn	Pts Earn Weighted	Pts Elig Weighted	Rating
Elementary	Achievement	65.3%	28.1	40	Meets
	Growth	70.5%	42.3	60	Meets
Middle	Achievement	63.9%	25.6	40	Meets
	Growth	69.6%	41.8	60	Meets
High	Achievement	57.6%	17.3	30	Approaching
	Growth	68.8%	27.5	40	Meets
	Postsecondary & Workforce Readiness	68.3%	20.5	30	Meets

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

Feeder:
All Feeder Systems

School:
All Schools

Program:
All Students

Level:
All

Behavior:
All

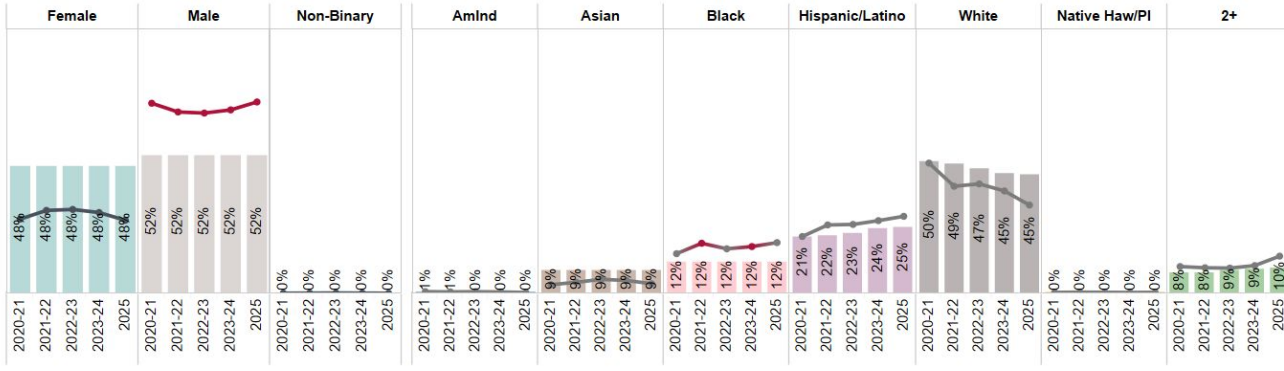
Action:
All

State Reportable:
All

[Click here to see data for Multiple Incidents](#)

4.9% of 2020-21 students (2,751 of 56,299) had an incident There were 4,050 incidents in 2020-21.	13.2% of 2021-22 students (7,409 of 55,937) had an incident There were 14,086 incidents in 2021-22.	14.4% of 2022-23 students (7,917 of 54,842) had an incident There were 15,850 incidents in 2022-23.	14.2% of 2023-24 students (7,740 of 54,579) had an incident There were 15,922 incidents in 2023-24.	3.7% of 2,025 students (1,930 of 52,775) had an incident There were 2,314 incidents in 2,025.
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[Click on the charts to filter other charts](#)

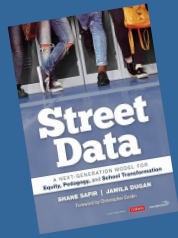



	Female	Male	Non-Binary	Amlnd	Asian	Black	Hispanic/Latino	White	Native Haw/PI	2+
2025	-20.4% Under Representation	20.5% Over Representation	-0.1% Under Representation	-0.1% Under Representation	-5.0% Under Representation	7.5% Over Representation	4.4% Over Representation	-11.3% Under Representation	0.1% Over Representation	4.4% Over Representation
2023-24	-17.3% Under Representation	17.4% Over Representation	-0.1% Under Representation	0.0% Over Representation	-3.8% Under Representation	5.8% Over Representation	3.1% Over Representation	-6.7% Under Representation	0.0% Under Representation	1.5% Over Representation
2022-23	-16.2% Under Representation	16.2% Over Representation	0.0% Under Representation	0.1% Over Representation	-3.6% Under Representation	4.9% Over Representation	3.3% Over Representation	-5.8% Under Representation	0.0% Over Representation	1.0% Over Representation
2021-22	-16.5% Under Representation	16.6% Over Representation	0.0% Under Representation	-0.1% Under Representation	-4.6% Under Representation	7.0% Over Representation	4.2% Over Representation	-8.3% Under Representation	0.0% Over Representation	1.8% Over Representation
2020-21	-20.0% Under Representation	20.0% Over Representation	0.0% Under Representation	0.0% Over Representation	-5.5% Under Representation	3.3% Over Representation	0.4% Over Representation	-0.7% Under Representation	0.0% Over Representation	2.4% Over Representation

2024-25 CCD District Data Inventory

Use this form to take inventory of the various data sources used in your role and at your school. Data sources can include assessments, surveys, observation rubrics, gradebooks, data reports/charts, etc. Please refer to the *Data Wise* book, pp. 25-27 for more information.

Data Source	Requirement Federal? State? District? School?	Content Area	Dates of Collection	Student Grades Administered	Who has Access to the Data? Teachers? Students? Principal? District? List all possible roles	Where is Data Stored? Test Platform? Tableau? PowerSchool? Gradebook? Excel? List all possible locations	How is Data Currently Used?	CCSD Strategic Plan Alignment
Disproportionality	State & Federal	Student Enrollment	Ongoing	PK-12	Principals	Tableau Strategic Initiatives		Disproportionality
Historic School/District Enrollment	State & Federal	Student Enrollment	Ongoing	PK-12	Teachers, Principals, District Staff	Tableau - Historic Enrollment		
Course Enrollments	State	Reading, Math, Science, Social Studies	Ongoing	K-12 Advanced Courses 6-12	Teachers, Principals, District Staff	Tableau	To review course participations	Disproportionality
CMAS	State & Federal	ELA, Math, and Science	Spring	3-8	Teachers, Principals, District Staff	Tableau PowerSchool CCSD Reports - Student Body of Evidence eduClimber		Literacy
FastBridge <i>Historic</i>	State & District	Reading & Math	Fall, Winter, Spring	K-12	Teachers, Principals, District Staff	Tableau	May be helpful for historic analysis of interim assessments	Literacy
Attendance Overview	State	Attendance	Ongoing	PK-12	Teachers, Principals, District staff	PowerSchool Tableau		Health & Wellbeing






**Level 1
Satellite Data**

Large grain size

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.




**Level 2
Map Data**

Medium grain size

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.) or instructional skill gaps for teachers.

Point us in a slightly more focused direction.

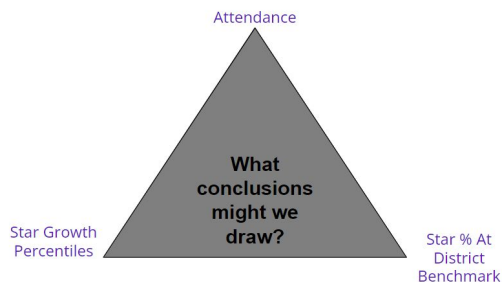


**Level 3
Street Data**

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.
- Require focused listening and observation.
- Inform and shape our next moves.
- Help us to monitor students' internalization of important skills.

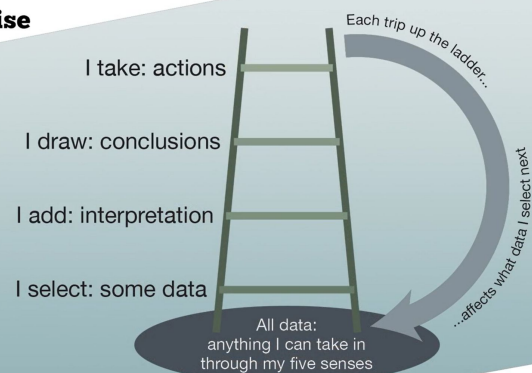
Data Triangulation



Triangulation is a technique to analyze results for three main purposes: to enhance validity, to create a more in-depth picture of a research problem, and to interrogate different ways of understanding a research problem.

By "triangulating" your findings from multiple data sources- that is by analyzing other data to support, confirm, or dispute what you learned through your initial analysis.

Data Wise




Adapted from *The Fifth Discipline: The Art and Practice of the Learning Organization* by Peter Senge

Welcome
The Ladder of Inference

Highest Priority Recommendations for (2024-2025)

1. Increase district and school alignment and grow parent engagement by publicizing quarterly active SAC participation metrics (# of schools meeting statutory participation requirements and # of families involved)
2. Grow parent engagement with publicly available, short (e.g. one page) communications of the UIP and each UIP focus area (e.g. Literacy Plan)
3. Facilitate ***quarterly UIP discussion by publicizing latest available UIP student success goal metrics and plan progress*** in advance of UIP Subcommittee meetings

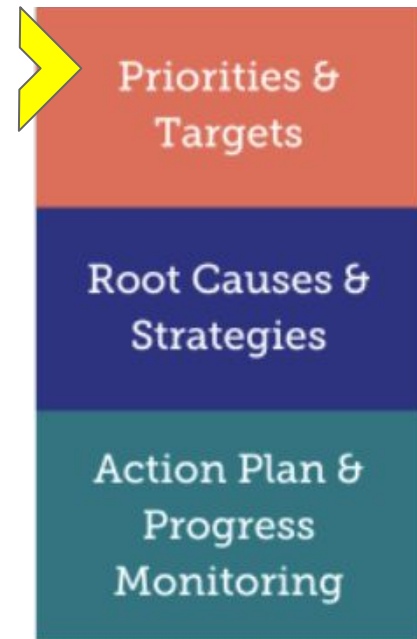


CCSD UIP
Priorities & Targets,
Strategies, and Action Steps

Priorities

Racial inequity in discipline referrals and instructional programming

Reading achievement for K-12 students



Racial inequity in discipline referrals and instructional programming

Current Performance

6.3% of students had *Multiple Incidents* during 2023-24

	American Indian	Asian	Black	Hispanic	White	Native Hawaiian	Two+
District Population	0.4%	8.6%	11.8%	24.3%	45.4%	0.3%	9.0%
Students w/ Multiple Incidents	0.5%	3.9%	20.8%	28.4%	34.7%	0.3%	11.4%
Inequity difference	0.0%	-4.7%	9.0%	4.0%	-10.7%	0.0%	2.4%

Future Performance

By 2030, discipline data will be proportionate to the CCSD student demographic population.

	American Indian	Asian	Black	Hispanic	White	Native Hawaiian	Two+
2023-24 Inequity difference	0.0%	-4.7%	9.0%	4.0%	-10.7%	0.0%	2.4%
2024-25 Inequity difference	0.0%	-3.9%	7.5%	3.3%	-8.9%	0.0%	2.0%
2025-26 Inequity difference	0.0%	-3.1%	6.0%	2.7%	-7.1%	0.0%	1.6%

2024-25 Quarterly Updates

Inequity difference

	American Indian	Asian	Black	Hispanic	White	Native Hawaiian	Two+
January 2025	0.0%	-4.3%	8.3%	3.7%	-9.8%	0.0%	2.2%
April 2025	0.0%	-4.1%	7.9%	3.5%	-9.4%	0.0%	2.1%

Priorities & Targets

Root Causes & Strategies

Action Plan & Progress Monitoring

Racial inequity in discipline referrals and *instructional programming*

Current Performance

2023-24 Identification for *Special Education (SPED)* Programming

	American Indian	Asian	Black	Hispanic	White	Native Hawaiian	Two+
District Population PK-12	0.4%	8.8%	11.5%	23.5%	46.2%	0.3%	9.1%
Students IDed for SPED	0.6%	4.4%	14.0%	27.6%	42.2%	0.1%	11.0%

Future Performance

By 2030 attain proportionate identification in SPED across race.

2024-25 Quarterly Updates

TBD

Priorities & Targets

Root Causes & Strategies

Action Plan & Progress Monitoring

Racial inequity in discipline referrals and *instructional programming*

Current Performance

2023-24 Identification for Neurodiverse Student Services (NSS)

	American Indian	Asian	Black	Hispanic	White	Native Hawaiian	Two+
District Population K-12	0.5%	8.8%	11.4%	23.4%	46.6%	0.3%	8.9%
Students IDed for NSS	0.4%	13.4%	5.7%	12.5%	58.4%	0.1%	9.5%

Future Performance

By June 2030, given intentional collaboration between NSS Department staff and building principals, equitable identification variances in each racial category, by school and district-wide, will be achieved.

2024-25 Quarterly Updates

TBD

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring

Reading achievement for K-12 students

Current Performance

Percent of students meeting benchmark

	Star (K-2)	CMAS (3-8)	PSAT/SAT (9-12)
2023-24	48.9%	48.3%	73.8%

Future Performance

Percent of students meeting benchmark

	Star (2nd Grade)	CMAS (4th Grade)	CMAS (8th Grade)	PSAT (10th Grade)
2023-24	—	45.4%	51.4%	75%
2024-25	60%	56%	61%	80%
2025-26	67%	66%	71%	85%

2024-25 Quarterly Updates

Percent at district benchmark on Star Early Literacy and Reading

	Star (2nd Grade)	Star (4th Grade)	Star (8th Grade)	Star (10th Grade)
January 2025	57%	50%	56%	77%
May 2025	60%	56%	61%	80%

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring

Reading achievement for K-12 students

Current Performance

12.8%

of the students in the district have a READ Plan
(n=6763)

Future Performance

Decrease READ Plans by 17% each subsequent school year, such that the percent of students with READ Plans is as follows.

2023-24	2024-25	2025-26
12.8%	10.6%	8.8%

2024-25 Quarterly Updates

Percent of students with READ Plans

2023-24	January 2025	May 2025
12.8%	11.7%	10.6%

Priorities & Targets

Root Causes & Strategies

Action Plan & Progress Monitoring



Major Improvement Strategy #1

Utilize Multi-tiered System of Supports Framework to support district initiatives

Major Improvement Strategy #2

Implement a district comprehensive literacy plan

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring



Major Improvement Strategy #1

Utilize Multi-tiered System of Supports Framework to support district initiatives

Action Steps

08/15/2024 to 05/22/2025

- Attendance outreach and intervention (*Partnering with caregivers and community*)
- Listening tours to engage students and community members (*Partnering with caregivers and community*)
- Regrounding in Professional Learning Communities (*Collaborative teaming*)
- Ongoing professional development related to the assessment system (*Comprehensive assessment system*)
- Analyze system level data multiple times a year (SEL Panorama screener 3x/year, Attendance crosswalk 4x/year) (*Data-based decision making*)
- Schools review multiple incident data to illuminate starting point (*Data-based decision making*)
- Expulsion task force review discipline practices and problem-solving processes (*Evidence-based and innovative practices*)
- Professional development of understanding State Standards (Colorado Academic Standards) (*Evidence-based and innovative practices*)
- Consequence guide for school administrators (*Layered continuums of Support*)
- K-12 alignment of behavioral referral (*Layered continuums of Support*)
- Professional Development towards building collective mission, vision, values, & Guiding Coalitions (*Shared leadership*)

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring

Major Improvement Strategy #2

Implement a district comprehensive literacy plan

Action Steps

08/22/2024 to 05/30/2025

- Title 1 Principal monitoring end of unit Foundations assessment
- Literacy partner working with Instructional Coaches to support Foundations Implementation - access data, review reports
- Administer Preschool Early Literacy Indicator (PELI) and record results in centralized assessment platform

10/07/2024 to 10/25/2024

- Use 10/25 coaches training day to dig deeper 10/7 Professional Learning Community training to support school collaborative teams with prioritizing standards

11/01/2024 to 05/30/2025

- Preschool teachers will use the results of this assessment as they set goals for student learning and discuss in their collaborative teams. Teachers need access to data in Illuminate (next cycle)

10/07/2024 to 10/07/2024

- Coaches attend ADCO 10/7 for training on identifying essential standards for school Collaborative Teams

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring



Major Improvement Strategy #1

Utilize Multi-tiered System of Supports Framework to support district initiatives

Implementation Plans

- Implementation of restorative practices and PBIS
- Increased student engagement and relationships
- Communication and community engagement

Stoplight Protocol

Strategic Actions	Evidence of Impact
Completed	Impact
Completed	Some Impact
Completed	No Impact
In Progress	Impact
In Progress	Some Impact
In Progress	No Impact
No Progress	No Impact

2024-25 Quarterly Updates of Implementation Plans & Action Steps

Utilize the Stoplight Protocol to provide implementation updates

		Restorative Practices	Student Engagement	Community Engagement
January 2025	Strategic Action			
	Evidence of Impact			
May 2025	Strategic Action			
	Evidence of Impact			

Priorities & Targets

Root Causes & Strategies

Action Plan & Progress Monitoring



Major Improvement Strategy #2

Implement a district comprehensive literacy plan

- ### Implementation Plans
- Continued Implementation of Foundations Supplemental Literacy Curriculum
 - Continued Implementation of Into Reading Universal Literacy Curriculum
 - Implementation of Lexia at Middle and High School
 - Year 2 Implementation of Cherry Creek Literacy Plan (CCLP)

Stoplight Protocol	
Strategic Actions	Evidence of Impact
Completed	Impact
Completed	Some Impact
Completed	No Impact
In Progress	Impact
In Progress	Some Impact
In Progress	No Impact
No Progress	No Impact



2024-25 Quarterly Updates of Implementation Plans & Action Steps

Utilize the Stoplight Protocol to provide implementation updates

		Fundations	Into Reading	Lexia	Year 2 CCLP
January 2025	Strategic Action				
	Evidence of Impact				
May 2025	Strategic Action				
	Evidence of Impact				

Major Improvement Strategy #1

Utilize Multi-tiered System of Supports Framework to support district initiatives

Multi-Tiered System of Supports (MTSS) framework

In Cherry Creek Schools, we believe in a student-centered community-driven Multi-Tiered System of Supports (MTSS) framework that foster belonging and whole well-being, igniting lifelong learning for our students. We are committed to fairness, focusing on students' strengths, courageous leadership, and empowering teams to make sure every student feels like they belong.

The framework supports the work of addressing the inequities in disciplinary practice in the district through the implementation and use of seven key components of the Cherry Creek Schools MTSS framework:

1. Caregivers, schools, and the community partnerships
2. Collaborative teaming
3. A comprehensive assessment system to measure and track student progress
4. Using data for decision-making
5. Using both proven and innovative ways to help students succeed
6. Providing different levels of support depending on students' needs
7. Shared leadership with teams

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring

Major Improvement Strategy #2

Implement a district comprehensive literacy plan

Cherry Creek Literacy Plan (CCLP)

The CCLP is focused on helping all students become strong readers, writers, and confident learners. Our main goal is to ensure every child reads proficiently by the end of 3rd grade, while supporting all students—especially those who need extra help, like English learners, students with disabilities, low-income students, and students of color.

The CCLP supports Collaborative Teams in addressing the *4 critical questions* of a Professional Learning Community:

1. What do we want students to learn?
 - Access to grade-level lessons that build reading and writing skills based on state standards.
2. How will we know if they've learned it?
 - Regular assessments track progress and help guide instructional adjustments.
3. How will we respond when some students do not learn?
 - Extra support and interventions for students who are below grade level, with tailored instruction based on their needs.
4. How will we respond when some students already know it?
 - Enrichment and advanced opportunities for students who are already excelling.

Our Commitment

Cherry Creek School District is building a literacy program that works for every student. By using data from assessments, we can focus on areas where students need extra support and create plans to help them succeed.

Priorities &
Targets

Root Causes &
Strategies

Action Plan &
Progress
Monitoring